

CRESTWOOD



The trip was spent focusing on the history of the Holocaust, while incorporating the current forms of anti-Semitism that still exists in Germany and Europe.

In discussing the importance of Jewish life in Germany today, Mr. Masters' response was, "I think it surprises people to know that Jewish life in Germany is rebounding. The community is small but growing; in recent years, many young Israelis have relocated to Berlin, and rabbinical training has recommenced. That said, there are still issues with anti-Semitism, and a few hateful politicians and people continue to speak out."

After attending this remarkably insightful trip, Mr. Masters will be able to teach students about the Holocaust with additional insight, being someone who saw the experience and obstacles of Jewish people first-hand.

While visiting the Topography of Terror, Mr. Masters received information about the Holocaust through the eyes of someone else with an interesting history.

"The curator there was the son of a German World War II veteran. He approached Germany's wartime history from the perspective of a son, trying to understand his father. Postwar generations clearly felt guilt over their parents' (in)actions, and his studies helped to uncover that past," Mr. Masters added.

JEWISH LIFE IN GERMANY

BY: GEORGIA GARDNER, '19
Imagine being hunted down like a wild animal. Imagine not being able to leave your house without the fear of death dancing around your every thought. Think about what it would be like to be separated from your family, working in hideous concentration camps until you could not bear to work anymore. Imagine life escaping your every move while you tried to stay strong. Imagine that you weren't even considered a person in your own community. After many decades of remembering and surviving, would you go back to the place that lit the fire?

World War II impacted the lives of Jews everywhere, but do we ever stop to think about how it may have had an impact on life in Germany today? As one of eight delegates from the United States and Canada, our Head of Social Science, Mr. Masters, visited Berlin to find out about Jewish life in Germany.

On this trip, participants visited historical sites such as Jüdisches Museum, Auswärtiges Amt, Deutscher Bundestag, Bundesministerium des Innern, Landesinstitut für Schule und Medien Berlin-Brandenburg, Zentralrat der Juden in Deutschland, Topography of Terror (a museum built on the grounds of the Nazi secret police HQ) and Sachsenhausen concentration camp.

When Mr. Masters was asked about this last historical site, he said, "To be able to walk through a place like that, following in the footsteps of the prisoners, was powerful."

"...it surprises people to know that Jewish life in Germany is rebounding. The community is small but growing."

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DON'T GO THERE!

BY: TAYLOR FRANKFORT, '17

Earlier this month, Crestwood had a very special guest who managed to touch each student's heart. Anthony McLean visited the school to talk to the students about a very important issue for students at all schools: bullying.

With his humor and charismatic personality, Anthony easily garnered the attention of each student, teacher, and parent in the room. He did what no other anti-bullying activist could do: he admitted to giving some of his peers a "hard time" as a kid. He explained how he made amends to some of his classmates who he tormented in high school.

The reason he was an effective and inspiring speaker was that he was able to relate to and make a connections with everyone in the room. Most people who lead seminars on bullying do not make an effort to imply that everyone teases once in a while. The message that Anthony was trying to get across is that this is not a crime. It is when jokes go too far and you don't realize or apologize for your actions, that it becomes a problem.

When most people speak about bullying awareness, they send out the simple message of just "don't do it." However, Anthony spoke of an even bigger issue than bullying itself – an issue that is ignored most of the



time. He spoke about the impact a by-stander has on a situation. Usually people tend to think that if they are not doing anything or are not involved in the situation, that they are not doing anything wrong. However, in many scenarios, that is not the case. If you see a person being bullied, it is your responsibility to do something about it.

This week Crestwood is hosting its annual Bullying Awareness Week. Bullying is an issue that desperately needs to be addressed among all youth around the world. Bullying is arguably the biggest issue for teenagers and it is important that we all are aware of the effects it can have on children, teens, and even adults.

JEWISH LIFE IN GERMANY, CONTINUED

A powerful visit can leave you with many emotions and possibly fears. "Many of the museums were very powerful, and it was interesting to see how the architecture became part of the exhibit. Many of the museums were designed to make you feel off balance, and even trapped," said Mr. Masters.



