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BACK-TO-SCHOOL **SICKNESS** SEASON



The start of the school year always brings new colds

By: Xian Alvarez

As summer ends, students at BMHS are increasingly getting infected with seasonal illnesses, such as the common cold.

Sicknesses, such as the common cold and flu, have become more common during this time due to the change of season. Medical professionals have explained that colder weather and lower temperatures lead more people to gather in crowded indoor spaces. This allows disease to spread much faster. Considering this period of time is also when children are sent back to school further amplifies these conditions.

Symptoms of the common cold include a runny nose, itchy or sore throat, sneezing, coughing, head and body aches, and low-grade fevers.

Several BMHS students have a shared sense of hatred toward catching a cold. Some do not enjoy how illnesses prevent them from keeping up with their daily lives.

Hannah Halili, grade 10 student, says: "I don't like it. Getting sick means your body feels weaker and you can't really do the things you want or need because your body sometimes can't handle it when sick. It affects my productivity at home and school, getting sick means resting to get better which means school work will probably pile up, same as house work. I can't do the things I need to do in a faster pace."

Some students are also quite irritated with the physical effects that these illnesses bring. Josh Ruga, grade 12 student, says: "Being sick is like being tortured, especially when it peaks overnight. I, for one, absolutely DESPISE getting sick because that means no sleep, no breathing, no hearing,

and an egregious amount of sniffing. That being said, if you are patient zero of the flu, please practice hygiene and stay home; not everyone else wants to get sick! The flu having a chokehold on you during the school year is basically a death sentence. If you don't do the work while you can, the work will start piling up faster than you could possibly imagine. Advice coming from a senior: do all your work. Do not be afraid to use the resources the school offers to you!"

Teachers at BMHS have also tried to deal with students who get sick. Physical Education and Healthcare teacher Mr. Sam Moore says: "I try to be as accommodating as possible but also want to prepare students for the real world, there is a difference between being sick and ill, so when students are sick, I put certain limitations on due dates because they need to be able to do it at home too." Mr. Moore adds, "I think just spending time outside and making sure they are active in general is a great rule of thumb, healthy active teenagers usually carry those habits into adulthood which ultimately is the goal for us in the Physical Education department."

With winter arriving in a few months, students have to be more cautious and careful when it comes to their wellbeing.

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DO TEACHERS PLAY GRADE-BASED FAVORITES?

9S VERSUS 12S:

By: Melody Chute

This September, Bernice MacNaughton High School welcomed a new batch of ninth graders alongside our senior grades. This means new beginnings for many students, but there seems to be some concern lingering in the air; are teachers treating newer grades unfairly, compared to the kids they have already taught before?

Some may argue there's a valid reason for this difference in expectations. The youngest ninth grader is 13, while the oldest twelfth grader is 18; a cavernous age gap that certainly leaves room for gaps in maturity as well. Just as many could argue the opposite—there's no room for students to prove themselves as deserving these rules, since they just entered the school.

When asked about the situation, 12th grader Malcolm Hocken added his input: "I think they treat grade 12's as if they have more responsibilities and I feel like they trust them more, so they let them have more liberties." The idea that teachers trust older students more than the newer ones is not a new idea and is one Malcolm agrees with. "They don't have to explain everything to them and trust that they know stuff," he added.

There are ninth graders who believe this difference of treatment is justified—such as Aurora Chute, 9th grader, who had this to say: "The teachers don't expect as much from the ninth graders because we're new to the school and we're still getting used to our surroundings."

It's true that BMHS is an unfamiliar environment for our ninth-grade student populace, but it remains to be seen if these higher expectations are necessary. Believing that age and maturity have no correlation, however, would be ignorant. Brain chemistry has a clear shift and growth as one gets older, which would be unwise to avoid taking into account.

HOW DO TEACHERS TREAT DIFFERENT GRADE STUDENTS DIFFERENTLY?

But not all students stand on equal footing. Some ninth graders are more mature and capable of handling responsibility than others, and certain students may not need stricter rules at all. The problem could lie with treating all students as a whole rather than individually—though there is no easy way to do this in such a populated learning environment.

Regardless, a mature ninth grader is still much younger than any student in 10th or 11th grade, which could explain said gap in expectations. As Mr. Aaron Proud commented: "To expect a grade 9 to carry themselves with the level of maturity that we see in a grade 12 student would be unfair. But we still have the same expectations of behavior and respect within the school for all students."

WHEN SCHOOL BECOMES TOO MUCH: BURNOUT AT BMHS

By: Zunaira Mirza

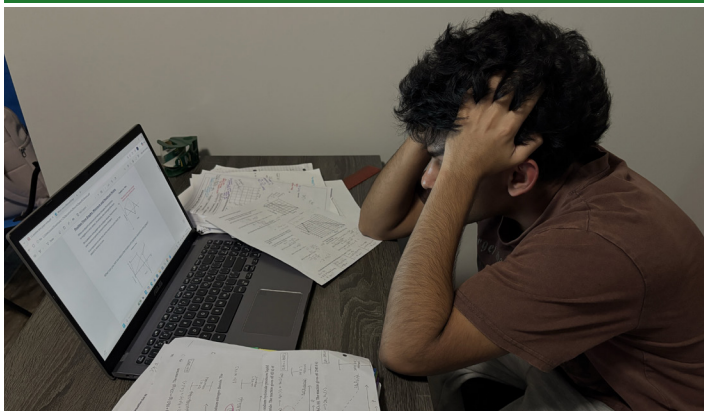
With summer break ending in what *feels* like in the blink of an eye, school begins, and so does the pressure on students. September to October is one of the hardest times for students to adjust to.

Waking up at noon, having endless hangouts with friends and going on late-night drives suddenly becomes 9 a.m. classes, assignments and tests every day. Students often feel burnt out. Going from the great summer months to tiring mornings can be a difficult adjustment.

As the school year gets busier, assignments, quizzes and tests can begin to pile up. For students, keeping up with schoolwork while also making time for their personal lives can become overwhelming. Burnout can look different for every student, whether it comes from a heavy

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BURNOUT (CON'T)

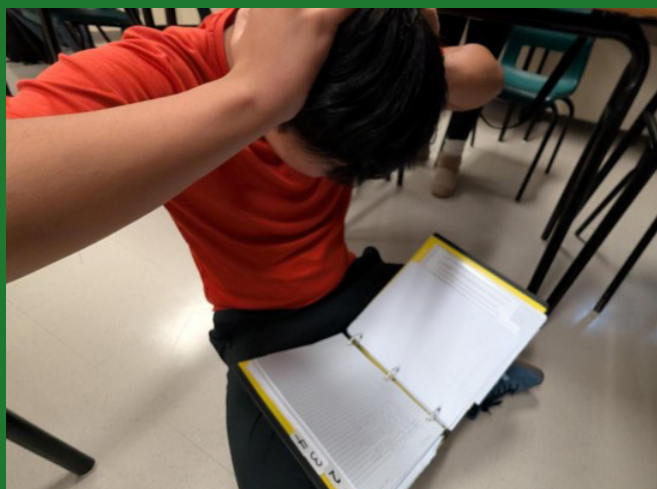


workload, responsibilities outside of school, procrastination or lack of sleep. Three BMHS students shared their experiences with school burnout and how they believe students can manage the pressure.

