

# the **GRYPHON**



THE MAGAZINE FOR MEADOWRIDGE SCHOOL // **SUMMER 2023**



## On The Cover

Designed by Amy Wan '23

*Legacy Gift from the Class of 2023: A Stained Glass Window Design*

*A note from the Class of 2023*

This stained glass piece represents the mosaic dynamic of our grade. Though we are incredibly diverse in interests, passions, and personalities, we continue to embrace unity and support each other through our endeavours. Also, while we are a very academically driven grade, we

understand the importance of well-roundedness and want to convey it through this art piece.

The Amaryllis flowers are believed to mean pride, strength, and determination as they stand tall above all other winter blooms. The flower is also a symbol of hope and prosperity.





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## the **GRYPHON**

The Gryphon is a magazine for the Meadowridge School community.

Online, all the time at [meadowridge.bc.ca/the-gryphon](https://meadowridge.bc.ca/the-gryphon)

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# Around *new and noteworthy* Meadowridge



**Family Game Night** In February, we held our first Family Game Night where we hosted Bingo and Gym Games for Elementary School families, and Trivia for Middle and High School families. With over 50 people in attendance, it was an incredible evening of fun and games.



**Alumni Panel** Four Meadowridge alumni shared their expertise and experiences with our graduating class during our Alumni Panel Event, where students submitted their burning questions. Rijk M. (2014), Emily S. (2014), Dr. Meryl H. (2003), and Jonny H. (2017) shared their experiences and where life has taken them since their time at Meadowridge and answered student-submitted questions about university life, transitioning from Meadowridge, and career-specific-inquiries.

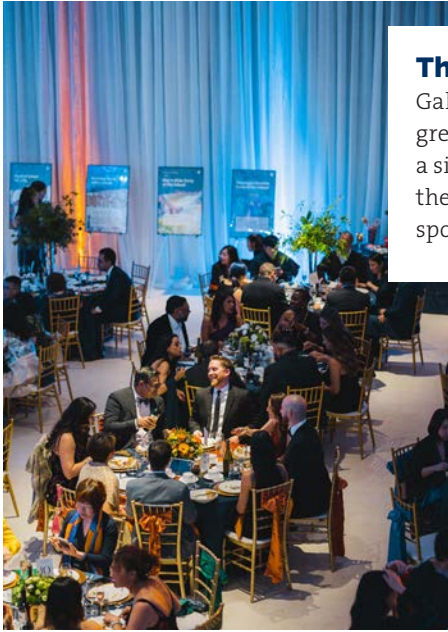


## **Fiddler on the Roof Jr., Almost, Maine, and 101 Dalmatians KIDS**

Congratulations to all our drama students on an amazing season this year. The Middle School Drama Department kicked off the year with their rendition of *Fiddler on the Roof Jr.* The excitement and laughter were enjoyed by all, and we loved seeing all the support from our Meadowridge families and the community. The High School Drama Department led us on an exciting journey through *Almost, Maine*, warming up the stage for our Elementary School production of *101 Dalmatians KIDS!* We are so proud of all our students and their outstanding work this year. Thank you to all the Meadowridge staff, teachers, and parent volunteers who helped make these productions possible.



**DP Art Exhibition** The culmination of many years of learning and the many talents of our Diploma Programme (DP) Art students, the DP Art Exhibition promises a terrific collection each year. Each stroke of the brush, every splash of color, tells a story and captures a moment in time that is both poignant and timeless. This exhibition is not just a showcase of talent and creativity, it is a celebration of our students and their accomplishments and hard work over the past two years.



**The Return of the Meadowridge Gala** On Saturday, April 15, we hosted our first Gala since 2017 and were thrilled to welcome over 200 guests for a night of food and drinks, great music, good company and loads of fun! Guests enjoyed a three-course plated dinner, a silent and live auction, our first-ever Alumni Spotlight series featuring three alumni and their remarkable achievements, dancing, and more. A special thanks to all our generous sponsors and volunteers for helping to support a wonderful evening.



**Celebration of Learning** Students showcased and presented while our community marveled and learned. During the Celebration of Learning, Grade 5 Exhibition, Grade 10 Personal Projects, and Grade 12 Capstone Projects were on display for our entire community to enjoy.



**Cultural Celebrations** Students, staff, and faculty have enjoyed many parent-led cultural celebrations from Lunar New Year, Eid al-Fitr, and Nowruz. From delicious cuisines to performances, and classroom activities, the entire Meadowridge Community enjoyed learning more about different cultural celebrations.



**Career Roundtable Workshop** During February's CWOW (Classroom without Walls), the Post-Secondary Department hosted a Career Roundtable workshop, which is an important time for our Grade 9 and 10 students to learn more about who they are and what they might like to become. This supports our students to make fundamental decisions to create the future they want. They learn from industry experts (Meadowridge parents, alumni, and friends of our community) in areas ranging from forensics, law, to gaming, engineering, and many more.



**Elementary School Readathon** The Meadowridge Library held its annual Readathon for Elementary School students. With guest readers all day and a story walk in the forest, it was a day full of imagination with some of our favourite stories.

# A Journey *with* Purpose

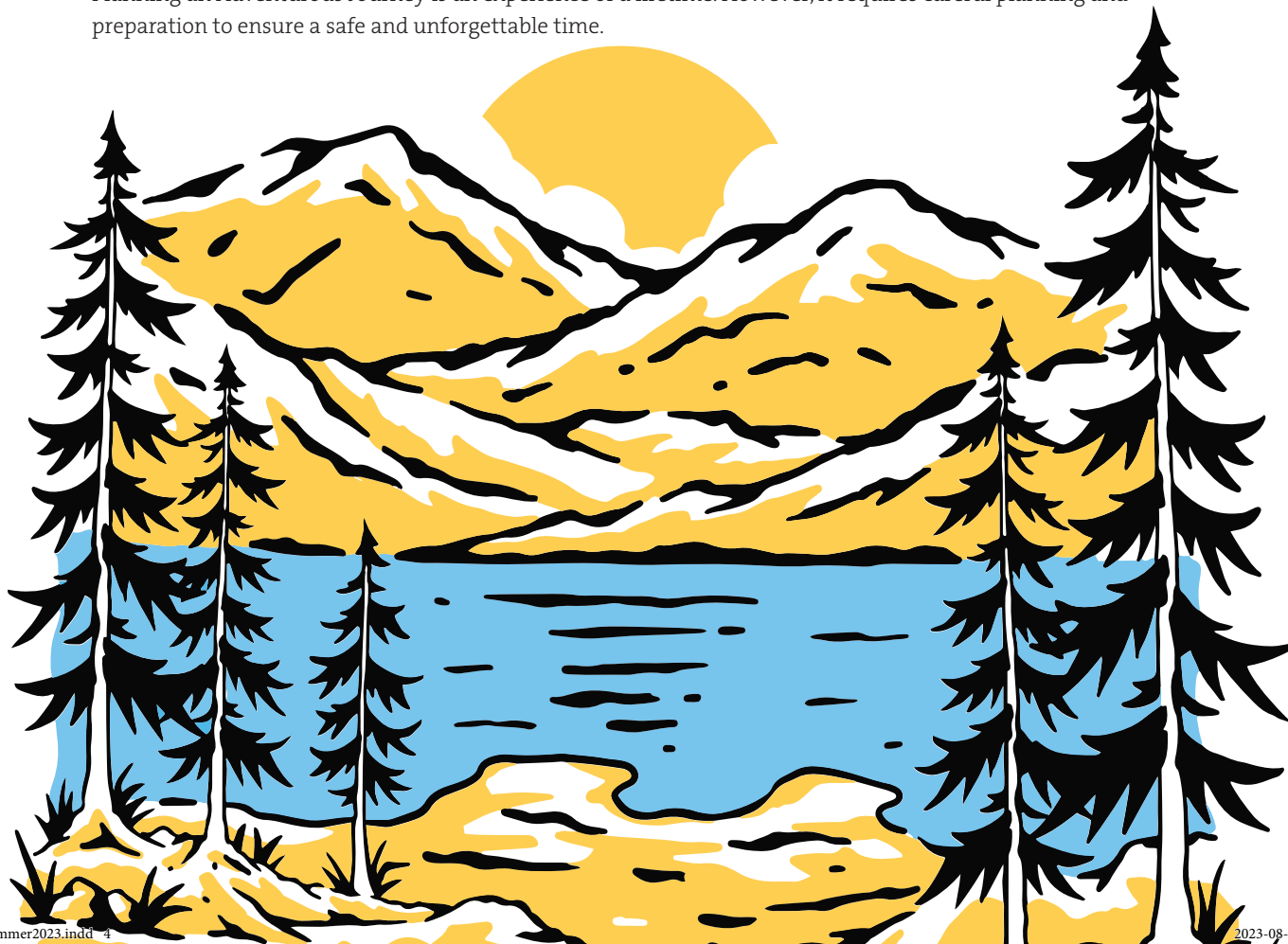
The Duke of Edinburgh Award's  
Adventurous Journey