When asked if he could take one thing away from the entire trip, Mr. Masters replied "It was an honour to take part in something like this. It made me more aware of the fact that some episodes of history take a long time to recover from, for individuals and countries."



EXPERIENCING FORT YORK



BY: JONAH PATEL '17

Last month, Grade 10 history students went to visit the historic Fort York in downtown Toronto. The fort was built in the late 18th century in order to defend our city from the threat of an attack from the United States. During the war of 1812, American soldiers torched the grand magazine (where guns and explosives were kept), causing one of the largest explosions in North America.

With this being the 100th anniversary of World War I, Fort York is putting on a special exhibit about how soldiers from Toronto contributed to the war. Many men volunteered and went off to what they thought would be a great adventure; little did they know what they were getting into.

In class, we learned about how the war began, and about the big battles. However, at the Fort York exhibit we had a chance to walk the grounds and to see what living conditions were like for the troops. The food that soldiers were given was bland and processed. We had a chance to see the beans, spam and even hard tack: the biscuits that crack your teeth if you weren't careful.

Rum and other forms of alcohol were used in World War I, mostly to ease the soldiers' pain, who were often suffering from wounds or shell shock.

At that time, the Canadian Army was given very heavy uniforms that were hard to move around in. The helmets couldn't even protect them from a bullet or protect the soldiers from any shrapnel that fell on or near them.

At Fort York, I held a gun, and wore a uniform jacket and a helmet. Personally, I don't think I could run very quickly with that heavy rifle on my back, and the jacket and helmet weighing me down. The soldiers must have had a lot of strength, endurance, and pride to get through the war under these circumstances and come out victorious.

We know now that they helped to make Canada the country that it is today, but at the time, they just thought they were doing the right thing. For us, it was a fun day to take time off of school and walk in their shoes.

HE "ROCK"ULES

BY: HUNTER KELL, '15

The film *Hercules*, released in the summer of 2014 and directed by Brett Ratner, stars Dwayne "The Rock" Johnson. It is meant to take place after the 12 labours of Hercules, following the mythic half-God and mercenaries, fighting for whoever can pay them.

Prior to viewing the film, it is important to understand that this is not a direct adaptation of the ancient tale of Hercules: the majority of the legend was formed by the 12 labours. In the original version of the myth, Hercules murders his family; however, in most modern adaptations of the tale, this is left completely unmentioned.

In this film adaptation, the murder of his family is mentioned — but it is said that he is framed. This makes Hercules a much more likeable and relatable character than if he had actually killed his family. This is an excellent example of sometimes graphic (and culturally incompatible) myths being altered for a modern market.



History aside, the actual content of the film was largely impressive. Some of the most enjoyable parts in this movie are no doubt the intense action scenes. These scenes would have been great with a completely different cast, but The Rock just adds a whole new dimension of awesome to them. There are such amazing scenes as The Rock flipping up a cart and kicking it so that it flies parallel to the ground and hits three people; he also throws a horse.

The plot of this movie is certainly there (which some action movies like to forget is a necessary part of a film) but can seem a little forced at some times. There are a couple of plot twists but they are largely predictable.

Additionally, the characters in the film are indistinct. Close to 90% of the characters in this movie are middle aged men with beards, and they can be very difficult to distinguish from one another from their looks alone. Luckily, characters do not matter because the action of the movie is fast paced and more than compensates for anything silly and unimportant like character development.

Overall, this is a strong action movie inspired by history. Although the plot at times gets to be a little shallow, it is a very entertaining film and is worth watching.

THE ACORN

SHOWCASING THE TALENTS OF OUR GRADE 7 AND 8 WRITERS

ON NOVEMBER 11TH, WE REMEMBER



BY: MARINA NEVISON, '19

Each year, on the eleventh hour of the eleventh day of the eleventh month, Canadians are asked to pause in memory of the thousands of men and women who sacrificed their lives in military service. They made the ultimate sacrifice by risking their lives for justice.