Grade 12 student Maram Bakari said burnout from school can affect her motivation and make her want to isolate herself. "Personally, burnout from school feels like I don't enjoy doing anything anymore. I just want to be in my bed, in my room by myself all the time." Bakari said she believes one of the causes is teachers giving several quizzes and tests around the same time. "Teachers, no offence, [are] giving all their quizzes and tests all at once, not considering students' capacity of handling all of the workload at once and feeling guilty for not doing it right." She recalled having four tests on the same day, including two math tests, only three weeks into the school year. "Preparing for them drained me for a whole week." Bakari believes teachers should communicate with students about assessment dates and avoid overlaps. She specifically mentioned Pre-Calculus A and B, saying: "I see as very unreasonable to have all the pressure of both important courses in one day every time we have a quiz or test."

Grade 12 student Luna Viljoen said burnout can also happen when students have several responsibilities to balance. "Burnout at school for me, it's just my brain kind of shuts down." Viljoen said that having assignments while also balancing her own business and family responsibilities can make it difficult to manage everything. She believes students should plan ahead and organize their days, although unexpected events can make this difficult. "I think school students could just look more into the future and clean out their days, even though sometimes that might be difficult because of unexpected events." Viljoen also emphasized the importance of staying calm when things become overwhelming. "But really just taking the day as it comes and staying calm."

THE IMPACT OF EXAM STRESS



By: Jayson Awa

Students at Bernice Macnaughton say that the last stretch of a semester brings too much pressure with little learning. Teachers, however, say confidence still comes from time, rest, and knowing the material beforehand.

Exam weeks change the atmosphere of the school, with lockers slamming faster and conversations changing to discussions about topics and chapters. For many students, the last weeks do not feel like finishing a course, but more like a countdown to a date they want to avoid.

Grade 12 student Ruizhe Mao described exam season as a period with: "More stress, less new work and nothing else." His comments reflect the view held by some students that exams focus on reviewing old content rather than learning new skills. As exams approach, students spend extra time studying, reviewing notes and preparing for their assessments.

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Grade 11 student Zarif Khawja described burnout as feeling like "laziness and tiredness." He said the urge to "doom-scroll," procrastinate and a lack of sleep can make it harder to complete assignments. Khawja believes students can reduce burnout by sleeping early, waking up early, getting enough nutrients and making time to enjoy life alongside their studies. For him, maintaining a balance is important. "To have a balance and not get lost in the pressure."

Although the three students described burnout differently, their experiences show how school pressure can affect students in different ways. Between heavy workloads, overlapping tests, outside responsibilities and lack of sleep, finding a balance can be difficult. As Khawja said, students need "to have a balance and not get lost in the pressure."

STRESS (CON'T)

Teachers acknowledge that exam preparation can be difficult, but they highlight the importance of finding study methods that work for each person.

Biology teacher Mr. Corey LeBlanc offers some alternatives for students. "A specific study strategy is hard to recommend because it depends on each person, we all learn in diverse ways, we all study in separate ways. What we cannot leave for a chance is time. The more time you spend, the more confident you are going to be. If you do not know it, your anxiety is going to be through the roof. The better you know it the more time you spend preparing, the less anxiety you will have."

Some students also understand the importance of practicing healthy habits during exam season. Grade 12 student, Gael Del Rosario note: "Rest is as important as studying."

Studying for hours only helps if the brain can retain information. Sleeping, eating, and taking a rest between study sessions are not just rewards but also a way for the brain to consolidate knowledge.

Many students and teachers agree that effective exam preparation involves both consistent review and adequate rest. Reviewing topics over several days, using study methods that work best for a person, and asking about the challenging topics before exams can help students feel more ready.

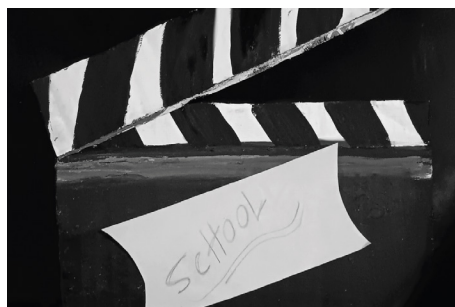
Exams are designed to test students on what they have learned throughout the semester. As exam season approaches, students may experience emotions, like stress and uncertainty, confidence, and readiness. How students approach the final weeks usually depends on their preparation, study habits, and ability to keep up a healthy balance between work and rest.

MOVIES IN CLASSROOMS

By: Bowie Drover

Movies in a classroom, work or not, have always been seen as that trip-to-Hawaii break for students, or maybe that perfect work period they needed, or an excuse to do very little.

Movies have always been an important part to learning, learning to understand and comprehend deeper meanings, Movies by themselves show us struggles or problems to overcome. Movies can show us new perspectives we've never seen or thought of, it can give us ones we are struggling through or have been through.



Movies can also be seen as an escape from reality or a break from time. But some might argue that movies are distracting from actual learning, an excuse to do nothing, or just to blankly watch. But, in a

school classroom, it can be both a pro *and* a con.

Movies aren't always seen as a plus to kids or students, to some students it might be boring or a distraction from their work or it might be the best thing ever. English teacher, Mrs. Myra Maillet says:

"Hey! Ok, I think the pros of teaching with film are that film tends to be highly engaging, and when used to supplement content or concepts that are being taught in class, they have the ability to really enhance students' understanding. The pairing of visual and auditory sensory input is powerful, and hits in a way that a teacher lecturing just doesn't."

Ok, the cons of teaching with films are that some kids will take it as a chance to zone out, regardless how interesting it is-- they just don't have the attention capacity. Films and documentaries are often hidden behind subscription costs, which can be problematic for teachers and for kids, especially if they miss part of the film shown in class. Triggers and mature content can also be tricky to navigate because, what is acceptable for some families will be a stretch for others: proceeding with caution and pre-warning kids about the content is really important. Finally, all films and all documentaries have bias, and many don't age well in terms of the prejudices they perpetuate. Hollywood culture and icons are notoriously problematic. Having that conversation is important, but so is making the right choice in terms of which films deserve to be shown.

"I think that using film is a wonderful tool in the classroom if it fits the needs of the teacher, students, and subject. It is a great way to talk about visual representation, who speaks, who writes, who is behind the camera, and what kinds of stories are told and are considered worthwhile, and by whom. I've facilitated many energetic conversations and debates about film, and I hope to keep doing that! One of the best parts of my job," Maillet adds.

Students and teachers have very split opinions regarding movies in a classroom, some love showing movies or some might not, some students adore watching movies, some are bored, student, Grade 11 student, Misha Sharif adds:

"I feel like, I pay more attention is there's a movie. Like, Mrs. Maillet playing like a movie about sweat shops and it was way more interesting than doing a worksheet and you get to see a visual, so it impacts you more."

When asked for cons, Sharis adds: "Maybe some people don't like the movie, so they just scroll on their phones. I like movies in a classroom, I think people will need to see like the representation in person or else they're not impacted, like if you look at a piece of paper it doesn't really impact you the same way as you see it in person."

Movies will always have a critical place in school, whether unliked or liked by students and teachers, movies will always have a certain educational importance.

