

The Seattle Prep Panther

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Twitter: @seapreppanther
Instagram: @seapreppanthers

Nutrition Facts

194 students per grade level

Serving size 4 years

Amount per serving

The Wellness Issue 180

	% Daily Value *
Athletic Teams 44mg	44%
Students who play at least one sport 75g	75%
State Championships since 1960 39g	
Panthers 44mg	44%
Zip codes Represented 64g	64%
Co-curricular Programs 99g	99%
Window 17g	17%
Drama Productions 3g	
Includes 2.8g Arts Week	2.8%
Community Service 17,500 hours/year	

Olympic Week 1mg	100%
United Nations 4mg	25%
Kairos 3g	50%
Homecoming 1mg	100%

INGREDIENTS: 765 caring, hard working students, Adelpia, McDonnell, Ignatius, Jesuit Education, Freshman Collegio (Xavier, Gonzaga, Bellarmine, Loyola), Sophomore Collegio (Juana, Jogues, Marquette, Regis), Junior Collegio (Teilhard, Hopkins, Rahner, Kostka), Senior Seminar

STUDENTS MAY CONTAIN: The Grad at Grad (Open to Growth, Intellectually Competent Spiritually Alive, Loving, Committed to Justice)

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Letters to the Editor: *The Panther* staff welcomes letters as they give a constructive way for more people to express their opinions, criticisms, and reactions to school issues.

Letters may be sent to the email address or physical address above. All letters must be signed, names will be published.

The Importance of Reaching Out

CLARA MALONE '21
Visuals Editor

The first lockdown was one of the most difficult times of my life. I felt guilty for feeling bad, because I was healthy, and so many people were struggling with loss and sickness from the pandemic. I chose to bottle up my emotions and distanced myself from my friends and family. During quarantine, this was easier than ever. I never felt more alone. And I know of so many others who were going through the same thing. Through social isolation, so many of us took the easy route and closed ourselves off.

Something I learned in through this time, is that it is okay to not feel okay, even if there is no reason to. There is no reason to compare your struggles or feel guilty for struggling. Everyone has problems with their mental health, and even when everything seems to be alright, you may still feel bad or unworthy.

However, nothing bad will come from seeking help and understanding.

The best thing you can do for your-

self is recognize that you are not alone, and there are so many resources for you to find help from.

When I first began to feel this way, I bottled up all my emotions and struggled to reach out. Because of this, I began to fall behind in some of my classes and was not performing academically the way I intended or wanted to.

"Reaching out is the first step towards getting better, and after that, you no longer have to carry the weight of being alone."

After using too many excuses as to why my work was not done in time, I finally decided to be honest. I built up the courage to tell a few of my teachers, and

they were nothing but understanding, making my struggles just a bit easier already. And of course, on the other side of this, try to reach out to your friends. You may never know what someone is struggling with on the inside.

Reaching out is the first step towards getting better, and after that, you no longer have to carry the weight of being alone.

How to Reach Out

National Suicide Prevention Hotline:
1-800-273-8255

Seattle Prep Counselors Teen Link:
1-206-461-4922

National Suicide Hotline:
1-800-784-2433

Let's #MakeInstaCasualAgain, for the Sake of our Mental Health

KATE RIDGEWAY '22
Managing Editor

The hashtag #makeinstacasualagain has floated around Instagram for years, with users longing for the platform to return to the carefree atmosphere it had when it debuted in 2010. While this hashtag has mostly been used sarcastically, there's much truth to it.

Social media can have some great benefits, most notably in providing an opportunity to connect with friends and peers, especially amid the social isolation the past year has posed. Too often though, Instagram enforces expectations that hold life to unrealistic standards and are difficult to shake when hours of our time are spent mindlessly scrolling through the app.

Instagram is a highlight reel. Posts usually feature pictures out having fun with friends, on a beach in Hawaii, and of course, meticulously chosen birthday posts. It is easy to get caught up seeing these posts and think that these people are on top of the world. But what we don't see being posted are the sleepless nights working on Collegio homework or lamenting the general state of the world, at least that's more of a Snapchat private story type of thing for me. But that's reality—nobody's laying on a Hawaiian beach 24/7, not literally, not metaphorically. And after a year where we've all logged more hours online, this can get into our heads more than ever.

Prep counselor Dr. Rosellini said, "Often, what we see on social media reflects cool/interesting things that people are doing, and probably picking the 'best' looking picture of themselves (and often filtering it to make it look even better/cooler!). So, what we end up scrolling through often is seeing one side of other peoples' lives, which may not be realistic. And it can make us then feel less than, or isolated."

Through a poll conducted on the Prep Instagram, around 150 Prep students were asked "Has Instagram negatively impacted your mental health?" The results

were pretty 50/50, with 49% of respondents saying "yes." Of that 49%; 73% of all girls responded "yes" compared to just 19% of boys. Studies have backed this high percentage up, tying high screen time on Instagram to increased levels of anxiety and depression in adolescents.

Sophie Docktor '22 identified that it has negatively impacted her mental health because there is "so much pressure about what to post and about looking good."

Follower counts can evoke similar feelings of anxiety. Another poll asked: "Do you believe there is pressure to have a certain number of followers on Instagram?" Of the students polled, 37% responded "yes". Girls showed an increased percentage, with 50% responding in the affirmative compared to just 23% of boys. When asked how many followers the 37% felt pressured to have, all the students who responded stated "1,000+." Unsurprisingly, 64% of those who did not feel any follower-related pressure, have 1,000+ followers themselves. That percentage suggests a direct indication that most people's "golden" follower count is 1,000.

Freshman Brooke Wilwerding identified that reaching these high numbers can "make you feel better about yourself."

Rosellini commented that it seems "pretty normal" to want a lot of followers, "but what seems to happen a lot is this pressure to have more friends/followers, and equating that number with how we feel about ourselves, or how liked we are, and

other unhelpful comparisons. Then social media becomes at least partially related to self-worth rather than a means of connection."

Gen-Z, a generation you'd think would be more connected than ever through the social media boom that has gripped our upbringings, has only made us feel the opposite—alone.

Instagram has "made it the norm to only see the 'best' carefully crafted things a person wants you to see, and to communicate behind a phone rather than in person. This misses the in-person real vulnerable connections where you get to know people, including potentially their flaws." Rosellini added.

Stop caring about followers. They do not matter, and if someone thinks they do in judging if you're "cool" or not, odds are, they're not someone you should be friends with in the first place. Stop caring about posting the best-edited picture of yourself. Posts reflect nothing more than the "highlight reel" of one's life. Stop caring about what a "like" or a "follow" means, but know your worth and evaluate the real-life, vulnerable connections Instagram corrupts. While it can be hard to be vulnerable, you'll be surprised at how being a little bit more real on the platform can help ourselves and society in the long-term. Let's #makeinstacasualagain. Scan to learn about Instagram accounts that can diversify your feed to reflect more real, candid posts that #makeinstacasualagain!

Scan here for a list of Instagram accounts to follow to boost mental health!



Adventure Awaits!

Outdoors Club Gives Students Chance to get Outside Together

EAMON MOHRBACHER '24
Staff Writer

What happens when nature, fresh air, exercise, and a great time are mixed together? The Outdoors Club at Seattle Prep! The Outdoors Club offers a chance for students to spend time in nature, while enjoying fun activities such as hikes, scenic walks, and rock climbing. Audra Hanlon, Seattle Prep junior and one of the club's leaders expressed, "The Outdoors Club is focused on bringing people together and getting outside."

She continued, "The Outdoors Club primarily goes on hikes, but we have done other activities in the past. Just last year, we were fortunate enough to be able to go rock climbing. We have also gone on a lot of scenic walks, which may not classify as hikes."

Hanlon's classmate and fellow club leader John O'Donnell '22 explains some of the details of the club. "The Outdoors Club is made up of all grade levels and welcomes anyone who wants to join. We plan hikes around our schedules and timing with school. The invite is sent out to the whole club and a meeting will be held to go over the hike and gain interest for it."

Sunday, January 24th, marked an exciting day for the club, because they were allowed to go on the first hike of the year!

Hanlon recalled, "We were able to go in two different groups to Discovery

Park." Discovery Park is the city's largest public park, with 11.81 miles of trails. It is located in Magnolia, and offers views of the Puget Sound. "We did around a three-and-a-half-mile loop, in which we saw the Puget Sound and other beautiful views. Splitting into two groups allowed us to maximize the amount of people that could join us on this outdoor excursion."

Next up could be an awesome hike with breathtaking views, or perhaps rock climbing with your friends in the club. Whatever is ahead on the agenda, it's sure to include laughter, memories, and an exciting day.

Membership is relatively relaxed and flexible, so there isn't a huge time commitment. Hanlon explains, "As a club leader, I communicate with Mrs. Young, the teacher who created this club, to plan fun activities and organize meetings for the club. We meet every couple of weeks on Zoom to announce updates about our club

or possible plans for an outdoor activity.... If someone is interested in joining the club, they can email Mrs. Young to get added to the email list. Members are not required to attend anything, but will just receive information about hikes if they would like to participate."

Hanlon added, "With so much uncertainty, we do not have a lot of planned activities for the future." Although the current pandemic has put a damper on the club's plans, it has not put a damper on their enthusiasm.

So, if you'd rather climb to the top of a hill, rather than the top of your stairs; hike through the trails of a park, instead of from the couch to the fridge; or see views of nature, as opposed to views of your classmates' foreheads, then the Outdoors Club may be for you! Adventure awaits!



Photo: Seattle Prep Outdoors Club

The Outdoors Club members pose for the camera during one of their excursions. The club focuses on bringing students together and getting outside.

The Cafeteria vs. Covid: How School Lunches Changed this Year

ABBY WILWERDING '22
Staff Writer

With the introduction of 25% and 50% cohorts onto campus, the Smith Family Café is operating in a new way this year. The traditional weekly menu with multiple food options has been cut back and a smaller, more manageable menu has replaced it. The kitchen staff have changed their schedules quite a bit, because of how different procedures are.

"Most mornings we arrive at 7 am, print and organize the pre ordered lunches from students, faculty, and staff. I then give the numbers to the production team so they can make and label the individual boxes" Chef Carter explained.

Normally, they're not used to this much planning and assembly.

"Pre-Covid, my day would start around 6 am to get ready for breakfast and after-school but those things are off the table for now as Prep is limiting the time students are allowed on campus" she explained. Despite circumstances, The Smith Café Staff

has done their best to prepare nutritional meals.

"With the uncertainty of being open or closed, with or without faculty, staff, or students we really needed to cut down on perishable items. Switching to very limited processed foods has been very difficult to keep product on hand."

Current lunches are \$8.25 and include a sandwich or salad, chips, string cheese, a fruit or veggie snack, a cookie and chocolate milk or apple juice.

As questions rise about how everything will look as phases progress, Carter explained that "we'll probably keep the food services to a minimum. But as people are allowed in closer proximity, we can re-open some services as well as pre-ordering more lunches online."

How is the Cafeteria staff feeling about it? "Overall, it's been easier physically to prepare for food services; however, mentally we've had to move into a more speculative thought process, it's a lot of what if scenarios" stated Carter.



Photo: ABBY WILDERING

Members of the Smith Family Cafe Staff prepare nutritious and safe meals for students.

Meditation: a Traditional Practice that Aids in Wellbeing

MAYA SHIELDS '21
Staff Writer

When mediation comes to mind, it's easy to picture somebody with their legs crossed, hands on their knees, humming the classic "ommmmm." In reality, there is so much more to meditation than that stereotypical image. Meditation includes a wide array of practices that vary in time commitment and cultural practice.

Mr. Peterhans, Prep's East West Meditation teacher explained that ultimately, "meditation leads to letting go, the absence of thought." Unfortunately, though, letting go is not as easy as it may seem. Meditation takes lots of practice, and it's not something that can really be perfected. This is because meditation is very subjective. It's a personal experience between a person and their own Being.

For those who want to know where to start, senior Lauren Slavin has many key pieces of advice. Slavin started meditating at the beginning of the COVID-19 quarantine, and since then has experienced immense benefits from the practice. "I absolutely recommend meditation to anyone and everyone, regardless of your belief system. I have learned more about myself through a

year of meditation than I have in my whole life," said Slavin.

A big component to meditation is breathing. Controlling breath, focusing on breath, and allowing oneself to find peace and calm in just breathing.

