

A Meadowridge School Publication

Summer 2018

the GRYPHON







WAITING TO GRADUATE

The Class of 2018 eagerly waiting in the MYP Atrium for their convocation to begin.

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MEADOWRIDGE SCHOOL
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COVER ILLUSTRATION

Designed by Alumnus Thomas Laurie '14

FROM THE HEADMASTER

Why Engage in Outdoor Experiential Ecological Education?

Education should prepare our children for an unknown and challenging global future. To do that, our children need to come to understand that their actions have effects, and that they can change and shape our world. To do that, they need to understand their own role in creating the world now. Not the digital world (although that has importance also), but the real world of things, and places, and weather, and food, and shelter, and pleasure.

Our children are facing a challenging future. In many cities, the air is not clean enough to breathe. Rivers are flooding in thousand-year floods. Forest fires rage throughout the world. Drinkable water is becoming scarcer. The oceans are filled with plastic. Fish stocks are disappearing. Climate change brings our children doubts and fears of the emerging world.

People do not know what to do in order to ensure a livable world. Sometimes, we feel helpless to change things.

Often, this is because, in our emerging world, we do not have to connect cause and effect, to connect our actions to consequence. We see no harm in garbage - it goes into a bin. We buy everything wrapped in plastic because it seems cleaner and safer. We have fast and safe cars and trucks, built using huge resources, and fueled with many forms of energy, all harvested in hidden ways from natural resources. We buy meat and produce without ever knowing what chemicals and resources are used to produce them. If we are cold, we turn on the heat, not at all linked to what is needed to bring the fuel to the furnace, or where the fumes go. We buy gas, but the oil rigs and pipelines are out of sight. The gasses that we produce are changing our climate, but we do not see and feel the gasses - only the effects. Our growing children do not see the links between our actions, and distant consequences.

When children grow, they learn best when they learn through the senses as well as through language and digital media. When a student plants a garden, they become aware as they inquire that plants need water, and rich soil. They can see the impact of too much heat, or not enough. They can see the bees and wasps and other pollinators, and can understand their value. They begin to really understand how everything has to come together just to grow a tomato, or beans, or beets. They become aware of how our actions affect the animals. That is, they can connect action to outcome, cause to effect. And they begin to understand the food chain. They can also understand how climate change, with its unusual heat, or lack of rain, or too much rain, can create dry forests, and so provide the perfect tinder for forest fires.

When children see their forest paths eaten by erosion, they understand that plants are needed to help retain water, and that altering one thing in a forest can alter everything. Children can see that rich soil comes from good planting. They see how water can be both a friend, and a danger, depending on how we care for our surroundings. And they begin to understand how the water cycle works, and how our actions can create flooding.

They begin to understand systems, systems of water, of food, of animals, of landscape...

When children go camping, and they have to provide shelter, and make sure the site is dry and drained, they understand deeply what is required for shelter, and what is additional. They have to think through how to heat the shelter, and cook the food, and provide light and warmth at night, and so they come to understand the link between natural resources and comfort. Making and lighting a fire causes them to think about the source of fuel, and how we consume fuel, and campfire smoke makes clear the impact that our consumption has on the environment. Camping – with its preparation, cooking, cleaning, and interdependence – also makes clear that we do best when we collaborate, and that none of us is as prepared as all of us together.

Going on an expedition causes our students to think through what is really needed to survive and to thrive. It causes them to really understand distances – not distances on a Google map, but distances covered by walking, or paddling, and carrying what they need. It brings reality to what, before, was just abstract thought. When actions are required, thinking becomes much more grounded in fact.

This is also why we engage so much in design thinking and experiential learning in our school. Having to learn by building, or creating, or doing something means that consequences are immediate and real. A chemistry textbook is a good source, but to really learn chemistry, students learn best through lab work. Biology can be studied, but to really learn biology, we need to experiment – which is why we do so many experiments in the scientific greenhouse. Designing and making a ring means that children learn more about materials, design, process, and esthetics than any digital program could teach. We learn about music through playing, about dance by dancing, about English through reading and writing and representing. We learn French by speaking French.

It is through experience in a rich environment that we learn our most valuable lessons. It is on the playground that we learn most about interactions with others. And it is through our Outdoor, Experiential, Ecological Education (OE3) program, in our forest and trails and creek, that we learn the rich, varied, and clear lessons about our role in the world, how the world works, and how we can make most difference to a future in which we want our children to live well, with others and for others, in a just community.



Hugh Burke,
Headmaster







The Outdoor, Experiential, Ecological Education Program

at MEADOWRIDGE

What is Outdoor, Experiential, Ecological Education (OE3)?

BY MR. JAMES WILLMS, OE3 COORDINATOR

OUTDOOR, EXPERIENTIAL, ECOLOGICAL EDUCATION

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

ECOLITERACY

is the ability to understand the natural systems that make life on earth possible

APPROACHES TO LEARNING (ATL)

Through Approaches to Learning, students develop skills that have relevance across the curriculum that help them “learn how to learn”

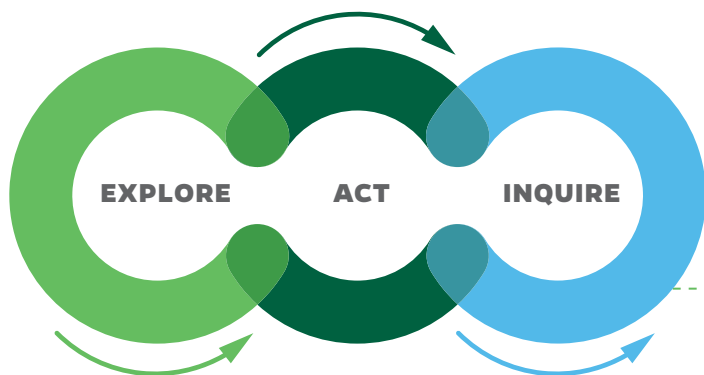
IB LEARNER PROFILE The IB Learner Profile describes a broad range of human capacities and responsibilities that go beyond academic success

The OE3 Program is designed for students to develop ecological intelligence, using a systems-based approach to learning. **Ecoliteracy** fosters inquiry into the relationships between human systems and natural systems, ultimately promoting empathy for all of life. Students will establish their own ecoliteracy as they learn, “to live well, with others and for others, in a just community.”

Ecoliteracy is based upon the following principles:

1. Developing empathy for all forms of life
2. Embracing sustainability as a community practice
3. Making the invisible visible
4. Anticipating unintended consequences
5. Understanding how nature sustains life

In order for us as humans to intrinsically care about the natural world that we all share and depend upon, we ought to take the time to connect with it, experience it, tend to it and enjoy it. As such, the OE3 program is intentionally experiential and students across the continuum are afforded opportunities to garden, camp, hike, paddle, forage, play, experiment, explore, and meditate in pristine wilderness settings. All of these experiences are intentionally planned to support current curriculum, and all contribute in the development of ATLs and the **Learner Profile**.



The OE3 Program is designed for students to develop ecological intelligence, using a systems-based approach to learning



How does the OE3 Coordinator support learning?

Facilitates Outdoor Learning

Collaborates with staff and students to facilitate ecological, experiential learning opportunities which foster a rich understanding of ecoliteracy and sustainable practices.

Organizes Student Experiences

Student experiences range from the campus garden, greenhouses, forest and campground, to off-campus experiences in Golden Ears Park, Juan de Fuca Trail, fish hatcheries, and numerous other parks and wilderness areas.

Coordinates Outdoor Programs

Programs include Learning in Action (direct curricular experiences), Outdoor Pursuits (Duke of Edinburgh, Week Without Walls), and CAS Clubs (North Forest service, soil remediation, fire pit design, and knife safety).

Develops Outdoor Facilities

Supports the development of OE3 specific facilities, including the campus campground, north forest trails, gardens, demonstration forest, and beehives.

Keeps Things Safe

Heads risk management for on-campus activities (wildlife incursions, wilderness First Aid) and multi-day trips, Outdoor Education, and field trips with higher levels of risk.

Supports Faculty and Staff

Supports teachers and staff with professional development opportunities, including Independent Schools Experiential Education Network, National Outdoor Leadership School, plant identification, and camp craft (knife safety, food, shelter, and survival).

