



KEVIN WANG PHOTO

FINAL MASKED GROUP PHOTO: The cast members of "Into the Woods" gather for a group photo during rehearsals in preparation for their May 3-6 and May 10-13 performances which can now be at full capacity with both cast members and the audience being unmasked.

Musical theatre goes *Into the Woods* in May

VICTORIA MUNDELL
Staff reporter

Gleneagle hosted the musical *West Side Story* three years ago in 2019 and students haven't seen a live musical since. In two weeks, this hiatus comes to an end when the musical theatre department presents this year's show *Into the Woods*.

"Everyone is so excited, especially since some of the cast members are new and will be performing live for the first time," said **Elizabeth Maller**, grade 12.

Taken from the Brothers Grimm fairy tales, the musical intertwines the classic stories of Cinderella, Little Red Riding Hood, Jack and the Beanstalk, and Rapunzel with an original plot involving a baker and his wife, and a witch seeking her youth. The witch starts the story when she reveals a curse she had placed on the baker's family tree, preventing the couple from having children. The witch promises to break the curse and grant them a child. In return for bringing her a cow as white as milk, a cape as red as blood, hair as yellow as corn, and a slipper as pure as gold in three days. Along the couple's journey, they cross paths with the rest of the characters

and in so doing, change each other's fates.

The book for *Into the Woods* was written by **James Lapine** and the music and lyrics were written by **Stephen Sondheim**.

The performances are happening from May 3-6 and May 10-13 at 7 pm. Tickets to see the show can be bought online at Showtix4U for \$12 for students and seniors, and \$15 for general admission. Tickets will also be available at the concession stand outside the MPR on the day of the performances, along with snacks to eat during the show.

The story takes place in a giant forest with many locations, because of this the set has been difficult to make.

The construction of the set is slightly behind schedule, but the cast is hoping it will be complete as of today. Without some of the major pieces it has been challenging for the cast to practice scenes smoothly; this has been causing a lot of stress as **Alexis Nguyen**, grade 11, explained.

"We have our ups and downs but so far, it's coming along quite well. *Into the Woods* is a difficult show, especially because it's very long, it's a 3-hour musical," said Maller.

Casting finished in September, but it wasn't until mid-November that work on

the musical began. At this time, the team was focused on the November fundraiser showcase to earn money for the musical theatre department.

Lockdown and COVID-19 restrictions impacted the program's funding, as without live performances they couldn't raise money through ticket sales. However, this only had minor consequences on the musical.

"I know we struggled a little bit and didn't get as great of a budget this year. In previous years, we'd have a choreographer come in and we'd have a bigger cast," said **Indah Del Bianco**, grade 11.

The cast and crew will have been working on the musical for six months by performance time. Rehearsals were run Tuesdays and Thursdays after school during Y-block, and near the end of January, practices were extended to 6:00 pm.

"Even if you're not the biggest fan of musical theatre you should come and see the show, we've been working really hard on it and we're all really proud of what's come along," said Maller.

The audience is allowed to be filled to full capacity and masks will not be mandated for both cast and audience members.

Literacy, numeracy assessments set for April 26-27

OLIVIA CAO
Staff reporter

On April 26 and 27, grade 10 and 12 students will complete literacy and numeracy assessments. Students in grade 9 and 11 who are not required to take the assessments will not need to come to school on the exam days.

Due to staffing concerns caused by COVID-19, the B.C. ministry of education decided to cancel the assessments in January. According to data from Vancouver's Fraser Institute, only about half of students in B.C. wrote the assessments earlier this year.

"The cancellation of the literacy assessment in January gave me more time to prepare for the exam." Said **Yuli Ma**, grade 12 "I think this exam is like a 'final result' of my entire high school English courses, which can reflect my development. Moreover, it will allow me to prepare better for university study and demonstrate my literacy skills," added Ma.

According to new rules of UBC, students graduating in June 2022 are required to achieve "proficient" on the grade 12 Literacy Assessments, students who do not meet this level will have their admission offers reviewed on a case-by-case basis.

Ada Chen, a grade 12 student who has got the conditional offer from the UBC faculty of arts, said, "this rule has given me more pressure, so to prepare for this exam, I spent about one hour a day doing questions from previous years' assessments. UBC is my dream school, and I'm scared that my hard-earned offer will be cancelled if I don't achieve the level they required." added Chen.

Based on public policy as reported by the Fraser Institute think-tank reveals, only 40% of participating students scored proficient or above in the grade 10 numeracy assessments, while 75% scored proficient or above in the grade 10 literacy assessments.

"I have heard that the numeracy assessments will be much harder than the unit tests in school. Said **Sonia Hebrahim**, grade 10, "since my math is a little bit worse compared to my English, so I will spend more time in the future math reviewing to achieve 'Proficient' in both math and English,".

Samantha Li, grade 11, added, "I think math teachers should lead students to review the content for the exam. Based on my last years' experience, it is very different from what we learned. Without the guide of teachers, students probably will not know how to review it better."

INSIDE

REAL TEENS: How telling accurate teenage stories such as *Euphoria*, *One Day at a Time*, and *Degrassi* help real teens.



#2

#5



SLEEPOUT: ConX hosts thier ninth annual sleepout fundraiser for homelss youth in Vancouver

NETBALL SEASON STARTS: Gleneagle's netball team, coached by **Patty Anderson**, PE teacher, are ready to show what they can do this season.



#7

ONtheCALENDAR

- APRIL 15** Good Friday
- APRIL 18** Easter Monday
- APRIL 22** Pro-D
- MAY 4-6 & MAY 10-13** Musical Theatre "Into The Woods"
- MAY 25** Coquitlam Center Mall Student Art Exhibition



COVID-19 effects on student health still issue three years on

The COVID-19 pandemic has turned the lives of youths across the globe upside down as the world slowly went into lockdown, depriving teens of social interaction and causing a decline in mental health.

Things have gotten better since the start of the pandemic. In the recent months, many countries have eased off restrictions. At the time of writing, BC has allowed indoor and outdoor gatherings and events with no capacity limits; additionally, all sport activities are allowed, as long as safety requirements are met.

