

Head Strong Informing Students on the Seriousness of Head Injuries



HELANA MULDER
SENIOR REPORTER

“I have experienced five concussions in my life resulting in three years of constant headaches, among other symptoms. Before all of this, I was a rugby and soccer athlete, always had high marks in school, and for the most part, life was pretty easy. Now, I am currently unable to do anything more physical than walking, and I can no longer participate in sports. I can only read with assistive technology and require many implemented strategies to be able to get by in my classes.” – a second-year student.

“Having a concussion is the worst. Firstly, you can’t do anything—classes, reading, screen time, practice, etc.—so you get super bored. Secondly, it’s my brain so it affects everything I do. When I started feeling better, I pushed a little too hard by having a full day of activity and it set me right back to square one. I think the worst part is that as an athlete, I just want to play; as a graduating athlete, I’m just counting down the games left in my career as I sit on the bench and watch my teammates play. It sucks.” – a fourth-year student.

“I spent a lot of time sleeping in a dark room. I couldn’t watch any screens, which made me realize how often we use screens in today’s society. I also fell behind in school pretty fast. The worst part was definitely not practicing or playing games for the week I was concussed.” – a fourth-year student.

“I got my concussion in a grade 12 soccer game after I clashed heads with another player and blacked out in the air. During my experience with this type of injury, the doctor told me that I was only going to be out for two weeks; it was over four months before I was completely healed. While I had this concussion, I always felt tired and groggy along with having a severe headache all the time.” – a third-year student.

“I’ve had eight official concussions. The biggest thing it affected was making time for friends and family because there were so many times that I wanted to be with them but couldn’t because I had to be alone and in quiet. I felt bad when I couldn’t see them, but I had to take time to heal. Also, it’s hard for other people to see that anything is wrong with you because your injury isn’t outward—it feels like they don’t understand. Concussions do catch up to you, especially if you don’t take care of it right away; I didn’t take care of them right away and they affected me a lot more over time.” – a third-year student.

Concussions.

Recently, several Redeemer University students have experienced concussions that have affected them physically, mentally, and academically. Concussions can happen to anyone, whether you’re a student athlete or a student in your rookie season of TNL.

Centers for Disease Control and Prevention describes a concussion as “a type of traumatic brain injury caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging brain cells.”

Concussions can happen in a variety of settings, from an intense sports game to a casual frisbee game with friends; however, the important thing to understand is that these head injuries should be taken seriously, even if they seem minor.

Dr. Mike Evans (DocMikeEvans on YouTube) discusses concussions and the stages of healing in his video “Concussion management and return to learn.” He talks about how head injuries affect the brain, which is the “mission control” for the rest of the body.

Dr. Mike compares a concussion to another injury such as a sprained or broken leg. If you sprain your leg but continue to play sports on it, the injury is not going to heal. In the same way, if you have a head injury and continue to use it at full speed, your concussion could just get worse.

He also breaks down the categories of symptoms which include physical (headaches, blurred vision, drowsiness, etc.), cognitive (mentally foggy, difficulties remembering, trouble concentrating, etc.), emotional (feeling sad, less control over emotions, irritable, etc.), and sleeping (trouble sleeping or always feeling tired).

Knowing and understanding your symptoms are very important things when you have a concussion because they can help you to determine when you can increase your activity or when you need to slow down and return to rest.

When one has a concussion, it is often the case that he or she will feel more tired after a small amount of activity, or may experience their concussion symptoms worsen after focusing or doing an activity for too long. It is important to not push yourself while recovering from a head injury and to preserve the energy you do have throughout the day.

Dr. Mike breaks down the Four P’s to conserving energy while suffering from a concussion:

“The first P is to Prioritize each day. We only want to use up our limited charge on the activities that are most important to us,” he explains in the video.

“The second P is to Plan out which activities we are going to do and when to do them. It is best to plan more important or difficult activities when you have more of a charge.”

“The third P is to Pace yourself. Instead of reading a full chapter of a textbook, try reading a few pages at a time with breaks to allow you to recharge.”

“The Fourth P is to Position yourself in environments that won’t use up extra [energy]. Just being in noisy or distracting environments or feeling stressed drains your charge.”

When you find out that you have a concussion, having a “return to work/school/sports” plan is a key component of recovery. Slowly allowing yourself to return to a regular work load—instead of returning to full pace all at once—will make the healing process more beneficial in the long run.

An important aspect to recovering from a concussion is having support from those around you. Being able to express your symptoms and how they are affecting you can help you to recover more smoothly.

At Redeemer, we pride ourselves on community and supporting one another. Understanding concussions and how they can affect people is valuable in allowing them to recover from their injuries.

If you or a friend think that you may have a concussion, it is important that you seek medical advice in order to determine how you can begin to heal. Remember, the brain is the control centre of the body and makes you unique from everyone else; it is important to keep your brain healthy to prevent any other illnesses or problems.

“Being concussed is a struggle for sure, as the concussed person can often feel alone, isolated, and withdrawn from their everyday life; they literally have to take a step back from everything they’re doing. It’s a fine line of wanting to get better and still wanting to be a busy-beaver in life. The greatest struggle for me was to slow down and really take time to heal. But with solid friends, a great relationship with God, and a sweet school like Redeemer, concussions can be conquered.” – a first-year student.

“My life is dramatically different, and I have many limitations, but God has given me everything I need to succeed and continues to provide for me through these concussion struggles.” – a second-year student.



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Kristen’s Corner

A Letter from the Editor

You do not have to be good at something to enjoy doing it.

(Let me say that again for the people in the back to hear).

You do not have to be good at something to enjoy doing it.

Growing up, I often wanted to do creative things. Whether this was drawing, painting, sewing, writing, singing...etc. The issue was that any time I created something, I was ashamed of the final product.

I found myself holding back from expressing and embracing creativity because there were always people who were better at it than me.

Not only did this mean that I was not practicing different arts, it also meant that I was not taking full advantage of enjoying recreational activities because I did not like what I was producing.

This is when I found my solution—art journals.

Art journals became a way for me to create art, without having anyone see it. I never felt the need to put my art on display—rather, my art was portrayed in a book that I could flip through whenever I wanted to see my progress. These journals gave me an opportunity to have a creative outlet, and through practice I was also able to improve in my ability.

Now, this does not just apply to art. It can apply to any activity, really. You do not have to be good at running to enjoy running. Or cooking to enjoy cooking. Or golfing to enjoy golf.

I think there is value in setting aside our expectations and embracing recreational activities, just for the sake of enjoying them.