Where should we begin?

+ Why isn't A.I banned but creative apps are on school wifi...



WHERE CURIOSITY MEETS A BOUNDARY: CENSORSHIP WITHIN THE SCHOOL

By: Zoïque Robillard

Schools tend to censor what they deem to be inappropriate, unimportant, or even too upsetting, but how do the students who receive this restriction honestly feel about it.

Students don't have much say in their education; educators and the government decide how our day to day is formatted, including what we can and can't learn during school hours.

Does the censorship we as students receive infringe on our education or benefit it?

[From a student's perspective,] "I think it's really a mix of both. More so infringes. Probably because there are some things that are censored that don't need to be censored because we are high schoolers. We can handle things that middle schoolers and elementary schoolers can't handle, but they're still censoring them," said grade 11 Riley Reid.

Is our education genuinely affected by our restricted access to our own learning, in all honesty, students will achieve what they allow themselves to achieve, no matter what the district takes away.

"Censorship, I feel doesn't inhibit or improve our ability to actually[sic] learn. Either way, those who are willing to learn, will learn. Those who will scroll on their phone (if restricted) are just going to space out or fidget until the lesson is over. It does in no way help or hinder," grade 12 student Pranav Kumaran stated.

Aside from censorship affecting our education, it can also affect connection and communication. Many students don't have many options to communicate with their parents for free, which can be seen as an inconvenience.

Grad student Jack Woods had this to say: "I disagree completely with the banning of social medias[sic] in school. I understand that it can stop students from getting a proper education due to attention towards social medias[sic] instead of school. though, a lot of students (me included) use

social media as a way of contacting loved ones, me and a lot of other students cannot afford mobile data or a phone plan, leaving us reliant on social medias[sic] to contact the people we need to."

Students have a criticism that seems to not be taken into account when making the decisions on what we should and shouldn't access. Who knows if that's truly for the better? For now, it seems to only continue to create a wedge between faculty and the students trying to start building towards their future.

"Forcably[sic] banning social medias[sic] will only cause further drift between schools and students, it makes them not at all want to even show up," Woods stated.

WHAT'S THE BEEF BETWEEN BMHS AND HTHS?

By: Caden Norman

B MHS and HTHS battle for bragging rights, turning sports, school events, and social media into a rivalry that keeps students talking.

The rivalry between Bernice MacNaughton High School and Harrison Trimble High School has been going on for years. Students from both schools compete in sports and different school events, which can become competitive when the two schools face each other.

Sports are one of the biggest parts of the rivalry. When



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BEEF (CON'T)

BMHS and HTHS play against each other, students get behind their school and show their support. The crowds can get loud and everyone wants to see their school win. A win against the other school can also mean bragging rights, at least until the next game.

"I think school rivalries are important because it adds a little light hearted competition to school, which can be stressful at times," says grade 12 student Kate Norman.

The rivalry can also continue after the game is over. Students use social media to post about wins, joke around with the other school, and sometimes talk a little trash. This can make the rivalry even more noticeable around the schools.

Even though there can be a lot of competition, the rivalry usually isn't taken too seriously. For many students, it's just a fun way to show school spirit and make games and events more exciting.

At the end of the day, the "beef" between BMHS and HTHS is mostly about competition, school spirit, and bragging rights.

Whether it's on the field, in the stands or online, the rivalry gives students something to get excited about.

IS SCHOOL PREPARING STUDENTS FOR REAL LIFE?

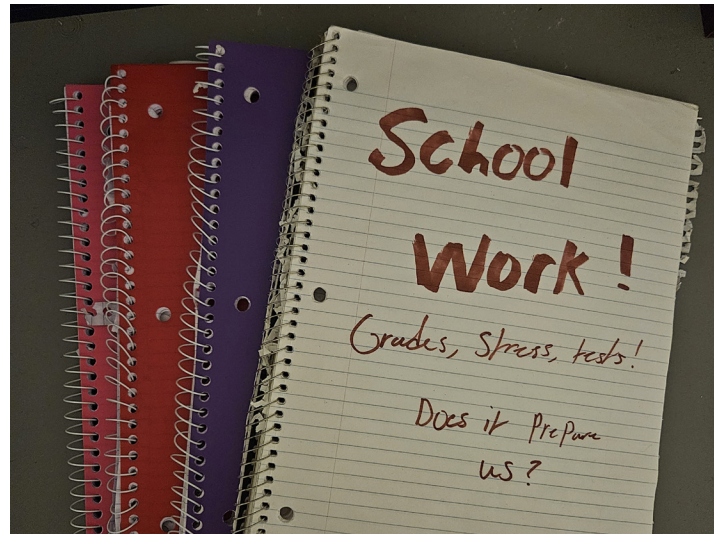
By: Lyla Stokes

This age-old question continues to be debated all around the world, causing parents, teachers, and even students to ponder if they actually are ready for life beyond school. There are many students at Bernice MacNaughton High School that believe that school will teach them everything there is to know, and there are others that think schools could do better in this regard.

While schools today teach students the main subjects such as English, Math, and Science, newer classes, such as Media Studies, have been added.

People question if that's enough. "Um, that's a good question, I feel like to a degree, but they could do better, by teaching things like what a mortgage is and what taxes are," suggests grade 11 student Addison Clarke when asked this exact question. She thought that schools did in fact teach students the way to walk through life to a degree, but that schools could do better with more essential concepts.

11th grade student Eva Nickerson said, "yes and no; be-



cause in certain ways, they are helping us work towards our future and giving us paths to get there, but there are certain kids that are taking classes they don't actually want to take just because it's giving them credits to graduate when they could be taking classes that will get them jobs they actually want." To Nickerson, school does open doors for the future and gives students a look inside different opportunities in the form of classes for careers that might interest them later, but it is sometimes the students' fault for simply choosing courses for credits and not thinking about the future.

There are many chances school gives students to prepare for what comes next, as stated by grade 12 student Brooklyn Broad: "Yes because it helps people with social skills and communication skills." Broad believes that school does, in fact, prepare the students for the future by giving them a chance to learn to interact with others and learn how to properly carry a conversation. This often appears during group projects, when students are made to interact with others they may not know and may not be friends with. This gives them a chance to learn how to talk with new people and gives them the skills on how to properly socialize in a working environment, which is beneficial in the workplace.

Other people outside of school happen to have opinions on this exact question voicing their opinions on how they feel the younger generation is being taught for the years ahead.

"I think they're preparing the students for real life at about 50%, but there are other valuable things that they could be taught that could help them when they get out into the actual world, such as cursive writing because when they get into university and classes that require handwritten notes it is valuable to know how to do it properly. Honestly, I think it would be beneficial if they (the students) were taught how to handle stress and anxiety, as well as focusing on good grades. There are so many people that struggle with depression in today's world, that it would be nice to see the

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CRAMMING FOR ASSESSMENTS?

TECHNIQUES FOR STUDYING FOR TESTS. HOW OFTEN DO STUDENTS FEEL THEY HAVE TO CRAM?

By: Alisha Alisha

Cramming remains part of the routine for many Bernice MacNaughton students, and some say they regret it.

