



The Gael Gazette

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November 2023

The Upper Grand District School Board is situated on the ancestral, treaty and title lands of two Anishinaabek Ojibwe Nations: the Michi Saagig of the Credit and the Saugeen Ojibway Nation. This land also includes a specified tract of land granted to the Six Nations of the Grand River. These Nations hold legal and specific rights in their respective territories. This area has been and continues to be home for Indigenous Peoples and non-Indigenous peoples.



Photo taken by Jasmine A.

Accomplishing Truth and Reconciliation One Orange Shirt at a Time

Written by Jasmine A.

On Friday, September 29th, 2023, the RISE (Recognition of Indigenous Sovereignty and Equity) Club at GCVI helped the school community and the city of Guelph raise awareness for the National Day for Truth and Reconciliation. This important event takes place annually on Sept 30th, but the RISE Club chose to honor it a day early, during the school week, to bring the school community.... (continued on page 2)

In this issue...

Events

Accomplishing Truth and Reconciliation One Orange Shirt at a Time.....	pg. 1
Retreating from School: The IB Retreat.....	pg. 3
Another Successful Annual Big Dig at GCVI.....	pg. 4
GCVI'S Pathway Preparation.....	pg. 5
Music Retreat.....	pg. 6

Sports

The Sideline Spirit: The Cheerleaders.....	pg. 7
The Tennis Tornado.....	pg. 7
GCVI Running into a Great Season.....	pg. 8

School Community

Fashion Forward.....	pg. 9
Spotlight on Ms. Anstett.....	pg. 10
Senate Spotlight: Zechariah.....	pg. 10
Student Profile: Meeting Maryam.....	pg. 11
ARK From An Executive Perspective.....	pg. 12

Clubs

Making GCVI Diverse by Welcoming International Students.....	pg. 13
Sustainability Council.....	pg. 13
Thrift Switch Returns.....	pg. 14

Mindfulness

Short Story: Pumpkin Patch.....	pg. 15
Recipe: Easy Chicken Parmesan	
Book Review: <i>The Perks of Being a Wallflower</i>	pg. 17
GCVI Word Search.....	pg. 18
Comic: Watch Your Sources.....	pg. 19

Events

Edited by Julia G.

(Continued from page 1) ...together to focus on Indigenous issues. RISE encouraged the GCVI community to “wear orange shirts to show solidarity that GCVI doesn’t stand for the genocide of Indigenous children,” says RISE club member Atiya. These efforts were successful as many students purchased and wore the orange t-shirts sold by the club, featuring a design by Anishinaabe artist Isaac Murdoch.

The National Day for Truth and Reconciliation is a day to remember the missing or murdered Indigenous children and survivors of residential schools, who were taken from their homes. There were an estimated 139 residential schools, with approximately 150,000 Indigenous children. These schools were open for 115 years, opening in 1881 and closing in 1996. Over 10,000 children are known to have died at these institutions and, there are still many more schools to be searched, to confirm the remains that Indigenous communities have long known are there.

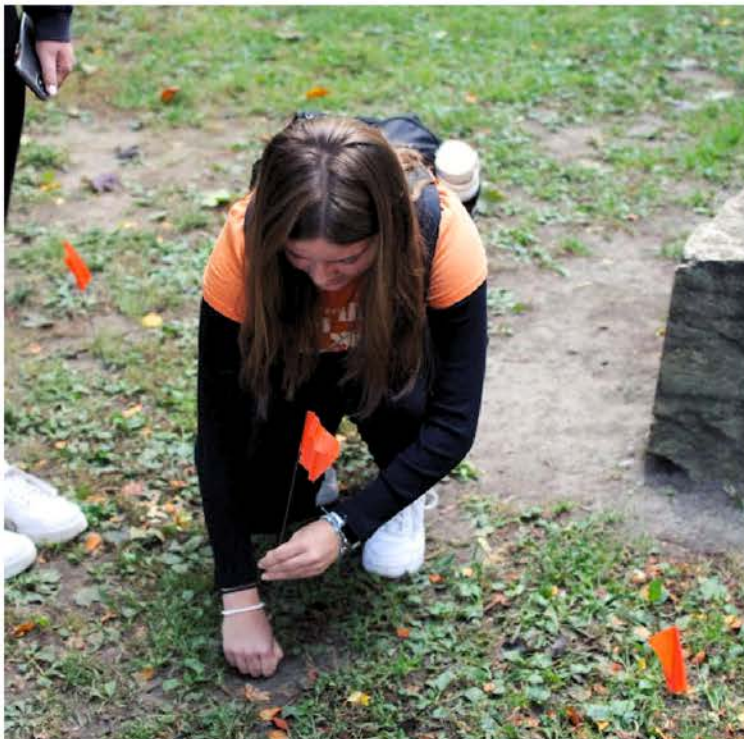


Image credit goes to the Acta Nostra Instagram

Orange shirts are worn on the National Day for Truth and Reconciliation in honor of Phyllis Webstad, a residential school survivor whose brand new orange shirt was taken away from her on her first day at a residential school she



Photo taken by Jasmine A.

was forced into. This date is significant as it helps recognize the tragic history of residential schools and move forward with justice for Indigenous peoples who faced discrimination and government sanctioned genocide. This can be seen with the Truth and Reconciliation Commission's 94 Calls to Action (CTAs), which are policy recommendations formed to recognize the history and make sure it never repeats, making a step towards reconciliation.

