

the **GRYPHON**

ON THE COVER // LEARNING FRACTIONS WITH FOOD IN GRADE 6





On the cover

In the Math 6 classroom, the approach is to make math meaningful, applicable and exploratory. One of the easiest ways to enhance understanding is through multi-sensory learning engagements; learning that goes beyond the traditional pen and paper method. And what is one of the most memorable sensory experiences? To explore through the sense of taste!

During the “Fractions” unit, students explore how mathematics is applied to the daily practice of cooking and baking. The final summative task is to modify a customized Chex Mix recipe suitable for a class (20 servings) and for an individual (a single serving).

Students discover how conversions are utilized for modifications, either by enlarging or reducing recipes through multiplication and division of fractions. They learn how to convert between cups and tablespoons and to find total volume through addition and subtraction of fractions. More importantly, students practice the Approaches to Learning (ATL) skill of critical thinking to assess how realistic some of the measurements actually are. Does it make sense to scoop out 40 tablespoons of Swedish Berries? Not likely! Learning mathematics may be less daunting when one can explore through their senses and to evaluate if they are appropriate in real-life situations.

To truly understand mathematics is more than the calculation of numbers. It is the use of logic, the integration of senses, and the critical thinking required to gauge if calculated values are appropriate. While making the Chex Mix recipe, students practiced the use of measurement tools commonly found in the kitchen and were encouraged to question how possible errors could affect their final results. Last but not least, they got to take home a delicious bag of their own creation, with hopes to explore more cooking opportunities at home!



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the GRYPHON

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**MEADOWRIDGE
SCHOOL**

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Around *new and noteworthy* Meadowridge



Holiday Happenings

With classroom celebrations, kinderbuddy meet-ups, and our always-favourite holiday assembly, Meadowridge was a festive place to be before Winter Break!

Did you know? We've been performing our special rendition of The Twelve Days of Christmas for 22 years.

CAIS & IB Accreditations

Meadowridge's 18-month-long dual accreditation with the Canadian Accredited Independent Schools (CAIS) and the International Baccalaureate Organization (IBO) successfully concluded with virtual visits from the two accrediting teams.



Alumni Home for the Holidays

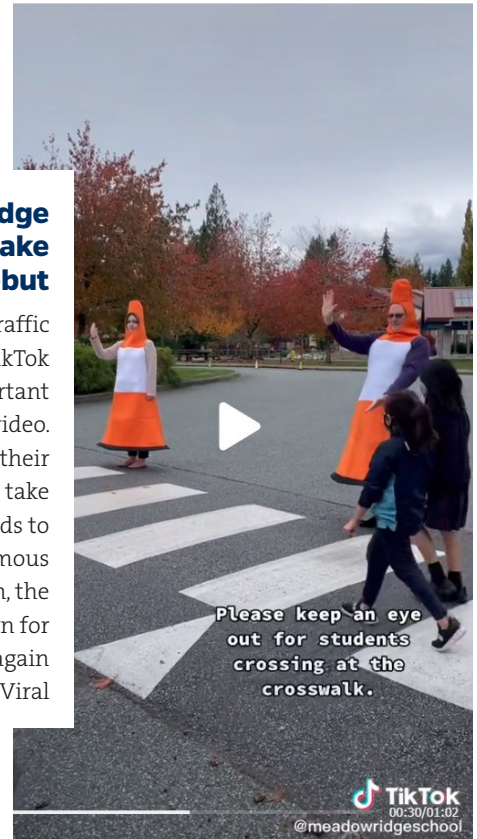
Our first official annual Home for the Holidays welcomed over 70 alumni back to Meadowridge School. The day kicked off with some fast-paced basketball and was followed by an evening reception with food, drinks, and lots of great memories and conversations.

Giving Day

The 24-hour virtual event brought together people from across our community for a day of performances, celebrations, and stories. The results? Amazing. During the second annual Meadowridge Giving Day, 150 people (including a record number of alumni) helped raise over \$130,000.

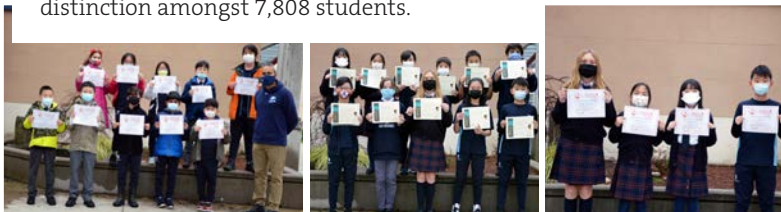
Meadowridge Traffic Cones make their debut

The Meadowridge Traffic Cones made their TikTok Debut with an important parking lot safety video. Little did we know, their popularity would take off! With demands to see our internet-famous traffic cones again, the duo made their return for Christmas and then again on Valentine's Day. #Viral



Math & Computing Contests

Students who wrote the Caribou Math Contest and the BEAVER Computing Challenge received top marks in their division. In the international Caribou Math Contest, nine Grade 4 students placed in the top 25% of 8,397 students (including Wesley H. who placed first among them!) and four Grade 5 students placed in the top 25% of 10,979 students. In the BEAVER Computing Challenge, 11 Grade 5 students earned distinction amongst 7,808 students.



Basketball Success

Basketball teams yielded much success this season, with our Senior Boys taking home the Fraser North Championship banner and advancing to provincials for the first time in Meadowridge history. The Junior Girls, meanwhile, placed second in GVISAA. Go Gryphons!



Robotics Wrap-Up

To celebrate a year of provincial qualifiers and other successes, the robotics team put together a year-end wrap-up and invited the whole community to join! Experienced students helped teach interested novices, while the crowd of parents, students, and staff wandered to check out the various challenges and competitions.

Lunar New Year

Performances, an assembly, classroom activities, and cultural cuisine – happening online for all to enjoy. Students tuned in safely from class to hear the history behind Lunar New Year, watch student performances, and learn how to make their own lanterns. SAGE Dining also took part, offering a delicious Kung Pao lunch!

DELf Certifications

Five students wrote and successfully earned their Diplôme d'Études en Langue Française (DELf) exams. Two students earned the most advanced B2 and three students earned the intermediate B1. Félicitations!



Elementary Winter Showcase

Student performers took to the stage to showcase their talents during the Elementary Winter Showcase. Christmas classics and newer favourites had audiences swaying, while xylophones, marimbas, handbells, and drums filled the theatre with the most beautiful sounds.



Pink Shirt Day

Students across the Continuum wore pink and met in their homerooms and advisories to watch an interactive assembly. Teachers acted out common conflicts which students then discussed, related to, and found resolutions for and also shared their advice for the things they've learned about managing relationships.



Day *in the* life

HOW MS. MARCI KING, OUR ELEMENTARY
MUSIC TEACHER, SPENDS HER DAY

During class, Ms. King switches instruments seamlessly, encourages students naturally, and teaches in a way that feels like play. When class time is over, the work continues still.

As the Visual and Performing Arts Department Head, Ms. King organizes musical showcases, produces plays, and plans art exhibitions. It's a busy, non-stop day, but it's one that she "loves."

7:00 a.m.

After dropping her seven-year-old daughter off at daycare, Ms. King switches on a podcast for her commute. Glennon Doyle's *We Can Do Hard Things* is her choice today but will listen to "any" self-help podcast. "They make me feel empowered."

8:00 a.m.

Ms. King parks her car and makes the rainy walk into school. Today, she is met by Visual Arts teacher Ms. McColl. The two stroll into class together, say hello to Ms. Young, then part ways to their respective classrooms. Ms. King heads towards the music room, unlocks the door, flips on the lights and settles in. After catching up on emails — "mostly department head stuff" she explains — it's off to the mailroom.

8:30 a.m.

Mail in hand, Ms. King heads back to her classroom, stopping to marvel at the newest art gallery on the way. "I love the art gallery," she brims. Today, it is a Junior Kindergarten photography exhibit showcasing all their favourite things. Back at her desk, she gets in a quick breakfast (oatmeal with chia seeds, brown sugar, and walnuts — the same thing as usual) before her first class.

9:00 a.m.

Junior Kindergarten students appear at the exterior door, excited to be let in. Ms. King greets them with a big smile and an even bigger bottle of sanitizer. Greeted and sanitized, students head straight to the big blue carpet at the centre of the room and pick one of the musical notes adorning it (their "sit spots") to take a seat.

During a warm-up activity, each student sings their favourite season. "Faaall," a young girl begins. "Auuutumn," the boy next to her sings (we are still learning our four seasons in Junior Kindergarten!).

9:30 a.m.

Ms. King plays the piano while students dance around the carpet and match their feet to the beat. A fast-paced one has them scurry like mice, a booming one stomp and march. There's no instruction — students choose how to move, how fast, and in what style. "This," Ms. King explains later, "has students play with rhythm and feel it in their bodies before I'll label and expand upon it later on."



9:40 a.m.

After a goodbye song, students ask in excited unison, “how many keys?”. Depending on how well the M-U-S-I-C essential agreements are followed, the class will move forward on a cut-out piano keyboard. Today, Junior Kindergarten agrees to three keys, which pushes them to the end. The class cheers. They have earned a free play day next class and will get to pick from their favourite classroom activities.

9:45 a.m.

After students say their goodbyes, sanitize, and head back to class, Ms. King has a few moments to check her emails before heading down to pick up her next class.

10:00 a.m.

Grade 1 students are still rubbing sanitizer in their hands when they pipe up with a question for their music teacher. “Do you have any new instruments today?” they ask, looking around curiously. Indeed, Ms. King’s classroom has many to see. In addition to the instruments students use in class, there is also a baby grand piano, violin, electric bass, and ukulele.

10:05 a.m.

Students warm up with the same seasons activity. For this group, “aaall of them” is the answer most sung. After that, students practice a bit of music theory. Ms. King quizzes students, “which notes represent one beat?” she asks. Arms shoot up and a few students are picked to draw the notes. After that, Ms. King tests them again, “okay, how about two beats?”.

10:20 a.m.

After practicing these notes, it’s time to play them. Ms. King draws some notes on the board for students to follow with their rhythm sticks. After a few rounds, she ponders aloud, “I wonder if I changed some?”. Ms. King smudges a few notes and adds new ones in their place. Students practice that sequence before she erases and rewrites a few more.

**10:40 a.m.**

Ms. King quizzes students with how many string instruments they can name. The class manages 14, including the sitar, the violin, and the harp.

10:55 a.m.

Grade 1 students agree they have earned three keys, landing them on a free play day. Cheers ensue and students start talking amongst themselves about the games they’ll play as they line up for the door. Ms. King reminds her students to be quiet before heading back to class.

11:00 a.m.

After dropping off students back to Ms. Pitzey, Ms. King heads to the Early Learning Centre to pick up Ms. Higginson’s Kindergarten class.

11:05 a.m.

Back in the music classroom, students sanitize their hands and get settled in their sit spots. Ms. King goes around the circle, “what is your favourite sport?” she asks this time. Each student answers in a singsong voice. “Swiiiiiming,” one girl says. “Swiiiiiming and skaaating,” sings another.

11:10 a.m.

After the warm-up, students grab their xylophones and bring them back to the carpet. Ms. King grabs one herself, setting up at the front of the class. Together, they practice hitting different keys, softly at first and then more powerfully. They practice mallet technique and playing together as an ensemble - not always an easy task in Kindergarten!

11:40 a.m.

“Is it okay if my friend says hi?” Ms. King asks her class. Ellie, her elephant hand puppet, is met by immediate laughter and cheer. The class breaks out into a song and dance about wrinkly elephants.

12:00 p.m.

Ms. King enjoys a homemade quinoa salad while catching up on some work. “As Department Head, I’m involved in all the art galleries, musicals, concerts and drama productions that go on at the

school—that's at least one a month!" she explains. Currently, she is producing *Pirates! The Musical*, the Elementary School production. With rehearsals the following day, she checks permission slips and student attendance to get organized.

1:00 p.m.

Ms. Pallister's Kindergarten students arrive and get sanitized and settled in. Then, it's on to the warm-up. "I listen to pitch, vocal technique and tone while also watching their posture and their ability to sing solo with confidence and improvisation. There's a lot that goes into that little warm-up!" she shares later on.