Fosters

Community-Wide Learning

Coordinates community events to encourage learning and connection for the broader community, including Christmas carols in the forest, Welcome Back Fair, and future camping experiences.



Meet Mr. James Willms

Get to know Meadowridge's
OE3 Coordinator

As an Educator for 13 years, Mr. Willms has enjoyed teaching Grades 3 and 5

With a Masters in Ecological Education, Mr. Willms knows full well the value of the connection between nature and humans and has a passion to reconnect students to the natural world that we all share and depend upon

Holds a Wilderness First Aid – Level 1 Certificate (safety first!)

Has a family of four: Lesley, Trail and Albie, all of whom thrive in the outdoors and have a strong connection to place in Fort Langley

Strives to live increasingly sustainably by ethical purchasing, limiting footprint, buying local food, and sharing these values through experiences with those in our community

Enjoys outdoor activities, including hiking, skiing, snowshoeing, fishing, canoeing, gardening, woodworking, cycle-touring, trail running, beekeeping

Grade 5 Natural Resources Unit

Sustainable Fishing First-Hand

Our Grade 5 students explored sustainable fishing practices, the science of fishing, the history of BC fishing and its regions as part of their Natural Resources Unit. They also learned about the life cycle of fish, hatchery practices, endangered and indigenous fish.

The Unit came to life with a class trip to the Freshwater Fisheries Society of BC. Students took a tour of the hatchery, watched short documentaries and then learned how to use a fishing rod, tie the line on, and use different lures. The second half of the field trip was all hands-on, with students

venturing outside to go fishing for trout. Each student was provided a rod and a chance to go fishing for trout in their stocked pond. As a catch and release program, students had to learn how to remove the fishing hook properly and release the fish back into the ponds.



Mr. Scott Rinn
talks fishing

MYP Teacher, Avid Fisher

Student Opportunities: With the growth and development of our outdoor education program, students are getting increased exposure and experience with outdoor activities. Fishing is one activity that not only gets our students outside, but also allows them to develop an excitement and appreciation for our local, natural resources.

Family Opportunities: British Columbia offers some of the best fishing in not only Canada, but in the world. With access to lakes, rivers, and oceans you can catch a variety of fish species during all seasons. Some of the best memories I have as a kid are from fishing trips that I took with my family. Catching fish is always fun, but it's usually the experience of the trip that creates lasting memories. Go out and enjoy this beautiful and natural province that we get to call home!

Pictured above: The first of many, Mr. Scott Rinn's son, Sawyer, poses proudly with his first catch.



MR. RINN'S TOP FISHING TIPS

Reel in your first catch with these six tips

1. Always check fishing regulations: Fishing regulations are dependent on your age, as well as your type of residency. Before you head out for a day on the lake, be sure to check the provincial fishing regulations at env.gov.bc.ca/fw/fish/licences.

2. Fishing reports are your friend: Read-up before you gear-up and you'll learn the basics on fishing equipment and the types to use. My go-tos are fishingwithrod.com, fredscustomtackle.com, and berrysbait.com.

3. Correct gear is key: Everything from location, to time of year, to types of fish will dictate what gear you'll want to bring. Online fishing reports will provide useful information on gear and tactics.

4. Keep hydrated, keep happy: A fishing trip can last for a number of hours (especially if the fishing is good!) so it's important that you are prepared with adequate food and water.

5. Safety first: Anytime you're fishing around moving water it's important to have proper safety equipment: life jackets, sun screen, and proper footwear are some key basics.

6. Fishing courses are a great first-step: Many local fishing shops offer beginner fishing courses. Sign-up and learn about basic fishing techniques and strategies.



PHYSICAL & HEALTH EDUCATION

MYP Outdoor Pursuits

GRADE 6

Statement of Inquiry Exploration starts with understanding where you are and where you want to go.

DISCOVERY AND LEARNING

Map orientation - handrailing
Compass work
Bearings
Contours
Orienteering games

GRADE 7

Statement of Inquiry Relationships prosper through shared experiences.

DISCOVERY AND LEARNING

Tent placement
Group tent construction
Teamwork
Packing and tent-care
Personal equipment management

GRADE 8

Statement of Inquiry A resource's versatility allows for adaptation and change.

DISCOVERY AND LEARNING

Five basic knots and their uses
Shelter building
Knots in fishing, sailing, and hiking

GRADE 9

Statement of Inquiry Planning and preparation are key components to success.

DISCOVERY AND LEARNING

Packing a day pack
Packing an overnight pack
Meal planning and cooking

GRADE 10

Statement of Inquiry Being self-sufficient and resourceful allows us to cope with changing environments.

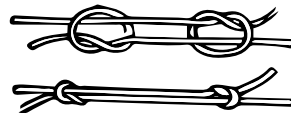
DISCOVERY AND LEARNING

Water treatment
Source of heat (firework)
Survival contingency items and plans
First aid



MR. NICK JACKSON'S TOP TIPS

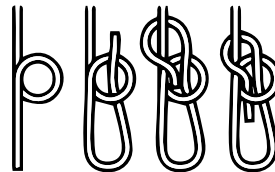
The five basic knots our Grade 8 students learn to master (and you should, too!)



Fisherman's Knot

DIFFICULTY EASY ●

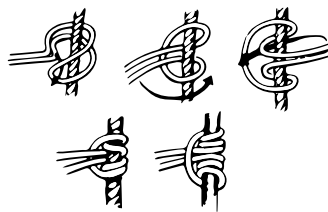
An easy knot to attach two lengths of rope together to provide versatility when camping and creating shelters.



Bow Line

DIFFICULTY EASY ●

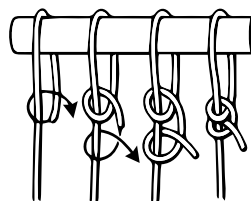
Join two ends of the rope together to make a loop. Could be used for guy ropes.



Prusik

DIFFICULTY INTERMEDIATE ●

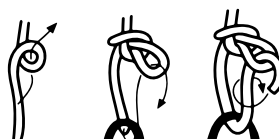
This knot is great for climbers and hikers, as it is used to create footholds and handholds on a rope when scrambling up a steep embankment. It can also be used to create tension on a tarp for successful shelter-building.



Half Hitch

DIFFICULTY EASY ●

Great cinch knot to use for a ridgeline, and for attaching a rope to a tree.



Trucker's Hitch

DIFFICULTY MODERATE ●

This knot provides a ratchet-like system to create tension for a tight ridgeline.

Grade 3 Foraging Walks

Indigenous Ways of Knowing

Our North Forest is full of wild edibles, foods our students discover during nature walks and guest presentations. Students are initially introduced to the salmon berries and blackberries that line the trails, and in Grade 3 students take part in a lesson hosted by a guest indigenous plant botanist. During this lesson, which includes a tour of our forest, students delve deeper into edible and medicinal plants.

There is an array of **wild foods** and **medicines growing in your backyards** and neighbourhoods!



MS. UYEDE'S TOP TIPS

Sustainable and Safe Foraging

1. Find out what's edible, what's not:

There is an array of wild foods and medicines growing in your backyards and neighbourhoods. You'd be surprised at what you can forage!

2. Get to know what grows around you:

You can find salmonberries, huckleberries, sword ferns, and much more right here in the Fraser Valley.

3. Do your research: Know what is edible and what is not and learn how to identify them. Proper identification is crucial.

4. Respect the environment and its natural resources:

The more we learn about the plants that surround us, the more we want to protect them.

5. Harvest in a 1:10 ratio: Be realistic about how much you'll use and try not to take more than that.

6. Harvest in the right places: Avoid sprayed areas, highways, and railroad tracks.

7. Get crafty: Wild edibles can be used in a variety of ways. Get the most of your foraging adventures by learning how to use each resource to the fullest.



Ms. Lisa Uyede talks North Forest foraging

PYP Parent

Blackberry leaves have a high tannin content and are commonly used as filler by commercial tea companies. Spring blackberry leaves can be finely cut and added to soups and stews.



The bright green tips of Douglas Fir and other coniferous trees have a citrus burst and are full of vitamin C. They can be picked and eaten directly, boiled and cooled to make a refreshing and vitamin dense drink or simply added to a honey jar to infuse its flavour.