The RISE Club, in recognition of this day, posted 139 signs representing the total number of residential schools in Canada, arranged outside to border the school. Each sign had the name of a residential school written on it, the number of bodies uncovered there or a question mark if the site of the school has not been searched for remains yet, and orange handprints, a symbol of the children who attended residential schools. RISE member Atiya notes the importance of RISE's efforts to spread awareness as “in the past, the Canadian government has tried to erase the attempted genocide of Indigenous people.” Along with the signs, the club also places orange flags along the border for those who died in residential schools as “a visual and physical reminder that the numbers on the signs represent real people.”

Along with Orange Shirt Day, RISE also has other

efforts for raising awareness of Indigenous issues and Truth and Reconciliation. This includes a land acknowledgement, spoken on the announcements by a RISE member every Monday afternoon. The land acknowledgment happens at this time as it's RISE's goal "to make sure it stands out so that it's separated from the colonial process of the national anthem," says club supervisor, Ms. Roche. RISE's future efforts for raising awareness to Indigenous issues and Truth and Reconciliation include a food drive after the holidays, and an interactive display near the school's office that centers on initiatives and Indigenous culture.

Overall, RISE has done so much for Truth and Reconciliation and to raise awareness of Indigenous issues. Their work hasn't gone unnoticed and community members have taken note of the signs, and messaged the club in gratitude. One of these community members being an anonymous neighbour, who was reminded of an emotional family connection to one of the residential schools, the Mohawk Institute. In their words to RISE, they speak for the GCVI and Guelph community, when they say "thank you for commemorating this terrible occurrence in our history."

Retreating from School: The IB Retreat

Written by Margot M.

GCVI's IB students starting Year One of the Diploma Programme participated in the IB Retreat on September 14th and 15th, 2023, at Cedar Glen YMCA in Schomberg, Ontario. This retreat is run by IB Coordinators, Ms. Zahnd and Ms. Snell, with the help of many IB teachers and program facilitators.

The IB Retreat is crucial to prepare students for the IB (International Baccalaureate) program

offered at GCVI. The IB program aims to teach students to become well-rounded thinkers and global citizens, and includes a variety of courses and tasks to be completed before graduation. The retreat thoroughly introduces the IB Core to students in detail, to provide students with an understanding of what lays ahead. "The retreat kind of broke things [IB Core] down and made it a bit simpler for [students] to understand, and at the end you realize...you can take this step by step" says IB Year One student, Harun M when discussing the retreat. While the academic standards of IB can be challenging, the welcoming community and relaxing introductory retreat sets IB Year One students up for success.



Image credit goes to the GCVI IB Instagram

Not only does the retreat prepare IB students for their two years of IB education that lay ahead, but it also allows students to connect with their peers in a welcoming and stress free environment. When explaining the benefits of the retreat, Ms. Zahnd says, "The retreat allows students to talk about their perspectives as individuals in a more open, relaxed way" helping them be more confident and open with each other. IB students were able to take risks and try new things when participating in some of the fun activities at the retreat, including high ropes, night hikes, campfires, and an exciting talent show where many students participated in song and dance. "Being isolated with a group of

people who are only IB students, you didn't form as many judgements as you would outside of that, and I feel like [the IB Retreat] connected us more, and gave me profound respect for some new individuals," says IB Year One student Teagan B. Being familiar with their peers sets these students up for success when in the classroom, and allows for better group work and more engaged classroom discussion.

This year's IB Retreat was a success, as in previous years, and it is a great way for students to kick off two years of learning together as they work towards their IB Diplomas.

Another Successful Annual Big Dig at GCVI

Written by Tiruo D.

With lots of school spirit, volunteers have gathered on September 30th to help transform our school campus for an event called The Big Dig. The event was coordinated by Ms Ryan, as well as two senior students. Participants met at the outdoor classroom at 9:30 AM to get assigned groups. Everyone worked in groups until 11:30 and enjoyed a pizza lunch.



Photo taken by Tiruo D.

Every group involved 4-6 people and was assigned their own area to work on. Some took on the responsibilities of filling up wheelbarrows, and transporting mulch and gravel, while others weeded the gardens and paved paths. It was a team effort to get tasks done; in order to finish the gravel paths in time, more volunteers offered to help wheelbarrow gravel. The Big Dig is a great event for students to strengthen their connection to the school while improving the campus.



Image credit goes to the Acta Nostra Instagram

15 years ago, the whole school was just surrounded by grass. There was no other vegetation, and the only significant part of the area was a tennis court, which was so cracked and mossy that no one would use it. In an effort to improve the exterior of the school, students and teachers united to pave paths and grow plants and trees. Eventually, this became an annual school event known as The Big Dig.

