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# STUDENT SUCCESS

VOLUME 9 NUMBER 4 FALL 2018



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# studentSuccess

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	Never	Sometimes	Always
1. Has trouble understanding what you say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Needs instructions repeated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Gives up easily, doesn't stay on task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Doesn't understand long sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Needs questions repeated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Can't retell a story in the right order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is easily distracted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Has trouble saying something in a different way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Has trouble finding the right word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Mispronounces common words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Gets confused in noisy places or is bothered noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can't follow or participate in conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Has behaviour problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Lacks self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Avoids group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Has trouble paying attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Has trouble sounding out words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Has trouble reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Has trouble spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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# NEW BEGINNINGS

IN THE WORLD OF EDUCATION  
SEPTEMBER IS THE ONSET OF A NEW YEAR

**AUTUMN TO MANY IS A TIME OF MELANCHOLY AND NOSTALGIA**, but in the world of education, it is an optimistic time. The season of new beginnings and new plans, it marks the end of summer leisure and holds the possibility of fresh starts. It's about looking forward and back, appreciating the old and celebrating the new.

In this edition of *Student Success*, we do exactly that as we reflect on the past and plan for the future. Read about PA-MOJA and the Kenyan students who are leaving not just their country, but their region and their community for the first time in their lives to travel 10,000 kilometres to Langley. Their stories are both heart-grabbing and mind boggling.

And as we learn in this issue, golf tournaments, given their ambitions and expense, are massive in their planning and detail, but huge in their results – not only in funds raised but in escalating good will and awareness. Which brings us to the two prevailing issues that the Foundation is now concentrating on – feeding and caring for hungry students in our midst and extending and enhancing global education.

Also discover that summer school is no longer an embarrassing ordeal imposed upon students who were supposed to learn all the stuff during the year, but for whatever reason failed to do so. Now, summer school is an adventure. It is a chance, yes, to learn about Dickens, sub atomic particles and how to use lie and lay properly in a sentence, but also an opportunity to expand horizons and escape confining comfort zones.

As for the future, the Foundation has exciting new plans and events on the horizon, including Shopping Night, Harvest Glow, West Art Show, Entrepreneurial Initiatives and lots of surprises and extras in store. As always, stay tuned and thank you for all that you do to make learning UNFORGETTABLE for every Langley student! ♦



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# GLOBAL EDUCATION

## Four Kenyan girls are coming to Langley

by Susan Cairns

**THEIR STORIES ARE HEART-GRABBING AND MIND-BOGGLING.** They talk of poverty, abandonment, abuse and sickness. They speak matter-of-factly in voices barely above a whisper. But their stories are not of despair. Instead they resonate with hope, resilience and a powerful desire for an education. Meet Agnes, Rose and Sarnaver and their matron and mentor, Judy. Thanks to PA-MOJA and the Langley School District, they are coming to Langley in November, 2018. This represents a huge opportunity for global exchange both for Kenyans and Canadians.

PA-MOJA, a non-profit society that works under the umbrella of the Langley School District Foundation, introduced the Butterfly Effect to the District. A program designed to give students in Kenya and North America the opportunity to interact with one another's cultures, Butterfly Effect is a global, cross-curricular community where students work collaboratively to guide their own learning and support the learning of others. The goal is for students to move beyond the school curriculum to discover and research areas of their own passion. In this global environment, students collaborate rather than compete; students are encouraged to give and find inspiration for their ideas, develop leadership skills, and learn in a supportive, flexible online community that is accessible anywhere, anytime. Breaking down stereotypes by engaging in regular skype calls, Butterfly Effect provides online learning communities (See PA-MOJAButterfly.com) and organic exchanges such as letter writing, art projects and hand-crafted gift exchanges.

In 2015, six Langley students visited Kenya and in 2016, seven Kenyan students flew to Canada. This gave Kenyan and Canadian students the unique opportunity to engage one on one with one another's other cultures. In November, 2018, PA-MOJA will be welcoming, for the first time, four Kenyan girls. Up until just a couple of years ago, the girls had never heard of such a place as Canada. They spent their school days learning, by rote, numbers and letters. The Kenyan curriculum had no room for critical thinking, creativity or collaboration. It wasn't until the Butterfly Effect was introduced and PA-MOJA made possible the purchase of computers, that the girls were exposed to a whole new world beyond their tiny village. Now, thanks to their hard work and dedication to learning and expanding their horizons, they will see Canada, learn about a culture much different from their own and take home a cache of knowledge to spread among their peers.

### **SARNAVER'S STORY**

Sarnaver is also coming to Langley and her story is clearly inspirational. Here is an abridged version:

At just ten years of age Sarnaver arrived home to her little hut in a Kenyan slum to be met by an enraged father. "Your mother is gone," he roared. "I am also leaving. You are on your own. Look after your little brother."

