

CELTIC JOURNAL

ISSUE NO. 1

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2021-2022

FEATURES

INTERVIEW

**Interviews with Mrs.
Evanoff and Mr. Holmes**

CLUB RUNDOWN

**An Insider on Sinclair's
clubs and teams!**



ISSUE ONE:FALL

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INTERVIEW WITH MRS. EVANOFF

BY: CANDACE MCINTOSH

When Mrs. Evanoff became principal at Sinclair back in February, students were at home doing online school. Now in October, with new schedules and regulations, it's hard for students to get to know the brain behind all of the work being done in our school. Mrs. Evanoff has jumped straight into all the action at Sinclair and is passionate about getting to know students more. To get to know her, I asked her some questions students said they might ask her if they had the chance. I hope this helps you know a little more about our new principal, Mrs. Evanoff.

Question: If you could pick an optimistic word or saying for the school year what would it be?

Response: Be brave. It's the first thing that came to my head just because of what we've all been dealing with and the conversations I've been having with kids and staff. I think we're tired. What everybody's talking to me about is that they're tired of words like pivot, be flexible, and be resilient. Yes we have to do all those things, but I think we're coming out of the pandemic field and we're coming back to work, school and doing more events. I think we just have to be brave. Pick up the boots and let's go!

Question: What's something you want your students to know about you?

Response: I will listen. I try to keep an open mind. I try to look at all sides. I'm very supportive of student growth and I'm going to do my best to help each student on their journey. I got into teaching because I love kids and I want to help them out.

Question: Do you have any goals for Sinclair in the years that you'll be here?

Response: I want to foster wellness and build community. It's all about growth for staff and students and those are my immediate goals right now. I want this to be a positive community that is vibrant with learning and activity going on.

Question: How was it coming to Sinclair and how has it changed your teaching/principal experience?

Response: When I came; it was last February; I was coming to a building when it was shut down. So, that was a struggle to get to know everybody, because I'm a people person and I like building relationships. Then you can see where people need to grow and you can see what needs to be fixed. When everyone was distant I thought I should try to connect with everyone digitally. So, I tried to connect to students with a couple of videos and put myself out there. I met with a few clubs that were going on like Student parliament, Black Student Union, and the Girl Empowerment event that happened. So, there were a couple things that I did where I was connecting in small ways with kids but it wasn't as if I was seeing them walking down the hallway and making connections with them or they were coming to my office. Sometimes kids come and they want to share some things that they are going through and then you learn about each other and it creates that relationship and safe space where you can actually make change. So, I think we hit the ground running in September. I'm all about making connections and relationships and to put the big, broad plans into place you need trust from people but you also need people to do the work. So it's about working as a team. We've got teams of staff that are in leadership groups, we have the school improvement team, department heads and teachers and I need their help with getting initiatives set but I also need help with getting our focus to the students. I'm also looking at Student leadership groups to help me on their end. It's a moving plan. I think I also need to leverage social media. I tried a bit of posting on the student instagram account and I want to try and do more of that. But we have to try and leverage technology somehow because I think it's going to reach kids in a better way.

Question: Have you learned anything new about being a principal lately?

Response: I have been a principal before. I was a principal at G.L Roberts, I've been an administrator and vice principal at Pickering High and J Clark. What I find about being an administrator is that it's very similar to being a teacher, it's just a broader community. I may not necessarily be teaching a certain curriculum but I'm overseeing the wellness of everybody. So that's what I've come to realize. But I have really gone through life with an open mind and the opportunity to learn, and because I'm an educator I need to learn from everything almost everyday. I have to think "How can I do things differently?", "Did I make a mistake before?" (and with education constantly changing) "What am I going to do differently?". I'm constantly learning and making it better for the people learning and working in this building. I don't want to make it difficult. Learning and teaching should be easy. We need to take away all the distractions, meet the kids at their needs and help them grow. And that is sort of simple, but it's so difficult! We have to find that balance of engaging kids and staff to help everyone on their right journey.

Question: What are your thoughts on larger school events?