The class practices their notes on the soprano and alto xylophones while students take turns on the bass xylophones.

2:00 p.m.

Ms. Warner's Kindergarten class is practicing notes when students suggest they increase the tempo. The class breaks into a song that goes faster and faster and faster.

3:00 p.m.

Ms. King jumps on Zoom for a new student assessment.

3:45 p.m.

Another Zoom meeting. Today's Zero-Waste Committee meeting—Ms. King has served on the committee for three years—is focused on raising greater awareness and discussing a possible audit of the school's practices. "I first joined the committee because I wanted to be more eco-conscious myself," she explains, "I put into practice the things we work on at school, like reducing food waste and recycling, when I'm at home."

4:40 p.m.

Ms. King locks up her classroom and makes her way down the halls. After dropping off her student assessment to the Admissions Office, her workday is done. "It's been a good day," she smiles with a wave. "The students always bring so much joy to my days."

“

I listen to pitch, vocal technique and tone while also watching their posture and their ability to sing solo with confidence and improvisation. There's a lot that goes into that little warm-up!

”

Six things to know about Ms. King

On teaching

"I've been an educator for ten years and have taught at Meadowridge for three."

On side gigs

"I have a small business teaching private piano and violin lessons three days a week."

On pets

"We have one pet, a Betta fish named Marble, and we hope to one day have our own dog."

On good habits (and good food)

"I exercise nearly every day but I'm a far cry from a fitness queen -- I love chocolate and have a massive sweet tooth!"

On shows

"I enjoy documentaries on Netflix, but I rarely watch TV or movies unless I'm folding laundry or washing dishes."

On second languages

"I use sign language in some of my songs and games to build on inclusion and accessibility, and teach a bit of ASL to the students. We have performed pieces in ASL at showcases as well. I'm not totally fluent in it, but can carry on a conversation pretty well. It's the only other language I can (kind of) speak."

Cylinders & Shapes

“Mrs. Laurie can I...?”

For some, this may be a worrisome request. But for Mrs. Rhonda Laurie, a teacher who encourages creativity and inventiveness of all kinds, it is a welcome one. “You betcha!” She’ll smile proudly when she hears her students out.

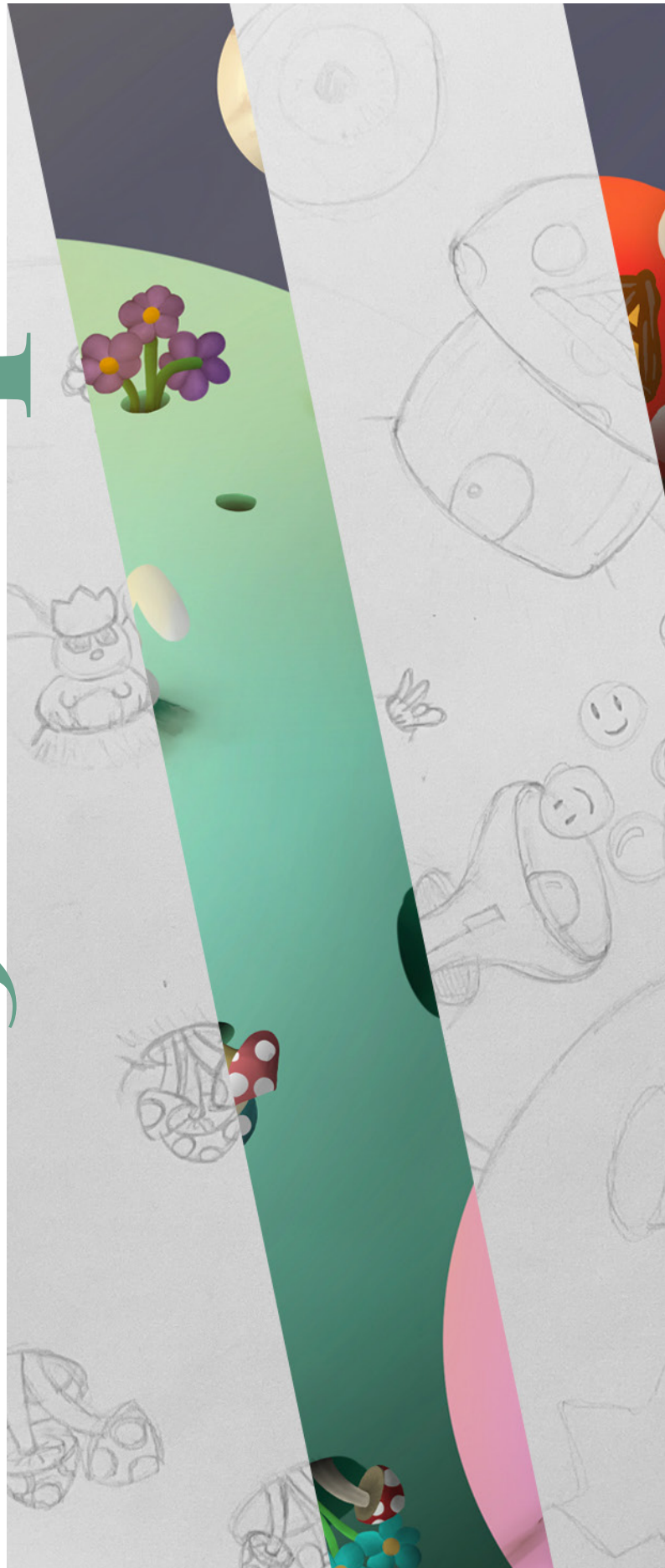




Illustration and sketch by Tara C.

This request means something has piqued their interest, that they've found something they want to look into and explore. When she introduced the Cylinders and Perspectives project in ProCreate to Grade 9 for the first time, she knew students would be asking this question, and that they'd be asking it a lot.

Students started by learning how to draw spheres and cylinders with paper and pencil. Exploring different shapes, sizes, overlaps, perspectives and dimensions, Mrs. Laurie describes the learning as becoming masters of illusion.

"We cannot make something two-dimensional into something three-dimensional," she explains, "but we can learn tricks to make it look like it is!" As "magicians", students learn how to use shading, luminosity, and perspective to create the appearance of something three-dimensional on paper by using distortion. After that, they used these new skills to draw whatever struck them. Some chose real-world objects, others ideas from their own imagination, but all of them made use of their illusionary new skills. After lots of drafts, practice and sessions, students were ready to draw, paint or crayon their draft creations. Then, it was on to the classroom set of iPads to digitize them.

Using the ProCreate app, students uploaded their art and began the gratifying task of digitization and digital design. "This is where the possibilities are," Ms. Laurie explains of this new phase of the Cylinders and Perspectives project. Though the app comes with a steep learning curve, the rewards are well worth it. Students end up with limitless opportunities and the ability to create anything that comes to mind. And, if a creation doesn't quite work, students can undo it in a few easy clicks. Taking away the downsides of risks like messing up your art and having to erase unintentional mistakes encourages students to be more adventurous and unafraid. "Layers and the 'undo' button make them brave by allowing them to take more risks with their work," Mrs. Laurie says. Once students discovered the vast range

of tools, brushes, effects, layers and stamps available in the app (plus a whole lot more) they were off, learning intuitively and less reliant on teacher input. Students explored, made discoveries, and shared their findings amongst one another. It was, as Mrs. Laurie puts it, a "beautiful thing to see."

As an art teacher with over 20 years of experience, Mrs. Laurie knows that it is self-exploration and intuitive risks that develop students' abilities and styles the most. In ProCreate, overlapping and shadows, blending and smudging, opacity and colour design can

“

Some chose real-world objects, others ideas from their own imagination, but all of them made use of their illusionary new skills.

”

all be easily explored, tried out, developed, or erased. "These projects lend themselves to ProCreate because there are so many options for design, so students get to really learn how to use the app while also having fun," Mrs. Laurie concludes. "They can share ideas, cross-pollinate, and take risks."

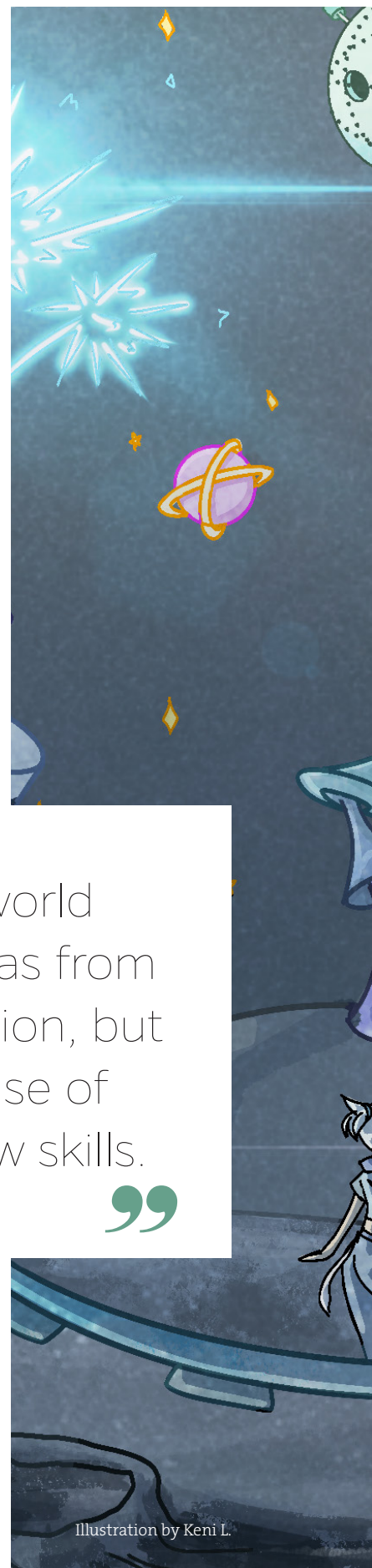
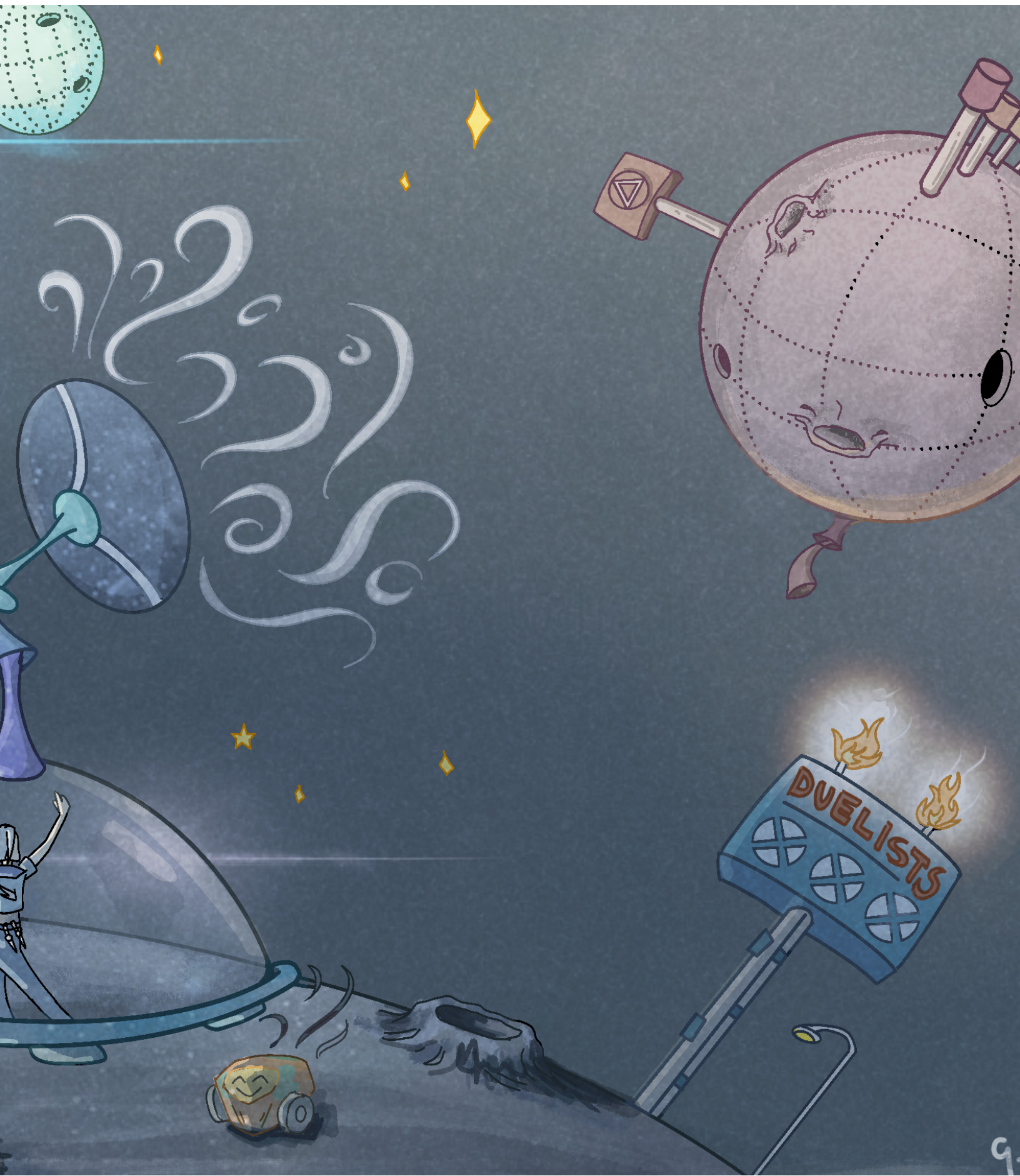


Illustration by Keni L.