If you see it, you might be wondering: why are Middle and High School students cooking at the campground? Or, why are there students on the field using maps and compasses?

This puzzling sight has a significant purpose. Our students are preparing and practicing the essential skills needed for their Adventurous Journey, one of the monumental pieces of the Duke of Edinburgh Award. By taking on the challenges of planning and embarking on an Adventurous Journey, students navigate through self-discovery, develop leadership skills, and explore new environments, all while building friendships and making lasting memories.

The possibilities are open and endless for a journey, but these students are currently practicing for a two-day, overnight adventure. Their journey will take them through the BC wilderness, where they will canoe in open waters and set up camp for the nights. Don't worry, they've been training for months and are equipped with the knowledge and skills to ward off danger, cook nutritious meals, and steer in the right direction using land and marine maps; that's right, no phones, just a handy map, and compass.

Planning an Adventurous Journey is an experience of a lifetime. However, it requires careful planning and preparation to ensure a safe and unforgettable time.





## How to Plan for an Adventurous Journey

### Step 1: Preparation and Training

Students team up with their peers and commit to working together to achieve a common goal. Once their dream team is assembled, they decide where they want to go and how they want to journey in that area.

The team goes through comprehensive training and skills development with Ms. Deanne Nielsen, Duke of Edinburgh Program Coordinator, and with the support of Mrs. Stacy Banack OE3 Coordinator, and Mr. James Willms, Director of Environment and Risk at Meadowridge School. Training might involve learning how to navigate with a map and compass, meal planning and preparation, setting up camp, and first aid.



There are no mistakes made along the way. Every “mistake” is a part of the learning experience to increase independence, awareness, and teamwork.

**MS. DEANNE NIELSEN, DUKE OF EDINBURGH AWARD COORDINATOR & HIGH SCHOOL TEACHER**



### Step 2: The Practice Journey

Once all the planning and skills are in place, students go on a supervised practice journey in similar environments and terrain. This can consist of hiking, canoeing, kayaking, cycling, or even swimming. Considerations are made for terrain, weather, and distance.

Once a route is decided, an itinerary is created which outlines the schedule for the distance, activities covered each day, what to cook, and where to sleep. Finally, they'll ensure they have all the gear they need for the journey, including appropriate clothing for all weather, footwear, and equipment such as tents, sleeping bags, and cooking supplies. The students will set off on their journey, which can range from one day to an overnight experience, to make sure they are ready for their Qualifying Journey.

### Step 3: The Qualifying Journey

It's time to put everything they've trained and planned for to the test! Students can ensure a safe and rewarding experience that encourages them to explore the outdoors, gain a sense of adventure, learn about the environment, about themselves, and connect with their friends. Depending on what Award Level they are pursuing, the students can be out for two days and one night for a Bronze Award, to a four-day and three nights trip for the Gold Award.



ALUMNI FEATURE

A person wearing a full-body blue protective suit and a face shield is kneeling in a laboratory. They are reaching into a white piece of equipment, possibly a biosafety cabinet, which has a glass front and various controls on top. The person is holding a blue object, likely a pipette tip. The background shows a white door with a window and a metal stool. The floor is covered with brown cardboard.

# A Friendly Interrogation *with* Kerrin Hagberg '12

**WHERE:** British Columbia

**WHAT:** Forensic Identification Examiner



Justice is literally in the hands of alum, Kerrin Hagberg '12.

As a Forensic Identification Examiner with the RCMP, Kerrin gathers photographs and collects evidence from crime scenes.

Dusting fingerprints, measuring footprints, assessing tire tracks, and reviewing hair, blood, and any other physical clues that may lead her to identify a suspect in a crime are what she manages on a regular basis.

With all this knowledge, she is often asked to testify as an expert witness during criminal court proceedings. Though she doesn't think her job sounds like a gripping episode of CSI, we think otherwise.

Working as a Forensic Identification Examiner wasn't always the plan after graduating from Meadowridge. With her sights set on going to law school, she pursued a Criminology Degree at SFU (where she was also on the cheerleading team!). She had the opportunity to gain practical experience while completing her degree and worked in various roles around law enforcement, including a position with the Canadian Border Services Agency as a student CBSA Officer and with the RCMP as a Data Entry Clerk. During a ride-along with the RCMP, she realized she didn't want to be behind a desk all day, but rather, doing hands-on work and making a difference in people's lives.



After obtaining her degree, she continued working for the RCMP as a 911 Call-taker. After that, the RCMP scored big time when she accepted her current role as a Forensic Identification Examiner, a job that she says is intense, yet also rewarding.

"My role and responsibilities have a direct impact on the safety of people. I love being the one to find evidence that will support them and their families to get the justice they deserve," said Kerrin.

#### A CAREER SHE STUMBLED UPON

Through Kerrin's open-mindedness to new opportunities, she stumbled upon a career that she would never have thought about

pursuing, thanks to her time at Meadowridge.

"The School instilled in me to be multi-faceted. We had our academics, sports, theatre, clubs – we were so used to doing so many things and this led me to be open to trying new things and inviting different opportunities that come up."

When Kerrin told her fiancé Ryan, she would be coming back to Meadowridge for a visit, he asked confused, "Why?"

"I told him – you don't understand the bond and the connections

we had as students and with our teachers at Meadowridge. My graduating class was a small group and many of us spent over 12 years growing up together. It's a different kind of school community at Meadowridge!" Kerrin explained.

A lot has changed since Kerrin graduated in 2012. When she came back to our campus this past fall with Ryan and her mom, Dana, she was amazed at how different things looked and how

much the school had

expanded (and how much more it will be expanding!). Kerrin was stopped by many of her teachers who taught her during her time here, many of whom had moved on to new roles. However, there was one thing that remained unchanged, the supportive teachers and school community here at Meadowridge School.

#### WORDS OF ADVICE TO THIS YEAR'S GRADUATES

"In university, dive into as many things as you can, courses, clubs, or sports. You never know when you'll stumble upon something you'll love. Even if you don't think you'll go down a certain career path and a job or opportunity comes up for you, just do it! Don't limit yourself and try it all because many doors will open for you."



Left: Kerrin during her SFU Cheerleading days; Right Above: With coworkers at an event; Right Below: On the scene at a homicide; Left Page: Processing contaminated exhibits.

# Beyond the Ball

## Indigenous-inspired sports and games



We often see sports like soccer, basketball, or badminton played in the gym and on the field, but it's equally important to incorporate sports and games that promote cultural and historical awareness.