The leaves, flowers and roots of dandelions are edible and rich in vitamin A, K, calcium, iron and magnesium. Many commercial mesclun salad mixes contain dandelion leaves.



Forest Walks, Meditation & Shinrin-yoku

MYP Advisory Program

With a focus on mindfulness and relaxation, our advisory teachers head to the North Forest. In Grade 7, Mrs. Devantier draws from her Master's Program to guide students in contemplative inquiry. With a focus on compassion, emotional vulnerability, and the inter-subjective nature of the personal experience, Mrs. Devantier looks to help her students develop close and meaningful relationships with those around them, and with the environment, through empathy. Students take walks through the forest and take part in the ancient practice of Shinrin-yoku ("taking in the forest atmosphere" or "forest bathing").

In Grade 8, our advisory team takes students into the forest for mindfulness walks. During these walks, students can run, let loose, and scream gleefully through the forest. After letting off some steam, the classes head back inside to read, reflect, or take part in another Advisory activity.

The MYP Advisory Program focuses on pastoral care of the students in each class. With one advisory teacher assigned to a group of students, personal care and attention is the main aim. Advisory classes take place daily in Grades 6 through 8, and twice weekly in Grades 9 and 10. The program is focused on Career Education, Pastoral Care, and Approaches to Learning Skills (ATL) which are divided into sections: organization and study skills, emotional intelligence, information literacy, media literacy, leadership and teamwork, being and becoming, and goal setting.

PHYSICAL AND HEALTH EDUCATION

TRAIL TRIALS



Students in Grades 9 and 10 trail run during their Physical and Health Education classes, and create their own personal goal to achieve in a six-week time frame. Many students choose to measure their progress by comparing the length of time needed for five full laps of the 1-kilometre trails.



**MS. ANGELA
PALLISTER'S
TOP TIPS**

Trail Running

- 1. Sturdy trail shoes:** look for ones that will protect your tender toes and limit the chance of rolling an ankle.
- 2. Get a hydration pack,** or carry along a water bottle.

- 3. Bring along a cell phone in case of emergency,** and always let someone know your route and plan.

- 4. Bring along a friend or a dog...** best to not trail run alone.

- 5. Wear comfortable, weather-appropriate clothing.**

Bonus tip: As a member of the Meadowridge community, we all know to live well, with others and for others—so, if you find garbage, be a steward and pick it up and pack it out!



**Ms. Michelle Vally
shares the seven
wonders of walking**

Grade 3 Teacher

Accessibility Whether you are looking to participate in a strenuous hike or a relaxed neighbourhood walk, it is easy to find all these options relatively close to home. Our students at Meadowridge are fortunate to have exceptional nature trails on our campus; however, residents of the Lower Mainland also have easy access to many mountain and nature trails.

Mindfulness In our hectic lives, it is easy to get caught up in the daily stresses of chores, deadlines and responsibilities. It is also easy to turn to our electronic devices to "tune out" for a while. Getting out in nature forces us to be mentally present on our walks and disconnect from our electronic devices and our never-ending to-do lists.

Appreciation Get outside. See the eagles diving for fish, the deer foraging in the forests and the sea otters swimming in the waterways. These amazing moments happen right in front of you when you get out in nature!

Wonder and Learn There is a natural wonder that comes with being outdoors. If you visit particular spots regularly, you will notice that they are ever-changing. They never look quite the same two days in a row. As you become more aware of your surroundings you will naturally start to wonder and ponder over things you observe.

Reconnect While technology allows us to stay connected to others by phone, text, and social media, nothing replaces quality time spent with others in person. Why not spend this time walking outdoors together with fresh air and exercise at the same time?

Get Healthy Walking outdoors offers the benefits of exercise in fresh air. It is self-paced and open to all fitness levels. Whether you enjoy walking, running, or hiking, Mother Nature offers it all and being outdoors improves the health of both your mind and body.



Gardening Across the Continuum

Gardens & Greenhouse

Junior Kindergarten Our youngest learners plant and tend to their own vegetable garden.

Kindergarten Students propagate tea plants in the PYP Greenhouse and transplant them later in the season. Students tend to their classroom tea garden throughout the year, and then harvest and dry their crops at the end of the year to brew their own delicious tea.

Grade 3 Students learn to propagate salmon berries from shoots of existing plants.

Grade 4 Our classes take part in a growing experiment, testing how location, water, and temperature affect the growth rate of beans.

After learning the indigenous story of the “three sisters” method of growing, students plant corn, beans, and squash and observe how they interact positively.

Students propagate beans and corn in the greenhouse.

Through direct sow, our classes plant squash seeds and transplant them into

garden boxes. Students will harvest their squashes next year when they’re in Grade 5!

Grade 5 To explore simple machines, students head out to the garden to test how different tasks, like digging and filling soil in garden beds, can be accomplished with simple machines.

Grade 9 Students research sustainable growing practices and design experiments with the intent to discover the most sustainable growing methods. From this experiment, students use their findings to assess a variety of sustainability factors.

Students propagate plants in the Gunning Greenhouse and transplant them into the gardens.

Grade 9 Transitional Learning Program Students learn about greenhouse growing from Board Chair and Parent Mr. Lance Leger. Afterwards, the group propagate vegetables in the greenhouse, and transplant them into our garden beds. Finally, the vegetables are harvested for delicious salads.



Ms. Stacy Banack talks gardening

MYP Teacher & PYP Parent

Gardening is great for spending time as a family If you are looking for ways to enjoy some family time, get outside more, and eat healthier, then growing a garden is for you! The process of planning, planting, and harvesting food is beneficial to your body, mind, soul, and provides a wonderful opportunity to spend time with children of all ages. It is a unique and gratifying experience to eat food you have grown yourself.

If you are looking for ways to enjoy some family time, get outside more, and eat healthier, then **growing a garden is for you!**

Gardening doesn’t have to be scary Getting started can be a bit intimidating, but gardening doesn’t have to be mysterious or complicated.

In fact, with just a tiny bit of research and willingness to try something new, you might discover a new hobby that the whole family can enjoy.

MS. BANACK'S TRICKS & TIPS

Start your own garden at home

Here's what you'll need

A sunny location. Most vegetables require full sun, which means at least six hours of sunlight a day.

Raised beds or containers that drain water well. In-ground garden beds work well, too, but require more work to get the soil prepared.

High-quality soil. Purchasing soil from a gardening centre will ensure that you have the right mix for your plants.

Easy access to water. If watering is inconvenient, it will soon become a tiresome job.

A planting chart for the Lower Mainland. You can find one on the West Coast Seeds website: www.westcoastseeds.com. Knowing what grows well in your area and knowing what time of year to plant is necessary for success.

Seeds and seedlings. Gardening requires patience, so starting with a few seedlings will provide a sense of immediate accomplishment.

Tips for Success

Start small... Begin by growing just a few of your family's favourite foods.

Have a plan before you go to the garden centre, otherwise the options can be overwhelming. Consult an expert or do a bit of research first. Your local library will have some good resources for beginner gardeners and a quick Google search will provide you with many tutorials. We suggest West Coast Seeds as a helpful starting point for information and supplies.

Involve your children in the planning, prepping, and planting. The more ownership they have, the more engaged they will be.

Have fun with it by documenting the process: take pictures, keep a journal, or if you're techy, start a blog! Blogger.com is a free and easy-to-use service that allows you to share the experience.

Don't be afraid of failure. Treat it as an experiment and learning experience! Slugs, deer, rain and dry spells can all be challenges, but they are part of the fun.

Easy to Grow Suggestions

Salsa garden: Roma tomatoes, scallions, and cilantro.

Italian garden: plum tomatoes, basil and Marigolds.

Snack garden: Snap peas, carrots, radishes, and cherry tomatoes.

Salad garden: There are many easy and fast-growing varieties of leafy greens: spinach, mesclun, Romaine, and kale.

Remember the flowers! They are beautiful, but they also attract pollinators and can protect your veggies from pests. Easy ones to start with include Marigolds, sunflowers, petunias, and nasturtiums.

SAGE DINING Recipes

with Campus-Grown Ingredients

Here are some of our cafeteria's favourite creations that they whip up using carrots, zucchini, and oregano fresh from our garden and straight from SAGE's secret vault of recipes!