Even though things are beginning to return to a pre-pandemic life, students are still coping with the inflicted damage. As COVID-19 made its advance across the globe, lockdowns were quick to follow suit. This resulted in the cancellation of sports tournaments, games, concerts, and eventually, school.

These changes had a profound impact on the mental health of youth. According to the CBC news article, “Calgary kids and teens face growing mental health crisis as pandemic drags on,” by **Jennifer Lee**, the number of youth struggling with mental health has risen by 141%. Lee’s article states that, “Doctors reported an unprecedented surge in the number of families turning up in hospital in the spring [of 2021] as children struggled with isolation, periodic

school shutdowns and cancelled activities.”

The resulting lockdowns and restrictions have caused many teens to feel unmotivated, anxious and depressed. According to a UNICEF survey called “The impact of COVID-19 on the mental health of adolescents and youth,” “Among the participants, 27% reported feeling anxiety and 15% depression in the last seven days,” and that, “the general situation in [their] countries has affected the daily life of young people as 46% report having less motivation to do activities they usually enjoyed. 36% feel less motivated to do regular chores.”

This pandemic has deprived many of the ability to have face to face interaction with others. In the CBC article, “From depression to self-harm, teens are struggling during COVID-19,” **Taylor-Meissner**, a counselor at Family Services Ottawa, stated that “connecting with peers outside of the family is a key part of development for adolescents,” “The impact of not being able to do this [includes] frustration, isolation, and a lack of focus which can lead to depression and anxiety.”

This youth mental health crisis is not just affecting people who were already in mental distress. In the ABC news article, “‘Striking’ impact of COVID-19 pandemic on adolescent mental health,” by Meredith Deliso, Tami Benton a



psychiatrist, said that “we’re starting to see more kids who were previously well, so they were youngsters who were not having any specific mental health conditions prior to the pandemic, who are now presenting with more depression, anxiety.”

For teens who have lost relatives and/or family members to COVID-19, their deaths would have a impact on the child and

may influence how well they do in school. Someone who is struggling with mental health, should be encouraged to talk to a trusted adult, counselor, or parent. In the CBC article “From depression to self-harm, teens are struggling during COVID-19,” by Lee, Taylor-Meissner says that “if there’s a family problem or conflict, involve [teenagers] in the solutions for it,” she said. “That’s the way

that we can send the message to our young people that they’re valued and they have self-worth.”

The COVID-19 pandemic and the restrictions that came along with it, have affected the mental health of teens around the world. However, now, with many countries easing restrictions, teens may see improvements in their mental health and well-being in the coming year.

Accurate depictions of teenage experiences on screen helps teens

ALEXIS NGUYEN
Edge columnist

HBO’s hit series *Euphoria* tells the story of teenagers in high school who are going through various experiences with substance abuse, romance, self-identity, trauma, and mental health. *Euphoria* deals with these topics in detail to destigmatize them and create an educational experience for those who watch it.

Euphoria is an example of a television show that uses real experiences and situations to depict teenagers, allowing viewers to learn about what some of today’s teenagers go through. It shows true feelings, concerns, and encounters the characters experience.

Critics of the show have mentioned that *Euphoria* is not a very accurate representation of this generation, with many graphic scenes, characters dealing drugs, and underage drinking. While these experiences are not applicable to most of the targeted audience, knowing what it can look like allows teens to be more aware

of what might be going on with their peers.

The topics of self-identity, peer pressure, mental health issues, friendships and romantic relationships are easier for the audience to relate to and represent teenagers better. *Euphoria* has done a relatively good job in trying to replicate the people that would be seen in a typical high school.

Shows and movies that provide an opportunity for teens to learn about common teenage experiences and have more self-awareness of what might be going on around them.

For some teenagers, watching shows that depict real experiences don’t only provide a learning opportunity, but can also be relatable to them. A lot of teens in today’s world are dealing with much more serious things than in the past. Some of the top issues teens are going through are mental health issues, bullying, romantic relationships, substance use, peer pressure, academic performance, and self-esteem.

Shows like *Euphoria* are good

examples of representing teenagers and is certainly not the first on to do so. *One Day at a Time*, *Sex Education*, *Never Have I Ever* and *Degrassi* are also examples of how teens should be portrayed on screen for other teenagers to see.

Those who watch teen shows

teens to partake in the activities shown on screen, no matter how dangerous or addictive those activities might be.

While shows such as *13 Reasons Why* seem to prove this point, most of the time television shows don’t have influence on teens

representation, as it shows the struggles of being an immigrant family, mental health issues, coming out to family, being an activist, and family arguments.

Another example is the Canadian show *Degrassi*. Even though this show originally came out in the 1980’s and 1990’s, there were already topics targeting youth that are even more prominent today, such as gender identity, sexuality, mental health issues and substance use. The spinoffs of the original series have continued to talk about these issues.

Having accurate depictions of teenage experiences on television shows allows teenagers to make connections to their own lives and open conversations about sensitive topics. It provides teenage viewers to fully understand how these experiences can affect teens in their lives and be more aware of them out in the world.

The accurate representations are necessary for teens to see, as it could have a very positive impact on the way they live their lives.

“ Having accurate depictions of teenage experiences on television shows allows teenagers to make connections to their own lives and open conversations about sensitive topics.”



Alexis Nguyen
Edge columnist

might disagree, saying these shows don’t accurately represent teenagers, by overdramatizing the experiences of the characters, and setting unrealistic standards for teenagers watching.



Experts and parents have expressed concern with the issues presented in some of the television shows, saying the shows do more harm than good and encourage

starting the habits shown on screen, as suicide rates after the series came out did not increase significantly. Teens often learn from television shows, however, behavioural changes from watching these shows are rare, as they are relatively cautious in areas that they aren’t familiar in.

One Day at a Time is a good example of accurate teenage


TALONSTalk With students struggling with how to study effectively, The Edge asked: “What is your best study tip?”