Students in grades 9, 11 and 12 answered questions about how often they cram, why they do it, and whether or not it works. Their responses paint a mixed picture. Some cram before nearly every test, while others say they have left the habit behind. What connects them is a school day that competes with everything else in their lives outside of school.

The reasons vary, but extracurriculars came up most often, followed by procrastination, and trouble staying focused. One grade 12 student described homework piling up alongside family, friends and a partner. Another said the sheer amount of work feels intimidating enough to put it off. Even students who no longer cram admitted that they used to, usually for the same reason: they waited too long to study.

The act of cramming looks different from person to person. Some students quiz themselves or work through as many practice problems as they can. Others put on white noise, study for an hour or two, then teach the material to someone else. AI tools showed up in several routines, from apps that turn class notes into easier study material to ChatGPT for working out the steps to a problem. A few students who avoid cramming pointed to active recall and Quizlet instead.

Whether it pays off is where opinions split, especially among the grade 12s. Joshua MacLaggan, who crams every so often, as he stated, said it does the job, but barely: "It works well enough to get above 90. But it is still not my best."

Jino Sambile, who also crams every few tests, said the habit has not paid off and that he keeps promising himself he will do better. Others in the grade described lost sleep and extra stress, or said cramming rarely works unless the class is easy. For one student, the habit faded once senior year began and the workload felt heavier.

Regret showed up among grade 11s as well. Arad Aminimajd, who crams for every quiz and test, blames a mix of not wanting to study and extracurricular commitments. Even so, he does not defend the habit: "I regret it all the time, but I'll never stop." He said his method is to quiz himself.

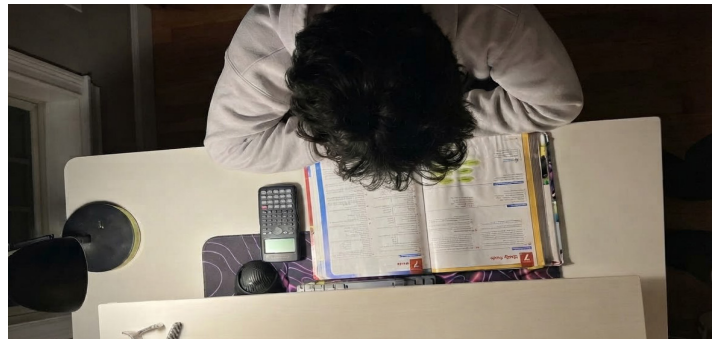
For grade 9 students, the pressure is only starting. Mehrad Salehi said studying in high school already feels different from middle school. "It's different because in middle school

you never study," he said. Asked whether he has had to cram yet, he said "maybe."

The advice students offered leaned toward planning. They suggested going somewhere with fewer distractions, putting on white noise and taking one small step at a time, even late at night. MacLaggan made the point most clearly: five hours of studying spread through the week beats the same five hours in a single night, because the material sticks better.

Aminimajd, who crams for every test, kept his advice shorter.

"Don't cram."



REAL LIFE (CON'T)

schools teach them some ways to deal with things before they get overwhelmed," according to Pam Stokes, an adult that used to see how students studied and stressed over the work that piled up when she worked at Mount Alison University. She mentioned that she had seen many outstanding students getting prepared for the real world but were never really taught how to work around the stress and anxiety part of it all.

All and all it is a very controversial question to ask if school is really preparing students for real life. Some say they could do better in regard to not only opening doors for jobs and interests but teaching what will help students to live in the future; such as how mortgages are done and how they work, or simply teaching students how to do taxes.

Others feel that school is preparing students for what comes next to a great degree by opening doors to options and teaching them how to gain skills that will help them later in life.

The majority, it seems, do feel that even though schools do teach things that can help, they can always do better.

GAMES TEACHERS PLAY...



Teachers get angry at students when they aren't paying attention... or talking.

...TO GET STUDENTS' ATTENTION OR MAKE A POINT

By: Ben Grandlemire

Ever since the dawn of teaching, teachers have been producing new ways to get students attention to start a class. From "123, All eyes on me!" or "Flat tire! Shh-hhhhhhhh..."

When class starts, students need that little kick into learning, as the students are usually rowdy from the walk to classrooms, or coming back from lunch. Teachers have a sort of catchphrase to signify that it's time to learn. For example, a famous example is "1, 2, 3, all eyes on me!" or the "Give me 5!" This phenomenon is most common in K-5 schools, but some teachers still do it in middle and even high school.

Teachers have many different methods to quiet the class. Ms. Kimberly Place, BMHS English Teacher, said: "My attention getters are really boring since I've entered high school-just a simple "Ok, guys, attention up here please" then a silence and a stare until everyone complies. I say, 'when I start talking, you stop--I'm selfish like that.'"

The teachers of our teachers had unique methods to quiet the class. Mr. Craig Allen, BMHS Shop Class teacher, said: "Nobody seemed to care about us when I was in school compared to now, so mostly it was: 'Sit down, shut up, and pay attention.'"

Students have many opinions about playing games to grab attention. Jayden Parker, grade 11 student had a negative opinion: "In certain ways for older students it may be quite condescending, as if you think they're children that deserve to be treated in a childish matter, that's how I would see it."

All in all, games that teachers play to get attention could be memorable, but aren't as common in the older grades, as most of the time in high school, for example, teachers just wait for the students to quiet themselves.

THE LIBRARY: A PLACE TO STUDY OR A HANGOUT SPOT?

By: Anton Kryvenko

Some people have noticed that many students at Bernice MacNaughton High School use the Sandra Lass Library as a hangout spot, ignoring its intended purpose.

The Sandra Lass Library at BMHS is dedicated to Sandra "Sandy" Lass, who was a beloved teacher at the school. The library allows students to study, print their work for free, find good books to read, use the internet, and much more. This positive intent of the library, however, is often overshadowed by students misusing it.

An issue that many find with this is that students talk loudly with their friends and simply mess around, instead of studying. The resulting noise ends up disturbing people who come to the library for its intended purposes. Tables also often end up being left dirty by friend groups, forcing the people who need the table to clean up someone else's garbage.

On the other hand, the library is one of the only places in the school aside from the cafeteria where people can gather in large groups and chat. Socializing and meeting up with friends are important things for students. People also gather in these groups if they want their friends to help them with schoolwork, which counts as studying.

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LIBRARY (CON'T)



These factors raise the question: Should the library be a place to study or a hangout spot for friends?

Grade 11 student and library regular Lin Htet Aung Moon says: "It depends on the time of day. If it is in the morning or during classes, it is a great place to study. However, at lunch, I consider it a hangout spot because of the chaos and noise levels." Moon believes that the issue is somewhat nuanced.

"It could be a bit of both, as long as you remain respectful and quiet," added grade 11 student James Adeleke, who is a friend of Moon. Grade 12 student Ruizhe Mao has a similar opinion: "I think it could be both but I think it should be more towards a place for studying."

The general consensus among the students that were interviewed is that the library can be both for studying and hanging out with your friends. Still, it is important to treat library equipment and spaces with care and respect. While hanging out with friends can be fun, people should also think about how they use the space that they share with others.



WHAT'S IN YOUR BACKPACK?