Raspberry Honey Vinaigrette

Yields 4 cups

- 1 pt. Raspberries
- 1 cup Vegetable oil
- 1 cup Raspberry wine vinegar
- ¼ cup Granulated sugar
- ¼ cup Honey
- 2 tbsp Dijon mustard
- 1 tsp Chopped fresh oregano
- 1 tsp Ground black pepper

In a food processor, blend all ingredients on high for 30-seconds or until well combined.



GROWN IN OUR GARDENS the oregano used in Chef Gary's Raspberry Honey Vinaigrette was provided by our Grade 2 classes, who planned, planted, and picked an herb garden as part of their Sharing the Planet Unit of Inquiry.

Blueberry Zucchini Bread

Yields 2 cakes, Serves 10

- 2 ¾ oz Blueberries
- 8 tbsp All-purpose flour, divided
- 6 tbsp Granulated sugar
- ½ tsp Ground cinnamon
- ½ tsp Salt
- ½ tsp Baking powder
- ½ tsp Baking soda
- 1 ¼ oz Zucchini, shredded
- 1 Egg
- 2 tbsp, 2 tsp Unsweetened applesauce
- ½ tsp Pure vanilla extract
- Pan spray



GROWN IN OUR GARDENS our Grade 3 students plant zucchini as part of their Sharing the Planet Unit of Inquiry. The Unit's focus is to study plant growing cycles, and students learn how to plant an array of vegetables in the garden.

1. Preheat oven to 350°.
2. Toss blueberries in enough flour to lightly coat; set aside.
3. In a bowl, combine flour, sugar, cinnamon, salt, baking powder, nutmeg, and baking soda; set aside.
4. In a separate bowl, combine zucchini, eggs, applesauce, and vanilla extract. Add to flour mixture; stir. Fold in blueberries.
5. Evenly divide batter into bread pans coated with pan spray.
6. Bake for 70-90 minutes or until a toothpick inserted into centre of bread comes out clean.



A hike is more than a hike.

MR. NICHOLAS JACKSON, MYP TEACHER & DUKE OF EDINBURGH COORDINATOR

Students faced our first dilemma before even setting foot on trail. Gathered in the school parking lot, supplies strewn across the pavement, the group of Gold Duke of Edinburgh hopefuls attempted the impossible: cramming food, supplies, and clothes into our already too-crammed packs.

With some clever thinking and teamwork, a new strategy was quickly discovered and the group got to it. Students divided the supplies evenly amongst themselves, splitting the weight and solving the quandary. It's this very type of lesson—of teamwork and togetherness—that would only be magnified in the next two days and 60-kilometres to come.

With our bags finally packed, we arrived at the trailhead bright and early. Students were ready to start the expedition and get going. We used our route plans to plot the day's rest and water breaks and then we were off.

Students tackled the undulating terrain and gradual climb with great fortitude. When faced with a challenging scenario, the group's cohesion and effective decision-making skills allowed us to keep

our momentum, completing the day's trek in a safe, skillful manner.

Nearly eight hours later we reached our camp for the night.

We speak about resiliency, challenge, problem-solving and teamwork all the time in Outdoor Education, but this expedition epitomises the need to explore the outdoors on a regular basis.

Students found their second wind and had their tents and stoves ready to go within the hour. With camp set-up, we then set about cooking our evening meal—hearty, warm chili. It was like watching a military operation, with students working together, assigning and taking on different duties. Clean-up came and went with equal precision; and, with the day's work over, a calm soon settled over the camp. Students found their way to the fire to chat, share stories, and relax until bedtime.

The evening kept peaceful until about two o'clock in the morning, when the

weather made a sudden turn. Tired from the day, students managed to sleep through the rain and wind, and it was only in the morning, as they sleepily emerged from their tents, that they realized they'd have to break camp in

testing conditions. Students leapt to it, packing and putting things away, and then dove under the shelter to prepare breakfast. We enjoyed warm bagels with cream cheese and jam under the rain-soaked tarps before braving the damp day ahead.

We left camp at nine o'clock and set out on our next hike, a steady incline up to Viewpoint Beach. Our spirits were lifted when a small yellow blob appeared in the sky—the sun! This change in weather received a rapturous applause by all.



Family hiking the Willms' way

Lesley Willms shares her family's secrets

Staff Spouse & Outdoor Educator

We have been hiking with our children since our eldest could be carried in a hiking backpack to now where he is just starting to carry his own. Being avid hikers before we had children, we had to learn to change our hiking mindset if we were going to teach our children to love it as much as we do (and to survive the day with smiles on all of our faces).

It's the journey and not the destination that matters. We have learned not to have a preconceived idea of how far we will go or what the day will look like. Some days, we complete a whole hike and some days we wander in the same one-kilometre radius for the whole morning as our son stops to engage with nature through play.

Hikes are for adults and adventures are for kids. Change your language and your mindset to get your children excited for a morning outdoors. Adventures have surprises up ahead, games involving becoming forest creatures, explorations into hollow ancient trees, imaginative characters to chase away with sharp sticks on your quest for treasure. Experience the outdoors with your children at their developmental level and they will beg you to take them outside.

Dress for the part. Investing in proper outdoor clothing for your children and yourself will make everyone more comfortable for a morning of adventuring. We buy our son a pair of waterproof hiking shoes each year that are his special adventuring shoes. He named them his 'fast shoes' and refuses to go certain places if he isn't wearing them because he knows he can run faster and climb higher in them (he pretty much turns into a super hero when wearing these shoes). Plan on your children getting wet and dirty and even encourage them to do so. Be sure to have a change of clothes or dress kids in a waterproof outer layer. We live in BC where it is always cool in the forest so have layers on hand to take off or put on as needed.

Disconnect to connect with your children.

Leave your phone at home, in the car, or in your backpack (on silent). Spending time in nature with your family is

a beautiful way to connect with each other. Children are smart little creatures and can tell right away if you are truly present with them. This will add to the enjoyment of their outdoor experience as well as your enjoyment and relaxation. If you have to have a photo of the day, take one early on and then put your phone away for the remainder of the hike. This takes practice and self-discipline but it is well worth the effort.

Take a risk and let them take a risk. Nature is the perfect place for children to gain confidence in their bodies and themselves. There are logs to balance on, trees to climb, streams to cross, and dirt to get covered in. A good tree-climbing tip for the beginner risk-taking parent is to let your child climb no higher than twice their height. As you become more comfortable, you will realize that children naturally regulate themselves in natural settings and won't climb higher than they can safely manage to get down. Also remember that dirt is not the same as germs. Your child can dig in the mud and eat their sandwich with those same hands without any hand sanitizer getting involved. In fact, there are even studies that show the health benefits for children who engage with the microbes in soil and dirt.

We are so fortunate to live in this beautiful and diverse province and there are many family friendly hikes right on our doorstep. Two of our favourite local spots are Lower Falls Hike in Golden Ears Park and The Houston Trail in Derby Reach Regional Park. Get out and enjoy an adventure with your young children as they are only young for so few years.

We kept on, hiking higher and higher until we hit pockets of snow. Students took a break to enjoy their lunch, and the amount of food they produced from their backpacks was impressive. (No wonder some of their packs weighed so much!) After building a temporary shelter and relaxing on the beach, we were off on our last leg of the journey: the long loop back. Energized with a quick and steady pace, we finished with ten-minutes to spare.

We speak about resiliency, challenge, problem-solving and teamwork all the time in Outdoor Education, but this expedition epitomises the need to explore the outdoors on a regular basis.

Hats off to the following participants who successfully completed their Gold Practice Journey: Sahil L., Carina R., Rosy G., Nathan G., Taylor P., Tony Y., Marina Z., and ZeeAnn L.



SAHIL GRADE 11

The Duke of Edinburgh Award is...
A program that brings out the adventurous personality within you!

First things first: tell me a bit about yourself. I've been at Meadowridge for eight years, since Grade 3. I have a particular interest in physical activity, so I enjoy biking across Maple Ridge and Pitt Meadows, using the gym on a regular basis, and playing badminton—I'm on the Badminton Team for the fourth consecutive year! I also enjoy cooking, acting and doing improv, as well as golfing with my dad and sister.