“Listening to music and turning off distractions. I just turn off all the notifications so that I’m not tempted to look at my phone.”
—Tianna Ogasawara
grade 9





“I need a quiet place, no distractions, some snack and water. I quiz myself and try to summarize in my own words”
—Katherine Chung
physics teacher

“I allways switch to a new environment about twice a week to not loose my motivation. switching to silent rooms help me to stay focused.”
—Zoey Liu
grade 10



“The secret of my learning is reading and paying attention to what you want to focus on.”
—Rudolf Xie
grade 11

“I prefer a place that is not too quiet, such as in a coffee shop. I think playing some music really helps.”
—Nano Asaoka
grade 11



“Before I start studying, I prepare myself a to-do list to get an idea of what I have to do and to make sure I don’t miss any homework.”
—Sonia Hebrahim
grade 10

Many study methods exist yet most effective depends on student

JAN FISCHER & PAULA LOCHTE
Edge columnists

All students have done it: an important exam or test is coming up and they still haven’t started studying for it. And no matter how long you spend reading books, reading through texts or otherwise trying to deal with the material, it doesn’t really work.

This can be frustrating and demotivating, but, with the right learning methods, anyone can learn. What kind of learning methods are there? What tricks help to have a more effective and better learning?

A weekly schedule is very helpful, as it contains an overview of the week with all appointments, activities and goals. It helps to plan how much time to study and when to should schedule study time.

Keeping goals in a planner is motivating as it can help track of your results and the tasks that need to be done at the same time. Not only should school deadlines be in the planner, but also leisure activities. All the appointments of the week are in one big overview.

Despite a plan, it can be hard to be motivated to sit in front of a desk and complete tasks instead of meeting friends. However, one does not need to exclude the other. Learning is better with friends, and it’s a lot more fun.

Solving problems can be very frustrating if you don’t find the solution. In a group, one can ask for help and solve problems together.

Explaining problems has a positive effect,

because it leads to a deeper understanding. A group with three to four members is optimal, but with more there is a risk of distraction.

Listening to music can help one concentrate, but, it should be calm and relaxing music, because music can also distract from learning. Background

“Keeping goals in a planner is motivating as it can help you keep track of your results and all the tasks that need to be done at the same time.”
—Jan Fischer & Paula Lochte
Edge columnists

music can improve concentration on a task because listening to music lifts the mood.

Even after long periods of learning, music can improve mood. A lot of students have bad sleeping habits and sleep is often underestimated. Sleep is very important, because the brain subconsciously retrieves and stores the information of what has been learned. It doesn’t help if a student can’t concentrate because they are too tired.

Deep sleep is when the brain stores the most information in long-term memory and is therefore important for learning. Everyone has their own way to learn effectively.

Some people need a quiet room and time for themselves to focus, while other can learn in a busy place with lots of people, yet if one hasn’t found the perfect way to learn, it helps to try new methods for a effective and fun way to study.



BRING A SNACK
Studying on an empty stomach is a set up for failure. When we are hungry, we have a more difficult time maintaining focus and stamina. Eat beforehand, and bring snacks to munch on as you go.

SET REALISTIC GOALS
Mapping out a study plan for the day with specific goals can help you stay on track and feel less overwhelmed. It’s best to overestimate the amount of time it will take to complete specific tasks or assignments.





REWARD YOURSELF
Once you meet a specific goal, allow yourself to eat your snack, text a friend, stretch your legs, or listen to music. Taking short breaks will help you maintain better stamina.

GET A STUDY BUDDY
...But only if this works for you. If you can find a friend who is committed to serious studying, then it might be helpful (and less lonely) to have a partner in crime.



Power of positive thinking key to happiness, health, student success

CHRISTIN CLEMENT & ANNA TOSUN
Edge columnists

Is the glass half-empty or half-full? How someone answers this old question about positive thinking may show their outlook on life, their personality, their attitude and if they are an optimistic or pessimistic person.

A positive attitude in life helps one to cope with daily affairs. It brings optimism, strength, and makes it easier to avoid negative thinking.

A positive attitude doesn’t mean that one just ignores life’s less pleasant situations, it just means that you interact with them in a positive and productive way.

The best way is to think about the positive things that can happen in life and not the worst.

An artist whose illustrations and quotes have been printed in books, cards and calendars named Mary Engelbreit said “If you don’t like something change it; if you can’t change it, change the way you think about it.”

“A positive attitude in your life helps to cope with daily affairs. It brings optimism, strength and makes it easier to avoid negative thinking.”
—Christin Clement & Anna Tosun
Edge columnists

What is positive thinking in general? Positive thinking is an emotional and mental attitude that focuses on the good and expects results that will benefit an individual.

It’s about finding and practicing happiness, health and success.

Building a fulfilling life with positive thinking is about mastering emotions, both positive and negative. The key to embrace positive thinking is to build a powerful mindset and it starts with oneself.

The American author Norman Vincent Peale said “believe in yourself! Have faith in your abilities! Without a humble but

reasonable confidence in your own powers you cannot be successful or happy.”

Keeping one’s mind positive is a series of actions that one takes every day. It’s not always easy, but it keeps in mind that one’s life is worth it.

A significant habit in the morning can be meditation, priming or affirmations. Starting with this habit every single morning sets the tone for the day and puts you in the right mindset for positivity in your day.

“Always start your day with positive thoughts and attitude of gratitude,” said the author Debasish Mridha who has written and published five books.

Trying to get into that mindset may seem hard, and it is a long journey, but it is a good way to understand why specific things happen in life.

Is it possible to stop procrastinating?

JOSHUA LI
Staff reporter

“I’ll finish it up earlier next time.”
All students have said that at one point. After every vow to oneself, it seems like an impossible habit to break.



Joshua Li
Staff reporter

For instance, an exam scheduled in two weeks may give a different feeling than an exam that is assigned for tomorrow. And while two weeks may sound a lot better, the truth is there isn’t much of a difference.

According to a study called “The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure,” in 2007 done by **Piers Steel**, a professor at the University of Calgary, 80-95 percent of students succumb to their unhealthy habits of procrastination. Procrastination is prevalent and pernicious form of self-regulatory failure, Steel noted in his study.



Dominic Runghen
grade 11

“My phone keeps me away from being productive,” said **Dominic Runghen**, grade 11. “Most of my time is spent on my phone because it’s just too addicting and keeps me from doing my homework,” Runghen added.

Students are often stressed because they end up spending most of their given time elsewhere, leaving them to finish their work right before its due.

