

KNOX NEWS

July 2021

JOHN
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Christian School

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Knox News is a publication of
John Knox Christian School
8260 13th Avenue,
Burnaby, BC
V3N 2G5

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www.johnknoxbc.org

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Letters to the Editor

We invite questions, comments, story ideas, as well as any general feedback you may have to the Knox News. Please email the editorial team at development@johnknoxbc.org

JOHN KNOX
Christian School

Knox News is produced by:

Editor: Arusha Vegt

Editorial team: Gloria Redaon, Tim Chan, Olive Chan, and Fiona Fong

Design: Tyler Tsuyuki

Cover Photo: Jamala Mya

Printed in Canada: In-Print.ca

Pictured on the Cover: John Knox Christian School grade 12 students Jingyi Qi, Christoffer Ngwanza, Lucas Un, and Ashley Larson with Paul Tigchelaar

Back Cover Photo: JKCS Class of 2021 Graduation



CELEBRATING PAUL TIGCHELAAR

By David Ward, Elementary Principal

The last few weeks have been one of reflection, thanksgiving for thriving through COVID as a school, and a time for goodbyes. At the end of this school year, we say goodbye to a veteran and loved leader, Paul Tigchelaar.

We recently put together a video of our secondary staff interviewing Paul about his career, leadership, and experience

at the school. Here are a few questions we asked him and his answers:

How did you become the principal of John Knox Christian School?

Throughout university, my interest was medicine. I worked in an emergency room and was intending to go to med school. But in working, I realized that

I did not want to have that kind of lifestyle that compromised family and available time.

I got my teaching certificate and received a Master's graduate assistantship and that sort of anchored me into the teaching track. After 10 years of teaching, I put resumes out and I got accepted

at Vancouver Christian School for a teaching position with a small administrative role.

I was then asked to add a grade nine and ten class to Vancouver Christian School. After that, I was given the opportunity to be the vice principal there. When a new school called Carver Christian School began, I was asked to be the principal there.

I started here when I was hired to become the lead principal at John Knox two years ago when Anne retired and that added on a dimension that I've treasured deeply over the past three years.

The idea of having an elementary school means you can hang out with these little kids. Literally, a hundred times a day, I'll hear "Hi Mr. Tigchelaar!" when I'm going through the halls and it's just delightful. And then I get to go back and forth between the youthful innocence of the elementary school and the growing maturation of young adults of the high school students. The benefit of the two in context of each other makes for a complete experience for me.

What's one thing you hope will continue after you leave?

There's something called distributed leadership that I hope will continue here after I leave, and could improve many systems besides our school.

The idea behind distributed leadership is that I am not the boss. My job is not to try to do your job. My job is to back away and let you do your job because you're a professional, you're creative, and you're confident, and that's why you were hired.

It's about letting go, so I can let go and be who I need to be and I don't have to be a part of who you should be.

Philosophically speaking, why do you make soup for your staff?

Well, there's such a bonding experience around food. It's been a gift of life. I love to cook, so I really enjoy making different kinds of soup. There's so much bonding and community and culture that weaves itself through the idea of sitting down and dining together.

We are thankful for Paul's cheerful, trusting leadership, for his belief in the sovereignty of God, for carrying the mantle of leadership without grasping it for his own, for showing mercy, and for seeking the success of colleagues, Christian schools, and God's world. With sadness, yet much hope, we say goodbye.

*May the road rise up to meet you
May the wind be always at your back
May the rain fall soft upon your fields
And the sun shine warm upon your face
And until we meet again:
May God hold you in the palm of his hand
(old Irish prayer)*

You can watch the full video at our website:

johnknoxbc.org/knoxnews

Photos:

Left page: Mr. T Dress-up Day (left), Micah Robles and Paul Tigchelaar (right)

Below: Paul Tigchelaar's elementary campus retirement party (left) Paul Tigchelaar's secondary campus retirement party (right)



EXPANDING OUR COMPUTER SCIENCE & DESIGN CURRICULUM

By Wendy Perttula and Luke Qi, Director of Curriculum and Network Administrator

With computers and technology becoming an ever-increasing part of our daily lives, understanding Computer Science and Design Thinking is advantageous in many career and life contexts. By teaching these concepts to our students, we are aiming to develop foundational problem-solving skills that are transferable and relevant in many post-secondary contexts.

