

THE OAK LEAF

THE OFFICIAL PUBLICATION OF ALAMEDA HIGH



OCTOBER 2023

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FROM THE EDITOR

Dear Reader,

At a time when division and conflict are apparent around the globe, it's important for our school community to come together now more than ever. It's easy to feel overwhelmed by stories of discord and violence, yet it is especially vital that we focus on building unity and strength in times like these.

We at AHS pride ourselves on our diverse backgrounds and our power to come together despite our differences. The support we offer to our peers helps build the spirit of unity that's crucial today. Whether it's helping a classmate stand up for themselves or simply listening to how their day is going, there are many ways we can care for those around us. Though we may not have control of events happening on the other side of the world, we have the power to extend a helping hand to those who need it.

In this edition, I hope that you will find an interesting story or perspective that surprises you, or even offers a different perspective compared to what you believe. I truly believe that differences are not inherently bad, and can teach us about the complexities needed in a society. Only through understanding our differences can we begin to move to work with them.

Sincerely,
Angelica Zhu
Editor-in-Chief of The Oak Leaf

Alameda High Wins First Island Bowl Victory in Seven Years

Written by Rowan Diener

Photos by Emily Ye



The Island Bowl is a tradition dating back 68 years. Established in 1955, it involves Alameda's two traditional public high schools - our very own Alameda and Encinal High.

AHS and EHS have a longstanding rivalry. Typically, all this means is good-willed competition - repping school colors and bantering in defense of our institutions. Sometimes, though, the atmosphere between the two schools becomes tense; *especially* during the Island Bowl.

Prior to this year's game, AHS had lost to EHS six years in a row. In the words of senior Elliot Dalton, who attended the Island Bowl on Sept. 22, "everyone expected us to lose."

Another senior, Ash Meyer, recounts their prior experiences with the game. The sentiment shared by most students, according to Meyers, was along the lines of, "it'd be really cool if we won, but we probably won't, so it's alright."

I thought no different - so imagine my shock when my younger sister told me the news of Encinal's crushing defeat!

This is the first AHS victory at the Island Bowl that any current student have



The AHS Football team's seniors pose together for a picture

witnessed. It serves as an especially sweet send-off for this year's seniors, who've finally earned their well-deserved bragging rights.

AHS' record of the 67 years following that first 1955 Island Bowl consists of 33 wins, 32 losses, and 2 ties. The 68th game finally adds another tally to the wins - we've officially reached 34 total. That number is especially fitting, given the final score of the game - a whopping 34 - 0.



Students Dress Up For Spirit Week & Enjoy HOCO Assembly

Written by Shion Koga-Dean and Tonia Chen

Photos by Bernadette Fine, Jaena Freeman, and Emily Ye

Alameda High's Homecoming week, the first large-scale spirit event of the year, occurred September 25-29.

Throughout the week, students participated in Spirit Days, where they were asked to dress up with different themes everyday. The week was capped off with a homecoming assembly in which students and teachers participated in lots of fun games and cheered for their grade.

Additionally, sports team captains were present as well as each grades' "Most Spirited" student, and Homecoming court. The whole week was filled with anticipation and excitement across the school.

This year, the homecoming spirit days included Beach Day, Twin Day, Class Cliques, Barbenheimer, and class colors, which has marked the end of spirit week for decades. The cliques were different for each grade level, with freshmen being nerds,



Kevin Shultz and Tonia Chen, the sophomore prince and princess

sophomores being skaters, juniors as jocks, and seniors as physical representations of senioritis. The Spirit Committee in leadership chose these spirit days through a vote.

Each year, the school's Homecoming Spirit week ends off with each grade level dressing up in their class color. Freshmen are yellow, sophomores orange, juniors green, and seniors red.

"It's the most fun week of the year, because dressing up for spirit days is so fun and it's so fun coming to school and seeing everyone's super cool fits," said sophomore

Maya Quilici. " Spirit weeks are refreshing because you, yourself and others get the chance to dress up in something different for once and you look cool. It's fun for you and your friends to maybe even coordinate outfits and take photos in them and post them for everyone to see your spirit."

Student input is a key factor when it comes to choosing the Homecoming court, and voting took place throughout the week. Students were asked to nominate and vote for their grade's "Most Spirited."

This year, the winner for



Freshmen class donned in yellow

the freshman class was Pepper Chai. “I ran for ‘most spirited’ because I think as a school we need to encourage others to participate in school spirit because it shows off our pride and it’s fun.” Chai said.

“Participating in spirit days allows students to be creative and to connect with other students. I really enjoyed running with my friends because it gave us something to bond with. Also having people who voted for me was really nice because it made me feel like my effort to show school spirit didn’t go unrecognized,” she added.

The sophomore class winner was Jayvyn Wilson, the junior class winner was Ava Beall, and the senior class winner was Brooke Taylor.

Students were also asked to nominate and vote for their

grade’s Homecoming Court, consisting of two students, who are honored and presented with a crown and sash.