Slavin recommended the following: "Allow thoughts to come up, acknowledge them (do not judge your thoughts or get frustrated when you find your mind wandering), and simply let them pass. Always bring it back to your breath. Feel your body and your sit bones heavy on the ground and use your senses to ground yourself. Acknowledge what you hear, smell, feel, but don't dwell on or think about these things. Simply let them pass."

Luckily, as previously mentioned, meditation can look different for everyone. Whether it is the stereotypical cross legged "ommmmm," a prayer at the end of the day, or setting intentions first thing in the morning, meditation ultimately boils down to awareness. Starting with awareness of self, it helps develop one's ability to be aware of others, and the impact that one has on others. With a clear mind, one is able to, as Mr. Peterhans stated, "let go of [the] ordinary flow of thinking."

"I have learned more about myself through a year of meditation than I have in my whole life"

Lauren Slavin '21

Online Workspaces

Students share tips on how to liven up workspaces

KELSEY HAMILTON '24
Staff Writer

Because of COVID, students are spending a lot more time at their workspaces. It can get quite taxing at times, but there are definitely some ways to liven it up.

Clare Rosario '24 has found a number of ways to make her workspace feel more cheerful, clean, and efficient. "It's efficient because I have pretty much everything I need for school," Rosario explained.

Rosario's set up has both form and function. She has a good amount of space to take notes with a jar of pens and pencils right beside her. Her workspace is situated below a window which allows lots of natural light to flow through, helping her to stay focused and be more productive. While Rosario feels like her workspace is productive and bright, there is one thing that she would change about it. Rosario stated, "If I could change something, I would just add more plants."

Marcus Yeung '24 has a workspace that differs from Rosario's, but still possesses some similarities between the two. He uses an external keyboard and mouse for his computer while propping the surface screen on a shoebox, so he doesn't strain his neck. The only thing Yeung might improve would be the size of his desk. Yeung explained, "Sometimes I do feel a little scrunched with the desk space I have."

Like Rosario, Yeung's setup is minimalistic with only the necessities on his desk to allow more free space to work. Yeung explained, "My set up only contains things that I need for classes throughout the day: Past times are set aside so I can focus and engage in class and my work."

When asked on a survey about what students use to make their workspace a more enjoyable place to be, there were two clear items, the most popular one being plants. Plants are a favorite among people and are often a go to object to enhance someone's workspace. Many people believe that plants help to brighten the mood, boost



Photo: CLARE ROSARIO

Freshman Clare Rosario's workspace for pandemic learning. Rosario keeps her space cheerful and efficient.

creativity, bring down stress levels, and increase productivity. Rosario has a bamboo plant next to her that makes her workspace feel more alive, "It just makes me happy. I like how it looks and being able to water them," Rosario stated.

The second item was natural light. Natural light not only makes people feel more awake, but it also limits eyestrain and

headaches. Rosario explained, "I'm right in front of a window so I get less headaches from just looking outside."

There are a number of ways to spice up a workspace and give it some personality. Even altering just one small thing can make a huge impact on productivity and mental health.

Teachers Transition from Remote to Hybrid Teaching

MARGOT GWYNN '23
Staff Writer

As the second semester begins, teachers, students, and faculty members transition from remote learning to hybrid learning. After nearly a year since the pandemic first began, teachers are experienced in teaching their classes through a computer screen. They have become acquainted with challenges and limits of remote learning but remain committed and passionate about teaching Prep students.

With students primarily learning from home, teachers have found effectively communicating with students to be difficult, as well as recognizing students' understanding of material when remote.

"In person, it's easier to read students' faces. I can see interest, confusion, boredom . . . and can respond to that as I teach," said Dr. Barmore.

The gallery view feature on zoom also poses a challenge visually. "We can't see as many students when they're on the screen, and we can't see them as well." reflected Dr. Barmore.

Teachers with a curriculum that includes hands-on learning in the classroom find challenges in the restrictions that Covid-19 has put in place this year. "Watching videos or doing simulations just isn't the same as having the actual experience," Science Teacher Mrs. McCorriston said. Modifications have been made to many teachers' curriculums and lesson plans because some content requires materials and supervision that cannot be of-

fered at home. Being a teacher who is new this year to Prep, McCorriston had a unique experience becoming acquainted with the school, not knowing any teachers, students, typical lesson structures, or the overall culture of Seattle Prep.

With over two weeks of experience, teachers have noticed both advantages and disadvantages of having 25% of students on campus. They have appreciated meeting students and connecting names to faces. "I think teaching is all about developing personal relationships with students. Having taught only over zoom has made that so challenging," McCorriston said.

Similarly, Ms. Stanko appreciated her conversations with students and said, "It is so much easier to get to know students in hybrid because I can ask them questions about their classes, interests, sports, and clubs, and

it's easier to have a conversation rather than typing it out in a homework assignment."

"The hybrid model is the toughest because you have to deal with two groups of students who are having vastly different experiences of the class." reflected Barmore.

Even with the hybrid model's challenges, teachers look forward to inviting more students on campus in the coming weeks and months. Building relationships with students is a valuable and rewarding way for teachers to combat isolation. Seattle Prep faculty, administrators, teachers, and students are optimistic about expanding to a 50% capacity hybrid model.

"It is so much easier to get to know students in hybrid"

Ms. Stanko

Meet A Freshman: Adrian Shields '24

KELLY MCGARRY '21
Staff Writer

When's your birthday?

November 13th, 2005.

What has been the highlight of this past semester as a freshman?

Football.

What has been your favorite class so far?

Collegio.

What has been favorite activity during quarantine?

Working out.

What do you think is the most binge-worthy show on Netflix/Hulu?

Peaky Blinders.

What are you looking forward to the most this semester?

Our actual football season and in person school at 50%.

If you could go back in time to the first day of freshman year and give yourself some advice or words of encouragement what would it be?

Don't think you can slack off because it's online school.

What has been the most stressful part about the pandemic and/or school?

Most stressful part has definitely been not being able to see my friends and play my sports.

What do you do to manage your stress?

I manage it by working out.



Photo: MAYA SHIELDS

Adrian Shields (right) with his sister Maya Shields '21. Adrian looks forward to the upcoming football season and seeing his friends during second semester.

Lessons Learned

Students and Faculty Reflect on What COVID Has Taught Them

NATALIE NOWAK '21
Online Editor

In March of 2020, online school for Seattle Prep students consisted of an email around 8:00 am from every teacher, assigning classwork and homework that needed to be completed by the end of the day. Though, it gradually became what we view as online school today: daily zoom calls and homework to complete before the next class.

Teachers and students alike have come a long way since the beginning of online school. There was a lot of trial and error that helped students and faculty learn what worked and what didn't. The lessons learned will provide beneficial changes to one's work ethic and mental health both as online school continues and in-person school blossoms.

As several students reflected back on the initial workload of online learning, they remember it feeling stressful and overwhelming, partially due all schoolwork being entirely self-motivated. Junior Ava Berard shared how juggling everything at first was stressful and she needed a solution. When looking at her study skills that needed improve, she narrowed in on her time management. She set school as her top priority but made sure to factor in enough time for extra curriculars to provide a break from her screen. Once this skill of time management was more routine for Berard, she explained

how a level of stress was lifted off of her, and she felt her mental health improve.

Senior Derek Hissong made sure he kept his workspace organized and quiet so that he could put enough focus into his work. In order to self-manage his work, tests, and extra curriculars he made To-Do lists. He credited his reduced stress to these lists because this "helps [him] visualize all [he] has due and makes it easier to break down into 'bite-sized' pieces."

While online learning continues to provide Hissong with several opportunities for growth like learning to stay off his phone during class and breaks, he wanted to note that Prep has been and continues to be a tremendous help to him throughout the process. He shared that "[He] definitely wouldn't be as confident in [his] classes without the level of commitment all the faculty bestow upon [students] to make sure [they] understand what [they] are learning. [He] have also appreciated how they understand problems come up and that sometimes [students] have to miss or come late to class."

The Prep faculty has made many changes to their teaching plans and styles to adjust to online learning—some of these things students may be aware of and others they may not. For Math Teacher Mrs. Pasztor, she put in several extra hours planning lessons and activities for students to be sure she is organized and giving the best tools she can to her students. Pasztor explained that



Photo: DEREK HISSONG '21
A sneak peak into Derek Hissong's organized online school set-up.

she noticed her stress levels go up through the amount of work online school brought and started noticing it in her students too. She understands the stress that school can bring, especially math, but she sees her students working hard and she had continued to work hard to teach them the best she can as well. She shared that "Students appreciate – more than ever – if the teacher is organized and cares about them and supports them."

For Collegio Teacher Mr. Barmore, a priority for him became building rapport with students. Before asking a student a question in class, Barmore "start[s] with a simple, 'Hey, Jennifer, unmute and tell me

how you're doing today.' Sometimes that leads to another, short conversation; sometimes not."

Barmore's effort to keep a casual and engaging social atmosphere are an attempt to make online classes feel less isolated and more like being in person when students and faculty could exchange funny stories and jokes.

Pasztor explained that "[She tried] to view online teaching as a new opportunity for growth." Students and faculty alike have all adapted in various ways to this new way of learning and there is likely still more to learn.

COVID-19 Takes A Toll On Students Mental Health

ANNABELLE DEASY '22
Staff Writer

In the unknown and chaotic time that has been brought on by the worldwide spread of Covid-19, many people are worried about their physical health, but what about their mental health?

On average, one out of five teens faces at least one mental health issue and this can have a large impact on their day to day life. By no means has this past year been

average with the 2020 presidential election, protests, and Covid-19, and it has taken a toll on high school student's wellbeing.

One Seattle Prep student shared, "Normally the excitement of a football game or dance at the end of the week would push me to get all of my work done, but now, it seems like there's very little to look forward to."

Staring at a computer screen for an extended period of time is known to often cause headaches and drowsiness. These ef-

fects often leave students feeling unmotivated and no longer excited for school. The lack of motivation in student's lives can lead to many symptoms of depression and anxiety including difficulty concentrating, trouble sleeping, loss of interest, or irritability.

Junior Sally Swanson said, "I've found bits of motivation in looking forward to small things throughout the day like watching a tv show, going for a walk, or the satisfaction of finishing a puzzle."

alone even though you may be in physical isolation. Humans are social animals and when that is limited or taken away for an extended period of time it can have detrimental effects and that is what we have to fight against. It is important to talk about how you feel."

Mental health challenges are very difficult to face especially alone, but there are several tactics teens can use to prevent or defuse rising issues. Some preventative actions for possible drops in mood or spikes



Photo: ANNABELLE DEASY '22
The counselors are ready to help anyone looking for guidance during this time. Visit the counseling office or email any time to set up an appointment.

"I've found bits of motivation in looking forward to small things throughout the day like watching a tv show, going for a walk, or the satisfaction of finishing a puzzle."

Sally Swanson '22

ficult to find resources to ask for help.

The Seattle Prep counseling office has been doing an incredible job reaching out to students, but many students do not feel comfortable or find it necessary to reach out to their counselor. It can be easy while at school to walk into the comforting waiting room greeted by Mrs. O'Neil and then have a chat with a counselor, but at home students no longer have that sense of comfort. The counselors are available to meet online by zoom by students reaching out.

Counselors Dr. Rosellini and Mr. Johnston said, "You do not have to suffer

during quarantine, it is an important aspect of maintaining mental health.

Mr. Johnston said, "The data shows that quarantine has had a negative impact on student mental health. This is also the case for adults. This makes sense given the conditions in which we have been living. There are a lot of complicating components that can contribute to a decrease in well-being but fundamentally we've had to continue doing most of the stressful life things without most of the fun life things. There is a lack of joy."

GABBY STUART '22
Staff Writer

Get to Know the Counselors

Although wellness is often interpreted as eating right and exercising, it is so much more than that. One of the most important aspects of wellness is mental health, and with Covid, maintaining a healthy mind has been more challenging. To help with these challenges, the most accessible resources at Prep – the Counselors—have worked hard to engage with students through zoom.

In a normal school environment, Students can visit with their counselors in person and have flowing conversations with

of mental health and uses his knowledge to help Prep students. Rosellini attended Prep as a student and enthusiastically exclaimed, “I love this job.”

One of his favorite parts of working with high school students especially is the fact that the “high school years can be some of the biggest learning years in so many ways.”

Rosellini enjoys being a part of everyone’s journey whether it’s pointing them in the right direction or helping his students work through a problem. During the pan-

Johnston elaborated, “I’ve always enjoyed working with high school students. It is such a significant developmental time of life and I appreciate the ability to guide students through the ups and downs of their journey.”