But where does one start?

Mr. Barmak Badie wanted to bring purpose to each of his PHE classes, so he set out to find a way to merge physical activity and Indigenous Education.

Through his research and support from other PHE teachers, he found three Indigenous-inspired games that he felt promoted physical activity, aligned with the IB Learner Profiles, but also provided students an opportunity to learn and appreciate the rich cultural heritage of Indigenous Peoples: Lacrosse, Shinny, and Tatanka, Tatanka.

“Playing Indigenous-inspired games allow us to give credit where credit is due, but also to bring awareness to the wrongdoings of the past. Prior to my research, I thought of lacrosse as Canada’s national summer sport. Now, I know the sport was invented and played by Indigenous Peoples hundreds of years ago, that the National Lacrosse League was founded in Canada in 1867, and that Indigenous players were not allowed to compete. Knowing this and sharing the history of these games gives us an opportunity to create inclusive, respectful, and culturally diverse environments.”



## Mr. Badie shares his discoveries & connecting them to the IB Learner Profile

### Lacrosse

Lacrosse is known as the “Creator’s Game” for Indigenous communities in North America and is considered one of the oldest known sports in the world. Indigenous communities that play lacrosse believe the Creator provided it for their enjoyment and as medicine. Participation has an added level of importance to honour and give back to the Creator through honest, disciplined participation.

This connects to my focus on being principled for Grade 4 and 5 students. We talk about balancing the desire to win a game with the equally important qualities of showing sportsmanship, following the rules, and being a caring competitor.

### Shinny

As a hockey player myself, it was interesting to discover Shinny is a form of ice hockey that originated in Indigenous communities in Canada. Shinny was played on frozen lakes or ponds, using shinny sticks and balls traditionally made with things like wood, bones, and animal hide, and can look different depending on the community it is coming from. Today, shinny typically describes a recreational form of ice hockey played using hockey sticks and a puck, and often played without goalies.

When we play competitive games like Shinny, I see my students practice being caring, open-minded, and communicating with their team members. They are reflective and understand the value of trying their best and being proud of themselves.

### Tatanka, Tatanka

This game is like a game of Tag. It was played by young children to teach them about hunting buffalo, which is an important source of food and material for some Indigenous communities. Children learn to run, catch, flee, and dodge so that when they’re older, they can join the hunt. When we play, one student is chosen to be Tatanka, the leader of the buffalo herd, and stands in the middle of the gym. The rest of the class lines up against a wall and then Tatanka calls out “Tatanka, Tatanka.” Students must run across the gym and try not to get tagged by Tatanka. If they are tagged, they become a part of the buffalo herd and try to tag other students in the next rounds.

As the herd grows, students in all roles demonstrate their strategic and critical-thinking abilities as they assess each round of the game while the dynamics quickly change.

**FIRST PEOPLES PRINCIPLES OF LEARNING**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.fnesc.ca](http://www.fnesc.ca)

fnesc

## Which of the First Peoples Principles of Learning do you think this learning connects to?

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

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# Inside *an* Artist's Mind

Welcome to the captivating realm of an artist's mind, where creativity knows no bounds.

It's a place where imagination takes flight, emotions are transformed into creations, and ideas are formed into visual manifestations.

It's a sanctuary where an artist's innermost feelings are brought to life on canvas, by clay, through technology, or the medium of their choice.

Embark on a journey of exploration and discovery as you delve into the depths of our Grade 12 artists' minds.



## Overwhelming Shapes

**CARRIGAN M.**

This piece is a representation of how I feel when I'm overwhelmed.

I wanted to continue the theme of blue. I see the colour blue as me, not because of the sadness but because the colour has been a constant aspect of who I am since I was little. This representation of myself and the shapes around the person shows how crowded this feeling of overstimulation can get. The white around the person represents fuzzy feelings of being overwhelmed as well as a sort of visualization of noise.



## Define Feminine

**PAIGE M.**

This is an abstract artwork that conveys the longing desire to possess the idealized body type that society has deemed feminine.

In this piece, areas of colour are scattered around the statue of a woman's body, illustrating that imperfections are what make us unique and ultimately define true femininity. The position in which I painted the woman was made with the intent to exemplify a sense of assertion and confidence.



## The Origin

**JULIA P.**

The name of this sculpture captures the meaning of this piece because this was the first finished piece, and it also links all the pieces together.

The bottom of the lantern is where I took inspiration from the traditional wells of China, which is also a representation of my heritage. The length of the wire that connects the well and the lantern is a representation of my past. The piece finishes off with the lantern that shines light into all the other pieces, which represents who I am today.



## Takeover

**ADEN M.**

This is a clay bust of a person, but with technological modifications.

The aim of this piece was to show how the person has been overcome by technology, altering them. I did this because I see how connected people are to their devices. Hence, I tried to exaggerate that. I added wires in areas where the phone seemed to glitch to show how perhaps the human inside was trying to fight back against the change.



## Sugar Assault

**GORDON B.**

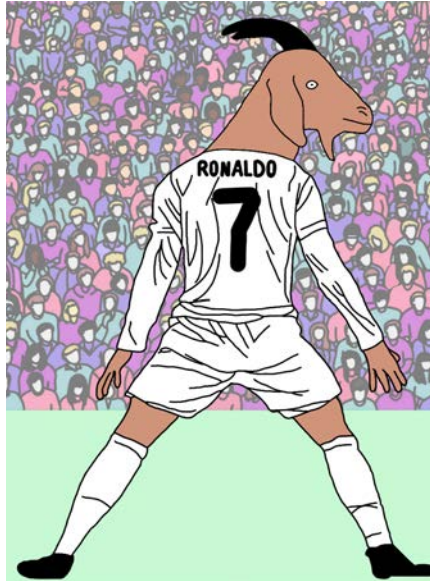
This digital space attempts to express the complex emotion of desire. The digital painting illustrates a series of giant gummy bears invading a city. The gummy bear's invading the city is a metaphor for the desire for sweets, invading and taking over one's mind. This piece is shown as a series of three digital paintings to illustrate the exponential growth of desire and sweets. The mangled city is a metaphor for how one's mind is destroyed by this desire.



**Denial is Not a River in Egypt**  
ALISHA G.

This piece was meant to represent people actively choosing to ignore issues that are right in front of them.

Most people are aware and know how horrible animal cruelty is, yet they do absolutely nothing to help this issue as it's too much of an inconvenience for them. The open eyes show awareness and not ignorance, but the hands covering the ears speak to the personal choice to ignore problems.



**The Greatest of All Time**  
SAM M.

I enjoy playing soccer as it helps me relax and takes my mind off of things.

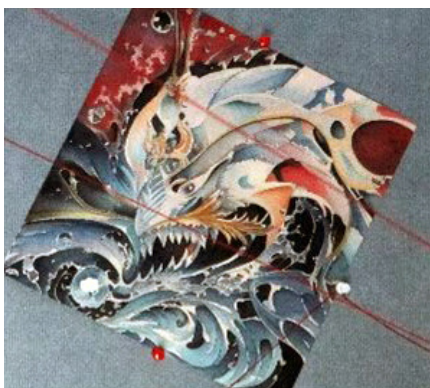
I have been a fan of Ronaldo since I was ten and I think he is considered the greatest soccer player of all time. The acronym for the greatest of all time is G.O.A.T., which is an animal. I decided to paint Ronaldo but replace his head with a goat's head. The pose in the painting is his iconic celebration.



**Stuntin' Like My Grandma**  
MAYA H.

I wanted to explore the relationship between colour and value.

I found a black and white portrait of my grandma when she was in her 20's and recreated it in colour. I chose the bright colour palette to show that if the values match up in black and white, they should work in any colour. I like this photo because it shows my grandma when she was close in age to me, and I find myself relating to this younger version of her.