The responsibilities of organizing the Big Dig were given to two Year 2 IB students named Sam T and Fei Z, who organized this project for their IB CAS project. "One of the biggest challenges was advertisement," Sam says. "I made the poster and the design, and we have Instagram posts, classroom posts, and announcements." Their

efforts proved to be worthwhile, as over 80 students attended The Big Dig this year. Another challenge for the organizers was the budget for buying equipment for students to use and materials like gravel and mulch.

However, the hard work of the students and teachers organizing the event certainly paid off. Apart from beautifying the campus,



Image credit goes to the Acta Nostra Instagram

students gain volunteer hours, and valuable gardening experience. In addition, attendees of the Green Industry class also benefit from The Big Dig. It is also a great opportunity for students to socialize with others, and boost school spirit. "The main goal is to increase biodiversity on the campus, and make the campus a more friendly place for kids to be outdoors, to involve kids in taking care of their own ecosystem and environment, and have some fun!" says Ms. Ryan.

Looking forward to seeing everyone at the Big Dig next year!

GCVI'S Pathway Preparation

Written by Dylan H.

On Wednesday September 27th starting at 7:00pm, Grade 12 students and family gathered at GCVI. This date marked the first of many information sessions about post secondary

pathways. This night focused on university and college pathways. Future sessions will discuss options such as the workplace, apprenticeships, and other post secondary opportunities. There were separate presentations for OSSD students and IB Diploma Program students run by Ms. Buck (head of guidance) and Ms. Snell (IB coordinator) respectively.

Deciding the important information for this night was a hard task with so many things to cover. As guidance runs these sessions, a Pathways Committee was formed. This committee decided that nights like these were important not only for students, but guardians as well. Students can speak to anyone in guidance about questions they have concerning post secondary pathways, application processes, deadlines, and more. Guidance can use these questions to determine what kinds of questions need to be answered. In addition to this, the Pathways Committee is careful to stay up to date on any and all changes that may occur with application processes and more. Each post secondary info night is loaded with the most important information such as deadlines, applications, IB grade translations, mental health, and where to get support. Each night is designed to meet the needs of the Grade 12 students.



Image credit goes to Josh Mazgelis on Flickr.

This night is one example of the information nights hosted by guidance and the kind of environment GCVI is cultivating. For more information on post secondary pathways, talk to Guidance or see the guidance board.

Music Retreat

Written by Tavleen R.

A perfect way for the music program to start the year! Mr. Austin, GCVI's music teacher and his Senior Band went on their annual band retreat from Friday September 22, to Sunday September 24 2023. The 1st and 2nd year band students had an exciting two days at Camp Brebeuf, an outdoor education camp with numerous programs and activities for all ages.

At Camp Brebeuf, each day consisted of a mix of rehearsals, leadership activities and workshops with some very talented guest clinicians. During rehearsals, the young musicians worked with two retired music teachers, Mark Caswell and David Lum. Along with marching band instructor Rich Burrows and band directors from McMaster University and Laurier University, Joe Resendes, Shashi Ramu and Laurier Faculty. These talented musicians taught the students how to find their sound and gave feedback to improve their music playing. Now, the retreat wasn't only music; the grade 11 and 12 students got to do many fun and physically active activities such as the high ropes, the rock climbing walls and taking hikes at many trails found at Camp Brebeuf. When the



Photo taken by Roman F.

students were taking a break from music, they would play fun games like gaga-ball and basketball. After a long day of hard work and



Photo taken by Roman F.

music, the campers huddled around a warm fire to roast marshmallows and sing many campfire songs.

This retreat helps the young musicians develop their own skills and helps them make a difference in

their music. Mr. Austin says that "The students came so far and really started to find their sound." Since the retreat is at the start of the year, it improves the music learning process so the band can do more performances early in the year. Not only does the retreat help improve students' music but it helps them develop friendships and bond as a band as they will be working together for the rest of the year.

Overall, this year's Band Retreat was a success as it taught the young musicians the importance and value of working together as a team. It was the perfect way to start off a perfect year of music.

The Sideline Spirit: The Cheerleaders

Written by Anusree N.

This year, GCVI's cheerleaders are prepared to conquer the upcoming school year and football season with unwavering determination. They showcased their talents for the very first time during the initial, electrifying Friday Night Lights event, which featured a thrilling match against the Centennial Spartans. Throughout the entire night, these determined and energetic girls showcased their unwavering school spirit and support for our football team on the sidelines of the field. Under the guidance of Coach Maddy and overseen by Ms. Gallant and Ms. Roche, the team is bound to achieve remarkable success.



Photo taken by Atiya J.

One enthusiastic cheerleader, Emma, expresses that she is "very excited for the new season" and thinks that the rest of the team agrees with her. She emphasizes that the team's main focus for this upcoming season is to showcase their skills, maintain precision, and guarantee that there are no mistakes while lifting their teammates. With their dedication and willpower, they are aiming to execute new and captivating stunts such as half

ups, quarter ups, basket toss, and more. These are very difficult stunts in which there are girls who have to be held up in the air by their teammates while a basket toss is when someone would have to be thrown up in the air and then caught. The team will put in their utmost effort to create flawless routines.

Furthermore, their ultimate goal is to compete against other squads during the March season. The cheer squad wants the student body to be "actually cheering with us, and as well as being super excited for each football game!" Gaels, continue to show your school spirit and support the cheerleaders and the teams on the field/court!