Johnston enjoys interacting with students on a deeper level that can help them discover more about themselves, especially during this crucial time. Johnston also noted that, “I love the energy of the high school environment.”

The energy of high school is truly

While reflecting on her favorite parts of working at Prep Boyle describes, “Prep empowers counselors to work directly with students and help them academically, socially, emotionally and have a schedule that allows [counselors] to be there.”

She loves how personable her relationships with her students can be and how her schedule creates a lot of space and time to create those relationships. Having time to develop relationships has proved to be easier during the pandemic, although, Boyle notes that is has taken more effort to grow



Mr. Johnston!



Ms. Boyle!



Dr. Rosellini!

them. Also, in the process of these conversations, students can learn more about their counselors as well. While online, the zoom counseling resource is still accessible and people continue to use it, although, students are less likely to learn more about their counselor. To fill this void, here are some important and intriguing facts about Seattle Prep counselors and how they have handled the pandemic in the eyes of mental health.

Psychologist Dr. Barry Rosellini, often referred to as “Dr. B”, has been a counselor at Prep since 2018.

More recently, before Prep, Rosellini worked at various jobs in the mental health field. He described, “I worked in the UW Athletic Department counseling student athletes. I also worked at Opal (an eating disorder clinic) and have a small private

demic, Rosellini has learned that counseling can happen anywhere “at first it was an adjustment. It felt weird interacting through a screen.”

Rosellini discovered that even while working on zoom he can still interpret body language and facial expressions similarly to in person interactions. The pandemic has also sparked reflection. For example, Rosellini has gathered some advice that he has frequently told students during the pandemic. He said, “control the controllable. With the pandemic creating a lot of unknown and shifting a lot of the way we do things, we must focus on what we can control.”

Rosellini capitalizes on that fact that the unknown is inevitable and to get through these unprecedented times we must accept them, learn from them, and, if necessary, discuss with peers or counselors about it.

Another counselor on campus is Mr. Jim Johnston. Johnston majored in biopsychology and biology. Johnston was not originally a counselor at Prep, he began as solely a biology teacher. He then, “returned to school for a counseling degree” and came back to be a counselor at Prep.

contagious, and Johnston has essentially caught the bug. Johnston also enjoys working with his colleagues and describes his relationship with them as “tight-knit.”

The pandemic has brought a significant amount of uncertainty to Johnston’s counseling opportunities including the inability to be in person, although, he focuses on “controlling the controllable” just like Rosellini.

One of the most challenging aspects of counseling is that he “has less informal interactions with students.”

Johnston looks forward to having students on campus in the coming weeks so he can enjoy the energy of high school and get to say “hi” to students in the halls once again.

The third and final counselor to get to know is Ms. Boyle! Boyle majored in English and education and minored in sociology. She has worked in many schools prior to coming to Prep including Bishop Blanchet. After her initial teaching jobs, she decided to attend graduate school and got her master’s in counseling psychology. With her masters in hand, she traveled to Seattle Prep and has been a counselor since 1991.

her relationships with her students. Boyle looks at the zoom situation with an open mind even though “zoom talks are really not as helpful as in person talks.”

Even with the added challenge of Zoom, Boyle is grateful to get the chance to interact with her students. During her counseling sessions she always emphasizes the importance of support. Boyle describes, “just reaching out to say, I am here for you, just letting students know they can make an appointment any time and we will be happy to help.”

The Prep counselors are super excited to have students on campus for more informal interactions and plenty of mask covered smiles. So, next time a student walks by the counseling office on the second floor of Ignatius, do not forget to say “hi” and maybe ask about Johnston’s biology major or Rosellini’s Lake City Car Wash.

Fun Fact!
Mr. Johnston was a biology and biopsychology major

Rosellini has been involved in many different fields

Fun Fact!
Mrs. Boyle has worked at Seattle Prep since 1991

Fun Fact!
Dr. Rosellini’s first job was at Big Foot Car Wash

Meet Prep’s Pandemic Coordinator!

CECE BROWN '21
Online Editor

Walking through Prep has seemingly become a maze of one-way hallways and climbing up back staircases unbeknownst to some students. But, this intricate web of directions throughout the school is what is keeping Prep safe and open. And most of this was made possible by Sheree Fisher,

Prep’s first ever Pandemic Coordinator. Fisher was working as the Assistant to the President when in July 2020 she added another title to her job. The state of Washington created requirements for the role of

a Pandemic Coordinator and Fisher stepped up to the plate, “Ms. Fisher created the position from scratch and has performed exceptionally well,” said Kent Hickey.

Fisher is more than fit for the job as she been in different positions with the public and within Prep. Her background as a lawyer allowed for her to be extremely prepared for this new role to fill.

Fisher said, “Whether it was a police officer calling me in the middle of the night to determine whether there was enough probable cause to request a warrant, a case that needed to be charged or dismissed based upon the evidence, or a judge that needed to be advised about a legal decision, I consistently referred to the laws and made decisions and recommendations while keeping consistency, fairness, safety and the

well-being of the people involved in mind.” Having a mindset of wellness and safety for others is a crucial aspect of this job, after all, it is in the interest of keeping people from getting sick.

The new job of Pandemic Coordinator allows Fisher to use her prior law experience in her new position. Fisher said that she collects information about people’s different situations, similarly to how she would in her previous profession. She then applies the guidance of the Washington Department of Health as well as Prep’s administration to help people with their own plan of action against COVID.

Hickey stated, “Certainly Ms. Fisher’s former work as an attorney helped, but even more than this, she has the intelligence and compassion to work through complexi-

ties in a caring and thoughtful manner.”

Fisher is in charge of many things in regards to Prep’s COVID response, including: maintaining the Health Screen, getting information about possible exposures, symptoms, and positive tests, reporting Prep cases and responses to the Department of Health, as well as communicating and tracking COVID isolations, quarantines, and people returning to Prep’s campus. Needless to say, Fisher does a lot for the betterment of the Prep community.

With the current COVID situation, mental health issues and stress is increasing for many people. But Fisher remains aware of this as she said, “It is important to keep perspective, and be empathetic, patient, forgiving and flexible to allow space for all of these emotions in ourselves and others.”

To Return or Not to Return: Pandemic Edition

ABBY ALLEN '21
Staff Writer

For nine months, Seattle Prep's campus has remained a near ghost town. The once lively, buzzing hallways - deserted. The energetic, engaging classrooms - empty. The spirited assemblies, sporting events - halted. Few students, faculty, and staff had visited the eerily vacant campus they consider home.

Since last March, the Prep administration was guided by a singular goal: how to create the safest, most conducive learning environment for its students. The Seattle Prep faculty and staff worked tirelessly towards this goal. The culmination of their efforts resulted in a 23 page "Seattle Prep Safe Return Plan" involving four cohorts divided by last names, reconstructed classrooms, revised bell schedules, clearly marked walkways, mandatory mask wearing, and the regular cleaning of all surfaces. The week of January 10th saw this plan in action; 25% of students were invited back to school on Monday, Tuesday, Thursday, and Friday.

Feelings about returning to campus remain mixed. Though many students returned, many students opted to stay home. Student reasons for staying home vary. Any student who traveled over break was required to quarantine for fourteen days, thus potentially missing their first day back. Other students simply feel safer at home. This choice protects themselves and others from the incredibly transmissible virus that is COVID-19.

Junior Mai Nguyen said that he is "concerned about the COVID protection policies and the dramatic change from being virtual for almost a year to back in person." Because he works at a restaurant and hospital, he wants to stay "as safe as possible." He plans to return to school as soon as he is

vaccinated.

Senior Alex Battle sees returning to school as potentially dangerous: "whether it's not disinfecting the classrooms or people wearing masks incorrectly, I worry that we will be at fault for continuing to spread the virus." By staying home, she is protecting family members as well. Like Nguyen, she plans to stay virtual until vaccinated, "if not for the rest of the year."

On the other hand, Senior Larson Cronk considered his first day back very successful. He believes in-person learning to have less distractions than Zoom classes, providing for a more focused school day. While at school, he felt safe (and cold with all the windows open): "I did go for one day and everyone is wearing masks and socially distanced." Cronk really enjoyed his day back and hopes "we get to keep going back to school even if it only a percentage of the school being there."

Like Cronk, freshman Claire Cunningham stepped foot onto the Prep campus for the first time this year on January 11th. For her, this felt like a "somewhat of a normal school day." She called her return to school "very fun" as she "got see all her classmates for the first time this year in person, and she felt very safe." She enjoyed seeing her teachers and having a "real conversation" with her friends at lunch.

Ultimately, returning to school remains a balancing act. How can students learn most effectively in a safe environment? For some, this means Zoom calls at home. For others, this means in a socially distanced classroom with masks on and windows open. As Seattle Prep continues to facilitate the return of students to school in the coming weeks and months, each student faces a choice: to return or to not return.

Students Receive Vaccines in Health Care Internship

CAROLINE CASEY '21
Staff Writer

Some students at Prep have been able to be exposed to the health care field and do work and internships that allow them to prepare for their futures in a hospital setting. These opportunities have also given these Seattle Prep students a chance to receive the Covid Vaccine.

One of the students in this program that have received the vaccine is Georgina Nicholls '21.

Nicholls '21 was accepted into the Junior Heath Scholars program at Swedish Hospital where high school students shadow a current Health Scholar and observe how the patient care and administrative teams work together to deliver excellent care and to explore whether a career in health care that right for the student. Specifically, in the program, scholars are given the opportunity to observe care in various clinical environments. Some of these environments may have graphic content, including but not limited to, patient nudity, graphic skin conditions, open wounds, injuries due to weapons, patients in distress, and graphic language.

Nicholls received the Moderna vaccine and was very happy about finally getting it because she has been very strict with COVID precautions because she lives with those who are at high risk. Receiving the vaccine means she will be able to see friends again and go back to school soon. At this time, she has received both doses.

Nicholls said, "The first dose, I woke up feeling a bit nauseous but no other side effects. The second dose, I felt very sick the next day. I had a headache, lack of appetite, chills and stayed in bed all day but it wore off by the evening. It felt like having a bad dose of the flu but only lasted about eight hours. Since then I haven't had any symptoms".

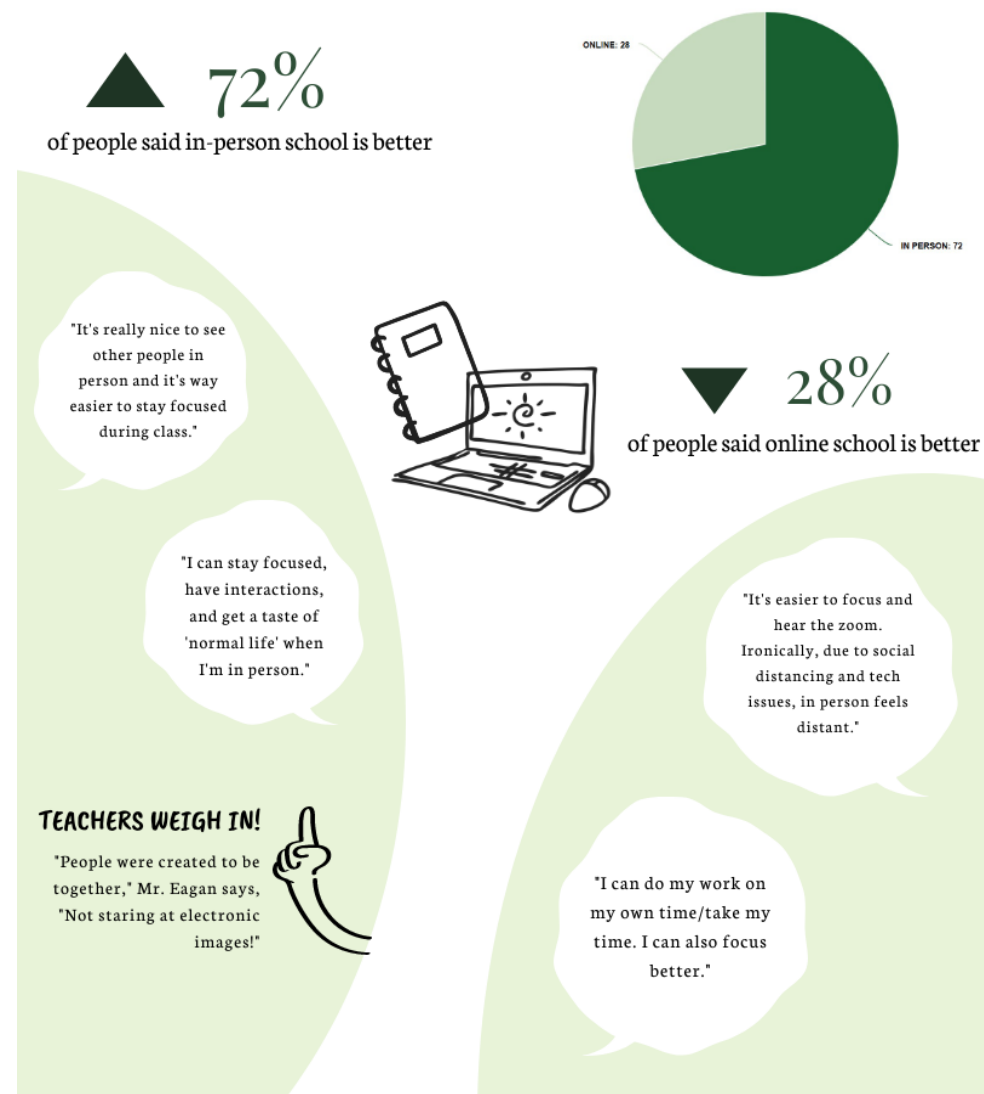
Nicholls added "I am grateful for modern medicine and that I was eligible to receive the vaccine. In my eyes it was 100% worth feeling bad for one day because now I don't have to be as stressed about contracting the virus and have hope that things will be back to normal soon".