That was the first time Sarnaver had to leave school. While she struggled to look after herself and her wee sibling, she was relentless in her quest to get an education. She pursued her errant father, who suggested that she

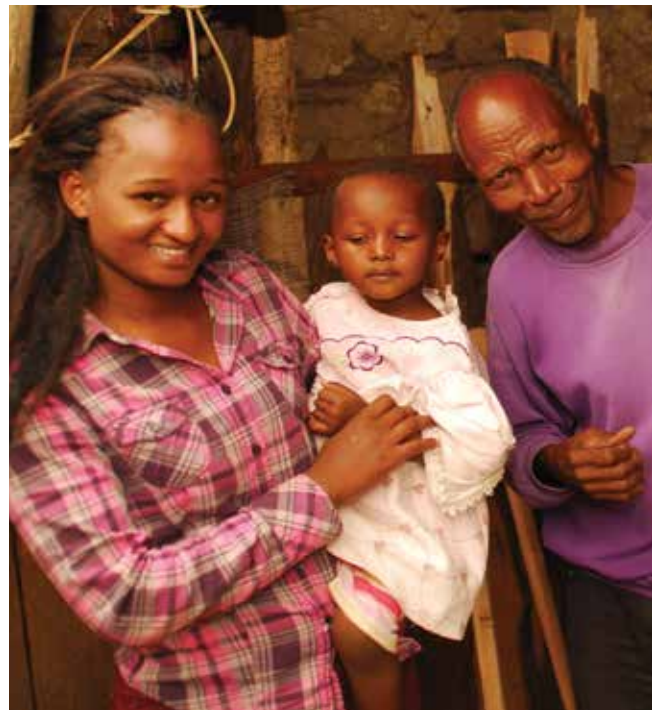




## “ Butterfly Effect changed my life.”

would be better off as a prostitute; she sought help from relatives, who treated her like an indentured servant; she begged the Department of Education to help her to no avail. When all seemed as grim as it could be, her mother suddenly returned. It was then, that the two of them joined forces to make a dream come true. Sarnaver's mother scraped together what little she had to sell on the street. Sarnaver was able to return to school. But it didn't end there. That was when Sarnaver met PA-MOJA.

It was a coincidence that rocked the senses and rippled like the Butterfly Effect. After visiting a Kenyan school and taking note of a young girl who they knew would go far, the PA-MOJA group happened to run into her on the streets of a Kenyan slum. "What's going on," PA-MOJA asked. "Why aren't you in school?," whereupon she replied that she had been kicked out. PA-MOJA paid Sarnaver's school fees - a mere \$50, a sum that would allow a bright and dedicated student to graduate. She is now in university and is coming to Langley to tell her story. ♦



**Top: Rose, Judy and Agnes ready to travel to Langley on an once-in-a-lifetime excursion**

**Bottom: Sarnaver chatting with her neighbours where she lives in Nanyuki**

# GOOD-BYE FEARLESS LEADER

You left me breathless. Now you are breathless



**IF ANYONE PERSONIFIED** the epitome of kindness, gentle intelligence, compassion and all-encompassing enthusiasm for life, it was Silvia Knittel. She gracefully touched so many people and in so doing, left an indelible mark on all their souls – from family to students; to friends in Canada and in Kenya. Armed with a compelling green-eyed gaze, a vast and quirky intellect, a quiet determination, a wry sense of humour and a rapier wit, Silvia had throngs of people at “Hello”, and I was one. All of us were courteously drawn into a gratifying circle of kindred spirits.

**THERE SHE WAS AMONG SWARMS** of eager Kenyan curio merchants, deftly dealing and negotiating. Her discerning eye instantly separated the trash from priceless items. Her final offers were both shrewd and generous.

**SILVIA, CALMLY ORGANIZING AN ECLECTIC GROUP** of visitors to Kenya. Without any proselytizing, rolling of eyes or coercion she ensured that all were advocates – devoted advocates.

**WORKING ALL NIGHT** – planning, writing, making movies. She came up with the idea of Butterfly Effect and Spoonbill – the latter a Kenyan resort on Ol Pejeta Wild Life Preserve to raise money to provide scholarships for Kenyan students. Her mind was constantly churning out new ideas – most of them incredible and most - more or less feasible.

**JABALI** – Evidence of Silvia’s deep compassion came with her rescue of a poor, wee puppy left to die in a Samburu village. Even though he was skinny and broken and covered with fleas and ticks, Silvia gathered him into her

arms and took him home. She nursed him back to health and, at great expense, brought him back to Canada. He is a constant reminder of Silvia – sleek and elegant. They are two of a kind!

**ENTHUSIASM FOR EXPERIENCES** - Even as she knew her time was near, she continued to crave new experiences. She gamely went on treks to Granville Island, to the Pride Parade and to see the fireworks.

**SILVIA’S WIT** – She was a writer and raconteur. She kept her students and friends rivetted with her stories, both oral and written. She would constantly and suddenly zing us with a carefully crafted bon mot that inevitably left us dissolving into hysterics – and one that we would remember and repeat over and over again. Each time, thanks to Silvia, we laughed anew and felt good.

**SILVIA’S STYLE AND GRACE** – She was beautiful, but would be the last one to acknowledge it. She was a superstar, but only saw the qualities in others and was the first to recognize theirs above hers.