Student Grade 9 Reflections

on cylinders & shapes

"After drawing spheres in perspective, I now understand how to create depth in my artwork by using shading, overlapping, positioning, and blending. For example, by overlapping a mushroom house over the background and the planet, it looks like the mushroom is sitting on the planet, and with the shading and blending, you can start to see how the mushroom house isn't flat and it curves in a cylindrical shape." [Tara C.](#)



"Little details exist everywhere in the real world, so adding small details into the art can make it seem more realistic than it was before. Such as when



I used a textured brush to colour the planet's surface, it gave off the effect of the surface being covered in dust or something of the sort. If I didn't have texture, the planet would look smooth and boring, and very cartoon-like. Small details also give the work a feeling of atmosphere, such as when I added stars to my piece." [Keni L.](#)

"Little details affect the art piece because the person looking at it will notice that it seems more interesting if there are little details in it; little details make the artwork more complete." [Julin L.](#)



"With digital art, I have the power to use custom brushes and select any colour and texture that I wish to use. I even have the ability to use an undo button and layers (which made my life a load easier). In this project, I realized that I have the capability to create wonderful pieces of art, and I am really proud of what I have done. I learned how to properly shade, create horizon lines, create holes and utilize perspective to make something look three-dimensional." [Austin C.](#)

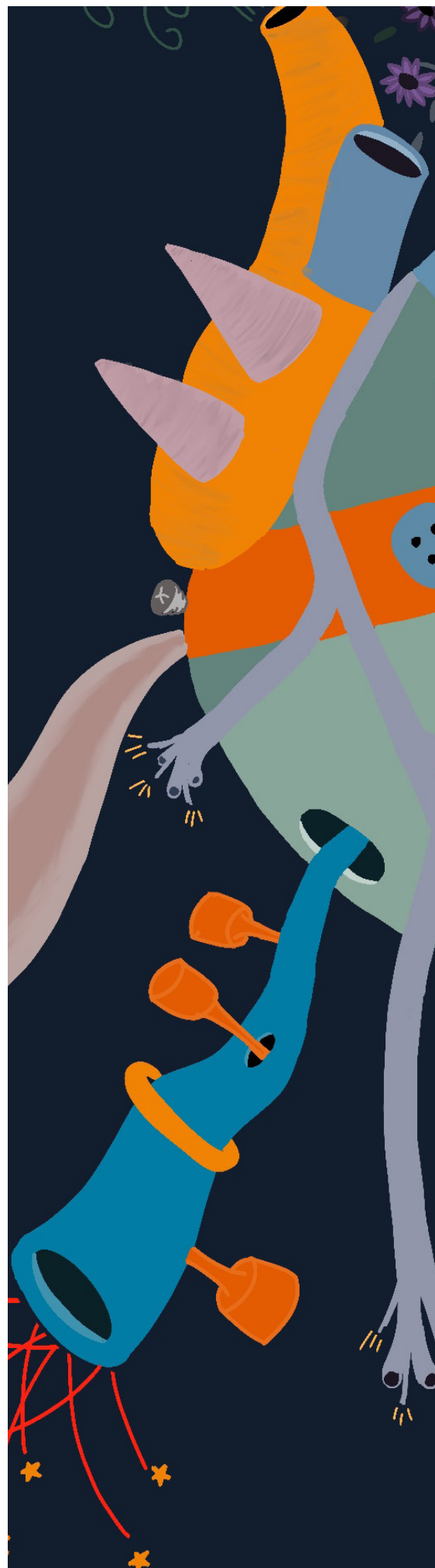




Illustration and sketch by Jasleen B.

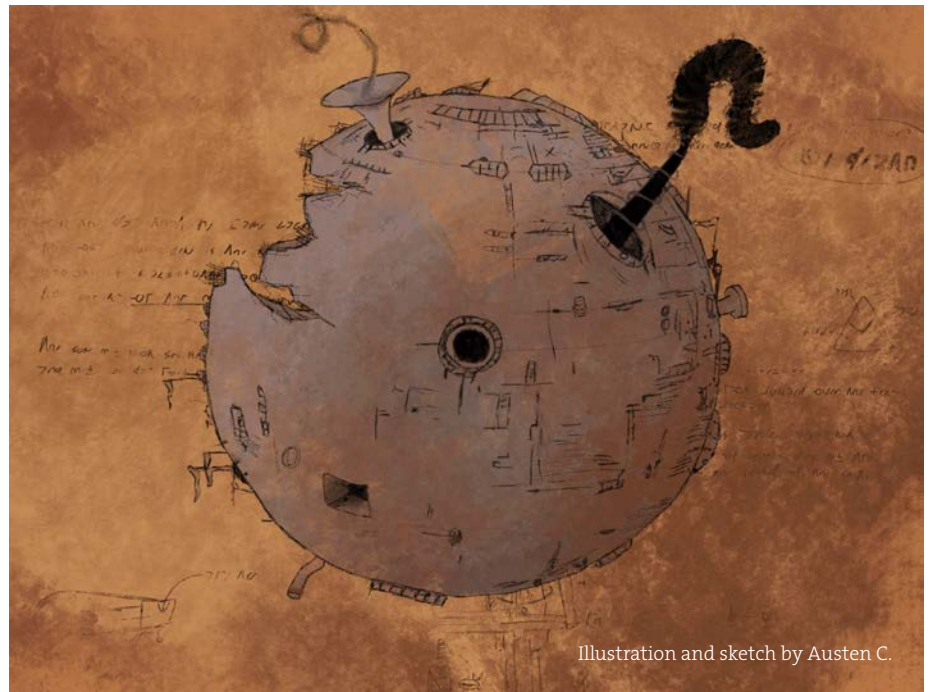


Illustration and sketch by Austen C.

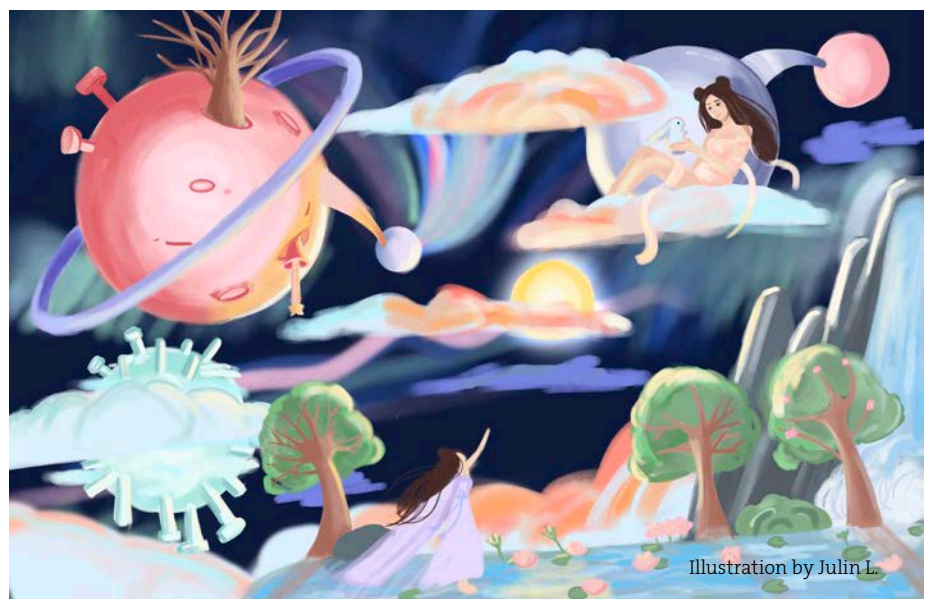
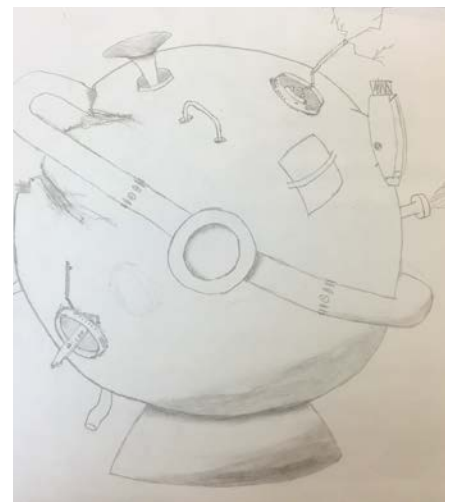


Illustration by Julin L.

the Pins of Meadowridge

Earning pins is a well-known Meadowridge tradition that students look forward to every year. Students show a significant amount of work and commitment in order to earn pins. As students get older, the desire to earn pins increases, as do the memories associated with each pin. We sat down with four students to learn more about their favourite pins, the memories behind them, and which ones they are most proud of.



LIAM S. // GRADE 12

The pin that I am most proud to have earned is Meadowridge's 25th Anniversary pin (1) from Grade 2. This pin was the most challenging one to get as only students who were enrolled at Meadowridge that year received the pin. I am lucky and grateful to wear it on my lapel as it is the rarest pin I have.

The Bronze and Silver Gryphon Pins (2) that I earned during my years in the MYP program have the fondest memories. These pins felt different from the ones I earned in elementary school because they required specific tasks and projects to earn them.

When I was awarded these pins, it was my first experience going up in person to receive the pins and being recognized.

The Gold Gryphon Pin (3) I earned in Grade 11 was my first DP pin. I was so proud to earn this pin as I had finished my CAS project and all the tasks required to earn it.



LIAM B. // GRADE 9

The PYP Gryphon Graduation Pin (1) is a very memorable pin for me and is the pin that I am most proud to have earned. It reminds me of everything I accomplished, especially in Grade 5, to complete the PYP such as the clay projects, and all the field trips we got to go on. I remember going on a field trip to a space exhibit in Vancouver and that was so amazing. This was the first year that I had to really work hard on a project with the end goal of presenting it to others in the school to earn the pin.

In Grade 6, I earned the 2019 Bronze Gryphon Pin (2) which was my first pin where I got to go up on stage to receive it and I was awarded it with honours - what a great memory. I was so happy that I was able to accomplish all the requirements, especially because I didn't understand what the

CAS requirements were, so I didn't complete my service until the final term. I signed up to be a Grade 1 buddy and loved that.

In Grade 8, I was awarded the 2021 Silver Gryphon Pin (3) which was the most challenging one to get. With COVID, it was difficult to complete my out-of-school service with all the restrictions. I was able to organize my own service within my soccer club and was proud of myself for finding that solution.



TYLER B. // GRADE 11

My first pin was the PYP Graduation Pin (1) that I received when I graduated from the PYP, and I remember sitting on the stage and being so proud of all the work to earn this pin. Our teachers then began to explain how the pin process worked and how we would get the opportunity to earn more throughout the MYP and DP. This moment was the first that sparked my interest in pins and earning them.