This opportunity for Nicholls and other students to receive the COVID vaccine present us all with a glimmer of hope for a safe and healthy future and for the Prep community to function normally.

"I am grateful for modern medicine and that I was eligible to receive the vaccine"

Georgina Nicholls '21

- Which is better? - ONLINE OR IN-PERSON SCHOOL?



Student preferences regarding online or in-person school.

Virtual Attendance: Are Students Getting to Class?

EMI NAKATA '22
Staff Writer

Given the dramatic reduction in travel and college visits due to COVID, Prep's attendance trends have been positive this year. Prep's virtual format and flexible schedule with asynchronous days allow students traveling for sports or for recreation to log on to their Zoom calls in airports, hotels, or even in the car. Getting to class, however, is not always as easy as it may seem.

Students battle unstable internet connections every day. This could be due to the number of devices requiring Wi-Fi in their home.

Parents may be working, and siblings may also be in class. Nevertheless, students must work with what they have and troubleshoot internet problems the best they can. The teachers are very understanding when these difficulties arise, and the Help Desk is more than happy to lend a hand to students experiencing I.T. issues.

No one is excited to get out of bed bright and early, especially to take a math test or complete a science lab. An upside to at-home-learning is students can now roll out of bed at 8:00 am, as opposed to having to pick up carpools, fight traffic, find parking, and be on campus by 7:45 am. Sleeping in, however, is still a problem for some. Perhaps their alarm clock does not go off or they press "SNOOZE" too many times. In

that case, Mrs. Fields has become the new "Prep ALARM CLOCK."

Six absences are permitted per class (ten for Collegio) before a student faces consequence. No-credit situations are reserved for if a student exceeds the allowable number of absences. "We have tried to be sensitive to a variety of personal challenges during COVID, but we have had to assign JUG for students who just can't get out of bed in the morning", said Dean of Students Mr. Stearns.

After the fourth tardy in any class students are assigned JUG, which is a form of discipline. JUG is derived from the Latin term, jugum, which means "yoke". As written in the Seattle Prep Handbook, yokes are often made for two; "that is, one carries the burden with the other".

JUG has had to take on a new and reformed online format since students are no longer on campus every day. The new JUG is served twice a week, beginning at 7:15 am. Mrs. Fields sends the students a Zoom link, which is hosted by JUG Master, Mr. Mitchell. Students with JUG are given a variety of assignments for reflection.

Despite the daily difficulties of COVID and virtual school, students are not missing as many classes and attendance levels are much higher than last year. They have gotten to class on time and accepted responsibility for their own academic growth.

"Wi-Fi issues are the new 'the dog ate my homework!!'"

Mrs. Fields

EDITORS: PAIGE STANLEY '21 & TESSA ZINK '21

THE PANTHER | FEBRUARY 25, 2021

Screen / Life

How Online Schooling May Affect Your Health

HOBBS HEGEDUS '22
Staff Writer

While online school may protect a person's health from COVID-19, it may be adversely affecting health in another way. Students are spending 7+ hours a day online, in both class and doing homework, and the symptoms of excessive screen time are on the rise among Prep students.

According to a Nielsen Study sponsored by Eyesafe, screen time has increased 60% nationwide during the pandemic. Meaning that most Americans are now using dangerous levels of screen time. With this excessive exposure to technology, many physical symptoms have begun manifesting in students. When asked about this Prep students remarked on physical changes.

Dario Cababa Wood '21 said "Yeah, physically I've been feeling more... I guess strained, definitely more tired than usual."

This sense of fatigue is common among many online learners and is

associated with the other common side effects of excessive screen time: sleep deprivation and eye strain. These consequences can lead to a decrease in efficiency and performance.

All this falls in line with Dr. Christopher Starr's findings. "We call it the computer vision syndrome, and it combines both eye strain from just staring at the computers which are right in front of you for all those hours, that 13 hours or more. But it also, when we are on the computer, when we are staring at and fatiguing our eyes, we are also staring and not blinking as much. The blink rate, which is normally about 16-18 times a minute, decreases by about 50% to maybe eight blinks a minute..."

When students are forced to stare at computers all day, this fatigue is more prevalent amongst students, as everyone is using screens all day, when usually school would be a break from staring at phones or tv screens. Lack of blinking leads to the eyes to become irritated as they are not moistened regularly. This eye strain causes both blurred vision, and

headaches. To avoid this, doctors recommend taking a break every 20 minutes to close your eyes for 20 seconds, or just looking at something distant. Other than blinking problems, the blue light that emanates from screens suppresses the bodies melatonin (the hormone that controls sleep), and can lead to effects similar to insomnia.

Physical effects are not the only type of health problems being reported. Mental health has also been on the decline with more reported cases of depression and anxiety. Online school has been shown to cause more stress amongst students, as they have no social interaction to comfort them and create balance. A survey performed on 2,100 undergraduates from various colleges revealed that over 90% of students felt a lack of motivation.

"It's made it a lot harder to focus," commented John Calvert '22, "As well as just generally not making me want to do anything."

This lack of motivation is also a

consensus amongst high school and college students as the days feel like endless repeats with little enjoyment. About a majority of the undergraduates' interviews agreed with this, and told the interviewers that they felt a lack of motivation, concentration, and were overall more stressed.

"Yeah, I would definitely say I've been more stressed," said Sophia Zaboukos '22' "It's hard to just to look at the computer all day."

Feelings of stress and fatigue are common during this time, apparently for both college and high school students. The exhaustion from screens, and the mental health decline have both collaborated to overall decrease a student's happiness and an increase in anxiety. So if anyone experiences any of these symptoms, they should know, they are not alone. Do not be afraid to reach out to friends, family, psychiatrist, or a school counselor.

The Weight of the Pandemic Increased by Social Media FOMO

TESSA ZINK '21
Editor-in-Chief

Social distancing has become a new taboo topic, and for teenagers it is even more difficult to decide whether to "live out your youth" or follow the guidelines given by the government and limit social gatherings. What's even more difficult is the role social media plays. Seeing peers breaking guidelines, and having fun adds a new pressure as one decides whether to follow guidelines, ensuring their communities safety, or break them to hang out with their friends.

Senior, Eva Guarda Vasquez, has been consistent in remaining socially distanced since the first outbreak of COVID-19 in March of 2020. She states, "I know that it is my duty as a healthy teen to not think I'm above and beyond everyone else and acknowledge the privilege my family and I have that we are able to do school and work from home."

Additionally, Vasquez said, "Anyone who knows me knows that I am hyper-strict regarding COVID. My grandmother died in her room, alone, from COVID the week before Christmas and two weeks later my other grandparents contracted it and had to go to the hospital. COVID isn't a joke and caused tremendous loss in my family and it absolutely breaks me to see my peers and friends not seeming to care about guidelines or flattening the curve. I want to experience my senior year as much as everyone else does, and I understand that everyone feels robbed. I want my actions to reflect my feelings, and because of that, I make sure I can do everything I person-

ally can to ensure I can possibly experience my senior year."

Despite the pressure of seeing others, and increased "fear of missing out", it's important to understand the impact of actions, especially while in a pandemic.

On the other hand, social media has allowed those physically distant to remain close. Daniella Castillo '22 said, "social media has honestly helped me get through the pandemic." She added, "I use social media all of the time, and have definitely used it a lot more since the pandemic began. Snapchat, Instagram and even Tik Tok have helped me

stay connected and see what is going on in people's lives. Even though I don't usually have conversation through these apps, they still make me feel more connected to my classmates."

Social media can help cure the boredom associated with being stuck at home. "Apps like Instagram and Tik Tok (especially Tik Tok) are a huge form of entertainment for me... [however] when it comes to being productive, social media is more negative as it can be a major distraction for me, but I think the positives outweigh the negatives," continued Castillo.

Beyond facetimeing friends, there are new options to have a more interactive video call. Teleparty, formerly, Netflixparty allows groups to have virtual movie nights. Stream one show or movie and use the chat button to discuss. Another option is the website backyard.co which features numerous games like Pictionary, a camp ground Mafia version, and truth or dare.

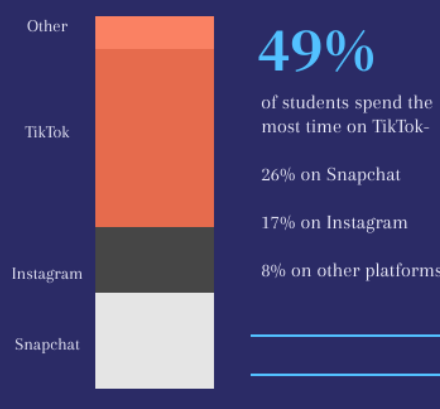
"Snapchat, Instagram and even Tik Tok have helped me stay connected ..."

Daniella Castillo '22

Survey Says; Panthers online Eight hours a day

Where do Panthers get their news?

40% of student get their news from some form of social media, while the other 60% gets it from sources such as CNN, The Seattle Times, The New York Times, and BBC News.

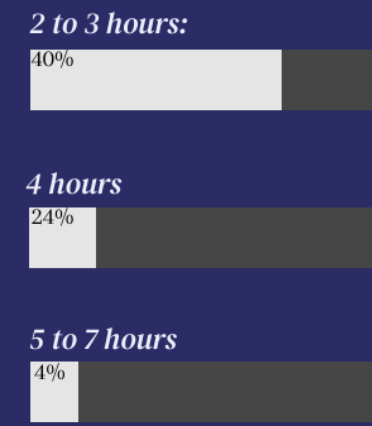


What platform causes the least stress?

28% say Other Platforms
24% say VSCO
24% say TikTok
16% say Instagram
8% say Snapchat

How much time do Panthers spend, really?

While 8% of students spend an hour or less on Social Media each day and 24% spend eight or more hours, 68% of students find themselves somewhere in between:



What platform causes the most stress?

48% say Instagram
22% say Snapchat
17% say TikTok
13% say Other Platforms

*All information from @seaprepanthers on Instagram

Graphic: ANNIE ROSKE

TIA FLORES '21
Online Editor

Each day, Seattle Prep students who stay on-call for the entirety of four classes spend over 4.5 hours on Microsoft Teams or Zoom in virtual class. During these classes, as stated in the Seattle Prep Digital Learning Protocols Document, "Video must be turned on, and student faces must be visible, at all times during class or group Zoom or Teams sessions, unless explicitly instructed by a teacher to turn video off." As school has now been in session for five months, students and staff hold mixed feelings as to whether this policy is best for students, or not.

These Digital Learning Protocols were written and approved in summer 2020 by Prep's administrative team made up of Ms. Luby, Ms. Kheriaty, Mr. Stearns, and Mr. Kelly.

This policy contrasts with the Seattle Public School district (SPS), in which according to the SPS Technology FAQ webpage, "educators can request, but not require, students to have their video camera on during live instruction."