Response: I love big school events! But they have to be meaningful and have a purpose. I don't want to just have a "whatever" just because. Big school events are fun because it also helps with student engagement. Kids love coming to school when they feel that stuff is happening and they don't come to school just to learn, they make friends, they do sports, they're engaged in an arts event. They come here to participate and it also makes everything more fun and enjoyable. They're also learning, so it's learning beyond the classroom. If they are purposeful events, I find that the kids will get more out of it. So if we have a speaker: what is the speaker about, what kids will they connect with, is it a big school event or is it a certain segment of the school? You have to look at those sorts of things. It's also money well spent that way and there is less issue for trouble because when everyone wants to do something everybody is positive. I like big school events because they're fun. But they have to be impactful.

Question: How do you think the pandemic has changed the way you approach the learning environment?

Response: It's changed a lot of things in terms of safety and it takes a lot more time to organize. Sometimes we have to completely change the way we do something. We are having to do a lot of Google Meets. Doing a virtual presentation and dialogue is much different than doing it in person. So that's changed and I'm sure that in the classrooms it has changed. I think that one positive thing that has come out of COVID is that teachers are utilizing Google Classroom in a much more streamlined way and to organize things. Even the structure of the day is different. We're constantly having to make changes and different decisions. So what used to be hard and fast is now having to say "Oh I never thought of it that way!" and we can't be afraid to change things up if it means that it's going to be better for everybody.

Question: What advice would you give to your high school self?

Response: You can't please everybody! I want to say I'm very similar to what I was in high school but I have a little more confidence. I was always involved in school and very focused, so I've used all those qualities to bring me through life, as a mom, as teacher and now as a principal. My mom and dad taught me all of this. Instead of focusing on myself and my own journey, the older I get the more I'm able to help other people. I have the strength to be very restorative in my practice and I am very transparent and motivated to help others. I can see when someone needs help and I help them.

Question: What advice do you have for students in high school now?

Response: Work hard, be positive, find out who you are as a person and what your passion is. When you have a passion for something all of a sudden you can create some goals, a pathway and a plan. So that's my advice for high school students. When kids know where they're going, things fall into place for them. Find out what your inner joy is, and where you want to go. Be a good person, be honest with yourself, keep that path of positivity going and don't stop learning, life is about learning.



"It is not our *differences* that divide us, it is our inability to recognize, accept, and *celebrate* those differences."

AUDRE LORDE

PANDEMIC LEARNING: LET'S TALK ABOUT IT

BY: MAHI SHUKLA

Quadmesters, hybrid learning and cohorts. All things that have at one point or another been reality because of the pandemic. Back in March 2020, we were all thrilled about a two-week vacation. We weren't thinking about school or how COVID would affect it. We've had to adapt to many different changes which have all come with their own issues. Now that the two-week vacation has turned into year two of pandemic learning, how is everyone feeling? I interviewed staff and students to see their opinions on pandemic learning, and was met with a variety of perspectives.

Mr. Grenon said that online learning was gruelling and that he is beyond thrilled to be back in school. Teachers love seeing their students' faces, even masked up. Being back to in-person learning has benefited them tremendously. Ms. Young has said that it's better since they can gauge how kids are doing. They can help them efficiently. Online learning had made it hard for teachers to connect with their students.

Also, teachers are thankful to be back in school as it makes it much easier to run specific courses. For instance, the arts, fitness and technology courses. Vocal, music and drama are all courses that run best in person. Even though COVID protocols are tight, the arts department is extremely happy to be offering art clubs and courses in person again.

Gym courses online were not ideal, but the phys ed teachers did everything they could to keep the course fun and engaging. COVID put a pause on school sports but with new rules, Sinclair is happy to have some clubs back, such as soccer, volleyball and cross country! Tech courses are busy but the long periods are beneficial. Mr. Coombs said this lets them get big projects done and the class accomplishes more.

For most students, the response is similar. They are excited to be back in school, even with masks and quadmesters. The reason for that being that online learning was brutal. They felt as if they were falling behind and were in a constant cycle of learning, like there was no escape from school. They would wake up, roll out of bed and login into their morning classes right away. They had no time to do anything else and were constantly watching a screen. Furthermore, during class, it was so easy to lose focus. At some point, the Google Meet became white noise. A lot of students just scrolled through Instagram or Youtube, as it was extremely hard to focus throughout the endless Google Meets. Coming to school everyday, even with longer periods, has been much easier. In-person learning has eliminated a lot of distractions. Students can't watch Netflix in English class anymore! A lot of their grades suffered during online courses (Keira.K) and they lost motivation for school. A lot of them not only lost school motivation but felt as if a lack of contact with peers caused them to become introverted and 'socially awkward' (Taha.F). Time management became a big issue and it was hard to stay on top of everything (Hillary.W). Now that we are fully back in school, students are happy to have a strong, stable learning environment (Miliana.M).