**SILVIA’S STOICISM AND COURAGE** - In her last months after her diagnosis her courage and strength manifested itself in so many ways. She was the true and magnificent Silvia right up until the end. ♦

---

*Silvia was a much-loved teacher and one of the founding directors of PA-MOJA. She led the non-profit organization for 13 years. Her courage, determination, compassion and devotion will never be forgotten.*



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# We love the **Tzu Chi Foundation**

Since 2012 the Foundation has contributed more than  
**\$120,000 to support our students**

**YOU KNOW YOU'RE HAVING A GOOD DAY WHEN THE TZU CHI FOUNDATION COMES CALLING.** They did just that five years ago when they arrived at the school board office on October 31, 2012. Since then, they have come through every year for the Foundation, donating from \$10,000 to \$15,000 every year.

## **TZU CHI SUPPORTS SUMMER SCHOOL PROGRAMS**

In 2018, we received funds to support three of the district's summer programs. Designed to help vulnerable 12-14 year-old students make the transition from elementary or middle schools into the sometimes scary environs of secondary school, the programs combine academics with intense outdoor adventures. Students walk away from the 6-week program with never-before-felt confidence, new respect for themselves and others and determination to attend and do well in school. The programs would not be possible without the support from the Tzu Chi Foundation.

"The students are only 13 – they are vulnerable and scared," said counsellor and summer school program initiator and organizer, Mindy Janzen. "They may have issues at home, at school or in their personal lives. We try to teach them to respect themselves and others; to venture outside their comfort zones; to appreciate learning and experience; and to embrace education as an opportunity not to be taken for granted or even dismissed."

The Foundation welcomed the Tzu Chi Foundation to a thank you ceremony on September 27. Attendees included Foundation representatives, the Superintendent of Schools as well as Mayor and councillors from the Township and City of Langley. ♦



**Students thrive and survive at Summer Programs designed to take the 12-13 students outside of their comfort zones while they explore new opportunities.**

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# Summer's Cool

There was a time not long ago when summer school was far from cool. But those days are long gone.

At Vanguard, Walnut Grove and Betty Gilbert Schools, students can't wait to start their days of learning, exploring, experiencing and venturing into new and exciting places.

by Mindy Janzen  
Teacher and counsellor at  
Vanguard Secondary







## Explore, discover, thrive, survive, learn and excel are the buzz words that define summer school programs in 2018

**"I LEARNED TO BE RESPECTFUL TO ALL PEOPLE, NO MATTER WHO AND TO PARTICIPATE WHETHER I LIKED IT OR NOT ( BUT I NORMALLY HAD FUN." H.L.** The quote is from a new participant in a summer program that has been supported by the Langley School District and the Langley School District Foundation for the last five years. Entitled "The Extra Degree in Summer: Survivor", it is an experiential educational program that has been designed to reach out to middle school students in the summer and help them stay connected as they learn to not only survive, but thrive. Developed by

teacher-counsellor, Mindy Janzen and her teaching partner, Chad Bedard, this curriculum empowers students to leave their comfort zones and enter their courage zones. Students were challenged to help others while helping themselves. They participated in class discussions, listened to many lessons, watched *Survivor* and analyzed social dynamics and social cues. Janzen and Bedard focused on developing effective coping skills to deal with the three difficult "A's" for a struggling student (anger, anxiety or addiction).

**"A LIFE LESSON I LEARNED WAS THAT USING NOT LEGITIMATE POWER WORKS BETTER. WORKING TOGETHER GETS STUFF DONE A LOT MORE EFFICIENTLY." A.H.**

Janzen and Bedard used *Survivor*, the reality T.V. series coupled with the School District's core values to engage students. On day one, students were assigned to a WATER or FIRE tribe with whom they would then sit, learn, eat and compete against the other tribe. On Mondays the tribes competed in reward challenges; on Tuesdays they

*continued on next page...*



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*continued ...*



played for the *Community Idol* and then went to tribal council. At tribal council the value of the week would be announced: either courage, integrity, excellence or community building. Participants from the winning tribe voted for their fellow tribe member who best demonstrated the chosen value. Wednesdays were for outreach at the incredible Funny Farm. Students worked with and connected with dozens of rescued animals and at the same time helped to build a pond. Thursdays were Challenge by Choice recreational activities. This year's theme was *Reaching for the Sky: Getting High for Real*. Students went rock climbing, visited Wildplay and participated in the Omada team building ropes course.

**"THE MOST IMPORTANT ASPECTS OF THE PROGRAM FOR ME WERE TEAMWORK, TEAM BUILDING, CHALLENGE BY CHOICE AND SIMPLY BEING HERE." M.M.**

This year, the program was adapted and enhanced and moved to Vanguard Secondary School. Leadership and life skills were the focus. Students from grades 8-12 were given different opportunities to meet a variety of learning outcomes. Janzen and Bedard are hoping to train some of their students to help facilitate the program and expand it to additional schools in the years to come.