**Wave**  
ISABELLA Z.

This piece combines a hawk and a wave. Bringing together opposite elements, air and sea, it represents the sky falling on you and the waves crashing in on you, creating a suffocating feeling.

It symbolizes the anxiety you feel when encountering situations or people who are overbearing, leaving you no room to breathe. This piece was inspired by *The Great Wave of Kanagawa* by Hokusai. I took the feeling of the large wave swallowing a tiny ship and applied the same atmosphere to this piece.



**Purity**  
GLORIA L.

This sculpture expresses and communicates the purity of a mother's love for her newborn child.

Relationships might be complicated at times, but a mother and her child will always be innocent and attached. The way the mother is looking down at her child, and the child looking back at her, depicts their pure relationship. The way the sculpture is connecting the two also represents the need for each other, which unites them



## Metamorphosis

**AMY W.**

This artwork ties in my two main concepts of people and nature.

I wanted to show a passage of time through the moss and mushrooms growing around the sculptures. I also hoped that the art piece could be a metaphor for revealing one's true personality, shown through the bright colours and peeling back of the sculpture. This piece also speaks to people who have trouble opening up to others, but as time passes, they slowly open up and show their true personality.



## The Sky Painter

**STEVEN W.**

All the world's crises between 2020 to 2022 greatly affected every person's emotions.

In this photo, the symbolism of painting the sky revealed the desire of me erasing all negativities. The various children's drawing-like scribbles in the sky illustrate the view of children throughout these times. The bold text in red emphasizes the theme and title of each crisis. Overall, I used symbolism and imagery to generate a surrealistic setting of "painting the sky" to express the wish of peace.

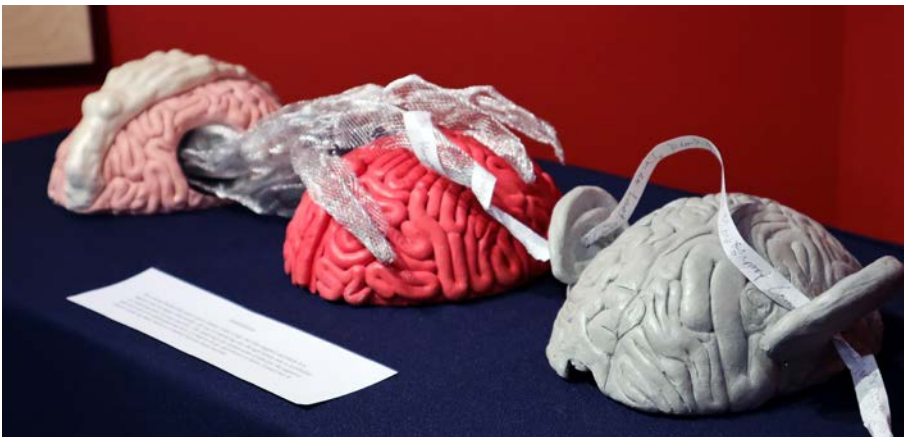


## I See Your True Colours

**VERONICA L.**

This piece is an acrylic painting and I chose to take both a realistic and abstract approach to it.

I wanted to show the bond and closeness humans and horses can share. I originally captured this moment by accident, taking a video of myself with my horse when I was having a rough day. I was in her stall with her and she nudged my shoulder, when I turned to her she placed her head over my shoulder and held me against her chest. This moment caught me off guard because regardless of the communication barrier between us, in that moment she just knew I needed her. She truly sees me for who I am and loves me regardless of anything else.



## Manipulation

**COOPER J.**

The concept behind this piece was to display what it may feel like trapped and stuck in a negative and unhappy relationship.

My use of displaying this through brains was to symbolize our minds and how we react and feel. The mesh and clay demon arms symbolize the negative and toxic side of a relationship and how it's hard to let go and choose to leave. I used clay to create the three brains as it helped them become more realistic.

# All about *Kinderbuddies*

For our graduating class, September marks the start of a nine-month-long mad dash to the finish line. Students start the year with an ever-growing, mile-long list of assignments, essays, and due dates. And yet, they will always ask about one thing before all else – who is my Kinderbuddy?



In an effort to influence pairings, students have gotten pretty creative over the years. The selection team has witnessed undercover scouting missions, coffee cards as tokens of bribery, impassioned pleas, and attempted dibs. All attempts are fruitless; the selection process is resistant to trickery and persuasion.

So, who decides? And how do they decide? It may surprise you to learn that kinderbuddy pairings are not made at random. They are a result of thoughtful deliberation and discussion. Once a year, the Kinderbuddy selection team, comprised of post-secondary counsellors and Kindergarten teachers, dedicate an entire afternoon to just one thing: making matches.

Our Kindergarten teachers are the first ones up, taking turns introducing each of their students. They'll talk about their personalities—outgoing or shy, boisterous or relaxed, talkative or more reserved—and about their ideal, Grade 12 match. It goes beyond matching trait for trait. There is a genuine discussion about each and every pairing. The team takes their responsibility in earnest, and they have fun with it.



It's clear there is no set formula to follow. The pairings are a result of the team's genuine understanding of each of their students. It goes beyond the surface, beyond hobbies, gender, or shared language. The team pairs up students who will bring out the best in each other—not just for our kindergartners, but our graduates too. With every match made, the excitement is palpable. The room lights up when a pairing so perfectly obvious is made.

And so, the afternoon goes: one by one, duo by duo, matches are made. During the entirety of the afternoon, not one match stumps the team. Some may have been trickier and required more

# Favourite Kinderbuddy Memories

From the Class of 2023



I tried explaining (Theory of Knowledge) TOK to my buddy. I asked her, "If you had three pieces of candy, would you be morally obligated to give your friend who has none, a piece of your candy?" She responded, "No, I would give them two". **ISABEL K.**

My kinderbuddy loved making funny faces. She would say, "hey watch this!" and make funny faces with her tongue. My favourite memory with her would have to be the easter egg hunt. She ran around, we had fun, and we even got to see a cow at the campground. **VERONICA L.**



I was playing hide-and-seek with my very energetic kinderbuddy, Emma, and she was hiding under a table. I lifted the tablecloth and she popped out from underneath, jumped on me, and gave me a big tackle-hug. I'll never forget her spunky personality. **AMY W.**

I showed Kashvi, my buddy, how sycamore seeds when thrown in the air, spun as they fell to the ground, which she really enjoyed. It was a very special moment for me because I recall how much I loved these seeds when I was younger, and I appreciated being able to share my love for them with her. I also really enjoyed this moment as it was one of our first genuine bonding moments, and because she started to stuff as many seeds as she could find in her pockets for later, which I found very cute. **PEIGHTON H.**



## Favourite Kinderbuddy Memories

My favourite moments with my kinderbuddy were watching her fascination with the smallest things, like wood chips and leaves. She found wonder in things I take for granted and it reminded me to take time to truly appreciate my surroundings. **SARAYU N.**



My buddy and Akira's buddy decided they would imprison Akira. They yelled, "Only the sand monster can save him!" Then they began chasing after all the other Grade 12 students and "imprisoning" them.

**GRACE Y.**

My favourite kinderbuddy moments would be just playing on the playground or running on the field with my buddy, while we all laugh and smile together. **GORDON B.**



We were on the field and I asked my buddy what she wanted to do. "I want to show you my handstand" she said. When she tried to do a handstand, she realised the grass was soaking and suddenly stopped. She stood there with her hands out, paused, and stared at me showing me her hands, and didn't know what to do. She then went to the soccer goalposts and wiped her hands on them to dry them off. Also, I can't forget about how unnaturally strong she was for a little kid. She would just hang from the monkey bars and made it look so easy. **CARRIGAN M.**

The first time we all went to the playground, my kinderbuddy immediately ran and climbed up the structure and jumped off, so right then and there I knew he had a lot of energy. This reminded me that we were all once at that chaotic age. **JASON L.**



consideration, but each match was made with purpose. It's no wonder, really, why the program is such a success. The bond between buddies is strong.

