

rank&file

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Students unite over suicide prevention scholarship fund

by angel samsuhadi

In a Zoom meeting with the Robotics team, junior Caitlyn Fitzgerald noticed one member, senior Jett Han, was not present. Soon, a teacher provided answers as to why.

"It was an extremely emotional time," Fitzgerald said. "We talked a lot about how we can cope and who we can talk to and, if we knew [Han] personally, how we could deal with the passing."

In light of his loss, Han's parents created the Jett Han Scholarship Fund to promote suicide awareness while also funding college for teenagers who considered taking their own life.

Many of Han's friends and family donated to the scholarship fund, including senior Sarah Kwartin.

"[We] had been good friends since eighth grade, so that was the main reason I knew I should donate," Kwartin said. "I just wanted to make sure that nobody else has to suffer like he did and I want him to always be remembered."

Han's friends were not the only ones contributing to the scholarship fund. People from all over the Marshall community pitched in to support the project.

"I think they were being supportive,"

Fitzgerald said. "You didn't have to know him to pay respect [...] His family probably really loved to see that people were showing so much love to the situation."

Though Fitzgerald said she felt the strong support from the Marshall community, she questions the school's mental health efforts.

"[Marshall] should do it in a better way," Fitzgerald said. "They do a lot of things through videos that half the students sleep through, and I think that students take the videos and stuff as a joke."

Fitzgerald said while the Marshall faculty cares about students' mental health, they do not raise awareness effectively. Kwartin said she feels similarly.

"They do a really good job on the surface," Kwartin said. "It's easy to simply encourage taking care of our mental health, but, in practice, their jobs make our lives stressful. It's a bit of a vicious cycle where teachers encourage us to take care of our mental health but still assign us tons of work."

Fitzgerald and Kwartin both said they believe Marshall could do better with mental health discussions, and counselor Cara Engel said she would agree.

"We fully recognize

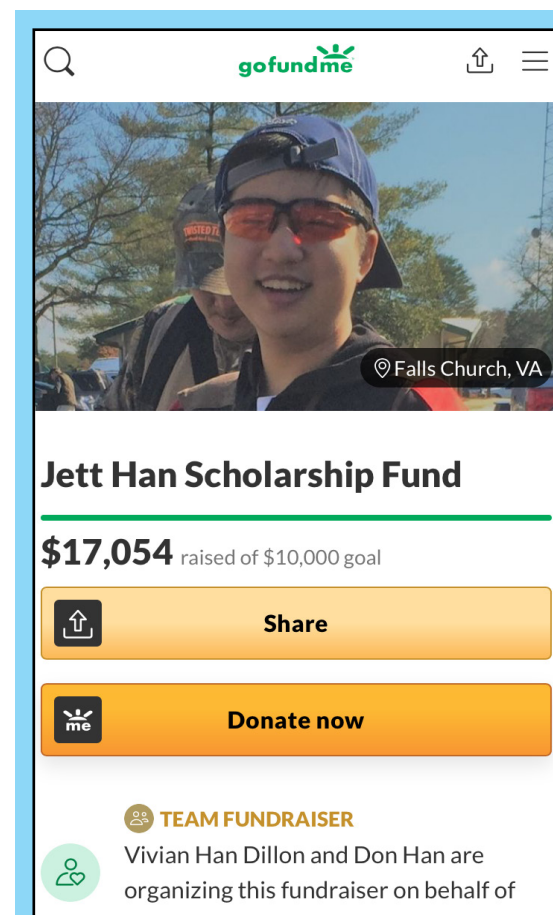
that mental health for students is at the forefront of concerns in the virtual sphere, but there are challenges for us," Engel said. "We are used to students being able to seek us out during the school day, and that ease is not there virtually."

Engel said she believes that counselors are trying their best when it comes to addressing mental health productively because they genuinely care about the cause.

"We are trying all sorts of different things, like counseling groups, weekly inspirational emails, mental health planning advisory councils and Among Us brain breaks," Engel said. "We [...] tangentially started a Marshall Minds Matter initiative that is student [and] counselor led to provide mental health programming and resources to the entire Marshall community."

