



ZOE ZHENG PHOTO

TUNING UP FOR CHARITY: *Sophia Mazzocchio, Michelle Hwang, and Charlotte Alexander, all grade 12, practice in preparation for the Me to We annual coffee house fundraiser that happens tonight in the MPR. The event, now in its seventh year, donates all proceeds to help build a school for Kenyan children.*

Third strike for climate change happens today

LAURYN LEE
Staff reporter

Areas in downtown Vancouver will once more have thousands of protesters as a third climate strike happens today.

The strike was chosen to coincide with Black Friday, the busiest shopping days for many retailers because as Climate Strike Canada stated on their Instagram page that “futures are not for sale, don’t buy into it.”

These strikes were started in 2018 by activist Greta Thunberg in response to rapidly changing climate.

As a result, the largest global climate strike happened on September 27 where over 100,000 people attended in Vancouver.

Annie Yin, grade 11, attended the strike and “was surprised by how many people were there. It was a lot larger than I thought it would be and I’m really happy people take their time to go out and march.”

“Standing up for positive change is important because otherwise, no one will want to change,” said vice principal **Michael Chan**.

Thunberg attended a second strike on October 25 and spoke to an estimated crowd of 12,000 to 15,000 people at the Vancouver Art Gallery.

Chan sees the importance of climate strikes, yet notes that students shouldn’t “get pigeon-holed to think that they only need to do a climate strike. Writing your local politicians a newsletter, email, or campaign would be just as effective if you can articulate your concerns. It’s easy for someone to turn off the television, but it’s difficult to turn down thousands of emails,” added Chan.

Krista Bogen, English and Coast teacher noted that climate change is directly impacting students in the outdoor program as the winters are becoming colder and “quite harsh.”

“Over the years, it may have been -5, -10 when we went on our winter trip, but we’re getting down to -20 now in February,” said Bogen.

Students can take steps to reduce their carbon footprint and have a greater impact.

“I recycle and compost at home, I take public transit, and I bring my own utensils to school,” said Yin.

Small steps can lead to bigger strides, positively impacting the entire community.

“I’ve done projects in the past where I’ve encouraged people to ride bicycles,” said Krista Bogen, English and Coast teacher. “I created the first bicycle map for students getting to UBC in Vancouver. I spent a whole year working on that,” added Bogen.

Annual coffee house fundraiser gets brewing tonight

ZOE ZHENG
Staff reporter

Me to We hosts their seventh annual coffee house starting at 7 p.m. in the MPR tonight. All proceeds from the event are going to build a \$10,000 primary school for Kenyan children.

The annual event allows community members to come together for a night full of musical talents and develop a better understanding of the cause Me to We is supporting.

Susan Priestly, home economics teacher and Me to We sponsor teacher, said that coffee house “gives an opportunity for students to hold an event on the Friday night and ask their friends to come and see students’ performances which are usually amazing.”

The purpose of coffee house is to support WE Charity, an international organization that builds and connects a community of humanitarian groups all across the world to support those who are living in poverty.

Last year, this event alone raised over \$800 for education towards Kenyan children according to **Jiwon Hwang**, grade 12 and Me to We co-leader.

This year’s theme is called spring garden and there will be floral centerpieces, fairy lights, and even plants will be used as decorations.

Many members volunteer to set up, clean up, be a server or be part of stage crew.

“We have many members who volunteered in this event before,” said **Kathryn Welsh**, languages, Spanish and EAL transitions teacher and the other Me to We sponsor teacher. “So we have a lot of experienced members to ensure the event’s success.”

For this year’s performance, there will be not only singers and instrumental talents, but also a musical ensemble made up of six different instruments.

There will also be a group song at the end highlighting all the performers. The songs they will be performing have been kept a secret.

Welsh believes that a wide variety of students from grade 9 to 12 “are able to demonstrate their talents at this event.”

“I want to perform for coffee house because of its good cause for raising money for education in Kenya,” said **Victor Bello Conceicao**, grade 12 and coffee house performer. “Also, it’s my grade 12 year, I want to do something memorable.”

Me to We is making a change to this year’s coffee house based on a feedback from last year’s attendees. They will be serving more food items so that there can be a balance between sweet and salty.

“One challenge that we met this year was the lack of money sponsorships,” said Hwang. “As coffee house is held annually in November, many stores have already met their quote on their yearly sponsorship.”

“Thankfully, many volunteers have stepped up to bake and our sponsorship committee has been very consistent and persistent in their efforts,” added Hwang.

Ticket sales started on Nov 26-29. Tickets for students were \$6, and adults were \$10.

“It sounds like a fun place to go, and talented performers attract me most,” said **Tarannom Asadi**, grade 11.

This year the club has divided 80 members into 6 committees which are: logistics, marketing, design, performers, foods and sponsorships.

“We have leaders who are very passionate and excited about coffee house. They invest their interests and love seeing the success of this event” said Welsh.

Tickets for the event will also be available at the door.

INSIDE

TALK THE TALK: Students and members of the public breathed a sigh of relief as the bus strike was avoided. Yet what’s around the corner for future strikes?



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YOUTH WORKER: Carry Clarke, a youth worker of the Aboriginal education department of Gleneagle Secondary talks about herself.

BASKETBALL: The senior girls basketball team is practicing hard before their first game on December 3



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ONtheCALENDAR

NOVEMBER 29 Coffee house presentation

DECEMBER 2 Early dismissal

DECEMBER 11 International Christmas Party

DECEMBER 13 eSports League of Legends finals

DECEMBER 16 Early dismissal

DECEMBER 18 Christmas concert

DECEMBER 20 Last day of school

JANUARY 6 Classes resume



Strikes impact student education, success

Students and members of the public breathed a sigh of relief on Wednesday when a full bus strike was avoided with a last minute agreement.

Yet, even with a tentative deal in place between transit workers and the Coast Mountain Bus Company, they both used the public as pawns in the battle for what they want, because they know how important they are to society.

While early in the strike, transit workers accommodated students and their schedules, it caused problems all over Vancouver.

Although the bus drivers were fighting for important reasons, including pay raise, driver benefits and better working conditions, even the partial strike, which started on November 1, affected many students.

Public sector workers and their employers need to find ways that get their points across without angering or causing emotional stress for the public.

Some students were having trouble finding a way to get to school

which created problems in some homes. More parents had to drive their kids which in turn put even more cars on the road – which in turn effected the schedules of those that don't even take transit.

If workers wanted higher wages, this can be solved by raising the bus fares, increasing gas taxes, or property taxes.