Furthermore, students are more excited to be back at school, not just academically. Seeing friends again and meeting new people is one of the best parts about school! With in-person learning, we finally have it back. Now, of course in-person learning has it's faults. Quadmesters are long and hard to sit through (Hillary.W). The curriculum has had to be shortened and some subjects have had to change the way they operate. That being said, in-person quadmesters are still an improvement. Nothing about pandemic learning has been easy. It's been a struggle to adjust to, but if this proves anything, it's that we're resilient. Whatever you may be struggling with, know that you aren't alone. You have an army of support to lean back on, and the school community is always here for you. Give yourself some time to adjust to school, and credit your achievements. Don't be too hard on yourself, and be proud of yourself. Not only yourself but your peers, your teachers, and your friends. Pandemic learning has been tough, but we've gotten through the thick of it. If we've managed to deal with the last 18 months, we know we can deal with anything that is thrown at us. Best of luck for the 2021-2022 school year Celtics!

Terry Fox

by Dover Khan

Terrance Stanley Fox, otherwise known as Terry Fox, was a Canadian athlete, compassionate young man, and Cancer activist. At the age of 18, Terry was informed that he had bone cancer. Terry was told that the cancer he was diagnosed with had spread to his right leg, all the way above his knee. He had lost his leg and undergone 16 months of treatment. Terry found himself and many other Canadians were going through the same struggle – a form of cancer – and Terry told himself he was going to take initiative. He simply could not ignore the children who were undergoing the same battle he had been fighting. Children who were half his age couldn't even take their first steps or experience the same childhood as others. Terry set out to do the impossible, run across Canada. Terry was going to do one marathon a day, in pursuit of his goal to find a cure for cancer. He trained and after 14 months of hard work he took the initiative to convince the Canadian Cancer Society to help sponsor his run across Canada to raise funds, awareness and appreciation for cancer research.

He started his run all the way from St. John's, Newfoundland and dipped his foot in the Atlantic Ocean. Terry called it the Marathon of Hope. Terry embarked on his quest on an east-to-west trek across Canada. Terry achieved his attainable goal to help others suffering the same struggle as him and ran 26 miles per day. In fact, he ran through 400 towns, schools, and cities to speak to others as to why he was running and was a motivational individual. He started at 4:30 am in the morning, and often didn't finish his very last mile until 7 pm. On September 1st, unfortunately, his run was stopped after 143 days in Thunder Bay, Ontario. He was dedicated; however, his cancer seized his opportunity to run any longer. Although he needed immediate aid, he continued to speak on a hospital bed and inform other Canadians all over the country to continue his Marathon of Hope! Terry's passing took place a year later. However, his bold and courageous actions were never forgotten, but his legacy was just the beginning. To this date, Canadians remember Terry's tragic demise and have raised over \$850 million for cancer research. In Terry's name, we annually hold Terry Fox's run to never overlook his efforts towards raising awareness for cancer research.





"The future...
is always uncertain, but we who
celebrate what you have done, who
celebrate all of your achievements, we
are certain of one thing on this day: You
will not let us down."

Tom Hanks.

SEPTEMBER 30TH

BY: ALISHA PATHAK

September 30th is the national day of Truth and Reconciliation, in order to recognize and remember the victims and survivors of the Canadian Indian residential school system. It's informally known as Orange Shirt Day. Orange Shirt Day is an effort to promote awareness and understand the harsh impact residential schools had on the children who attended them. Their cultural heritage, ancestral bloodline, and physical and mental well-being were slowly shattered, and its effect on the Indigenous communities continues to this day. This day represents Canada's commitment to Indigenous People through acts and promises of reuniting all of Canada, in order to understand the pain and suffering the Indigenous people had gone through.



HOW DID ORANGE SHIRT DAY COME INTO BEING?