Kindly,

Kristen



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Being and Knowing in the Digital Age

A Student's Perspective of CTS-110

A Letter from Student Senate



KENTON SLAA
ASSISTANT VICE PRESIDENT
OF COMMUNICATIONS

“Being and Knowing in the Digital Age”: it’s an appropriate goal to strive for, isn’t it? As Christians in the 21st Century, it’s imperative for us to understand our Reformed Christian worldview—its history and its relationship with Scripture.

Further, having a Reformed Christian framework, getting a proper context of idolatry, and understanding the major ‘idols’ of our time is a significant part of what it means to be a Christian in our society and context.

By talking about and coming to a deeper understanding of the idols of today, we as students begin to develop and apply a Christian worldview to both our discipline and to disciplines other than our own. Through it all, we can begin to communicate our ideas appropriately, engaging with classmates and peers in serious conversation on how to live our lives, how to deal with sensitive and difficult issues, and how to live properly as models of Christ.

If you haven’t caught on yet, all of the above statements are the desired learning outcomes for Redeemer’s first-year core course, CTS-110. Of course, these learning outcomes are valuable for every student at Redeemer; but will the course reach its learning outcomes, and if so, how?

The revamped CTS outline follows the path of two books. The first is called *Creation Regained: Biblical Basis for a Reformational Worldview*, by Albert M. Wolters. This book offers a valuable insight into what a Reformed worldview is. It helps to understand the differences between worldview, philosophy and theology. It also outlines human history—creation, fall, redemption—and applies it to a Reformed perspective and way of thinking. It highlights the importance of the fall and its implications, and what this means for the world, for us, and for our worldview today.

The second book is *Counterfeit Gods: The Empty Promises of Money, Sex and Power and the Only Hope that Matters*, by Timothy Keller. This book helps to point out the idols of our day, putting them into a Scriptural con-

text. Keller works to reveal how we take the good things of creation and make them our primary motivation, and in doing so, make gods for ourselves. He points us to “the only Hope that matters,” which is Christ, who is worthy of all worship.

Both of these books get to the heart of questions that are asked in a Biblical worldview class: What is a Biblical basis for a Reformed worldview? And how can we apply that today? Why is that important? The course material parallels nicely with the readings and makes for an easy way to connect readings with lecture material, giving students space to ponder and ask questions that may arise.

CTS-110 explores the foundations of the Reformed perspectives through drawing on the required readings and the works of prevalent Reformed thinkers of the past and of today. In this way, the course brings students to a deeper understanding of Christian thinking. At the same time, it is only sensible to then bring into the picture the idols and temptations of today, and how to deal with them.

Some of today’s idols are highlighted—most prominently those of sexuality, materialism and the desire for power. When these idols are seriously considered and discussed in the context of a Reformed Christian worldview, it encourages students to identify their own idols in a healthy, yet inevitably uncomfortable way.

The work that was put into reworking CTS-110 has made for a valuable, logical and important course for Redeemer students. It promises to fulfill its course outcome goals, which are worth spending time on for any Christian. The value of a robust Christian worldview can not be overestimated.

It is appropriate, and I would say necessary, for a Christian university such as Redeemer to have all of its students take a course that helps them come to a deeper understanding of Reformed worldview and Christian thinking. It is something that Redeemer students can appreciate and be thankful for!

IN THIS ISSUE

Here I Am:
Part Three
(page 4)

Study Abroad:
Oxford
(page 5)

Humans of
Redeemer
(page 6)

Artist
Feature
(page 7)

Program Preview
(page 9)

Activity Page
(page 11)

Athletics
(page 12)

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Decisions 101 with Dr. Bowen

Here I Am: Part 3

ANNA BAILEY
SENIOR REPORTER

What are the scariest words a student can hear? “Pop quiz” is up there, and so is “homework check.” Of course, “journals” is a touchy subject for anyone currently in a core class. One of my favourites might be, “What do you think you’ll do after school?”

This year, in The Crown, we’ve explored this year’s theme “Here I Am” and how God often surprises us. I sat down with Dr. Deborah Bowen, one of Redeemer’s English professors, to get stories and advice from her own life.

Dr. Bowen became a Christian while studying at Oxford University in England. Though she had attended an Anglican school, Christianity “became alive” to her in university. She says, “One of the most lovely things about being a Christian in university was being with people who were not at all thinking about dating.” Dr. Bowen and her Christian friends felt that being single might be part of “counting the cost” of being a Christian, and she accepted. “I did not need a boyfriend, thank you very much! It was an added complication.”

When she met John, her now husband, in a choir, her original reaction was not one of delight. “I thought, ‘Really? Not helpful!’” She was content where she was, but soon realized she could not dismiss John. She learned that relationships can “over-complicate life unless God is pushing you into it. I felt fairly pushed.” She and John were married the year after she finished her undergraduate degree and teaching certificate. “We’re still married and it’s 47 years later, so I guess we did okay.”

When they were first married, they planned to be missionaries in a third world country. However, doors kept closing, and they got a call asking John to come work with university students in Toronto. Four months later, they were working for the Inter-Varsity Christian Fellowship in Toronto.

Dr. Bowen wondered, “Why has God sent us to a wealthy, English speaking country? It took some years to work this out.” She realized that the gifts they have been given were actually more useful in a western environment. “Canada is a very post-Christian country. Students are in dire need of Christian thought, help, and encouragement.”

If she hadn’t come to Canada, Dr. Bowen would probably have never ended up getting her doctorate and teaching literature. Even after she began an academic career, she worked in the public university sphere. “I didn’t know Christian colleges existed!”

She enjoyed the challenge of being around non-Christians and felt called to be salt and light by working as a Christian in public universities. After hearing about a job opportunity at Redeemer from several sources, she asked herself, “Why don’t I at least push this door and see what happens?”

Her initial visit to Redeemer was pleasant, but overwhelming. “By the end of the day they were asking why my children hadn’t gone to Christian schools and I had no idea why they should have gone! I had a different philosophy of education.” She went back to Ottawa, thinking that was that. Two weeks later, she was offered the job. She accepted, even though she wasn’t sure why God wanted her at Redeemer. “I’m usually guided by an inner conviction; this was guided by more practical reasons.”

It took Dr. Bowen a long time to figure out why God wanted her to go and be with other Christians. She says that for over five years, she spoke of Redeemer as a “they,” not a “we.” She felt out of place as her colleagues, though very welcoming, were mostly Dutch men.

Gradually, she began to enjoy the Christian environment and the collaborations between departments. She also began to discover “the entire Christian academy.” She started to develop her own ideas of what it meant to be working as a Christian in contemporary and postmodern literature.

She realized that Christian students need guidance. “Christian students need a lot of help in thinking about their discipline through a Christian worldview.” She continues to give lectures and be involved in public universities and conferences as a way to be salt and light.