While some students are lucky enough to live close to the school, so that when the buses were on strike they could ride a bike or walk to school – but what about the kids that live in Maple Ridge or Burnaby?

Challenges that are being faced can initially be argued upon differently and that is a key part in all issues. Conditions that transit workers face are underrated and unfair, but can be changed with advertisements or hired supervisors.

With the bus strike now resolved, what will be next? With both SkyTrain workers and BC teachers still negotiating contracts, here's hoping that get solved before causing any more stress for students.



Time to revisit liberal arts needs in STEM dominated world

DIANE HUANG
Edge columnist

November is almost over and for many grade 12s that means early university application deadlines.

This often require students to choose a faculty or even their future professions.

Sometimes, these decisions are based on misconceptions of sciences and liberal arts, or what is often STEM and BHASE.

For years, parents and teachers have steered students to what is thought to be money-making careers in science, technology, engineering, math, known as STEM.

Careers in business, humanities, health, arts, social sciences and education, or BHASE, are viewed as less viable, often because these careers aren't as easily defined as STEM positions.

Their reasoning stems from the association of higher pay to higher satisfaction, and according to statistics, STEM pays better.

Census data in 2016 from Statistics Canada showed a male STEM graduate's average earnings was 23.9 percent higher than one with a BHASE degree. For women, it was an 11.5 percent difference.

The same 2016 census data show that of the over 28 million instructional programs offered by post-secondary institutions, there were only 2.8 million in STEM fields versus 12.7 million in BHASE.

BHASE has an abundance in programs, yet enrollment is low.

Many students believe that graduating with a degree in a rare program makes their resumes seem enticing to employers.

However, as the enrollment in STEM is high, it is contradictory to this belief.

As the job market is changing constantly, it makes sense to reconsider the actual fields that make up BHASE, and even realizing that in some areas a variation of the acronym STEM is 'STEAM.'

The addition of an A for the arts, acknowledging the role it plays with the rest of science, technology, engineering and math.

Now, many universities are recognizing the importance of

adapting the liberal arts for a changing world by offering co-op, research, and integrated programs

“Many students believe that graduating with a degree in a rare program makes their resumes seem enticing to employers.”

—Diane Huang
Edge columnist

of some of North America's top companies.

The CEOs of YouTube, Tesla and PayPal all hold at least one arts degree.

Major companies are seeking out candidates proficient in soft skills such as teamwork, communication and persuasion.

A scientist needs to know how to write proficiently to communicate their research, much in the same way an English major should understand basic mathematics.

The two go hand in hand and preferring one over the other will only isolate the benefits of the arts in STEM.

While a recent graduate may not work in the technology sector with an arts degree, it is an opportunity to consider.

Especially for students who are interested in the liberal arts but are hesitant due to stereotypes and misconceptions.

If there is a university program in the arts that is inspirational,

don't sideline it yet for a STEM degree. Take a moment to consider the motivations behind taking a STEM degree.

As competition is high in the sciences, having a second choice in the arts is a good idea.

For students in the lower grades, keep up with English and socials classes.

These classes will build the foundation for success in the sciences or mathematics.

Textual analysis is a vital skill when dealing with physics, chemistry or mathematics word problems.

It is not enough just to know how to solve math problems, students must also know the “language” in order to communicate their solutions to their teachers.

Once grade 11 starts, be curious and take a variety of socials and English classes.

Who knows? Maybe genocide studies will become a new passion.

As **Steve Jobs** once said: “Technology alone is not enough—it's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.”



ARTONA

theEdge

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Since 1997, *The Edge* has been the independent voice of the students of Gleneagle Secondary: 1195 Lansdowne Drive, Coquitlam, BC, Canada, V3B7Y8 604.464.5793 / 604.937.8054.fax / theEdge@SD43.bc.ca

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TALONSTalk

BC provincial courts are being asked if First Nations cultural practices are appropriate in classrooms. *The Edge* asked: "Why is it important to be educated about First Nations?"

“Because we are living with [First Nations] and on their land, and they were here before us, so we need to know their history.”
—Kamyar Bagheri
grade 11



“[First Nations] have the solutions to many of the modern problems in or outside of Canada, problems like climate change and peace.”
—Sahba Shirazi
grade 12



“In Canada, which is a place where we respect all cultures and beliefs, I think it's really important to be aware of our ancestry.”
—Jay Chen
languages/guitar teacher



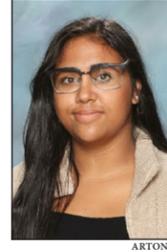
“Because if [First Nations] weren't there and we didn't study about them, we wouldn't have the things we have today.”
—Skylar Smith
grade 9



“Because it's a large part of Canada's development and history, and there were a lot of injustices in the past.”
—Heidi Upton
guitar teacher



“So we can have respect and understanding of [First Nations] and our country, as well as their history.”
—Marina Attalla
grade 11



Better understanding necessary part of education about First Nations

AMANDA DING
Edge columnist

Many students don't understand why they need to learn about the history of Indigenous people in Canada. Some ignore the significance of it, and others even feel like it's being forced upon them.

Some say it isn't as interesting as learning about world wars in social studies class.

And even some people insensitively suggest that Indigenous people should just 'get over it.'

Wars and battles between foreign nations are important to history. Yet Indigenous life in Canada has the same importance as anything else. However, it seems there's a lingering opinion that there's an excessive amount of time put into learning about the past of Indigenous peoples.

An example of a result on poor understanding about First Nation culture is when a mother on Vancouver Island decided to sue the Port Alberni school district stating that her daughter's Canadian charter rights were violated when she participated in a smudging ceremony in 2015.

A smudging ceremony is a cleansing ritual

using medicinal herbs that are burned.

The smoke is meant to remove negative energy and provide spiritual healing for the body. It has nothing to do with faith or religion.

Despite this being explained to the mother by the tribal council president, the trial proceeded on November 18. It begs the question of how someone is taking legal action on a subject they have little to no knowledge about?

The suing of a school district over a smudging ceremony would be as if someone at Gleneagle saw a Christmas tree, and sued SD43 because they think that the school is forcing Christianity upon them.

The effects of prejudice in history towards Indigenous people are still affecting them today. Clean water can be a challenge to obtain in modern day reserves.

Often the reserves in Canada's interior are

isolated and take around an hour to drive to a town. It's also not simple for many people to leave these reserves either. They have grown up there and have family on the re-

“The suing of a school district over a smudging ceremony would be as if someone at Gleneagle saw a Christmas tree, and sued SD43 because they think that the school is forcing Christianity upon them.”