Seattle Prep classes are based on student and faculty interaction, which influenced the Prep administration's decision on the cameras-on policy. "Teachers are focused on engaging students in the learning process, since research suggests that optimizing student engagement results in optimal student learning. The experience of being present in the classroom and interacting with peers and teachers is a key component of the learning process," said Ms. Kheriaty and Mr. Stearns in a joint response.

"Therefore, when we are on campus, we expect students to be present in class and participate actively (not just listen passively). Though we cannot recreate that experience exactly when we are in a virtual environment, our expectations for student engagement remain true. In order for students to learn and grow, we want them interacting and participating in class as fully as possible. We believe that this level of participation requires having cameras on," they add.

Prep English teacher Ms. Dotsey spent the first semester advising seniors writing their college essays. "I live alone during the pandemic and have asthma, so I'm a higher risk bunny than the average bear. I don't actually have a lot of time with people, so spending time with and getting to see the senior class through one-on-one Zoom made a huge difference in my quality of life," she said. "I've always loved talking with students about all kinds of things, so it was incredibly lifegiving for me and gave me a real sense of hope for the future."

Prep Spanish teacher Sr. Martin sees this policy under two lenses—equity and connection. "When you have a face-to-face conversation, as opposed to me talking with my camera off, it's a more mutual connection," said Martin. "Sometimes communication is expressive. As a teacher, we have the chance to look at you to see if you understand. So much of how we teach is through body language. If I see that you don't get something, you'll give me some facial indication."

Martin also said that especially in the language-learning environment, cameras are helpful to look at the intonation of student's words and how they are saying consonants or certain syllables.

"I can also see where it can be an

issue for some of our students. Equity wise, not everyone has the same living room situation, bedroom situation, household—if this was me in high school right now, I would be in the same bedroom as my two brothers," added Martin. "I think that that can provoke some anxiety and cause some students not to be on camera, so I think that's why some of my students-- and I allow it, flip their camera higher towards the ceiling because they don't want to show off their bedroom, which is their sacred place. There's a fine line that we have to understand and be respectful to hear out the student who has an issue."

In the "keeping cameras on" decision process, the Prep administration recognized that everyone's learning environment at home looks different.

"However, given that there is an option to use a background photo, we were comfortable knowing that students who would

In an Instagram story question feature, Prep students had mixed reviews about this policy.

Some students had positive feedback. "I think it's good-- it builds a connection and helps motivate me to focus," said junior Anika Poythress.

Several freshmen seem to enjoy it, as Will Huddleston '24 said, "I think that this is a respectful and nice rule because it forces people to participate." Brooke Wilwerding '24 said, "I think it's good because it makes digital learning more exciting," and Sarah Willson '24 said, "It forces me to pay more attention."

Junior Joaquin Galindo-Navarro responded as well, saying "It seems fine to me! I'm just glad to see my friend's faces and reactions."

Other students expressed dislike for it.



Photo: TIA FLORES
AP Environmental Science teacher Ms. Tordillos answers questions about a homework assignment during class. All students have their cameras on as required by the Digital Learning Protocols.

prefer not to share their learning space or details of their home in their class zoom calls could opt to use an alternative background," said Kheriaty and Stearns.

The Seattle Prep Administration emphasizes that while they felt strongly that cameras should be on based on the background photo option, they will always support individual students and their needs through Prep's Counseling Department.

In crafting this policy as well, Prep administration considered the concern that there are students who struggle to see themselves on camera, become more self-conscious in a virtual learning setting, or would prefer not to be seen.

"We know that whether we are in school in-person or in school virtually, there are challenges that individual students may face with the learning environment, some physical and some mental. We do, unfortunately, have students who suffer from social anxieties in regardless of our learning environment," said Kheriaty and Stearns.

They see the added anxieties for students, saying, "For some [students], this is exacerbated by having to be in person every day, walk halls each day, navigate lunchtime stressors, or be in class with particular peers. For others, this is exacerbated by being on screen. We are very sympathetic to students who suffer in these ways and try to offer support systems for them as they work through these mental health concerns. We do our best to create a safe and healthy learning environment for all students so they can be comfortable being in community, whether in our classrooms in person or virtually."

Sophomore Paloma Hissong said, "I think it makes sense, but I wish they wouldn't get mad if only part of your face shows."

Junior Sophie Docktor said, "I don't love it, it kind of stresses me out." Junior Austin Harnetiaux said "[The policy is] Kind of extreme sometimes. Sometimes it's nice to just turn your camera off and listen."

Senior Ali Martynovych said, "I understand wanting to see some faces from a teacher's perspective, but not everyone needs to be forced to turn it on if they don't want to when some people do it."

Senior Lydia Miller expressed some understanding and concern. "I personally think that the cameras on policy makes sense and is necessary for keeping students to at least pay a bit of attention to class and not napping. But, I also feel very awkward and sort of on the spot when my camera is on. I rarely fix my hair or put on makeup for school anymore, so I look pretty gross for most of my classes."

Miller also added, "It is odd because everyone is looking at everyone all the time. In a classroom, everyone is looking forward at the teacher, but on zoom we are just looking at each other's faces. You can't tell who is looking at who."

Ms. Dotsey commented on the "facing the same way" aspect, saying, "I think that the argument I find most compelling about the argument in favor of giving students the choice to have their camera on or off is that it's exhausting to have people look at you close up all day long. It's not the same classroom environment where people are all facing the front, where if someone looked at

your face you would know."

"Another thing I find compelling is the whole idea that people don't necessarily want other folks to be able to see into their homes," Dotsey added.

"But, I think that the Prep community is in general going a great job of connecting despite our distance. I bet after this whole thing is over, we're going to look back on this time and think we did great with a really hard thing," she said.

Students have not received JUG for not having their cameras on or off. However, if students have a reason that they cannot or do not prefer to turn their camera on for class, teachers appreciate communication about it.

Sr. Martin said that he and many other teachers are flexible to a situation or circumstance. "Students message me and say, 'Sr. Martin, today's not a good day for me. I need to turn off my camera for this class and I

promise it'll be back next time.' As a teacher, it's great if that's communicated... otherwise I'm left guessing and wondering why a student's camera is not turned on."

Martin added, "I'll say, 'what's going on? Is there anything I can help you with?'" If they don't want to talk to me about specific problems that's fine-- as long as they're talking to the school, because we want to make sure we can document if there's anything happening that we can still help the student with."

Dotsey said, "Sometimes, you might have a bad headache and might need a nap or zone out. I think that clear communication about what we need and how we feel with one another can really stave off a lot of situations where we might be disciplined for something."

"Father Rallanka introduced me to an idea that the Jesuits call the "Jesus plus," which is looking at the way other people are behaving with the most generous possible interpretation. When students aren't following the policy, I really try to do a Jesuit plus," said Dotsey. "Maybe they're more comfortable without being fully on the screen or I gotta just trust that they aren't looking at other sites. They're responsible for their own learning, so if we're not taking ownership of that, we're the ones of have to deal with the consequences."

"I really do appreciate that I get to see my students on camera. You guys have no idea how much it means to me already to come to my classroom digitally and see that you are here with me also," said Martin. "We're going on this journey together vs. me feeling like I'm by myself."

"It really makes a difference in my day when I can see people's faces," said Dotsey.

As Seattle Prep continues with a hybrid learning environment, students learning from home will still be expected to keep their cameras on.

"We recognize that the lack of in-person school has left students feeling isolated, lonely, and disconnected from friends and classmates," said Kheriaty and Stearns. "Our teachers have spent time helping to foster community within our classes. They've been intentional about connecting with students and providing students with opportunities to connect with one another."

"Student engagement is directly linked to student learning. Therefore, I believe that allowing students to leave their cameras off would have a direct impact on student learning," they add.

"Social Media is a Drug"

The Social Dilemma Explains the World of AI and its Impact of Gen Z

PAIGE STANLEY '21
Editor in Chief

"The Social Dilemma" on Netflix is a documentary/actor-portrayed film that delves into the world of Artificial Intelligence (AI) and how technology controls its users lives. The film interviews a dozen experts in the technology world who not only know the ins and outs of the internet, some of them even created the addictive algorithms. These experts express their regret for creating the addictive qualities of AI and why there is a need to regulate technology, especially for the general health and wellness of Generation Z.

The film centers on the idea that the user's attention is the product being sold to create multibillion-dollar companies. Technology companies are striving for users to see ads because the better an ad does, the more money advertising companies pay the large tech companies. The film labels this control of content as manipulation and using psychology against users to make the most money, through tracking users interests and giving them the ads that they would be most likely to click on. The film switches from interviewing experts to a dramatization of actors portraying how technology is present in a family's life. The teen boy's phone is shown being controlled by three men leading the boy to be impacted by fake news groups and addicted to his phone. The controllers decide what notifications show up on his phone, which recommendations are given, monitor how long and what pictures he stops on, etc.

This portrayal depicts one of the largest issues of technology's manipulation, the impact on Generation Z. As the first generation to have grown up having access to technology as young as elementary school, Gen Z has grown up being unable to step away from their devices for an extended period of time and more im-

portantly being unable to develop their own opinions. One of the experts interviewed, Tristan Harris –Former Google Design Ethicist and Center for Human Technology Co-Founder – who is known as the conscience of Silicon Valley said: "It's not just that its controlling where they spend their attention, especially social media starts to dig deeper and deeper down into the brain stem and take over a kid's sense of self-worth and identity."

Because younger generation have grown up with the internet, studies have found that they are "more anxious, fragile, depressed, less comfortable taking risks..." said Social Psychologist Jonathan Haidt, PhD.

When asked how she thought technology has impacted her generation, Senior Maggie Green said, "I think that with kids from a young age relying on social media without being able to recognize its addictive potential, it sets up a teenager for failure when they try to balance a constant media presence that's expected with schoolwork and other activities."

Green pointed out that when teenagers are sucked into this false reality, they have let go of living in the real world. As someone who monitors student behavior, Dean of Students, Mr. Stearns, said "A big part of being a teenager is discovering who you are. When social media dominates that experience, it can have some really scary implications."

Media Literacy teacher, Mr. Danielson, takes this a step further when asked how the addictive/invasive qualities of technology are detrimental to students. He replied, "In a word, Focus. The adolescent brain needs to focus for extended periods of time for learning to become permanent. Then the brain needs time to do something called "consolidation" of all the learning that happened that day. Usually this would happen at the end of the day and during

sleep. But with constant interruptions from technology, the brain can never really rest and do the consolidating. Consequently, memory retrieval is much more difficult, and learning becomes exhausting."

The film is a warning of what could happen if there is no regulation of tech companies continuing to develop stronger AI. This development could lead to more manipulation of the political system, users' actions, and privacy. Green agreed that law and policy need to be shaped in order to prevent the continued manipulation by these large tech companies who currently have no fiscal reason to change. Green adds that another solution to this problem is more awareness in parents and children alike of the harmful effects of social media and the internet.

This raises the question, what can users do in the meantime to avoid the manipulation and addiction. The experts in "The Social Dilemma" provide their views of how to combat this manipulation. While many say they do not allow their children to have technology, a more reasonable approach is turning off notifications, never giving into recommended content on social media platforms by instead always searching for something, lowering usage, and following people with different viewpoints.

After watching the film, Green and Danielson admitted to monitoring their screen time. Stearns realized that after the movie, he immediately came up with reasons why he needs his social media contrary to his son immediately deleting his. This subconscious denial of the impact social media is having on him made Stearns realize, "upon reflection, that reaction scared me more than the movie itself."

While it can be easy to monitor screen time and turn off notifications. Green pointed out what makes the Social Dilemma hard to comprehend right now. While it is clear to her after watching the documentary

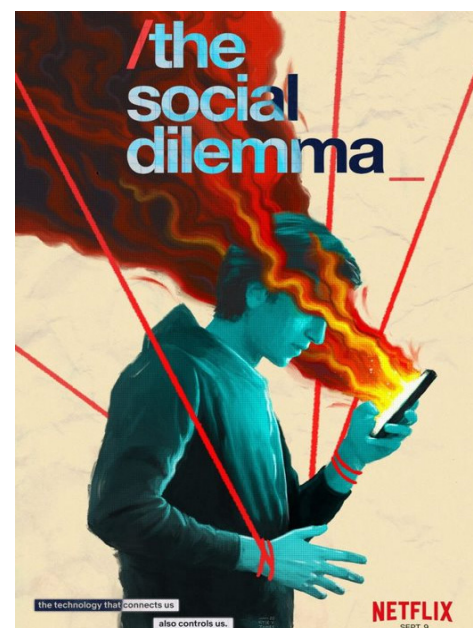


Photo: Courtesy of Netflix
"The Social Dilemma" portrays the often frightening world of Artificial Intelligence and social media.

that changes needed to be made, "with the pandemic it is hard to feel connected without some form of social media interaction."