This causes emotions such as fear, distress, and guilt in students, which lead to mental health issues. “It’s self-harm,” Steel noted.

“Procrastination is an emotion regulation problem, not a time management problem,” said **Tim Pychyl**, professor of psychology and member of the Procrastination Research group at Carleton University in Ottawa in a study named “Consequences for future self.”

Though the goal of procrastination is to avoid negative emotions, we end up feeling worse. However, yet people’s procrastination is caused by emotions, not by productivity.

According to a 2010 study called “I forgive myself, now I can study: How self-forgiveness for procrastinating can reduce future procrastination,” researchers at the Department of Psychology at Carleton University discovered that students who forgave themselves for procrastination saw less procrastination in other exams or essays.

They concluded that self-forgiveness allowed “the individual to move past their maladaptive behavior and focus on the upcoming examination without the burden of past acts.”

Another way to combat procrastination is through self-compassion. According to a study in 2012 called “Exploring the role of self-compassion,” Fuschia M. Sirois, Bishop’s university professor found that “lower levels of self-compassion may explain stress experienced by procrastinators and interventions that promote self-compassion could be beneficial.” This means that with self-compassion, one may see less procrastination in daily tasks, and better academic performance.



DANIEL JEE

SOAP BOX FOR SOAP DEBATE : Does everyone using the same bar of soap when washing their hands defeat the purpose of its original use?

Soap debate comes clean with whether bars are bad

DANIEL JEE
Staff reporter

The reason people wash their hands is to remove countless invisible bacteria. Unsanitary hands need to be in contact with soap, but thinking that many people use solid soap with germ-filled hands, a question appears: is a public bar of soap safe to use?

Wouldn’t soap be contaminated if germs-filled hands contact the bar of soap? And wouldn’t the soap make hands dirtier?

To answer this question, it is needed to understand the cleaning principle of soap first.

According to the website Defeatdd, soap is not a product that removes germs directly. Human skin is oily, so it doesn’t come off easily only with water when germs get on them. For example, if someone washes their hands only with water when they have cooking oil on their hands, it will be slippery continuously.

The reason oil doesn’t get washed off well in water is that it is hydrophobic. Hydrophobicity is the opposite of hydrophilicity and refers to the lack of affinity

with water. Most bacteria are hydrophobic, so they are not washed off well if people try to wash them with water.

So, people need a cleaner which is friendly to both water and oil, and soap was invented. In soap, there is a compound called surfactant. It consists of hydrophilic and hydrophobic parts, allowing soap molecules to melt into the water and fall off with oil when soap molecules adhere to the oil.

In addition, since the surfactant of soap binds to the protein part of the virus and falls off, and most viruses die when washed well with soap. In other words, the surfactant in soap tears and kills the virus.

People finally could easily remove foreign substances such as germs by making soap bubbles and rubbing their hands and has saved countless lives in history.

Also, soap commonly used to wash hands has a high pH, or potential of hydrogen, making it difficult for bacteria to survive. pH is a unit indicating the degree of acidity or alkalinity of water, and a high pH means alkaline or basic.

Instead, bacteria can live in soap bubbles. People foam with soap to wash their hands and put them on the soap stand. In that

state, there are numerous bacteria in the foam and the bacteria can move from foam to the soap pedestal.

Various studies have noted that there are countless bacteria on the actual soap stand, and it was confirmed that bubbles in the hand using contaminated soap increased the number of bacteria. Yet, when someone washes their hands with water, germs will be washed away together, so there is no problem functioning as a soap. Meaning bar soaps in public toilets are safe.

Still, it is recommended to use liquid soap for people with bad or unstable immune systems in some cases. Liquid soap is isolated from the outside, so there is no need to worry. However, liquid soap tends to contain a relatively larger amount of fragrance, and it can be irritating to the skin because it foams a lot, so people should wash their hands properly after using liquid soap.

Whenever using soap, if people follow the right handwashing method, they can expect the original soap function. Wash hands thoroughly for 30 seconds. And don’t forget the fact that no matter how dirty the solid soap in the bathroom looks, it is surely cleaner than hands.

Adolescence to adulthood more than age or number

ANNA TOSUN
Staff reporter

Adolescence is a stage of life that marks the transition from childhood to adulthood.

According to many studies and different opinions it is very controversial at what age one becomes an adult. Most researchers have the same opinion though. According to the study by **Peter Jones**, of the University of Cambridge, people are not really adults until they are 30.

The transition from childhood to puberty and adolescence to adulthood is incredibly intense. The process which happens in that period of time has been studied by a lot of scientists.

It effects the body as well as the brain. The brain is still in developmental processes when people are 18. That’s why people in this age are relatively susceptible to mental illness or self-esteem disorders.

At the earliest from the age of 25, but for

many only in their 30s, people feel more mentally stable and most people have now reached adulthood.

Adulthood is much more than just the end of adolescence. In fact, the transition from

“The transition from childhood to puberty and adolescence from adulthood is incredibly intense.”

—Anna Tosun
Staff reporter

adolescence to adulthood is probably a process that not only changes a lot, but above all one that stays longer than many seemingly adults realize – whether young or old.

There are a lot of scientists who believe that neither childhood nor adolescence are ever fully completed.

According to this, as students approach adulthood with every year of life, but without ever fully reaching it. This is probably true, because quite a few people in adulthood still have undisguised access to what many call the inner child.

Others, however, behave inappropriately like excited adolescents or act as if they had never completed puberty. Therefore growing up seems like a never-ending process – with all its advantages and disadvantages.

The way adolescents deal with emotions determines whether they are adults – in purely scientific terms.

The more they are able to control their emotionally based impulses, the more adult they become.

Dealing with emotions in a controlled way does not mean that one suppresses them, or that they act hysterically, panicky or crazy. Instead simply express what moves one. It’s that simple, but admittedly not always easy. And it requires training.



SLEEPING OUT IN THE COLD: ConX students **Ruby Charney**, grade 11, **Izabela Fabbro**, grade 12, and **Gyu Min Jang**, grade 11, prepare for upcoming Sleepout event for April 21 to raise awareness for homeless youth.