**"THE VANGUARD SUMMER PROGRAM HAS CHANGED ME FOR THE BETTER. I FEEL MORE CONFIDENT AND I UNDERSTAND THE ASPECTS OF CREATIVE POWER (CARE FOR OTHERS, RESPECT MYSELF, FIND A PEACEFUL SOLUTION, STOP, THINK AND ACT AND EXPECT THE BEST) AND I FEEL OTHER PEOPLE SHOULD EXPERIENCE THAT TOO." E.S.**

We are encouraged to see the positive impact this program has had for many over the years. Parents, students, and educators notice a positive difference. It is reported that attendance and achievement increase while problems decrease. ♦





Dr. Ellie Bolgar



## Dr. Ellie Bolgar Psy.D. M.A. RCC Counselling/Psychotherapy & Mediation Services

*“We don’t see things as they are,  
we see things as we are.”*

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Dr. Ellie Bolgar

For information contact Dr. Ellie Bolgar Psy.D. M.A. RCC  
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# Fundraiser **SHATTERS** previous records

## 13th annual golf tournament raises funds to support hungry kids

**T**he day was bright and sunny and the crowd milling about was in a festive mood. It was the day of the Langley School District Foundation's 13th Annual Golf Tournament. Held at Redwoods Golf Course, the very popular event attracted 160 golfers and guests and in so doing raised almost \$120,000 with net proceeds going towards the FOUNDATION'S FOOD FOR THOUGHT CAMPAIGN and TOWER GARDEN INITIATIVE.

Since 2014, the Foundation has stayed with its mission to provide healthy and nutritious breakfasts, snacks, lunches and food-filled backpacks to every hungry student, every single day. Not only that, the Foundation has installed eight garden towers into four schools and hopes to put them into all of the District's 47 schools in the next few years.

"Garden towers are nothing less than miraculous growing machines," said Foundation Executive Director, Susan

Cairns. "Producing huge amounts of produce, including lettuce, kale, cucumbers, tomatoes, strawberries, zucchini, herbs and squash, every six weeks all year round and in any kind of climate, the towers are clearly the wave of the future. They require no land, soil or constant maintenance. Forget weeding, insecticides, contaminants or blights. The gardens grow in all climatic conditions – extreme hot, cold, dry or wet."

The Foundation thanks everyone who participated in the 13th Annual Golf Tournament and to all of you who have stepped up to the plate to help our Langley students be all that they can be.

Please remember that coming together is a beginning. Keeping together is progress. Working together is success.

Thank you for all that you do! ♦



# 13<sup>TH</sup> ANNUAL *Golf* Tournament



## FOUNDATION RAISES \$120,000

Proceeds from the Golf Tournament go to support the Foundation's  
**FOOD FOR THOUGHT CAMPAIGN** and  
**THE MIRACULOUS TOWER GARDEN INITIATIVE**

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**...THE NEXT**

# **GARDEN OF EDEN**

**THE FINAL COMPONENT OF  
THE FOOD FOR THOUGHT CAMPAIGN**





**A Growing Concern** : There are only a few times in your life when you can truly say, without one scintilla of hyperbole that – THE FUTURE IS HERE. One of those times is NOW! The Langley School District Foundation thanks to our sponsors and supporters, is now able to introduce to our schools miraculous gardens. Imagine if you can, a simple growing machine that reaps bushels of organic produce every six weeks. It requires no soil, no land, very little water and virtually no maintenance. Forget weeding, insecticides or contaminates. Don't worry about drought, extreme cold or any other adverse climatic condition. How does your garden grow? It just grows and grows and grows right into the future.

Thanks to our community partners, with a huge commitment from Vancity Foundation, we are able to start the program. We have purchased nine vertical gardens and we will be installing them into four schools. Beginning in September the gardens will be producing vast quantities of lettuce, kale, herbs, spinach, tomatoes, peas, cucumbers, zucchini, strawberries, raspberries and perhaps beets, carrots, potatoes and everything from yams to parsnips. The possibilities and potential are endless. Students learn to grow their own food. They taste it right from the vine and in so doing appreciate the nutritional benefits and inherent contributions to the environment. They develop a culture of sustainable consumerism and an appreciation for what nature provides.

And that's not all. The produce is used to supplement our dozens of breakfast, snack, lunch and backpack programs that make up the Langley School District Foundation's Food for Thought Campaign, a program that helps feed the more than 3000 students who come to school hungry every day.

**These are the facts:** Four years ago the Foundation heard about students who were coming to school hungry. We did a survey of all our 47 schools and discovered that 3000 of our 19,000 students were actually coming to school without having had breakfast and with no lunch. This was astonishing and disturbing and we knew that if these hungry students didn't get help, they would most assuredly miss out on the education to which they are entitled. Realizing that the hungry growls of an empty stomach are much louder than the voice of an educator, we knew we had to do something.



We immediately got the message out and because Langley is a community of caring, individuals, associations, corporations and businesses rallied. Now thanks to our community partners, including the United Churches of Langley, Re/Max Treeland, Shewan Foundation, Sunrise Rotary, Central Rotary, Aldergrove Rotary, Poppy Estates, Southridge Community, Lilianne Fowler, Premium Brands, Canuel Caterers, Starline Windows, Vitrum Glass Products, Walnut Grove Business Association, Breakfast Club of Canada, Township of Langley Firefighters, and Save-On Foods we have breakfast programs in 15 schools, snack programs in 13 schools, lunch programs in two schools and backpack programs serving 80 families.