This year, the freshman class homecoming princesses were Michelle Tang and Liya Tamiru, the sophomore prince and princess were Kevin Shultz and Tonia Chen, the junior princesses were Jasmine Le and Anna Cunningham, and the senior King and Queen were Betty Dunston and AJ Gonzalez.

“I ran for homecoming court with Jazzy [Jasmine] because we wanted to start off junior year with something exciting.” Cunningham said. “I think it was a fun experience and I’ll definitely remember this when I’m out of high school. It was also fun to run with a good friend of mine.”

For Le, Homecoming felt like second nature. “I ran for junior homecoming court primarily because my brother and sister both won homecoming court in their junior year so I wanted to continue the family tradition. My favorite part of the homecoming court process was during the rally when we got to run and pop green confetti on the other classes,” she said.

Homecoming week wrapped up with the annual homecoming assembly. The students and staff at AHS filled the assembly up with many performances and games. Students also got to enjoy 38-minute classes during the assembly day.

The assembly included a performance from the AHS dance classes, cheer combined with the football team, and marching band as well as including fiercely competitive rounds of tug of war and dodgeball. Three rounds of tug of war between each grade level lead to an ultimate winner.

The school’s band gave a musical performance before beginning the dodgeball games between each grade level. There was even a dodgeball game between students and

teachers. The football players and cheerleaders performed a dance together. Christian Deguzman is a sophomore football player who decided to take part in the dance.

“I decided to participate because it was something different and it seemed like a cool thing to be a part of,” Deguzman said about the football team’s collaboration with the cheer team.

“My favorite part of the process was being able to perform stunts, but a fear of mine was dropping a cheerleader,” Deguzman said. “I ended up dropping one cheerleader, but we made sure she was okay.”

Despite that, Deguzman was glad to be part of the assembly. “I would definitely say to consider doing it in future years because you get excused from your morning classes and you get to go out and dance with your friends,” he said.

After the dance, the varsity captains, homecoming court, and most spirited winners ran past each class. The assembly concluded with an announcement of how many days left until graduation for each grade level.



Sophia Barajas and Anaya Simon during the dance performance

The entire assembly was organized and put on the school’s Assembly Committee.

Every year, they come up with the events and construct rules for it. “We started preparing at least a month prior and it consisted of first deciding what we wanted the rally to look like and what



senior Homecoming Queen Betty Dunston

segments we wanted and then coordinating with those people (ie. pep band, dance, cheer, game volunteers, etc).” Tabitha Kim, a member of the Assembly Committee said. “Preparing was really stressful, as every single detail had to be accounted for and there’s just so much that could go wrong. A lot of stress and work was put into the rally but it was also so rewarding seeing the students’ energy and how much fun they were having. I’m also glad I was able to “honor” the seniors and give them a good last rally.”

“Hi Barbie!” Students Celebrate HOCO Dance

Written by Kylie Zorn



Best Dressed winner Lila Foster

The homecoming dance, held on Sept. 30, offered an escape from the everyday stresses that AHS students experience. The dance is a high school tradition that celebrates the homecoming football game. At Alameda High School, the Special Projects Committee (SPC) of the Leadership class plan and coordinate the dance, along with a large crew of staff and parent volunteers.

This year's theme was “Barbie and Ken,” influenced by the hit movie *Barbie*. The SPC also hosted an outfit competition at the dance to see who dressed

best as Barbie or Ken. The results of the contest were published on Oct. 11 through the Special Projects Instagram. The winner was senior Lila Foster, sporting a pink and white plaid long sleeve polo and skirt. Foster also had dyed their hair pink, fitting nicely with the Barbie theme.

Students from various grades came together to let loose and enjoy the time away from studies. The event was packed with teens from 6 p.m. to 9 p.m. and hosted in the New Gym.

“The biggest success was the photo video that spun around. The line was long the whole dance and it seemed very popular,” said sophomore Delaney Mahoney-Bick.

Mahoney-Bick was referring to the video camera that was situated in the corner of the gym meant for taking videos. Students posed as the camera whizzed around their heads. The feature added a fun touch.

“However, I probably would not have chosen the Barbie and Ken theme because the hype for the Barbie movie has died down. So I think that was not the best choice, especially because we already had the spirit day,” said Mahoney-Bick.

Senior Elizabeth Arena seconded the notion of the success of the spinning photo booth; however, she also had some suggestions: “Next time I would hire a better DJ because you could have a bad dance, but have a really good DJ and everyone would be super excited. If it's a good DJ with good music, then people have fun.”

Aside from the spinning photo booth, the dance also featured a Barbie box photo station, a face painting and henna area, and a blow-up bowling game.

Alameda High School has been host to other dances as well, like the Senior and Junior Proms.

“Junior Prom was so fun because we really went all out on it,” Arena said.

However, Arena has only been to one other homecoming dance due to her freshman year being altered by COVID-19. She did attend last year.

“Last year was just like a constant mosh pit, but this year we were all dancing together which was much more fun,” Arena added.