The Tennis Tornado

Written by Hiba K. and Karma E.

It has been a great season for all 17 tennis players, and now it's come to an amazing end! The tennis team completed the season with a spectacular finale; one group walked away placing second and the two others third place! It is all thanks to their dedication and admiring resolve. They trained daily in Exhibition Park for an hour and a half. Ms. Lodge, one of the teachers who's been coaching tennis for 8 years, celebrated that they won.



Photo provided by Ms. Lodge.
"Way to go, team!"

The tennis season started off with weekly matches among the tennis players and different scrimmages against rivaling schools, including



Photo provided by Ms. Lodge.

Ross, Center Wellington and Saint-James. "We did better than all three of those schools. We have a really strong team," said Ms. Lodge. Transitioning

into preparing for the big District-10 tournament, Nikhil S. described it as "super fun and really engaging, especially when improving on my tennis skills. Can't wait for D-10!"

The tennis team showed great sportsmanship during the matches in D-10 that had taken place on the 13th of October. To add to the crowning glory, two members of the tennis team are heading off to OFSAA, the Ontario school championships in the spring! To wrap it up, the tennis team had one of its most stellar performances!

GCVI Running into a Great Season

Written by Sidney C.

GCVI's new Cross Country team isn't focused only on running but also prioritizes pacing themselves to increase their endurance. Starting off in late September led by Mr Hocken and Mr MacNeill with over 60 athletes, they practiced every Tuesday and Friday at Exhibition. The team had a rough start at their first meet but by the end they

all placed very highly at the end. Traveling all across Southern Ontario to locations such as Waterloo and Dundas the teams made their way up to an astonishing finish by the end of October. Mr Hocken described it as "the novice girls winning the title and 3 all stars at the District 4/10 meet."

The team traveled to Dundas to face 50 other schools and performed phenomenally. With lots of progress to be made, the team did not have not a great start. But some early achievements were Jules M finished 14th in the novice girls race and Marisol O finished 25th out of more than 150 runners in the Senior Girls race. At their second meet at the University of Waterloo on October 13, Jules M ran the 800m and placed 10th out of 150, the Senior Girls team placed 4th, and the Boys team placed 8th in the 6200m. At the District 4/10 champion meet in Caledon on the 20th of October with 30 athletes competing, some highlights include Gabe B finishing 6th in the Senior Boys race with his team placing 4th overall and the Junior Girls team coming in 4th.



Photo taken by Sidney C.

At their final meet for CWOSSA in Caledon, featuring big hills and rain in the morning, Jules and Gavin ran an astonishing 4km run in around 16 minutes. During the CWOSSA meet Mr Hocken described the overall performance of the team, explaining that "everyone got a new personal best, so there wasn't really a kid on the team who from the first race to the last race didn't get a new best." Overall everyone on the cross country teams made their way up the ranks, ran their best this season and placed highly overall.

Fashion Forward

Written by Lily B.

GCVI offers hands-on fashion courses for its senior students where they create simple clothing articles and learn about fashion trends, cultural garments, fashion history, marketing and sewing techniques. The Grade 11 and 12 courses are taught by Ms. Kidnie as part of the Family Studies department.

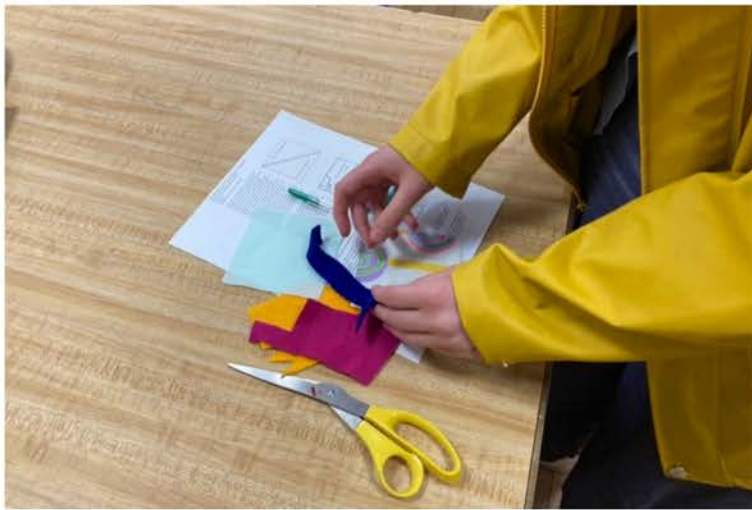


Photo taken by Lily B.

The Grade 11 course is an introduction to fashion; no skills are required before taking the class. Students spend half the semester learning how to sew, as well as how to correctly and safely use tools and techniques, and then they move on to their own projects and learn how to do clothing repairs. Students start by creating a simpler piece, like pyjama shorts, then move on to an independent project chosen collectively by the class for their culminating.