With this goal in mind, JKCS is excited to announce our plans to expand our Applied Design Skills and Technology (ADST) curriculum.

COMPUTER SCIENCE

Students will develop foundational Computer Science skills through grade-specific curriculums, team-based learning and design challenges. Designing websites, working with 3D printers, using modelling software, and programming robots, drones and microcontrollers will add excitement to the learning experience.

This curriculum will be introduced early on, then built upon as students progress through the grades. Younger students will start with block-based programming and interactive play. Then they'll have opportunities to learn real-world programming

languages like Python and Java. The practicing of programming and design will also hone logic, sequencing, and troubleshooting skills, all of which are highly transferrable. Senior high students enrolling in post-secondary computer science and technology studies can take an Advanced Placement (AP) computer science course or participate in personalized design projects and inter-school competitions.

DESIGN THINKING

Underpinning the expanded curriculum is the idea of Design Thinking. In ADST classes, students will be taught to identify challenging problems and then solve and apply Design Thinking principles to generate viable solutions. They will be encouraged to think creatively, collaborate, and apply iterative problem solving processes to refine and test their ideas. Access to 3D printers will allow students to transition their ideas from a concept into a computer model, and then into a physical prototype. Within this expanded curriculum, there will be a variety of opportunities to practise using technology to solve real-life problems.

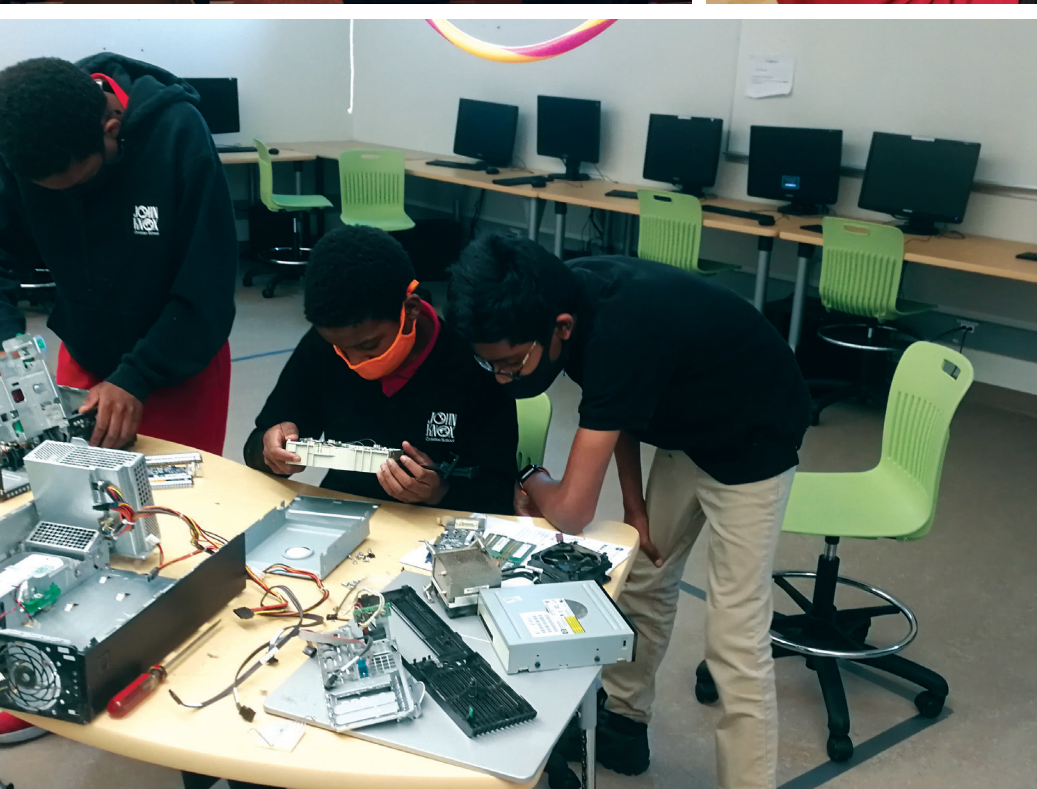
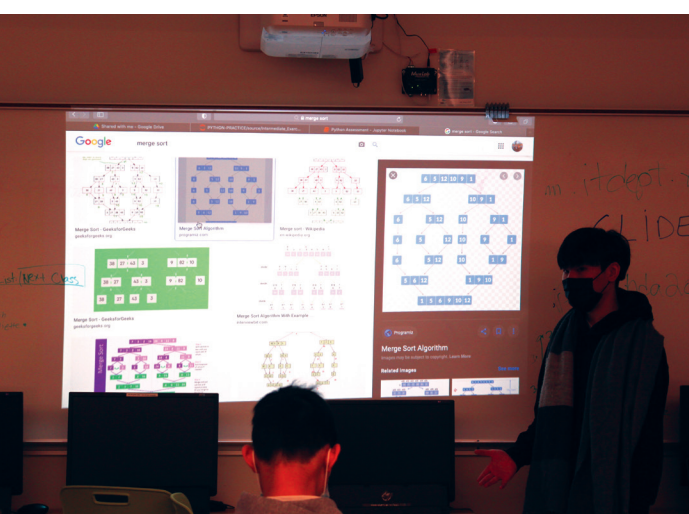
A number of JKCS alumni have been working in partnership with Luke Qi to test out and “debug” various

