



P.E. Leaders duties recognized

Katie Harvey: Reporter

At Beecher High School, gym class can be a struggle for students. For those struggling, there are P.E. leaders to help motivate them. P.E. leaders are students who help out the gym teachers, Mr. Keen, Ms. Mosley, and Ms. Linn. P.E. leaders lead stretches, are referees during games, and help out with fitness day.

To become a P.E. leader, students must take a regular gym class junior year. Afterwards, they become a leader their senior year. The junior P.E. leader class is a regular gym class, but more is expected from the students trying to become a P.E. leader.

"I think junior P.E. leaders should be taken more seriously because we work a lot harder than regular gym students," said Nick Giroux (Jr).

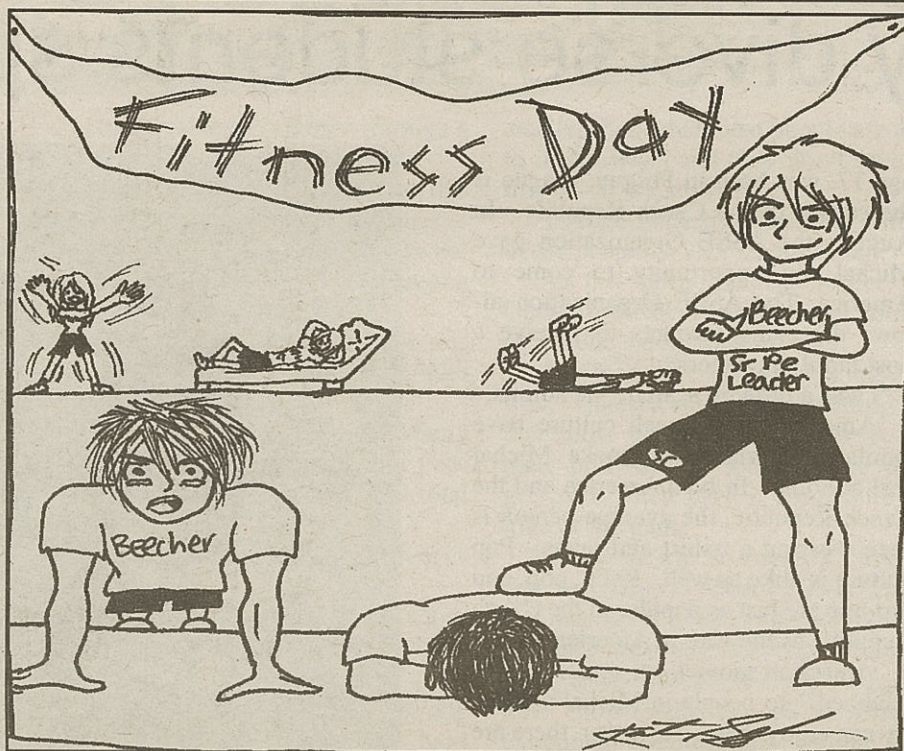
As a P.E. leader, seniors get credit as if it were a regular gym class. As of right now, P.E. leaders are only required to lead stretches and referee games. Responsibility is a key in the process of becoming a P.E. Leader.

"Our goal is to maximize the learning process of the P.E. leaders and students," said Mr. Keen.

Some students will argue that the P.E. leaders hardly do what is required of them.

Cris Oliver (So.) said, "P.E. leaders often abuse their power. When we do activities, we have to work twice as hard."

If the people that are supposed to be helping students and encouraging them are not doing equal amounts of work, it



could cause a lot of frustration. Some P.E. leaders are more active than others during gym class. Others will run laps and sometimes even participate in the class activity.

Katelyn Neubauer (Sr) said, "Gym students do not take P.E. leaders seriously. It is a huge honor to be able to lead a class."

Even though some students do not agree with P.E. leaders, others may.

Shaun Hughes (Fr) said, "I find P.E. leaders more helpful than regular gym students. P.E. leaders actually help us out. As to where the gym students are just 'captains'."

A good suggestion to improve the P.E. program would be to have only the freshmen class require P.E. leaders. Freshmen are new to the school and do not really know what to expect from a new gym class. Also, P.E. leaders should be available in any class period

just in case a student would need help with the day's session. If a student did not know how to do dips for example, the P.E. leader could show them step by step what to do. Or if the student cannot do a specific exercise, the P.E. leader could give them a new task. P.E. leaders should be guides for students.

Aaron Mahnke (Sr) said, "Some kids I feel like I help. For the kids that don't really know what they're doing, I'm there to help them."

Mr. Keen likes his P.E. leaders but he has a couple of ideas about ways to improve the program that will be starting shortly. "What I am going to require is that they run the full three minutes, lead stretches, referee the games, give feedback, participate in activities, and take part in Fitness Day. They will also teach a unit and learn more about leadership."