The elements of design are also taught to provide a more in-depth understanding of the fashion industry. Sustainability is discussed in the class because the negative environmental impacts of fashion, especially fast fashion, are massive. "We have lessons that are looking at sweatshops [and]

environmental sustainability", says Ms Kidnie, speaking about the Grade 12 course. "The goal is that people know a little bit about what's behind their clothing, maybe how to make more conscious shopping decisions" she continues. Fashion is important to our society and culture, but its adverse impacts can often go overlooked. Having fashion courses available that not only teach technique but also about the social and environmental impact, can help GCVI students notice how their decisions and choices have an impact on others.

Taking the Grade 11 course is not a prerequisite for the Grade 12 course, but it is recommended. The 12th grade course is more focused on creating full garments instead of learning the basics. Compared to the Grade 11 course, students start with a more complicated project, such as a hoodie. The culminating in 12th grade is also more complex; it is a big project that takes at least a month to make. Both courses are practical and teach helpful skills. Ty D, a student in the Grade 12 fashion course, says that he is "excited to learn a new technical skill that could potentially become useful in [his] future life". GCVI's fashion courses can be a predecessor to a career in fashion but can also be a hands-on way to learn a new and useful skill.



Image credit goes to PickPik.

Spotlight on Ms. Anstett

Written by Tanya G.



Photo taken by Atiya J.

Features Mr. Cako (left), Ms. Anstett (middle), and Mr. McCabe (right) in their Halloween costumes.

She has gone from an English teacher to Student Success teacher, and now a Vice Principal! This edition's staff spotlight is focused on Ms. Anstett, a committed staff member here at GCVI, whose ultimate goal is to ensure student success and achievement in our school.

In high school, Ms. Anstett loved to play in her high school band. She was a proud clarinet player. She also loved the outdoors. She grew up in a rural area near Lake Huron where she was constantly surrounded by nature. She is the middle child in her family, with both an older and younger sister.

As a kid, Ms. Anstett always knew she wanted to get involved in education and teaching. In her interview she said, "I always loved the idea of working with other people and students, and being able to watch them grow and achieve their goals." Although her role of vice principal is temporary,

she is grateful for this opportunity to further connect with the community within and outside of our school.

Outside of school, Ms. Anstett spends time with her two kids, while simultaneously focusing on finishing her Masters of Education online.

As of now, Ms. Anstett and her team are working towards supporting students and seamlessly restoring extracurricular activities into GCVI after the pandemic. She wants students to be able to participate in the traditional high school experience, and as a result, enhance their time here at GCVI. Thanks for your time Ms. Anstett!

Senate Spotlight: Zechariah

Written by Bethanny N.

There are numerous clubs run yearly at GCVI, one of the most popular being Senate. Zechariah N, the community representative of the Senate, explains that "Senate is a goal, and the goal is to be the ultimately best

'president' to the 'citizens' ultimately, meaning you have to be the

best leader to the students and community. You want to make them happy and make them feel welcome. Though nothing is perfect, that is why I call it a goal". He additionally said that Senate is a group of students who try to make other students' lives better, through the formation of events or activities. His goal is to "Make these high school experiences enjoyable and unforgettable for [the



Photo provided by Fei Z.

Features Zechariah on the bottom right.

student body]". When asked about Senate's upcoming plans, Zechariah explained he couldn't disclose much, but did say that there would be a homecoming in November and a semi-formal event to look forward to in the future! He also stated there will be a lot more spirit days coming up, and even a winter and spring carnival!



Photo taken by Gurmen J.

In regard to why Zechariah wanted to join Senate along with balancing his existing school and social life, he simply wanted a great opportunity to meet new people! This goes back to when Zechariah first came to GCVI; he felt quite alone since all his friends went to Ross. He had to meet new people in an environment where he knew no one and everyone already had established friendships. He was scared to start a new school and make new friends, but he found strength from older students encouraging him to join clubs. As a result, Zechariah was able to make a lot more new friends! Simultaneously, he joined Senate to give back to the school community and provide the same encouragement to others. Zechariah is now the community representative thanks to his friends urging him to face his fears. When interviewing Zechariah, he added that "[he] barely even made it. Lunch was just about to end when [his] friends pushed [him] to go to the meeting; the teacher was even leaving the classroom, but

gave [him] the last interview". There are six positions in Senate, and while he didn't know the specifics of each position, he just knew he wanted to be a part of it. He didn't even believe he would make it, but since being elected into Senate, Zechariah has continued to represent and support the students of GCVI. To people who are anxious about trying something new and getting out of their comfort zone, Zechariah says to "just do it! Just try, even if you don't make it, it's not the end of the world, and if you do, congrats! It's all about doing your best and taking risks!"

Student Profile: Meeting Maryam

Written by Julia G.

Maryam Khan is a Grade 11, Year 1 IB student at GCVI. She is taking a variety of IB courses this year including Theory of Knowledge, Psychology, and Drama. After participating in the Year 1 IB retreat, she described it as an "interesting experience" where she was given the opportunity to better connect with her peers and teachers.

During school her favourite part of the day is her drama class. "It's very interesting," she says, "You get a lot of different perspectives". Having never taken a drama class before or participated in a drama



Image credit goes to Tony Oller on Wallpaperuse

production, Maryam is enjoying this class because of the incorporation of both on-stage and backstage experiences within a fun learning environment.