ConX ninth annual Sleepout set for next week

ALEXIS NGUYEN & SELIN HEKIMOGLU
Staff reporters

Next week students will be sleeping out in the cold for the annual Gleneagle Sleepout fundraising for Covenant House Vancouver. This year will be the ninth consecutive year Sleepout will be hosted, and the first time in two years the event will be held in person.

Students will be sleeping outside Gleneagle overnight from April 21 to 22 to help raise money and awareness for homeless youth in the community. Participants will also take part in discussion activities related to homelessness and how to support those who need it.

“Raising funds is a really important part, but it’s also about awareness and bringing more knowledge to the community,” said **Izabela Fabbro**, grade 12 and Con X student.

The event will be raising money for Covenant House, an organization in Vancouver that helps homeless youth by

giving youth a place to stay, supplying them with clothing and food, and training them with life skills to use after they leave.

Covenant House has been very successful in the programs they provide for youth in the community who need it. In 2021, they connected with 722 youth, provided 406 of them with food and a place to stay. 98% of youth involved said Covenant House helped them, with 85% of them feeling more confident about their futures.

This year’s goal for fundraising is \$2,500. All fundraising will be done online, through a school donation page and each student participant will have their own individual link.

Students who have previously participated in the Sleepout event have described their experience as eye-opening. “Personally, Sleepout has been an impactful and empowering experience for me,” said Con X student **Gyu Min Jang**, grade 11. He expressed his excitement of being able to take part in the event for the first

time in two years.

For **Ruby Charney**, grade 11, it will be her first time participating and organizing sleepout, however it will not be her first Covenant House related event. “I’ve done volunteering though Covenant House and other homeless shelters, so I wanted to find a way to get more involved,” said Charney.

Spending one night outside can provide students with lots of insight into the complications that homeless youth face on a daily basis.

“We are fortunate enough to be able to go back home and rest after the event is over, but homeless youth don’t have the option to refresh afterwards,” said Fabbro. “We want to be able to provide more certainty.”

After two years of putting in-person on pause, leadership teacher **Adam Hayes** is relieved to see its return. He is enthusiastic that students are continuing to run and participate in the event and supporting those in a similar age range.

Student council set spring carnival for June

DERRICK WU & SAM ZHANG
Staff reporters

With the B.C. government lifting multiple COVID restrictions, it has allowed the student council now to offer events to build school spirit and the school community. Student council has launched a project for a spring carnival and is now brainstorming ideas.

“I believe spring carnival will be the biggest event that will happen in our school,” said **Justin Zhu**, grade 11 and student council member. “We’ve been working hard on the planning of it, and we do wish to make sure this event is a memorable moment for our school after the past two years.”

COVID-19 was identified in December of 2019 and caused a variety of global problems. Not only have economics been impacted, but people’s daily lives have been disrupted as a result of the global epidemic.

Now that the COVID restrictions have been repealed by the BC government, people’s lives are progressively returning to normal, as they were before the outbreak.

On February 3, student council first announced their spring project in the student council Team. Inside their presentation, student council produced seven main projects and three of them have now been accomplished: the book drive which ran from March 1 to April 1, the photo booth on March 4, and spirit week that happened from March 7 to 11.

There are also three other additional proj-

“I believe the spring carnival will be the biggest event that will happen in our school.”

Justin Zhu
grade 11



ects that could potentially happen depending on the student council’s plan.

On April 7, student council hosted a meeting for games and ideas for their project which is the spring carnival that is being estimated to happen around June.

During the meeting, student council

members generated ideas around the carnival theme such as a lucky draw, water balloon dodgeball, and a food court.

“I’m really looking forward to this event because this year will be the end of my high school life, I do hope for something special to happen that will make my memory about high school more significant from the others,” said **Harry Gao**, grade 12.

After two years of COVID-19 measures and protocols, spring carnival will be one of the most notable events this year.

After two years of school life with a bare minimum of school-wide activities, which are mostly virtual, spring carnival has the ability to revive the school’s spirits and re-unify student’s passion.

Student council will be closer to achieving its goal to create events to uplift school spirit and build school community.

With the amount of hard work and enthusiasm that the student council has put into the project, students will hopefully enjoy the carnival in June.

Student survey seeks insight on schools

DANIEL JEE
Staff reporter

On March 30, all grade 10 and 12 students participated in the student learning survey.

The student Learning Survey, or SLS, is an annual province-wide census about students’ learning experiences through the perspectives of students in grades 4, 7, 10, and 12, their parents, guardians or caregivers, staff, vice-principals, and principals in schools.

The survey covers a wide range of topics and aims to get a comprehensive picture of educational experiences in B.C. public schools.

There are 80 questions on the grade 10 and 12 surveys, which consist of both closed and open-ended questions, with some anonymous questions.

Parent, staff, vice-principal, and principal surveys are anonymous.

“I found the questions very personal. And it was mainly about what I am being taught in school, or more about the teachers and how they are doing,” said **Finnegan Price**, grade 10.

It takes approximately 30-45 minutes to finish and administered electronically on any device such as desktops, laptops, tablets, or even cellphones. but it can also be done on paper where necessary.

Student, staff, and principal/vice-principal surveys are available in English and French while the parent survey is available in 18 languages. It is voluntary to participate in the survey.

Reports of results, including summaries of participation and responses by question, are posted at the end of each school year.

Schools, districts, government ministries, and other external organizations such as the Representative for Children and Youth use the survey data for planning, research, and advocacy work for youth.

Pro-d to help teachers learn Indigenous ways

ELIAS WORTIG
Edge columnist

Next Friday, April 22, while all district students will have the day off from school, teachers will have a professional development day to learn more about Earth day with a focus on Indigenous learning and principles.

Teachers will have workshops for developing a better understanding especially about indigenous education and indigenous experiences.

Scott Findley, English teacher, said he expects to learn from workshops and that there will be multiple breakout activities and speakers throughout the day all with an indigenous focus.

This workshop is also closely linked to the Earth Day in which more than one billion people participate and focus on nature and its protection

Findley noted that now students are more educated about residential schools and have more access to information than people before. Students have far more understanding and far more appreciation, which leads to a better connection to society.

Sports success: is it luck or skill?