When I asked Dr. Bowen how we as students can navigate making decisions while accepting that God may guide us to places that surprise us, her response was immediate: “Seek first the kingdom of God and his righteousness, and all these things shall be added to you.”

Some of her other advice includes taking advice from older people, asking peers to pray about your decisions, and taking account of your gifts. “Sometimes God just guides you through what you’re good at.”

She also recommends to “be prepared to consider unlikely possibilities. This was Redeemer for me; I’d never even heard of Redeemer!” She adds, “Don’t assume that what you feel is what you should. Be prepared to take a risk.”

She adds in a lesson she learned while doing missionary work selling Bibles in France. She worked with other students who slept on factory floors, and drove around in old bread trucks. She learned to “never do anything on the basis of money. Who cares? God will provide. If I wanted money, I wouldn’t be in this job.”

She shares Job 22:24-28, a related passage that she was given while on that summer mission, which says, “If you lay your gold in the dust... and if the Almighty is your gold, and your precious silver, then ... you will make your prayer to him, and he will hear you; you will decide on a matter, and it will be established for you, and light will shine on your ways.” She comments, “It’s about getting your priorities right. If you get your priorities right with God, then you can go ahead and make decisions about about your life. You don’t have to have gold letters on the wall, as it were!”



Sick of Canadian Winters?

Study Abroad: Oxford

ANNA BAILEY
SENIOR REPORTER



On Friday, February 1st, around ten English and History majors gathered, together with Dr. Faber and Kim Lammers, for English Majors Anonymous: a support group for students sick of being mocked by grammatically incorrect peers.

If only such a group existed! The meeting was actually an information session about one of Redeemer’s Study Abroad programs—the Oxford Study Programme. Although aimed at English, History, and Theatre majors, this opportunity is available to all students in the second semester of their third or fourth year.

The program is run through Crandall University, and students become associate members of Regent’s Park College in Oxford with access to privileges such as the Regent’s cafeteria and the historic Bodleian library. The program also includes day-trips such as a trip to Stratford-on-Avon or London.

Students take four courses, and simply doing the program gives them a waiver from the local/global or non-Western elective in the core program. The courses are on Shakespeare and History of Drama. Though the cost is subject to change each year, and depends a great deal on how students spend money on personal costs such as travel, food, and entertainment. The cost is set by Crandall, so tuition changes at Redeemer will not lower the cost. However, Kim Lammers comments, “It is still a reasonably-priced off-campus program in comparison with programs offered by Best Semester and Creation Care.

Students who go to Oxford are matched with host families in the nearby town of Charlbury, and are provided with train tickets to Oxford each day. Since the program started in 2002, Charlbury residents have been accustomed to having students from Canada

visit every year. Students have five churches to choose from, though a Baptist church there is often the hub for Redeemer students. Host families provide breakfast, lunch is included in the Regent’s Park College cafeteria, and dinner is up to students.

The semester is structured a little bit differently than here at Redeemer. Students take two courses—History of Drama and a Shakespeare course—in six weeks. For reading break, students are not allowed to stay in Charlbury during break, but are instead encouraged to travel.

After break, they take the second half of History of Drama and Shakespeare. Finals are take-homes or oral exams, so students finish about three or four weeks before Redeemer students, and have time to travel again before returning home for the summer.

One of the biggest strengths of the programs is the tutorial-style classes. Students do their own reading and writing before class, and then have longer classes a couple of times a week with a few other students. Dr. Faber describes the system as a hybrid between a North American classroom set-up and a typical Oxford class. He says that for students it will be “a shock to the way that you learn, but a really good shock.”

The program has challenged and delighted many Redeemer students. Aren Plante, who attended the program in 2018, dropped in to share about his experience. He described it as “an amazing program” and one of the most affordable semester abroad programs. He felt that it well-prepared him for fourth-year seminar classes back at Redeemer. At the end of the semester, he did a two-week bus trip that took him to France, Switzerland, Italy, Vatican City, Belgium, and the Netherlands.

One of his favourite elements was the week-long theatre practicum at the end of the semester. “It was absolutely terrifying, but if I can do it, anyone can do it!” Kim Lammers added that almost every non-theatre student has been nervous about the theatre practicum, but eventually ended up loving it.

Justin Vandervelde, a Redeemer graduate, commented, “I learned the most about myself that year, experiencing things I could have never imagined. I was meeting new people, exploring new places and new cultures, all the while studying at an institution full of vibrant history.”

Vanessa Eisses attended the Oxford study program in the winter semester of 2017. She commented, “The experience was unreal. In my own life, the biggest thing learning abroad did for me was help me to grow in my

own independence. You are obligated to leave during reading break and I went to Italy for 10 days with people I had met just weeks prior. Organizing this trip and living spontaneously on my own schedule and based on my own choices was so empowering. I learned how to use the train system and to feel confident walking alone in large cities I had never been to before.”

Redeemer and Crandall do their best to make the program work for every student. Classes can be credited to fit student’s majors, and honors students have the opportunity to complete a 400-level course so they don’t have to take all four in one year. Tuition is paid to Redeemer, so OSAP still applies and student’s GPAs in Oxford count towards scholarships the next year.

Interested? Students can find application forms in the main office. Kim Lammers—alumni and registrar—lived in England for three years after graduating from Redeemer, and now co-ordinates the experience for students. She encourages students to come ask questions and to apply soon if they are interested.

If approved by Redeemer, the online application to Crandall is quick and painless. In less than a year, you could be writing papers in a library hundreds of years old, procrastinating by going to museums and exploring Europe—instead of Netflix—on your reading break.



Humans of Redeemer

HELANA MULDER
SENIOR REPORTER

In 2010, a man by the name of Brandon Stanton began a photographic project in New York City that would grow to become a #1 New York Times bestseller and photo blog boasting over 15 million followers worldwide. Initially, Stanton set out to create what he calls “an exhaustive catalogue of New York City’s inhabitants,” comprised of 10,000 photos plotted across a city map.

The concept took on a different form, however, as he began collecting pieces of conversation had with those he photographed. Photo captions would soon become as vital as the shots themselves, and, together, make for a captivating stream of stories, he entitled, ‘Humans of New York.’

Highlighting 6-8 Redeemer Students and Faculty each month, the Crown seeks to mimic Stanton’s idea on campus by asking a thoughtful or fun question, followed by taking a candid photo of the student, staff or faculty member included in each issue. We know that stories are powerful, so the goal here is to further uncover our own.

Scripture tells us to rejoice with those who rejoice, mourn with those who mourn, share the word of our testimony, and give glory to God in every season. This column is simply another means to do so and remind ourselves that our King, Jesus, is the ultimate author and finisher of our faith.