teaching approaches before they are adopted into our general ADST program. While pursuing their Bachelor Degrees in Interactive Systems, Commerce, Business Management, and Engineering, these generous graduates have been reinvesting their learning in our program development process. Additionally, ADST-related after-school, weekend and summer mini-camps have been engaging for attendees. Lessons learned in these smaller contexts will ultimately benefit all JKCS students.

Please stay tuned for ADST program highlights in future editions of Knox News!

Photos:

3D Printing and Prototyping (top left & right),
Lesson with JKCS Alumni (middle left),
Student working with a drone (middle right &
bottom right), Looking inside a computer (bottom left)





FUN ACTIVITIES WITH GRADE ONES

By Joyce Kwan and Jodie Huen, Grade 1 Teachers

Spring was a delightful time to appreciate the new life that God gives, and to get outside to see His great, wide world.

We got to raise caterpillars in our classroom and watch them grow, transform and fly off as beautiful butterflies. Beautiful too was seeing our students' hearts experience a wide range of emotions, from amazement and delight in seeing the magic of metamorphosis, to sadness and empathy in releasing and saying goodbye to their new friends.

We ventured a bit farther to Burnaby Lake Regional Park to experience living things in their natural habitat. We saw many types of bugs under a

decaying log and hunted for signs of beaver life. We touched bird skulls and beaks and sticky slug slime. We even smelled a fur pelt and wild strawberries. The Grade Ones will be excited to tell you that life is bustling all around and even under us!

To appreciate how God sustains us in our community, we planned, designed and constructed a cardboard neighbourhood which we called "River Way City". Our 3D city included buildings like a dentist's office, ice-cream shop and hospitals – both for people and pets.

Lastly, we were privileged to have a visit from Constable AJ from the RCMP. We hoped the children

would come away with respect and thankfulness as they listened to him talk about the ways that the police force keeps us safe. He also made us laugh when we played Simon Says from the vehicle's PA system.

Keep exploring and marvelling, Grade Ones. We can't wait to hear about all your summer discoveries!

Photos:

Top: Field trip to Burnaby Lake Regional Park (left), Designing a community using paper (right)

Right page: Grade 1s with butterflies they raised



A CLASSROOM PROJECT BLOOMS INTO REAL GARDEN SPACES

By Liz Johnson and Alice Wong, Grade 2 Teachers

This spring, Grade Two students watched with excitement as elements of an imagined project were transformed into reality. The task was to create a green space that would inspire stewardship and beautify their school. It began in the classroom where students applied their knowledge across many subjects – including money, art, science and geometry – to design and construct models of imagined green spaces at the elementary campus.

The Applied Design, Skills, and Technologies process was fun but effortful. First, students had to determine a location that would benefit the school community while also providing enough sunlight and rainwater for plants. Working in teams required grace and understanding as students discussed their ideas and collaborated throughout the process. They employed their math learning

by using three-dimensional shapes to design the garden space and by calculating a realistic budget for their structure. The teams built paper models to visualize their ideas. Finally, students presented and reflected on their proposed projects, listening to and encouraging one another.