Canadians need to remember the impact of war through all of the suffering that the world faces. War can be glorified in movies and comic books; in real life, people suffer, die or can even lose a family member. We need to respect all of those soldiers who sacrificed their lives for justice and for believing in Canada's rights. If we don't remember their sacrifice, Canadians might start forgetting about the brave soldiers who helped earn Canada its rights.

Without those brave soldiers, our lives would be different and the Canadian way of life wouldn't be the same. We might forget about how much war affects people and how much damage it can cause to a country.

When I went to Normandy, France, I visited an American cemetery and memorial. I could see all of the white crosses over many acres of land. I also went to a Canadian cemetery, which had grey head stones with a maple leaf at the top of it. The hundreds of graves before my eyes is now a memory that I will never forget. It made me feel sad that so many people died. I also felt thankful that all of those brave men and women died for the well being of other people. It was a very touching moment

when our tour guide told us a story of one of the dead soldiers.

On a ship going to the battle of D-Day, a man told his friend if he was killed, he wanted him to take his wedding ring and give it to his wife. The married man was shot when they landed on the beach. The friend tried to get the ring off of his friend, but he was almost shot just as he was forcing the ring off. And so, he ran and never got the ring off of his finger.

On Remembrance Day, I think of the unfulfilled promises and the heartbreak that families and soldiers faced. We should remember the words of Winston Churchill: "Never in the field of human conflict was so much owed by so many to so few."



THE ACORN

SHOWCASING THE TALENTS OF OUR GRADE 7 AND 8 WRITERS

MENTORSHIP AND CONNECTIONS

What is better than having 'girl time' in the middle of the school day?

BY: KAITLYN BALTER, '19

Once a month the Grade 7 and 8 girls meet with girls from grades 11 and 12 to talk about friendships, schoolwork, and give the younger students a chance to express themselves in a safe environment.

Meeting at lunch in smaller groups of four or five allows both of the junior and senior girls to form friendships with one another. In September, the junior girls are put into groups and are paired with senior girls from grades eleven and twelve.

Each month there is a new topic to discuss. In November, the conversation was about bullying awareness. We talked about bullying problems that could occur, and the things we can do to prevent it.

The female mentors are not only there to talk about the

assigned topic, but also about other problems the younger girls might want to discuss, such as personal drama or schoolwork. The girls can also talk to their mentors outside of the group session, such as in the halls and after school. If they have any problems that they do not feel comfortable talking about with teachers, younger students can always touch base with their mentor.

"While it is my first year helping with the Female Peer Mentorship Program," says Ms. Bryant, "I have seen the benefits of the program since its inception. I'm excited to have the chance to work with the program. It's a great part of school life here at Crestwood."

A GRADE 12 POINT OF VIEW

BY: SARAH MAINPRIZE, '15

I've been through the Crestwood mentor program as a grade seven and eight student. I have also completed my grade eleven year being a mentor.

The Crestwood mentor program is a great way to get girls talking. It is a program that helps girls understand that they are not alone. As a mentor it is really eye-opening to look back on all the things that I've gone through. This also helps as a mentor to give advice to the girls going through something that I have already gone through.

I think that having mentors is really important so that girls in Grades 7 and 8 can feel comfortable talking to someone who has already been through the younger grades before. Mentors are there for you whenever you need them, and are always willing to lend a hand.

The Acorn welcomes Grade 7 and 8 students who have something to say about life at Crestwood, and the world around them.

This edition of The Crestword features The Acorn's Student Editor, Georgia Gardner, on our cover! We would love to have you involved!

LIFE AFTER CRESTWOOD: INSIGHTS FROM A RECENT GRADUATE

BY: VICTOR MINKOV, '14

“What do you want to be when you’re older?” This simple, yet fundamentally profound, question has been asked to each and every one of us students countless times, for as long as we can remember. We have been asked this question from such a young age that we are now programmed to regurgitate a response, whether we genuinely believe in it or not. Up until the start of high school, our teachers and parents would expect merely tongue-in cheek replies at most. But now, things have changed, and the expectation is that we start putting serious thought into our future – both in terms of studies and careers.