KEVIN WANG
Edge columnist

For sports players and sports fans, it’s easy to believe that the successes of each team are determined by the skills of the players alone. But as much as one likes to think matches are determined by all skill, luck also plays a big role in the outcome. But by how much?

In his book, *The Success Equation*, **Michael Mauboussin** investigates the luck-to-skill ratio in sports and how different leagues compare to each other.

For individual sports, it’s much easier to calculate since there are fewer people involved. That’s why in a game such as tennis, one person can stay on the top for years. The situation becomes harder to calculate when it comes to team sports. Team sports such as soccer and hockey are more random, as more players mean more variants to consider. The number of players, their interactions, their playtime and how many games they play are just a few examples of variants within team sports.

When the sample size shrinks, the number of variants increases. In the case of games played, fewer games mean more luck. A league such as the NFL only plays 16 games per team. The smaller number of trials pushes football closer to the luck side, as it is much harder for skill to show prominence in such few trials.

In the case of players’ skills, a smaller sample size means more variants and a larger skill gap. Games such as basketball requires a rarer body type, making the sample size much smaller. Two players at 7 feet tall could have very different skills but can still be in the NBA by virtue of their height. Games such as hockey or baseball don’t need a body-type requirement, leading to more samples and a smaller skill gap between each player. A smaller skill gap means luck becomes a greater factor.

Another component is how players interact with one another and game possession. In baseball, teams must have 9 different batters, meaning the best player can’t be the one batting each time. However, in basketball, the best player can play for most of the game, leading to skill contributing more to the team’s success. Hockey is similar to basketball but is faster and erratic, so even the best players need to take a break.

To calculate the variance of skill, Mauboussin subtracted the real-world outcome of games by a theoretical result if games were won solely on luck. The real-world result would be the difference of win-loss records between each team, and the luck-based outcome is dependent on the number of games each team plays. More games mean the closer to 50/50 the results are, like in a coin toss. He averaged the results of each for 5 sports leagues, basketball (NBA), football (NFL), hockey (NHL), Baseball (MLB), and soccer (EPL). Mauboussin found that luck plays a much smaller role in the NBA (12%) than in the NHL (53%), even though both leagues play 82 games during the regular season. This isn’t to say that hockey requires less skill. In fact, it may mean it requires more to be a part of the league. The data only shows that the outcome of each match is more dependent on luck and less representative of each team’s skills.

Of course, whether or not the sport you invest your time in is more skill or luck, as fans it’s the highs and lows of the journey that keeps fans interested and engaged.



SAMANTHA LI PHOTO

SWINGING FOR THE BASELINE: Tennis team member **Nicole Tang**, grade 9, hits a ball aiming both for the other side of the court but also for more wins in upcoming games.

Tennis team starts a year with tight 5-6 loss

SAMANTHA LI
Staff reporter

Tennis season started on April 7, with seven matches per in the district. In Gleneagle’s first game against Riverside, the team lost 5-6, but the coach and educational assistant **Yamada Etsuko** thinks it is was a good try and team will get better with practice.

Unlike last year, the tennis team started their training session earlier and is more focused on preparing for the tournament. “Last year it was more casual, because of COVID, there wasn’t any competition or tournament, but this year we have a school-to-school, district-wide tournament, so our team is more competitive this year,” said Etsuko.

For some students, this is their first chance to play a tennis match in a school team, most of them are holding a positive attitude towards the tournament and are hoping to learn some new skills.

Paula Lochte, grade 11, said that “my goal is just to have fun since this is her first competition. To me, it is more about the experience rather than winning.”

Eunice Roh, grade 9, also said “I adapted to the team well, and I want to gain something game tips from the upcoming tournament since I never played tennis matches on a school level before.”

“I am really excited about it, as first I didn’t want to go to the competitions but when it comes to signing up, I am actually interested right now and I am looking forward to

it,” said **Tina Hashemi**, grade 10, who has been on the team for two years. “The thing that I want to put the most focus on is just to try my best, and hopefully Gleneagle wins.”

There would be eleven matches in total, the school that wins six matches would go to the next stage.

Coach Etsuko hopes to finish the season with at least third place in the district and possibly make it to provincial.

The most recent match for the team was on April 12 against Pinetree yet results were unavailable at press time.

Etsuko said, “it is kind of nervous starting this season, but it is excited playing against other schools. We have a couple of strong players, and I think 5-6 is not a bad result for us to start.”

Boys rugby team show Alpha who really is alpha



JOSHUA LI PHOTO

IN YOUR FACE: Rugby team member **Wyatt O’Neil**, grade 11, holds out a rugby ball. This follows the team’s win over Alpha secondary on March 31 when the boys won 17-0.

JOSHUA LI
Staff reporter

The boys rugby team won their first game this season over Alpha secondary 17-0 on March 31.

This season kicked off with an exhibition match with cross-town rival Charles Best secondary on March 10, which resulted with the boys rugby team coming up one

try short.

This season, the boys rugby team includes players in grades 9, 10, 11 and 12. They are coached by alumni **Mathew Goroza**, **Eiman Torabi**, **Noah Freeman** and languages teacher **Rachel Ballard**.

According to **Jacob Goroza**, grade 11, the players are “new to the game, but working hard.” Jacob Goroza has been playing rugby for five years and aims to show leadership

this season. “Everyone is showing up, and since everyone else [in the district] hasn’t played in two years, I think we have a pretty good shot at winning this year,” Jacob Goroza added.

This season, **Ryken Clay-Mehnert**, grade 12, is looking to “hone skills [such as] catching, passing, and tackling.” Mehnert believes that everyone works well together, and he believes they “have a good shot at winning districts.” According to Mehnert, the team “played well together, passed the ball quickly, and got the ball out wide well” in their last game against Alpha secondary. “Our team chemistry is amazing, everyone got along right away in the first practice,” said **Jafar Jeffrey**, grade 11. Jeffrey was happy with the way the first two games helped build teamwork and performance on the field. “We’re still adjusting on communication but we’re improving, and I feel like the more games we play, the more we can get better at it,” said David Toledo, grade 11. “Our team gives everyone a chance on the field, and no one is left out,” Toledo added.