The MYP Graduation Pin (2) is another pin that is the most memorable and holds the best memories. Every time I look down and see it on my lapel, I am reminded of all the hard work I accomplished in the MYP to earn this pin. This pin is like the beginning of an end as it symbolizes graduating from the MYP and moving onto the DP. I remember celebrating with my friends when we earned these pins and being so happy. I am most proud to have earned this pin.

In Grade 6, I earned the Bronze Gryphon Pin (3), which was my first experience earning a Gryphon Pin. There was no program like it in the PYP, but I had always heard everyone talk about it and was so excited when I finally earned my own. Wanting to earn this pin pushed me out of my comfort zone to try new things, which is something I am very proud of.

The Silver Gryphon Pin (4) that I earned in Grade 10 was the most challenging to earn. The requirements to earn this pin were slightly higher than previously earned pins so I had to challenge myself by not being afraid to step outside of my comfort zone and stay focused on my academics. I like that I can always look back at my pins and be reminded of my time at Meadowridge and everything that I have accomplished.



LINDA Z. // GRADE 12

2018 was my first year at Meadowridge and I was very curious about pins from the start. I wondered what they were about and what I had to do to earn them. At the end of the school year, I was awarded a 2018 Silver Gryphon Pin (1) which was my very first pin. I still remember receiving this pin in person as it was before the pandemic and it was so memorable, especially with it being my very first.

The MYP Graduation Gryphon Pin (2) is another significant pin for me. After graduating from MYP in Grade 10, every student receives a Gryphon Pin. 2020 was the year of COVID and it was such a significant year with completing my personal project which was the biggest project I had ever completed. The topic of my personal project was "How do East Asian and Canadian cultures affect the parent's perception of a child's academics?" I wanted to know whether culture plays a role in education. I created a video where I combined all my interviewees' responses. This pin reminds me of that year, my project, and how proud of myself I was.

The Whonnock House Pin (3) is a favourite pin of mine as it reminds me of Meadowridge's house system. At my old school, there were no houses or spirit days so these were really unique experiences that I had by coming to Meadowridge. This is my only pin that is not academic-related, and it is part of my identity.

The pin that was most challenging for me to earn was my 2019 Silver Gryphon Pin (4). The Gryphon Pin requirements changed that year and we needed to serve in leadership which forced me to step outside of my comfort zone. It was not in my personality to be a leader and these new rules challenged me to seek volunteer opportunities which led to me starting my own club. In 2021, I started a Cultural Club as I wanted to introduce new cultures to students every week. This club is no longer running due to low enrollment, but this is something that I am so proud of and something that I would have never tried if I hadn't come to Meadowridge.



ALUMNI STORY

Robert Lindo '95

Here's how Robert went from practicing law in Washington, to doing stand-up in Los Angeles, to now overseeing casino operations in San Jose.

Robert Lindo '95 is one of those enviable people who always knew what he wanted to be when he grew up. In elementary school, he was asked "where do you see yourself in 10 years?" for his grade 7 yearbook. Robert mulled the question over shortly before deciding. He knew then he would become a lawyer. Ten years later, he was in law school.

Robert earned his undergraduate degree at Simon Fraser University, his JD from The George Washington University, and went on to work as a litigator in Washington, DC. And while these types of success stories are admirable, they are not always the most exciting. Thankfully, Robert has had lots of stops along the way.

When Robert first arrived at Meadowridge School in 1993, he wasn't all that thrilled. "I had been a bit of a bad kid," he admits laughing, "I had no discipline, drive, or focus." Seeing this, his mom gave him two choices: Meadowridge or military boarding school. He enrolled at Meadowridge the very next year.

The school he enrolled in was a different place back then, still just a collection of portables with an outdoor gymnasium, 223 students, and just 18 teachers and staff. He didn't buy into the school straightaway, but that changed pretty quickly in that first year.

Robert grew to love his friends, his classes, and even Meadowridge Headmaster, Mr. Graham Hookey. Over the next five years, he learned goal setting, personal responsibility, time management, and respect, what the alum calls "valuable skills" that he still benefits from and uses today. After five years at Meadowridge, he graduated, went off to SFU, and then—by the time he was just 21 years old—enrolled in Law School at GWU.

Living in Washington, DC was "amazing." It was there that Robert discovered a vibrant scene of politics, art, history, and people. After a year of settling in, (Robert arrived in Washington by car... with only his car) the young law student found his footing. He learned his way around the city, how

to apply for grants and loans, and earned positions at the university like Publicity Chair of the Mock Trial Board, Student Chair of the Student Recruitment Committee, and Assistant Programs Director with the Student Bar Association. In his third year, he became a Dean's Fellow, co-teaching Legal Research and Writing to first-year law students. "I was able to study

perfect Fox television series that was being cast. Billed as the legal version of *The Apprentice*—contestants vied for a position at a law firm instead of a business—Robert knew he had to give it a shot. He went to his first real audition in Georgetown. From there he was called out to Hollywood to conduct screen tests and undergo a series of in-person psychological tests and interviews.

When Robert first arrived at Meadowridge School in 1993, he wasn't all that thrilled [but he] grew to love his friends, his classes, and even Meadowridge Headmaster, Mr. Graham Hookey.



Robert and Kathryn in 2020

Though Robert was ultimately cast, a similarly themed show from a different network tanked and forced Fox to cancel the series before filming had even begun. It was a bust for that first stab at show biz, but Robert was hooked. He flew back to DC and began planning how to make the move to Hollywood.

Within a year, Robert found himself driving to a new city (again), without a job, a place to live, and almost no local friends. A good friend from law school let him crash at his place, while the newly-unemployed lawyer looked

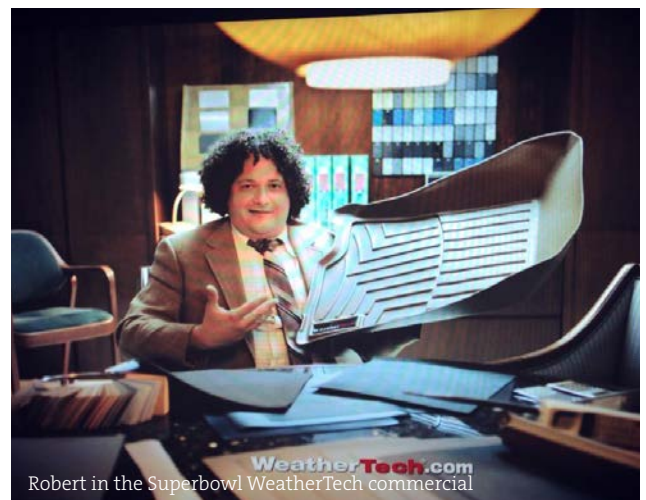
International Human Rights Law at Oxford for a semester," Robert shares about his time at GWU, "my professors were on television being interviewed on CNN, while another worked with the Clinton administration. . . you can't compete!"

After three years of law school, he went to work as a defence litigator at two different Washington, DC law firms. It was going well for Robert, but when an opportunity presented itself, an opportunity to turn his part-time passion into something more, he couldn't say no.

You see, while going to law school and working and settling in, Robert had also been taking acting classes and was becoming interested in the theatre scene. He liked acting, but never saw it as a potential career. That changed when Robert heard about a new, too-

for work. Having earned a culinary degree during undergrad, Robert took on odd jobs as a cook and bartender and got gigs helping lawyers from time to time. In between these jobs, Robert was hard at work.

He enrolled in acting classes, got headshots, signed up with the Groundlings (an improv and sketch comedy school where his teacher was Flo from Progressive Insurance), was cast in plays, national commercials, some B movies, and ran a stand-up show at the world-famous Hollywood Improv. 2014 was a good year for Robert. He was cast in a Superbowl commercial by WeatherTech and he



Robert in the Superbowl WeatherTech commercial

became “Dwight Goodman,” the road safety spokesperson for the state of New Mexico. It was, as he explains it, “the start of the Hollywood career.”

But it would take much longer to see if this little bit of success could sustain the kind of life he wanted. Robert was weary of the gig work, periods of intense busyness followed by lulls, and he needed something more predictable if he wanted a family and a house. “I knew I didn’t want to be a 55-year-old auditioning for cereal commercials,” he laughs. So, when a friend from law school asked if he would be interested in interviewing as her client’s general counsel in San Jose, California, he said yes. He applied, got the job, and was on the move again.

Robert is now the Vice President of Casino M8trix, a busy and wide-ranging position that has him working with everyone from employees, regulators, and elected officials on any given day.

“I have a lot of to-do lists that are constantly getting re-written, recycled, and then added to,” he explains of his work. He has also gotten involved as a Trustee with the San Jose Museum of Art and a Board Member of the local chamber of commerce – volunteer work that aligns with his own personal mission to bolster San Jose and show the world how “cool” the city is.

Sitting on the SJMA’s Development Committee, Robert spends time raising money for the museum and fostering corporate partnerships. Through his efforts, he hopes to get people to wonder and care about things they might not otherwise be exposed to. The museum’s goal is to be a borderless facility and the work it features brings a much-needed voice to those often marginalized in the art world. “Female artists, minority artists, art that represents ‘the other’ . . .,” he shares, “those are important to see.”

Outside of work and volunteerism, Robert has recently become engaged, and he and his fiancée Kathryn have taken advantage of the pandemic to

travel safely to nearby places. “We did lots of road trips,” he nods. When not on the road, the pair also enjoys hiking, dining out, travelling, and attending art exhibitions.

With his upcoming nuptials, a rewarding career, and a fulfilling personal life, Robert has plenty to be proud of. It is pretty telling, then, that his “best claim to fame” is still from his days at Meadowridge: beating his Headmaster Mr. Graham Hookey in an arm-wrestling competition. “I got his parking spot for the year,” he grins.



At the Hollywood Improv comedy club in 2013



Rappelling down the Adobe building in 2018



Robert (pictured at top) with his Meadowridge Grade 10 class



From my days in the portables, to my graduating year in a new, expanding school, Meadowridge has provided me with memories, experiences, and friends that will be with me for the rest of my life. I would like to first thank my mother and sister for always being there for me. I would also like to thank my father for providing everything he could for me. I thank the staff at Meadowridge for helping me find my motivation, especially Mr. Sinfield and Ms. McLean. I wish my grad class good luck and thanks to all of you.

Some final comments... Sarah always had the best morning greetings. Kim, thanks for being such a great organizer. Go Parveen. Victoria is the only person that can speak French with a hick accent. Russ made me appreciate Britain a little more. She could always take the jokes and lend an ear. Erin taught me how to slam a door. Good luck in Germany, Sandra. All my future art work is dedicated to you. Heidi could always write the most inspirational poetry. Joel made going to a party more enjoyable. Geoff had the most interesting stories. Doris was never too smart. Nina had the best calculator. Through it all Nadine, the good and the bad, it always turned out fine in the end. Don't worry Binks, you'll learn how to use the phone someday. Anubert Premdo made my grade 11 year a success and has been an inspiration for my grade 12 year. Thanks a lot. I'll always remember C.M. and BFG. Seena Shah provided me with some of the best and funniest memories of my life. Thanks for the rides, and for believing my facts. Shamrock, you know that you have to stay true. Respect is what it's all about. Thanks for everything, including the cheese. I'll never forget old fifty-sixer. Finally Simon, you know that it's real for life. No matter what happens it all comes back to one thing. You have always been there for me, thanks to the end of the road. Omega.

Again, thanks to my family, I owe them everything.
Remember, "There is no knowledge that is not power".

A woman with long dark hair in a ponytail, wearing a black poncho and a traditional Indigenous headband with a feather, stands by a campfire. She holds a large, round, decorated drum. In the foreground, a fire burns brightly in a stone fire pit. A wooden plank with various items, including small bowls and a piece of bread, lies across the fire pit. The background shows a forest of evergreen trees.

The sun was shining, birds were chirping,

the wind was blowing through the trees
as the fire crackled. Grade 3 teacher Ms.

Charlene Smoke led Grade 3 students
through a traditional Smudge Ceremony at
the Campground, reminding students to be
present and to attentively listen through their
mind, body, and heart.

Sharing the traditions and ways of her
ancestors, Ms. Smoke educated students on
the supplies and traditions for a Smudge
Ceremony and allowed students the
opportunity to participate in smudging.

Thank you Ms. Smoke for sharing your
knowledge and traditions with all of us.