—Amanda Ding
Edge columnist



serves. It's also very expensive for any person to move to a new home too.

Many Indigenous people are still suffering from residential schools where they were forbidden to practice their culture.

The impact of past events has led to loss of family, language and culture.

As a society working towards reconciliation, it's very important that others realize how the effects of the past still exist today.

It's important to realize how privileged we are to share this land with the First Nations.

People can take the time to learn about the past for a group of people who have been oppressed for many years.

Educators too can help students understand the importance of Indigenous history.

With the new curriculum, students are now learning about local communities of First Nations as early as kindergarten in British Columbia.

The curriculum change is still relatively new, and people are still learning how to adjust.

It wasn't until a few years ago that the recognition of being on Indigenous land was acknowledged during assemblies and the addition of Indigenous history was added to the BC curriculum.

If teachers can learn how to properly explain to students about their country's past, it can produce well-educated and understanding people for the future.

The next time when education about the First Nations is being taught, reflect on why it's important and still relevant to society today.

It's the change in attitude and realization of privilege that can help society become more progressive, inclusive, and respectful.

LETTERStotheEDITOR

Re: Increased Screen Time Stealing Sleep From Students, Affecting Grades

I agree with Alex Zhang's quote on the work it takes versus the rewards of a quality sleep schedule, as quality sleep has benefits in our lives, including academically.

It is commonly said that "Gen-Z culture" is not getting enough sleep. It is not uncommon for students to fall asleep at 2-3 in the morning.

I can count on one hand, how many of my friends have a healthy sleep schedule, however, my other friends bond over sleep deprivation.

With school, work, and other responsibilities, especially with impending due dates for post-secondary, it seems unrealistic with the near future to be regularly getting 9 hours of sleep.

—Kendra Lynn

I think screen time can affect people's sleep, but the use of devices allows us to access more information and use tools that help us improve our grades. Overall, I feel that devices don't have a negative impact on our grades. If anything, I believe they help.

—Jake Ghorbani

I agree and disagree with this statement about increasing screen time because some students like myself choose to stay up on their phone because they don't have homework to complete.

I also disagree with this statement because some students stay up on their devices to do homework late because they have lots to do after school and are not able to finish until late.

—Rachel Rufnson

I agree that many students and adults are on their phone most of their day since the phone was developed, because you can do anything with the device.

I feel that from my experience, I tend to check my phone even though there are no notifications, just checking my time on the phone goes another hour of browsing social media.

—Maaya Takahashi

Personally, I disagree with this statement simply because screen time can be easily controlled. The only thing that truly affects your sleep schedule is things that associate with school and work.

You can always put your phone down; however, you can't ignore your social responsibilities.

—Asia Flack

I agree with [Alex Zhang's] statement that "sleep is essential to mental and physical health." As a part-time victim of sleep deprivation, it really does make my day better when I get more than my usual amount of sleep.

However, I also found that the blue light emitted from my devices does not affect my quality of sleep.

My main problem is putting down the device before bedtime, which seems to be the issue for a large portion of technology users as well.

Hopefully we will be able to find a solution to this sleep crisis, or better yet, get better at controlling ourselves.

—Ben Lu

In regard to the sleep quality and stress, I disagree with how it affects academic stress because it is all about your own ability of time management.

I feel like having my phone on while going

to bed helps me sleep.

I agree with getting 8-9 hours of sleep. A certain balance of academic and phone time will be the best for academic success in how I work.

—Rainier Desiderio

The Edge welcomes letters to the editor and will be printed as space allows. Email your letter from your student account to theEdge@sd43.bc.ca or give it to an English teacher.

You can **WRITE LETTERS TO THE EDITOR**



Gifted learners highlight notables in eminent showcase



NOAH BREAKSPEAR PHOTO

TALENTED TALONS GATHER FOR NOTABLE NIGHT: Members of the gifted Talons program gathered on Wednesday for an evening of presentations for their annual eminent projects, often referred to as the Night of the Notables. The event included learning centers and final speeches.

**JACKSON CYR
& NOAH BREAKSPEAR**
Staff reporters

On November 27, 2019, The Talons gifted program presented their eminent projects at the annual Night of the Notables. Over 200 people attended the event, giving the Talons students a full audience for their performances.

The event began with speeches by grade 10 Talons students presenting speeches in their eminent personas, highlighting the accomplishments of their chosen person in just two minutes.

Furthermore, all Talons students must

accommodate their chosen notable with a learning centre that shares more in-depth information that parents, teachers, alumni and other audience members can learn about.

Grade 9 student **Evan Owens**, participating in Night of The Notables for the first time, said “One major skill I learned through the weeks leading up to Night of the Notables is identifying eminence in people”, as students must immerse themselves into the life of their person in order to appreciate their person’s prominence.

Additionally, This year’s edition is different from past years as for the first time, students have the option to choose those who

are currently becoming eminent, such as an environmental activist, **Greta Thunberg**. “I chose Greta because she is brave enough to go in front of people, and because a lot of people know about her, but they don’t understand the idiosyncrasies behind her actions as a climate activist” says **Kathryn Matheson**, a grade 10 who showcased Thunberg on Wednesday night.

Having the opportunity to present a younger notable allows students to recognize the upcoming of youth impact on global issues and their perspective on modern society.

Nathan Morris, the Talons English and Social Studies teacher stated that from doing the project, students gained experience

from using “all the core competencies, and the English writing revision processes. He added that “it’s the time when leaders begin to trickle through” as new students begin to apply their leadership skills to cultivate a successful event.

Grade 10 **Grace Tognotti**, indicated she felt “the first time around, I didn’t take full advantage of the project”, and was grateful to be able to do the project a second time around, as she could apply the knowledge she gained from the previous year’s event. She also said that choosing “someone from a different time who had a lot of societal pressures” helped her understand how norms and values have changed over time.

Aboriginal youth worker ready to support Indigenous students

**KAYLA HARTLEY
& MAYA MCNAMARA**
Staff reporters

Carrie Clarke, the youth worker of the aboriginal education department of Gleneagle Secondary, shares a little bit about herself; “My ancestry is the Nlaka’pamux nation which means, ‘people of the creeks’ from the Merritt BC area,” said Clarke.

“It will be 23 years in February next year since I first started my job. I work with mostly Aboriginal students in district 43.”