With the pandemic, political polarization, and mental health at the forefront of society, Generation Z is currently at a turning point at how they can influence older generations as well as the ones that come after them. Because of their unique upbringing as the first generation to grow up around technology it is easy to give in to the Social Dilemma as it has been all they have known. As the film advises, AI will not solve this problem, users will.

Danielson points out Media Literacy has "Never been more important." By learning the dangers of technology, how to step away from it, and what is needed to combat "The Social Dilemma", Generation Z has a chance to reverse the trend of manipulation and addiction.

Is Pixar's New Movie, Soul, Worth the Watch?

LAUREN TEDERS '24
Staff Writer

Pixar took the movie world by storm with its new animated movie targeted towards teens and young adults. "Soul" tackles large subjects such as the meaning of life and finding one's purpose and passion. This movie was only released on Disney+, yet millions have seen it, and responses on social media have been overwhelmingly positive. After asking some Prep students what they thought of the movie, hopefully one can decide whether this movie is worth the watch.

"Soul" follows the story of a jazz teacher, Joe Gardner, who is certain that playing the piano is his purpose in life, and all he wants is to play in a jazz band for a living. On the day he finally gets his shot, he falls through an open hole and is sent to a buffer world before the afterlife. Determined he must not die, he runs away and breaks through to another place in this buffer, where unborn souls find their personal traits and interests before being sent to earth as babies. There, he meets an unborn soul who is determined not to be sent to earth. They work together to try to get Joe back into his body, and along the way learn the truth about one's purpose in life.

The majority of students spoken to said that they thoroughly enjoyed the movie and would watch it again. Some said they liked the main characters because

they were relatable and went through realistic problems.

Audrey Cromett '24 said, "I think that a lot of movies are picture perfect fairy tales and this was a nice change from Disney."

Surveyed students consistently said that young children and teens would enjoy this movie, and some said that almost anyone could find moments that they would enjoy. Children can follow the fun and colorful animations while older watchers can comprehend the underlying messages.

Although some believed that the lessons of the movie could be difficult to fully comprehend, Maddie Ando '23 summarized it perfectly, saying it was that "we are not brought to life with a purpose intended, we are brought to life to live".

"Soul" does a good job of describing this subject in a tangible way, though it could be missed if one is not attentive to Joe's development throughout the movie.

Anyone who loves Disney or animation will most definitely enjoy "Soul". It is a perfect family film, and a great movie to encourage the viewer to think. This scored an average of eight out of ten among the Prep students interviewed, and most recommended to watch it at least once. If ever in the mood for a jazz-filled animation that encourages one to ponder their purpose in this world, Pixar's "Soul" is the perfect choice.

Photo: Courtesy of Disney Media and Entertainment



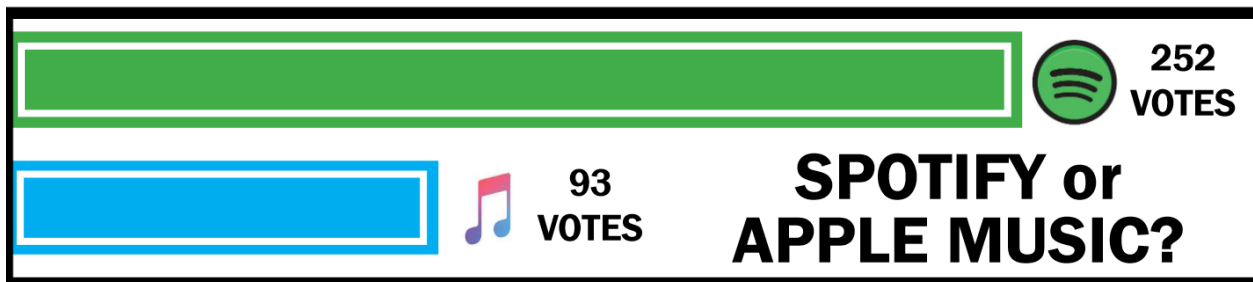
Disney+
Streaming December 25

EDITORS: CECE BROWN '21 & ANNABELLE DEASY '22

THE PANTHER | FEBRUARY 25, 2021

MUSIC TRENDS OF 2020

AVERAGE MINUTES LISTENED
BY SEATTLE PREP:
44,860



FAVORITE SONGS OF 2020:

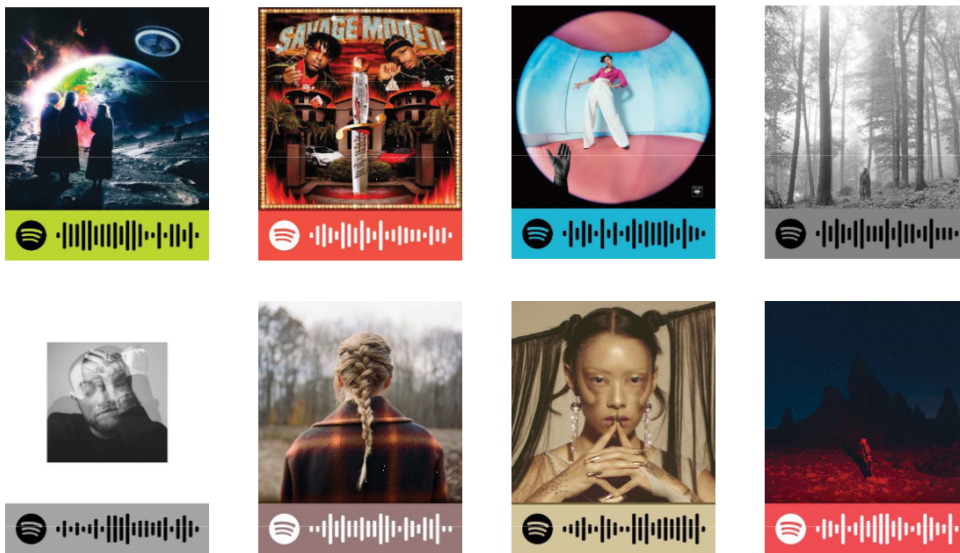
"Mirrors" Justin Timberlake	"pink diamond" Charli XCX
"2SEATER" Tyler, The Creator	"NO BYSTANDERS" Travis Scott
"A Letter To My Younger Self" Quinn XCII, Logic	"Unicorn Blood" Chime, Miss Lina
"Better Together" Luke Combs	"Be Alright" Dean Lewis

TOP ARTISTS OF 2020:

Taylor Swift
Billie Eilish
Mac Miller
Lil Uzi Vert
Ariana Grande
Morgan Wallen

TOP ALBUMS OF 2020:

Photos from Spotify



Graphic: EMI NAKATA

Will Weighs In: Zoom fatigue is real. What offline activities do you recommend doing to get my eyes off the screen?

WILL THOMPSON '21

Staff Writer

Thank you, reader, for this question. These days, it seems as though we will never escape the gridded zoom prison on our screens. But with hopes of vaccines and herd immunity in our sights, we need offline activities to help us get us all the way there.

With that being said, let me tell you guys my favorite pre-technology activities to do. First off, having fun while also being productive is the perfect way to relax your mind and body. So, here it is: Measure out 4 parts sand, 1 part cement. Use a shovel to mix it dry on a flat surface, next add a bucket of water and an appropriate amount of lime and mortar additive and mix thoroughly. Now, you know how to make brick mortar. Start laying bricks. Time will fly, your mental health will soar. Soon, you'll be ready to stick out the rest of our time on zoom.

My second tip for you all is to delve deep into your creative passions. For me, this comes in the form of creative writing. I have a small business on Fiverr doing commissioned Harry Potter fan-fiction for people. They give me their dream Hogwarts scenario, and my words make it come to life! For example, over the weekend someone wanted me to write about them being Hagrid's father and teaching him the dark arts. These writings help take my mind off school and help me make a quick buck on the side. If you can find something creative that you are passionate about, zoom fatigue will fade away.

Last but not least, the absolute best way to get your mind off of zoom is baking. Following a recipe, reaching an end-goal, getting to eat it. These are very rewarding steps that help you get away from the monotony of online learning. My favorite thing to bake are cucumber and zucchini muffins. Yes, they're as moist as they sound! Having outlets like these are essential to making it through this!



Scan to hear Prep's 2020 Music Trends

Outer Banks, Queen's Gambit Top 2020 Favorite TV Shows

JANE HURLEY '23

Staff Writer

In a year where everyone on the globe was confined to their homes, television remained one of the few safe options for entertainment. Prep students and faculty have provided their opinions for some of the best and worst TV shows of 2020.

Out of all the responses given, "Outer Banks" was the most popular show, followed by "The Queen's Gambit", "The Mandalorian", and "Bridgerton". "Outer Banks", released on Netflix on April 15, follows four teenagers in North Carolina as they try to uncover the mystery of their friend's father's disappearance. The show received a meteoric rise in popularity during Spring 2020, inspiring new trends on social media apps. Hans Wilwerding '24, a fan of the show, described how he first heard about it: "My sisters would not stop talking about [Outer Banks] so I had to start watching."

However, not everyone is a fan of the show. Addie Roza '21 shared her experience: "While watching Outer Banks, I felt like writers were trying to make the narrative and characters relatable, but the unnecessary violence and recklessness made it unbearable to watch. Episode after episode there was some new twist that I couldn't

keep up with."

Roza also recognized "Outer Banks's" popularity on social media platform TikTok: "Scrolling through TikTok watching people re-enact scenes made the show 100x more cringey (no offense to the people who participated in these trends)."

In place of "Outer Banks", Roza provided some other recommendations: "I am very loyal to "The Office", and have watched it 16 times, and personally I don't think 2020 produced any good TV shows. I did start watching "New Girl", and it is hilarious!"

Some members of the Prep community have turned to the other side of the globe for their entertainment. Mrs. Lovejoy enjoyed a Korean Drama called "Crash Landing on You". The show, available on Netflix, is about a South Korean heiress who falls into North Korea after a paragliding accident and is taken care of by a North Korean officer. Mrs. Lovejoy says she is "Not sure [she has] ever seen anything quite

like it before... This show had some of the sweetest, most heartwarming/heartbreaking scenes [she has] seen on film."

When asked if she would recommend the series to others, Mrs. Lovejoy shared her appreciation for the show: "Yes, if you're willing to suspend your disbelief, don't mind subtitles, and you have some time on your hands (16 binge-worthy episodes at 80 min. or so each). I do

highly recommend Crash Landing on You! And please come chat with me about it if you do watch...I finished it days ago, but still have so many emotions. I'd love to talk it out with other fans."

Gabe Tanumihardja '23 shared his appreciation for another foreign show: "One Piece". Created by Eiichiro Oda, the show follows a pirate named Luffy and his crew on his quest to find the One Piece and become King of the pirates. What Tanumihardja appreciates most about One Piece is its characters and worldbuilding: "In most shonen anime (an anime where the protagon-

nist is a teenage boy), it's always the main character who saves the day. However, in One Piece, it becomes apparent very quickly that each character has a vital role... As the show progresses, you get to see each character grow not in not only power and ability, but also their views and morals."

Despite this, Tanumihardja would only recommend this show for the dedicated – "One Piece", available on Netflix and Crunchyroll, spans 20 seasons, first airing in 1999 and continuing to air today. "The reason I was able to catch up was because I had a lot of free time in the summer and was bored in quarantine. However, if you're the type of person to either binge shows or the type of person who doesn't mind a very long show I implore you to check it out... Who knows, maybe you'll get sucked into Oda's rich world like I was."

Without a clear end to quarantine in sight, it appears that the television industry will continue to thrive. While these shows may not be a vaccine injection in your arm, they might make the next few months a bit more enjoyable.

"This show had some of the sweetest, most heartwarming/heartbreaking scenes [she has] seen on film."

Ms. Lovejoy

New Year, New Movies

JACK COLEMAN '23 & JEFFREY GO '23
Staff Writers

The New Year is here, a time where new goals are set, new hobbies are found, and new projects are created. With the start of a fresh year, there are many movies set to release in 2021. There are some gems that will be released in the film industry, many of which are sure to be a delight to watch.

It is safe to say that Disney animated films are some of the most recognizable and remarkable movies there are in the animation scene, some even being hailed as classics. From 1998's "Mulan" to 2016's "Moana", there are many amazing original animated films that Disney has under their belt.