*Seniors Elizabeth Arena and Carter Luo enjoying the Barbie box Photo Booth.
Photo Credit: Brissia Perdomo.*

Here’s What AHS Students Think About This Year’s New Phone Policy

Written by Angelica Zhu

For the 2023-24 school year, Alameda High School has implemented a stricter phone policy compared to previously. The new policy restricts students from carrying their phones with them during class. Principal Ithurnburn wrote in his Aug. 18 newsletter to parents: “This year, we are piloting phone hotels in about 40 of our classrooms. When

students enter the room, they place their phone in the phone hotel and retrieve it when they leave class.”

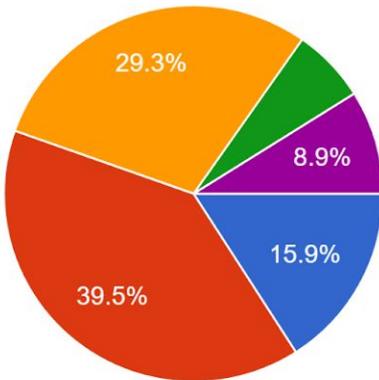
Different teachers have implemented their own methods, such as using a whole-class hotel or a box to hold the cell phones during class. The new policy has created significant change in classroom life, and has

received both support and expressions of concern from students.

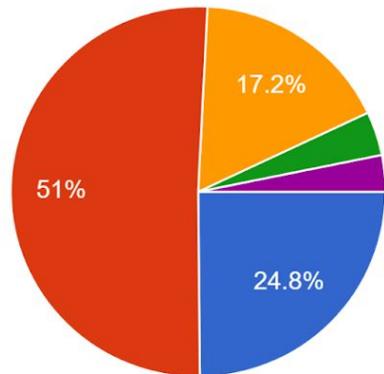
A total of 157 students - 38 freshmen, 37 sophomores, 38 juniors, and 44 seniors - participated in a survey to share their opinions on the new phone policy in a survey sent out by The Oak Leaf. Here are their responses:

A comparison of student responses to the question “How often have you or others in your class used their cell phone during class during instruction or work time?” before & after the phone policy implementation

- Never
- Rarely
- Occasionally
- Frequently
- Every Day



Before



After

Existing Effects

While students varied in their reactions to the use of phone hotels during class, an overall trend exists that states that the role of cell phones in student life has decreased this school year.

While only 55.4% of students reported that they never or rarely saw misuse of cell phones occur in the classroom before the introduction of the new policy, that number increased to 75.8% when asked about the situation after the new phone policy was implemented.

A majority of students have used a phone hotel routinely in their classes. 91.1% of students say that three or more of their teachers strictly implement the phone policy, and 51% say that five or more do.

Student Support

In total, 73.2% of students reported that the new phone policy has helped them to a degree. 36.9% of students agreed that the phone ban has built a stronger classroom community or

helped them concentrate better on their work.

“The need for phones in the classroom during lectures isn’t necessary but the ban also helps to prevent cheating and distraction during the period.” said one sophomore, who chose not to share their name in their survey. “I think that when students are able to articulate with their teachers as to why they would need to use their phones in class for valid reasons, there shouldn’t be any issues. All in all, the policy is productive and should be continued in my opinion.”

Others responded that putting their phone away in a set place before class were not that different from their own habits.

“The phone ban has not affected me in the least. I was hardly ever on my phone in class without the phone ban, so the ban does not upset me,” said senior Aaliyah Ali.

Student Resistance

Only 28% of students said that carrying their phones

before the ban had hindered their learning or concentration abilities, and 72.6% said carrying their phones has helped them in class.

The two largest arguments made for doing so were the using them in emergencies or as tools to help their learning.

Though proper protocol dictates that the teacher or supervisor should be the one to be contacted by phone in the case of an emergency. 55.4% of students said that they wanted to have their phones on them in those situations.

“In case of an emergency, I want my phone to be on me so I can contact my family whether it’s a school shooting, medical emergency, or literally anything else.” said an anonymous junior, who chose not to state their name.

Others see their cell phones as a useful tool. 45.2% of students said that they used their phones for translation, taking photos, or researching information during class.

"I'm fine with the phone ban, but I think too many sites have been blocked, especially helpful sites like quizlet," another junior, who chose to remain anonymous, said on the survey.

The continued addiction students have to their cell phones is not completely solved by the phone ban during class.

"I have it out a lot more during passing periods as I don't always think it's worth it to keep putting it back in my backpack for only a few minutes," said a concerned senior. "I end up looking at it more between periods than I did last year since it is already out, even if I don't need to."

Lastly, a lack of communication and discussion between students and administration before the implementation of the new phone policy has caused students to voice their objections.

"The school should focus on teaching their students life skills instead of stressing over their phone usage. The 'addiction' didn't sprout from nowhere; it came out of boredom and a lack of

community," said senior Robin Loren.

Potential Improvements

There are several ways that the entire AHS community could improve to ensure that cell phones are used effectively and only if necessary, as well as make the system more efficient.

"Teachers aren't perfect and sometimes forget to let students grab their phones a few minutes before the bell rings. It can cause unwanted tardies for students simply trying to find their phones," said an anonymous senior.

Areas such as time management and coordination can also be refined.