If you could come up with a new holiday, what would it be?



My new holiday would be “National Meme Day.” It would be on April 20th and you would only be able to speak in memes. Everyone also has to dress up like a meme. There would be the Annual Meme Awards where you vote on the best meme of the year and other awards; it would be so fun!



I love musicals so I think a new holiday should be “National Sing Along Day.” The first one would include songs from the musical Dear Evan Hansen, especially the song “For Forever.” It would be like in the movies and musicals where everyone just starts singing songs simultaneously.



I would have a “Travel to Stonehenge Day.” You have to make it out to Stonehenge with your friends or your family and camp out under the stars. It would be the 17th of every month, so everyone has at least one opportunity to get out.



Oh, “Taco Day” has to happen. It would be the first Tuesday of every month—so it’s happening a lot. Every family has to have tacos for dinner, and they have to be soft shell tacos, not hard tacos—I’m not about that. Every taco has to have meat and salsa (unless you’re vegetarian/vegan), and the rest is up to you.



A new holiday would be on April 18th and it would be “National Sam Day.” April 18 is my birthday so naturally, everyone would celebrate it. It would be one massive birthday party with a huge pasta bar for dinner and cheesecake for dessert.



Once a year, each city would have a designated “Snow Day.” This would be when there is enough snow to play, in but not too much where it is too dangerous to be outside. The day would encourage families to go outside and have fun. Each city would put on winter festivities and activities such as sled-ding and snowball fights. School and work would be cancelled, so no one has an excuse to miss it.



I would make my own, revised “Canadian Tuxedo Day.” Everyone would wear Blundstones, plaid shirts, and Roots joggers. We would drink Timmies, play ice hockey, smile a lot, and write sorry letters to everyone we have ever hurt.



I would make “National Napping Day” a thing. It would be on April 6, which is my birthday. Everyone would wear matching pajamas and we would just nap... all day. This would happen worldwide.

Artist Feature

Brookelyn Heintzman



RENESSA VISSER
JUNIOR REPORTER

What is your main source of inspiration?

Right now, I mainly find inspiration through Scripture and nature. Last year, one of my projects incorporated a hike through the woods. Instead of painting a landscape, we focused on specific details, which was a really enriching experience.

Are there specific colours you're drawn to?

Lately, I've been interested in layering dark and light colours to get a marble effect. I've been especially fascinated in experimenting with blues and reds to see how they interact. Certain geometric shapes have also become a big part of my work, such as circles and squares. In my encaustic work, I carve a layer of different colours to find different textures and hues.

What artists are you inspired by?

One artist I've been inspired by is Frank Stella, whose work is very detailed. He paints geometric shapes intersected by white lines—not paint, but the original canvas. His works are massive, so this amount of precision is crazy. I've tried this technique in some of my work and found it difficult, but ultimately, rewarding.

Throughout my exploration of art history, I've always been inspired by the Impressionists. I've done a couple of landscapes in an Impressionist theme and I've found it so freeing and expressive. Van Gogh is one of my all-time favourites—which is so classic—but I can't help but love his work.

What is your current project?

In my first year, I learned about the “Drama of Scripture”

and the six acts of the Bible. For the upcoming senior project, I decided to make an abstract painting for each act and incorporate a circle theme throughout all six. I'm considering using colour psychology throughout each work to add symbolism. My colour scheme will both connect and differentiate the pieces from each other.

How do you see yourself using your passion for art after school?

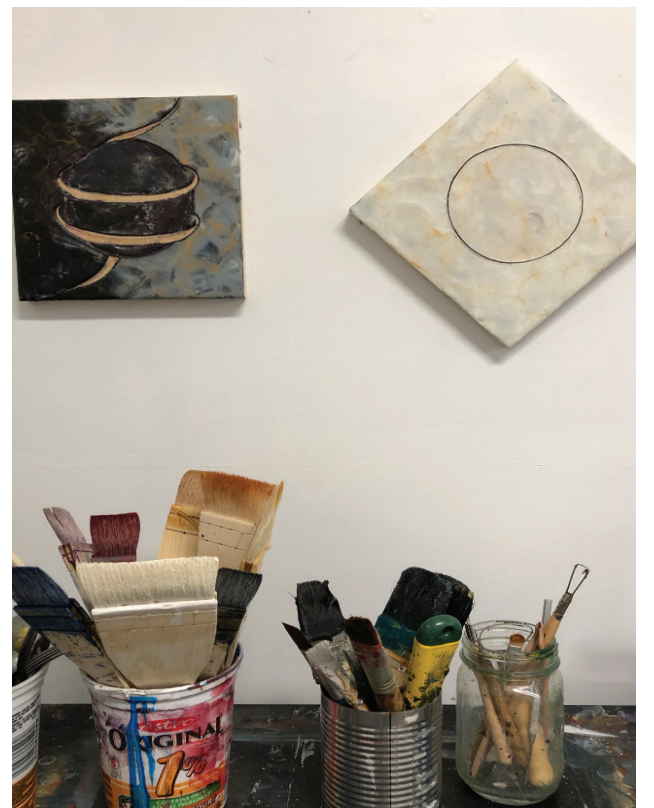
Depending on how this semester goes, I'd like to see myself as a working artist: entering my work into galleries, having shows, and producing a lot of art. There are many possibilities. I might work for a gallery or critique other works. This exhibition is self-paced, so it will show me what it's like to produce art full-time.

How has your style evolved since you came to Redeemer?

When I came to Redeemer, I just wanted to paint. By taking “Intro to Painting” and “Intro to Drawing,” I learned to depict something as I actually saw it and not in the way I wanted it to look. We see differently in 3D versus 2D, so drawing and painting from life helped me to improve my translation between the two. In the senior painting class, you only have a certain number of colours, so I learned how to improve mixing and creating the colours I needed.

Last year I was introduced to encaustic as a part of the experimental art course. My first two pieces show a significant progression as I learned to use this medium better. I used more colour in the second one. As I've been working with my art, I've been reading and watching videos to improve and learn how to mix colours. After I've finished the work, I mix my colours with beeswax and damar resin crystals—these prevent the encaustic from melting in a hot room.

When it's melted, I add oil paints to create the colours I want. When I started at Redeemer, I focused on painting



accurately, and I thought that a painting couldn't be good unless it looked realistic. Since then, I've learned that there are so many other ways to interpret whether a painting is good or not, and I've grown to appreciate creating abstract art. I find so much freedom in working this way as I'm not restricted to a specific subject.

What is the most challenging part of your art process?