“The biggest challenge will be injuries. So, we need to make sure our bench players can come in for our starters, but everyone shows up to practice and works hard, and I think we’re taking it to provincials this year,” said **Wyatt O’Neil**, grade 11.

Jeffrey also showed confidence and belief in his team, and expressed that “it’s the passion we have, and we’re only going up from here.”



TEAMWORK MAKES DREAM WORK: The girls netball team poses for a team photo after their game against North Burnaby secondary school, where they won with a score of 37-12.

Netball team back with loss, win in opening play

ANNIE HE
Staff reporter

Netball season has arrived and from March to May, the juniors and seniors will fight to reclaim their place in league and provincial play.

The team of 16 junior and four senior players, coached by **Patty Anderson**, PE teacher, are ready to show what they can do.

“Girls on the netball team are fun, quick learners and great,” said Anderson.

The team had their first challenge on March 30 at home, competing against North Burnaby secondary school.

During the game, Talons kept leading the score and eventually won 37-12. There were six periods and seven players on each team in one game.

Clara Beckwith-Jamieson, grade 10 scored the most and said “this was my first game ever, and it was so good. The team is also working really well together; we are so proud of ourselves.”

Anderson said of the “juniors, there’s still lots of learning to do. We won by a lot, but we never look at the wins and losses at this time in this year; we look at their game

play, and they did very, very well. [With the] Seniors, unfortunately, we don’t have enough, so what we are doing is pulling juniors up, and the junior girls will be quite tired,” added Anderson.

On April 6, the team lost in a second game against Byrne Creek secondary, scoring 19-

“Our goal would be winning provincials again, taking home a banner and bringing home honour to our school.”

—Paris Rushka
grade 12



provincial championships and were undefeated all year. The seniors also won their league and placed sixth at the provincials.

Anderson mentioned, “training is absolutely important and more vital than games.”

The girls have practice after school from 3:30 to 5:00 pm every Monday. As Anderson added, everything is going well, and they usually focus on one or two things per practice, reviewing what they have done and trying to understand what they need to do in the games.

“The practice sometimes is super tiring,” said Khalil. “We ran and jump a lot, and every time we practice, we work [on] passing and footwork drills

dominantly because that will help us better follow the rules in the game. Training is also nice, and we will work harder than ever.”

The team played on April 13, with results unavailable at press time. There will also be matches on April 20 and 27, and on May 4. “Our goal would be winning provincials again, taking home a banner and bringing honour to our school,” said **Paris Rushka**, grade 12.

41. “We did lose, but we played really well and tried our best,” said **Noor Khalil**, grade 10.

Khalil also said “the other team was a senior team, most of them are grade 12, and we don’t have enough experience. We need more practice to improve our passing and communication. Also, learn more useful skills from the past players.”

The girl’s netball team have had many accomplishments in the past. In 2018, the junior girls won their league and BC

Senior girls’ soccer lose in tough opener against Best

DOMINIC RUNGHEN
Staff reporter

The senior girls’ soccer team officially kicked off their season and played their first game on April 5 yet lost 7-1 to Dr. Charles Best secondary.

Chemistry teacher and coach **Roberto Ramogida** said “Charles Best is a very solid team who will most likely be playing in the provincial championships in June. In the first half, it was very apparent that our girls struggled with their speed and aggression on and off the ball. Every mistake we made was capitalized on by Charles Best. We did our best to battle back and became to feel more comfortable playing with each other in the second half. We were able to keep Charles Best off the scoresheet and score the half’s only goal. There were all around improvements in communication, effort and mindset,” added Ramogida

The team is scheduled to play every Tuesday and Thursday in the month of April except for April 19 as they have a bye, meaning they don’t have game that day. The girls have one home game this season, against Heritage Woods secondary. It takes place on April 26 at Percy Perry stadium.

“This team has a great attitude and has shown lots of enthusiasm going into the season,” said Ramogida.

According to central midfielder star **Sierra Haaksma**, “the senior girl’s soccer team has a great relationship and are looking fit going into the upcoming season,” added Haaksma

“We have different talents in this team, such as centerbacks, technical midfield, and a strong set of forwards who are ready to put points up on the board,” said Ramogida. “We also have several seniors who have been playing for years with an in-depth knowledge of the game. They are ready to lead by example on the pitch.”

Haaksma is an experienced soccer player who plays at the MSL level with Coquitlam Metro Ford. She has been playing soccer for over 10 years and is ready to help lead the talons to a trophy for her senior year.

Left wing star **Jaiyana Samji** has been playing soccer for approximately ten years with top club Coquitlam Metro Ford.

“The senior girl’s soccer team has great energy and positivity on the field,” said Samji and she has “thoroughly enjoyed her first year on the team thus far.”

“The girls have been training twice a week in preparation for the season, they have shown lots of hard work and enthusiasm into their sessions,” said Ramogida.

“We are currently short in players which causes us to struggle giving the opponents the upper hand,” said Ramogida, “I encourage those who play soccer to come out and join us so we can have a better fighting chance.”

Junior badminton play final game today against Pinetree

SEAN ZHANG
Staff reporter

Today, the junior badminton team plays against Pinetree in their third and final game of the season. Results were unavailable at press time.

On April 7, the team played their second season game against Centennial resulting in a 3-8 loss.

“It’s been very difficult to get practice time. We had one practice before spring break, yet we haven’t had any after that,” said **Janelle Lee**, math teacher and team coach.

The first game of the season was on March 31 against Port Moody with a loss at 2-9.

The junior team consists of mostly brand-new players who was facing the first official badminton games, unlike Port Moody and Centennial which has several district champions.

“I was really nervous when on my opposite side stands a district champion. I even forgot to communicate with my teammate during the game,” said **Mario Roque**, grade 10.

Most students on the team treated this tournament as an opportunity for new experiences, embraced their failure with positive attitude.

“Despite the underwhelming result of these two games, I’m still confident in our next game. Although we may lose again, we’ll try as good as we can,” said **William Zhu**, grade 10 and junior team leader.

“For the result, I’m pretty happy with mine since I could see improvement between games I played,” said **Sonia Hebrahim**, grade 10, “I’ll definitely keep training during my leisure time after finishing this season and try to win next year!”