"People often forget their phones when they are placed in caddies which causes disruption in their other classes when they need to go back to get it. When unsilenced phones stuck in caddies go off during class they cannot be turned off easily because they are often on the other side of the room from their owner," said an anonymous junior.

Conclusion

The new phone policy has seen widespread implementation and effects at Alameda High, facing both support and resistance from students. While it has certainly resulted in a decrease in the misuse of cell phones in classrooms, there is a notable division of opinions regarding its overall impact.

Some argue that it helps curb cheating and provides educational benefits, while others stress the importance of accommodating genuine need.

To ensure that the system surrounding phone use is improved, it's vital that students and teachers work together to minimize distractions and confusion.

First AHS Girl's Flag Football Team

Written by Piper Dooley



Photo Courtesy of Alameda High Flag Football Team Instagram

Alameda High introduced a new sport this school year: Women's Flag Football. The team's first game was this September and they have since played other Flag Football teams in the area, enjoying a decisive winning streak.

Flag Football is typically a coed or women's variation of traditional tackle football involving belts that the opposing team must remove from the waist of players.

It has gained popularity in recent years as part of an effort to increase gender equity and inclusivity in athletics.

Vice Principal Michael Lee said that the initiative began following an ad last February released by the NFL during the Superbowl.

The ad featured the Mexican national flag football team's quarterback, Diana Flores, deftly evading celebrities, athletes and NFL spokespersons. It ended with a slogan supporting women's continued involvement in the previously male dominated sport.

In response to this ad, "The state body governing high school sports in California announced that girls flag football would be a varsity sport in schools starting this fall."

Not long after, AHS sports director Lani Molina had contacted the district to hire a flag football coach. Campus supervisor Zolten Kent was selected and the team was underway.

One motivation behind this move was the addition of another women's sport on

the fall season roster. Lee said that 75% of schools in the area now have girls flag football teams. And the sport is only growing. It was recently announced that flag football will be recognized at the 2028 Olympics.

Alameda High is currently looking at a potential league championship victory, which could lead to a championship tournament and other accolades for both the team and its players individually. Girls flag football is only getting started and will hopefully grow and become stronger in years to come.

AHS students eager to get involved may be able to participate in Spring and Summer workouts and of course, come to try outs next fall.

Students Explore Schools at 31st College Night

Written by Chau Apple Nguyen

About 500 students attended the 31st Annual College Night in the College of Alameda's Gymnasium on Oct. 4; this is the second year the event was held after COVID-19's interruption.

Representatives from all University of California (UC) campuses and several California State Universities (CSU) were in attendance, alongside private universities.

Some examples of these are in-state Pomona College (Claremont), University of San Francisco, and Santa Clara Universities. The event also features out-of-state Syracuse University (Syracuse, NY), Rice University (Houston, TX), Carleton College (Northfield, MN), and more. Reflecting on Peralta's focus on diversity, Historically Black Colleges & Universities (HBCUs) also set up an information booth for first-year and transfer students.

Outside of the typical college experience, military academy representatives and ROTC recruiters also attended the event, featuring physical

challenges for interested students. For those interested in Career Technical Education (CTE), the College of Alameda had booths for the Diesel Mechanic and Aviation Maintenance Technology certificate programs.

For students, especially Seniors and Juniors, the event helped address questions, and informed them about different

colleges. senior Tim Phan said, "I discovered Pomona College through the event. I learned that it is a QuestBridge school, and its liberal art curriculum and political science program, which is my intended major. It really broadened my perspective on liberal arts schools and how underrated they are in college applications."

The Alameda Unified School District ,
St. Joseph Notre Dame High School,
& the College of Alameda Present ...

**The 31st
Annual Citywide
College Night**

**Wednesday,
October 4th
2023
6:00 - 8:00 pm**

**College of Alameda
Gymnasium**
555 Ralph Appazzato Parkway
Alameda, CA 94501

Attending Institutions Include:

- CSU East Bay
- California College of the Arts
- CSU Maritime Academy
- CSU Monterey Bay
- Drexel University
- Humboldt State University
- Loyola Marymount University
- Oregon State University
- Pomona College
- Portland State University
- Rice University
- Sacramento State University
- St. Mary's College of CA
- San Francisco State
- Sonoma State
- San Jose State
- Santa Clara University
- Syracuse University
- UC Berkeley
- UC Davis
- UCLA
- UC Merced
- UC Riverside
- UC Santa Barbara
- University of Connecticut
- University of Nevada, Reno
- University of San Francisco
- US Coast Guard Academy
- Washington State University

*This is an indoor event.
Masks are strongly
encouraged !*

See your high school counselor
for more information!!



Flyer for Alameda city wide college night

Alameda and Encinal High School's College and Career Centers organized the event with help from St. Joseph Notre Dame High School. This year's College Night was the 12th college fair organized by Gwen Meyer, who was a college and careers specialist at EHS for several years before moving to AHS in 2016.

"I think it was a success," Meyer said. "For it being a hot night, there were a lot of people who showed up."

Participation in the event has increased. "We got more UCs to show up this year and more CSUs, but due to schedule conflicts, there were some cancellations. For example, Humboldt State and Loyola Marymount were supposed to come, and I was really excited for them, but they had to cancel," Meyer said.