I find it really hard to get started. I do a lot of research as I try to figure out what I want to do and how to find inspiration. This takes a long time, but there comes a moment when it “clicks,” and I know exactly what I want to do. Right now, I have this image of six paintings and I know how I want them to look, but I still have to figure out how to create each of them. With encaustic, this has been an interesting process because you don't see the final image until it's done, whereas with painting you gradually see the forms appear and can change them as you like.

Do you find that your finished work looks different from or similar to how you originally pictured it?

Both. I was doing a study for the last part of my senior project, and it slipped on the wall and fell so that it hung from the nail diagonally. I instantly loved it, because it added dimension and contrast to my other pieces.

How would you describe your style?

When I'm working with encaustic, my style is pretty abstract, which is a product of my learning process as I discover how to use this medium. When I use acrylics, I love to incorporate the Impressionist style and use thick brushstrokes. Finding texture is very important to me, which is why I like encaustic so much—you can find so many textures with it. Also, it smells really good.



Self-Care vs. Procrastination

How do we Find a Balance?

KRISTEN BORGDORFF
EDITOR-IN-CHIEF

As students, it seems that we constantly have an endless to-do list. But what happens when you *actually* complete everything that you wanted to accomplish in a given day? Are you able to sit back, relax, and take time to do something that you thoroughly enjoy doing? Or do you find that guilt gnaws away at the back of your mind, telling you things like, “You should really be working on that project that’s due next week”? How do we combat this feeling of guilt, while still filling our time with things that we enjoy?

I think that one of the most important first steps is to define what we mean by laziness and self-care.

In her blog, Meagan Anderson writes that “being lazy [procrastinating] means you are avoiding tasks that you should be doing, where as self-care is recharging yourself so you have energy to do those tasks efficiently. Everyone’s idea of laziness is different.”

When you have been working on assignments for a large portion of your day and you’ve reached that point where you feel as though you are not performing at your best, saying “yes” to go get ice cream with your friends may not be a bad thing.

If you are turning to Netflix to neglect starting the project that you have been putting off for the last few days, then it is likely that you are just procrastinating. Instead of beginning your next episode, it would be beneficial to

reconsider your priorities. Maybe once you complete the project (or a justifiable portion of the project), you can reward yourself by returning to your show.

We read from Meagan Anderson that “self care is about taking time out to rest and taking care of your body so you can be more productive and efficient, take care of those around you, [and] reduce stress and anxiety. Whereas, laziness is complete opposite of this. When you are lazy [procrastinating], you are less productive, you don’t take care of yourself and those around you, [and] you are more stressed out.”

What are practical ways to combat procrastination with self care?

Start by making goals for yourself. For example: “When I finish the research for this paper, then, if I feel that I need to, I will take some time to bake a batch of muffins; once they’re in the oven, I will begin my outline for my paper.”

If you find yourself distracted by something, ask yourself if it is preventing you from focusing on your task, or if it is allowing you to re-charge. Example: “I keep picking up my phone and texting; is this to avoid my task or is this to be re-energized through texting my friend?”

Be in tune with yourself. This is especially aimed towards people that find guilt creeping in when they take a break. It is important to recognize in yourself when you need to take a break to become more productive. Example: “It is okay for me to go for a hike with my friends for an hour

instead of doing my homework. I have been productive, and this is something that will allow me to be more efficient when I come back.”

So next time you’re about to start a show, go for a walk with friends, read a book, or bake muffins, ask yourself, “Am I doing this to recharge, or am I doing this because I am trying to procrastinate?” If you’re recharging – then go ahead! Take care of yourself! If you’re procrastinating, then stop being lazy!



Mo Bamba

To Dance or Not to Dance?

MICAH VAN DIJK

I recently DJ’d a dance at a Christian high school. Hay-bales and corn-stalks decorated this fall-themed event with over three hundred, mostly-white students packing the cafeteria to spend their Friday night dancing with friends.

As the evening progressed, I lost count of how many times students requested “Mo Bamba,” by Sheck Wes. When I explained that I wouldn’t be playing that song at the dance, many were genuinely surprised. “Why not?” They asked. I tried my best to explain over the blaring music that I didn’t think it’d be appropriate. The students automatically thought I was referring to the ‘bad words’ found within the song, and they lit up. “Just play the clean version!” they exclaimed. Again, I had to decline.

Earlier in the evening, a teacher recounted previous dance experiences where students sung the original words: “We may play the clean version but [students] don’t sing the clean version.” I empathized with these students as they walked away. I had decided to avoid a song they loved without being able to fully unpack why, which would have been disappointing and confusing. Perhaps this article will offer insight and help continue the conversation.

I thought that dancing and singing along to “Mo Bamba” had the potential to make women and members of the black community feel less valued—including several students at the dance.

Dancing is an extremely participatory activity with dancers singing along and engaging their entire bodies with each song they know. Nothing packs a dance floor and causes voices to go hoarse like classic songs such as “Firework” by Katy Perry, “Wannabe” by Spice Girls, or “Can’t Hold Us” by Macklemore. For those who knew “Mo Bamba,” it would have been extremely difficult to hear the song without participating in it by singing along.

And each word within a song has its own history, with the power to build up or tear down, empower or

dehumanize, bring people together or divide. “Mo Bamba” includes the n-word repeatedly, a word that has culturally become taboo for people outside of the black community to use.

Some members of the black community, including many rappers, have reclaimed the n-word and given it a new meaning within their community. While not all members of the black community agree that reclaiming the n-word is an effective method of protest, harm reduction, or empowerment, wider society generally agrees that it is inappropriate for people outside the black community to say or sing this word.

In May 2018, a white fan was invited on stage with Kendrick Lamar to sing along with his song “m.A.A.d City.” When she started singing the lyrics, including the n-word, Kendrick stopped and said let’s do it again but “you got to bleep one single word, though.” Her response was: “Oh, I’m sorry. Did I do it? I’m so sorry... I’m used to singing it like you wrote it.” When they tried again, she wasn’t able to adjust her singing to edit out the n-word, so Kendrick Lamar just stopped the song altogether and moved on.

When we avoid placing blame on either the fan (for singing the word) or Kendrick Lamar (for inviting her to sing the song), we can learn a lot:

Billboard columnist Stereo Williams notes: “The word’s ugliness can’t ever be erased by white use, inasmuch as it can be subverted by Black people. White people invented this word, and Black people culturally re-purposed it as a weapon to negate the power of white folks’ view of Blackness. It has been used to dehumanize and now it’s sold as a signifier of cool.”