While counselors are working hard on many different activities to promote mental health, Fitzgerald said she believes that the key to productive discussions could be much simpler.

"Honestly, I think people just need to have an understanding of what they have to look forward to," Fitzgerald said. "Some people fail to realize that and I feel like every student should feel like



NIKITA ATHAWALE/RANK&FILE

The Jett Han scholarship fund on GoFundMe allowed the community to come together and respect the legacy of a fellow Statesman.

"I think we all talk about Jett [Han] in a positive way," junior Caitlyn Fitzgerald said. "We don't really discuss what happened because it's so heartbreaking. We talk more about the joy he brought because it's just too sad. He was such a nice person but people were so mean to him. In Robotics, he was happy because we all loved [him] there."

they're worth it and know that they have a future to look forward to."

The Jett Han scholarship fund had a goal of raising 10,000 dollars.

As of Nov. 6, the 223 donations have amassed almost double

that amount, with a total of 17,504 dollars.

"I saw people had donated to the fund that barely even knew who [he] was," Kwartin said. "I think it's great that practically complete strangers have enough sympathy to help a grieving family."

Teachers juggle parental and professional duties

Junior David Neidecker: disturbances 'lighten the mood'

by matthew savage

The ability to work from home surrounded by loved ones for months on end may sound like a blessing to many, but Biology teacher Michael Osborn's two children occasionally force him to travel to school in the middle of a pandemic to escape the noise.

"I have to balance teaching my class, then checking in with my children to make sure they are on task, getting help, then lunch, then a break and playtime outside, then a snack, all while keeping my classrooms smoothly moving forward and on pace for the curriculum," Osborn said.

Osborn said though his children mostly stay away from the camera while he instructs his classes, they do have instances when they are especially talkative.

"Usually, my kids know when [I am] teaching they need to be fairly quiet, but occasionally, disturbances happen," Osborn said. "Generally, they have been pretty low-key and know that [...] lunch time is the best time to unwind and be silly [...] I'm really lucky to have two wonderful

children who know that their dad loves teaching."

Many teachers have found themselves in a position where they have to simultaneously balance being a teacher and a parent. Social studies teacher Kevin Curtin shares experiences similar to Osborn in his virtual classroom.

"Often, I am at one end of the house and working while [the kids] are either downstairs or in a bedroom," Osborn said. "I try to check in with each of them as soon as my class is done and then I get 10 to 15 minutes to help them, see if they have questions or remind them to work on something."

"Being a parent and watching my own kids makes me sympathize for my Marshall students even more."

Michael Osborn
Biology teacher

"My [four-year-old] daughter can sometimes feel a little left out with everyone else on their computers," Curtin said. "She pulled up a chair next to me, grabbed her toy computer and began teaching the class with me."

When teaching from home, Osborn gives new meaning to the word 'quarantine' by instructing in a room away from his children.

Curtin said students do not seem to mind the occasional reminder that their teacher is also a parent, with some students finding the disturbances amusing.

"My students universally love when my children walk into my teaching space," Curtin said. "My kids are incredibly adorable, they take after their mother. Students light up the chat box and get on

their microphones to greet my kids. It makes everyone's day, especially mine. I'm an incredibly proud father and love my students, so when they get together, they are always special moments for me."

Junior David Neidecker said the disturbances serve as a reminder of the new normal.

"I've seen teacher's kids interrupt the class in multiple instances," Neidecker said. "While it's probably not great that class is being interrupted, it's interesting to see how teachers interact with their kid, which we normally don't get to see at normal school. We sometimes get them to tell jokes or riddles and it just lightens the mood of the class."

Osborn said his interactions with his children have allowed him to connect more with students.