Though the event was well attended by students and parents, Meyer noted the lack of funding, "AUSD used to give us money, but they cut all of that money for this fair, so Alameda High has to pay for the reps' food. I wish that the school district would give us back some money to fund this because it should not just be Alameda High who paid for it." Meyer noted that no one

from the school district office came to the event, nor did the superintendent or any board members.

"So I do not feel a lot of support from the district in putting this on," she said.

Meyer plans to organize a mini college fair inside Alameda High School during the spring semester to inform students about different colleges. Students who are interested in checking out colleges can sign up for college visits at the school through SCOIR. Meyer highly recommends people to read the Career and College Center Newsletter, in which she covers the process of signing up and other useful information like scholarships and volunteer opportunities.

Staff Spotlights: Monica Payumo Discusses Her Focus on Student Wellness

Interviewed by Angelica Zhu

Monica Payumo, Kristen Jurkovich, and Izelle Poole joined Janice Loy and Sayalee Patil this fall as Alameda High School counselors. To welcome new AHS staff, the Oak Leaf sat with Monica Payumo to discuss her background and her goals as a counselor.

Payumo works with freshmen and sophomores with T-Z last names, juniors with Sch-Z last names, and seniors with P-Z last names. She encourages students to reach out to her through email or by signing up for an appointment through a Google Form or on the clipboard outside her office.

What inspired you to become a counselor?

I have always known that I wanted to help people, specifically adolescents or youth between middle and high school, but I didn't know what that looked like when I was an undergrad. I was always passionate about high school experiences and how to promote the wellbeing of others, and I was in a battle of

whether I wanted to be a social worker, a therapist, or a counselor. Ultimately, I decided that becoming a school counselor was the way to go.

I believe that the best way to support our students, especially in high school, is to look at them holistically including their well-being, their social and emotional mental health matters, and the way that they are translating that academically. As a school counselor, that's what I look for. As much as academics are important your well-being is number one for me.

“Okay, you have a C. Why do you have a C?” Your well-being is often why.

I believe in Maslow's hierarchy of needs. If your foundation isn't built, how are you going to go further up? If you're not sleeping well, not eating well, tired, or fatigued, your body will not want to study. Your body will not want to push extra hard because your basic needs aren't there.

My role is to help my students figure out the missing basic needs they need helps fulfilling, so they can perform well academically or in their extracurricular activities. How can I help you manage that so that you can be the best self? Because it's self before student.

Can you share a little bit about your background on how you came to think this way?

I was a leadership student in high school all four years. When I think of leadership and ASB, high school community and cohort would probably go to Chabot. I wanted a fresh experience, so I chose CoA. I also played two years of volleyball and competed collegially there.

Then I transferred to UC Berkeley with my social major and that's where everything started evolving. I thought, “what exactly do I want to do in social work and in helping students in the realm of education?” A lot of sociology courses were

around education and the hierarchy of families. How does this involve the buildup and the makeup of the characteristics of a student or a person?

After I graduated from Cal, I knew I wanted to go into a master's program, and took a year to think about it. I started working at a middle school in Oakland, and I worked with the college preparatory school in Oakland. I came from this charter school, which had no resources, to College Prep, which had so many opportunities.

Now that I had this knowledge in both realms, I asked myself, what do I want to do with it?

I wanted to be a school counselor and I wanted to be somewhere in the middle where I'm representing marginalized communities and, then also taking what I'm learning from a school that has all these resources. So spring of 2021, balancing out those two jobs, I then applied for USC and the University of Colorado.

I did two and a half years at USC for my master's program. I learned a lot more therapeutic skills with social, emotional, and well-being rather than the academic part,

such as course selection. All of that you see counselors do most, that's what we learn along the way. But for me, in this generation of school counselors, we are trained as therapists. We are not your typical guidance counselor as it was back then. I will say this, we are not guidance counselors. I am a therapist in the sense that I do have therapeutic skills and knowledge. My number one goal coming here was to help create equity in our marginalized communities and to provide opportunities that not everyone gets to have. When I'm pulling out students based on school counselor through and through where well-being and social-emotional health are my number one thing.

Going off of that, how do you want to build community or reach out to students? How do you aim to achieve that?

My number one goal coming here was to help create equity in our marginalized communities and to provide opportunities that not everyone gets to have. When I am pulling out students based on grades or mental health aspects, I want to help increase the opportunities for those folks.

Yes, I want to check on my students who are 4.0 and above. At the same time, the students I want to help continue and progress are the ones in the 2.5 to 3.0 range. You are right there, but how can I help challenge you to progress? And even for the students who are extremely struggling, I'm asking how I can help direct their mental health? How can we discuss that?

In terms of looking for students, it's more so for me how I can aim from the middle where the students are doing just right but probably would like more support.

Oftentimes, those who are great and above receive more opportunities or recognition, and the people at the bottom get all those help, support, and resources because we are trying to bring them up.

It's that middle ground that usually doesn't get either because they're cruising, just staying out of trouble, but I know we can do better for them.