When Mr. Ward (Elementary Principal) first heard about this assignment in passing, he was excited and loved this opportunity to create more green space at JKCS. Mr. Toledo (Maintenance) also joined the project by refining the concepts and figuring out the construction. Within a few weeks, beautiful new garden beds were built! In addition to adding green space, Mr. Toledo's design increases safety for pedestrians on our busy walkway and adds purposeful seating for outdoor learning experiences. What a gift it has been for these students to see their ideas

come to fruition! We can only imagine what play, learning, and community building will happen in and around these garden beds in the years to come.

What Grade Twos said about the project:

Gab: *"What we built was only 10% of what we wanted to build. We wanted mirrors for the sunlight and a straw for the water."*

Dalton: *"There were two sections for different kinds of plants and there were holes in the bottom so the water doesn't overflow"*

Matthew: *"I liked being able to make something from my imagination."*

Photos:

The garden space at the elementary campus (left),
A model of a team's design (right)





GOD'S FAITHFULNESS THROUGH YOU

By Arusha Vegt, Development Director

Thank you for all that you've given to John Knox Christian School this year! From returning fundraisers like the Fall Drive and the Knox Walk, to student initiatives like the Coin Drive and Operation: New Genesis, our school has been richly blessed by you.

As with many things, the pandemic gave us the opportunity to re-work this year's Knox Walk in ways that made new and great ripples in our community. Instead of doing the 5 km walk together around the JKCS campus, each family walked a custom 5km route around their own home neighbourhoods.

We are also incredibly proud of The Acacia Project which was started

this year by several of our students – Filbert W. (10B), Emily X. (11A), and Christie C. (11A). They saw the need to care for God's creation and by extension, the people around them. So, they found the opportunity during the Knox Walk to improve community health in more ways than one! Their "Earth Rewind" call to action challenged each of us to safely pick up 10+ pieces of litter during the Knox Walk. Thank you to all who humbly showed love for our neighbours in this way.

At the end of the Knox Walk campaign, we were delighted that almost \$90,000 was raised! Firstly, we gave ten percent of the funds to our local

Union Gospel Mission (UGM) branch as a way to give back to the Lord.

The rest of the funds will be used at both campuses over the summer and beyond. The elementary playground will see upgrades to playing surfaces. The secondary campus rooftop project will be complete by the start of school in September. Stop by both campuses in the fall to check out these amazing projects for yourself!

Photos:

JKCS students walking and cleaning up at the Knox Walk

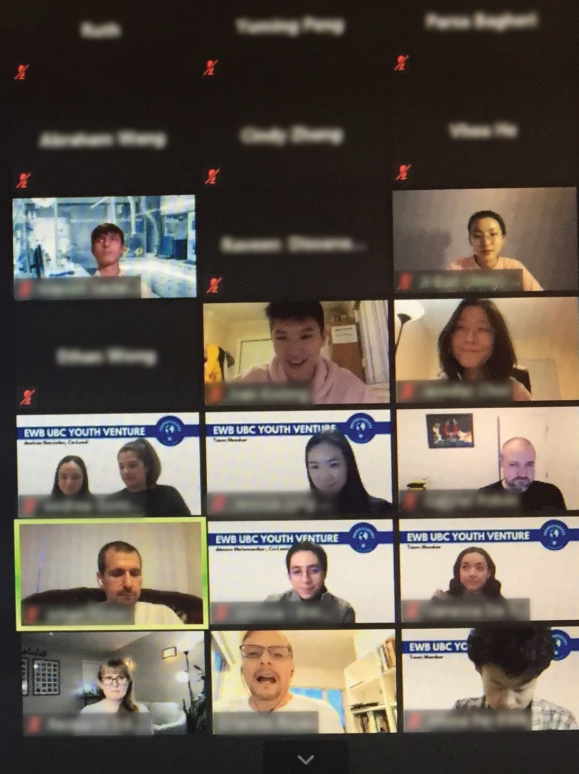




Photos:

Left page: Student leaders at Secondary Campus (top), Grade 12 Grad retreat (middle left), Constable AJ hands out stickers (middle right), Grade 8 Class Minnehada Hike (bottom left), Grade 6 graduation movie night (bottom right)

Right page: Grade 8 Science Project (top left), Grade 3 field trip to Burnaby Lake (top middle), Meme Dress Up Day (top right), Formal Day (middle left), Pink Shirt Day (middle right), Grade 8s during Spirit Week (bottom left & right)