In late September, the buddies meet up for the very first time, playing hide-and-seek, climbing the playground, running, jumping, or making mud pies. Throughout the year, the buddies get together for pumpkin picking, gardening, decorating gingerbread cookies, campfires, Easter egg hunts, and many more adventures. With every meeting, the bonds between our buddies get stronger and the care for each other gets deeper.



In May, as our Grade 12 students prepare to embark on their next chapter, they bid a bittersweet farewell to their beloved Kindergarten buddies. From the first day they held hands, shared stories, and explored the wonders of learning together, an extraordinary bond was forged.

Over the year, laughter, guidance, and countless cherished memories were exchanged, creating a special friendship. Our buddies will always remember the games played, the stories shared, and the dreams woven together. As they part ways, we hope they carry the spirit of friendship, compassion, and lifelong learning in their hearts. Many graduates will come back to visit their Kinderbuddy as alumni. Oftentimes, buddies write to one another as pen pals, with extended birthday party invites and wedding invitations years later, the bonds these students make are priceless.

# Three Generations of Kinderbuddies



**Jade Simpson '23,  
Alannah Olah '11 & Jocelyn S. '35**

Alannah recently attended Convocation to celebrate her Kinderbuddy Jade Simpson's '23 graduation. Over the years, Alannah and Jade have kept in touch and it was so surreal for the pair to have experienced both the Kindergarten and Grade 12 side of Kinderbuddies. Jade was thrilled to introduce her buddy, Jocelyn, to Alannah.



**Njideka Obioha '11, Sarayu Nambiar '23,  
Anne Liao '11, & Cathy L. '35**

12 years ago, Anne watched over her Kindergarten buddy, Sarayu Nambiar '23, as she played. Today, Anne watched her buddy walk the stage as a graduate and met Sarayu's little buddy, Cathy. Three generations of Kinderbuddies reunited for a bittersweet hello and goodbye – for now! See you in 2035 when three become four generations as Cathy walks the stage at her convocation.



## **Alannah's Favourite Kinderbuddy Memory**

Our Grade 12 class convinced Mr. Graveson into doing an aquarium field trip with our buddies versus the traditional zoo field trip. We loaded up the bus nice and early and headed downtown. It was so much fun.

I convinced myself that we could see and do everything in the time there – a big undertaking but I had a

game plan. The last thing on our list was the 4D whale movie. I was sure we could watch the whole show and make the bus.

We got our 3D glasses and sat down. We watched the show and when we exited the mini theatre, my cellphone was going crazy. Mr. Graveson phoned me, Mrs. Mohoruk phoned, Ms. Warner and all my friends were texting. All the Grade 12 students and their Kinderbuddies were already on the bus. We were the last ones they were waiting on.

I loaded up mine and Jade's backpack, put Jade on my back and I ran! We ran all the way back to the bus while I piggybacked Jade. We made it, of course, they wouldn't leave us behind! And on the way home, Jade fell asleep on my shoulder. She had a great day and I'm so happy we spent the day together!

## **Anne's Favourite Kinderbuddy Memory**

One day at lunch, Sarayu asked me what classes I had that morning, and I said biology and chemistry. She looked at me in confusion, so I added that they were science classes. She then asked me with innocent eyes, "What's science?"

For a second, I didn't know what to say, then I realized I had to explain "science" to her (which isn't as easy as it seems). I told her that science is a way of learning about how things in the world work, so like learning about our human body, or why balls fall to the ground when we drop them. Then, she nodded with understanding and said something along the lines of, "That's like inquiry class!"

Our science conversation prompted me to remember that we are all taught things and gain knowledge as we grow up, and not to take for granted the knowledge that I have, because I might be the one teaching in the future!



# Life's a Stage

How Our Theatre Classes Give Students the Upper Hand in Life

Theatre is often seen as a form of creative expression, but participating in Theatre can provide unique opportunities to develop valuable skills that go beyond the stage. These practical skills can be beneficial for students at school, within post-secondary studies, and even in their careers.

From communication and teamwork to critical thinking and creativity, Ms. Higginson, Ms. White, and Mrs. Donovan share how our learners can enhance their overall education and prepare for their future, all while having loads of fun!



Ms. Courtney Higginson  
ELEMENTARY SCHOOL TEACHER

### *Build Confidence*

Theatre can help build the confidence to put yourself out there. Personally, what I learned in Theatre and drama has helped me as a teacher to be outgoing and perform for my students. Kids will be able to take these skills into future professions, social situations, and more.

### *Express Yourself*

As an introvert myself, I can often be very shy and feel awkward in different situations and many students feel the same way. Theatre is a safe place to publicly express yourself and at times, become someone new in a short period.

### *Risk Taking*

I tell my students if they don't feel at least a bit silly, then they are not doing it right. Our perceptions of ourselves are often much bigger than what others see when they look at us.

*"Personally, what I learned in Theatre and drama has helped me as a teacher to be outgoing and perform for my students."*

This can relate to how fast we talk; how big our movements or blunders are; the way we look, or sound is worse in our own heads. We are our own worst critics. They may think that they are making big movements or large expressions and feel silly doing so, but in reality, the audience sees something much smaller. My goal is for them to take the risk of feeling silly so that the audience has the chance to really see what they can do.



Ms. Melanie White  
**MIDDLE SCHOOL THEATRE TEACHER**

***Teamwork***

Students learn about collaboration, teamwork, supporting one another, and trust during Theatre. You have to work with one another when you act or support a production.



***Self-Perception***

In Middle School and High School, students learn how they come across to others and they learn about fluidity, the ability to change how you see yourself, the world, and your actions, through character creation exercises. Through this, they recognize where they fit in different situations and learn to make adjustments and how to navigate situations to think of others and of themselves.

***All-Around Skills Development***

There is no profession where Theatre experience won't enhance your ability to do it better – memorization, public speaking, creativity, teamwork, playfulness – at least one of these will come up in your job, every day.

***Leadership***

Our Theatre program is very focused on letting students lead. They are empowered to have a voice, direct, produce, and share ideas and bring them to life.



Mrs. Danielle Donovan  
**HIGH SCHOOL & THEATRE TEACHER**

***Supports Academia***

Theatre requires studying and analyzing scripts, characters, and scenes, and bringing creative ideas to life on stage. Students can also be behind-the-scenes, managing sets and lighting. Whether it's on stage or backstage, those who engage in Theatre are encouraged to think critically, problem-solve, and come up with innovative ideas, which are all transferable to every area of study.

***Empathy and Understanding***

We learn how to be more empathetic in certain situations and to read body language. Classes often involve exploring different perspectives and emotions. We practice “walking from” other people's lives or stories so we can change our perceptions, gain a better understanding of others, and confront our own biases.



***Good for Mind and Body***

Classes are in a relaxed environment where students can connect with each other on a different level. We dance, we use our bodies for expression, we communicate with our bodies, and when we perform, we use our bodies and movements to tell a story.

ALUMNI FEATURE



# Farm, Fields & French Macarons *with* Kira Turner '08

**WHERE:** Maple Ridge, BC

**WHAT:** Business Owner, Kizzy's Macarons & Abernathy Acres

You could say Kira Turner '08 “does it all.” She’s a pastry chef by day, a farmer by night, a baking teacher on weekends, and a mother and entrepreneur around the clock. With her husband Winston at her side, they have become an integral part of Maple Ridge’s food system and community.