"Being a parent and watching my own kids makes me sympathize for my Marshall students even more," Osborn said. "I wish we could be 'back to normal' but I want everyone to stay healthy and safe."

from STUDENT
to TEACHER

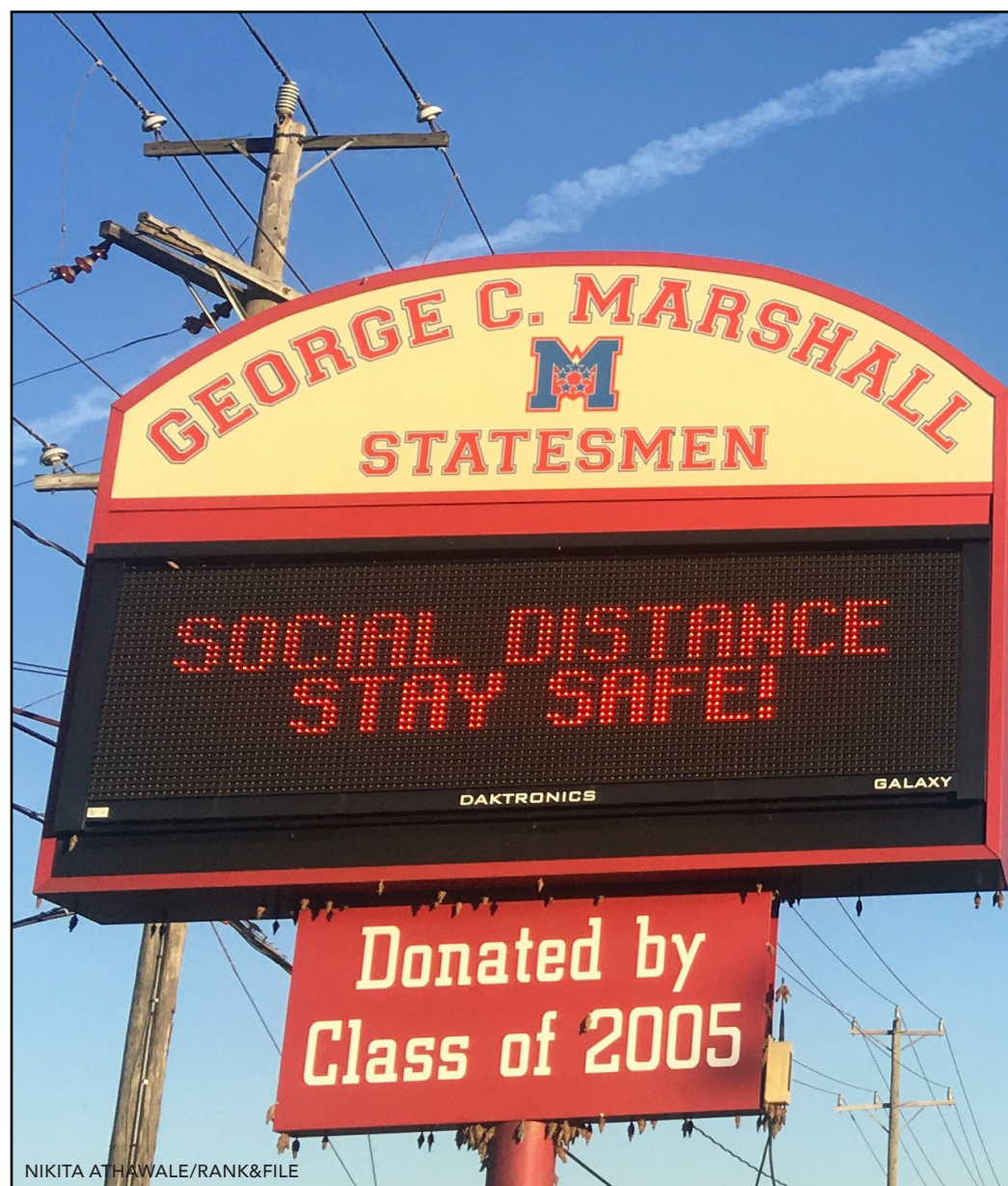
Rank&File asked senior Sanjoli Jain to discuss how she focuses on her own coursework while helping her younger sister.

Q: Would you say you often have to take time out of your day to help your sister along with her work?

A: "I help [my sister] out pretty often because I've been through the FCPS system and know how they want their kids to think and do things. Therefore, when she has trouble or needs help planning, I make sure to lend a hand."