Indigenous students can connect with Clarke, find their heritage and explore where they came from by talking with her.

“I think it is very important if you have Aboriginal ancestry to step up and step forward to become a part of it because it is a part of you and you should explore and discover it,” Clarke says.

She carries on by explaining why it can be hard to hide your identity.

“Historically in the past when a lot of people did not share their ancestry or acknowledge their ancestry because it was banned for many years,” said Clarke.

“They did not want to be taken away from their families or put in residential schools.”

Clarke had noticed a difference in numbers of people who came forward with their heritage over the years, “there are definitely more Aboriginal students [and families] that are stepping forward and claiming their identity now compared to when I first started. Being in 2019 there is now 2600 students who [were] claimed on our list, as when I first started 23 years ago there might have only been a couple hundred.”

Working with K-12 students Clarke has experiences and pleasant memories.

“I am lucky enough to work with these students and families, following



KAYLA HARTLEY AND MAYA MCNAMARA PHOTO

HERITAGE HELP & SUPPORT: Aboriginal youth worker Carrie Clarke has spent 23 years helping and support Indigenous students at Gleneagle and through the school district.

kindergarten kids right through graduation and even further. Going off to post-secondary, doing what they love and continuing their education.”

Janice Whatley, one of the few that had stayed in contact with her and one of the first people she had worked with.

“I worked with her [and her] family. She phoned me last summer, when she got hold of me she was so excited and told me about how she was doing now,” Clarke said.

Tamara Hackett, grade 10, is from the Coast Salish, Squamish nation.

Hackett throws light upon what Clarke has done for her and for other Aboriginal

youth around the district.

“She had helped me stay in touch with my aboriginal side.

She always encourages me to make the right decision for myself,” added Hackett.

“Carrie is important,” said Hackett. “Having her around is a constant reminder about first peoples who were here, as well as her knowledge about first peoples,” added Hackett.

Clarke gives advice and leaves constant reminders that no one is left out.

“She [Clarke] helps students by giving advice and acting as if she was a councilor to many students. That says she is willing

to give us a helping hand by not judging anyone for their situation. Carrie is an overall great person to have at school and always brightens people’s day,” Hackett emphasized.

“I’m a good listener, I am a calm person, I enjoy working with youth and being a part of being Aboriginal reflects on enjoying the outdoors,” Clarke stated.

Clarke helps people around the school district with exploring their cultural identity. Clarke helps with with ideas and projects with other students.

Clarke is available on Wednesday in her office is between room 209 and 210.



With the UN urging world leaders this past Tuesday to cut green house gas emissions by 7.6% for the next decade, Edge staff felt it was time to give bigger focus to G³ — getting greener at Gleneagle.

DIANE HUANG PHOTO

GOING GREEN: Tiffany Yang presents different methods of composting, recycling, and waste disposal to Gleneagle students during Green Fair. Eleven organizations alongside student attended the event.

Green fair focuses on environmental initiatives

QUINN MACMILLAN & MISHA BOYKO
Staff reporter

On Tuesday November 12, the leadership 12 class hosted the school's first green fair in the gym. Groups from across BC came to share their information about what their organization is and what they are doing for the environment.

Oceanwise, Fresh Roots, Youth4Action, Coquitlam Watershed, OWL, Force of Nature, Fraser Basin Council (youth department and electrification), Go Green Chair, and the City of Coquitlam (solid

waste/urban wildlife/water conservation and forestry) were all of the eleven organizations that attended the fair.

Leadership 12 students, taught by Adam Hayes, oversaw the event including Lucas Hung, Connor Macmillan, Erik Iversen, Samantha Lee, all grade 12, and Carter O'Neil, and Bill Nguyen both grade 11.

"I was really excited by not only the organizations but the great level of student and teacher engagement," said Macmillan.

"I thought the fair was very insightful and it taught me a lot about various local organizations that are helping our environment,"

said Rachel DeCicco, grade 11.

This green fair took place after two climate strikes happened in downtown Vancouver showing how the environment and staying 'green' is more important than ever, making this green fair very important to all staff and students.

"In a time where climate change and humanity's lack of environmental sustainability feels ever present, it's gratifying to have lent a hand towards change," Macmillan stated.

Additional information about the attending organizations can be found online on their respective websites.

Bear-aware campaign bakes for garbage bins

KYLA VAN-EYDEN
Staff reporter

Fundraising started on November 12 for a bear-proof garbage can to save local wildlife. Krista Bogen, Mark Liao, and a group of various students have started their endeavour by selling various baked goods to raise half of the cost of a can. Purchasing the can will protect both the bears in the area as well as students in the school.

Their goal is to have the funds raised in time for spring when the bears come looking for food.

"We don't want garbage attracting them to the parking lot," Bogen said. "I believe the bears on the North Shore mountains come out of hibernation as early as March and April, May for sure."

Bogen has been parking her car in the student parking lot for years, and never saw any major problems with littering. However, this year she noticed it had started becoming a problem. She found out that the outdoor cans had been taken away because of a new bylaw passed by the city of Coquitlam, which doesn't allow non bear-proof cans on public property

"So I thought, 'well, we need a garbage can then.' But, they're super expensive; they're about \$2000. So I asked the principal, 'If I get the kids to help fund raise half of the money will you pay half?' And he agreed. So we are trying to encourage the kids to raise \$1000 for a can in the student parking lot, so it belongs to the kids and not just random adults," Bogen explained.

What they decided to do was fund raise through bake sales during the night school students' break.

Because the Starbucks across the street closed, there's nowhere for students to get snacks or beverages, so it is a great opportunity.

"It's catching on. More and more people are showing up each time [because] they



PRINTED WITH PERMISSION OF KRISTA BOGEN

BEAR BAKE SALE MAKES PAW-SITIVE CHANGE: Jayden Caisley and Amanda Palmatary, both grade 11, sold baked goods on Tuesday to raise funds to purchase garbage bins.

know we're going to be there. Mr. Liao has volunteered to manage Thursday nights; I take Tuesday nights. It's growing and evolving. We've started asking what people would like to buy for snacking between the classes that night, and supplementing whatever they requested," Bogen commented.

They want to provide a service for the night school, as well as a service to the students.

"It's twofold, because it's safety for the bears because if they can get into the garbage can, they learn that behaviour, [which means] then they will be captured or shot. Of course it's also safety for the student population as well," Liao said.

Students have been helping make baked goods, creating signage, and selling to the night school students.