THE VERTICALGARDENS provide, thanks to Vancity Foundation, the final component to the Langley School District Foundation's Food For Thought Campaign. We now have breakfast, lunch, snack and backpack programs, as well as organic gardens. We can only GROW! Thank you to all our partners. We could not make learning UNFORGETTABLE for every Langley student without you!◆





# NEXT GARDEN OF EDEN

coming to Langley in September, 2018

**the FUTURE is here**

**Thanks to our community partners, the Langley School District Foundation has been able to purchase nine vertical gardens to be installed in Langley Schools in September, 2018.**

## THESE ARE THE FACTS

Plants are grown by Aeroponics, which is based on the use of water, liquid nutrients and a soilless growing medium.

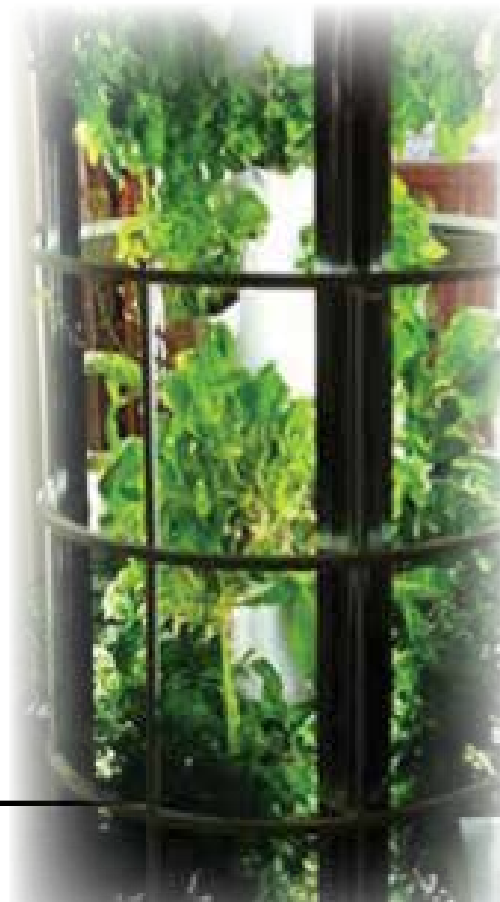
Each tower can grow 28 plants and a 20-gallon reservoir stores the plant nutrient solution.

A submersible pump pushes the nutrient solution through the central column to the top of the tower. The solution then drips down over the exposed plant roots.

A timer is used for the water and lighting. Light is on for 10 hours and the water pumps every 15 minutes on the hour.

The Garden Tower is eco-friendly. It uses 90% less land and water than is normally required to grow the same amount of produce. It recycles 100% of nutrients and water due to its closed system technology and it doesn't need pesticides or herbicides as there are no soil-borne diseases.

It takes approximately 3-5 weeks to go from seedling to full crop. The BEST garden plants to grow are: basil, chard, kale, spinach, lettuce, cucumbers, peppers, tomatoes, squash and strawberries.



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Nine holes challenge



### **Food Trucks and Bars**



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with Hidden Statues

Sep 27<sup>th</sup> ★ Oct 31<sup>st</sup>

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# Falling in LOVE with the SEASON



## HARVEST GLOW – EVEN THE NAME STIRS UP THE

**SENSES.** The earthy tastes of pumpkin, fresh corn, beets, squash, yams, carrots and even parsnips. The ephemeral aroma of rotting leaves, skunk cabbage and smoking fires. The feel of a cold, crisp breeze, made less bracing by a sudden ray of brilliant sun, the vibrant autumn colours juxtaposed against the subdued hues of naked trees; the low lying sun that sears the eyes and the haunting honking sound of geese flying south.

It's a season of profound nostalgia and sometimes gentle melancholia. AND it's a time to visit Darvonda Nurseries located inside the greenhouses of Milner Village Garden Centre. Here you will find a glowing venue exploding with an Autumn celebration. Featuring a myriad of family activities, Harvest Glow boasts an indoor pumpkin patch, hay maze, animal petting stable and a nine hole miniature golf course. "And," says Lawrence Jansen, CEO, Darvonda Nurseries, "There will be thousands of lights and animated light sculptures, as well as a Farmers Market."

Harvest Glow runs from September 27 to October 31. Buy tickets at [www.glowgarden.com](http://www.glowgarden.com). All proceeds from Harvest Glow go to the Langley School District Foundation to support Langley students. ♦