GRADE 11s WIN UBC DESIGN COMPETITION

By Jeyne Lund, Secondary Missions and Outreach Coordinator

In January, three teams of students from our school joined the COVID-19 Mask Design Case Competition, organized by the Engineers Without Borders Youth Venture at UBC. There were 120 competitors joining by videoconference across different schools, including 13 of our very own students:

GRADE 10

Mary-Jane Davies
Faith Fuhr
Grace Kim
Michael Ng
Filbert Wu

GRADE 11

Christie Chen
Lucy Peng
Flora Wong
Emily Xiao

GRADE 12

Chloe Chei
Joseph Kim
Seth Visser
Jimmy Wang

The goal of the competition was to promote the importance of wearing masks, gain experience delivering under pressure and parameters, and empower youth to use their ideas to make a difference in the fight against a growing pandemic. Students also gained an appreciation of the challenges faced by individuals who are unable to wear traditional face masks because of things such as skin sensitivity, hearing aids, glasses, and facial hair.

Over two back-to-back days, students listened to a number of panelists and stakeholders to understand the needs and constraints. Then they were guided through a day-long design cycle, producing a deliverable at each of the stages. In the end, teams had to deliver an “elevator pitch” and were judged on their assessment of the problem, originality and feasibility of their design, and delivery of their presentation. After a popular vote, it was one of our very own JKCS Grade

11 teams that won! Congratulations to Christie C., Lucy P., Flora W. and Emily X. Noteworthy also is Filbert W. who won a prize for an Instagram component of the competition.

The winning team decided to focus on mask limitations for individuals with aural disabilities who use lip-reading to communicate more effectively. Use of hearing aids also make typical mask straps inconvenient. After hours of research on materials and design, the team presented a single-use mask with a transparent feature and adjustable straps. Their choice of starch-based biopolymers and wood fibres made it also sustainable and cost-effective.

Here are some reflections from participating students:

"The competition was more fast paced than I expected. I believe that it was a good experience for me and my group, even though we did not win the competition as a team. I think our team worked well together. To improve next time, I think we could have started our research a week prior to the 2-day marathon. I think that this competition was a really good way to understand how an engineer goes through the process of designing a product. We got to meet numerous students and see their ideas. Everyone was very supportive."

- Mary-Jane Davies (Grade 10)

"The Case Competition was a great learning experience for the four of us. The presentations given by professors on the first day were inspiring and motivated us to be hardworking and innovative. The competition was well organized by current UBC engineering students and the amount of work they put into creating and facilitating the competition was encouraging."

The event was a roller coaster of emotions - from the stress of having such a limited amount of time to develop a feasible product, to the nerves of presenting our design to over 100 people including STEM professionals, and finally the shock and excitement of our hard work paying off in the end.

Overall, it was the experience of a lifetime and we are proud to have made this great achievement!"

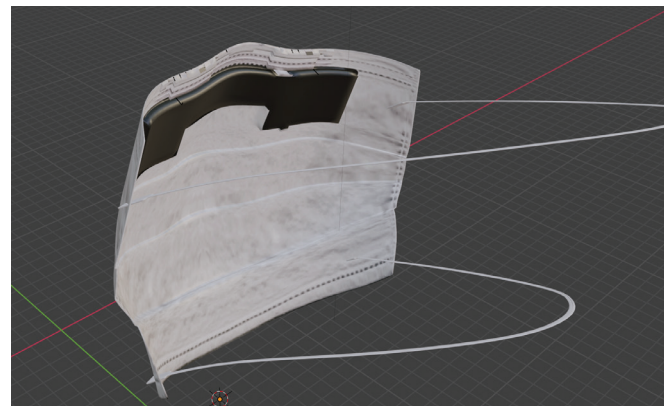
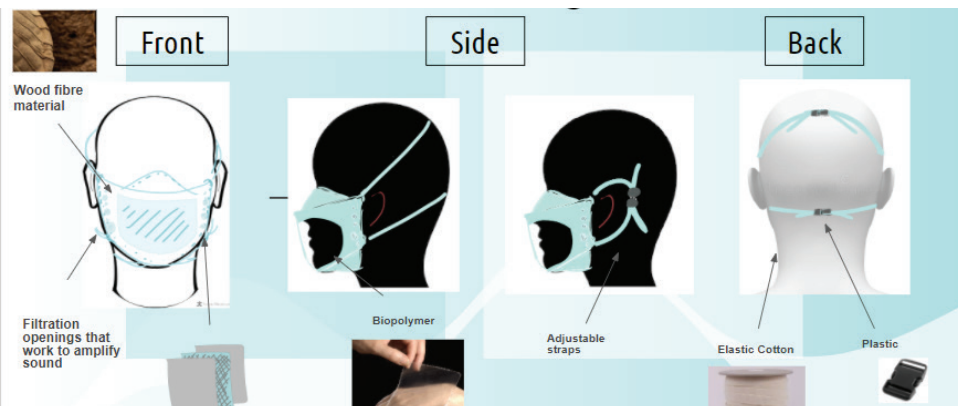
- Lucy Peng (Grade 11)