It all started from the perspective of Phyllis Jack Webstad. Phyllis was an Indigenous survivor of one of the residential schools. When she had just turned 6 years old, she had been forced to attend one of these schools far away from her family. She brought a bright, orange shirt with her to the school to help her remember the sweet time she had spent with her grandmother. Upon arrival at the residential school, her orange shirt was taken away from her and never returned. The intent was to wipe off her cultural heritage, preference, and bonding. Phyllis wondered if she would ever have an opportunity to wear the colour orange again. In her mind, it was clear that no one cared about the little children like herself who were affected both emotionally and physically, and suffered from these cruel actions. Nation-wide on this day, we would like to salute Phyllis and other fellow Indigenous survivors who suffered through this difficult time but still stayed strong. We wear orange to symbolize Phyllis and many of these survivors who underwent forced and traumatizing circumstances, and reinforce that the people of Canada learn from their past mistakes and do not show any signs of negativity towards the Indigenous people. Together, we strive for a brighter future for all Canadians regardless of their colour, ethnicity, and language.



MOVEMBER

MOVEMBER INTERVIEW WITH MR. HOLMES

BY: GRACE ENGLISH

In order to gain a better perspective on why we raise awareness and donate money in November, I've asked Mr Holmes a few questions. I hope that this will provide you with a better understanding of Movember and inform you on his personal reasons for partaking.

Here's what he had to say:

"Statistically men are hesitant to seek support for mental health issues and have a high percentage of successful suicide attempts. What we do, looking a bit silly for a month of the year, hopefully, raises some awareness and some money to support a very important cause."

"I participate in Movember for a lot of reasons. Primarily it is a way that I can have a positive impact on issues that affect so many people. Cancer has impacted many people I care about and the more years I have participated in this initiative the more I have learned about the statistics and how men need to take a more active role in their own health and advocate to their doctor when they have questions and concerns"

I hope this helps everyone understand how important it is that we, as a school, are aware of important issues such as men's health. We should use the information we learn to help us all build a stronger, safer and more understanding school community.

Elementary To Secondary

By: Hannah Primrose



Each year, about a quarter of Sinclair Secondary School students graduate, just like each year about a quarter of Sinclair's students start their first year of high school. Many can agree that the transition from grade eight to grade nine is not what they expected, and takes a bit of time to sink in. From the number of teachers to the physical size of the school, it is a noticeable change for most grade nines.

In elementary school, most teachers try their best to prepare their grade eight students for the upcoming transition into high school. Some teachers may have given you tips on managing your time well, or how to prioritize your daily tasks so that you stay on top of work, but you will never fully know what high school is truly going to be like, of course. You construct your own expectations - but whether they do or don't exceed your grade nine expectations is what we are starting to learn at this point in the school year. Many students don't know what to expect, even after all the advice and stories. Some grade nines base their expectations off of things like movies and TV shows, but have these resources come close to reality? Have all the tips and advice added up to what the transition from grade eight to grade nine really is? Or was it all just romanticized and not true at all?

Naturally, we can be curious about what fellow grade nine students have to say to these questions. Multiple grade nine Celtics were asked about their own thoughts on transitioning from grade eight to high school. One of them thought it wasn't as intimidating as they believed it would've been. Another response from a different student was that it was okay, but the building was still pretty intimidating. One other grade nine felt that everyone would've been quite judgy prior to starting school, but as the year progressed, they had realized that no one really cares. Many new grade nine students felt that the workload was significantly heavier than it previously had been in elementary school. A lot of incoming freshmen started to realize that academics were more important now, and it's much more work than elementary, which proves how the high school workload is significantly larger than what some may have expected.

As the year goes on, hopefully most grade nine students will feel more confident about high school. It may take some time to adjust, but knowing many grade nine students feel the same way about going from elementary school to secondary school, and can relate to other fellow grade nine students about the transition is comforting. As many may say, grade nine is just the beginning of great friendships, opportunities, and memories with one another.

If transitioning from grade eight to grade nine surpassed or met your expectations in a good way, that's great! But, if coming into grade nine wasn't what you had in mind, then that's okay too, because I can guarantee that many grade nine students can relate to how you could possibly feel. Wishing readers a great rest of Quadmester Two, and note that transitions as impactful as elementary school to high school may take some time to get used to.



**"TO ACCOMPLISH GREAT
THINGS, WE MUST NOT
ONLY ACT, BUT ALSO
DREAM, NOT ONLY PLAN,
BUT ALSO BELIEVE."**

ANATOLE FRANCE.