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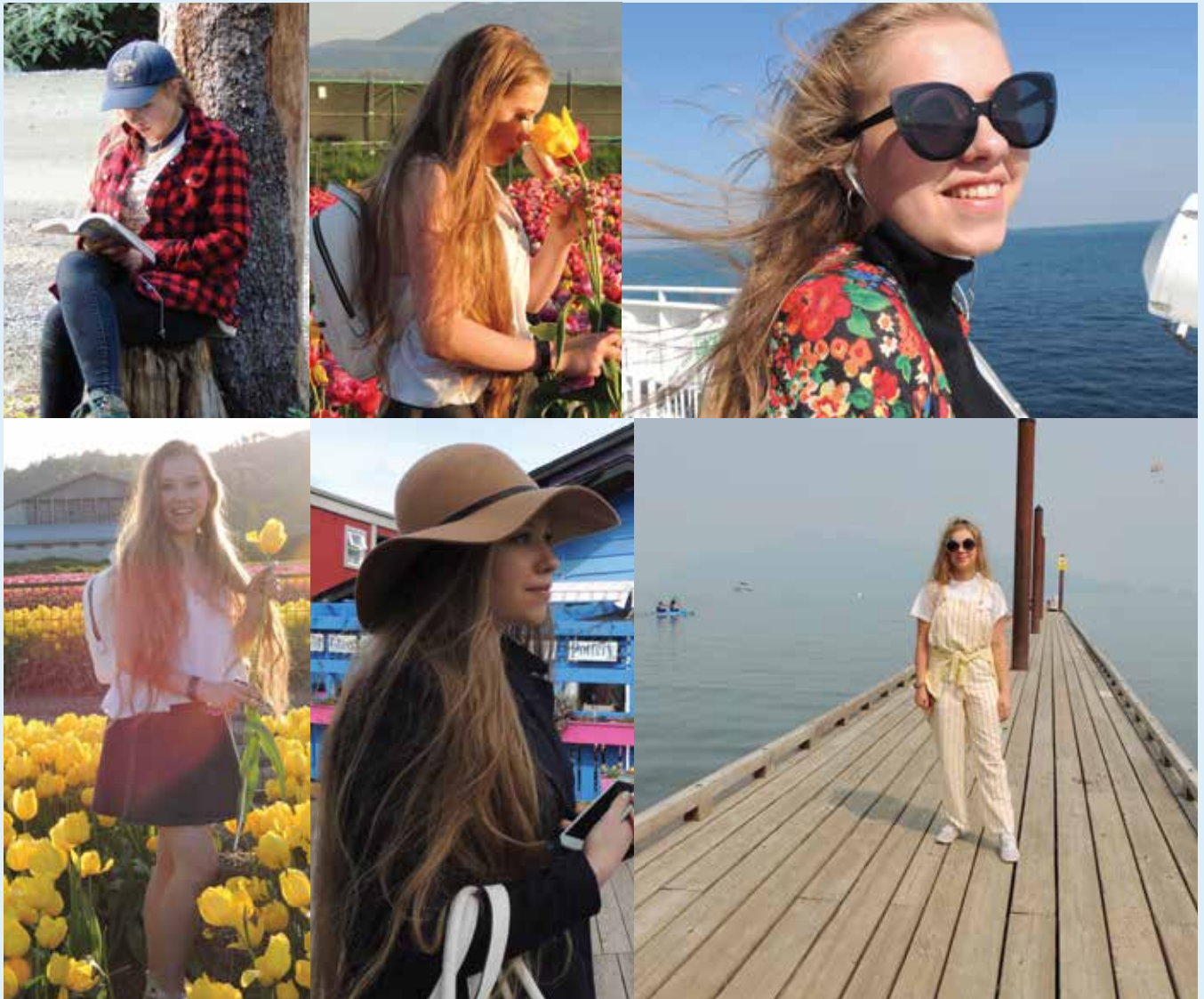
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# Age Discrimination

Dispelling the myths about **YOUTH** recklessness and apathy

**IT'S TOTALLY NORMAL TO FEEL LOST, TO FEEL** a sinking shortage of confidence, understanding or even maturity. Whether this shortage branches from others, yourself or maybe a mixture of both, it is actually inevitable and **NORMAL**. Welcome to the glamour of youth.

Ah yes, that "youth" that is listed on ticket prices. That "youth" that is too often dismissed for being reckless or too young to understand. That glorious "youth" that your parents often long for. Isn't it ironic that the word youth makes me cringe so terribly, and I am a youth? My name is Paige Kidder, and for the 17 years I've been

# Tell someone that they are **bad** or **reckless** or **irresponsible** enough times and they will believe you

on this planet I can say with confidence that I am not just a word used to describe a period of time between childhood and adulthood. I am a writer, I am responsible, and I am a well-educated voice with opinions that are filled with value. Throughout my life – short as it may be, my family has always treated me as a person. Not as a child with unrealistic whims and character, but as a valuable member of society. Age discrimination is often a thing overlooked, and I say with great heaviness in my heart that youth are denied responsibilities, they are often deemed unworthy, for no other reason than their young age. For all of you who believe you can accomplish something big no matter what your age, this article is for you.

Now, I think we can all agree that teens get a bad rep. Why? It often is because the generation above us remember how they acted as kids, or maybe how their friends did. I'd like to start off with stating a simple fact. WE are not YOU. Each person thinks uniquely for themselves and make decisions based on their personality. By the way, no, I'm not saying we don't need guidance from time to time. However, I want you who is reading this right now to know that we need to know that you can trust us – at least some of the time.