By: Nadesia Arsenault

Now that school has started back up for the year at BMHS, what are students carrying around in their bags? Students tend to carry around items that are crucial to their classes, but will there be any that are carrying anything strange? Some students may even forget to pack their most valuable items into their bags in the morning, maybe that's their case.

One student was eager to share what's inside his bag. Grade 12 student Malcolm Hocken states: "Alright so, we got a pencil case, binder, laptop, Université de Moncton pamphlet thing, my green sheet, alright and I got my wallet and my license. I also got a lunch box right here, my water bottle too." Hocken had pretty standard materials and belongings in his backpack. Most of the objects were class-related items, with the occasional important tools for payment or identification.

Grade 12 student Clifford Bartlett-Glidden was willing to share what he carries around in his backpack: "I have so much stuff in my backpack!! Hi Mr. Cormier, I miss you. Ok, a Pre-Calculus 12 book that weighs like 85 pounds. Uh, medication, I don't take it because I don't like it. An empty margarine container, a bunch of loose pages, laptop, more pages, I have my charging cord and pink mouse. I have a lot of garbage, I'm gonna[sic] go throw it out now hold on. Alright, and then there's more loose pages, and there's my Pre-Calculus binder that's purple, that's it." Glidden seemed to have a lot of interesting things in his bag, compared to the other interviewees, the empty margarine container, for example.

After Glidden shared his belongings, 12th grader Summer Anderson was up for it as well, sharing: "In this pocket: air pods. In this one, I got deodorant, hair elastics, and my locker combination. In this one, I have two *Wings of Fire* novels. In here, I have my charging cord that I'm too lazy to take out and show you. Then I have water bottle, binder with stuff in it, and my peakest[sic] of peaks[sic] computer. Lip balm." Anderson carries a lot of necessities for a good school day, from essential school supplies to extra entertainment.

Turns out, plenty of students were carrying a lot of different interesting things. To our surprise, we found many strange things. Hopefully all these students' belongings make themselves useful throughout the year, whether it be for schoolwork, entertainment, or other activities.

Maybe that margarine container will find itself in an exam room. Who knows?



WHAT MS. MAILLET'S FASHION & DESIGN CLASS IS WEARING THIS HALLOWEEN

By: Emi Baldwin

As Halloween approaches, our students are planning parties, buying candy, or trying to locate a spare pillowcase. But most, regardless, are probably thinking: “what am I wearing this Halloween?”

Statistically, only 49% of people know the answer to this question by the time you see this article. That's less than half of our school's population! This year, this journalist interviewed Ms. [Myra] Maillet's period 3 Fashion Design class, to see if they have an answer to this common dilemma.

Though this is only the second year our school has offered this course, it already seems to be quite popular with students. "I think it's great! I think a lot of kids need a creative outlet for sort of like their imagination and their desire to explore and test different sort of looks and things," says Maillet, who initially introduced and now teaches the course. "So I think that that gives them a different outlet than like a traditional art class or y'know different forms of physical self-expression."

Despite Halloween having been over a month and a half away at that time of the interviews, some students were already dead-set. When asked if she had a specific character she wanted to go as, Storm Coulbourne grade 12 student, responded: "Applejack from My Little Pony"

Whether they had settled on a costume or not, one thing stayed consistent with everyone interviewed: Sewing at least some parts of the costume. Daisy Chikwe a grade 12 student, says: “Oh yeah, I plan on sewing!” when asked if she was sewing the costume.

Though some are already set on a costume, others had an idea, but weren't particularly sure. "I think me and my group want to be Monster High," said Clair Ngo grade 11 student. "Like, different Monster High characters."

In conclusion, though our Fashion & Design class likely has just as much of an idea as everyone else does for Halloween costumes, it's still quite interesting to see some input from those who enjoy fashion as an art form.

CELLPHONE BAN: WHAT DO STUDENTS THINK?

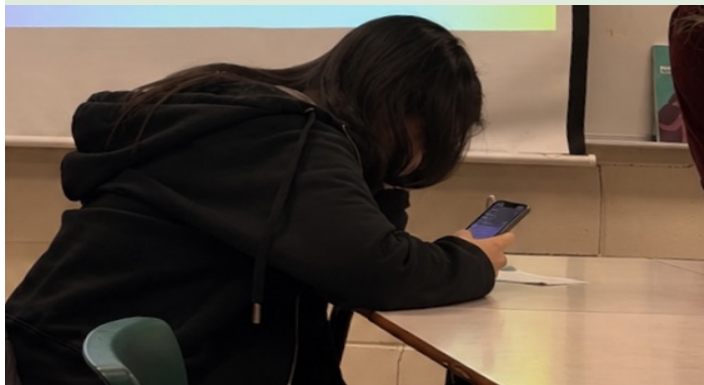
By: Denia Sandy

Students at BMHS voice mixed opinions about how the cellphone ban affects their school day.

Since the start of the school year, students at Bernice MacNaughton High School have had to adjust to stricter cellphone rules during the school day. While some students say the ban helps them focus on their work, others feel that completely removing phones does not address the reasons students use them.

The cellphone ban has led to different reactions among students, with some noticing changes in classroom behaviour and others saying students are simply finding new ways to use their phones. Students also have different opinions about whether the previous cellphone rules were more effective.

Liam Eagles, a BMHS student, said he has noticed students spending less time on their phones and more time completing schoolwork. "I see less people on their phones and, like, I see people actually doing work and stuff," Liam said. He also said the ban has affected him personally because he finds himself getting more work



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Choosing your forever profession at 16 is a challenge...

CELLPHONE BAN (CON'T)

done during the school day.

Other students feel that the ban may encourage them to think about their phones even more. Zarif Khawja, a grade 11 student, said the ban can help students become more active in class, but students may still be thinking about what is happening on their phones. "They're always trying to think about the TikTok, the Snapchat thing," Zarif said. He also said phones can sometimes be useful for school resources and research, especially for students who do not have laptops.

Macy Ploss, a grade 11 student, said she believes the current rules are stricter than necessary. She said the previous system, where students could use their phones after finishing their work, was more effective. "When we don't have our phones, people want to be on it more," Macy said. She also raised concerns about students needing to contact their families during the school day.

Maram Bakari, a grade 12 student, said students have become more cautious about using their phones but still find ways to access them. "The ban only made students want to use it more because now that we know we can't, we want to have it so badly that we worked around ways to use it anyway," Maram said.

While students have different views on the cellphone ban, their responses show that the policy has changed how they use technology at school. Some students say they are more focused on schoolwork, while others believe allowing limited cellphone use could be more effective than a complete ban.

POST – SECONDARY: IS IT EASY TO CHOOSE WHAT TO DO NEXT?

By: Helena Krolak

In Canada, students finish high school at 17 or 18; in Quebec, some even finish at 16. The next step is choosing what to do afterwards. There are a few options: college, university, or going to work, to name a few. Is it really possible to choose your career at this early age?

Recent studies show that the frontal lobe becomes fully developed in our early 30s, which can be up to twelve years after graduating from high school, and most of the time even beyond university or other forms of post-secondary education. This part of the brain strongly affects our ability to make choices, and choosing what to do after school is a very significant decision.