"If there are any students who feel like they would like to help out with this endeavour,

then we could always use some talented people [to help] bake and maybe create some new signage," Liao added. If their goal of \$1000 is exceeded, the extra funds will go towards a new water bottle filling station for the school.



CREATIVE COMMONS

KEEPING BEARS SAFE: Bear-safe garbage cans are placed by Coquitlam.

Lazy litterers harming local bear population

ILIAN MANDEV
Edge columnist

A Gleneagle student is sitting in their car and decides that the garbage is too far for their leftover lunch. Their food attracts a wandering black bear and the bear gets used to the food left by like-minded students.

This is where the bear problem in Coquitlam starts, and it isn't getting better.

Gleneagle is a participant of this issue, and the school parking lot is one of the main attractants of bears. This is because of the litter that is thrown away in the parking lot and being picked up by the noses of Coquitlam's black bears.

A little over two years ago, a teenaged bear paid a visit to Gleneagle. Had the bear stayed much longer than it did, the conservation officer on site may have had to put down the furry teen.



Ilian Mandev
Edge columnist

Many bears do decide to stick around, however, and the consequences are not pretty. In the past year alone, 8 bears have been destroyed in the city of Coquitlam and over 1000 unsafe garbage warnings have been issued near where they were destroyed according to Vancouver Sun.

The Bear Aware Bakery is working to help fix this issue by selling bakery items to night school students to raise money to buy a garbage can for the other students near the parking lot; but the question is, why should they have to do this in the first place? We should know better than to throw litter out into the street, and yet there are still people doing it.

In the last three years at Gleneagle, littering has been quite overlooked in assemblies or class discussion, with the only mention coming to mind being when the school board switched the garbage cans into multiple garbage sorting bins.

Anybody that cares about littering should know that if others do not know about the harm that it causes, then they will do nothing.

The excuse that throwing fruit outside will help is false, even in the bushes it takes several months to decompose and is an attractant to bears and other wildlife. All food will attract animals, and if you see any food on the ground you could potentially be saving an animal's life by just picking it up and disposing of it properly.

It can be very hard for some people to keep in mind how their garbage impacts the rest of the world, and it takes a level of effort to dispose of it correctly.

This is especially confusing due to the new four-bin system that was recently introduced which divides garbage into cans/bottles, paper, organics, and other garbage.

This new system should not be driving people to throw their trash in the street.

It is the responsibility of the students to properly throw out their trash no matter the annoyance, and it is the responsibility of the teachers to enforce it.

If you litter or are a bystander of littering, then you are putting animals and people at serious risk.

It's important for every student in society by taking that one food wrapper or orange peel in the appropriate garbage. It is not as hard as it seems to take that extra 20 seconds. It just might save a bear's life.

NEWSinBrief

Winter formal next event for StuCo

The winter formal is going to be held on December 10 in the gym. The theme of the winter formal is going to be Candyland. It was chosen by the student council, and they expect high attendance.

The student council chose the date for one of the biggest events of the year to be December 10 for the convenience of the students.

Alex Simpson, grade 12, has expressed his thoughts about the date of winter formal, “The date of winter formal is actually a really good date because it is not right before the break so we have little bit of time to chill out and relax.”

“This year we are targeting international students, because I know that lots of them want to attend, but they don’t know about it,” said **Elaine Xiao**, grade 11 and student council executive.

“It is very popular every year and we expect 200-250 people in attendance,” said **Jiwon Hwang**, grade 12 and student council president.

“We are working towards a candy bar, which is free upon purchase of a ticket, and popcorn and [soda] will also be given out for free after entrance to the dance,” said Hwang.

“I think that a Candyland is a very interesting a theme for winter formal and I’m excited to see what it will look like although I don’t know if I’m going to winter formal,” concluded Simpson.

– Jake Kim

Charity collaboration hopes for December

On November 13, four staff members met to discuss the planned Christmas time charity projects. Attending were, food drive coordinator **Kelly Cooper**, leadership teacher **Adam Hayes**, student council sponsor teacher **Peri Morenz**, and Me to We sponsor teacher **Susan Priestly**.

Cooper organized the staff meet in hopes of achieving better coordinated fundraisers through the meeting.

“It’s because the food drive didn’t happen the year before last,” said Cooper. “We want to make sure that it’s not missed again, because it’s very doable and has an immediate impact.”

The school wide food drive will run from December 9 to December 20. Students and staff are encouraged to support their community by bringing in non-perishable food and cash.

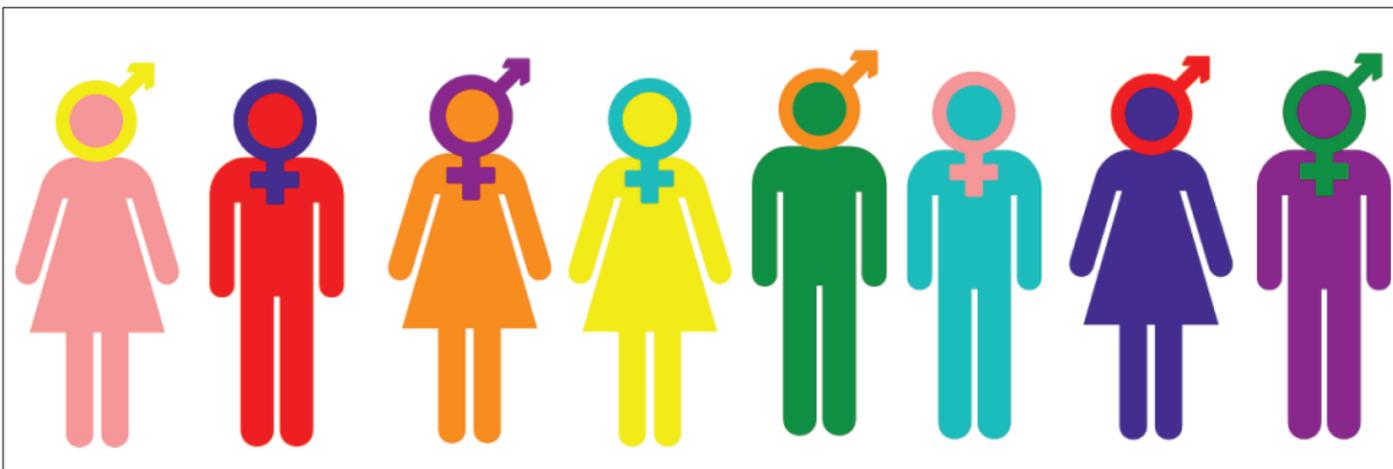
“Donating cash is particularly helpful,” said Cooper. “Every dollar that [is brought in] is given to neighborhood grocery stores and allows one dollar to have two times the purchasing power.”