Q: Is it distracting trying to balance your schoolwork with trying to assist your sister too?

A: "Sometimes, it becomes a bit of an inconvenience [...] but I always find a certain time to help her out."



BACK TO SCHOOL DAZE

NIKITA ATHAWALE/RANK&FILE

Student reacts to new school safety changes

Litz said:

“The county has worked out a deal with a company that is going to be installing a camera in our gym and another camera in our stadium, so we will be able to live-stream sporting events.”

“[Lunch] is the only time that students will be allowed to take their mask off during the day. Students will have the ability at times to eat in the cafeteria, and other times will be eating in classrooms.”

Junior David Stiles shares his thoughts on some key changes from normalcy that principal Jeff Litz introduced in the Town Hall Meeting on Oct. 29.

Stiles said:

“I’m kind of split on it, honestly [...] If the cameras are in one place at one end of the field it’s hard to see what’s going on and who’s where and what’s happening. That [also] goes for recruiting.”

“Kids who wear glasses are going to be at such a disadvantage [with only one mask break]. Plus, you’re going to have so many kids in the lunchroom at the same time, and that’s a huge problem.”

by theo schmidt

Senior Amelia Magee’s morning schedule is reminiscent of life prior to the shutdown. Through Fairfax County Public Schools’ (FCPS) decision to pilot the concurrent model, Magee still wakes up early to get to school by 8:10 a.m., ready for in-person class.

But, this time around, she has to wear a mask on her face at all times, and can only interact with the approximately eight other socially distanced people in her Environmental Systems and Societies (ESS) class.

The smaller classes, masks and temperature checks are what the few returning students have to deal with, in accordance with the Centers for Disease Control and Prevention (CDC) guidelines. FCPS plans on opening its doors to 13 high schools with the concurrent model with safety standards to deter the spread of COVID-19.

“[CDC strategies] include consistent and correct use of face masks, and FCPS has established Regulation 2109 to require the use of face coverings for students, staff, and visitors to our facilities,” Director of Operations and Strategic Planning Lea Skurpski said. “We will be implementing these when students return to school.”

While the original hybrid model had students choose between two

days of virtual learning or in-person learning, the concurrent model will have half of the students from a class in school with the teacher while the other half watches from home, for a total of four days a week.

“When we come back, we know we’re coming back with social distancing guidelines in effect, which will limit the amount of students who can be in a classroom at any one time,” Assistant Superintendent for Instructional Services Sloan Presidio said. “With the concurrent model, we can bring students back into the classroom two days a week, and on the days when those students are at home, they can continue to receive teacher support.”

The new model also allows quarantined students to keep learning to provide equal opportunity for both in-person and virtual students.

“It’s also important to remember with our models [that] we’re looking to promote equity wherever we can this year,” Presidio said. “In particular, we’re really focusing on keeping equity at the center of our work.”

Students can only remove their masks to eat or for medical reasons.

“If a student [does not] have a mask, [they] will be given a mask, and if the student [...] refuses to wear the mask, I am going to call a parent and that student will be immediately sent

home,” principal Jeff Litz said. “If that student continues to refuse to wear a mask, then that student remains virtual and will not be permitted back in the building.”

Litz said contact tracing is also a large component of the plan to prevent COVID-19 spread within schools, and should a confirmed case arise, students and teachers in the vicinity will transition to 100 percent virtual learning for up to two weeks.

“If there are other classrooms affected based on that [contact] tracing [and] we would need to shut down, we would do so,” Litz said. “[Superintendent Scott] Brabrand has said that if there is more than one case of COVID in different classrooms, it is possible [...] that we would potentially shut the school down for a certain number of days.”

Magee said while the school has done a good job safely allowing small groups of to come back, she wonders if the entire county will be able to accommodate all the students hoping to return later in the year.

“It was weird to see how much everything had changed,” Magee said. “It was nice to have small classes and see the restrictions in place, but I really don’t know how they’re going to pull off a full-scale reopening. It’ll be interesting to see.”

FAQ

Q: What is the concurrent model?

A: The concurrent model is where the teacher instructs half of the students from a class in-person as the other half of the class watches the lesson through Blackboard Collaborate.