Juniors deserve more schedule consistency

Nick Giroux: Reporter

Juniors at Beecher High School are tired of change. The last time the class of 2012 had a consecutive schedule two years in a row was their sixth grade and seventh grade year. By the time they were ready to go into eighth grade, a new school had been built. Coincidentally, a new school also came with a new class layout. They finished their junior high careers and were off to high school, now facing a completely different schedule involving four period days. This new four period day was very confusing for the incoming class, but after a year they got the hang of it. Juniors had a full two days to complete homework assignments.

Adam Johns said (Jr), "(Block Schedule) was less stressful because I could stretch out my homework load over two nights, and it seemed like there was less homework."

Right as the freshmen were settling into a system, the school changed back to a seven period day similar to the schedule the class of 2012 had in eighth grade. This particular change left most students in ruin, due to the overwhelming amount of homework and the smaller amount of time to finish it. Also, this schedule included three lunch periods instead of two, meaning that students got less time to eat each day. In an answer to the homework problem, Dr. Wright introduced a new, eight period day including three lunch periods and an AOL period (Additional Opportunities for Learning) at the end of each day. This new schedule also allows for two electives per semester.

Jake Hall (Jr) said, "I'm tired of coming to school each year and having to create a completely new way to get through each day. I just want the school to decide on a permanent schedule because changing it every year is counter-productive to our learning."

The juniors at Beecher need a permanent schedule to abide by, in order to learn in a better teaching environment. The school needs to come up with a solution that benefits the extended learning time, as well as the much-needed time to finish homework.

When questioned about expecting some stability in our schedules, Dr. Wright responded, "We're going to try to stabilize the AOL period over the course of four to five years, in order to get more quantitative data."

This means that it is too early to tell if the AOL period is helping improve grades, but I believe that it has significantly helped lower the homework burden on most students.

Junior Adam Johns said, "I can generally get about one class period of homework done during AOL, and the stress level is way down compared to our initial traditional schedule." Knowing now that juniors can expect some stability their senior year is certainly great news, and I think that under our current schedule, BHS will be able to exceed the goals we all made our freshman year.

Freshmen Mentor Program: a positive start

Nicole Bergen: Opinions Editor

Each new year at BHS has one thing in common: there are always lost freshmen wandering around the halls wondering where to go. However, there is a major difference between this year and last year. Instead of the upper classman laughing at the freshmen, which honestly most do at some point, they are actually helping them out through a new program called Freshmen Mentors. This program was Dr. Wright's way of making the transition from junior high to high school easier.

"Research will tell you that out of all grades the most difficult transition time is 8th grade to 9th grade and more students fail 9th grade than any other grade," said Dr. Wright.

Generally, the program is meant to help the freshmen adjust, get over the fear of high school, help them with test taking, and help them set goals for the future. This is a nice idea because freshman year is a very difficult time in a teenager's life. However, the real question is, does the Freshmen Mentor Program really help the freshmen?

"Yes the program has helped me, especially the first day when we didn't know our way around," said Blair Fernandez (Fr).

"I like my mentors because they are helpful and answer our questions," said Annie Fresso (Fr).

As with all things, there is a chance that some will like it and some will not, but the program seems to have a posi-

tive effect on the students so far.

The mentors feel the program is helpful as well and like the affect it is having.

"I wish I had a Freshmen Mentor when I was a freshmen. As a mentor we help the freshmen find their way around, show them their classrooms, and tell them tips about teachers," said Brooke Alleva (Sr). "I didn't really know about finals coming in as a freshman and it is cool we get to let them know what is going on in the school."

Mostly, the program has been going well but sometimes the freshmen do not listen as well as they should.

"Some freshmen listen and some don't, they like to clown around and tell jokes sometimes," said Apryl Washington (Sr).

"A lot of the boys would rather do homework than be with the mentors," said Blair Fernandez (Fr).

Nothing is ever perfect and every good thing needs improvement.

"If I were to improve the program I think we should do more hands-on activities instead of sit down lectures," said Brooke Alleva (Sr).

"I think there should be a Freshmen Mentor program next year but in a time when every freshman regardless of green, yellow or red zone has to have a mentor because some lessons are geared more toward students who struggle, so when freshmen are in yellow or red zone they miss it," said Apryl Washing-

ton (Sr).

Generally, the program seems to have a positive impact, even though the freshmen still have not completely learned to not stand in the middle of the hall way.

Freshmen Mentors

Chelsea Gliva (Jr)
Amari Griffin (Jr)
Bekah Kamp (Jr)
Jake Krabbe (Jr)
Alicia Messing (Jr)
Wilhelm Salmen (Jr)
Keegan Short (Jr)
Larissa Swanson (Jr)
Paige Wehling (Jr)
Brittany Weiss (Jr)
Austin Wolf (Jr)
Brooke Alleva (Sr)
Jordyn Beck (Sr)
Kara Couwenhoven (Sr)
Tim Johnson (Sr)
Dan Knuth (Sr)
Kristie Peo (Sr)
Annie Pignatiello (Sr)
Phil Salmen (Sr)
Staci Schiefelbein (Sr)
Jacob Toensing (Sr)
Apryl Washington (Sr)