In my psychology course, we studied an effect called self-fulfilling prophecy. It's when you tell someone or yourself something enough times that you actually absorb it as the truth. Say for example you are a basketball coach, and you keep telling one of your players they can't toss a ball in the hoop. They are so bad at it, they can't do it. If you tell someone they can't do something enough times, they will physically be unable to perform the task and unknowingly believe they simply are unable. So, telling

us that teenagers are untrustworthy, out of control or irresponsible will cause the same effect. If you tell us enough times we can't be responsible, we will be unable to be responsible. So please, give us some credit here. We can be well-rounded members of society, but we have to believe it so that we can be it.

Now, here's the thing. To all of the students reading this, it is up to us to show people we can be responsible. Yes, we actually have to take responsibility for our learning if we want more freedom at school or we actually have to make smart decisions if we want more acceptance from the people around us. I think we can perform these tasks well, it's all about mindset. For me, I have lots of freedom in many different situations because I have built up that trust. I have shown the people around me that I can be reliable, make intelligent decisions and handle trust-based tasks that come my way. Embrace that feeling of trust and own your identity.

Also, please, please, please don't be afraid to make that leap of faith and get started on a big dream. Don't wait until you're older, don't wait for time to catch up to you. Do what you can right now, because there will never be just the right age. All I ask for you take out of this is that youth doesn't define a person and assumptions aren't harmless. If we can build trust between each other as generations, then we can accomplish much more as society. ♦

---

*Paige Kidder is a grade 12 student at DW Poppy Secondary School and an aspiring journalist. Student Success welcomes articles from students for potential inclusion in the magazine.*



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# Hear Those Leos Roar

100 LANGLEY STUDENTS ARE GUESTS OF THE LIONS AT BC PLACE STADIUM

**LET ME SET THE SCENE.** On a crisp Saturday afternoon one hundred Langley teenagers will cram onto a few buses and head west to Vancouver – their destination BC Place. Upon arriving the throng of vibrating students will be escorted like celebrities into the stadium. There they will meet the BC Lions as they prepare to annihilate the Calgary Stampeders. They will be asked out onto the field, they will meet their Leo heroes and even receive a running pass or two.

And that's not all. They will sit in grandstand seats and witness the Lions play their last game under their renowned and seemingly ageless coach, Wally Bono. It will be a day of great football, festivities, celebrations and history-making ceremonies. Each one of those students will be telling their grandchildren that they were at BC Place on November 3, 2018.

And then, if that is not enough, the Lions will be travelling out to Langley to spend a day with Langley Secondary students. Thank you to Doug Ramsey and Darcelle Thiara from Premium Brands, to Jamie Taras and Maira Neil from BC Lions and to Frank Roberto from the Langley School District Foundation for making this incredible experience a possibility for our students.

Take me out to the ballgame – just kidding. ♦



# PA-MOJA

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Erastus designs and hand-carves the PA-MOJA Scrapers in the doorway of his home located in a back alley of a little town in Kenya called Nanyuki. He uses the cants discarded by local sawmills and salvages the wood remaining under the curve of the outer bark of the Kenyan cedar tree.

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5. KidSport Langley will notify you of approval and send payment directly to the sport organization.

*Please Note: applicants still need to register with the sport organization!*



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## **HARVEST GLOW**

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## **MAGIC OF THE SEASON SHOPPING NIGHT**

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## **CHRISTMAS GLOW**

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## **14TH ANNUAL GRAND PRIX GALA**

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TBA

## **14TH ANNUAL GOLF TOURNAMENT**

Wednesday, August 28, 2019

Redwoods Golf Course

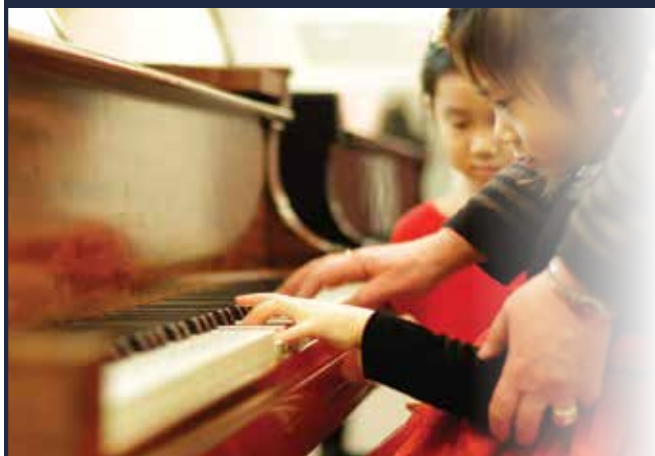
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# MOVE TO LEARN

## What is Move to Learn?

Move to Learn is a school program that enhances the movement opportunities for students so children can gain all the benefits of being physically literate. Through the various programs, workshops, resources, and mentorship opportunities, participating Move to Learn schools will see an increase in:

- Children moving!
- Teachers feeling more comfortable and confident in using movement in the classroom and movement in the gym
- Children using movement as a tool to self-regulate
- Schools working cohesively to promote movement and physical literacy



## Why kids need to move more

Currently, only one-third of Canadian children are reaching the minimum 60-minutes of daily physical activity. The benefits of being active are widely known; yet, it is usually not a top priority in schools or is not connected to a child's ability to learn.