Q: What determines who will receive in-person instruction and who will stay online?

A: Of the students who chose to go in-person, those with last names beginning with the first half of the alphabet will be in-person on Tuesdays and Wednesdays and online on Thursdays and Fridays. Conversely, those with last names beginning with the latter half of the alphabet will be online on Tuesdays and Wednesdays and in-person on Thursdays and Fridays. Mondays will remain asynchronous.

mark your
CALENDARS

january

26

Tentative return date for students in grades 7 to 12. They are the final group of students to return to school.

All tricks and no treats: Pandemic haunts usual Halloween celebrations

by isabel church

Come Halloween, senior Catie Cryan is busy decorating her house and dressing up. Though this year, her plans have had to change.

Because of the ongoing pandemic, traditional trick-or-treating and Halloween parties are up in the air. Cryan said the circumstances surrounding this year's Halloween only add to the disappointment of not being able to celebrate it like she normally would.

"It's the perfect Halloween," Cryan said. "It's my senior year, Halloween is on a Saturday and it's gonna be a full moon [...] If [COVID-19] wasn't a thing, I would be going to a giant Halloween party with my friends and having fun, but unfortunately, I don't get to do that this year, which really sucks."

Senior Grace Kellerman said while this year is not ideal for her, she feels bad for the children who will miss out on Halloween memories she has treasured growing up.

"With [COVID-19], it's kind of bittersweet because no big celebrations can occur," Kellerman said. "I think I'll really miss all the trick-or-treaters. Up until the middle of high school, trick-or-treating

was the highlight of my Halloween. Thinking about all the kids who don't get to experience that this year is really heartbreaking."

While Cryan struggled to determine what her Halloween would entail, senior Grace Kellerman said she had big plans for the day.

"My family recently bought a condo in Rehoboth [Beach], so we'll be quarantining there with our full decoration [routine]," said Kellerman. "My friends and I will be quarantining for 16 days prior to Halloween and spending a little time together for the first time in months, which should be amazing."

Kellerman said that in a normal year, she would be holding a large party to celebrate the holiday with friends.

"Our parties are killer," Kellerman said. "We do [three to four] smoke machines and line the walls with black and grey tarps and backgrounds to make our basement sort of look like a dungeon. We do tons of different colored lights, karaoke, a costume contest and a photo booth with props [...] Plus, themed treats and tons of candy."

Senior Celine Gorkowski said that the decrease in decorations seen around her neighborhoods source from



COURTESY OF GRACE KELLERMAN

Senior Grace Kellerman (right) dressed up as Joe Exotic from "Tiger King", with her mother (left) dressed up as a tiger for Halloween this year.

the disappointments.

"I think people are decorating [...] less because people aren't sure what's happening with trick-or-treating this year," Gorkowski said. "My brother said he heard people are just going to put tables with candy in their driveways."

Despite the onset of the virus and the inability to

celebrate the same way as last year, Kellerman said the festival was still enjoyable.

"Halloween this year was pretty great considering the circumstances," Kellerman said. "Being lucky enough to receive a negative test and spend some safe time with family and friends was really what made it memorable."

It was good. I left candy on my doorstep for trick-or-treaters.

- junior David Zhong

rank&file asked:
how was your HALLOWEEN?

Very quiet. I was at work and we were able to close the entire store before 11 p.m.

- senior Brent Miller

"Called Out" debuts upon virtual stage Performer and senior Josh Gurdak: all 'in high spirits'

by amelia gee

Organizing a school play from start to finish is usually a tough job. But for stage manager and senior Aysha Berry, this year's first online play brought novel challenges for those involved, from the tech crew to the performers.

"Called Out" consists of the general premise that three of the actors are struggling employees at a telemarketing company, where they must sell enough products in an hour to maintain their positions. In the process, they interact with strange customers and the boss. The only audience interaction that occurs is in the beginning, where viewers suggest what the employers are trying to sell.

Berry said one of the main roadblocks of doing online shows is the technological difficulties that come with having so many people with varying degrees of internet speed, audio and camera connections attending one Google Meet.