A major advantage of the Canadian school system is the fact that in high school, you can choose the classes you want to take starting from grade 10, except for the required subjects

In Poland, where I'm from, you choose at the start of high school, at the age of 14, three main subjects that you study at a higher level, and the whole class schedule is made by the school. It's much harder to change anything, so, as a matter of fact, you need to choose what you want to do next at that age. This can also be an advantage:

Laura Dabkowska, soon to graduate from a Polish high school, said: "I think that having to choose a specific profile in high school can make choosing a university degree easier; since we already have some experience with certain subjects we can understand better what we enjoy and what we would like to study in the future."

"I think that it's harsh and good at the same time that you need to choose your career early – you're still pretty young to be thinking about the future but it's good to have plans for yourself and be ready," said John Rhey, a grade 12 student, when asked about his opinion on this topic.

In my personal experience, I still don't know what I will be doing after graduating; I have different universities in mind, and it's a really hard choice, especially when you are interested in many things. I feel like the fact that you need to pay for university in Canada also puts a lot of pressure on people.

Shanti Orange Tacotaco, a grade 11 student, said: "I'm not sure what path I'm taking after high school but I'm hoping and praying that God will give me a sign soon. I really am passionate on a lot of things, so that's why I'm still not sure what I'll pursue at college or university; also reality reminds me that in life, sometimes we have to choose practicality over passion, especially in this generation where there's lots of talented people, but not appreciated equally."

CAFETERIA PRICES: ARE THEY TOO HIGH?

By: Christopher Thompson

Students have been having a hard time matching their budget to a satisfyingly filling meal from the BMHS cafeteria. This problem has led to students relying more on packed lunches, leading to higher grocery bills for those families, or students just waiting until they get home to eat going through the rest of their school day hungry.

Grade 12 student Pranav Kumaran said: "Sh*t's too expensive!"

BMHS Principal Mr. David MacDonald suggested some of the prices are too expensive compared to other prices that the cafeteria offers: "I think the prepared meals and the pizza slices all around 5\$ is very reasonable. I find the pre-made sandwiches very expensive, in comparison."

BMHS has a new Pay-What-You-Can lunch program that has been introduced this year, allowing students from families who can't afford to buy school lunch every day of the week for their children, who rely on school lunches.

Kumaran said: "Not a lot of students can afford it on a daily basis, the food should be more accessible to everyone, since a lot of families as of recently are low income."

Not just students who buy lunch everyday talk about the prices and portions. People who buy school lunches casually also have their opinions about cafeteria prices.

Grade 11 student Danilo Mendoza said: "The prices are ok in my opinion. I mean, if it was cheaper I believe it would be



better for what they offer and that the portions are small for the price." He mentions how the portions of the school lunch you buy may seem unsatisfying to some students.

Solutions to this could be the prices getting lowered or the portions being more fulfilling, but the school has no say in the pricing or portions that are provided by the cafeteria.

MacDonald added: "Chartwells is a national organization and they are the ones who set the prices, so it's my understanding that even if they wanted to sell things cheaper they couldn't."

It seems that even if our school wanted to, we could not change the prices in our cafeteria.

LIFE AFTER LECTURES:

By: Ezri Divina

High school classes are usually all about textbooks, notes, and studying for tests, but practical courses offer real-life skills that traditional classrooms just can't teach. Electives like Culinary Tech and Outdoor Education give students hands-on experience, bridging the gap between textbook theory and useful life habits as we get closer to graduation.

Culinary teacher Ms. Colleen Dunnet emphasized that the class goes way beyond just following recipes. "It's Communication," Dunnet said, adding "and discipline," when describing what students can pull out from her class.

Students in the course agree that these everyday lessons matter just as much as academic subjects. Allen Wage, a grade 11 student in Culinary 11, pointed out how valuable the basics really are. "From making recipes, chopping, cooking, or down to the basic handwashing—There are

WHAT CULINARY TECH AND OUTDOOR ED TEACH THAT TEXTBOOKS CAN'T

still people to know about them and as coming adults, these courses teach the practical and daily life foundations profoundly," Wage said.

Outdoor Education offers a similar hands-on experience focused on self-reliance outside the normal classroom setup. Ms. Melanie Kinnie highlighted how these outdoor activities build personal character alongside normal schoolwork. "I believe that all sort type of textbook classes are essential but Outdoor Ed (sic) is where we build our personal skills and knowledge especially when we are outside; building shelters, tying knots..." Kinnie said.

For students taking advanced levels, those outdoor trips turn into lasting personal growth. Yurii Kovalyk, a student that has taken Outdoor Education 11 and is now in Outdoor Education 12 this semester, explained how much the class stays with you. "We build habits through

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DIGITAL VS PHYSICAL: WHAT DO STUDENTS PREFER?

By: Lillith Parker

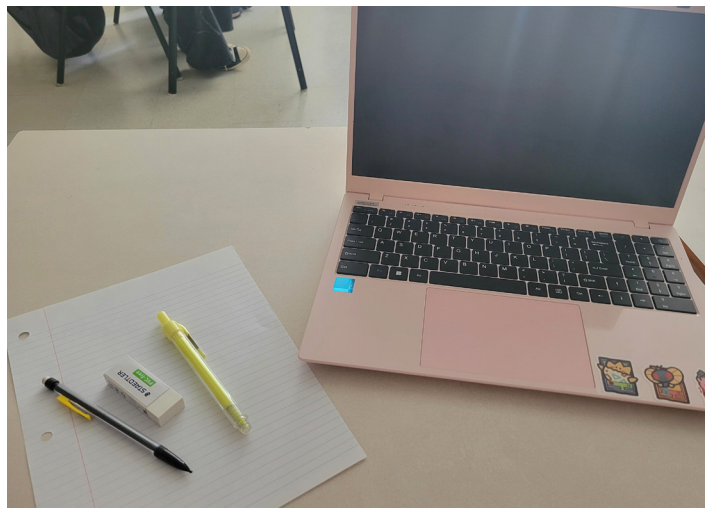
With school coming back in session, students are getting worksheets, assignments, quizzes, and tests to do. But how do these students like getting their work done; do they prefer working digitally or physically?

As technology, such as laptops and iPads have become more accessible, it has become more common use in the classroom. But a recent shift has been seen with AI on the rise; many teachers are switching back to work being paper and pencil to combat students using AI on assigned work.

Some students prefer doing their work digitally, often on laptop or tablet. "I typically prefer to do it digitally on my laptop, especially if it involves constant research and writing," said grade 10 student Zoe Ndiom. "I like whatever is most effective, which tends to be digital work," Ndiom added.

On the other hand, some students prefer working physically, tending to be paper and pen or pencil. "Normally id[sic] pick to do my assignments on paper as it's my personal preference. I find it's easier to work with and there isnt[sic] the risk of possibly deleting your work when you just wish to change a word," said Irina Calin, a grade 10 student. Calin added, mentioning how paper work can make class easier "Overall I think it's more effective when it comes to facing digital distractions and can be easier for some students and teachers."

Many students mention that their opinion on the way they do their work changes based on several factors like class or the type of assignment. Summer Murray, a grade 12 student said: "If I need to write an essay or do a project, I like doing it digitally, but in math or science classes it's much better, and easier to learn, when work is done on paper."