Unsure of what she would like to pursue as a career, Maryam is exploring many different areas

School Community

Edited by Sreenita N.

of interest, including chess club where she is learning different tactics and DECA, where she is learning about business. Due to her interest in athletics, she hopes to participate in the school volleyball team in the upcoming year. Outside of

school she also enjoys archery and swimming. She follows her creative passions by crocheting as a member of the



Image credit goes to Jonathan Watts

yarn club where she teaches others to crochet. In regards to her home life, Maryam has enjoyed travels to Pakistan, Saudi Arabia, Dubai, and America with her family.

To conclude, Maryam feels it is important to find good people who compliment and support her, and that it's important to surround herself with beneficial relationships. Maryam explains that she feels "like I have a lot of courage. I'm not afraid in the face of fear, when I face it head on."

ARK From An Executive Perspective

Written by Erum K.

Tiffany Ni is an executive of Random Acts of Kindness (ARK). This is currently her third year in the club due to the positive vibe the club creates while having fun. Tiffany described the club energy as "full of compassion, altruism and a genuine desire to make a positive impact on the school community."

From Tiffany's perspective, Random Acts of Kindness just wants to make people smile. This is shown through the many events that they run.

One of Tiffany's all time favourite projects is the candy grams. Another example of ARKs initiatives includes handing out bracelets to students and providing candy for GCVI's beloved mascot to hand out. It's the smiles produced from events like these that pushes Tiffany along with other ARK members to continue doing what they do.

Tiffany strongly believes that ARK has a genuine desire to make a positive difference in student life here at GCVI. She gave many good reasons as to why ARK is a good club to join, one of which being



*Photo provided by Kristal S.
Features Tiffany N. (left)*

that "it provides an opportunity to meet new people who share a passion in making the school community a better place." She also said, engaging in these acts of kindness helps develop empathy and deeper understanding of others' needs and emotions". Tiffany added that being a part

of ARK develops more practical skills. For example, she said that "being in the club provides an opportunity to develop communication skills, team work, and organization skills."

Tiffany joined ARK back in the tenth grade and is now in the twelfth. She loves the events and the fun and chill vibe that radiates from the club along with the people who create it. After hearing her experience within ARK there is no doubt why she became an executive within ARK.

Making GCVI Diverse by Welcoming International Students

Written by Nandini P.

The Ambassadors Club is GCVI's voice and face for exchange students. Martin, the club's president, devotes his time and energy to assisting overseas students by welcoming them and assisting them in their academic aspirations. Exchange students opt to study abroad in order to gain valuable expertise such as being exposed to a variety of distinct cultures, becoming proficient in a language, understanding laws and customs and becoming more independent.

José and Clarissa, both international students, are active members of the group and explain that they "chose to study in Canada not only to become self-sufficient but also to be exposed to a multicultural community". The club holds the mission of integrating these students in our profoundly diverse GCVI community. Most overseas learners study abroad between the grades of 10 and 12 and frequently stay for a semester.

The club helps students intellectually by eliminating language barriers, assisting them in making connections by organizing engaging group

activities, and aiding them in exploring all available opportunities. The group uses a buddy system to help exchange students transition into the school community. These students are paired with a local student who is responsible for integrating them into the school community while aiding them in considering all of their potential future options. José and Clarissa also stated that "[their] experience in Canada has been enhanced thanks to the club".

The Ambassadors Club at GCVI not only serves as a bridge for international students, but also enriches their educational journey by fostering a sense of belonging and facilitating their personal and academic growth in Canada.

Sustainability Council

Written by Violet M.

The Sustainability Council is a group that has representatives from different clubs to help promote sustainability. One teacher who helps with the Sustainability Council is Ms Ryan. One member of the Sustainability Council executive team is Zola S.

The Sustainability Council executives meet at lunch on Mondays in Room 9 and the Sustainability Council Townhall has meetings very second Wednesday during the first 15 minutes of

period 3. People can join the Sustainability Council to make a difference around the school.

The Sustainability Council improves the school environment by paying attention to the little things



Photo provided by Zola S.



Photo taken by Nandini P.

that they can do to increase our school's environmental efforts. They meet to help promote sustainability around the school. The Sustainability Council carries out their projects in the school garden near the outdoor classroom. They collect feedback from the different club representatives and see what they can do better with future events with the feedback.

The Sustainability Council played a large role in the Big Dig, a school initiative to help improve the landscape and ecosystem of the school.

Thrift Switch Returns

Written by Laura R.

The Social Justice Club is run by three student executives as well as a GCVI teacher, Ms. Brown. Social Justice student executive Farah K, says that the goal of the club is to, "tackle a specific social justice issue and try to make it as relevant as possible" within the school community. The issue being addressed this semester is homelessness, with focuses on food, clothing, and other resources.

GCVI's Social Justice Club is bringing back the "Thrift Switch"

event this fall. A Thrift Switch is when the club collects clothing donations for a period of time, and then holds an event where students can pick from the donations, and trade it for some of their own. The donation tables are in front of the Main Office and the actual event will likely take place in the cafeteria early this winter.



Photo taken by Laura R.