"We often have cast members getting kicked out of meetings, microphones turned off or issues with video quality," Berry said. "However, when all the technology falls into place, the virtual experience [...] allows us to get to do theatre in a time where other schools [cannot]."

Aside from the virtual layout, improvisation is a main aspect of this play. The actors make up the script as the play goes along, adding different characters and storylines throughout. This characteristic makes each night of the play a unique experience for viewers.

Because the show is virtual, the audience cannot



NIKITA ATHAWALE/RANK&FILE

Left to right: Senior Josh Gurdak and sophomore Logan Baker, playing a friend-turned-customer and telemarketer respectively, in the opening night of the completely improvised, online play, "Called Out", on Nov. 5.

"The show is live on Google Meets and will stream [privately] through YouTube, so the actors will have no interaction with the audience," Gurdak said. "We hope that the audience simply enjoys the show and appreciates the new version of theatre in the virtual setting."

communicate their reactions to the actors as they normally would through applause or silence. Theatre director Bernard DeLeo said though the format and payoff is different, he hopes more people will come and support the show.

"It will be tough doing a comedy without the laughter of a live audience," DeLeo said. "Laughter is the oxygen that can feed a comic performance. On the flip side, [we] have the opportunity to reach even more audiences in that it's online and doesn't require you to drive to [school] to see it."

Performer and senior Adriano Moran said the lack of audience interaction in this play yields a lot less stress than other shows.

"It's a much different feeling performing to a screen

than to an audience," Moran said. "If you say something that's not entirely funny, the silence [...] after a joke is deafening, but you expect silence either way from the computer, so there is definitely much less pressure."

While "Called Out" differs from other Statesmen Theatre productions, performer and senior Josh Gurdak said he appreciates the work DeLeo has put in so students still have the chance to put on a play for the school.

"I am content with the virtual platform," Gurdak said. "It is different from being in person, but we've been utilizing technology to the best of our abilities. Everyone is in high spirits and excited for the show. I'm happy [to] have the opportunity to perform."

upcoming — shows

Thursday, Nov. 12

8:00 p.m.

Friday, Nov. 13

8:00 p.m.

Saturday, Nov. 14

8:00 p.m.

Tickets are available at statesmentheatre.org, and include a five dollar donation.

Limits for in-school sports disappoint athletes

by aitana wells

Varsity field hockey player and sophomore Cayley Sullivan misses her first hit as it zooms past her to the end of the field. Another teammate working on her own hits nearby. Normally, she would put her stick down and stop the loose ball, but because of social distancing protocols, she cannot. Sullivan has to puff down the length of the field to retrieve it. These are the restrictions students playing in-school sports are dealing with: no shared equipment, no mixing with other people and staying 10 feet apart.

"I think inside of school has too many restrictions because we are not allowed to do anything with contact, which kind of takes the fun out of it," Sullivan said.

What makes the new regulations more frustrating is that students playing on non-school sponsored travel teams do not have nearly as many rules, making play more enjoyable.

"There's very limited things we can do," varsity field hockey coach Christina



AITANA WELLS/RANK&FILE

Varsity field hockey player and sophomore Cayley Sullivan practices hits far from her teammates during a socially distanced, field hockey yellow day at Marshall.

Carroll said. "My kids play outside of school sports and I don't think they have too few restrictions. I understand why the county has so many restrictions, but I think it can be done safely with fewer."

Varsity lacrosse player Rylee Nguyen said while she does not mind the precautions, she has a better experience playing with her friends.

"In school, we're not allowed to really interact as much and we only do running," Nguyen said. "I prefer to go outside of school because I can interact with my friends more and get more playing and practice time in."

Though Nguyen said she is thankful to have practices at all, it is difficult for her to be a student athlete watching

all the club teams practice.

"I wish school sports could be more open to practices, but I understand the risks about holding practices," Nguyen said. "I don't think it's unfair, but it's definitely frustrating [since] many athletes have to find different clubs or travel teams to play for that will allow games and practices."

cheerleading protocols

Varsity cheerleader and senior Amani Akkoub describes the restrictions in place during practice.