MEADOWRIDGE HISTORY

Lunar New Year



The surprising origin of one of our largest traditions



Top: 2004, Sandra (L) and Jasmine (R) in Grade 7 with their recently constructed dragon head.

Bottom: 2009, Jasmine (L) and Sandra (R) in Grade 12.



Sandra (L) and Jasmine (R) today.



Since graduating from the University of British Columbia (UBC), Sandra (left) has been working in different student development roles at the same University. Currently, she is working as the Manager, Scheduling Services, at the UBC Vancouver campus.

After graduating from the University of Waterloo, Jasmine (right) went on to earn her Master of Science at the University of Guelph. Jasmine now works as a research consultant for Opto Diode Corporation in southern California.

Every January or February, Meadowridge School begins a slow transformation. Parents hang lanterns and drape the school in red, while student performers begin to practice and prepare.

Food is organized—an array of teas, treats, and snacks—as are classroom activities, cultural attire, and a full-school celebration. Today, the procession of Lunar New Year celebrations is efficient and smooth running, a thing to behold. It might surprise you to learn, then, that it wasn't always this way.

It all began some 18 years ago with two students, lots of cardboard and glue, a couple soup containers, and plenty of imagination and determination.

Jasmine Mah '09 and Sandra Wan '09 don't entirely remember what first sparked the idea. "I just remember wanting to do a dragon dance," Jasmine laughs. Sandra nods, agreeing, "and I just wanted to help."

It was 2004, the year of the monkey, Jasmine and Sandra were in Grade 7. The two students approached their teacher Mr. Terry Jung and asked if they could perform a dragon dance at school. Met with enthusiasm and support, they were then tasked with creating the dragon head... from scratch! Without many resources, this fell to the girls' creativity and imagination. "YouTube and the Internet were not what they are today!" they explain.

Jasmine's living room became the pair's hub, a place they spent hours over many weeks working. Creating the dragon head was not without its difficulties. The dragon was going to "eat" the lettuce hung from the doors, so the jaw had to move up and down. They tried a paper towel holder—that broke—but solved the issue with a sturdier wooden dowel. The dragon nose also gave them grief until two painted Noodle Time containers were found to make excellent nostrils—a "eureka!" moment they both remember and relish. It was, as they put it, a project of trial and error and love. "It took us at least a month, on and off."

In the weeks leading up to the dance, the pair also choreographed some steps, planned for lettuce and red envelopes to be hung, and went to Chinatown to purchase matching black pants and red shirts (though they can't agree whose mom took them that day).

Ultimately, the parade was a success and a big moment of pride for the two. For Jasmine, who is half Chinese, the initiative helped her feel more connected with "both of her sides" and came away with a better appreciation for her culture and heritage. Sandra, who was shyer, left feeling emboldened and empowered. "I was never the performative type, and this pushed me outside of my comfort zone."

As for how their efforts have evolved, the pair is still amazed. "We had no idea what we were doing," they confess, admiring what the Lunar New Year Celebrations have now become. For this, they commend all the teachers, students, and parents at Meadowridge School. "We just got the ball rolling, that's all. It was definitely Mr. Jung, Ms. Chow, and all the teachers and parents who have been involved over the years," they nod. "Starting a project is easy but keeping with it takes a lot of praise."

Ms. Chow helps to keep the tradition alive

During her 28 years at the school, Ms. Connie Chow has assumed many roles. An educator first, she has also been a fencing coach, parent, alumni parent, and lunar new year pioneer. You see, what Jasmine and Sandra first started, Ms. Chow has since nurtured and grown. Every year for the last 15, she has found ways to add to the celebrations and get more people involved.

For the smooth-running Lunar New Year processions that we see today, we have Ms. Chow and Mr. Terry Jung to thank. Despite her involvement, Ms. Chow admits that she had, back when she started, lots to learn.

Though she had always celebrated Lunar New Year—she remembers red envelopes, family celebrations and delicious meals— she didn't know the significance or history of these things she had practiced for so long. With celebrations happening at school, Ms. Chow figured she too had a thing or two to learn. "I decided to be an inquirer," she smiles. As an inquirer, she had many questions.

Why do we hang lettuce?

Why do we hand out red envelopes?

Why do we perform a dragon dance? A lion parade?

What innovations were borne in China?

Ms. Chow began incorporating different displays and engagements to answer these questions. "When celebrations started, we were opening a book and flipping through the first few pages, but over time we've gone through chapters." As years went on, more resources and artifacts were added, Ms. Chow dogged in her search.

Wherever she went, she was on the lookout—including, as it turns out, the local supermarket. Grocery shopping one day, a dragon display at T & T caught her eye. She approached the manager, made her case, and was able to purchase it later on. She did the same thing a few years later, acquiring the big 'tanggu' drum next. With two dragons and a drum, she had all the makings of a parade. It was then she got the music teachers involved ("let's teach students to drum!") and more students ("let's teach them to march!").

Community members were quick to join Ms. Chow's vision. Over the years, different parents have contributed in significant ways. Teachers and staff members too. Once championed by Ms. Chow, Lunar New Year celebrations have become a community-wide initiative, something many people plan, host, and put on. "Our community knows we value what they know and what they can share—" Ms. Chow reflects "and that's key to a successful school community."

What began in the living room of one elementary school student has grown into a school-wide event, with assemblies and activities, performances and parades, cultural food and ceremony and dress. "It's an entire experience of Asian influence," Ms. Chow concludes.





Celebrated Traditions

Lettuce

The Chinese word for lettuce in Cantonese sounds also like the word for obtaining wealth. During the Lion Dance, the lion “eats” the hanging lettuce and spits it out to symbolize the spreading of wealth and good fortune.

Wearing Red & New Clothes

During the 15-day festival, red is worn to ward off evil spirits and promote good luck. New clothes are worn as a symbol of the new year and new beginnings.

The Lion Dance

This dance is performed to bring happiness, good luck and fortune. During Lunar New Year, the lion eats the lettuce and the red envelopes that are hung. The lettuce is spit out to shower prosperity to the surrounding spectators and businesses. The act is also symbolic of a “new start” for a new year. The red envelopes are gifts for the dancers and performing groups as a thank you.

The Dragon Dance

A dragon is an important Chinese mythical creature that has power, wisdom, and is known to scare away evil spirits and bring good luck. This dance has multiple dancers that chase a ball which represents the “dragon in continuous pursuit of knowledge and wisdom.”

Red Envelopes

Elders gift children red envelopes filled with money on important occasions like Lunar New Year. Wrapped in red — symbolizing energy, happiness, and good luck — the money is hoped to bestow good fortune and blessings to its receiver.

What makes Meadowridge *special*?

BY ISABELLA Z., GRADE 11

School is an institution in which students and faculty come together to learn and educate. From the second you walk in the door, you can tell Meadowridge is more than that. Having been a student here for thirteen years, I've seen the community come together in unique ways that couldn't be possible without the supportive staff and willing students. Personally, I think that's what makes Meadowridge so special. The attitudes and interactions between any group of people in Meadowridge amplifies the desire to grow as a community and as individuals.

Ms. Young *Administrative Assistant*

Imagine a place where you can meet families from all around the world, a place where you can work alongside passionate educators and with students who are active and engaged. Meadowridge School is a special place because it is a community like no other. Our school unites people of common mind and with a common goal—to live well, with others and for others, in a just community. Up at the front desk, I get to welcome these students every day. And, with each passing year, watch them develop and grow.

Isabella S. *Grade 5*

Meadowridge school is the best!

Mrs. Just *Post-Secondary Counsellor*

I think for me what makes Meadowridge special is the authenticity that people bring to what they do. When we talk about community here, it's authentic. Whether student interaction, parent involvement, or desire for alumni to stay connected, Meadowridge tries to support growth in its students and staff. I try to give the same support and development I get from the school to both students and colleagues, which creates an environment I want to be in.

Annabelle Z. *Grade 2*

Meadowridge is special because it treats people very well. I think at other schools, the rules would be different, and there would be less respect. I like the rules here because they are based on respect and principles which help me become more caring.

Miffy T., Sean L., Erin Z., Adele B. *Grade 5*

I don't think many schools give students a voice. Here, we have student council, and the teachers are committed to helping us learn. They see the child before the student, and it makes everyone feel welcome. As well, the campus is really special! Meadowridge has a huge forest and is a huge school. Even better, there's not many people at the school. There's also a lot of school spirit because of spirit day and it gives students a chance to be proud to represent Meadowridge. The students also make it special because everybody loves to learn what Meadowridge teaches, like the IB learner profiles. The IB learner profiles and the ATLs make us better people. Without Meadowridge, I wouldn't know any of the teachers here and I wouldn't be the person I am.

Q What was your first-ever concert?



Mr. Brian Spear, Project Manager

First Concert: Red Hot Chili Peppers

The first concert I went to was the Red Hot Chili Peppers at Pacific Coliseum. I was 14 years old and had no idea what to expect. Well, it was AWESOME and I'll never forget how loud it was and the ringing in my ears on the way back to the bus to get home. I thought that I had gone deaf and done real hearing damage. My parents had a good chuckle when I told them I thought I had hearing loss and assured me that I was going to be just fine.



After the Chilies, the flood-gates were opened for me. I've been to hundreds of shows, big like U2 at BC Place, small like Billy Talent at The Roxy, epic like Elton John in Las Vegas, Rock & Roll, EDM, Country, Hip Hop, Pop, Metal, Indy, the list is long.

COVID-19 has put a bit of a kink in my live music obsession but hopefully now that things are opening up again, I'll get to some more concerts in the near future because I'm itching to get back at it. Even if it's The Paw Patrol or The Wiggles with my kids...I'm into it, let's roll! Nothing quite like live music and iconic bands in my opinion.



Ms. Courtney Higginson, Teacher

First Concert: Charlotte Diamond

The first concert that I ever went to was to the local library to see Charlotte Diamond perform and while this may not seem like a huge deal to see a children's performer, her music has definitely been a presence in my life. As a teacher I have played and taught her songs to my own students and as an adult we were able to take my niece to her very first concert which was also Charlotte Diamond.



I must also admit that one of the highlights of my life was several years ago when Charlotte Diamond came and performed for our students at Meadowridge. I was thrilled to get to meet her and share my story but even more so, I was able to go up and sing and perform with her. I may have even cried that day!

My second concert was to New Kids on the Block for my sixth birthday. I remember that Boyz II Men were the opening act and my parents bought me my first band t-shirt. When I was twenty-six I went to their concert again when they began touring together after years apart. Boys to Men was once again part of the opening act. Music for me is lifelong.



Mr. Nick Jackson, Teacher

First Concert: Oasis

I actually haven't been to too many concerts, but the first concert I went to was at university when I was 21. I had the opportunity to see OASIS (best indie band ever!) in Nottingham and I went with my older brother and housemate.



It was amazing and may have involved some crowd surfing during the final few songs. The last song was Champagne Supernova, which was a 7-minute song, so provided time for celebratory antics.



Varsity of Meadowridge Athletes

In honour of National Girls and Women in Sports Day we chatted with Meadowridge alumni and teachers who have made an impact on and off the field (or pitch, piste, or pool!). Hear from these varsity athletes about how their sport has impacted their lives and what has kept them with it.

Lauren Crawford '13

Rugby at the Durham University

How did you get involved in rugby?

Riding the bus (bus #3) to Meadowridge every day, we used to always pass a sign for the tri-cities United Rugby Club advertising their Youth Rugby programme. It sounded interesting to me. So, when I was in Grade 8, I finally went online, found out more details, and haven't stopped playing since!

What do you love about rugby?

It's corny, but rugby really has made me the person I am today, and I would have missed out on so many opportunities without it. Rugby is an amazing sport that requires you to be strong, fit, and have the endurance to last a match while using your brain to read the other team's plays. Women's rugby specifically is a massively growing sport that is extremely empowering for women. There are 15 different positions on the pitch (I've played 13 out of 15 in my time) that suit every body type and ensure that no one is excluded. Rugby has meant that, no matter where I am, I have a guaranteed 15 friends from joining a team and all of these women have always been extremely accomplished, impressive and wonderful to play with and for.

What motivated you to pursue athletics in university?