The Me to We club has commissioned the help of student artists for a student art sale fundraiser, happening during the last week of December. All proceeds go towards funding future Me to We charity projects.

Senior leadership will be hosting pancake sales at lunch in the kiosk from December 11 to 13. The charity will help teens in the BC children’s hospital.

“What’s important is that our students learn at a young age to pursue the things that matter to them, that’s in a state of giving,” said Hayes. “And, it’s because they care so deeply about it that they’re willing to do it.”

– Alex Zhang



CREATIVE COMMONS

PEOPLE PROUDLY PRESENT PRIDE: The GSA are preparing for presentations for CLE 10 classes. These presentations will go over topics such as LGBTQ in the workplace, intersectionality, LGBTQ history, gender identity, prominent queer people, and general LGBTQ issues.

GSA connects with CLE to provide awareness

EVAN TSENG
Staff reporter

With the semester passing its mid-point, Gleneagle’s gender sexuality alliance (GSA) are planning big things.

Presentations to career life education (CLE 10) classes are on their way and new leaders for next year are already being considered.

Starting in early December, Gleneagle’s GSA will be delivering presentations about LGBTQ topics to CLE 10 classes.

These presentations will go over topics such as LGBTQ issues in the workplace, intersectionality, LGBTQ history, and gender identity.

The GSA have been responsible for these presentations for six years and plan to keep it up for as long as possible.

Jay Hamidova, grade 12 and co-leader of the GSA, said that although they always go over the basics of understanding the LGBTQ community, they were putting more emphasis on workplace etiquette in the presentations this year.

Hamidova said that they were trying to

“really push for the inclusivity agenda” and recommend a, “if you don’t understand it’s fine, [just] ask” mentality in the presentations.

Charlotte Alexander, grade 12 and co-leader of the GSA, said that they wanted to “equip people with the knowledge they need to continue as open-minded individuals” through these presentations.

An emphasis on intersectionality will also be included as the club leaders feel it is a concept that is not widely known and important to understand.

The basic explanation of intersectionality according to Lexico.com is “The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group.”

For example, the disadvantages faced when being a person of color as well as identifying as LGBT compared to simply being a person of color.

Hamidova said that they were trying to “skew away from dehumanizing intersectionality” and give a general understanding to the audiences.

Both Hamidova and Alexander expressed

excitement for the selection of future GSA leaders. Hamidova said that they were “giving opportunities to get up and lead” and she was excited for the future of the club.

Alexander recounted that the club had been “revamped” in the past few years and that there are more committed members than ever.

Alexander said that “[in] past years, people didn’t show [up] much.” She explained that this was due to factors such as previous leaders being exclusionary to allies, lack of understanding of trans issues, and leadership conflicts mostly in her grade 10 year.

Both Alexander and Hamidova have been leading since grade 10 and “want to go out with a bang” according to Alexander.

Hamidova expressed excitement with the potential breakthrough of multi-stalled gender-neutral bathrooms but said that the switching of principals to be a major roadblock.

However, Hamidova stayed hopeful stating that “this year will leave a legacy” if they achieve their goal.

Mandarin program building bilingual connections

ABBY CHOW & ABIGAIL LIM
Staff reporters

The first class of the Mandarin bilingual program will be graduating from Gleneagle in less than 3 years. This will mark the first graduates of the program in the Coquitlam School District. Although the Mandarin bilingual program has been at Gleneagle for two years, many students do not have prior knowledge about the program.

The program currently consists of eight grade 10 students and 19 grade 9 students. All of these students have been learning Mandarin since 2010 when they were kindergarten or grade 1 students at Walton elementary school.

The Mandarin bilingual program at Gleneagle is taught by **Anne Lim**. Mandarin bilingual students are integrated into courses with students learning the language outside of the program in the Mandarin 11 and 12 classes.

In comparison with the Mandarin language courses at Gleneagle, “The bilingual program offers more of an opportunity to become functionally fluent in the language,” said **Kim Cuellar**, vice-principal. This is because students are surrounded by native speakers, where students can immerse themselves into the language and naturally pick up on how to speak it.

The Mandarin bilingual program offers many opportunities to its students in and out of the classroom setting. **Jackie Peng**, grade 9, said, “It gives us more job opportunities. I feel like a lot of people speak



ABBY CHOW & ABIGAIL LIM PHOTO

MANDARIN MADNESS: Two junior students in the bilingual program study Mandarin together as part of the program that enters its second year at Gleneagle.

Mandarin, so we can understand [them] better.”

Yu-Xing Lim, grade 10 said, “It helps us communicate effectively in the world...especially now, because there are a lot more Mandarin speakers.”

“In middle school, there were not a lot of opportunities to actually speak Mandarin, so I feel the speaking component is a bit weak for me,” said **Kendra Cheng**, grade 9. She added that she wanted to improve on this during her time at Gleneagle.

Unlike the regular classes outside of the

program, “The sense of community that we formed together was built and brought together over the years of being in the program,” Lim said.

“I have made many bonds with my classmates and friends along the way...it is great to be able to share these own experiences with each other,” said Lim.

The Mandarin bilingual program’s next item on their agenda is their potential trip to China. This will be an exciting event leading up to the first graduating class in the Coquitlam school district.

Senior girls set for opening game next week



ZACKARY WILENSKY PHOTO

OUT-BALLING THE COMPETITION: *Claire Plesko (right), grade 11, guards Nicole Comrie (left), grade 11, during one of their many basketball practices.*

ZACKARY WILENSKY
Staff reporter

The senior girls basketball team play their first game on December 3 at home against

Burnaby Mountain.

The team has a new coach this season, **Katherine Bilan**. Bilan was a former Gleneagle student and team member.

Last season the team qualified for Fraser

Valleys, but, due to horrible weather, the team was unable to make it to their game. That was the end to their season.

Currently the team is practicing four times a week to prepare for their first game.

“The team is working on getting out of a defensive press, this will be key to winning games,” said Bilan.

This is what the girls feel they need to achieve to win their first game.

“What we need is commitment to the team, with having only two subs and four practices a week we need everyone there for practice to win,” said **Sarah Fong**, grade 11.

“We truly need to improve on our communication. Our team has been working very hard on fitness, so in order to win we need to see that in game and be communicating,” said **Claire Plesko**, grade 11.

This year the team is running a short rotation with only seven players.