Thrift Switches have taken place at GCVI before and had very promising results, both benefiting the school community as well as GCVI students' understanding of sustainability and environmentalism. Student executive Desi B, shares that "the two main goals of the Thrift Switch is promoting sustainability and addressing the need for clothing within the school community". A Thrift Switch is also considered a more inclusive method than a clothing drive, considering it does not single any student out.

This event is very effective because it is very accessible with the location being at GCVI and relevant to students of this age group because shopping is enjoyed by many. The biggest way for members of the GCVI community to contribute to this event is by donating any piece of clothing that is not useful to oneself anymore, whether it be a single item or many. All in all, the Thrift Switch is a great event to boost students' involvement in the community as well as raise awareness for such a vital issue.

Short Story: Pumpkin Patch

Written by Alyssa K. | Edited by Julia G.

"Alright Liam, you ready for school?"

"Yeah, I guess so..."

Noah chuckled a bit. He wasn't too worried about Liam's mood. The boy was always like this early in the morning. He would eventually cheer up again, once he felt a little more awake.

"Can we still go to the pumpkin patch after school?"

"You're sure you wouldn't rather go over the weekend? We'd have more time there."

"My friend said they're going today."

Noah only nodded in acknowledgement. Liam wouldn't tell him anything more about this friend. Every day for a week now, Noah had asked Liam who this friend was. Liam never told him. Noah suspected that it may be a girl Liam liked, but he had nothing to prove that.

"Okay Liam, let's get going, or we're going to be late."

"Okay!"

Liam hopped into the car, and Noah pulled out of the driveway.

By the time school ended, Liam was in a much better mood. Noah had driven him back home to drop off his backpack, but then they got right back into the car. Liam watched crisp, colourful leaves fall along the roadside. A few minutes later he spotted a big, picked over field of pumpkins. Orange, and white, and yellow. Behind it he saw a giant corn maze, and then they drove past the farmhouse.

"Alright Liam, we're here!"

As soon as the car stopped moving, Liam jumped out and rushed excitedly to find his friend. Noah chased after him, calling for him to wait. Then, he stopped.

So it wasn't a girl that Liam liked after all.

"Hey Noah!"

"Noah, look! Cindy's here!"

"I can see that, Liam." Noah smiled. "Hey Cindy!"

Noah felt a pressure in his chest, and he was suddenly a little warmer than before. His jacket felt a little over the top despite the chilly fall weather. He knew Cindy's family owned this farm, but he didn't expect to see her today.

"My father gave me the afternoon off." She explained with a smile. "Liam convinced him."

"Of course he did. He's very persuasive."

"Noah, can we all go see the pumpkins now?" Liam acted as though this was a regular trip to the pumpkin patch, and not his own matchmaking scheme. Noah chuckled.

"Want to come with us Cindy?"

"Sure!"

"Cool!" Noah was happier than he'd like to admit.

"Okay Liam, let's go see the pumpkins."



Recipe: Easy Chicken Parmesan

Written by Noah S.

Time: Around an hour or less

Makes: 6 Servings

Ingredients:

For Chicken:

- 3 chicken breasts (Each cut in half horizontally)
- Salt to season
- Pepper to season
- Flour, as needed
- Bread crumbs, as needed (Panko recommended)
- 2 large eggs, or more if needed
- Olive oil
- Grated parmesan cheese (For spaghetti)
- Grated mozzarella cheese (For spaghetti)
- Marinara sauce (For spaghetti)
- Parsley or basil (Optional)
- Spaghetti



Instructions:

1. (Step only applies if an oven is being used to the melt cheese, airfryer can also be used)
Preheat oven to around 400°F | 200°C. Lightly grease an oven tray (or baking dish), for later use. At some point, a pot of water should be boiled for spaghetti.
2. Place the chicken breasts on a flat surface and cover with plastic wrap. Pound the chicken with a meat mallet or the bottom of a heavy glass (which is what I use, there's other items that can be used to pound the chicken), pound the chicken to about ½-inch thickness. Salt and pepper the fillets on both sides.
3. Beat eggs together in a bowl, mix bread crumbs and parmesan cheese in a separate bowl and have flour on the side.
4. Dip the chicken in the flour, then in the eggs, and then in the breadcrumb mixture, making sure to get all sides thoroughly coated, repeat for each breast and set aside. (Breading each fillet twice is optional)
5. Turn on the stove and heat oil in a large skillet until shimmering. (Make sure oil isn't too hot, not bubbling) place as much chicken that fits into the pan and wait until both sides are golden, around 2 minutes per side. Chicken will finish cooking when cheese is melted.
6. Once the chicken is removed from the pan, top the chicken with a thin layer of marinara and grated parmesan and mozzarella. Cook chicken in the oven or airfryer until the cheese is melted and the meat is totally not pink in the center, should be at least 165°F | 74°C.
7. Serve chicken on a plate with a bed of cooked spaghetti on the side, topped with marinara sauce and cheese, sprinkled with parsley

Buon appetito!