HOW TO AVOID PROCRASTINATION

BY: GRACE ENGLISH

As a student, the concept of procrastination is very familiar. This could apply to a handful of things, such as homework, chores, plans, etc, and while it may seem like putting off whatever's hanging over your head isn't a big deal, the outcome isn't always pleasant. But, lucky for you, this article talks about the realities of procrastination and gives tips on how to manage your time efficiently and in a way that's flexible with your routines.

1. LEAVING SCHOOLWORK TILL THE EVENING

While setting schoolwork or chores aside to do sometime later at night may seem like a plausible option, the end result may not be best for your mental health and energy levels. The quality of your work may decrease by leaving it till the late hours of the night, which is usually when you're winding down from a busy day. The enjoyment of activities, such as hanging out with friends, playing video games, or watching tv can change when the uncompleted task is hanging over your head.

TIP #1

Rather than saving your work for later, do it right after school when it's fresh in your mind and your energy levels are higher. If that's too much, maybe have a snack when you get home to fuel your body and mind and talk to friends and family. Try setting aside 25-30 minutes to concentrate on the assignment. Tackle each task step by step and take a brain break away from the work and from the screen so you don't lose track of the time, and repeat if needed.



2. MENTAL HEALTH IMPACTS

Oxford learning says “Students that procrastinate experience higher levels of frustration, guilt, stress, and anxiety.” This is especially true with high school students, as there is a larger workload, meaning there’s more to take home and work on individually.

TIP #2

Set clear and realistic goals. The fear of failure and perfectionism is prominent within high schoolers, and sometimes, we tend to set expectations for ourselves that aren’t achievable. Make a project plan and stick to it, and make it manageable by spreading it out over a specific amount of days. If you do that, you’ll notice that the workload is smaller each day, and is much less intimidating and taxing on your stress levels and energy.

CLUB RUNDOWN

WRITTEN BY SAMANTHA WALDUCK, MURSAL
ALAMI, AND SAMIA AZFAR

There's a wealth of clubs and teams at Sinclair. Despite the pandemic, there are still many options for both learning and fun extracurricular activities. Many of the clubs can still be joined, or would gladly consider new members for next year.

STUDENT PARLIAMENT:

Student Parliament is a club that teaches students about leadership, friendship and teamwork. This club is run by students like you! We come together every Monday to discuss ways that projects we can take on in order to unify all students at Sinclair and in order to ensure Sinclair is a diverse and welcoming community. If you are interested in making a change, learning to lead and grow, join Student Parliament! Listed below is a list of the students who lead Student Parliament.

(first name, last name)(grade)

Ava Smith (12) - School Relations

Alina Thindh (12) - Communications

Sam Cleland (12) - Records

Brooke Randall (12) - Finance

Fariya Nasir (12) - Minister of Events

Claire Corby (12) - Prime Minister

Tala Sakran (12) - Deputy Prime Minister

Unfortunately, students are unable to join Student Parliament at this time so make sure to attend our introductory meeting at the beginning of the next school year! If you are really interested in joining this year, there is a chance! You can contact any of the Senators listed above or send a direct message at Student Parliament's Instagram (@sinclair_ss).

ATHLETIC COUNCIL:

The athletic council is the club that organizes and runs intramurals, Students in the Athletic council are the face of all the sports teams in Sinclair. We hold our meetings every or every other Wednesday. Throughout the year our team of students comes together to plan and execute a fundraising event. If you are looking for a leadership role within the sports environment, the Athletic council is exactly the club you are looking for!

CELTIC CODES:

If you are interested in computers and coding or trying something new out, a great way to expand your knowledge is to join the Celtic Codes club. Through this club, you can learn to code, or increase your coding skills, while creating a website, a game, or learning to solve problems. This club also looks great on university applications. The club was rated 4.3/5 by its members. Members appreciate that they can commit as much or as little as they want, that they have lots of choices in what they can use coding for, and the easy access to help. This club meets Wednesdays after school.

SINCLAIR SPROCKETS ROBOTICS:

The Sinclair Sprockets is a robotics team that requires no prior experience to join. Mentors and teachers show students how to design, build and code robots for specific challenges. Working with a large group of other students the robot is designed to complete a specific challenge set up by the First Robotics League which has teams and competitions around the world. The team attends competitions and plays against other schools and teams for various awards and in previous years the team has made it to the global competition. This club was rated 4.0/5 by its members and they currently meet Tuesdays after school.