“A short bench will be tricky, and it means we can never get lazy. We must keep our stamina up to be able to compete at the level of other teams,” said Plesko

“As a senior team we all have other commitments like work and other sports so making sure that everyone comes to the games is important. We may be a small team, but we all have big hopes for us,” concluded Fong.

e-Sports team qualifies for December playoffs

JIM JI & THEOPHYLYA BALABIN
Staff reporters

After their victory against Riverside secondary, Gleneagle’s e-Sports team enters the *League of Legends* playoffs in fourth of all six schools in the district league.

The road to the playoffs is full of ups and downs. On November 16, the team faced one of the strongest team in the league – Pinetree.

Although they were defeated 2-0 by Pinetree, Gleneagle’s team demonstrated outstanding determination and adaptation. “No one wants to lose, but we can learn from it and better prepare for the next match,” said **Sean Shen**, a member of the e-Sports team.

In the first game, the team started with huge advantages. However, after several communication mistakes, Gleneagle lost their lead on Pinetree and were defeated.

The second game started off close, with both sides fighting back and forth. However, due to shortcomings in team selection, the team gradually lost resources and towers, resulting in the second defeat. This loss brought the team down to the fifth position in the league.

For Pinetree, this victory further reinforced its dominant position in the league. “They are known as one of the strongest schools in district league... so we knew it was going to be a hard one. It was definitely not the outcome we were hoping for,” stated **Daniel Beley**, the sponsor teacher of Gleneagle’s team.

Pinetree’s e-Sports team dominates the league in many aspects. “They did really well in terms of team cooperation and communication,” admitted Shen, “and they managed to control the situation.”

For Gleneagle’s e-Sports team, the problem

hindering their progress is members’ motivation. “They are good players, but they can definitely work harder, and I think they are lacking a little bit of motivation,” said **Sina Allen**, grade 12 and club leader.

Learning from this loss, the team managed to win against Riverside secondary and took back fourth place.

Considering that this is the first year for the team, its debut is already impressive. “Everyone starts differently. Everyone has their own level. The key is we improve all together and learn from this,” said **Peter Jung**, a member of the team, who was named by Pinetree as the MVP of their match.

The victory against Riverside secondary guaranteed Gleneagle’s position in playoffs. “District grand finals happen at Gleneagle, so I think it is important that we are present since it is a home game,” concluded Allen.

Hockey star stateside bound with sizable scholarship

ETHAN JIU & CHARLOTTE GAO
Staff reporters

Grade 12 **Jenna Buglioni**’s hard work as a hockey player paid off after earning the *National Buckeye Scholarship for non-Ohio residents*. The scholarship promises \$13,500 (\$54,000 four-year value) and only five people were permitted for 2020.

Buglioni first started playing hockey at the age of five, but now she spends nearly ten hours a week practicing for games and training in the gym.

She has also started coaching, which greatly motivated her. “Seeing how the younger girls look up to me really helped me push forward,” said Buglioni.

Buglioni’s family has sacrificed time and money to support her so that she can get to where she is today.

While there were other schools that Buglioni was looking into, Ohio gave her the best offer. She felt very accomplished getting the scholarship “because all of the hard work I put in, I felt like it was starting to pay off,” said Buglioni.

Buglioni learned a lot from this experience, but the most significant thing she learned is how to persevere. “When it’s



PRINTED WITH PERMISSION OF JENNA BUGLIONI

SMOOTH AS ICE: *Jenna Buglioni (right), grade 12, fights for the puck during a match.*

something you really love and have passion for. You can do anything you set your mind to, it doesn’t matter who you are or where you come from,” Buglioni said.

Although there are many reasons that encouraged her to keep playing hockey, the most important ones are the relationships she established with coaches and

teammates. “I just remember being a little girl, going on the ice, and I just always played for her; even if the games get tough, that what I look back onto: that love for the game,” explained Buglioni.

Buglioni’s hard work has not gone to waste and she has now made her hobby, ice hockey, into a practical career choice.

SPORTS in Brief

Grade 9 boys bball ready for competition

Before the start of the regular season, the grade 9 boys basketball team felt confident about their chances of being one of the better teams in the district.

After playing their first two games in November 26 and 27 against Maple Ridge and Pinetree, their initial expectations about the season were validated, as they managed to win both games with results of 48-35 and 39-22, respectively.

Jason Bingley, business teacher, debuts as head coach of the grade 9 team this year after having previous experience as the coach of the senior boys team.

Bingley’s expectations towards the season were high, as he said that “this grade 9 team has a really good chance of being one of the better teams in the district this season. They are probably our best group of Grade 9 coming into the school in the last five years.”

The team has been practicing for more than three weeks now and even if according to Bingley it is hard to make conclusions, he feels assured. “We definitely have some guys in [grade 9] who are experienced basketball players,” he said.

Josh Li, grade 9 team member, also showed enthusiasm about his partners and the season. “I think everyone here is doing their best and I think we can pull through,” Li said.

– Aritz Buldain Alvarez

Grade 10 boys bball primed for fresh season

The grade 10 boys basketball season starts tonight. The team players have trained well, and hopes are high for a good season.

Last season, the team did not win the championships, but they improved their teamwork.

Roberto Arciaga, head coach, said that their last season was focused on rebuilding, as their lack of experience did not allow them to compete in the games at the level they wanted to.

The team has goals, and they are working hard to meet them. “the goal as a team this season is to be top four within the district or make Fraser Valley,” said **Javier Sy-Qula**, grade 10.

There were some worries about the basketball team conditions but at the moment, Sy-Qula says players are “being worked hard to be properly conditioned.”

– Minkyu Ju

Jr girls bball team suffers player shortage

With a smaller team than in previous years, the junior girls basketball team started practicing on October 11 to prepare for their first home game against Burnaby Mountain on December 3.

There are only 9 players on the team due to a shortage of players during tryouts.

Mikaela Bordignon, 2018 graduate and current Capilano University student, was appointed as the head coach this year.

Amelie Breiholdt and **Grace Coffey**, both grade 10 team members, feel they need more practice time as whole team.

Bordignon describes the team as hard working and she feels lucky to have a group of diligent girls on her team.

– Robert Jang

A&EinBrief

Pit band set to return for this year's musical

For over a decade, musical theatre performances at Gleneagle have used professionally pre-recorded music. But that's all set to change this year, as live music enters the theatre.

Musical theatre teacher, **Justin Maller**, volunteered to bring back the pit band, a type of orchestra that accompanies performers in musicals, operas, ballets, and other shows involving music.