I applied to universities strictly in the UK; and, when applying for University, I knew I didn't want to give up rugby. I prioritized my subject (Chemistry) when choosing universities, but I also didn't let myself apply anywhere that didn't have a women's rugby team. I ended up going to Durham University in England which at the time was the best in the UK for Chemistry but also had the best Women's Rugby program in England—the perfect situation for me! Even before I had received my offer from Durham, the Women's Rugby Club Captain contacted me to find out about my rugby history. When they found out I'd played for Vancouver Wave and trialed for BC Rugby, I was invited to join them for pre-season before the academic year even started. I was the only first-year at pre-season and it resulted in me being the only first year in the starting XV and starting at Outside Centre, my favourite position.

During Fresher's Week in the UK (similar to orientation week in North America) all of the sports teams ran recruitment or taster sessions to recruit new players. Through these taster sessions Durham University Women's Rugby Football Club (DUWRFC) has found many players who had never touched a rugby ball before and turned them into England Roses Women's players who have represented on the international field for years, proving that even if you don't play in high school, you can pick up sport at University and it can change your life.

How do you balance sport and school?

I won't lie; it wasn't easy. It also wasn't any harder than it had been at Meadowridge. It became evident very quickly to me that I was much more passionate about rugby and sport than I had



been about Chemistry. So I made my degree my full-time job that I did 9-5 on weekdays and then spent all my time outside of that playing, training and organizing all the rugby I wanted. It was a battle in motivation, but by sticking to this schedule and assigning myself deadlines it was manageable.

What advice do you have for students who are interested in getting involved in rugby? In getting recruited?

Taking it straight from Nike – Just Do It! Whether it's rugby or any other sport, I honestly believe the only thing you'll ever regret is not trying it at all. Every club out there, no matter the level, is always recruiting and always willing to nurture new talent so just reach out and show up.

For university recruitment, this is where Women's Rugby is brilliant. This is still a growing sport so if you have experience before going to university, contact the University club as part of your application process and they'll tell you everything you need to know and lots of the UK universities now have Women's Rugby scholarships to help grow the sport as well!

Any recent successes to share?

Hong Kong Football Club (HKFC) recently recruited me and moved me out to Hong Kong to play for them in the Dettol Women's Rugby Premiership. I never knew this kind of opportunity even existed and I never would have had the network to make it possible if I hadn't played rugby at university.

Lauren now plays for the Hong Kong Football Club (HKFC) Ice, the Women's 1st XV rugby team while also coaching HKFC U18 Girls. While not on the pitch, Lauren works for James Fisher Renewables focusing on Offshore Wind Farms in Asia Pacific.

Natalie Coates-Wiens '21

Dance at Queens University of Charlotte in North Carolina

How did you get involved in dance?

Dance was one of the first things I got into. My mom and my aunts had all danced, so enrolled me as soon as they could. I think I was about three years old when I got started. I tried skating and gymnastics, but when it came time to pick the sport I wanted to focus on, I chose dance. I do everything now. Jazz, tap, hip hop, ballet, song and dance, lyrical, contemporary, pom... as a dancer, you want to be well-rounded.

What do you love about dance?

I like the social part of it. Growing up, I got to go and dance and see my friends every day. At the dance studio, your teachers are like your parents and your friends are like family. Dance also uses so much of your body. You literally have to use every muscle in your leg to make just one move perfect. It's an intense sport.

What motivated you to pursue athletics into university?

I knew I wanted to dance since it had been such a big part of my life for so long. In high school, I danced every single day. I put so much into dance and wanted to pursue it, so was considering taking a break from school. During the pandemic, though, I started to change my mind.

All the protocols made me second-guess myself and I'm so glad I did. Deciding to combine dance with school—I love the school aspect of what I'm doing—made me much happier in the end. I went to Meadowridge for so long, so it made me think about and appreciate education and its opportunities. I applied to different schools, but it was actually Hunter Meyer '21 who made me apply to Queens University of Charlotte. I was sitting at school one day and he came up and told me about the university he was accepted

to and how they had a great dance team. I thought, *why not?* I found the Dance Team on Instagram and sent them my dance resume directly. Within 30 minutes, I got an answer saying I had a spot and a scholarship. I had to then tell her I hadn't even applied to the school year yet. Luckily, I did end up applying, getting in, and it all worked out.

How do you balance sport and school?

In high school, I always had tutors and extra help. The teachers at Meadowridge were also really helpful. Thinking back on it, I wasn't that good at balancing things back then. Dance was so time-consuming, almost five hours every day after school, so I had to do my homework at lunch, on breaks at dance, after dance or even in the car on the way. I'd always save Sundays for a day to get a lot of homework done



Danika Kotylak '13

Water Polo at the University of Hawai'i

How did you get involved in water polo?

I come from a family of swimmers—my mom was a competitive swimmer; my brothers were NCAA and National Team athletes as well—but it was actually Ms. Cindy Hops who convinced our family to try water polo. I was a competitive swimmer with the Haney Neptunes and at first had no interest in water polo, but once Ms. Hops convinced my older brother to try it I, of course, wanted to do whatever he was doing at the time. So, I began playing water polo back in Grade 5 and I competed until 2017, the year I finished my undergrad.

What do you love about water polo?

My favourite thing is that, unlike a lot of sports, there is opportunity and a place for every body type. Where some sports need one specific body—runners are quick and lean, gymnasts stocky and small—in water polo you can have such a diverse

team. I played with the strongest women I've ever seen, but also the smallest. In my position as an attacker, it's all about being sneaky and an instigator. Water polo is also great for cardio and strength training and requires really knit-picky skills, like understanding and honing even the smallest of movements like the flick of a wrist. It is also an incredibly mental game, requiring its athletes to memorize and execute numerous plays, study game tapes, and develop a quick game sense.

What motivated you to pursue athletics into university?

I made my first national team when I was 15. That really motivated me. It kickstarted my thinking, like *oh, I can do this and really go places*. I was playing with a group of older girls who were getting recruited to great schools and presented with amazing opportunities. I started going on recruiting trips myself when I was in Grade 12 and travelled to a few select schools. My last

as well. At Meadowridge, it was helpful because they'd tell me all my assignments ahead of time, which helped me plan. University is a bit different since there's a bit more time, but there's also more things to do. You have to be on top of yourself, do your homework, and keep organized. My dance team has dance all day on Saturdays, and every other day during the week. We still have practice nightly too. At my university, many people are athletes so it's nice to have people around you who can relate.

What advice do you have for students who are interested in getting involved in dance? In getting recruited?

If you want to get involved in dance, find a good studio. If you live in Maple Ridge, Peggy Peats is the best! Get involved with it and commit to the training. As for recruiting, know that as a Canadian student you'll likely have to work harder. Living in Canada, I honestly didn't look into it enough or even realize it was an

option for me. Once I did, however, it was such an eye-opener. Do your research and find out what you'll need to do if you plan on getting recruited in the United States.

Natalie is midway through her first year, working towards a Bachelor of Arts in Communication. When not in class or at practice, Natalie is embracing the university experience, enjoying time spent with friends, attending workout classes, checking out local restaurants, or getting in a round of TopGolf.



trip to the University of Hawai'i cinched my decision. The girls were incredible and from all around the world, and I liked how the team carried themselves and spoke to one another. That's where I ended up and I am forever thankful for the chance to be a part of such an amazing program. Meadowridge really helped and was accommodating during my recruiting trips. Ms. Flintermann even delayed my English provincial!

One of the most important motivators is that by joining a sports team in college, you are joining a community with instant friends. It makes going away to school, especially if it is far away, so much easier. Not only do you have your group of people, but you also gain all the skills that come with sport. It was such an amazing experience. Even if you can't be recruited, be sure to join an intramural team!

How do you balance sport and school?

I think playing sports, at any level, is one of the most invaluable things you can

do as a kid. So much of what you learn translates into the way you deal with school and future employment. I had employers who told me bluntly that I had gotten my interview or job offer because I was a former athlete. It shows that you're a team player, can take direction, and are capable of so many other skills. The best thing about the University of Hawai'i was that they set up each athlete with an academic advisor and helped plan courses around athletes' heavy travel and training demands. As an NCAA athlete, you have to maintain a certain GPA so there were lots of resources available to us.

What advice do you have for students who are interested in getting involved in water polo? In getting recruited?

First step is to work on your swimming skills. It is going to be really hard to get into water polo if you don't have a strong swimming foundation. The best place to start, for sure, would be summer clubs. Going straight to an elite competitive club would be overwhelming, but summer

clubs will provide a more fun and relaxed atmosphere where you can learn and practice with friends. Since I come from a family of water polo players, we also added things at home to practice, like a water polo rebounder.

As for getting recruited, I would say reach out to as many people as possible. Assistant coaches, head coaches, and even players. While most players won't have their contact information listed, I know kids these days are savvy on social media! Talk to people and find out what the program and the school is like. To be recruited into the NCAA, you have to supply a sports resume, which is much different than a school resume. Find someone who has been recruited and ask for their advice.

After graduating from the University of Hawai'i, Danika went on to earn her Juris Doctorate at Thompson River University. Danika now works as an Associate Lawyer at Dentons in Vancouver, BC.



Emily Mason '18

Fencing at Queen's University

How did you get involved in fencing?

I've been competing for ten years! I got involved with fencing through my dad – he had competed during university, so he taught me the basics. He actually started the fencing club at Meadowridge alongside Mrs. Chow. I fell in love with the sport, so I continued with some other fencing clubs in the area.

What do you love about fencing?

Fencing is a niche sport. A lot of people call it 'physical chess' because there is so much strategy involved. I definitely love that aspect of it, but what really draws me to the sport is the technique. I think it's quite similar to performance sports because in order to learn a new skill or action, we repetitively practice single skills until they're strong. I love the feeling of perfecting those movements.

What motivated you to pursue athletics into university?

One of the biggest motivators for me to

pursue athletics in University was to meet people! I was moving across the country to a town where I knew nobody – starting with the Queen's Fencing Team introduced me to a group of people with similar interests and values right away. It really helped me maintain a sense of balance through the adjustment to University living, and I've met some of my closest friends in the process.

How do you balance sport and school?

During our competitive season, we have four evening practices per week plus any additional conditioning we do independently. I've always been a believer that staying active helps you perform better at school, so I found it really helpful to have the structure of practices during the week. I was fortunate to have learned time management during my time at Meadowridge, so that helped me in planning out time for studying around training and class.

What advice do you have for students who are interested in getting involved in fencing? In getting recruited?

The recruiting process in Canada is pretty simple; I knew Queen's had a fencing

team, so I emailed the head coach after I was accepted into my program. Since I had prior competitive experience, I was given a spot on the varsity team. Ontario University Athletics has a varsity fencing league, so we compete year-round with other schools in the province. I was surprised that there were scholarships available to me as a 'recruited' athlete, so that was a nice bonus!

If you're interested in fencing, Meadowridge has a fencing club for Grades 3-12! If the school club doesn't work for you, there are several clubs in the lower mainland that offer free trial classes. If you're looking to compete at University (in Canada), reach out to the coaches during your Grade 12 year. It's a great option for experienced fencers who want to prioritize their academics or stay in Canada. The US has a more complex recruitment process for the NCAA league, so I would recommend speaking to your Post-Secondary Counselors at Meadowridge school for more information.

Emily will graduate from Queen's University this spring with a BSc. Hon in Biochemistry. She will be attending UBC starting May 2022 for an MSc in Experimental Medicine, focusing on pediatric vaccine development.



Darcie Hook, Teacher

Rugby at the University of Victoria

How did you get involved in rugby?

After two years playing Varsity Basketball at what was then known as Caribou College (now Thompson Rivers University), I was left with an injured knee and the realization that my basketball career was over. After transferring to the University of Victoria, some of my basketball teammates told me that they were going to rugby tryouts and asked if I wanted to go. The team was in its first or maybe second year, so there was more

opportunity to earn a spot. So I went, and liked it right away.

I had always been an aggressive basketball player – if someone needed shutting down, it was me who they put on the court – so rugby felt natural to me. I came in with zero knowledge about the sport, but I had the athleticism to make the team. In those early days, I was learning something new every day, something I thrived on, and was constantly getting better. Eventually, our team started to →

Chisom Obioha '20

Track & Field at New Mexico Highlands University

How long have you competed in Track and Field? What are your events/specialties?