Achieving your Gold Duke of Edinburgh Award is totally voluntary... why are you doing it?! If I'm honest, ever since I heard that it would help with university applications I've just had a drive to complete the Gold Award. But, also, those times when I achieved the Bronze and Silver Awards—the experience of being out in the wilderness and doing activities that I probably wouldn't do without the “force” of Duke of Ed—have also influenced my decision.

Tell me a bit about the Practice Journey. At first, I was very cautious about the Practice Journey. I knew what to expect, but it was a new environment and a new experience for me. For the majority of the days we were out there, we were hiking. There were many obstacles since the weather was not pleasant. We had to work as a team and figure out ways across large streams and rivers in order to continue on the trail. Setting up camp and cooking was easy—not much complication there. The worst part was the morning, when it was pouring like crazy. We were all tired and exhausted from the first day, and that made the second day worse! Usually, I appreciate the outdoors, but not for camping.

How did you prepare for the Journey? My family doesn't camp a lot, so I needed to go and buy lots of materials and equipment for the Journey. I used the checklist that was given to me and I spoke with my grandfather; he loves the outdoors and helped me plan. Since I knew the weather was not going to be good, I made sure that I was prepared with waterproof clothes, warm layers, and extra food. My classmates and I made route cards and a meal plan, which helped us to determine what we were eating and if we were headed in the right direction.

How did you feel when it was all over? When I got home, I was exhausted! I ran out of energy and was so happy to have a warm shower. But that was not the worst part: when I took off the backpack and my shoes, I felt every single sore spot on my body. My feet were forming blisters, while my shoulders and hips ached, and my legs were practically unmovable. If this was just the two-day trek, imagine after four days!

One down, one more to go: what's next for your qualifying Adventurous Journey? We are planning on going to the Juan de Fuca trail, which is on Vancouver Island. It is much different than the one we did here at Golden Ears. The trails aren't marked, either, which will make it feel like you're just walking through the forest. To be honest, the part of the trip I am most excited for is to spend more time with my friends and to be outdoors. Although I am worried about the packing and walking with the backpack—which I presume will be heavier—I'm sure it'll be a great trip!



TAYLOR GRADE 11

The Duke of Edinburgh Award is... Worth it.

First things first: tell me a bit about yourself. I have been at Meadowridge for almost 12 years. In my spare time I play ice hockey, do level 7 piano and voice lessons, and dance. At school I also am on the Volleyball and Badminton teams.

Achieving your Gold Duke of Edinburgh Award is totally voluntary... why are you doing it?! I wanted to complete my Duke of Edinburgh Gold because I already completed my Silver and Bronze, and I believe it's an amazing opportunity to get outdoors and challenge yourself—it's just a bonus that it looks good on university applications.

Tell me a bit about the Practice Journey. We hiked for about six hours in the first day and maybe four to five on the second. The forest and wilderness were quite beautiful, especially all of the rivers, and it was an amazing outdoor experience. The hike is quite challenging because we needed to have all the necessities to be out in the wild hiking, and we needed to carry it all too. Camp was quite easy to set up, and we all went to bed fairly early after a great night around the campfire. I thought this was a very nice Practice Journey, but I am even more excited for the Juan de Fuca trip, especially because we are beside the ocean for the entire trip. Next time we should try to bring less food so that our backpacks are not so heavy! At least we had good chili and bagels!

How did you prepare for the Journey? We prepared for the Journey by attending meetings to prepare the route, meal, and time plans. I was very busy and didn't pack until the night before, but I still managed to pack all the necessities for any emergency and pack the right amount so that it actually all fit in my backpack. (Backpacks have a lot of pockets.)

How did you feel when it was all over? At the end I was very tired and wet (it rained a lot on the second day), as well as a little sore on top of my hips because of the backpack. After the Journey I had a long bath; it was nice.

One down, one more to go: what's next for your qualifying Adventurous Journey? For our next trip we will be going to Juan de Fuca! I am very excited because the hike is beautiful and beside the ocean as well. We will be camping near or on the beach, and we will be staying for around five days this time. We will most likely do this almost week-long trip in the beginning of the summer, or any week close to summer that suits others. We will take the mini bus and take the ferry to Victoria, where we will have our trip planned out further and will stick to our daily hiking plan, such as how we did for our first Journey.

Supported by the Annual Fund

The Duke Of Edinburgh Award

How do you teach 20 students to cook on 20 different camp stoves? Or pitch 20 different tents?

The answer is simple: you don't.

The task would be near impossible. Even if students had access to their own tents and stoves from home, how could you be sure they were safe or appropriate for the trek ahead? Some tents aren't cut out for west coast weather, while many stoves weigh a ton—completely wrong for lugging up a mountain—and are all wrong for novice users. Besides, how could one teacher even begin to train and troubleshoot this expansive mix?

How do you teach 20 students to camp? The answer is simple: you buy 20 of the same tents and 20 of the same camp stoves. And you make sure they're just right.

Mr. Nicholas Jackson is an MYP teacher committed to getting his students outdoors. He heads the Duke of Edinburgh Program at Meadowridge, has shaped the Outdoor Pursuits unit in Physical and Health Education, and is one-third of the Outdoor, Experiential, Ecological Education (OE3) team. He is even a Duke of Edinburgh achiever himself. (His Silver Journey was a hike up the Brecon Beacons in South Wales!)

He wanted more students earning their Gold Award, to earn that same "challenge and satisfaction" he earned all those years ago, but that required resources... resources we didn't yet have. Students needed tents, camp stoves, backpacks, and rope, and the equipment needed to be light enough for a 60-kilometre trek, simple enough for first-time users, and high-quality enough not to break or sag. Without this equipment, Mr. Jackson admits, "there would be no way we could do our overnight trips." These items were must-haves.

Mr. Jackson put together a proposal for all the equipment his students would need. He knew exactly what was required for each trip's adventures, so he paid attention to every detail: he found items that were colour-coded, lightweight, environmentally-friendly, and waterproof. He found items that were fit for uphill hikes, canoe rides, campouts, and cookouts. And he found a way to acquire all of these essential items: the Annual Fund.

Through the generosity of our donors, students at Meadowridge now have 20 camp stoves, 26 tents, and 20 campers' backpacks. Students also have spools of high-quality rope to practice all sorts of personal survival skills, including shelter-building. Mr. Jackson has plans to add knives, compasses and other camping essentials into students' supplies.

"Without the Annual Fund," Mr. Jackson explains, "where else could we find these funds? We didn't even have an OE3 program two years ago—we had no specific program that would have allowed these purchases."

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Thanks to our donors, our shared vision for exploration, risk-taking, and challenge has been made possible. In just one year, these tents, stoves, and packs have already been well-used: they've been taken all-around Loon Lake by canoe, toted uphill on a 60-kilometre trek through Golden Ears Park, and used on a two-night stay at Qualicum Bay. With them, students have learned to pitch their own tents, cook their own food, pack their own packs, and build their own shelters.

"These trips are what allow kids to explore," Mr. Jackson concludes. "Thanks to our donors, we know they'll have the high-quality, safe, and reliable equipment to do so."



Learning that gives you butterflies

Our playgrounds are a fun place to be!

Wander outside during recess and you're bound to hear all the laughter and shrieks and chatter of students as they jump, run, climb and play.

But if you listen closely, you'll hear something a little unexpected, a different sort-of chatter than at most playgrounds. If you listen closely, you'll hear lots of talks about *bugs*.

Students learn about bees by harvesting honey from our campus hives; they learn about gardening by tending to pollinator plants in our gardens; and they learn about butterflies by raising one of their own.

"Oh, it's everywhere," Grade 1 teacher Ms. Angela Pallister smiles, "students think about bugs, they notice them, protect them, and name them..." One student tells another, and then another, and soon there's a whole crusade of them going around. "You hear them out there," Mrs. Nicola Pitzey—the second half of our Grade 1 teaching team—nods, "they ask questions and teach each other all the time." When a bee is in distress, students rush to its aid. When unfamiliar

larvae pop-up in the playground, students are keen to identify it. It's these types of things our students are excited about!