Those are the students that I particularly try to see out more because I want them to realize that you have a lot more to offer and I want to bring that up for them.

What's something that a student would be surprised to know about you?

I played collegiate volleyball for two years, competed in powerlifting for one and a half, and am currently into Olympic weightlifting. I'm a big college football fan. I'm very sporty.

How long have you been doing sports?

I've been doing sports since I was in fifth grade. My family is a tennis family. I was named after Monica Seles, a tennis player, and my sister was named after Stephanie Graf. Tennis being my blood sport, it was the first sport I've ever played. Then I traded in for volleyball. Volleyball was the more popular sport growing up because you didn't know many people who played tennis.

The privilege of knowing how to play tennis or the opportunity to play tennis at that young age was great, but it's not something your next-door neighbor does. And people just didn't know how to cheer or watch tennis. You can see with volleyball.

Is there anything else you want to share about yourself, about your role as a

counselor, or Alameda High?

One thing that is dope about our counseling department is that we are such a diverse group. Even at face value, the different cultural backgrounds are super cool. We have different perspectives. I also want to share that I'm Filipino, so shout out to all my Filipino folks out there.

A reminder to students that when you're assigned a counselor, yes, go to your counselor, but it's also okay to talk to other teachers, talk to different counselors, while still staying true to your counselor. But there are different perspectives also for a reason. Take that opportunity.

I want to give out one piece of advice to all high school students, and it's to participate in all the extracurricular activities. No one is too cool to participate. If you think you're too cool, yikes. For the younger students at Alameda High, participate in things that you don't want to get out of the box for because at this moment, you're at your rawest and most vulnerable form.

If you limit yourself to a box, you're going to take a longer time to develop who you are and understand what your interests are. It's okay to make mistakes. It's okay to ask for help. It's okay to be wrong.

It's better to be wrong and make a mistake now and learn how to develop those skills of bouncing back than doing so later because it does become more difficult to learn how to bounce back as you get older.



Photo Credits: Monica Payumo

Registration Drive Hosted in Voting Season

Written by Juniper Vintson



Flyer for AHS Voter Registration drive

Senior Lexi Olsen from The League of Women Voters made sure participants felt more confident in their knowledge about the way we vote as both Californians and as US citizens.

Though the booths are no longer set up by the red pole, students can still pre-register today and until 15 days before Election Day on Nov. 4.

September's Social Justice theme was Civic Education and Engagement. On Sept. 19 and 20, The League of Women Voters collaborated with the Diversity and Community Outreach Committees to host a voter registration drive.

The groups brought AHS students the ability to register and pre-register to vote in upcoming US elections through events around the Red Pole. Together they provided information and fun activities for students to participate in, such as a civic education game.

How to Achieve Better Sleep

Written by Olivia Vu and Genevieve Yuen

The Downsides of Sleep Deprivation

As the month of September has come and gone, and with October rolling by, it can be easy to feel exhausted and drained from the first couple of months back to school.

Many students are faced with sleep deprivation after dealing with homework, extracurriculars, jobs, sports, and more. With events and projects piling up, the lack of sleep that students receive can negatively impact their everyday lives.

Numerous studies show that teenagers ages 13-18 should receive at least 8-10 hours of sleep daily. However, with constant factors that derail sleep, a study from the CDC shows that 70% of high schoolers report that they do not get enough rest each day.

Since sleep is an essential factor that helps our bodies function properly, this substantial number of students lacking rest is worrisome.

Sleep loss does not just cause one to be exhausted the next day, but can create major effects in the long-run. These serious consequences include fatigue, trouble focusing, memory loss, heart and kidney disease, stroke, and depression. As a result, it may seem harmless at first to miss a few hours of sleep, but repetitive sleep loss can build up to serious effects that will affect you in the future.

There are some ways to recover from sleep loss, or prevent it from occurring in the first place. Of course, sleep deprivation cannot be corrected overnight, but consistent practice will lead to positive benefits in your day to day life. Here are some tips to get more rest so that you can start the day energized and motivated.

4 Helpful Tips:

Distance yourself from screens and devices.

Screens are one of the main reasons that teenagers go to

bed at unreasonable times. Addictive apps and games can cause one to become glued to their screens in a scrolling paralysis, which can easily result in being unaware of the time. Instead, set reasonable time limits for yourself during the day, and try to fight the urge to open up your phone right before bed.



“Tired minds
don’t plan well.
Sleep first, plan later.”

WALTER REISCH
Austrian director and screenwriter

Photo courtesy of thehealthy.com

Manage a sleep schedule.

In addition to negative physical and mental effects, lack of sleep has a direct correlation to not being able to wake up the next morning.

To get 8-10 hours of sleep, it is highly recommended to go to bed at 10:30-11 p.m to build a healthy habit into your day to day life.

Be aware of what you eat and drink before bed.

Substances such as caffeine can easily cause overstimulation, resulting in an artificial sense of energy at night, making it extremely difficult to fall asleep. In addition, it is advised to avoid heavy meals, as that might cause discomfort, leading to a lack of sleep and overstimulation, resulting in an artificial sense of energy at night, making it extremely difficult to fall asleep. In addition, it is advised to avoid heavy meals, as that might cause discomfort, leading to a lack of sleep.