Together they run Abernathy Acres, an organic produce farm that specializes in chemical-free, naturally grown fruits and vegetables. Sitting on their farm is Kira’s bakeshop, where she bakes hundreds of French macarons a week for her second business, Kizzy’s Macarons.

To thicken the plot, she has two kids, three dogs, and farm animals to care for. Though she’s always on the move, she says her jam-packed days never feel like work.

“I love what I do and the life we’ve built. There’s always so much to do, but there is nothing better than working for yourself, and providing healthy, delicious food for people”, says Kira.

It’s a life Kira says Meadowridge has prepared her for.

“Meadowridge isn’t like conventional schools here, you’re given a lot of opportunities to see what’s out there and taught to try everything and take on anything that comes at you. Your days at school are busy, but it teaches you to be open to a world of possibilities.”

**LIFE AND LOVE AFTER MEADOWRIDGE**

After graduating from Meadowridge in 2008, Kira returned to England (where she was born and spent her early years growing up) and obtained a Bachelor of Fine Arts at Leeds College of Art and Design. She came back to Maple Ridge to visit her fellow alumni friends and knew she needed to return to BC to be closer to family and friends.

While working at a Starbucks in London at the time, she transferred to the Starbucks just down the street from Meadowridge School.

One afternoon, she visited Thierry, a popular French bakery in Downtown Vancouver, and had her very first macaron which changed her life.

“It was delicious, and I kept going back for more. It was not sustainable constantly making the journey downtown to buy these little things, so I told myself I had to learn how to make them,” explained Kira.

Once she perfected her macaron techniques, she started giving them away to her coworkers and handed them out for free to her customers to enjoy with their coffees. The feedback was amazing. Everyone fell in love with her unique flavours and intricate, artistic designs (thanks, art school). Soon, orders started pouring in and Kizzy’s Macarons was established in 2015.

Kira moved to baking macarons full-time. She started selling them at farmer’s markets and there, she met Winston, who was selling fruits and vegetables. And of course, they fell in love and the rest is history!

Every weekend, you can find Kira and Winston together, selling fruits, vegetables, and macarons at local farmer’s markets, in Maple Ridge and all over the Greater Vancouver Area.



Left, top and bottom: Macarons from Kizzy’s Macarons; Centre: Kira with her husband Winston selling produce at a farmer’s market; Above: Family photo with Kira and Winston’s two children; Left Page: Harvesting produce from Abernathy Acres.

# Going *Gaga* for Gaga-Ball Flooring

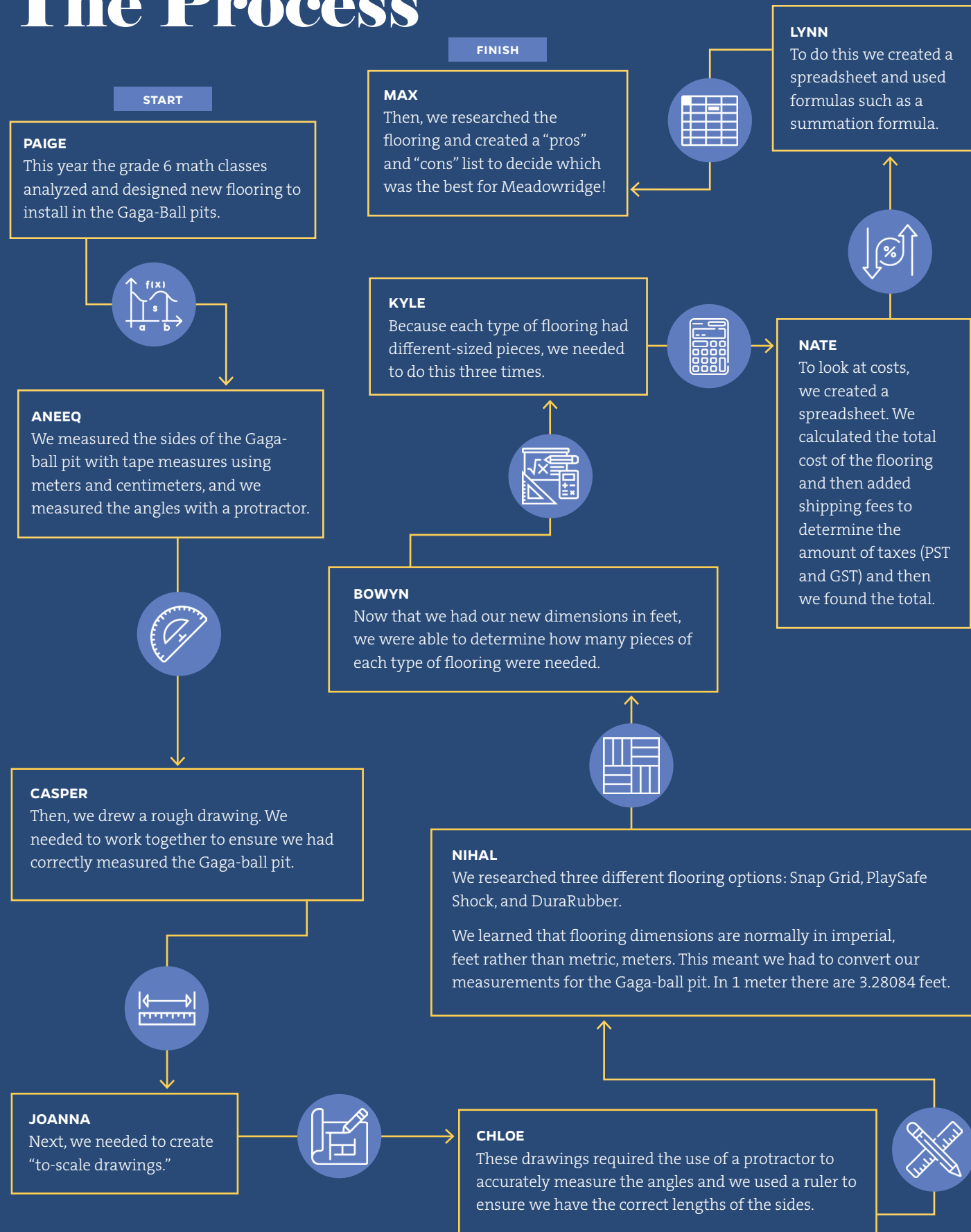
To make our Gaga-Ball pits safer, Ms. Ashley Carlbeck's Grade 6 Math classes were tasked with choosing and installing flooring for the pits around the campus.

As our Grade 6 students explain, it was not an easy task. Being our key mathematicians, they used measuring apparatuses, formulas, calculators, and spreadsheets to collect their data. It turns out, there was a lot more than just math that was involved in this project. In the end, it was a toss-up between three types of flooring. Let's find out how they made their big decision!





# The Process



# The Flooring Options

## Snap Grid Flooring

PROS
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Slip-resistant</li> <li><input checked="" type="checkbox"/> Easy to maintain</li> <li><input checked="" type="checkbox"/> Long-lasting</li> <li><input checked="" type="checkbox"/> Good drainage</li> <li><input checked="" type="checkbox"/> Best price</li> </ul>
CONS
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Hard, spikey surface</li> <li><input checked="" type="checkbox"/> Breakable</li> <li><input checked="" type="checkbox"/> Difficult to cut into an octagon</li> </ul>

### The Best Option

So, which flooring did the Grade 6 classes choose?  
 “In the end, we voted for DuraRubber Flooring!”