While pit band players are not required to make an appearance on stage, they perform in the orchestra pit, located in the lower front section of the stage.

Vitor Bello Conceição, grade 12 member of the pit band, said he and some other students had wanted to join a pit band since they were in grade nine, and were glad that they could finally join one.

"Being in a school band again is a very nice change of pace," said **Otto Mao**, grade 12 member of the pit band.

Maller believes that pit band "will enhance the performance tremendously and also give a more professional experience to our performers and theatre production crew."

In Conceição's opinion, playing in pit band is fun. Music played in pit band are typically designed for singers, which have large amounts of unusual key signatures that can increase the level of difficulty.

The pit band's first performance will be hosted in May in Gleneagle's theatre.

"We will be performing alongside the *Legally Blonde* musical production" said Mao, "I hope we can do well in our debut."

- *Hadrian Lau*

"One more time" is more than one more time for musical cast

A main feature in this year's musical *Legally Blonde*, set to premiere in early May 2020, is the choreography taught to the performers by **Madison Simms**, choreography teacher.

As show dates slowly creep up on the performers, the cast is doubling down and feeling the energy within the dance numbers.

"Learning the tap dance is difficult," said **Tori Kazemir**, grade 12 and lead in the musical, "I've never done any tap or anything before, so it was really hard but really fun to learn some tap components."

The cast believes that some of the dance routines are difficult to do because of how involved they can be.

Emily Lawson, grade 11, said, "I've never been a dancer, so a lot of the choreography is really challenging, but Madison and the rest of the class are really cool, so it isn't too hard to learn."

Leah Egery-Haley, grade 11, loves doing the choreography. "It's really great to be given an opportunity to express oneself through dance in a course."

One number may be longer than another or may have more energy involved. Some numbers require the entire cast, whereas others do not.

When the cast is not working on dancing, they go to the choir room to practice their vocals with **Justin Maller**, drama teacher and musical director.

- *Amanda Palmatary*



DRAMA ALERT: Acting on the left are **Annika Coxe**, grade 10, and **Taryn Edgar**, grade 9 (left to right), with members of the drama 9/10 class behind them. **Katelyn Hakala**, grade 10, does her best bird impression as part of last week's drama showcase performances.



JORDAN SUTHERLAND PHOTOS

First performances showcase drama class talent

JORDAN SUTHERLAND
Staff reporter

On November 21 and 22, drama students had their first showcases of the year. With three classes and five shows, the drama department finally unveiled its productions.

The shows stood out as the students were "very focused on real issues and stuff like that [which] the kids aren't as used to," explained **Justin Maller**, drama teacher.

Three of the five shows were comedies; two were about school shootings. The first two shows on Thursday the 21 were the drama 9/10 class called *That's Not How I Remember It* by **Don Zolidis** and *It's Not You, It's Me*.

On November 22, the first show was *Dystopia*, also by Zolidis, and performed by the drama 9/10 class, and the last two shows were both school shooting awareness plays.

Both performed by the drama 11/12 class, the last two shows were *Bang Bang, You're Dead* by **William Mastro Simone** and

Declaration by **Jonathan Dorf**.

Several students from theatre production volunteered to help with sound and lighting for the shows. **Hailey Kuang**, a member of theatre production, explained that students in theatre production take part in helping setting up and running shows.

That's Not How I Remember It tells the story of a mother and father arguing over what really happened when they met.

It's Not You, It's Me is a comedy about different ways to break-up as well as how these break-ups happen.

"The students work really well together, and their chemistry was great. They were also directed really well," said **Emily Lawson**, grade 11.

Dystopia is an absurd comedy that pokes fun at popular dystopian teen novels such as *Divergent*, *Hunger Games* and *Maze Runner*. "It was really funny to watch because all the jokes landed, and all the kids knew what it meant, and they knew how to get a funny reaction out of it," said **Teagan**

Gard, grade 11.

Students worked hard to produce the two shows that brought awareness to the issue of school shootings.

Students re-enacted what it would be like during a shooting as well as a story of the aftermath from the shooter's point of view. **Kayla Price**, grade 11 and actress in *Declaration*, explained, "I've never been in a situation like that. I spent a lot of time thinking [about] it... so I can better empathize with this character."

The cast had been rehearsing their shows since October of this year and "for some of the students in the grade 9/10 class, it's a huge learning curve," said Maller.

Students learned what they were responsible for, got to feel the pressure of having to memorize lines, and acting as a character in front of an audience.

The drama showcases concluded successfully and students and staff can look forward to seeing more amazing performances by the classes.

Drama students compete tonight at Metfest competition



GABRIELLE ROBLES PHOTO

PREPARING FOR METFEST: **Payton Dembicki**, grade 12, brings a dark chapter of history to the stage in *Sending Down the Sparrows*.

HAILEY KUANG
Staff reporter

Students will perform *Sending Down the Sparrows* by **Laura Lundgren Smith** during MetFest, the annual district-wide drama competition being held at Heritage Woods Secondary tonight.

This year's show *Sending Down the Sparrows* is directed by **Justin Maller**, drama teacher, and features **Ki-seon Peck**, grade 12, and **Payton Dembicki**, grade 12, who play Viktor and Alina, twin siblings.

Students may know the history of Nazi Germany and the crimes they committed against Jews like being sent to work and

death camps to be worked to death or killed often by gassing. Fewer students know about the mentally and physically handicapped people who often faced mistreatment and eventually death by gassing as well.

Sending Down the Sparrows takes place in Nazi Germany during 1939. It follows Viktor, a member of the Hitler Youth who begins to question Nazi ideology, and Alina, Viktor's mentally handicapped sister, who faces mistreatment in the facility she stays in.

For many, this is quite different from the light-hearted shows from the past. "The show is very emotionally draining for me, especially since this is my first time tackling such a serious show," said Peck. "Going from many comedic shows to a play about Nazism isn't the most gradual transition."

Despite the heavier topic, **Elyjah Del Bianco**, grade 12, thinks the topic is important. "It is an important story to be told. The story here tragic and brutal, [but] offers quite a challenge to an actor... For example, Karl," played by Bianco, "is more than just a Nazi bully... He speaks what he truly believes is right." He continued by saying, "Figuring out exactly how to play him is difficult in all the best ways."

Students can see *Sending Down the Sparrows* at Heritage Woods Secondary today. Doors open at 6:30 pm and the show starts at 7 pm; tickets will be \$5 per person.