In 2021, another original animated film from Disney will enter the ring. "Raya and the Last Dragon" will be released in the U.S on March 5, 2021 in theaters and on Disney's streaming platform, Disney+. The film will be directed by Paul Briggs and Don Hall, directors who have had their fair share of work on their resume, such as "Big Hero 6". "Raya and the Last Dragon" will bring more cultural diversity to the table and will illustrate Asian ideas and identities. This is also shown through the stars of the film, Kelly Marie Tran and Awkwafina. The plot revolves around Raya as she embarks on a journey to find the last dragon in the world to save humanity once again. The two will need to work together and be able to trust one another if they are

to succeed in their mission. "Raya and the Last Dragon" is sure to be a spectacle on the big screen, so it is not a movie to miss seeing.

Another massive Disney flick that is sure to bring people back to the theatre is the newest addition to Marvel's phase four, "Black Widow". Marvel has planned all their movies out at least 5 years ahead of time. Although this may be true, it is suspicious why Marvel would want to start off

a new era of films with a prequel. People have suspected for over a year now that this movie will have deep roots in this new age of the Marvel Cinematic universe. The film, starring Scarlett Johansson as Black Widow/Natasha Romanov will follow her character directly after the events of "Captain America: Civil War". While details for the film are exceedingly rare, Marvel's official website for the film says, "Black Widow confronts the darker parts of her ledger when a dan-

gerous conspiracy with ties to her past arises. Pursued by a force that will stop at nothing to bring her down, Natasha must deal with her history as a spy and the broken relationships left in her wake long before she became an Avenger." Marvel has released many trailers for the film since its intended release date of May 1st, 2020. Since the Coronavirus forced the studio to put a hold on production, "Black Widow" has had to postpone their release date to May 7th, 2021. In the many trailers released, many fresh faces to the Marvel Cinematic Universe (MCU) have been displayed. One of these new additions being David Harbour, who plays Red Guardian. Red Guardian is the soviet equivalent of Captain America. In this new film is sure to fill the hole of Marvel content that quarantine put on hold and bring a new and exciting take on a classic hero.

With the immense number of movies that tell a unique, stand-alone story, there are also a large group of movies that pick up where a previous movie left off and continue the tale. Films like "A Quiet Place: Part 2", "Mission Impossible 7", "Minions: The Rise of Gru", and many more films are set to release sometime later in the year.

There are many movies to binge and watch this year, it is a fantastic way to put the previous year behind us, sit back, relax, and enjoy yourself as you get lost if the stories told and worlds created by these movies. All the movies are a must watch, especially as theaters start to reopen.

Meatless Mondays: It's Better for You Than You Think!

PIPER WOOD '21
Staff Writer

Meatless Mondays is a movement that focuses on skipping meat in your meals once a week, and it shows a positive change in many people's diets and lifestyles.

There are so many benefits to not eating meat, whether it's a healthier lifestyle for yourself, or eating greener for the planet. Some Prep students have been vegetarians or vegans their entire lives, and some have decided to try something new to become healthier.

Senior Eva Guarda Vazquez has been a vegetarian for as long as she can remember. Her mom makes her whole family vegetarian and sometimes even vegan meals. She believes that her diet without meat has made her more energetic and has brought her healthy eating habits. Guarda Vazquez has the utmost confidence that eating less meat some way or another is a positive thing for humans and the environment. Her one piece of advice to meat eaters is: "even going one day without meat helps lessen your carbon footprint, so don't stress about trying to be 100% meat free at the start!"

Ave Kitiona, '22, has chosen the

vegetarian lifestyle as well and doesn't look back. Deciding to be a vegetarian in eighth grade, she made her choice after hearing about the effects that eating animals had on the environment. By eating a lot less meat (she eats chicken and fish sometimes, though), her "mood improves and [she] feels a lot better about the things going into [her] body."

Someone who does eat meat, yet has tried veganism, is Jake Hanley, '21. As a swimmer, Hanley tried being vegan for a week to improve his lifestyle and become healthier. He found that the hardest thing was not eating dairy, rather than meat. At the beginning of the week, Hanley found himself feeling great, but by the end, he was exhausted and not getting enough calories, so he chose to stop. Hanley explains, "If I wasn't swimming, I would do it again, maybe weekdays without meat products, and weekends I could eat whatever I wanted."

There are obvious benefits to eating a meat-free lifestyle, yet it will bring anyone challenges, no doubt. Eating less meat, whether it's once a week, or every day, can make people feel better and live better. This lifestyle may not be for everyone, but it's worth a try for the health of our bodies, and for the impact on this Earth.

Photo: PIPER WOOD

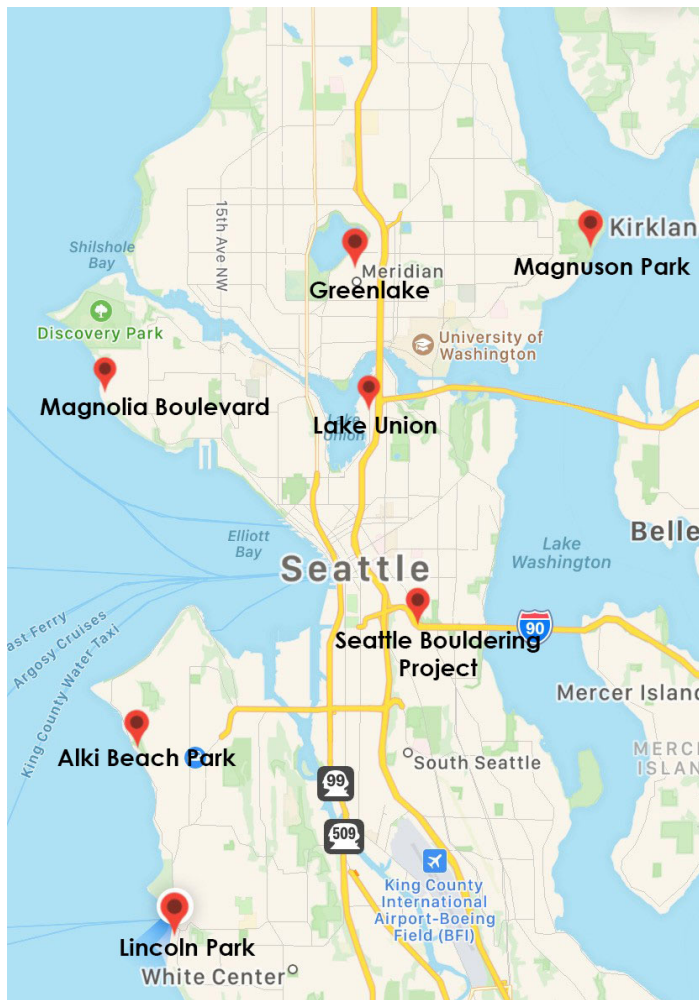
Eva Guarda Vazquez made a green smoothie using spinach, blueberries, and other superfoods. Guarda Vazquez finds that a meatless diet has health and environmental benefits.



"We are not brought to life with a purpose intended, we are brought to life to live."

Maddie Ando '23

Students Share Favorite Places to Exercise Outdoors



Graphic: DELPHINE MOCK

DELPHINE MOCK '24

Staff Writer

During these strange times, many people have felt isolated. With sports having been restricted, there are less outlets for many students in particular. After spending long periods of time cooped up indoors, many people have been inspired to take up new hobbies. Something that many Seattle Prep students and people all over have taken up during COVID is exercising. For some athletes, gym closure has been a big issue. Even now that gyms are reopening, many people may still feel uncomfortable going. Some Seattle Prep runners and athletes shared their favorite places to get exercise in the Seattle area in a COVID friendly way:

Junior Kennedy Klein shared that, "I personally love to run at Greenlake because it's always so pretty and it's the perfect length around the lake for a nice run!"

Senior Addie Roza also explained that, "One of my favorite runs, and one I have done over 200 times this last year, starts on the Magnolia Boulevard and stretches all the way into Discovery Park. The beauty of the Puget Sound is honestly so breathtaking, which is not good when you are running because you need oxygen more than ever, but it is worth it."

Roza added that, "Another fun run is going around all of Lake Union. You get to see Queen Anne,

Fremont, Gas Works, Downtown, and Capitol Hill."

Freshman Jack Henzke says, "One place I like to run at is Alki Beach. I like going there to run or bike around with friends. I do this to get some exercise to stay and shape and to train for cross country. Also, getting fresh air outside is nice."

Matt Kennedy '24 shared that "Lincoln Park is a great place to get some exercise in West Seattle. The forested area of the park has an extensive trail system with great views of the Puget Sound. Being right the Fauntleroy ferry terminal, Lincoln Park has great public beaches and beautiful waterfront areas prime for picnics

"Whether you want fast, flat runs, steep forested hikes, or shaded forest walks Lincoln Park has you covered"

Matt Kennedy '24

or a break from all of the trees of the area. Whether you want fast, flat runs, steep forested hikes, or shaded forest walks Lincoln Park has you covered."

Audra Hanlon '22 explained also that, "One parks to go to is Magnuson Park. Magnuson has a lot of trails to walk or run on, and there are a lot of beautiful

viewpoints that overlook Lake Washington. In the summer, Magnuson is a popular spot to go swimming. The park itself is very large, and has so many different areas to explore. I live fairly close to Magnuson Park, so I spend a lot of time going there to get some exercise."

Jack Henzke '24 added, "I really love going to the Seattle Boulderling Project. It is a very fun place to go with friends and helps me improve my agility and upper body strength."

Zoom PE: How the HEX Department Navigates COVID

CARA WEIGAND '21

Staff Writer

Seattle Prep teachers from the Health and Exercise Department have risen to the challenge of navigating online classes with a variety of creative and engaging solutions. With first semester being almost entirely online due to COVID, the HEX department was forced to adjust much of its curriculum for freshmen, sophomore and junior classes.

Some classes, like freshmen Health and Exercise, are considered more academic, with students spending about half their class on Zoom learning about different components and internal systems of the human body. "We were able to learn both online as a class and individually by doing our own workouts," said freshman Charles Casey '24.

For other HEX classes, the transition to online learning was more difficult. Sophomore and junior classes such as Strength and Conditioning and Life Fitness rely on gym equipment such as basketballs, hockey sticks, and weights to successfully lead workouts. When asked how teachers were able to work around this at home, HEX program head Mrs. Sullivan said, "We got creative. Students used everything from

weighted backpacks, books, and even soup cans."

Beyond the need for equipment, the program also faced the issue of location. For many students, completing a full body HIIT workout or running exercise was not practical at home over Zoom. To combat this, students brought their learning outside—to backyards and sport courts and even public parks and fields. HEX teacher Mr. Smith said, "while it seemed difficult at first, students were actually able to think outside the box which was great to see."

When hybrid learning was instituted near the end of first semester, the transition from fully remote learning to 25% classroom capacity was smooth. The freshmen Health and Exercise classes were able to maintain the same academic class structure, with the help of Swivl camera technology. For more active classes like sophomore and junior Life Fitness, students who attended in-person school were able to play socially-distanced games like badminton and pickleball while their classmates at home continued to do individual workouts.

While these changes ensured that students could have the best possible learning experience during COVID, there is no denying that P.E. over Zoom has drawbacks.



Photo: Seattle Prep Panther

Ms. Sullivan's freshman HEX class has adapted to balancing a both in-person and virtual curriculum.

"Students really miss out on both the competitiveness and bonding that can occur during in person teaching, but they have taken the challenges brought on by COVID in stride," said Smith.

With the promise of in-person learning returning at some level in the future, the HEX department is ready to welcome students back into both the gym and classroom.

Student Athletes Face Tough Decisions with Conflicting Schedules

GAEL LOOR '22

Staff Writer

When COVID cases started rising in Washington State, Governor Jay Inslee took action by limiting activities that would put people at risk of contracting the virus. Many people transitioned to working from home, stores were required to adapt to make shopping safe for customers, schools were shut down, and sports seasons were put on hold. Because of this, many Seattle Prep athletes faced tough decisions regarding their sports.

High risk sports include football and basketball, followed by soccer and volleyball. According to WIAA, Washington Interscholastic Activities Association, sea-

son one will be eight weeks long, starting on February 22nd. This year, there will only be two seasons instead of three, each of which will last eight weeks.

Charlie Pehl '22, plays football, basketball, and tennis. Basketball would typically start in December, football in March, and tennis in April. Because there are only two seasons this year, he will have to choose between basketball and tennis. "It's really frustrating that I'm going to have to drop one of those two sports this year, especially when you look at high schools in other states being able to play safely" said Pehl.