Congratulations to all participating students. Perhaps we'll see your designs in the marketplace sometime in the future!

Photos:

Left page: Grade 11 winning team: Emily Xiao, Lucy Peng, Flora Wong, Christie Chen

Below: Winning team's mask designs concept (top left), Mask design render (top right), Joseph Kim, Chloe Chei, Jimmy Wang, Seth Visser (bottom)





CALLED TO SERVE: MISSIONS & OUTREACH AT SECONDARY CAMPUS

By Jeyne Lund, Secondary Missions & Outreach Coordinator

*“And the King will answer them, “Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.”
Matthew 25:40*

Serving as the hands and feet of Christ is an integral part of our walk with Him and foundational to our expression of faith. Thus, it is important to begin young and interweave service and missions into our growing years and school experiences. In order to nurture empathy, compassion, generosity and love for others, JKCS provides dynamic and structured community service projects that encourage students to respond to the call to serve.

Serving has been especially significant this year to help our students take the focus off themselves and care for others who are even more greatly affected by COVID-19. Here’s how our students served this schoolyear:

GRADE 7S – CREATION CARE

- Picked up litter on school grounds and in the neighbourhood
- Cared for the gardens on school grounds
- Watered the plants on the Green

Wall where herbs for the Foods Lab are harvested

- Provided weekly Creation Care Challenges for the JKCS community

GRADE 8S – CARE FOR COMMUNITY MEMBERS

- Made over 450 artful homemade Cards of Courage to send to refugee families throughout the Lower Mainland, nursing home residents at **Thornebridge Gardens Retirement Centre**, and ICU front line workers at **Royal Columbian Hospital**

GRADE 9S – CREATURE CARE

- Secured food donations for pets and made toys for cats and dogs, gifting them through the **NW Animal Shelter**

GRADE 10S – CARE FOR VULNERABLE FAMILIES

- Delivered Soup Sacs, made by our Foods Class students, to the **Journey Home Houses** in New Westminster for refugee families
- Established a partnership with **Promise Vancouver** by providing a pen pal ministry with students, creating a series of story time and language videos to use for programming, and providing snacks from Cobbs Bakery for their afterschool program

GRADE 11S

- Went weekly to help organize, clean, stock and price items at **The Orphan Aid Thrift Store** which supports children with HIV in Africa and SE Asia
- Initiated **Operation: New Genesis** – supporting the homeless in New Westminster by assembling and distributing 100 care packages and running monthly Sunday lunches
- Initiated **The Acacia Project** –

cleaning up and raising funds for the neighbourhood of JKCS

- Initiated **The Lowdown** – a student school newspaper
- Initiated **Peer Tutoring** – caring for and supporting fellow students at JKCS
- Served in the Lower Mainland with 7 different ministry organizations during a portion of PEAK week and monthly thereafter
- Collaborated with **Union Gospel Mission** to make 200+ nutritious and tasty bagged lunches for homeless individuals

GRADE 12S

- Supported **The Harvest Community Church Food Bank** two times per month by sorting and organizing food, cleaning food services areas and storage areas, and preparing meals for their Food Line
- Prepared a special Christmas meal for 150 people
- Initiated **JKCS Kairos** – a mental health and peer mediation initiative
- Initiated **The Jina Project** – caring for ESS students today and tomorrow

- Partnered with **Ride for Refuge** and **Journey Home** to engage the JKCS community to raise funds for refugee families by participating in a Fitness Challenge across grades

Students are to keep track of their volunteer hours, but we don't want them to simply "clock out" once they return home. As students write a reflection essay, we ask them to think about how they can make their service extraordinary. How can they make Christ better known and build His kingdom further? We encourage our students to pray for those they serve as well as themselves, that God will do a mighty work in both arenas. Next year, we hope to involve all our students in a minimum of 30 hours each of volunteer service.