Limit daytime naps

While taking naps every now and then can be beneficial, it can also negatively impact sleep schedules. These long periods of sleeping during the day can interfere with one's nighttime sleep schedule, which can come back to haunt them the next day.

Conclusion

It is normal to have a few off days where your sleep schedules may alter to stay up late finishing a group project or assignment that just can't wait. However, putting off sleep indefinitely is not the

solution to solving your problems. Doing the opposite will help one feel more relaxed, energized, and focused, which may just help you click in the last piece missing in the puzzle.

So whether you are reading this in the morning or night, take good rest! Your body might just thank you for it.

Book Review: *We Have Always Lived in the Castle*

Written by Piper Dooley

If you're looking for both a spooky October read and an esoteric horror feminist classic, *We Have Always Lived in the Castle* is the perfect read.

This novel is short (under 200 pages), confusing, and ultimately brilliant and moving, all while having all of the classic iconography of Halloween season.

Written in 1962, *We Have Always Lived in the Castle* follows two sisters, ostracized from their community and living as rejects in a large house on a hill. The reader is dropped in on the center of conflict and in the wake of ruin, the context of which is only later revealed.

Mary Katherine and her sister Constance live in a close-minded small town which views them as freaks and even monstrous. They remain insular behind the gates that enclose their property, tending to their home, cooking and looking after their crippled uncle.

Mary Katherine and her sister share a strange and reliant bond as the sole survivors of an ominous event that took their other family members. Slowly, the family, and their past is unraveled.



Photo courtesy of World History Encyclopedia

On its surface, *We Have Always Lived in the Castle* explores themes of persecution in small towns and of those who are deemed to be other.

It exemplifies the terror of mob mentality and small minded superstition. Yet the novel is also a tale of gender norms within households and marriages in the 50s and 60s. The novel takes a family with a traditional patriarch and powerful male dominance to a home run outside of convention by two sisters.

Their power and self-determination as women is ultimately demonized by the villagers and torn apart. Similar to historical tales of women who lived on the fringes of society or held some economic independence being persecuted as witches.

The girls have a unique understanding and support for one another reminiscent of many relationships between sisters and close female friends.

These bonds are explored through cooking and spiritualism. Within its limited pages *We Have Always Lived in the Castle* conjures mysticism, superstition, strange ritual, accordance with nature, mental illness, abuse and destruction all while being entertaining and unique. (There's also a cool movie!)

Advice: Ask Buzzy

Written by Buzzy

Hey guys, Buzzy here. Please make sure to ask us any questions you might have via the Google Form attached to the QR Code! With so few questions, it is super hard for me to respond to your guys' concerns, and I unfortunately cannot read minds yet. Regardless, I have managed to gather a few questions from students, and am eager to answer them right here! Accordingly, please enjoy this month's edition of Ask Buzzy!

Dear Buzzy, the school year is starting to take its toll, and I'm struggling for motivation. How do I avoid burnout?

October and March tend to be the most difficult time of the year for students. In October, the excitement of the beginning of the year is wearing off, and the Fall and Winter Breaks feel super far away.

In March, students have no days besides the weekends off. I know this takes a toll on you guys, and I can see it in the halls and classrooms.

With all that said, the best advice I can give is to just stick it out. Even though it might seem ages away, the Fall and Winter Breaks *will* come. Thinking about these breaks helps motivate you, and gives you a goal to aim for as well.

Another strategy is to spice things up a little bit. Everyone can fall into the trap of a routine, and variety is the spice of life. Change things up!



Go outside for a bit, try a new activity, and most importantly, take time for yourself. This will do wonders for you, and help stave off that terrible sensation of burnout.

Hi Buzzy, What should I wear for my Halloween costume?

Well, I am no costume expert, but something that makes you happy is the best bet. Halloween is enormous fun, and a costume is central to that. A sense of competition can ruin things, so whatever you wear, do not worry about other people's costumes, and just enjoy what you have got!

Similarly, putting together your own Halloween costume can be enormous fun, and gives you pride in your costume too - not to mention helping you save a few bucks.

Sometimes I feel like my classes are getting a bit monotonous. How can I keep myself interested?

This question relates pretty closely to the one about burnout earlier. Sadly though, I cannot give the same advice; you are not allowed to suddenly go for a walk in class. However, some of what I said earlier does still apply. The key is to make the class your own. Delving deeper into topics and finding what interests you is awesome, and can really help bring a class to life whilst spicing things up.

Moreover, just like with the school year in general, if you are not really feeling it, it will be over soon enough, and get this: you will make it! You just have to have a little faith and confidence in yourself.

Last week I witnessed some hateful speech get thrown around in the hallways, but I didn't really feel like I could do anything about it, especially 'cause I would

have felt unsafe if I intervened. What should I have done?

Our recent Meaningful Mondays have taught us the importance of respect, kindness and compassion, and it just breaks my heart to see young students using such hateful language.