So, what inspires these insect enthusiasts? The Grade 1 Sharing the Planet Unit is all about living things. Guided by Ms. Pallister and Mrs. Pitzey, students learn how all living things—how animals, humans, insects, and all else—rely-on and impact one another. The unit starts with insects and then grows in complexity: students learn how bugs can help or harm humans, and then how humans can help or harm bugs. This information can be complex (for most adults, even) and so our teachers depend on inquiry and experience to guide our young learners. Students learn about bees by harvesting honey from our campus hives; they learn about gardening by tending to pollinator plants in our gardens; and they learn about butterflies by raising one of their own.

From egg, to caterpillar, to pupa, to adult, students observe all four-stages of metamorphosis.

The Unit always starts with questions. "We do a guided KWL," Ms. Pallister explains, "K, what do I know; W, what do I wonder; and L, what did I learn?" The first class is always fun, with students sharing what they already know about butterflies, and then what they wonder about them.

The class comes up with all sorts of unique questions:

- Why are butterflies different colours?
- Why do they collect nectar?
- Why do they grow in cocoons?
- Why are some wings poisonous?

Students answer these questions by observing their own butterflies, by noticing its changes, asking lots of questions, and piecing it all together. Students' nervous apprehension ("ew, bugs!") dissipates when they start to learn, evolving into activism, empathy, and knowledge. "They go through their own metamorphosis," Ms. Pallister smiles. And that metamorphosis leads to a lot of action.

All on their own, students take action. One student discovered the harmful effects of pesticides and brought in ladybugs as a safe, eco-friendly alternative. Another called the 1-800-GOT-BUGS service centre to advocate on bugs' behalf. All students go forth to teach their friends and families about all-things bugs. "We have many parents who joke that they aren't able to kill spiders at home anymore," Mrs. Pitzey laughs.

This throng of student action is a result of experience, experience paired with in-depth classroom investigation and inquiry. Students step outdoors to develop their own understanding and appreciation of the things they learn in class, and they do so in many ways. "Which we are lucky for," Ms. Pallister reflects, "our students have a forest, a creek, beehives, gardens and a greenhouse... and it's all right outside our classroom door."

What's your favourite OE3 activity?

Finding a sit spot in the North Forest allowed me to enjoy nature. **Carina L. (Grade 8)**

I really enjoyed growing plants, because that's the result of all of your work. Also, I enjoyed the time outside gardening and I learned many things about plants such as not all plants are nitrogen fixers. **David X. (Grade 8)**

I think gardening allows people to *practice delayed gratification* and appreciate the things that they get from pieces of joy from their slow but sure progression. Gardening allows oneself to have sincere passion in nature. **Leo C. (Grade 9)**

My favorite part was growing our vegetables! I really enjoyed taking care of them and visiting them. *Raising something can really be a great pleasure.* **Joyce Z. (Grade 9)**

I really enjoyed the gardening part of the unit. I am a huge fan of Pac Choi and seeing them grow from a seed was fascinating. Delayed gratification, as Ms. Banack said, gives more than I thought. **Gladys Z. (Grade 9)**

I would say that I really like finding a sit spot and feeling the forest. It helps me find my tranquility in this noisy world. **Simon X. (Grade 9)**

I really enjoyed the time in North Forest and wrote out a personal Haiku. It helped me to relax. **Larry X. (Grade 9)**

I really enjoyed the gardening part. I could not have imagined that I could actually grow plants that would survive. When I saw my plants growing, I felt excited and satisfied. **Anna X. (Grade 9)**

I enjoyed going into the North Forest to find trilliums. From the activity, I learned about how plants are related to the environment that they grow in. **Linda Z. (Grade 8)**



Learning that lights a fire

A former farm kid, **Mr. Drew Currie** is no stranger to a long day's work. If he wasn't studying or at school, he was working: he built fences, mucked stalls, painted stables, and fixed all sorts of stuff. It was "just what you did."

Thinking back, it would be easy to remember all the not-so-good stuff that comes along with a rural rearing, all the lost summers, hard labour, cuts, scuffs and calluses. Instead, Mr. Currie remembers all the good: he remembers the satisfaction of a job well done, of stepping back, dripping in sweat, and knowing that you—and you alone—made a difference.

Predictably, Mr. Currie is a proponent for hard work and long days still today. As an educator, he is now determined for his students to earn that same, unique sense of accomplishment only a hard day's work can bring. He chaperoned a service trip to a horse rescue farm in Florida, launched the Life Skills Unit in PHE, and led a group of students in a summer rehabilitation project of our north property. Now, he's back at it again... this time, guiding students as they build a firepit for our new campus campsite.

Tell us about your latest tactic to get students building and digging and fixing stuff.

After finishing the north property's rehabilitation last summer, we started on plans for the campsite and arboretum, thinking about what we'd need for that area. Well, we needed a wood shack, an outdoor kitchen, and—obviously—a firepit. I started thinking about what the firepit would look like, how we could design it to be the most safe, the most appropriate... and I realized, why do it myself? So, I developed a Creativity, Activity, Service (CAS) Club for students to help.

So, you get a bunch of kids together who have never designed or built a firepit, and ask them to do just that... what does that even look like? How did you get started?

One of the first things we did was tour the property, then—once students understood the space—we started researching firepits. What makes the best fire pit? We looked at shape, materials, gravel size, borders, raised versus sunken... then we came up with different options. We rounded it down to two: one hexagonal, one octagonal. They're in their own zone now, some of the students are doing 3D modeling, while the others are outsourcing and comparing materials.

What are some of the considerations the group came up with? Once the cook shed was built, I took students outside and put a rock down on the ground. Then we went through the process of figuring out the pit's best location: here? why not? what about here? They ended up choosing a spot that lines up perfectly with the entrance to the cook shack. Then we drew a rough circle in the dirt to figure out the diameter and the best distance from the fire for seating. Once we knew where it was going and how big it would be, we looked into materials. Students had to figure out what materials would allow drainage, wouldn't burn, wouldn't rot... things like that.

How did the students figure that out? Research. Everything was up to the students, so they had to navigate websites to learn more about each possible material and then, once we had our measurements, call them to get quotes and estimates. We talked a lot of what would work best: wood chips? gravel? pebbles? large rocks? I introduced them to pressure treated wood, too. Once they have the math in front of them, they'll have to pick up the phone and call businesses. They'll have to give them the item number, the type of material... things like that. They'll have to think like actual carpenters.

And when it came time to get the pit's measurements, you recruited another group of students—Mr. Rinn's Grade 10 Math Class. Tell me about that. As we started working through drawings and adding materials, the calculations got a bit more difficult. We had to figure out the inside and outside angles—that's difficult math! That's when I recruited Mr. Rinn's Grade 10 Math class. I showed Mr. Rinn the drawings and he took it from there. The students are figuring out the volume of the space to fill with materials, the inside and outside perimeters, and the angles.

What value does this type of project add to students' education? I grew up in a farming town and everyone worked: everything from digging, to building, to farm work. I think physical labour like that is neglected nowadays. So, that's what I really wanted my input to the outdoor education program to be. Yes—you can hike, pitch a tent, and cook outdoors—but what about building things? It's all about getting dirt under your fingernails. Students should know how to fix and build things with their own two hands.

What have you noticed from students so far? One of the students who helped me last summer—Tejas—said to me: I can look at the property and know that the trees are trimmed, the blackberry bushes are gone, and the barn is cleared out because of me. That's a huge sense of accomplishment. Imagine looking at a space and knowing kids can run around freely and safely because of you. It'll be the same for the students building the fire pit. That's here to stay! Anytime they see someone using that firepit, they'll know they made that pit. I think it's amazing that the kids have the opportunity to build something and then see it for years to come.

Yes—you can hike, pitch a tent, and cook outdoors—but what about building things? **It's all about getting dirt under your fingernails.** Students should know how to fix and build things with their own two hands.

You're one-third of the Outdoor, Experiential, Ecological Education Program at Meadowridge. Can you share what you've been working on behind-the-scenes? My role this year was focused on experiential education, and part of that was planning a new Week Without Walls trip for the Grade 8 students. I also researched different hikes for Classroom Without Walls; I actually assessed each hike and took Mr. Jackson's kids to see if they could do it. We have to assess risk, distance, any flora or fauna that might affect us...

Another large part of my role was incorporating the campground into the Physical and Health Education Program (PHE). We designed a brand-new unit—it's called Outdoor Pursuits—and we launched it this year. The Grade 8 students are learning shelter building, the Grade 6 students are learning to read compasses... just a few examples.