Congratulations and Thank You to all the students who wholeheartedly volunteered in the different service projects at JKCS and in their communities!

Photos:

Left page (left to right): Grade 7 Creation Care Challenge, Grade 12s at The Harvest Community Church, Food Bank, Grade 11 Peer Tutoring
Below: Grade 11s PEAK week service (left), Grade 11s Operation: New Genesis (right)



SPORTS AT JOHN KNOX

By Christian Loro, Secondary Athletic Director

We did not have many sports competitions this year, but that did not stop some amazing Hawks athletes from coming out to perform, encourage and lead by example.

BADMINTON AND ULTIMATE CLUBS

This past spring, we ran both badminton and ultimate frisbee clubs at Moody Park, twice a week. Restrictions meant that we could not have official games with different teams facing each other. But WOW, so many kids came out! The participation level this year was higher than ever before. Coaches designed the sessions to teach new skills, practice them with drills, and get ready for game play when the time comes. It was a joy to

see so many people being active, outside, and smiling behind their masks. We were thrilled to see such a high interest level in these sports. We look forward to nurturing these budding badminton and ultimate players in the seasons to come.

ATHLETIC AWARDS

Each year, we recognize a handful of special athletes with awards. Because there were no competitions this year, we did not have our usual Team MVPs and Athlete of the Year awards. However, we could still see outstanding athletic ability and sportsmanship displayed, which made the following awards well-deserved.





The Hawks Athletic Award is awarded to a graduating student(s) (male and/or female) who has shown exceptional athletic ability, empathetic and exemplary team leadership and Christ-like service to teammates and competitors alike. The award is given to the student who has accumulated the most Athletic Award Points throughout their years at John Knox.

The 2020-2021 Hawks Athletic Award recipients are **Dorcas Mando** (basketball and ultimate), **Christoffer Ngwanza** (soccer, ultimate, and basketball) and **Jadon Tsang** (badminton, volleyball and swimming).

The Hawks Heart of Service Award goes to the individual(s) who have made a significant contribution to our Athletics program with their service and dedication. This year's winner

volunteered a minimum of 100 hours throughout their time at John Knox and is a key person in our community.

The 2020-2021 Hawks Heart of Service Award goes to **Hikaru Un.**

Congratulations to each of you and thank you for your many hours of athletic excellence and service.

Photos:

Left page: Students at Badminton club

Right page: Students at Ultimate club & Students at Badminton club



GRADE 12 GRAD – AN UNEXPECTED TYPE OF BEAUTY

By Mariechen Dresselhuis, Grade 12 Student and Grad Council President

To say this was a strange and difficult school year would somehow still be an understatement of the reality for all those who graduated in 2021. From masked smiles to cancelled sports and stripped-down events, our graduating class was left with a senior year that felt void of the many highlights that we

had anticipated since Grade 8. As the Grad Council Team and I worked our way through different scenarios, we knew we wouldn't be able to plan the spectacular banquet activities that we saw our older siblings enjoy.

Two tough starting points for our planning were that family members

would not be able to come, and that private event venues were not available. The primary part of our vision then, was to transform the space we were given (our humble gymnasium), into a completely different world for our peers to enter into. To put it simply, we wanted to create a space where friends could

reminisce together through halls of printed out memories, a space where the constant tiredness we all felt throughout the year could be replaced with lightness and beauty, and a space where our classmates could feel removed from the challenges of our senior year as they chatted over dinner and took photos together. I believe that many of these things took place that evening.

We are beyond grateful for our local restaurant caterers, parents and of course, staff, who allowed us this opportunity to bring our vision into fruition amidst COVID-19 restrictions. If existing in a pandemic has taught me and my team anything, it is that embracing change is to embrace an unexpected type of beauty, the type that stretches us

towards growth, challenges us to appreciate simplicity, and draws us to bond over challenges, together.