If I was there I would have given whoever was throwing the hate speech around a good sting. But as for students, you have got to resort to kindness. We are all in this together, and even though it might be tough, standing up for someone is always worth it. If you can stand up for someone, you can change things for the better.

In your situation, this could have been done by calling those using the hateful speech in. Inquiring and helping them reflect is always a good step. However, as I understand it, this may not have been possible.

When you are unable to or uncomfortable confronting

a peer, letting a teacher or staff member know is always the next-best plan, When you are unable to or uncomfortable confronting a peer, letting a teacher or staff member know is always the next-best plan, as they can take further steps to rectify the situation.

Overall though, any steps taken to combat hateful speech are better than none, and if you ever find yourself in a similar situation again, you now know what to do.

If you need any support, feel free to speak with other students, teachers and staff, or access some of the helpful resources provided by the school.

Buzzing out for now!
- Buzzy 🐝



Halloween Riddles

In this month of October... with riddles abound; from the spooky to those that astound; the riddles below may yield careful readers a surprise. The first three people to answer the riddles below and email the correct answers to theoakleaf.alameda@gmail.com may win a prize, ranging anywhere from a battery pack to some earbuds... The only way to win is by playing, and the only way to play is by beginning, so without further ado... let the games begin.

Riddle 1:

Look in my face, I am somebody.
Look in my back, I am nobody.
What am I?

Riddle 2:

I have a name but it isn't mine
You don't think about me while in
your prime
People cry when I'm in their sight
Others lie with me all day and night.
What am I?

Riddle 3:

Two girls ate dinner together.
They both ordered iced tea.
One girl drank them very fast and
had finished five in the time it took
the other to drink just one.
The girl who drank one died while
the other survived.
All of the drinks were poisoned.
How was that possible?

Riddle 4:

I don't have lungs, but I need air.
The more I eat, the more I grow.
I dance, I live, I drink, I die.
I'm always hungry, ready to eat...
I rarely thirst, I can barely drink.
Shoot me, stab me I don't mind.
Suffocate or drown me, I'll be no more.

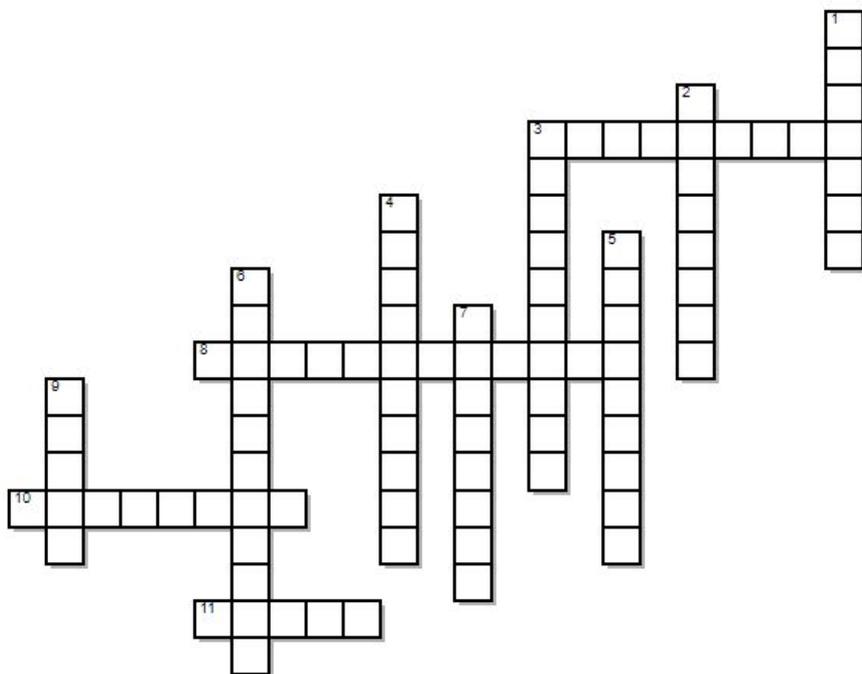
Riddle 5: My life can be measured in
moments or hours.

Proudly I serve while being devoured.
Thin I am quick, fat I am slow.
Fire is my friend, wind is my foe.
What am I?

Games & Puzzles

Answers released in next month's edition

AHS Crossword



ACROSS

- When the "Monster Mash" is the most popular song to play
- A pink explosion of two popular movies (July 21, 2023)
- The big assembly to hype up students
- Our mascot

DOWN

- Dress like your bestie day
- Red, Green, Orange, and Yellow Day
- A dance to celebrate our football team
- The big showdown against our rival school
- A week dedicated to showing your school _____
- High school stereotypes day
- Rhymes with Teach Ray
- Winnie the Pooh's favorite food

Sudoku Instructions: Each 9x9 square should be filled with the numbers 1-9 without any numbers repeating horizontally or vertically.

4	6	5	2	8				1
		8	7					2
7			1	3		4	8	5
8		7		6			9	3
	2		5			6		
		1	3	9		5		
	7	9		2		3		
			6		3			
2							1	7



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Special Thanks to the AHS PTSA for supporting our print editions