## DuraRubber Flooring

PROS
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Slip-resistant</li> <li><input checked="" type="checkbox"/> Best durability, resistant to tears and punctures</li> <li><input checked="" type="checkbox"/> Easy to install, move, and maintain</li> <li><input checked="" type="checkbox"/> Multi directional drainage</li> <li><input checked="" type="checkbox"/> Waterproof</li> <li><input checked="" type="checkbox"/> Long-lasting</li> <li><input checked="" type="checkbox"/> Won't swell or curl</li> <li><input checked="" type="checkbox"/> Good for both temporary and permanent use</li> <li><input checked="" type="checkbox"/> Made of recycled materials</li> </ul>
CONS
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Rough</li> <li><input checked="" type="checkbox"/> Rubber odour</li> <li><input checked="" type="checkbox"/> Mid-price</li> </ul>

## PlaySafe Shock Flooring

PROS
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Easy to install and clean</li> <li><input checked="" type="checkbox"/> Durable</li> <li><input checked="" type="checkbox"/> Good grip, even when it's wet</li> <li><input checked="" type="checkbox"/> Slip-resistant</li> <li><input checked="" type="checkbox"/> Good for outdoors</li> <li><input checked="" type="checkbox"/> Multi-directional drainage</li> </ul>
CONS
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Anti-slip could cause friction burns</li> <li><input checked="" type="checkbox"/> The flooring retains heat in hot weather</li> <li><input checked="" type="checkbox"/> Difficult to cut</li> <li><input checked="" type="checkbox"/> Surroundings need to be dry to install</li> <li><input checked="" type="checkbox"/> Most expensive</li> </ul>



# Q

# What is your favourite dessert?



## **Ms. Serena Rathwell, Teacher**

My favourite dessert is ice cream. My daughter and I both love getting ice cream on a hot, or even not-so-hot day. Her favorite flavour is chocolate, of course, whereas mine is the Earl Grey and Honey ice cream from Rocky Point Ice Cream. It reminds me of summertime and childhood. During the winter, we would go once a week to our favorite Kenyan restaurant, Jambos, and eat mango ice cream as a special treat to remind us that the summer is just around the corner. We also ALWAYS have a Dairy Queen Ice Cream Cake when it is someone's birthday.



## **Mr. Barmak Badie, Teacher**

This is a tough question for me to answer because I am a sucker for dessert and treats in general and indulge in my fair share of cheat days. As a PHE Teacher, I probably shouldn't admit this, but I will rarely say no to a donut, croissant, danish, and many other pastries (I should cut myself off before the list gets out of hand). That being said, if we are talking about a proper, post-meal, sit-down dessert, a warm slice of strawberry rhubarb or apple pie with a scoop of vanilla ice cream on the side is my favourite.



## **Mrs. Nicole Chiu, Alumni Communications & Content Strategist**

Hands down – hot, piping steaming, blueberry pie with a freezing, ultra-cold scoop of ice cream plopped on top. The combination of hot and cold with the tart and sweet blueberry filling, and the rich, flaky crust is such a party for my mouth!

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 Mr. & Mrs. Rick & Susan Waugh  
 Mr. Alen Wei & Ms. Yuki Zhang  
 Mr. Li Ping Wei & Ms. Huanwei Zheng  
 Mr. Yankai (Steven) Wei '23  
 Mr. ZhanLiang Wei & Mrs. Ping Ping Xu  
 Mr. Tawab Weiss & Ms. Nicole Braber  
 Ms. Leona West\*  
 West Coast Auto Group  
 WGS Plastic Services Ltd.  
 Mr. James Willms\*  
 Dr. Ray Wiss  
 Ms. Melanie White\*

Mr. Finn White-Robinson '18  
 White Table Catering & Events  
 Mr. Jamie Williams & Mrs. Ashley Carlbeck\*  
 Mrs. Fengqun Wu  
 Mr. Zhaowu Wu & Ms. Chris Xia  
 Mr. Xunye Xi & Mrs. Suyi Yu  
 Mr. Hua Xin & Mrs. Ruby Bao  
 Mr. Tom Xing & Ms. Cathy Li  
 Mr. Norman Xu & Ms. Lingling Gu  
 Mr. Hao Yang & Ms. Catherine Zhao  
 Mr. Jing Yang & Ms. Jun Zhu  
 Mr. Junping Yang & Mrs. Yan Xiong  
 Mr. Roy Yang & Ms. Ivy Song  
 Mr. Long Yao & Ms. Mengdi Guo  
 Mr. Zhiqi (Peter) Yin '23  
 Ms. Dionne Young\*  
 Mr. Chao Qun Yu & Mrs. Ren Wang  
 Mr. Richard Yu & Mrs. Yanping Dong  
 Mr. Yunhe Yu & Mrs. Jiawei Chu  
 Mr. Owen Yuan '18  
 Mr. Ebi Zarif & Mrs. Judy Piljek  
 Mr. Shan Zeng & Mrs. Lili Gu  
 Ms. Audrey Zhang\*  
 Mr. Chi Zhang & Ms. Serena Liu  
 Mr. Daniel Zhang & Mrs. Lily Li  
 Mr. John Zhang & Ms. Michelle Xue  
 Mr. Kenneth Zhang & Mrs. Jessica Zhong  
 Mr. Oliver Zhang & Mrs. Yan Yu  
 Mr. Yong Zhang & Ms. Wenqing Chen\*  
 Mr. Yu Zhang & Ms. Xin Chen  
 Mr. George Zhao & Mrs. Annie Peng  
 Mr. Mars Zhao & Mrs. Jessie Su  
 Mr. Roy Zhao '19  
 Mr. Wen Song Zhao & Mrs. Shuo Zhang  
 Mr. Xin Zhao & Ms. Huinan Wang  
 Mr. Jack Zheng & Ms. Wai Yin Chim  
 Mr. Ting Zhou & Ms. Liang Chen  
 Mr. Wenguo Zhou & Ms. Xiaoyan Zhu  
 Mr. Honggang Zhu & Ms. Li Chen  
 Mr. John (Xiangdong) Zong



# *Parlez-vous Français?*

Learning about each other and applying French skills in the real world



Grade 3 students in Mme. Sudgen's French class are learning the phrasing required to question and talk about others, while Mme Stanley's Grade 6 students have already learned to speak about their likes and dislikes in an earlier unit this year.

An enrichment opportunity arose for both grades to explore the importance of learning about each other and expressing themselves in a different language. Additionally, having a real-life situation to truly use their communication skills gives an added layer of reinforcing another language.

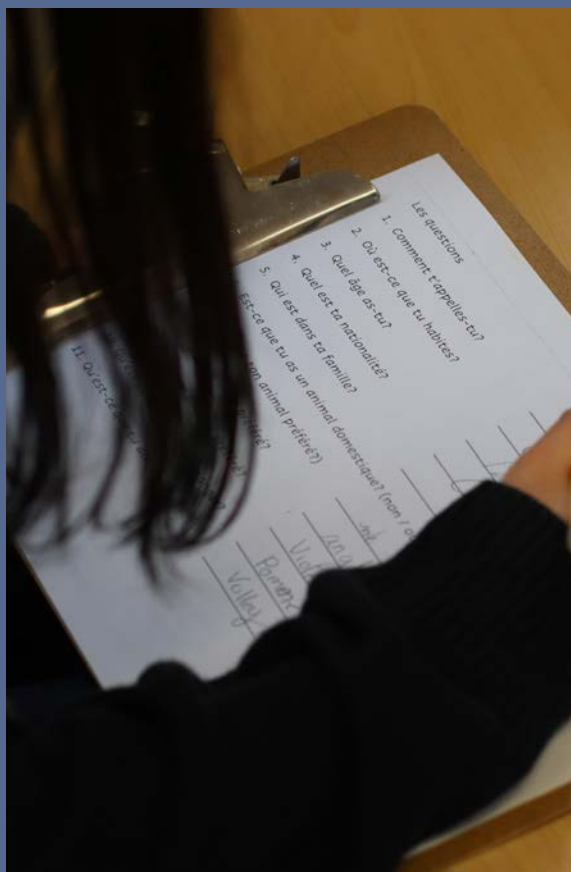
## **The interviews were not just about learning a new language, they were about broadening horizons and exploring the diversity of our students**

Several brave Grade 6 students volunteered their time to be interviewed by a group of Grade 3s, who accepted the challenge to expand their French interview skills. Each Grade 3 student was paired off with a Grade 6 buddy, who responded to their interview questions. At the same time as the Grade 3s are just learning how to express themselves in more detail, the Grade 6s are getting the chance to realize how far they have come in the past few years with their own French language journeys.