Pehl does agree with Metro League's decision to keep the number of

seasons limited to two. Other students who play multiple sports may end up having to choose just one.

Junior Abby Nolan has played tennis most of her life. When COVID cases started to rise in Washington State last year, tennis season was cancelled. "I was sad when I found out my tennis season was canceled...I was looking forward to finally feel like a real member of the team...but now I'm a Junior, and he last time I played tennis for Prep was two years ago."

Another Junior, Austin Harnetiaux, is facing a similar situation. Harnetiaux, who plays basketball and football, both of which are high risk sports, which have limited opportunities this year. "I understand

that there are bigger things going on and if there isn't a safe way to play, we understand and acknowledge it...I feel [bad] for seniors right now, especially for people who wanted to play," Harnetiaux said.

He is using this extra time to build relationships with fellow peers, saying that "teams become stronger in community." He is also staying active and is ready to play when the time comes. Because of COVID-19, playing two sports with two different teams increases exposure; therefore, limiting contact is in the best interest of the individual and teams.

Sydney's Top TEN: Dance Fitness Channels

SYDNEY LEARDI '23
Staff Writer

4. Fitness Marshall

★★★★☆

Caleb Marshall brings the energy to you with his hyped-up moves and entertaining commentary. His videos are individual song workouts so you can finally have some simple and easy choreography to that song that has been stuck in your head. With him and his two dance partners, you can squeeze in a quick workout between classes, or switch on auto play for a whole sweat session. It is not as hard of a workout, but it still is a guaranteed calorie burner.

5. Jessica Bass Fitness

★★★★☆

Jessica Bass's workout videos have a similar style to the Fitness Marshall's (in fact, they have some collab videos) but Jessica is in it for the burn! Her intense, squat-filled moves are sure to leave you with a love-hate feeling for her channel. Her song choice is immaculate and she either uploads videos with the whole studio or just a couple of dancers. Although I like to choose what songs I want to work out to, I rather have a video complication of workouts, which is the only reason of a less than perfect rating.

6. Mandy Jiroux

★★★★☆

Mandy Jiroux might be my favorite person. Not only is she an excellent teacher and, but she has amazing choreography and outstanding song choices. As a professional dancer and choreographer, Mandy takes less than 15 minutes to teach you a dance. She either has the full-out dance at the beginning of her tutorial or as a separate video so you can put it on repeat as you run the dance.

Being at home has tested my fitness motivation. As much as I like working out, it can be difficult to find workouts that are fun and engaging. My all-time favorite workouts are dance ones, so without further ado, here are my top 10 YouTube channels that find the perfect blend between calorie-burn and hip hop!

2nd Place

1st Place

3rd Place

Mike Peele

★★★★★

Whether you are a novice or advanced hip hop dancer, Mike Peele's workouts are the perfect combination of choreography and fitness. In just 30 minutes, Mike breaks down and takes you through each section of a dance, so at the end, not only do you have your workout for the day checked off, but you have some brand-new choreography to practice (It works with any song!)

Emk Fit

★★★★★

This "HIIT Hop" workout makes for a great dance party. With her positive and inclusive personality, Emily Thorne takes you through about 5-6 songs per video. Following a HIIT or Tabata style, she teaches you two simple moves before each song, with plenty of modifications. Then it is 20 seconds for one move, followed by a 10-second rest, and repeated until the song ends.

The Studio by Jamie Kinkeade

★★★★★

With a warm smile covering her whole face, Jamie Kinkeade brings positivity and encouragement to hit workouts. She is always on her toes and is ready for everything! Bouncing? Check! Salsa? Check! Grapevine? Check! Jamie has such a great attitude and is the perfect person to get you through a hard workout. Her HIIT dance workouts are hard to beat.

7. Fit Dance

★★★★☆

Mandy Jiroux might be my favorite person. Not only is she an excellent teacher and, but she has amazing choreography and outstanding song choices. As a professional dancer and choreographer, Mandy takes less than 15 minutes to teach you a dance. She either has the full-out dance at the beginning of her tutorial or as a separate video so you can put it on repeat as you run the dance.

8. Madfit

★★★★☆

You may know Maddie Lymburner for her killer workouts, but she is getting into the dance fitness game with her party workouts. Although her videos are a bit more fitness than dance, the workouts are so much fun and a great way to start a workout. Personally, I prefer more dance than fitness, so I don't do her videos as often, but they are still a good one to add to your schedule.

9. Dance Tutorials

★★★★☆

You may have heard of Matt Steffanina before or seen his incredible choreography, but did you know that you don't have to go to L.A. to learn from the best? On his channel 'Dance Tutorials', he breaks down his dances. Although he does a majority of hip hop, he teaches you so many styles! In the end, you could watch the full video performances of other dancers and it is like you are right there at the Millennium Dance Complex too! His choreography and mirroring can be a bit challenging, so it is difficult to get it down one time through, which can be frustrating, but it is so worth it.

10. Saskia's Dance School

★★★★☆

This Netherlands-based studio has more intermediate dance fitness. It has a bit more choreography than the others, Saskia's Dance School uploads individual song workouts. They even have tutorials for some of the harder ones! I don't like as many as the song choices as other channels, but there are still some good videos to try.

Ready...Set...Cycle!! Prep Teachers Share Peloton Bike Experience

HANNAH DEGROOT '23
Staff Writer

Covid-19 has taken a significant toll on people's mental and physical health, so how do some teachers stay in shape? Some use a Peloton bike.

For those unfamiliar, Peloton is a studio cycling bike that has live and on-demand classes. They even have yoga, strength training, stretching, cardio, and meditation classes. Since gyms in Washington have been shut down since March 2020, and social distancing has made it challenging to jog on a trail or sidewalk, people have had to exercise at home. For Mr. Rosellini, Mrs. Goodwin, Mrs. O'Neil, and Ms. Slack, this meant buying or continuing to use a Peloton bike.

Before Covid-19, many had their go-to workout. However, that all changed when the pandemic hit. Getting new bikes seems to have been a trend during quarantine, as Rosellini, O'Neil, and Slack all got their bikes during this unique time. Slack got her Peloton bike in November, Rosellini got his two months ago, and O'Neil got hers only last month. Goodwin, on the other hand, has been cycling for much longer, with over three years under her belt. She has done more than 200 cycling workouts! No matter their skill level, these teachers all find a way

to enjoy their Peloton.

On the bike, there are classes for every level of rider. Whether it is a recovery day or a strength day, there is always a class to choose from. However, every Peloton user has a favorite class. For Rosellini, his go-to cycling classes are a 15-20 minute basic cycling class, a High-Intensity Interval Training (HIIT) class, or an 80s music ride. Goodwin likes a good 70s music class or a climb ride, and O'Neil also enjoys a good climb, or an intervals ride if they are not too long. Slack, however, is in it for the long haul, with any 45-minute class being her personal favorite.

Not only do most riders have a favorite class, but most also have a favorite instructor. There are so many personalities on Peloton that everyone is bound to find their favorite. They have instructors to make you laugh and ones who can give you words of encouragement during the most challenging parts of your workout. After interviewing all of the teachers, some Peloton personalities stood out from the rest. Cody Rigsby, Ally Love, and Leanne Hainsby were by far the favorites of the teachers. Rosellini likes Ally and thinks, "She is good for a Sunday ride, to end the week off in a positive way, and make you motivated for the week!" Some like Cody because he always makes people

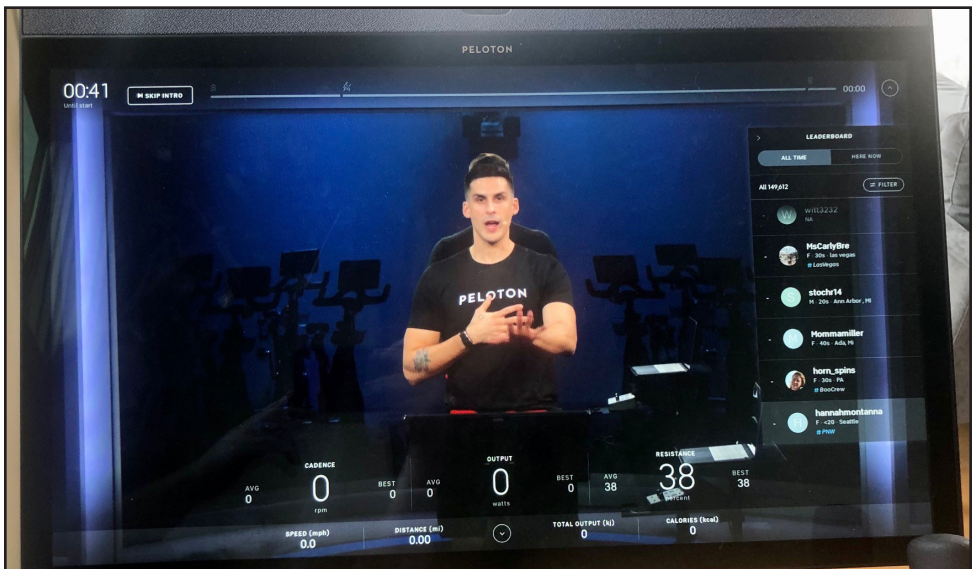


Photo: Hannah DeGroot
A Peloton cycling class led by Cody Rigsby. Rigsby is a favorite of Peloton users for his humor and motivating personality.

laugh, while Leanne is popular because of her direct personality and British accent.

With most classes, students only know bits and pieces of their teacher's life. Who knew that the Peloton trend was on the up and up at Seattle Prep? All of the teachers who were interviewed loved their Peloton bike and are incredibly glad they purchased it.

Slack said, "I wavered on getting the Peloton for months, and I am really glad that I finally got one!"

They felt it was an excellent investment for their health and helped them stay fit during quarantine. Whatever their personal workout preferences, these teachers all agree that Peloton biking has been and will continue to be a great way to keep in shape in the comfort and safety of their homes.

RANT and Rave:

New Finals Week



BENI JURION '22
Managing Editor

Ah Finals Week. It's either the bane of students or provides a sense of relief. It's the week when students either pull "all-nighters," follow the teacher-approved: spacing out study sessions, or simply "just wing-it without any studying involved. This year, due to the COVID-19 pandemic, many students and teachers at Seattle Prep once more had to adapt to changes from normalcy. To many students' surprise, it was discovered that Finals Week moved from late January to the week before Christmas Break. Below are some of these student's perspectives:

Rant:

"Finals just cause more stress because even though I studied a lot and then got a good grade on my exams, my overall grade still went down." - DC

"Honestly, moving Finals week just caused more stress because I simply end up waiting even longer to get my grades back. Some of my finals haven't even been graded yet!" - CS

Rave:

Moving finals week is definitely a sense of relief but it is weird to have three more weeks of semester one.- AR

The move is a definite sense of release. I normally have a tendency to stress about finals while I'm supposed to be on vacation, so it was really nice to not have to worry about them over break. - BW

Definitely a release a stress because it was nice to finish them before break and just be done with them. Normally, over Christmas break I end up forgetting a lot of the more specific content, so by having it all done before break I didn't have to relearn most of the stuff. - PH

"I normally do not enjoy having to relearn everything I forgot during my break when the finals are in January" -DS

"Definitely a move to have finals early. I hope that the school decides to stick with this and keep it the same for next year." -BA

Our next topic will be: Valentine's Day

Have a strong opinion about this topic? In a couple sentences, send in your Rant or Rave about the topic to @seapreppanther on Instagram for the chance to be published in the next issue!

The Panther reserves the right to edit for length and content.

Organizational Tactics for School

Classes:

- make a schedule of classes

- use a checklist

- use a planner

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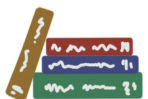
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Homework:

- write down important things;

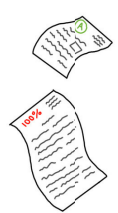
ex: due dates, test dates



Make Habits:

- cleaning your desk

- preparing for the next school day



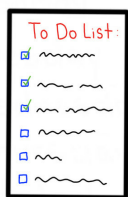
Notes:

- write down key information

- summarize

- color code

- labeling



Use Study Apps:

Ex: Flora, Study Bunny, Plantie

Help's with time management!

sources: "10 School Organization Tips for Students"
"Organization Tips for School"

ALISON CHOI '24
Staff Writer

Down the Hobbit Hole

HOBBS HEGEDUS '22



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