Photos:

JKCS class of 2021 graduation banquet

Photos by: Emma Hwang



ALUMNI INTERVIEW: THE SPINE, SPACE AND BEYOND

By Liza Kerby, Teacher

As JKCS Principal Paul Tigchelaar is retiring this year, we thought it would be fun to interview one of Paul's sons, Seth Tigchelaar, who is a Carver Christian School alumnus. Seth has had an interesting educational and career path which includes spinal cord research and surgery at UBC, medical school at Stanford University, and work at SpaceX. As one of Seth's former teachers, I spoke to him in May 2021 and asked him the following questions:



Seth, what was your role at SpaceX?

SpaceX is a rocket company and historically didn't have any medical personnel like me, but their new contracts with NASA required them to develop a medical team. When the pandemic hit, they were proactive in building the team to have daily onsite testing and other measures to ensure that astronauts and employees are safe.

Beyond COVID-19, SpaceX is a very busy job site where many things could happen at work, so we helped people who might have injuries. We also looked after the teams who catch the returning rockets. We make sure they're healthy and safe while spending 7-10 days in the middle of nowhere. I was also involved with some of NASA's science and research. I spent five months at SpaceX and have since returned to complete my schooling at Stanford.

What drew you to the spinal cord field and what keeps you going?

Spinal cord injury research wasn't really on my radar. I happened to join a lab in my first year and I've stuck with that lab for the past 12 years. I think it's one of the last frontiers of biology, making it ripe for development and innovation and so fascinating to be in. It's also conducive to combining both surgery and research which can be hard to do.

Throughout my time in Vancouver, I volunteered at a long-term care facility for people with stroke and spinal cord injury. It's a really hard life and I think these people deserve a lot more, but good solutions are few.

One solution is actually being worked on by Elon Musk's company Neuralink, which wants to enable people with paralysis to operate technology using their brains. It sounds like science fiction, but research just came out showing that special sensors can be put into a person's brain, allowing them to type 60 words per minute just using their thoughts. Technological advancements like these in the next 10-20 years could really change the quality of life for these people, and I want to be there.

Brain interfaces sound really flashy, but it's important to listen to and empathize with the people we want to help. In my own lab, we surveyed people who had spinal cord injury about what they would value most in getting better. We might think, "They must want to get back to walking or using their hands." Rather, they told us that the most important thing is to regain normal bladder and bowel function. Now my old lab is working on creating muscle stimulators that you can control with your phone. To have independence when you go to the washroom is so significant yet easily taken for granted.

There are probably kids in our school who want to work at SpaceX or become doctors. What advice do you have for them?

Work hard, early. There is no more beneficial time for your future than right now. If you think of your life as a pyramid working towards some goal, the more you develop your base early on, the more opportunities and chances will happen later.

Medical school is pretty competitive and companies like SpaceX can be ultra-competitive. But regardless of your field, it's about working on becoming the best at whatever you're interested in and having that passion show. Many of my fellow medical students are also dancers, artists, and athletes. Nobody fits within any kind of box. It's just a lot of passionate people who've done what they loved, and that was very obvious.

What kind of habits have helped you to work as hard as you might need to?

My supervisor gave me his Three A's: be Available, Affable and Able. Available – I try to reply to emails within an hour and do right away anything that takes 30 minutes or less, otherwise I just procrastinate. Affable – You'll always be excited and happy if you're doing what you love, and people will feel that energy. Able – That's the hard part, actually doing the hard work that makes you good at what you do.

You were at Carver when your dad was a principal. What were the positives and negatives of having your dad also be your principal?

I always had access to lunch money and when I started driving, I had access to a car. But when I was younger, I went through the phase

of feeling embarrassed. And if you ever get in trouble, you get in trouble twice, at school and at home.

What do you hope your dad will do as he retires this year?

All of the things that he enjoys doing! Hopefully he can take me fishing a lot more. I remember when both of my parents did more camping, hiking, woodworking and gardening. Work gets in the way sometimes so I hope they can do more fun things and be healthy.

We want to wish both Seth and our Principal Mr. Tigchelaar all the very best in their next adventures!

Photos:

Left page: Seth Tigchelaar

Below: Stanford University (left), SpaceX Falcon 9 (right)



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John Knox Christian School
8260 13th Avenue,
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