The interviews were not just about learning a new language, they were about broadening horizons and exploring the diversity of our students, and they even got to make a connection with someone from a different grade. It's in these moments that our faculty goes beyond to provide rewarding opportunities for our students, motivating learning through cross-grade groupings.







### Samples of the questions and answers from the interviews:

**LUC:** Comment t'appelles-tu (what's your name)?

**SEAN:** Je suis Sean (I am Sean).

**KLAUS:** Quel âge as-tu (how old are you)?

**SOPHIE:** J'ai 11 ans (I'm 11).

**AYDIN:** Quelle est ta nationalité (what is your nationality)?

**AARON:** Canadien (Canadian).

**CHARLES:** Qui est dans ta famille (who is in your family)?

**BOWYN:** Maman, papa et frère (mom, dad and brother).

**EATON:** Est-ce que tu as un animal domestique (do you have a pet)?

**EDDIE:** Oui, un chien (yes, a dog).

**ARIEL:** Quel est ton sujet préféré (what is your favourite subject)?

**EVA:** J'aime la musique (I like music).

**ARIEL:** Qu'est-ce que tu aimes manger (what do you like to eat)?

**ARIAH:** J'aime manger les pommes (I like to eat apples)

**ASHAR:** Quelle est ta couleur préférée (what is your favourite colour)?

**NIHAL:** J'aime le bleu (I like blue).

**AARAV:** Qu'est-ce que tu aimes faire (what do you like to do)?

**JOANNA:** J'aime jouer au basket (I like to play basketball).

## Why I volunteered...

While it was an assignment for the Grade 3 students, our older students volunteered for a number of selfless reasons.

**BOWYN D.** "I come from a French-speaking family, and I wanted to support younger students with speaking French."

**AARON Z.** "When I was in Grade 3, I looked up to the older students who would come in and help us practice French. My sister is also in the Grade 3 class, so wanted to be there to help her practice her French."

**ARIAH L.** "I wanted them to be able to feel confident with speaking French while practicing with older students who may have different levels of skills. They get to learn in a different way and meet new people."

**SEAN L.** "One of my friends has a sibling in this class, so I wanted to help his class practice French."

**RAY W.** "I wanted to see if I could help them practice French, but I learned their French is really good! Practicing with them made me want to get better myself and I now know I need to review the colours in French a bit more."





# People of Meadowridge

## **MS. TRISHA MACATANGAY**

**Where you'll find her...** Room 200 is my "teacher's cave" and is a place where I can veg out when I don't have a class. When students are here, it is cool, calm, collected, and a very Zen spot. The lights are typically dim, students know what to expect when they come in and my classroom can be their sanctuary. This room is a lovely spot, when the windows are open, and the forest is beckoning my name, and enjoying the aesthetic of my classroom. **Here since...** 2022.



### **Who or what inspired you to become an educator?**

I'd have to say I had some fantastic elementary school teachers and then had some phenomenal high school teachers who were dramatic, energetic, and loved to dance, sing, and teach, so I had such inspirational mentors who had me wanting to follow in their footsteps.

### **What does your day as a Grade 7 Advisory and S&L Teacher look like?**

My days are filled with non-stop dialogue. If the conversations are not academic, they're socially driven – filled with "Did you hear that?" "Do you know this person?" "That guy kind of likes me," or, "I think I have a crush." There's a lot of dialogue that fills my ear and it's about students wanting to share their own outside experiences that are not necessarily IB academic but are so important to them right now. I am at the forefront of their experiences at school that is part of growing up so being an Advisory and an S&L teacher, I have the privilege of shaping how they understand situations, new experiences, crushes, etc. I like to say that I am a good juggler of the academics but there is a social side that is so apparent in Grade 7 that I get to be a part of.

### **What are the best parts of your job?**

I have always been a big believer in those meaningful relationships with students and it sounds like such a cliché because you'd want any teacher to say that. I am such a believer in those meaningful relationships, especially with the kids that you wouldn't expect to have a relationship with their teacher or the kids that need a relationship with their teacher to help give them guidance or to have someone rooting for them. So aside from the scholarly stuff, the best part of having this role is making those connections and sometimes they are tiny but then they spark and grow over time. I love the dialogue with the kids. I love laughing with them, poking fun at them, and I love when they can poke fun at me, which is constant, but it is a great exchange of adult and preteen chatter.

### **What's your favourite Meadowridge tradition?**

I have never belonged to a House before, so, coming in and having a title, having instant belonging to a group or a place feels really rewarding because you already have an identity versus trying to find a place and not knowing what's there. Go Fraser, go!

### **What would surprise us about you?**

I am a bargain hunter. I am constantly on the lookout – I never buy anything at full price. I LOVE grocery shopping, Costco is my happy place on any given day, even if there is a line-up. I also have four daughters that range from the ages of 5 to 25 and they keep me feeling younger.

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

In a span of six months, during 2017 and the start of 2018, I lost my dad and my godmother who were both extremely close to me and my family. If I can join forces and have what we would normally have on a Saturday evening would be, these family gatherings with my family and my godmother's family. I'd have that same lasagna dinner over the course of hours just talking, reminiscing, and just having time together that we love so much.

**Favourite Meadowridge memory?**

During the Winter Festival, my advisory class had the challenge of decorating our classroom door and coming up with a theme. We really pounded that one out, and we were so determined to try and win. We literally stuck it out as a group and got the win. We got the Grinch up on the door and Mr. Rinn and Mr. Kennedy were part of the presents underneath the tree. We made a naughty and nice list and it was just really cool to see the kids all come together. Those who were crafty, were crafty, and those who weren't as crafty, still felt like they could do their share. It was nice to see us come together, take home the win, and bring home a little trophy. It was nice to have a mark on my first year here and the students are so proud of the trophy, which we proudly display in my classroom.

**Spring or fall?**

Fall – the colours! I grew up in Winnipeg, Manitoba and then the latter half in Calgary, Alberta. The trees in BC were unfamiliar and foreign to these two provinces, so coming to BC to see the neon, almost illuminating colours in the fall and just for such a short period of time, they were such a decorative part of my drive to work or school. It doesn't get any better than seeing those colours.

**Favourite meal?**

I am a pasta lover, so anything Italian with a glass of red wine – bring on the carbs!

**Best way to spend the day?**

Surrounded by my four daughters and totting my husband along of course. Maybe a day at the beach or in the backyard, just having crazy energy from my family and how funny we can get, how silly things can be, I love having memories close to home.



The background of the flyer is decorated with several green line-art illustrations of golf clubs and golf balls. There are four golf clubs and four golf balls scattered around the central text. The golf balls are depicted with a grid of small circles on their surface.

# Save the Date

## Saturday, June 8, 2024

### MEADOWRIDGE SCHOOL Golf Tournament & Brunch

Swaneset Bay Resort & Country Club  
Pitt Meadows, BC



Learning to live well, with others and for others, in a just community.

Meadowridge School acknowledges it is located on the ancestral, unceded territory of the Katzie, the Kwantlen, and the Stó:lō First Nation. We value the opportunity to learn, live, play, and share educational experiences on this traditional land. Meadowridge School is committed to building strong meaningful relationships and positive partnerships with all the traditional keepers and stewards of this land.

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