Kendrick Lamar offers his perspective as the artist by saying: “Let me put it to you in its simplest form. I’ve been on this earth for 30 years, and there’s been so many things a Caucasian person said I couldn’t do. Get good credit. Buy a house in an urban city. So many things—you can’t do that’—whether it’s from afar or close up. So if I say

this is my word, let me have this one word, please let me have that word.”

And author Ta-Nehisi Coates shows what white audiences can learn by not using the word: “For white people, the experience of being a hip hop fan and not being able to use [the n-word] is actually very insightful. It will give you just a little peek into the world of what it means to be black. Because to be black is to walk through the world and watch people doing things that you cannot do. So I think there is a lot to be learned from refraining.”

I don’t know how these high school students would have responded if I agreed to play “Mo Bamba” at their dance. It could have created a fun moment for many. But my intent was to avoid a harmful situation where other students would feel marginalized. I wish I had more time to talk with the students requesting it as I’m curious to know what they love about the song and how it makes them feel when they hear it.

I also would have loved to introduce the voices of Stereo Williams, Kendrick Lamar, and Ta-Nehisi Coates into our dialogue as well. More conversation is needed between all hip hop fans as we navigate towards a more aware and accepting society.



Program Preview

Education: Students Becoming Teachers

HELANA MULDER
SENIOR REPORTER

Redeemer University’s Education program is the place in which the student slowly becomes the teacher. It is where students learn about what it takes to teach in elementary and high schools.

Many students go from finishing their undergrad at Redeemer to continuing their schooling in the Education program; while others come in from other universities to start in the program.

According to Redeemer’s website, the Education program “grows out of a Christian perspective and provides significant opportunities for learning and practicing classroom skills.”

Redeemer’s teaching program differs from other universities because, like the rest of the programs, it is taught from a Reformed perspective that is incorporated into all aspects of learning. However, the Education program prepares students to teach in public schools as well as Christian schools.

Redeemer’s website also outlines several experiential learning opportunities, including “110 days of practice experience in a classroom” and “opportunities to teach homeschool groups, help children who are struggling with reading, [and] tutoring placements.”

This experience is actually a bit different from other colleges. Professor Terry Loerts, one of the teacher-educators in the program, explains that “students must complete eighty practicum days in a publicly funded school in order to receive their OCT teaching certification.”

She goes on to say that Redeemer students are required to do thirty additional days of teaching to meet Redeemer’s requirements. She states that, “the fact that we require an extra thirty days of practicum experience is an advantage for our students who have more than the required OCT certification.”

Loerts also describes how much she has enjoyed teaching in the Ed program due of the students in the program. She states that “they are invested in their learning as they have a passion for becoming an educator. It is an absolute joy to teach and I pour my heart and soul into what I do—I try to

think of it as an investment into our teaching candidates to help them along their journey to becoming a teacher-educator.”

Taylor De Schiffert, a fifth year student who is in his first year of the Education program here at Redeemer, wanted to join the Ed program because he loves kids and wants to be a positive role model in their lives. He states that “the Ed program has been a big change from my undergrad here. It was a bit of a challenging transition at first as most people from my undergrad class graduated. After a month, however, the community Redeemer is so famous for really started showing within the Ed program.”

De Schiffert mentioned that while the Ed program’s class sizes and students create a “completely different environment” than the rest of the programs at Redeemer, it is still a close-knit community. De Schiffert encourages people who are interested in the Ed program to continue to look into it.

Elliana De Boer is another Education student who is in her last semester here at Redeemer. She describes her experience as one with “many late nights, presentations, and lesson programs.” De Boer goes on to say that “In the Ed program, you spend a lot of time working in groups and discussing others’ thoughts and opinions. All of this prepares me for my future career.”

While the Ed program is very in depth and hands-on, it cannot teach the students everything there is to know about what it takes to be a teacher. De Boer discusses this idea through saying “I still feel unprepared to face everything teaching in a classroom may throw at me, but there is only so much I can learn in Redeemer’s world.” She goes on to say, however, that she feels “equipped enough to enter the workplaces as the rest will come with time and experience.”

De Boer also discusses Redeemer’s community within the Ed program. She states that she has grown close with the other Ed program students and the various professors who have taught her over the past two years. She says, “I know I have a community I can reach out to for encouragement, advice, and wisdom.”

Both De Boer and De Schiffert attended Redeemer for their undergrad. Julia Pavlik is an Ed program student who completed her undergrad at Waterloo University. She discusses how the smallest class at Waterloo was 100

students, so a school with a smaller, close-knit community appealed to her.

Pavlik also states that “I had always gone to public schools growing up, so I loved that Redeemer gave me the opportunity to really connect spiritually with my learning.” Pavlik was attracted to the connection that students and teachers have at Redeemer. “I loved the idea of a closely-knit community where the professors really care about the individual learning of each student.”

Dr. Phil Teeuwsen has been a teacher-educator at Redeemer for seven years, but had been teaching elsewhere for fifteen years before coming to Redeemer. As a teacher, Dr. Teeuwsen hosted many Redeemer Ed program students as student-teachers. Teeuwsen states that “this role enabled me to support beginning teachers as they learned how to apply what they were learning in their classes to the learning of children in my class. I enjoyed this work.”

Teeuwsen teaches a variety of courses in the Ed program, but particularly enjoys teaching Indigenous Education. Teeuwsen says that “it is a class where we face the terrible history and consequences of residential schools in Canada, and where we explore what reconciliation can mean in and through education.”

Students can apply for the Ed program throughout their undergrad, usually around the end of third year and the beginning of fourth. When asked about what advice he would give to students considering applying for the Ed program, Teeuwsen states, “I would suggest they become active in some educational contexts with children of school age. Volunteer as a tutor or coach; you really want to know if you like working with children.”

Along with volunteering and being involved with children of school age, leadership positions also help you gain valuable skills that can be used in a teaching position. Redeemer offers many ways in which a student who is interested in being a teacher can take on a leadership position, be it as an RA, Launch leader, or Student Senate representative.

Teeuwen also reminds students that the professors are always willing to answer questions they have. He comments, “I would encourage anyone who is thinking about applying to stop by the education office; we would love to chat with you.”



Making History for the Crown

Richard Van Holst

RENESSA VISSER
JUNIOR REPORTER

“As staff, we had a collective sense that we were breaking new ground and making history.”

You may have spotted Richard Van Holst’s office beside the Security office, but did you know he is a Redeemer alumni and former copy-editor of the Crown? Not only that, but he was involved in the naming of “The Crown” and working on this club during the newspaper’s formative years.

When Redeemer was established as a university in 1982, there was talk about starting a newspaper. “It was met with a lot enthusiasm from the start,” explains Richard, “but there was not enough impetus yet, as everything was in the beginning stages.” The idea was put on hold, to be revisited later on.