6:15 p.m.

"We have to sign up [to attend practice] as the numbers are capped. We drive up in our cars and our temperatures are checked."

6:30 p.m.

"We have to keep our masks on as we enter the field [...] and we can't take [them] off until we are safely six feet away from others and we don't plan to move. Some still choose to keep them on at all times."

7:30 p.m.

"We're all dismissed separately and we need to go straight to our cars."



COURTESY OF COLUMBIAN YEARBOOK

QUARANTINE craze

Participating in popular trends becomes more enticing than ever during isolation.

complied by sahar jiwani

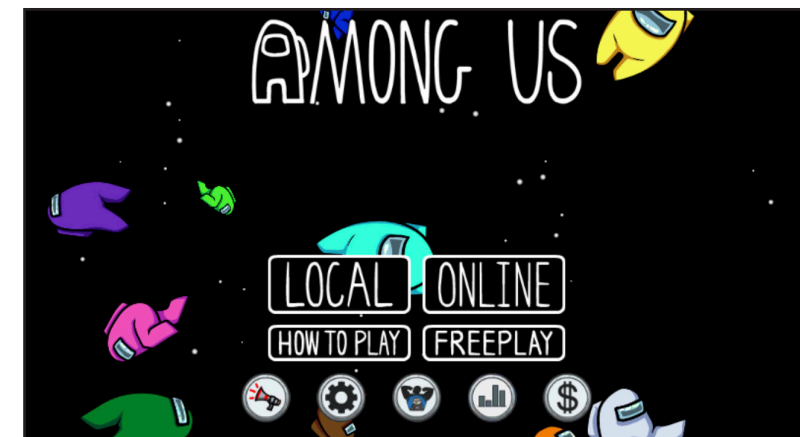
LED lights

I got my lights after they started trending and placed them around my door frame. I would definitely recommend them to others since I personally like how they add unique colors to my room. It's fun to mess around with the different colors and modes. Overall, I don't think the trends was really overhyped because the LED lights are a really cool way to spice up your room.



COURTESY OF KENDALL HYMES

- senior Kendall Hymes



SAHAR JIWANI/RANK&FILE

I would say I started playing a little before it really blew up, but the game has actually been around for way longer than people think. I think people enjoy playing it because it's more interactive and personal than other games, and that's something we are kind of losing because of staying in quarantine. I only play with my friends because in my opinion, that's where the enjoyment comes from. It's only boring if the people you are playing with are boring.

- senior Jason Harrington

Tie-dye



COURTESY OF OLIVIA ERGENER

I guess we started tie-dying when it became a trend, but I've definitely done it in the past. We were kind of re-inspired this quarantine because we got bored. I actually really liked the outcome of the tie dying. I would definitely recommend tie-dying but you have to be kind of careful because it does get messy. It's kind of trial-and-error and just using a good eye to see what colors would match well together. If you have any thing old or you are just looking to have a new style, tie-dye is really good, materials are easy to find and it's fun to do with other people.

- senior Olivia Ergener



Starting breakout groups

You'll be in: Group 1

NIKITA ATHAWALE/RANK&FILE

Opinion: Breakout rooms deter collaboration

by ema baca

Silence. As I sit and wait in my breakout room, there is nothing to be heard as we all wait for one person to gather up the courage to say the first "hello". After that, microphones are turned off until we return back to the main group.

This scenario has played out almost identically in every virtual class I have attended. In an attempt to retain the collaborative atmosphere of in-person learning, teachers have begun utilizing the breakout function of Blackboard Collaborate.

While some teachers might believe that breakout rooms promote student interaction, they do the complete opposite. Usually, breakout rooms only consist of a few words between students until an uncomfortable silence overtakes the rest of the work time.

Virtual classrooms on Blackboard Collaborate simply are not comparable to in-person learning. Though breakout rooms seem like a great tool, teachers need to realize interacting with someone in-person and online is completely different.

The goal of breakout rooms is to allow students to mimic the in-person discussions that would occur in school. But, it is difficult to interact with people that one might not necessarily know well.