STUDENT LEADERSHIP CAMP:

Student Leadership Camp, or SLC, is a camp planned by students, for students. A group of students are currently planning the events for the camp, which will be available to all students. Further sign-up information will be announced closer to the event. SLC is a 3 day camp with workshops and fun activities centred around youth in leadership. The students planning the camp have rated their club 5/5. They also noted that their club is very inclusive and was designed to be a fun growth opportunity.

MODEL UNITED NATIONS:

MUN is a club that revolves around creating a comfortable space for students to debate. With an end goal of participating in a mock United Nation meeting and the intention for students to act as delegates from several countries, the club is excellent for improving communication skills. MUN meets every Wednesday at lunch to discuss various topics, ranging from basic likes/dislikes to global issues. The consistent work from club members allows them to attain valuable skills with the aid of Mr. Amenta, whose positive attitude stays consistent in keeping the members motivated to debate. MUN is open to all grades (at any point of the year), with a comfortable atmosphere and enthusiasm from members to arrange meetings with other schools, MUN could be considered an excellent club choice for bettering one's personal communication skills.

CELTIC JOURNAL:

Celtic Journal is a group dedicated to spreading awareness about the happenings within Sinclair Secondary. Composed of graphic designers, writers, editors, and photographers, Celtic Journal is now more motivated than ever to create a positive space in Sinclair and educate the students about what goes on at the school. Meetings are held Wednesdays at lunch, and anyone who is interested is free to join.

SINCLAIR DANCE COMPANY:

The Sinclair Dance Team is a group of driven individuals who are ready to finish what they started 2 years ago. Prior to the pandemic, the dance team was ready to perform their showcase of student choreographed routines for the Sinclair student body, family, friends and community the week following March Break. That opportunity was cut short and resulted in a long break, but was not the end of their journey as dancers. They are back for redemption, and although are not sure of where this year will take them, they will work towards making their 2-year-old vision come to life. The current leaders of the Dance team are Daniella, Kayley, and Julia, who shared a few words:

Julia (Grade 11):

"I started pieces in grade 9 that I'm hoping to bring out this year and guide the younger dancers through. There is a sense of community within this club and I'm excited to see where this year goes!"

Kayley (Grade 12):

"Getting back to this team has been great because we're surrounded by people who share the same interest in dancing and similar visions for the future of the team. As leaders, we're introducing the 9th and 10th graders to the team and hoping to pass down the torch."

Daniella (Grade 12):

"This has been a huge learning experience for every single one of us and a challenge, as we're leading the team this year. We're hoping to help the younger students with coming into dance and are continuing to create a community that we are excited to see flourish!"

GENDER SEXUALITY ALLIANCE:

The Gender Sexuality Alliance is a club designated for creating a safe space for students to eat their lunch and talk about many things. The club revolves around the idea that realizing one's gender identity and sexual orientation sometimes needs support and communication from others in order to actualize within oneself. The GSA is a perfect club for any individual who needs a safe space like that. The club discusses many topics regarding the LGBTQ+, and anything that someone may be questioning or realizing about themselves. Meetings are held every Tuesday at lunch in room 214, and the doors are open to anyone. With understanding teachers like Ms. Wade, Ms. Gladman, Mr. Fockler, and Mr. Bayliss spearheading the club, comfort and safety is paramount. The club embodies acceptance, and will continue to spread this positivity within Sinclair.

CELTIC BLACK STUDENT UNION (CBSU):

The Celtic Black Student Union is a club whose main goals are to educate and bring our school community closer together. We plan to accomplish this by hosting events and meetings that will take place throughout the school year to educate students on black issues and contributions by black individuals to society. The meetings take place biweekly (every two weeks) on Thursdays. The club is planning to have a larger, whole-school presence for Black History Month in February. Anyone who wants to join is welcome!

MUSLIM STUDENT ASSOCIATION:

The Muslim Student Association is a coalition of Muslim students whose goal is to spread knowledge and encourage curiosity about Islam for anyone who wishes to learn. The incentive is to create a welcoming space for people to come in and ask questions, and possibly join. The club not only spreads awareness through education but also hosts many fun activities to encourage participation. The club meets every Friday at lunch and is open to Muslims and non-muslims alike. Some fun activities MSA hosts are info booths, lunches using traditional food, raffles, and much more. MSA is an extremely welcoming club and continues to challenge the long-held beliefs about Islam in order to spread credible knowledge and erase misconceptions.