Eventually, a campus-wide competition was held to decide the name of the future newspaper. Richard submitted several ideas, and one of his suggestions was “The Crown.” The motto of Redeemer is “Agnus Dei, Omnium Rex” (Lamb of God, King of All) and this is reinforced by the image in the crest of a Paschal Lamb with a flag, trilliums, a cross, and an open book displaying the Greek letters, “Alpha and Omega,” referring again to Jesus.

Richard explained that he aimed to choose a name “that denoted either the Trinity, or the Kingship of Jesus. I didn’t particularly think this was any better than any of the other names I’d picked, but people liked it, and it stuck. I don’t really remember many of the other names I thought of, except for ‘Trillium,’ which was already taken by another institution.”

Richard worked as the copy-editor for The Crown. His role

was to check “incoming articles for grammar and syntax.” He wasn’t a reporter in the traditional sense, for he didn’t do interviews or write articles. Richard explained, “I actually liked copy-editing other people’s writing. It was a way of having one’s finger in the pie without being directly in the limelight.”

Sometimes the work got overwhelming, especially since Richard had other schedules and assignments (nothing’s changed, students!) He said, “Today people call it multi-tasking, although back then, if I had put the idea into words, I might have described it as ‘keeping my head above water.’ There probably would have been some stress if reporters submitted articles late. But I don’t remember a lot of this, so it probably didn’t happen too often!”

Copy-editing is still something Richard enjoys practicing today. His job at Redeemer consists of various behind-the-scenes jobs. He is a research assistant, whose duties include “maintaining databases for research centres, copy-editing various publications within and outside of Redeemer, indexing, translation, and tutoring.”

When asked about the biggest changes Richard has seen The Crown undergo, he noted how it has “grown from a practically hand-made product put out by a group of students who were not always sure how to proceed—speaking mostly for myself—into a much more sophisticated publication with a bigger staff, better quality paper, and an online presence.”

Richard has observed the broader changes in Redeemer as well, saying, “when I was a student, everything took place on the original campus. This was the Bell Cairn School on Beach Boulevard, which had been closed in 1981 due to low enrollment. I remember sitting in a child-sized desk during

the first French class and the desk tipping over!”

Back then, Redeemer consisted of 97 full-time and 63 part-time students. Although Redeemer’s students and faculty seem to be mainly of a Dutch background, the school was far less diverse at its outset. Richard said, “Now it’s more obvious that we strive to be more ecumenical by including people from various backgrounds and denominations. Whether we always succeed in this as much as we profess to do is another matter, but dealing with people from different branches of Christianity is something which needs to be learned, and I truly hope that we have made progress here.”



Canvasing the Art Students

Building Your Own Canvas Can Be an Enjoyable and Stretching Experience

THERESA KORNELSEN



Students in the Art department get a hands-on opportunity: learning how to build their own canvases for painting. The Acrylic Painting and Oil Painting courses, often referred to as “Painting One” and “Painting Two,” require students to build one canvas for each course. Oil Painting gives students the opportunity to practice canvas making twice, though some students opt out of building their own for the final project.

Building your own canvas can give you more freedom than buying a pre-made canvas, and is an art in itself.

“You can make it exactly the size you want it to be,” said second year student Laura Promm. “Being able to say you’ve made it yourself feels like an accomplishment.”

Jocelyn Boville, a third-year student, agreed. “Building

your own canvas allows for precise measurements and oddly shaped canvases. Exhibit A:” she said, referring to the canvas she was building, “three feet by six feet, ten inches.”

Making a canvas can be challenging. Lori Peterson, a fourth-year student, found it difficult to correctly scale a canvas’ size-up from sketches or objects because of the math involved. Another part Lori found difficult was the physical strength that building a canvas required; however, these challenges didn’t stop her.

“I had way too much fun doing everything else,” Lori said. “Painting One was a new experience because I’ve never worked with wood before; I was excited about doing it. I made a larger [canvas] on the second go-round, particularly because we got to use the power-saw.”

Though Lori found building her own canvas to be exciting, Laura said she didn’t enjoy the process as much.

“I was frustrated trying to get my brain around it,” Laura said. “I like that I have my own canvas but I wouldn’t say it’s fun [to make]. It’s not something you can just do. You have to think about it so that it actually looks good!”

One of Laura’s challenges was making sure she cut the wood for the frame correctly. It was hard for her to visualise how she needed to cut her wood so the beveled edges all faced the directions they should. Laura also remembered being “very frustrated when trying to screw the pieces of wood together.”

Jocelyn expressed that “having to drill [a hole] in every spot before I screw is difficult. It doesn’t feel absolutely necessary, even though I know it is.” Jocelyn saw this step as tedious, even though she knew drilling a pilot hole kept her wood from cracking.

Building a canvas can take quite some time as there are many steps, including cutting your wood, attaching the pieces, stretching the canvas over the frame, and applying a canvas primer called “gesso.”

“It can take up to four days to build your canvas,” said Lori. “You have to do multiple layers of gesso which can add on three days. It restricts you in the sense of time.”

Lori, Laura, and Jocelyn also offered advice to people just getting into building canvases of their own.

“Make sure you don’t push the drill too hard,” Lori said. “Phil went through a lot of bits because people—me being one of them—broke them off in the canvases by accident. Have lots of drill bits on hand. They are fragile and can break even if you’re being careful.”

Laura, recalling her struggle with understanding the steps to build her canvas, said, “Make sure that you have a really clear understanding of what you’re going to do. And double check everything.”

“Think and measure before you cut [your wood] because it’s easy to get mixed up,” Jocelyn said.

Lori also added that it helps to build your canvas with a friend or classmate because doing it by yourself “can be daunting.”

Not everyone can build their own canvas, but there are good alternative options for them. “If you can’t build your own,” Lori said, “you can go to art stores. Curry’s has the best variety. Michaels has some, yes, but Curry’s is better. It also sells pre-cut wood pieces for custom sizes you put together like a puzzle, and the canvas to go with it. And you get a 10% student discount. The precut wood is thinner, but still sturdy and strong.”

Jocelyn mentioned that some art stores also do custom sizing and Laura recommended that if you get stuck, getting advice from people who know more about art. Students and professors from the art department are a good resource for help, as well as employees of stores like Curry’s.

For examples of canvases students have built, see the five paintings just outside the of English department offices.