I've competed in Track and Field since I was nine but did not get competitive until 13. I started to specialize in Sprints and Long Jump by 14 but have ultimately decided to focus on Long Jump since then.

What motivated you to pursue athletics into university?

I always dreamt of pursuing Track and Field in University. I could not imagine my life without it, so it was a very easy decision to make. The process for getting on the track team was not too difficult. My current coach found me through an athletic site called Streamline and thought I would be a perfect fit for the team. He expressed his interest in having me on the team and, after a few email exchanges and signed papers, I decided to leave and continue my track career in New Mexico.

How do you balance sport and school?

It was quite difficult balancing school and track when I first got here. With the help of my coaches, counselors, and friends, I quickly learned how to manage my time effectively to fit in schoolwork, training and even an on-campus job. I learned to be vocal when I was struggling to balance both my sport and school, and was lucky to have understanding teachers and coaches who were even able to work around my schedule at times.

What advice do you have for students who are interested in getting involved in track?

Track and Field is very difficult sport that requires discipline so, if you are interested in getting involved, you need to push yourself and not slack off. That's one thing I learned very quickly and has pushed



me to be the best student-athlete I can be today.

Any recent successes to share?

I recently competed at the Albuquerque Convention Centre which was my second indoor track meet. I competed in Long Jump and jumped 5.77m. With that mark I am currently placed third in my region and thirteenth in the nation. I was very proud of that jump since I was coming off of a five-year injury and I am very excited to see what is next to come.

string some wins together and we gelled. Later on, I also tried out for the women's provincial team and earned a spot playing for the BC Women's team for three years.

What do you love about rugby?

I like the teamwork aspect of it. It's not a game where just one person can excel and carry the team. In basketball, you can have one or two players who are the stars and score the points. That's not possible in rugby. Having someone who is good at running and dodging tackles doesn't matter when you can't get them the ball.

What motivated you to pursue athletics in university?

School was boring for me, and I was never the kid to have just one social group. I had basketball friends, friends who I played chess with, friends from ranching and farming families... it was never school or the social scene that kept me with it. It was sports. I played basketball and fastball. I've always been a team sports player, so it was only natural that I wanted

to continue that into university. Athletics kept me engaged and involved.

How do you balance sport and school?

I've always done well academically. School was easy for me, and I didn't have to work very hard to get good grades. Back in high school, I knew I could coast and still get into university. Well, when I entered college and started to play at the varsity level, I quickly realized I needed to figure out time management. I wasn't able to coast as easily, so learned how to be more balanced and organized. That was a hard but important lesson.

What advice do you have for students who are interested in getting involved in rugby? In getting recruited?

Rugby requires physical and mental strength. It is a punishing sport, and you have to learn how to take hits and keep going. It takes not only strength, but also discipline and a willingness to put in the

work. That said, you'll get what you put in. For recruitment in women's rugby, it's a funny situation. There is more opportunity to make a varsity team, but there's also less opportunity to learn the sport before then. Back when I started playing, there weren't many high school club teams for girls, there still isn't. There were some community club teams, but even then, you had to be 16 to start playing. When I played for the BC Women's team, most players were recruited from the university teams, and the club teams.

Ms. Hook graduated from the University of Victoria with a double major in environmental studies and geography. After seven years working as a stock assessor on commercial fishing boats and five years as the Vancouver Aquarium's Aquaschool Coordinator, Ms. Hook went back to school to become a teacher. Hired at Meadowridge in 2007, Ms. Hook teaches Middle School Advisory and Science. When not in class, Ms. Hook enjoys playing hockey, mountain biking, and has a Black Belt in Taekwondo.

Katlyn Richardson '14

Soccer at Quest University Canada

How long have you competed in soccer?

I have been playing soccer competitively since I was about six years old. I played for various clubs around the lower mainland depending on which clubs were granted the top club status. The BC Soccer Premier League (top level of club play) was introduced when I was in high school, which I played and trained with year-round. After I graduated from Meadowridge in 2014, I went on to play varsity soccer at Quest University, a private liberal arts and sciences university located in Squamish, BC. I played on the varsity team for four years until my graduation in 2018.

What do you love about soccer?

I love how team-oriented soccer is. I enjoy working towards a common goal with the support of a team that often becomes more like friends and family. The friendly competition really pushes you above and beyond anything you would likely do if training or competing in an individual sport. This team dynamic also brings great opportunity for leadership. Not to mention, I enjoyed being able to get outside and be active – even if it meant being rained on most days!

What motivated you to pursue athletics into university?

I really welcomed the opportunity to continue to play a sport that I loved and, on top of that, to be paid for it and receive a post-secondary scholarship. I also saw it as a great opportunity to meet new people and make friends when I would be moving into a new environment potentially far from home, and it certainly

was. Many of my closest friends during university were varsity athletes. There's a sort of unspoken bond that develops when you have to train for four hours in 35°C weather together or sit in freezing ice baths until your feet are numb.

What was the recruiting process like for getting onto the university team?

The recruiting process generally consists of a few items. Typically, universities will send out scouts or coaches to various team games. If you're really keen on a particular university, you can contact a coach so they know you're interested and they will do their best to watch your games. If you're contacting a school out of province, they may or may not be able to scout you in-person. Often, they may ask you to fly there for a try out or to send them a video highlight reel. On top of this, there are also open and invitational try-outs during the year. These generally have a lot of people come out to them. Here, they'll break you up into teams and you'll play 11 v 11 games.

One thing I did wish I knew about the recruiting process ahead of time is that it is a two-way contract. Once being offered a spot on the team and scholarship you don't necessarily have to sign the deal there. In most instances, there is room for negotiation.

How do you balance sport and school?

That is something I learned from an early age while still at Meadowridge. If you're able to manage the IB diploma programme on top of a competitive sport (not to mention a number of other extracurriculars), then you are more than capable of doing it in university. For me, the largest and most difficult hurdle between high school and post-secondary was getting adjusted to my new surroundings, particularly being



Ms. Anne Bolyard, Teacher

Basketball and Track & Field at Ohio University

How did you get involved in basketball?

I played recreationally growing up but started playing competitively in Grade 7. My uncle played at West Virginia University with NBA icon Jerry West and another two of my uncles were college coaches, so athletics, and basketball especially, were a part of everything we did. I was pretty good when I got started. Back then, boys and girls would play separately in gym class. I always participated with the girls during class but, during basketball, the teachers would move me to play with the boys.

What do you love about basketball?

You learn how to persevere, how to strategize, and how to plan. You learn how to be a

gracious winner, but also how to learn from losing. Through basketball, I've developed lifelong friends that I am still in touch with today. You go through so much together. Basketball is not an individual sport, so you have to rely on your teammates. You develop a trust in them, and they in you.

What motivated you to pursue athletics in university?

The scholarship—all four years, all paid. Going into the recruitment process, I knew I wanted to play varsity basketball as well as track and field. At Ohio University, they not only gave me a full basketball scholarship, but also the opportunity to play at the Division I level for Track and Field, too. I was

away from friends and family.

Amongst the busyness of school and sport, most importantly, remember to have fun! Your undergraduate years will go by so fast, so make sure to make the most of your opportunities – whether it is a practice, game or class. Having strong, genuine friendships and participating in the larger university community will really make the most of your time there.

What advice or tips do you have for students who are interested in getting involved in soccer? In getting recruited?

You will want to ensure you're playing at the highest level possible, as recruits tend to only scout the top leagues. However, even if you don't, don't let that discourage you as persistence is often part of the key to success. If you have your heart set on playing at a particular university, I would contact the coaches as soon as possible to see what the process entails and whether it would be a good fit (both athletically and academically). You may be a great player in your own right, but if the team just took on a huge number of players in the years prior that play your same position, then they may not be interested

in recruiting you. There are many factors potentially at play as to why or why not you may be recruited so don't get discouraged by the process if you get a 'no' along the way.

Any recent successes to share?

My last year playing competitive soccer was in my senior year of undergrad (2017-2018). Since then, my focus has shifted heavily towards academia. I am now in a PhD program in the Department of Pathology & Laboratory Medicine at the University of British Columbia. Here, some of my biggest highlights have included winning two highly competitive national salary awards for my research from the Canadian Institutes of Health Research. I also ranked first in my department as a nominee for Vanier Awards, the most prestigious graduate award in Canada. My graduate research has so far resulted in 5 high-impact publications, 15+ conference presentations and a patent. I have been awarded the best oral presentation at numerous conferences, including the largest dermatology conference in Canada. This past year I was invited to serve as an appointed member and sole graduate student on the Skin Investigation Network of Canada (SkIN Canada)



Training Committee. As a committee member, I am working to design the future of dermatology training/education programs for trainees (graduate students and medical students) nationwide.

After graduating from Quest University Canada, Katlyn began her PhD at UBC in the Department of Pathology & Laboratory Medicine in the Faculty of Medicine. As a full-time graduate student researcher, Katlyn works primarily out of the International Collaboration on Repair Discoveries Research Center at Vancouver General Hospital. Her research focuses on studying newly emerging roles for granzymes.

a discus and shot-put thrower in high school, but I learned how to throw the javelin when I got to OU and it became my best event.

How do you balance sport and school?

This is where you learn time management. I actually found it to be the hardest when I wasn't in season. There was a time between basketball and track when I would have a two-to-three-week break. I found that time to be the hardest for me. During the season, with games and practices and classes, I had to know what my week looked like and plan ahead. I had to plan everything, down to when I would eat dinner. My family bugs me now, but they always tell me "you're a planner!". It's true. During a Division I

season, your sport is your job. Weight training, conditioning, practices, games... at least three to four hours a day. You have to learn to plan and find a routine that works.

What advice do you have for students who are interested in getting involved in basketball? In getting recruited?

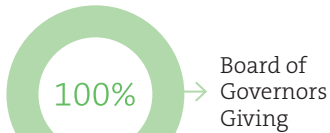
Remember that nobody is born knowing how to play. So, don't be afraid. If it is something you really want to do, learn how to do it and do it well. I practiced at home all the time. I would be outside during the winter practicing my shooting with gloves on! I just loved the game. And, if you love something, you're willing to put in the work.

As for recruiting, well, it has changed so much. I actually worked as a Division I coach while earning my master's and for a few years after, and I'll tell you this: if you're not in the middle of the mayhem—going to American Athletic Camps (AAU) Programs and camps, playing in the United States—you're going to have to put in more work. Put together a skill tape, reach out to coaches, and find ways to get noticed.

After completing her final year at Ohio University, Ms. Bolyard was named Ohio University's "Female Athlete of the Year" in 1988. Her accomplishments on both the basketball court and while throwing the javelin for the track and field team earned her an induction to the Ohio University Athletic Hall of Fame. Today, Ms. Bolyard teaches Advisory and Design and coaches the Junior and Senior Girls Basketball Teams.

Development Updates

Here's how we're doing so far this year



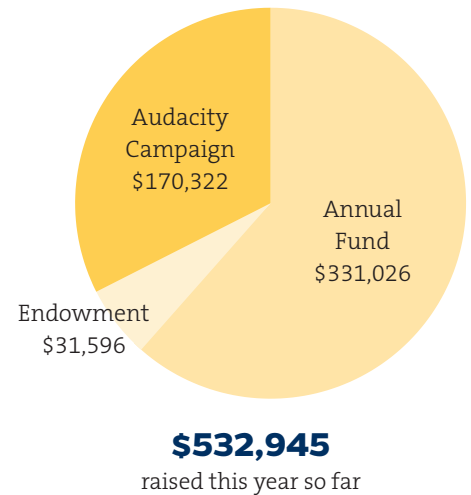
356 total donors

with 105 new donors this year!

93 monthly donors

For some families, this makes donating easier but is just as impactful.

Average Gift: \$1,474



Meadowridge School is growing. Welcome Brian!

Brian Spear was hired early this year as Project Manager, responsible for developing and implementing our facilities expansion and strategic growth. With over 20 years of construction knowledge, Brian understands and can manage the many complexities of operating a school safely while under construction. Essential to this is building relationships and liaising with school stakeholders, government organizations, businesses and professionals with whom we collaborate.