Teachers assigning random breakout rooms and telling students to work on a task with unfamiliar peers normally only leads to awkwardness.

It is not necessarily that students are unable to talk to each other because they are not friends, but rather because they cannot truly interact. Even when students have the ability to turn on their cameras, in these small groups, most chose not to.

The mixture of not knowing someone and not being able to see them increases the amount of discomfort in breakout rooms, and inhibits students from collaborating.

Since students do not interact with each other as much, they normally do not complete the task the teacher assigned. Therefore, the students waste the ten to twenty minutes that the teacher dedicated to breakout rooms.

While the randomly assigned breakout rooms are normally filled with silence and awkwardness, groups that students are allowed to choose on their own are more effective.

Allowing students to pick their group members would increase productivity because they would be more willing to turn their microphones on and interact with people they already know. When students already have existing relationships, the awkward phase at the start is almost always diminished, and they can immediately begin working on the assigned task.

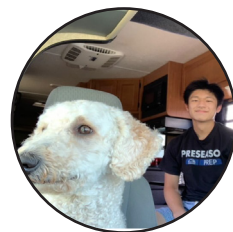
If more teachers allowed students to choose their own groups, rather than assigning random breakout rooms, students will be more likely to participate and interact with one another.

rank&file

asked:

do you have a profile picture on BBCU?

"I have a profile picture of me and my dog. I decided to have it because I thought it was cool and I wanted everyone to see me and my cool dog."



COURTESY OF MICAH CHANG

- senior
Micah Chang

"It's just a silly picture of Kermit the Frog as a painter. I chose it because I thought it was funny and it's actually a good conversation starter. I've surprisingly gotten a few compliments."



COURTESY OF EMMA GREENE

- senior
Emma Greene

Grooving through distance learning

Booz dances the stress away with innovative breaks

by nikita athawale

An alarm rings halfway into English and Theory of Knowledge teacher Hendrick Booz's classes, signaling a quick break not only for the students, but for Booz himself.

Initially, the breaks included scavenger hunts among other activities, with the purpose of allowing students to get out of their chairs. But, upon watching his kindergarten child's teacher telling her class to start dancing to "Pop See Ko" by Koo Koo Kangaroo, Booz decided to try the idea in his own classes.

"I have a hard time concentrating for 80 minutes online myself," Booz said. "I prefer dancing as kids have the chance to move [...] They get to offer their choice of music and they get to see their teachers engage in a little silliness."

Senior Michaela Wacht said while she was surprised when Booz first got up from his chair and danced to "Pop See Ko", she did enjoy the innovative approach to a pause from content.

"After the initial shock wore off, I thought it was really entertaining and a great idea for a break in class," Wacht said. "None of my other teachers have implemented a



COURTESY OF KELLY BOOZ

English and Theory of Knowledge teacher Hendrick Booz stops class at the 40 minute mark to dance to "Fanny Pack" by Koo Koo Kangaroo.

dance break yet, but some include stretch breaks for about three minutes. It's nice to have a [...] break in the middle of class to just let loose and recharge."

During synchronous classes, many teachers stop content to give students time to stretch, grab a drink or walk around. Wacht said these breaks in classes have been essential in avoiding fatigue.

"Staring at a computer screen [...] and doing nothing but work takes a lot out of me," Wacht said. "It's easier to stay engaged when there

are breaks in between topics. Having just a few minutes to get away from the screen and shut my brain off really helps to keep me focused later in class."

Senior Emma Cottle said non-curricular activities like breaks force students to not think about school for a few minutes, which is important when circumstances blur lines between school and home life.

"In my Biology class, we can submit fun videos to watch [together]," Cottle said. "It's very interactive and it creates a more casual

environment. It also provides a break from our learning and helps us concentrate on the work better."

For Booz, the alarm in the middle of class reminds him to ask his students for two song suggestions, take a poll and start dancing.

"Because students are online all day and often into the evening, I want class to be a welcoming place," Booz said. "A break helps them get up and do something. [Dancing] gets the blood going, creates a fun atmosphere and allows the students to direct class a bit."



yoga and
stretching

what to do
during class
breaks

snacks and
drinks