As every Crestwood student knows, post-secondary education and career planning starts very early on. For me, it seemed that just as I had settled into school in Grade 9, I already had to plan my life after Crestwood. I was confused because like many other students, I was under the impression that the four years ahead of me would last almost indefinitely. Nevertheless, as I type away in my university dorm room, I can tell you that time is relative, and high school will be over faster than you can say “grub day.”

With that in mind, starting post-secondary education and career planning as early as possible is one of the most beneficial things that you can do for yourself. Although I had an idea that medicine was what I wanted

to go into, going into Grade 9, there was still a great deal of uncertainty. I had serious concerns as to whether this was what I truly wanted to do, and if it would be the right fit for me. After all, for a good six years of my childhood I was convinced that I would become a gourmet chef. In short, I didn’t trust my own judgment, and I needed reassurance and clarity.

My approach to figuring out my career path was to start off by eliminating professions that I could never see myself doing. Like a multiple choice question, eliminating a few options helps you to focus your search for the right answer (or career in this case). Researching daily tasks and skill requirements for various careers allowed me to narrow my search.

By far the most helpful career-planning tool for me was Take Your Child To Work Day. My advice to anyone participating is to make the most of the day. Don’t just treat it as a break from school, but rather a learning experience in its own right. Even if the workplace you visit is completely unrelated to your possible career interests, take note of that particular work environment and see if it suits you. Can you see yourself working in this setting? Will you be productive? Most importantly, will you enjoy working there daily? These are the types of questions that you should be asking yourself as you explore your selected workplace.

I myself spent a day at my grandfather’s physician’s office, as well as visiting some of the labs in the medical centre where he works. I responded well to the friendly yet professional environment of a small doctor’s office, but the cold, impersonal, and more solitary environment of the labs turned me off. This helped me come to the realization that I would be better suited for the personal patient care facet of medicine, rather than the research side.

While you certainly do not need your whole career path mapped out by Grade 10 or 11, having some sort of an idea around a field of study will make course selection in the upper years a lot less daunting. Make sure to do plenty of research on course requirements for university programs before making course selection decisions in Grades 11 and 12.



VICTOR'S RESIDENCE ROOM AT WESTERN UNIVERSITY

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WALKING A MILE IN DAD'S SHOES

BY: EMILY EAVES, '18

Take Your Child to Work Day is an annual event for students in Grade 9. This year, on November 5th, Crestwood students visited their parents' places of work in order to get a sense of what it would be like to be in the work force.

Some people think that Take Your Child to Work Day is an opportunity to laze about while your parent is working. Just in case you are wondering, this is not the case. In reality, Take Your Child to Work Day is an occasion where you follow your parents to meetings, and do anything else your parents would do in a regular work day.

This year, I spent the day with my Dad. He works at Woodbine Entertainment and although I have been there many times, this was the first time I was able to see what he does on a daily basis. We started off at the stables where the horses are kept. We talked to the trainers in all the different barns and checked in on the horses — I even had the chance to feed some of them! After visiting the stables, we went to the cafeteria where the jockeys and trainers eat breakfast.

Since Woodbine's biggest priority is reaching out to the community, we decided to visit two important partners of Woodbine: Ernestine's Woman's Shelter and Youth Without Shelter.

We first went to Ernestine's Women's Shelter. This is a shelter that gives women and their children a safe environment to live in if they need a place to go after experiencing traumatic events such as domestic abuse. The shelter houses over 20 families and makes homemade meals for the residents three times a day. They also have a laundry space, a place to get clothes, a room filled with hygiene products, and a schoolroom for children.

Ernestine!
Women's Shelter



After that, we went to Youth Without Shelter. Youth Without Shelter is a place where youth from the ages of 16 to 21 can go to get escape from bad situations at home. They also have three meals a day, a laundry room, a hygiene room, and a place to receive clothing.