Current Projects

- Acquiring building permits and finalizing designs for the Burke Hall, Business Admin Building, and Gymnasium.
- Moving the three back portables (music, art, flex space) to the upper field next to the Design Lab.
- Re-purposing the North Property Barn.
- Upgrading school infrastructure to prepare for the campus expansion:
 - BC Hydro power service upgrade
 - Storm water system capacity increase upgrade
 - Middle School boiler room upgrade
- Renovating the Gatehouse to relocate the Uniform Shop, Used Uniform Shop, and the Maintenance Shop.
- Remodelling the Elementary Playground and adding spaces for socialization and play in the Middle School Outdoor Space.

If you are interested in knowing more about the campus expansion or would like to support and get involved, please email development@meadowridge.bc.ca.

The Dong Family

How has Meadowridge School impacted your family's life?

Jason came to Meadowridge School for Grade 9 directly from China. At the time, we had many concerns. Would he be able to keep up with the learning at school? Could he adapt to the new environment? It soon became clear we did not need to worry. Jason soon had his own social circle and grown close to his teachers and classmates, and we heard about all the interesting things he was learning at school. By the end of the first term, Jason had more than adapted. It is encouraging and a great relief for our family that Jason can study in a school with high-quality teaching and learning and facilities.

What is the 'Meadowridge difference' that has shaped Jason?

Meadowridge is an international independent school, admitting students from all around the world. Students at Meadowridge come from different countries and have different cultural backgrounds. Meadowridge treats every child equally no matter where they are from, and this helps children to trust the community. Teachers at Meadowridge treat every child with the greatest enthusiasm and love which helps them learn to be equal, friendly, and inclusive themselves. I think this is the most important reason why our family likes Meadowridge.

We also appreciate that Meadowridge won't force students into anything. Growing up in such an environment helps students



focus on what they're really good at. We are happy to see how this has helped Jason grow into a self-confident and mature student who is very accepting and inclusive.

What inspired you to donate your entire MEID to the Audacity Campaign?

It took time for us to learn that all the campus expansions and renovations rely on donations from our community. It takes everyone's effort to help all the students at Meadowridge have a more spacious and functional campus. We, as one of many Meadowridge families, have a responsibility to do our part and repay the school and ensure a better future.

What is your hope for Meadowridge's future? For the impact of your gift?

It is our honour to contribute to the school's Audacity Campaign and help with the campus expansion. We hope that, by seeing these donations, students will know how to be grateful and give back. We also hope that the gift will help the school to enhance the campus, attract great teaching talents, and nurture more and more outstanding Meadowridge graduates who are internationally minded. If every family can make their contribution to the school, the future of Meadowridge will be better and brighter!

What if?

The Audacity Campaign has been a slow and quiet campaign over the last two years while we managed the many challenges of the pandemic.

As we look to a brighter time ahead, what if we could start to build up the expansion excitement and momentum again?

What if we could start to realize our school goals together?
What if there was a magic number that could help progress our expansion goals exponentially year over year?

What could that look like?

A \$2,000 donation could be the answer. Imagine if every Meadowridge family donated a minimum of \$2,000 annually to the Audacity campaign, with more than 500 current families at the school, we'd be able to raise over \$1,000,000 towards our audacious vision on an annual basis. This could allow the school to reduce its debt and construction costs associated with the campus expansion year over year, while developing a strong sense of community achievement and pride.

What if you could help us achieve this? Would you consider a \$2000 donation?

A life-changing opportunity

Thiago Amin '21 waited many anxious weeks for one email. Opening his inbox one afternoon, he saw the name he had been waiting for: Meadowridge School. He called his mom over and the two nervously clicked open the response.

Accepted.

Thiago cried out. His mom cried. They knew this one word would change his life. "The scholarship meant so much more than two years at an amazing school," the now first-year UBC student shares. "It meant getting an education, attending university, and achieving the things I had hoped to in life."

As recipient of the Meadowridge Entrance Scholarship, Thiago could get the teaching, challenge, and support he needed. Even back then, he knew not to take this opportunity for granted. Born and raised in Brazil, Thiago's mother moved them some 10,000 kilometres away for a better education and greater opportunity. "Coming from a family who isn't wealthy, I was raised to see education as the pathway to a greater future," he explains.

It is this mindset that led Thiago to find Meadowridge School in the first place. After visiting the school with a family friend, the then Grade 11 student returned home to scour the school's website. The IB, the academics, the community, and the co-curriculars had him eager to attend. However, due to financial constraints, attending wouldn't be possible without some help. Thiago found the school's scholarship page, read over the criteria, and applied that same evening.

When he arrived to school in September, Thiago found himself immersed in applied, hands-on learning. In Chemistry, he conducted labs to disprove pseudoscience in the news. In Language and Literature, he was crafting university-level theses. "Teachers here push you into out-of-the-box learning, into that critical thinking area," he nods. At Meadowridge, Thiago thrived socially and academically.

When it came time to apply to university, Thiago knew the only way he could attend was by earning another scholarship. "That meant a lot of applications and a lot of reference letters from my counsellor," he explains. Again, Meadowridge was there.

Thiago applied to 25 different schools, and his post-secondary counsellor read over and edited every single essay. "At my old school, they wouldn't even look at one essay, much less nominate me or provide a reference." Helped by the "strong support system" here at the school, Thiago again earned a scholarship that would change his life: a full-ride scholarship to the University of British Columbia. "This would never have been possible if I had not come to Meadowridge."

Today, Thiago is embracing the university experience. Already, he has his eye on



the future. Thiago hopes to one day give back to Meadowridge to support the next generation of students. "Education is a powerful tool in changing someone's life. If there's any place where your support is guaranteed to make a difference, it's in education."

Reflecting on the Meadowridge donors who made his own education possible, the young alum smiles, "just know you made a difference— you didn't just give this kid an education, you gave me the ways of thinking, the opportunities, and the support to change my life."

“ [To donors], know you made a difference— you didn't just give this kid an education, you gave me the ways of thinking, the opportunities, and the support to change my life. ”

A harmonious fit: For the Wang and Han family, giving back is a “given”

For parents Bill and June, finding a school for their daughter was a matter of fit. The family of four had their own familial mission, a commitment to “peacefulness, harmony, and friendliness”, and were after a school that aligned with their philosophies and beliefs. “Learning to live well, with others and for others, in a just community...” Bill recites the Meadowridge Mission. “That resonated with our family. We liked it.”

Bill and June enrolled their daughter Annie for Grade 7. Coming to Meadowridge, the parents saw their daughter adjust and settle in, while the pair found their own ways to get involved. The family was quick to donate to the Annual Fund and maintain their commitment every year thereafter. At the same time, they also volunteered and met every opportunity to participate or help with a “yes!”. June still remembers one of the first Spirit Days she helped out at. Whonnock was the only House that hadn’t brought decorations for their table, so June dashed off to the dollar store and bought every orange balloon, flag, and streamer in sight. “When you volunteer, it helps you as much as it helps the school,” she smiles.

Their philanthropy and commitment are admirable, yet the parents see it as a given, something everyone should do. Giving aligns with their family’s values — “it’s just something we believe in and do. If we did not, it would not feel right,” they smile—and it is their way of thanking the teachers and administrators who have helped Annie along the way. Whether it was teachers working around Annie’s synchronized swimming competitions or her post-secondary counsellor who



has “done everything” to help and whose support has made the family feel “completely assured,” Bill and June feel they have much to be grateful for. “When I walk into the school,” June shares, “I feel very calm. Mrs. Young is always there to greet you, the Head of School is always there to say hello, and the teachers are always there to support your children and care.”

After six years at Meadowridge School, Annie will graduate at the end of this year. Reflecting on their daughter’s experience and growth, the parents are proud of the person she has become. She too has committed to the familial mission of giving back, including volunteering with Union Gospel Mission and raising money for UNICEF. Since enrolling their daughter, they have watched her grow into someone who is thoughtful, intelligent, and mature.

As their journey with Meadowridge comes to a close and the family considers their new chapter as alumni parents, Bill and June are encouraged by the next generation of families who will continue their support. To inspire these future families and to give a final thanks, Bill and June have also decided to donate their entire MEID back to Meadowridge School. “We hope every family will get involved as much as possible,” they share of their gift. “It is our duty as families to give and care for our children and the school.”



People of Meadowridge

MS. NICOLA PITZEY

Where you'll find her... Teaching Grade 1. Here since... 2004.



Who or what inspired you to become an educator?

It goes back to when I was in school myself. In high school, we had a buddy system similar to Kinderbuddies where we would help the younger children. I ended up becoming the person who helped organize and plan the activities. I really enjoyed that! Becoming a teacher felt like a natural progression for me and it's where I was comfortable. I enjoyed children's wonderment and my being able to help. Come university, I went straight into a Bachelor of Education program.

What does the day of a Grade 1 teacher look like?

It's non-stop from the moment they walk in the door! In a PYP classroom, children are encouraged to discover things for themselves. When I first started teaching, it was more teacher-led, but in the PYP it's learning together as a team. We come to things together, and students delve into what interests them. When I first started teaching the IB, I wasn't sure if students would understand the Learner Profile Traits, but they really do! I hear students all the time, "you're being really balanced," they'll tell a friend. As a teacher, there's never really a break. Even during recess, it's a time for me to connect with my students and a chance for them to tell me about their special ideas or thoughts.

What are the best parts of your job?

Being with people all the time—there is never a dull moment, and one day is never like the next. It's a stereotypical answer, but I really enjoy the interactions with other people. As a Grade 1 teacher you try to plan your day but plans often go awry and you have to think on your feet and be a bit adaptable.

What's your favourite Meadowridge tradition?

I like the Read-A-Thon, the day before Spring Break when students come dressed in their pyjamas for a day of reading, but I love Remembrance Day. It is a lot for our Grade 1 students, but it's important for them to hear from our veterans and learn why we honour them on this day. I tell children in my class about my Grandpa—we called him Grandpa Biscuits—and his experience at war. When we have moments of silence, I encourage them to think of Grandpa Biscuits or people from their own families.

What would surprise us about you?

This is tough! I feel like I am an open book and not someone who hoards information. That said, some people may be surprised that I was a competitive rower at Cambridge University. Cambridge is known for its rowing, so I decided to give it a try and fell in love with it when I did. I'm not a morning person, but I would get up at the crack of dawn and wait with my teammates in the boat until the sun would come up and we could row. I just adored it. It is also how I met my husband! One day, once our children are off at school, we hope to purchase a double scull and start to row again.

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

It sounds weird, but right now it would be my family. Because of the pandemic, I haven't seen them in four years. My mom and dad live in Scotland on the west coast, and my brother recently moved to China. I just want to be together with them again—it's been too long.

Favourite Meadowridge memory?

The grannies are what stand out to me. We started dressing up as 100-year-olds for the 100th day of school when the current Grade 9 students were in Grade 1 (that's eight years ago!). We dress up every year, and my Granny—Granny Pitzey—has a dog that the kids are always excited to see. "Spotty is back!" they'll cheer. Even during the pandemic, we found ways to continue the tradition. We released Granny challenges online and got all sorts of amazing videos back from students and families. We borrowed from the idea and, this year, launched a granny STEAM challenge in class. It's funny, the children are getting older, but the grannies are still one-hundred!



When I first started teaching the IB, I wasn't sure if students would understand the Learner Profile Traits, but they really do! I hear students all the time, "you're being really balanced," they'll tell a friend.

Spring or fall?

Spring. It's a new beginning and a chance to start fresh. It's a bit like the new year in that way. In Scotland, we call new years eve "Hogmanay" and there are always big celebrations. That's what it reminds me of.

Favourite meal?

For me, it's not about the meal but about the people who we get together with. My favourite meal is enjoyed with friends and family. Of course, a piece of chocolate cake is good too!

Best way to spend the day?

I am not a morning person; so, first of all, sleeping in. Then, I would have a relaxing breakfast with my family. Lately, we've been going to soccer games during the weekends, and it is something that I have grown to love. I also would want to take my dogs—we have two English Springer Spaniels, Bracken and Willow— for a nice walk outside. Maybe after that, spending time with some friends and not having to go to bed – that feeling of, *I don't have to go to bed so let's see where the night takes us!*



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