Why did we introduce this new unit?

It's lifelong learning. It keeps your mind healthy; it keeps your body healthy. Being in the outdoors is just as healthy for you as physical activity. You have sun, wind, nature... it's important that we broaden our sense of physical activity to include health and mental wellness. We need to explore! That's how it's brought into PHE, exploring new ways of learning while being physically active.



Making Fire With Math

Mr. Scott Rinn Explains

MYP Coordinator

How did you get involved with this CAS quandary? It was actually a bit of a last-minute decision, which I'm totally fine with. Mr. Currie and I carpool on most days, and he just happened to mention what he was doing with his CAS group. I told him that his project was actually a really good fit for the Grade 10 math class, so he quickly wrote up the project's parameters and I presented it to the class. Something I really liked about the project was that Mr. Currie actually needed the answer by a certain date, so the students were forced to work with a 'deadline' model. Which to me is a realistic approach to submitting work on any sort of project.

Why is using Math this way so important? I try to take advantage of any opportunity in which students can use what they've learned to solve an actual problem. It brings the subject to life. Math becomes a tool that will allow a student to provide a more accurate and thoughtful response to whatever problem they are trying to figure out. They can make a decision that is backed by actual calculations. In this situation, calculating the material and resources needed to build a fire pit.

What type of Math is used here?

Mostly geometry and trigonometry. Students had to calculate the volume of multiple shapes (cylinder, hexagonal and octagonal prism) in order to find the amount of gravel needed for the fire pit, as well as the perimeter of each shape to find out how much wood framing would be needed. In calculating some of these shapes, they used basic trigonometry to find angles and side lengths.

Any other Math projects on the horizon?

I've only been back at the school since Spring Break, so nothing set in stone yet, but I'm always on the hunt for actual problems around the school that involve mathematical thinking!

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To know the place we inhabit is to care for the place we depend upon. The OE3 would like to thank all of our donors for providing Meadowridge School with the resources needed to provide students with unique, enriching learning experiences in the outdoors.

Mr. James Willms, OE3 Coordinator



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 Meadowridge Students

Thank you.

Meadowridge School gratefully acknowledges all donors. This report recognizes all gifts and pledges to the Annual Fund from July 1, 2017 to June 12, 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.

bills, bills, bills,

A woman with long blonde hair, wearing a red t-shirt with a white graphic, stands in a classroom pointing at a whiteboard. The whiteboard contains handwritten notes in blue ink, including 'March', 'Income', 'Exempt Stud', 'Erin \$85', '\$20 to Anna', '95 to Shubog', and 'Additio'. In the foreground, the back of a person's head is visible, looking towards the whiteboard.

Financial
Literacy
101

Graduating from high school is exciting, liberating —and, in many ways, terrifying.

We're suddenly in charge of ourselves, responsible for keeping up in class, maintaining a part-time job, and attempting some semblance of work-life balance. Then there's the expenses—the ever-growing list of expenses! As if university wasn't hectic enough, there's the added stress of paying for it all.

Ms. Lindsay Oneil remembers the chaos all too well. It's why she's so passionate about teaching Planning 10, a course which prepares students for that sudden push into real life. "It's relevant to everyone," Ms. Oneil explains, "everything we learn is applicable and practical."

"I wanted there to be actual context," she explains, "for students to apply and practice the concepts before we start learning about them."

With the unit still months away, she introduced the solution.

The Solution

"For the remainder of the year," the syllabus began, "you'll be a key member of an economic system, contributing as a producer, earner, investor, and consumer... starting now, you have bills to pay."

Ms. Oneil welcomes the challenge of teaching these important life skills and is always searching for ways to make these "real life" skills just that—*real*.

Planning provides the venue for self-discovery, for students to explore careers, programs and universities based on their own emerging traits and talents. Planning also provides students with the necessary skills to help them on their way, skills like writing resumes, crafting cover letters, and acing interviews.

Ms. Oneil welcomes the challenge of teaching these important life skills and is always searching for ways to make these "real life" skills just that—real.

So, when it came time to plan her class' financial management unit, Ms. Oneil decided to find something that would give students a taste of what it's really like, something with real-world choices and consequences.

Students had to start paying rent for their desks—\$800 each month. There was electricity to pay for— a cool \$150. Students could choose to invest or buy insurance, but it would cost them!

There would also be fines for all classroom infractions, eight of them altogether. Students would now have to pay if they came unprepared for class, missed an assignment, or were disruptive. Dishonesty would cost them the most at \$500.

Just like in the real-world, students would have to find jobs in the classroom, jobs like auctioneers, economists, insurance agents,



Each month, students would have the choice to spend some of their hard-earned cash on an array of items, or they could save it, investing elsewhere. *It would be all up to them.*

or loan officers. Just like in the real-world, students had to apply to these jobs, writing resumes and espousing their strengths. And just like in the real-world, students had to work: loan officers—for example—would approve loans, calculate interest, and manage payments; economists, meanwhile, were tasked with monitoring spending, analyzing it and making recommendations.

There would also be bonuses for all classroom successes. A perfect assignment would score students \$200, while a random act of kindness earned \$150, just slightly less.

Students would have to maintain their own budgets, track things and make their own decisions:

What can I afford?
Do I need this—or just want it?
Should I rent or buy?
Should I invest?
Do I really need insurance?

Answering these questions would prove pivotal—especially during the classroom auctions! Each month, students would have the choice to spend some of their hard-earned cash on an array of items, or they could save it, investing elsewhere. It would be all up to them.

The Outcome

“Students are so engaged,” Ms. Oneil smiles, “they’re asking tons of questions and thinking strategically: one of our auctioneers has already sent out a class survey to figure out the items students would want.”

Mirroring students’ excitement, Ms. Oneil is feeling similarly energized and optimistic. She expects students to falter, to struggle to pay rent or get hit with a hefty, unexpected bill after opting out of insurance. “That’s a conversation that will come up,” she nods, “but they’ll have to figure it out themselves.” Through practical application, through the opportunity to make mistakes and learn from them now, Ms. Oneil hopes students will avoid expensive mistakes in the future.

By pushing students out of their comfort zones, forcing these tough questions, Ms. Oneil hopes to prepare students for the next stage in their lives. “These are skills and practices everyone needs,” Ms. Oneil concludes, “every student will need them.”



Going, going...

Each month, students can bid on an array of items. These items are provided by students (earning them tax receipts) and are auctioned off by the class auctioneer (who earns a wage). Every part of the unit includes real-life elements.



... gone.

After the auction is over, students take action: there's work to be done! The banker collects money, the buyers pay up, and the auction organizers analyze the auction's results.

Congratulations



MEADOWRIDGE SCHOOL CLASS OF 2018

(LEFT TO RIGHT) TOP ROW: James Okechukwu Okere, Muhammad Tahir, Derek Sun, Finn Peter White-Robinson, Albert Li, Timothy Lampen*, Nicholas Jung*, Maihur Hara, Stephen Brooks*, Louis Oskar von der Heide, Owen Zaiguang Yuan
UPPER MIDDLE ROW: Tim Wang, William Dabri, Cavizsh Skanthan, Omid Motameni, Kabil Lamond, Eric Chu, McKenzie Begg, Danny Zhang, Jay Lin, Chase Kennedy Lefneski, David Li, Dylan Jensen
LOWER MIDDLE ROW: Tiffany Luo, Suhaana Sidhu, Thilashma Naidoo, Jessica Meng, Katrina-Nicole Perretta*, Cléa Catona, Deaven Galati, Brönte Sobotka, Emily Mason*, Erika Bernard*, Emma Hsu*
BOTTOM ROW: Shivani Gandesha*, Sabina Vaida, Catherine Jing Liu, Rose Welsh*, Ally Wong, Stephanie Ahn, Cynthia Peng, Kiran Sanghera, Jennifer Xu, Carina Rawal*

NOT PICTURED: Thomas Crozier*, Rahul George, Gillian Shaw

The asterisk (*) indicates a lifer, a student who has called Meadowridge home since Kindergarten.

learning to live well, with others and



Meadowridge School
inspires students to see life
from ***multiple perspectives***;
to ***participate*** and ***lead*** within
a complex, information-
rich world; to have the
audacity and ***flexibility*** to
grasp opportunities; and the
generosity to share their
understanding so they can
shape our future.

for others, in a just, global community



Go Your Own Way

Alannah Olah '11

Forty-seven graduates loaded onto the bleachers, all beaming and proud and dressed in blue. Forty-six of them would be off to university in the fall.