She finds there are many pros and cons for both "Pros for physical work would be reliability (knowing I will have access to my work no matter what), but a con would be that it's very wasteful. For digital work, a pro would be that no one can lose work, and it's all in one spot, and a con would be that if the wifi [sic] is acting up (which it often does) we, or whichever student is having an issue, just can't work, so it's not very accessible."

Students have various preferences and opinions on how they do their work. The classroom is constantly changing as new technology gets created. Students might not get to work with their preferences; many teachers want the work to be done with a certain medium, having their own professional opinions on whether they prefer their students to work physically or digitally.

This reality highlights the importance of being able to adapt based on the task.

LECTURES (CON'T)



Shelter created in Outdoor Education class

these practices, they maybe are overlooked, but they are more than essential," Kovalyk said.

At the end of the day, these electives prove that some of the best lessons in high school don't come from reading a page, but from actually getting up and doing the work.

GOOD VS BAD GRADES

IS IT THE EFFORT OR TECHNIQUE THAT MATTERS?

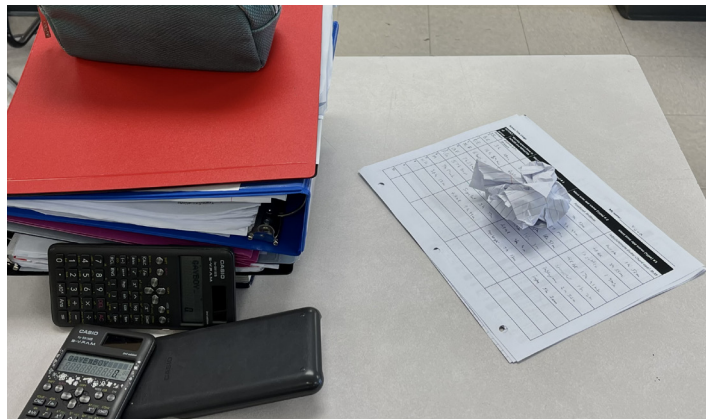
By: Yuva Gandhi

Two students can spend the same amount of time studying, but their grades could be as different as a 95 and a 65. The question is: what causes the difference? Is it the amount of effort a student puts into their work, or is it the techniques they use to learn? Students and teachers have different perspectives on what makes someone a successful student.

Good grades can depend on more than just how hard someone works. Factors such as attendance, time spent studying, commitment to learning, and the way a student does their work can all play a role. While effort is important, the methods students use may also affect how well they understand and remember what they learn.

An anonymous grade 11 student believes that the definition of a good student can depend on how success is defined: "First of all, it depends on what you define a good student as. Is it someone who tries their very best and improves a lot, or is a good student someone who gets grades you would consider excellent?"

World Issues teacher Mr. Todd Jamieson highlights that several factors that can affect a student's grades: "There is a lot of variables why there is a difference between good grades



and bad grades, a lot of variables, attendance, commitment to learning. For me, attendance is a big one."

Physics teacher Mr. Dave Turcotte believes that the amount of time students spend working is what makes a difference "The difference is usually the amount of time they put into it for work, and how many questions they ask."

Overall, grades are influenced by several factors rather than just one. Effort, attendance, commitment, time, and asking questions can all help towards how well a student performs. As students move to grades more important for their future, finding a way of learning that works for them may be just as important as the effort they put in.

WHERE DO TEENAGERS ACTUALLY SPEND THEIR MONEY?

By: Ruby Robinson-Hebert

For many teenagers, getting paid often means that their money disappears almost immediately. Whether it goes towards food, drinks, clothes or other things, teenagers have different priorities when it comes to money and how they chose to spend it.

As teenagers grow up and become more independent, many of them get part time jobs and make their own money. This comes being responsible for where they spend that money. Some teenagers spend that money on the things they need, while some chose to spend it on things they can enjoy and want.

Grade 11 student Lily Montgomery said she spends majority of her money on clothes, because of changing trends. "I spend the most money on clothes because there's so many new trends that are becoming popular, and it seems like there's always something new that I need to buy."

BMHS teacher Ms. Ashley Parker said she believes caffeine is popular for teenagers to spend money on. "I think that

teenagers spend the most money on coffee and energy drinks because kids are on their phones all night and are too tired for school the next day, so they need to spend money on caffeine and energy drinks to keep them awake during the day," Parker said.

For some teenagers, food is something they spend money on every single day, especially after long days of school and other activities. Grade 12 student Guilherme Lima said that spending money on food is a lot more convenient for him.

"I spend money on food due to not wanting to make food when I get home from school and sports, the food I buy isn't the healthiest, but it's convenient," Lima said.

Even though, different teenagers spend their money on different things, where they spend their money often depends on what they have going on in their daily lives and their priorities.

Clothes, drinks and food are something that teenagers tend to spend their money on, especially when they're making their own money.

AI IN THE CLASSROOM:

HELPFUL TOOL OR ACADEMIC PROBLEM?



A student uses a laptop displaying several popular artificial intelligence tools, including ChatGPT, Gemini, Claude and Perplexity. (Photo credits - Pavithra Muthukumar)

By: Iniya Muthukumar

Al has become a tool that students can use to help with their schoolwork. Students can use AI to explain difficult topics, brainstorm ideas, improve their writing, and better understand questions. However, there are concerns about students becoming too dependent on AI and using it to complete work instead of learning. One student believes AI can be helpful because it gives students another way to learn. “Not everyone understands something the first time a teacher explains it, so being able to ask AI to explain it differently can be useful,” says Raimas Abdulalem, a grade 12 student.

Raimas also believes that the biggest issue is not AI itself, but how students choose to use it. They explained that using AI to understand something or find ideas is different from using it to complete an entire assignment. “If you’re not doing any of the work yourself and just submitting whatever AI gives you, that’s when I think it crosses the line.”

Another student also believes AI can be useful when it is used as a learning tool. Rakan Abdulalem, a grade 10 student, said that AI can explain difficult topics, help students brainstorm, and give feedback on writing. However, students still need to understand the material and do their

own thinking. “The biggest problem with students using AI is becoming too dependent on it.” Rakan explained that if students use AI to answer every question or complete every assignment, they may not learn the skills they need. They also said that this can make it harder for teachers to know what a student truly understands.

Teachers also see AI as a useful resource for students but believe there are limits to how it should be used. BMHS teacher Mr. Todd Jamieson suggests: “AI is useful as a resource to assist students.”

Mr. Jamieson explained that AI can help students improve their writing, such as an essay or paragraph, but: “it should not be used to create an essay.” Mr. Jamieson’s biggest concern is that students may use AI to cheat. He also believes AI can be used to assist students with arguments and critical thinking.

BMHS teacher Mr. Jason Melendy also believes AI can be a useful learning tool for students. He said that he often uses AI for coming up with ideas or prompts for presentations and creating lists of ideas. “Many people represent AI as their own work. Or they will use it to solve problems without gaining understanding of the material,” Mr. Melendy said.

Mr. Melendy also explained that AI can be useful for quickly coming up with ideas or formatting a presentation. He gave an example of using AI to create a list of 10 ice breaker games for an introductory class, saying that doing the task himself could take much longer.

Overall, the students and teachers agree that AI can be useful when it is used to assist learning. They also believe, however, that students should still do their own thinking and work.