## What the research says

- Kids who are physically active can focus for longer periods of time compared to their less-active peers.<sup>iii</sup> These findings include children with attention-deficit hyperactivity disorder and Autism spectrum disorder.<sup>iii</sup>
- Children are also more creative when physically active. Creativity isn't just in the arts - children are better at solving problems, working with groups, and thinking on their feet.<sup>iv</sup>
- Children who move feel great! Children release feel-good brain chemicals (serotonin and dopamine) when they are physically active.<sup>v</sup>
- Children who move often have lower levels of the stress hormone, cortisol, in their bodies. With lower levels of cortisol, children deal with stress better and recover from stress quicker.<sup>vi</sup>

## Kids + Steps + Sweat = Healthier Brains

The health of the body and the brain support children reaching their mental, emotional, and intellectual potential. According to PARTICIPATION's 2018 Report Card, a healthy brain and physical activity go hand-in-hand, with these benefits:

- Thinking and learning
- Emotional regulation and self-control
- Problem-solving ability
- Stress management
- Ability to cope with anxiety and depressive symptoms
- Self-esteem and self-worth
- Attention and focus

Children need the opportunity to move and to learn a wide variety of fundamental movement skills. Furthermore, children need to develop their motivation and confidence so they will be active. Move to Learn was built for this reason: to help children be at their best in class, learn the benefits of moving, and support their path to be active for life.

## Move to Learn Programs

### Movement in the Classroom:

- Teachers work with a Movement Ambassador to create strategies that will increase movement in their classroom (ie. cross-curricular and movement breaks). Movement Ambassadors support the teachers throughout the year.
- Various challenges and activities are provided throughout the school year to help teachers continuously incorporate movement in their classrooms easily, including: a bi-monthly Mover and Shakers communique containing activities, strategies, and ideas captured by participating schools to keep students engaged; and monthly challenges for teachers who would like to participate.
- Teachers are provided Movement Kits (ie. equipment that can be used to facilitate movement in the classroom) along with activity ideas.

### School-wide Initiatives:

- Get Movin' Mornings - A program in which teachers identify children who need to start off the day with movement to help get them ready for the day ahead. Children who need a little boost and those who need to burn some excess energy participate in fun activities before they start their day. Get Movin' Mornings can also be a way the WHOLE school gets moving. Move, dance, smile, and laugh after morning announcements as many days as your school sees fit!
- Feelin' the Movement - Schools create space for children who need to use movement to help self-regulate throughout the day.



**If you are an interested teacher, prospective Movement Ambassador, or principal who would like to see Move to Learn in your school, please contact Dawne Tomlinson: [dtomlinson@sd35.bc.ca](mailto:dtomlinson@sd35.bc.ca)**



## Move to Learn Workshops

### Movement in the Classroom:

- An interactive workshop where teachers are introduced to various activities and strategies in the classroom. Teachers walk away with tangible resources and strategies that will work for their specific classrooms.

### Movement in the Gym:

- Teachers learn new strategies on how to deliver quality physical education classes. Teachers are introduced to various physical literacy-based activities and variations on how the activities can be adapted to various abilities. Teachers will take away ready-to-use activities and resources for their next Physical Education class.

## Move to Learn Resources

- Activities, Strategy and Ideas resource
- Movement in the Classroom Equipment Kits (Movement Kits)
- Movers and Shakers bi-monthly communique
- Fundamental Movement Skill activity resource

## Move to Learn Mentorship Opportunities

- Each participating Move to Learn school will have a designated Movement Ambassador. This individual will support teachers' strategic implementation of Movement in the Classroom. Furthermore, this individual will continue to support the teachers throughout the year.
- The Movement Ambassador will also help coordinate the other programs and/or trainings that the Move to Learn school wants to implement.

### Footnotes

<sup>1</sup> Voss MW, Carr LF, Clark R, Weng T. Revenge of the "sit" II: Does lifestyle impact neuronal and cognitive health through distinct mechanisms associated with sedentary behaviour and physical activity? *Ment Health Phys Act.* 2014; 7(1): 9-24

<sup>2</sup> Pontifex MB, Raine LB, Johnson CR, et al. Cardiorespiratory fitness and the flexible modulation of cognitive control in preadolescent children. *J Cogn Neurosci.* 2011; 23 (6): 9-24.

<sup>3</sup> Dimond A. Executive functions. *Annu Rev Clin Psychol.* 2014; 64: 135-168.

<sup>4</sup> Pan C-Y, Chu C-H, Tsai C-L, et al. A racket-sport intervention improves behavioural and cognitive performance in children with attention-deficit/hyperactivity disorder. *Res Dev Disabil.* 2016; 57: 1-10.

<sup>5</sup> Kao S-C, Drollette ES, Scudder MR, et al. Aerobic fitness associated with cognitive control strategy in preadolescent children. *J Mot Behav.* 2017; 49 (2): 150-162.

<sup>6</sup> Chaddock L, Erickson KI, Prakash RS, et al. Basal ganglia volume is associated with aerobic fitness in preadolescent children. *Dev Neurosci.* 2010; 32(3): 249-256.







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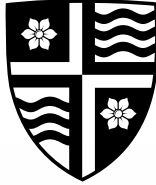
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