One of them—just one lone graduate—had other plans.

Alannah remembers this moment well, remembers the “controversy” amongst her classmates and the derisiveness of her decision. There wasn’t a lot she was sure of then, but she was sure she wasn’t ready to make up her mind. She acquired so many interests during her time at Meadowridge! She loved dance, medicine, forensic science, and girl guides... her friends had it figured out, they knew what they wanted, but with so many passions Alannah had yet to decide.

So, she chose to wait.

She was going to do something different... she just had to figure out what that something different would be. Alannah contemplated; what was she good at? what was she good at that she enjoyed doing? how could her talents be of service to others? to organizations?

The more she thought about things, the clearer it all became.

A dedicated student with a demanding schedule, Alannah was always planning: she planned café nights, autumn harvest dinners, and senior dances as the Events Gryphon on Council; she planned sleepovers, birthdays, and holidays as the official party planner of her friends’ group; she even became the go-to, unofficial wedding planner of her peers, planning a myriad of make-believe weddings long before the days of Pinterest. Alannah loved it so much, she even planned her own future nuptials for the Grade 10 Personal Project.

All along, all signs pointed to event planning.

She still wasn’t ready to enroll in a traditional, four-year degree, but her parents—supportive from the start—encouraged her to look for a program. “My dad told me he didn’t care if I was a florist

or a dolphin trainer,” Alannah jokes, “he just wanted me to take some sort of schooling.” Agreeing, she started her search, a search that ended with the European Hotel Academy.

The European Hotel Academy prepares graduates to work in five-star, upscale hotels across Europe, offering everything Alannah hoped to learn; “From checking-in guests, to making beds, to pairing wines,” she nods, “It taught it all.” The fact that it was hosted in Europe only sweetened things for the then-new graduate. She applied, was accepted, and made the move. That fall, Alannah began her studies at the European Hotel Academy in Heppenheim, Germany.

The program passed by in a blur and students were soon off to their internships in hotels across Europe. Alannah’s placement was at a five-star hotel in the United Kingdom, a fancy spot in the heart of Wales. She quickly made her mark, and was soon helping to plan weddings, conferences, and celebrity dinners. The hotel, which catered to the rich and famous, had Alannah serving a steady stream of professional rugby and football players. She even attended to Pippa Middleton as her personal server during an especially swanky supper. It was a “tough” job with high expectations, but Alannah loved every moment.

Her initial ten-month plan quickly became a year... and then another. “I ended up staying for two years,” Alannah smiles. She was enjoying herself! She loved the job, met tons of friends, and was travelling whenever she had the chance. She stayed for as long as possible, until the looming deadline of her youth travel and work visa brought her back to reality and back to Canada. Alannah returned home motivated and with a plan; finally, she knew what she wanted to do. “Ever since then,” Alannah

explains, “it’s been full-on education and work.”

She enrolled and graduated from Douglas College’s two-year Hospitality Management Program. Then, she set her sights on a four-year degree. Alannah enrolled in the Bachelor of Hospitality Management Program at Vancouver Island University a short while later and is now in her fourth and final year, a year she’s elected to take abroad in the Netherlands. “It’s been a lot of fun,” she brims, the Skype connection crackling, “we have whiskey and spirits’ courses—and we’re taking a wine trip to Bordeaux!”

In between her diplomas and degrees, Alannah picked up a position as a wedding planner, a job she still holds today. During summer breaks, she jumps right into fetching flowers, queuing playlists, and directing chefs and caterers and quartets. This summer alone, she’s helping to plan 16 weddings—two of which are the weddings of Meadowridge alumni. Alannah is coordinating the wedding of Devon Turner ’07 and helping Alisa Walsh ’11 plan her upcoming wedding.

In between the back-to-back weddings, Alannah will start applying to senior event management positions, with sights set on one day opening her own company—a clear directive for a once unclear graduate.

“Once I decided, I never once second-guessed if this is what I should be doing,” Alannah affirms. Her decision to wait—to break the mould and hold off on university applications—was “the best thing” she could have done. “So,” Alannah concludes, “just do what you need to do: get a work visa, take a year off, buy a plane ticket, pick a hobby, find a program... your passion could turn into a career.”

Alannah’s Global Adventures

1. Boat cruise on Loch Ness, Scotland **2.** Visiting the tulips in Keukenhof, Netherlands **3.** First visit to Vancouver Island University **4.** Atop the Panorama Tower in Koln (Cologne), Germany.



People of Meadowridge

Ms. Stacy Banack

WHERE YOU'LL FIND MS. BANACK Teaching and coordinating the Transitional Learning Program, coaching the Grade 6 and 7 Girls Basketball Team, and organizing the MYP Garden Club **SINCE** 2010

The Transitional Learning Program (TLP) at Meadowridge School is not just language support... so what is it, exactly?

Joining a new school is difficult for anybody, but it can be especially challenging for those who are working in a second language and are new to the country. So, beyond language support and helping the students get acquainted with the IB approach to teaching and learning, a significant portion of the program is dedicated to cultural support. The students receive TLP services for one year and the purpose is to help make their transition smoother as they become part of the Meadowridge community.

You've added to TLP Program quite a bit since its inception. Why?

The original intention of the program was to provide short-term support to ease the transition for our international students, and that remains true today. However, TLP has evolved over the years as it was quite apparent early on that the kids needed more than just an extra work block. Now, we are much more proactive because we have a better grasp of the specific needs of the kids and families. I can anticipate questions such as... "Who is Terry Fox? Why does everyone smile and ask how I'm doing? Where do I buy camping gear? What is a One World Essay and how do I prepare for it???"

Whether its writing and recording podcasts, growing a vegetable garden, or touring people through the North Forest, your group is always on the go. Why?

I believe that language is best learned through practicing it in situations that are engaging, meaningful, and useful for the students. So as much as possible, I try to plan authentic learning experiences that are intrinsically motivating. I have discovered that when the students are working with 'real' audiences, they care much more about the quality of their work. Also, the benefits of engaging with the natural world are numerous and wide-ranging, particularly for social and emotional well-being. Many of my students often suffer from the stress associated with culture shock and/or a heavy work-load, and I want to offer the North Forest and gardens as viable tools to relieve the pressure.

You're no stranger to living and learning in a new country. How have your own experiences changed how you teach?

I have worked in four different schools across three continents, and one of the most important lessons I've learned from living abroad is empathy. Starting your life over in a new country, even if you are fluent in the language, is a daunting task. I fully understand the headache of establishing residency, the exhaustion of communicating in a second language, the bravery it takes to make new friends, the ache of homesickness, and the embarrassment of awkward miscommunications. Understanding these challenges and how they affect my students has helped me interpret behavior in more compassionate ways, and has encouraged me to make sure I get to know my students fully, so I can be an advocate and guide for them. My students impress and inspire me all the time, and I have so much respect for their ability to manage it all.



One person you would like to sit down with, living or deceased?

I am most inspired by everyday people, so I would say my great-grandmother. She lived to be 101 years old, but I was very young when she passed. She immigrated to Canada from Sweden and raised a family on a homestead in Saskatchewan. I would love to hear her stories.

Favourite Meadowridge memory?

Paying an extra \$20 to soak Mr. Banack with water during the Fort Mac fundraiser. Worth every penny.

What's something people would be surprised to find out about you?

That I just earned my Canadian citizenship in September!

Spring or fall?

That's easy: fall! I love the colours, and the warm, sunny days and cool, crisp evenings. "Autumn is a second spring when every leaf is a flower." (Albert Camus)

Favourite meal?

Grilled steak, covered in sautéed mushrooms, with a twice baked potato and a garden salad on the side. (Are you drooling yet?)

Best way to spend a day?

Outside! Preferably by water, with a boat and a book.



open house

SAVE THE DATE
**WELCOME BACK
FAIR**
SEPTEMBER 8th
MEADOWRIDGE SCHOOL