Mad Libs

Once upon a time, I was taking a nap instead of studying for my (noun)_____ exam. A loud (noise)_____ woke me up and I ran downstairs. In the middle of the dorm, I found a (adjective)_____ (animal)_____ eating my last box of (type of food)_____. I was so confused that I (verb, past tense)_____. My dorm-mate, (name)_____, came running down the stairs wearing a (article of clothing) _____ and carrying seventeen (noun)_____ and a (noun)_____. When she saw the (repeat previous animal)_____, she (verb, past tense)_____. We opened the door and pushed it outside. It ran to the academic building and started (ing verb)_____ from the (noun)_____. Back at the dorm, we finally started studying for our (repeat 1st noun)_____ exam.

Helana’s Honey Hot Lines Christian Pick Up Lines

HELANA MULDER
SENIOR REPORTER

It’s not too late; use these lines to get yourself a date:

- “Hey girl, you must be a fisher of men cause you’re reeling me in!”
- “I was reading through the book of Numbers and I realized I don’t have yours!”
- “Now I know why Solomon had 700 wives... he never found you.”
- “My parents are home; wanna come over?”
- “How many times do I have to walk around you before you fall for me?”
- “I put the ‘stud’ in ‘Bible study.’”
- “Is it a sin that you stole my heart?”
- “Want to practice speaking in tongues with me?”
- “Do you need prayer? Because I’m certainly willing to lay my hands on you!”
- “I would leave 99 sheep to come and find you... and then I would joyfully carry you home on my shoulder!”
- “You really float my ark.”
- “I recently went on a mission trip, but all I ended up doing was mission you.”
- “Unfortunately, I can’t perform miracles and I only have enough bread and fish for two...”
- “I believe one of my ribs belongs to you!”
- “I’m no Joseph, so I was wondering if you could help me interpret the dreams I’ve been having about you.”
- “Gimme Psalm of that!”
- “10 plagues is nothing compared to what I’d go through for you.”
- “As the Bible tells me, I guard my heart... and you just set off the security alarm!”
- “You know what the temple veil and I have in common? We’re both ripped.”

Easy

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Athlete Spotlight

Get to Know Your Royals!

ANNA BAILEY
SENIOR REPORTER

Since 2011, the Redeemer Athletics Department has chosen a number of athletes each month that has shown exceptional skill, a sportsmanlike attitude, and all around earned a place in the spotlight. This month, three athletes were chosen. We had the opportunity to sit down with this month’s athletes and ask a few questions to allow you to get to know your Redeemer Royals in a different light.



Noah Bouius
Second-year
Men’s Volleyball
Major: Physical Education

What does it mean to you to be a Redeemer Royal?
To be a Royal is beyond myself; to be a Royal is to serve someone higher in the sport that I love. For without Him, I am nothing to the sport of volleyball and the Redeemer Royals.

If all jobs had the same pay and hours, what job would you want?
I would still stick to either coaching/teaching. I just love

working with kids and I can’t think of a better job to work with both sports and children.

What is something that a lot of people are obsessed with that you don’t understand the hype of?
Honestly, don’t really understand the need for Blundstones.



Jasym Stoffers
First-year
Women’s Volleyball
Major: Psychology

How did you start playing?
I wanted my brother Brayden to be more like me, so I joined the same club as him.

If you could meet one famous person, who would it be?
William Winkelhorst.

If all jobs had the same pay and hours, what job would you want?
Butcher.

What is something that a lot of people are obsessed with that you don’t understand the hype about?
Blundstones.



Elijah Lostracco
Second-year
Men’s Basketball
Major: Kinesiology

What does it mean to you to be a Redeemer Royal?
Being a Royal to me means family. I came to this school not knowing a single person; my teammates have become my closest friends, and the school community has embraced me on the court. I am so grateful to be a Royal!

How did you start playing?
I started on a little tykes net, and then mom signed me up at the YMCA when I was five.

If you could meet one famous person, who would it be?
Rayvon Higdon.

What is something that a lot of people are obsessed with that you don’t understand the hype about?
Blundstones.

How To Avoid Reading on Reading Break

Tips for Using a Week Off Well

ANNA BAILEY
SENIOR REPORTER

Once upon a time, some genius invented reading break. Not only did this mysterious benefactor convince the world to give students a break for no real reason, they chose the name wisely. Is reading break a break for reading, or, as the worn out joke goes, a break from reading?

As a music major and choir member, I don’t get a typical reading break. Instead, I’ll be boarding a bus with roughly 40 other choir members and Dr. Teeuwsen, heading to Quebec to sing in churches and schools for most of the week. We consider this an invincible excuse for not doing any reading. (Check back in on our website after break to hear what we get up to!)

But the rest of you, unless you’re working, need excuses to stay away from those textbooks. So, here are some suggestions:

Build a giant snow fort and maintain it all week. If people ask what you’re doing, sigh deeply, and talk about your roof leaking and basement flooding.

Accidentally—on purpose—put your textbooks in a choir member’s bag so you literally can’t do any reading. If you’re going home, “forget” to pack them until it’s too late to turn back.

Flee the country. Head somewhere sunny and don’t look back. Tell your family you got accepted to a prestigious semester-abroad program.

Find a way to relate your major to a good Netflix show. Binge-watch and call it “research.”

In all seriousness, reading break can be a hard week to use effectively. I tend to alternate between stress and procrastination. To feel relaxed and energized when school starts again, try these strategies:

Make a list. What actually has to get done? Decide ahead of time, and force yourself to follow through. Do enough that you won’t be stressed as soon as classes start, but end the week with a much-needed break.

Find ways to still be productive that don’t involve reading. There are other ways to keep busy and give your brain a break! What will help the next half of the semester go by smoothly? Re-organize your room, catch up on laundry, learn a song, cook a good meal.

Make sure Netflix isn’t your only break! Call a friend, take a walk, go somewhere new, work out, re-decorate, enjoy some sunshine or a classic snowball fight.

When you do work, focus. Get a friend to hide your phone, turn off your wifi, and go for it. You’ll be surprised how much you can get done.

Sleep! And not just in the daytime!

Give yourself a break from scheduling. One of the most tiring things about the semester for me is being at school almost every day without much free time. Do what you want, when you want—for a few days at least. Wear your pj’s till noon. Wake up early and enjoy not having to be anywhere.

Journal. This one might not be for everybody, but it’s one of the ways I process what’s happened in the past and what’s coming up. What helps you get out of your head, regain perspective, and remember why you’re paying for so much stress? Talking to family? A really long walk? Whatever it is, try it for at least half an hour.

Since reading break happens right In the middle of winter and midterms, the temptation is to curl up with a constant stream of junk food and Netflix. Not a bad plan for a day or two, but try it for a whole week, and Monday morning will hurt. A lot. Instead, try a few of these strategies to clear your head and find new energy for the rest of the semester. If all else fails, you can pretend you were in Quebec with the choir, for a small fee.