Book Review: *The Perks of Being a Wallflower*

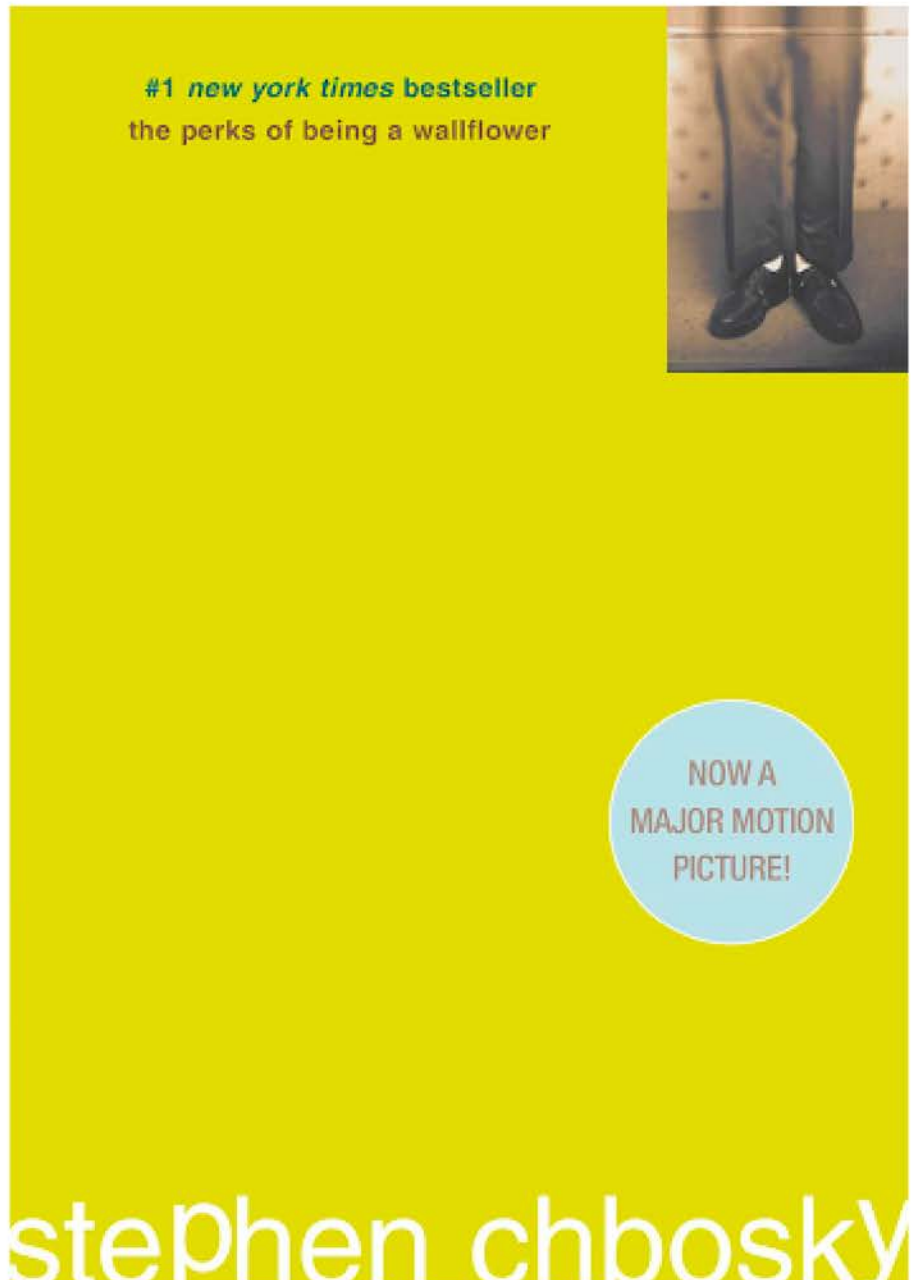
Written by Jenna N.

A book so beloved it has established itself as a modern classic. *The Perks of Being a Wallflower*, written by Stephen Chbosky, is a coming of age story set in the early 1990s. This powerful and captivating novel follows Charlie, a high school freshman, who is writing letters to the reader. Charlie, who is dealing with a lot of issues concerning depression and anxiety following the death of his best friend that occurred that previous summer, enters high school. Charlie is then faced with the struggles of meeting new people, the dating scene, and the overall high school experience.

As the reader follows Charlie throughout this novel they get to see him make inseparable friendships, celebrate the importance of these friendships, and confront his past traumas.

I personally give this book a 5/5. This rating is due to the relatability of Charlie's character, even though it's not always through his experiences, but rather through his love of music, his recently discovered passion for reading, and just some of his emotion. Overall I highly recommend this book, from the unexpected plot twist to all the warm moments this book provides.

The Perks of Being a Wallflower is a realistic, moving and captivating story that I would recommend to anybody looking for a quick page turner, or who is simply interested in picking up a book to enjoy. If this is of interest, the GCVI Library Learning Commons has Stephen Chbosky's *The Perks of Being a Wallflower* available to borrow. If the plot piques your interest but reading isn't necessarily for you, there's a fantastic movie adaptation of the book that's perfect for anyone.



Mindfulness

Edited by Alyssa K.

GCVI Word Search

Created by Noah S.

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Guelph
Student

Collegiate
Class

Vocational
Subject

Institute
Grade

Gael
School

Teacher
Gazette

Comic: Watch Your Sources!

Created by William Q.



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...and thank you to our readers!