

Marine biology students work on building sea lions a new barge

by EK SMITH

Marine biology classes at Chadwick recently had the opportunity to take one huge step in saving California sea lions at King Harbor in Redondo Beach.

Sea lions are animals that need to sleep, warm-up, escape predators and socialize. They utilize very specific haul-out spaces to perform all of these activities. During the summer, the haul-out space in King Harbor was destroyed during a storm, leaving the sea lions with no dock. Without a dock to haul out on, sea lions have had to turn to other areas, including boats inside the harbor, so they can continue with their routines.

"When we did our lab on sea lion behavior in King Harbor, we saw the obvious need for more haul-out space for the sea lions. They were all piled up on one buoy that was clearly not big enough for all of them to comfortably sleep and interact," senior Jillian Solberg said.

After seeing the need for the dock, marine biology teacher Amy Hill and her class decided to take action. Working with former Chadwick golf coach Mike Galloway,



Marine biology teacher Amy Hill, above, second from right, and her students. Above: Sea lions on the barge that the classes plan to rebuild.

who owns a boat in King Harbor, they made a plan to try to rebuild the small dock. The plan includes making the necessary adjustments, such as the use of air boxes supporting the dock, to prevent it from sinking like the original one did.

"Our hope would be to see lots of happy, sleeping sea lions on the new dock, and lots of happy people in the harbor, who hopefully have a greater understanding of the other animals that share our coast with us," Hill said.

Before they could build a dock, the group first needed permission. On Dec. 5, Hill, along with eight students, presented the proposal to build a new dock to Redondo Beach Town Councilman Bill Brand and several marina executive directors. After the presentation, which included many questions and thoughtful discussion, the group received approval to rebuild the old barge.

Now that they have approval and a plan, the class is working on writing a grant proposal to get



COURTESY OF AMY HILL

funds for the materials needed to build the dock.

In the first unit, Hill teaches her marine biology class all about stewardship, the commitment to taking responsibility for a place, and environmental ethics, which include the moral relationships between humans and the world around us.

This save-the-sea-lions project exemplifies the first two themes--the class is exercising stewardship by making a commitment to King Harbor to assure that the locale

provides an adequate living environment.

The class is being environmentally ethical by realizing that they are the ones who have studied the sea lions in King Harbor, and have compiled tangible evidence that it isn't the best living conditions for the animals.

"The class' compassion for the sea lions, respectful communication of our plan to those in authority, and courage in taking immediate action have all been powerful and inspiring to see," Hill said.

Chadwick students learn to find common ground with diverse groups

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These groups gave the students the opportunity to find a strong common ground with one another despite having come from different parts of the country.

"I joined the black affinity group, and I noticed that kids would start dancing and clapping and singing.

"I thought it was really cool because music is really important in African-American culture, and I saw it get celebrated at the confer-

ence," junior Faith Gay said.

Students who may be considered minorities at Chadwick usually make up a majority group at the conference, but everybody is welcomed and encouraged to apply.

"I had a conversation with someone who didn't think he would get anything out of the conference being a straight white male who didn't feel like he fit into diversity, but he ended up walking away with the experience changing

his life," senior Victoria Ojetunde said.

Students were exposed to an incredibly diverse group of people, and left the conference transformed through the discovery of themselves and a greater grasp of the world around them.

"The conference really breaks down the idea that these issues are just for a certain group of people. It's for everybody. If you live in the world, you want to go to this conference," Love said.



COURTESY OF SAL PANIAGUA

Chadwick students participating in the Student Diversity Leadership Conference pose in front of the Indiana State Capitol Building.

Teenage Dream: Encouraging students to leave their comfort zones



SAFIRA PATEL

Senior Ashley Graumen and sophomore E-jay DeV Vaughn, above left, play teachers Trish Stevens and George Ramos, respectively, in a scene from *Teenage Dream*. Above: seniors Jillian Parks, Jessica Flowers and Rachael Chait play princesses in the scene "A Fairy Tale Unraveled."

by EK SMITH

The eighth-annual student-led production, *Teenage Dream*, was held in Laverty on Friday, Dec. 5. The show allows for Upper Schoolers to write and direct scenes in a comfortable environment.

Senior Kate McEvelly was the student director, and English teacher Erin Nordlund has been the faculty advisor every year. Senior Lydia Krauss stage-managed the production, and seniors Maddie Bogert, Zoe Bloomfield, Sofia Farentinos, Jake Goldstein and Vince Memmo made up the senior leadership team.

"*Teenage Dream* is a forum for students to be creative, and for stu-

dents to do theater who may not necessarily have the opportunity to do so. We want for all students to come together and be a part of a production, have fun, express themselves and be comfortable on stage," McEvelly said.

Leading up to the production, McEvelly was in charge of many elements. She started planning the show in March, and came up with the theme "*Teenage Dream*." She has been recruiting people, getting a technical crew together, designing a program for the show, and sending out advertisements to the Upper School.

Moreover, Upper School The-

ater Director Nigel Williams, voice coach David Bloom, and other performing arts teachers taught classes before the production. The classes were designed for students who had never written before, so they would feel more comfortable performing in the show. Particularly, students learned how to write "a beginning, middle and an end."

"There was one week of tech and one week of rehearsals, so [the production] was very time-intensive. It was fast and furious with a lot of fun, and very worthwhile in the end," McEvelly said.

This year, McEvelly decided to make a change with the student

production. She wanted to include more people who may not be involved with the performing arts to have a more diverse array of perspectives and involvement. In order to publicize the event, McEvelly and her staff created a Google document where people could clearly see the point of the show. She also sent numerous e-mails and posted in the Upper School Facebook conference.

"[In previous years], there just wasn't such a big campaign personally asking people to do it. But this year we reached out to people and made personal connections. I encourage freshmen, sophomores

and juniors to push themselves outside of their comfort zone. Even if you don't do performing arts, it's a really good high school experience, and you meet great people and make new friends," McEvelly said.

McEvelly was pleased with the production and happy that *Teenage Dream* showcased a wide range of perspectives on stage.

"There were sad moments, there were happy moments. These emotions expressed many facets of the teenage experience, and that's what we set out to do. Ultimately, it was the show for teens by teens about teens," McEvelly said.