According to Rakan Abdulalem: “AI should help students learn, not replace their learning.”

CO-OP EDUCATION: VALUABLE EXPERIENCE

By: Levi MacLean

For many high school students, choosing a career can be difficult when they have little experience in the working world. Co-Op programs give students the opportunity to step outside the classroom and experience what it is like to have a *real* job.

Co-Op programs allow high school students to gain work experience while completing their education. Students can spend part of their school day working with a local business or organization while learning skills that can help them after

graduating. These programs can also help students understand what type of jobs and careers may interest them, before they have to make bigger decisions about their future.

Peter Du, a grade 12 student who participated in the Co-Op Program at Malley Industries, said: “The experience has helped me learn more about working in the real workplace. I also got to learn new things about what I could do in the future.”

Co-Op can also help students develop skills that are difficult

CONTINUED ON PAGE 16

CO-OP EDUCATION (CONT)



MacLean's Co-Op placement this semester

to learn only in a classroom. Communication, teamwork, time management, problem-solving, and workplace safety are examples of skills that may be used during their placement. Mr. John Bryden, Co-Op Education teacher at BMHS, said the program can help students learn what careers are right for them. "That's what Co-Op's for; to help you figure out what you want to do."

For some students, Co-Op also provides a chance to explore a career before they commit to it after high school. Working directly with people in a specific industry can give students a better understanding of the daily responsibility involved in that career.

Ocean Anderson, a graduate who completed Co-Op program during high school and is now studying at UPEI, said: "Co-Op was super beneficial for me because I got to experience real life scenarios, which prepared me for the real world where anything can happen. I am so grateful I was able to participate in the Co-Op program and for the people who supported me along the way."

While Co-Op does not guarantee that a student will choose the same career after graduation, the experience can give them information to help make future decisions. Students can leave their placement with new skills, workplace experience, and a better understanding of what they may want to do after high school.

The Co-Op program gave me opportunities to grow, be curious, and to find myself and shape my goals for my future," said Ocean Anderson.

WHAT DO PEOPLE ACTUALLY DO AT PARTIES?

By: Jana Timani

Every year BMHS students throw parties, but what do people do there?

"They're social gatherings," said grade 11 student Clair Ngo. But what actually goes on at these "social gatherings"?

With Halloween coming up, so are all the high school parties that come with it. Everyone has seen the same pictures of the same big friend group, doing the same poses, holding the same red cups as all the other photos of parties. But what actually happens at these parties? Are there party games or dancing, or do people just stand around and take pictures? To find this out, BMHS students were asked about what really goes on.

To see how an outsider views these parties, some "non-party people" were asked about how they perceive parties, based on what they hear and see online.

When asked about their assumptions of parties, based on pictures, people had some positive remarks: "I think they [parties] look fun, and I get 'FOMO' (Fear Of Missing Out). You know you're missing out," said grade 11 student Claire Sambil.

Other assumptions were connected to the fun, but also what was causing it: "I assume everyone is having fun and that most of them are probably drunk or high as a kite," said grade 11 student Lily Sabourin.

"Non-party people" were also asked their opinion on what makes a good party; some said they preferred wholesome activities: "I lowkey like activities and, like, games and stuff," said Sambil.

Others shared activities more related to typical party culture: "Loud music, drinks, and having fun with your friends," said Sabourin.

So, this is what "non-party people" imagine parties as, but what are they really like? To get the inside story, "party people" were questioned about what really happens.

Every "party person" had a first party, so they were asked how they expected it to be, versus what it actually was. "I was expecting there to be like, so many people, like 100 people, but it just wasn't, like there wasn't really that many people there," said grade 12 student Juliet Lockhart.

Others expected more fun activities: "I expected danc-

CONTINUED ON PAGE 17



PARTIES (CON'T)

ing with house party music...there is that, but we don't dance at parties and I hate that," said Ngo.

So, their first parties weren't what they expected, but how do they expect a party to be now?

Expectations of parties now had much to do with the atmosphere: "Definitely loud...I feel like, parties I go to there's not games," said Lockhart.

Others commented on what a party really is: "At the end of the day most parties, like to the core of their element, they're social gatherings and they're something for you to kind of like go and talk to your friends," said Ngo. But with so many parties, can they ever become a little dull? What do the "party people" think about that?

The question is not only can parties be boring but also what makes them boring? "Like fifty percent I would say are extremely boring... people are, like, so serious like they don't want to do anything," mentions Lockhart.

The dullness of the party can sometimes also have to do with who you know: "There are definitely some parties I find a bit boring for me, especially if I know less people," suggested Ngo.

Not everyone experiences parties firsthand, but party culture is something very prominent in high schools all over the world. It gives people the opportunity to meet new people, make new memories, and have fun, but clearly, some parties can become boring when the right people aren't there.

Still, a high school party may just be something teens should experience once, for the fun of it. According to Sambil: "[...] It's something everyone needs to experience once in their life."

CELEBRATIONS!



BMHS dominated the United Way Truck Pull recently



Our team & club fair was a success again this year!



StuGov hosted a well-attended movie night



WHAT'S **BELONGING** IN HIGH SCHOOL?

By: Natasha Robichaud

At BMHS, many students have different definitions for what *belonging* means to them. For some students, belonging means being involved in clubs and activities, while for others, it means having friends or a *clique* to stay with. In some cases, belonging might even be found in a preferred class. In a school as large as BMHS, there's a way for every single student to belong.

From sports, to academics, to social, there's a club for everyone, with more clubs being created every single year.

12th grade student Alexandria Butland puts it into her own words: "To me, belonging in high school is more about clubs than it is friends. If you can find a club that you really enjoy full of people that also enjoy it, it is pretty easy to make friends and stay engaged/active in the club."

Having such an array of different activities and clubs is something that BMHS takes pride in, since it can help students find people with similar interests or help them have fun and enjoy their high school experience.

One of the most common things to hear when discussing *belonging* is mentions of friends. During DL in the morning, transition times in between classes, lunch hour, and after school, students always have their eyes out to find their friends in the hall. Friends can feel like a buffer between difficult classes and stressful high school life. Other than being someone that can distract from life's stresses, friends can bring a little bit of excitement and happiness to a regular school day. When you find people that help you truly feel like yourself, it can bring you a strong sense of belonging and understanding.

When your school day is divided into five different hour-long classes, you can sometimes gravitate toward one class in particular. Maybe it's the environment, maybe it's the students you share the class with, or maybe it's just the subject that you get to learn.

Many teachers work on making their classrooms into spaces where students feel comfortable sharing ideas and learning. When Dramatic Arts teacher Mr. Jeff Lloyd was asked how he works on making people feel like they can belong, he said: "The emphasis is more on the process of creating and making, it creates an area where people are able to have fun and explore and grow and sort of gain confidence in themselves."

Aside from clubs, friends, and classes, a strong sense of belonging usually comes from an even stronger sense of self-esteem or self-acceptance. When you can find belonging in just being yourself, it makes it much easier to find it in other places.

Storm Coulbourne, a grade 12 student, explained: "If I can feel confident in myself and who I am, I already belong because anyone belongs in any room they step in, and they're worthy of that."