Going to these two places was really helpful because I had the chance to see how fortunate I am. I realized that not everyone has a family who loves them like mine.

When we returned from the shelters, it was the end of the day. I'm so glad I got to be involved with Take Your Child to Work Day because I learned so much. Now I am even more excited to get a job — after I graduate, of course!

LIFE AFTER CRESTWOOD, CONTINUED

This will help you avoid being in a situation where you are missing prerequisite courses for programs you want to apply to. More importantly, speak with Ms. Bryant and Mr. Mitz on a regular basis to clarify any concerns you may have. Remember, they are paid to help you with these matters, so keeping in contact with them will ensure that you have all of the information and resources you need to choose the program and school that's best for you and your interests.

So, what's the point of all of this early planning and preparation? Well, for one, it will make your final year at Crestwood less stressful, and you will be confident going into university knowing that you've made the right choice. When it comes to selecting schools, your

teachers will tell you again and again to not dismiss a school purely on the basis of rumours and reputation.

As repetitive as they may sound, they are 100% correct. School visits are not only necessary, but also crucially important in the decision making process. I suggest visiting the school you are leaning towards in both a formal and informal manner. I was fortunate enough to visit Western several times before accepting my offer of admission.

“Overall, proper time management and organizational skills are necessary for success in university.”

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LIFE AFTER CRESTWOOD, CONTINUED

Fast-forward half a year later, and here I am, almost finished my first semester of university. These past few months have been thrilling to say the least, but above everything else, they have been a balancing act and an incredible learning experience. Looking back on the weeks leading up to my move in day of September 1st, I found myself cautiously excited. However, earlier in mid-July my mood was severely dampened when I received my residence assignment. To my disappointment, I was placed in a double room in the notorious Saugeen-Maitland Hall (my sixth choice on the residence ranking survey). For those of you who haven't heard about Saugeen, I will briefly summarize.

Constructed in the late 1960's, this hulking, brutalist slab of a building is one of the most infamous traditional-style dorm residences in Canada, if not North America. Looking more like a Soviet-era apartment block than a student residence, this 1200 person building has had a colourful history peppered with controversy. I was worried about everything from the shared bathrooms, the size of the rooms, to the overall rowdiness impeding me from getting any work done in my room.

Thankfully, all of those worries went away on move in day, when I was greeted by an excited group of sophs. All of my other anxieties faded as I settled in and got to know my floor mates. The fact that three other Crestwoodians were moving in also helped take the edge off things. Now that I call Saugeen home, I am actually very happy with my living situation. It's the closest residence to all of my classes, and the friendships I have made here are irreplaceable.

I was very fortunate to have a quick and seamless transition into university life. This was largely in part due to

the jam-packed Orientation Week schedule. By being kept busy with various social events and activities, I didn't even have time to think about missing home, or my mother's cooking. It was only weeks later that I woke up one morning and realized how much things had changed, and mostly for the better. Yes, the workload is tough, and the notion of daily studying may be an alien concept to you, but you will learn to adjust.



One thing that I found very important was identifying my weaknesses early on, in order to change my study habits accordingly. Seeking advice from older students, and seeing professors for help are also habits that have helped me more than anything else. Looking back at these few months, I see first semester as a period of finding the right balance between your social life, extra-curriculars, and academics. The temptation for procrastination is always present, and you have to learn to block it. Overall, proper time management and organizational skills are necessary for success in university. While you can get away without them in high school and still do well, start developing these skills now so you can be prepared for the increased workload, and frequent exam periods in university.

In the end, all of this insight may help, but there will always be some things that you have to learn on your own, be it through experiences, successes, or failures.

On a final note: do not wish away high school. Enjoy it, cherish it, and make the most of it. University will always be there waiting for you, so don't wait for it. Life after Crestwood is a refreshing change, but make sure to start planning early and proactively, so that you can be set for success.

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