YOUTH IN ACTION:

Meeting Date: Wednesdays @ Lunch

Youth in Action encompasses a group of goal-oriented students that aim to help the community by raising money and awareness on both a small and large scale. This year more than ever, due to the COVID-19 pandemic, they are focusing on more local initiatives and doing what they can to find some light in these difficult times. Youth in Action meets on Wednesdays at lunch and is a place where people can come with friends to share the same desire of helping others, recognize areas in which they can help in the future, make new friends and raise awareness. This year, they are planning on holding a Toy Drive for Lakeridge Health and are reaching out to the rest of the student body asking, "How can we help?"

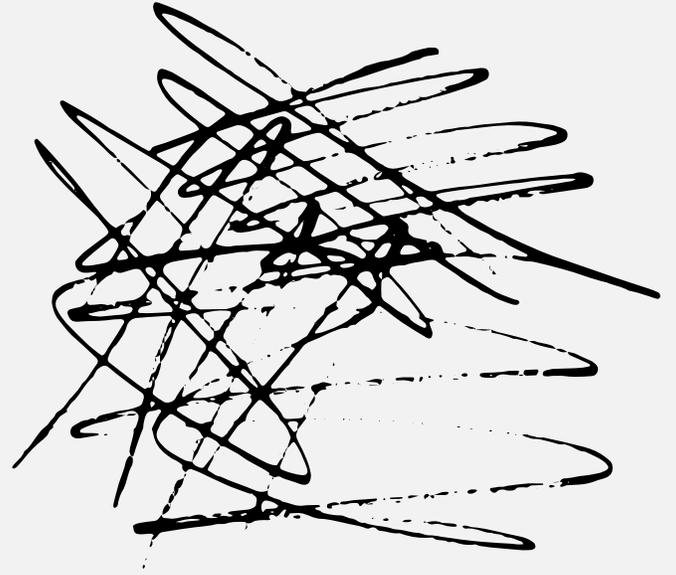
DECA:

DECA is a club built to take your business skills to the next level. DECA's case study competitions help prepare emerging leaders and entrepreneurs for careers in business and other fields. Whether you want to be a CEO, finance director, or fashion designer, DECA has events that will help prepare you to thrive in your career. With clusters specializing in marketing, finance, hospitality and tourism, business administration and management, and entrepreneurship, DECA has everything to empower you with the needs to be the next generation of leaders. DECA is also able to engage youth and provide valuable opportunities to improve your business skills and show them off at various conferences and competitions. You do not have to have ANY business knowledge to join DECA, everyone from grades 9-12 is welcome. Meetings are held Tuesdays and Thursdays at lunch, so don't hesitate to come join the club and watch your business skills flourish!



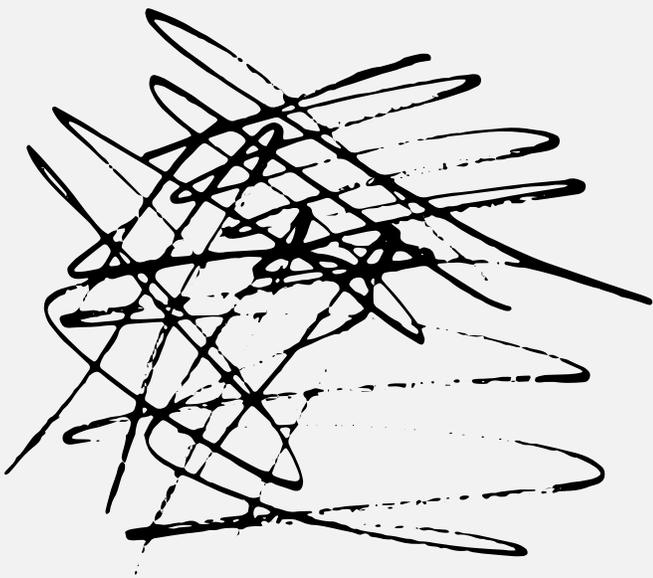
Worry is like a rocking
chair. It gives you
something to do but
never gets you
anywhere.

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Photos

By. Aliah Galancho







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