“I’m actually surprised by my students in junior as they obtained those scores with such bare practice time,” said Lee, “I believe they will do much better next time.”

Senior badminton beats Fox, Riverside

CONNOR LEACH
Staff reporter

The senior badminton team has been getting into the swing of things this season with games against Port Moody and Pinetree

According to **Janelle Lee**, Team sponsor, “Because [the team] don’t have an official coach, many of the members have been taking on team roles to coach each other.”

On April 5, Gleneagle defeated both Riverside and Terry Fox secondary schools with a 7-4 lead in both games.

“If we want to win more games, we will need to practice more as a team,” said Lee. As of April 6, Gleneagle unfortunately did not make it to the top three in the district.



Mario Roque
grade 10



William Zhu
grade 10



Sonia Hebrahim
grade 10

Cafeteria price increases part of worldwide inflation

JOON LEE
Edge columnist

With the COVID-19 outbreak, food isn't the only thing that has gone up in price — everything has! Price increases were further accelerated by the outbreak of the Ukrainian War.

As a result Gleneagle's cafeteria had no choice but to raise the price of dishes in response to the product price increase.

Food prices in the cafeteria were viewed negatively by some students. "I cannot believe it," said **Daniel Sue**, grade 11. "Who loves the food prices increasing?"

Despite some students' feelings, the increases were a necessary part of the economics of the cafeteria.

According to teaching kitchen instructor and cafeteria Chef **Frank Abbinante**, the highest price increase for cafeteria food was \$0.50.

"Our prices from our suppliers have increased from 7-40 percent, and individual packaging has hurt the bottom line even more," said Abbinante. "We do not get any subsidy from the school. We are running on an extremely tight budget and our goal is just to break even. We will not compromise our ingredients to deliver a sub-par product."

As Abbinante noted the price increase was an unavoidable choice.

"The price increase is annoying but it's understandable," commented **Evan Owens**, grade 11.

"Please remember the economics of what COVID-19, natural disasters [flooding], lack of people in the workforce, oil prices and now the war inflicted by Russia has done to the economy," said Abbinante. "This is the largest inflation hike we have seen. It is a trickle-down effect with all of the above mentioned and the consumer absorbs the brunt of it."

Not only did the price of food in the cafeteria go up, but the price of food in all the surrounding restaurants also rose.

"Keep in mind that every restaurant has had to increase their prices and we are still by far the lowest in terms of prices around," said Abbinante. "Even though we do not have the buying power of say 7-Eleven or other facilities and their prices are more costly, we strive to offer our school community a good product for the best prices we can."

One of the biggest reasons for the inflation was the war in Ukraine. With the outbreak of the Ukraine war, international oil prices soared. According to "Ukraine conflict: Petrol at fresh record as oil and gas prices soar" BBC news, oil jumped to \$139 a barrel at one point, the highest level for almost 14 years, while wholesale gas prices for next-day delivery more than doubled.

Regardless of the increase, the cafeteria still remains the most convenient place to get quality and reasonably priced food for Gleneagle students and staff.



Frank Abbinante
Chef



Evan Owens
grade 11



EVAN OWENS PHOTO

TAKING A BOW FOR DRAMA: Grade 12 students **Madeline Ramirez**, **Emma Therrian**, **Alyssa Mony**, **Hannah Cho**, **Paris Rushka**, and **Maya McNamara** rehearsing *Dark Road*, the one act show for the drama showcases.

Face-to-face drama showcases back after two years

EVAN OWENS
Staff reporter

For the first time in over two years, and following two months of preparation, students in junior and senior drama classes held in-person drama showcases on April 5 and 6.

Throughout the two evenings, eight different one-act plays, based on a variety of topics, were performed to full audiences who had paid an entrance fee of \$2 or \$5 depending on whether they were a student or an adult.

According to **Bodhi Jordan**, grade 12, the showcases demonstrated and recognized what the drama classes have learnt throughout the semester. "It was a celebration of what we have learned so far because we spent all this time practicing, [and] figuring out acting techniques. It was showing it to the general public," explained Jordan.

Because of the COVID-19 pandemic, last week's performances were the first to be held in person in over two years. Previously, drama students were forced to settle with in-class showcases, performed just for their peers.

"Having a full audience was incredible," said **Nathan Nishimura**, grade 11, who performed in front of a live audience for the first time in the play, *Dark Road* written by **Laura Lundgren Smith** on April 5th.

Jordan agreed. "Having an audience there is a completely different experience to playing to an empty room with [Justin] Maller and the tech people," he said before adding, "it's exciting to have new audiences coming back."

Despite it being the first time in front of an audience for many, the plays went well, according to Nishimura. "Everyone pulled out their lines and hit all the points that needed to be hit," he said.

Nishimura's play, *Dark Road*, took on a heavier theme, taking place in Nazi Germany. The other plays in the showcase included period piece *Digging Up The Boys*, comedy *Law and Order: Fairy Tale Unit*, an arthouse piece *Cagebirds*, as well as *Ascension Day*, *The Other Room*, *To Burn a Witch*, and *This is a Test*. According to Jordan, all students got to choose their plays, and the themes.

Drama teacher Maller did all the technical work for the showcase according to Nishimura. This included the lighting and the music.

Before the end of the year, there will be one more drama showcase according to Jordan. "It is going to be much larger scale," he revealed, before continuing, "it is going to be big enough that we are going to have intermissions, so it is going to be a lot more lines, a lot more work, but a lot of fun."

Jazz gala another successful show for music dept.

JENNY LAI
Staff reporter

Gleneagle hosted the annual music department jazz gala on February 27.

The performers included Gleneagle's jazz band and vocal jazz group, and other invited special guest performers. The event sells out every year with more than 160 guests from the community.

"I like jazz very much. It was the happiest night of the year for me," said **Victoria Xu**, grade 11.

Jazz has been recognized as a mainstream form of musical expression and it has also absorbed different musical styles from different cultures

In jazz concerts, we can not only enjoy music, but also silent auctions. "I'm so excited because I bought an album of my idol," said **Wendy Ding**, grade 12.

There will be another music department jazz gala next year.

