



ELISE GIERHART

Designer of the Year candidate - Wando High School Yearbook

There is an ongoing joke among my staff that I will one day take over the world.

To anyone it sounds slightly off-putting, yet it stems from my ambition and love for the Legend staff and its publication. I put a lot of passion into detail and design and I think my ambition is definitely reflected in that creative process. If world domination means promoting creative ambition among my staff then I will gladly wear that title.

My second year on the *Legend* staff held many firsts. Not only was it my first time leading a section. It was also my first time teaching another student how to master design skills, something I felt that I had not yet mastered. I looked back on the leadership of my past editor and everything that I had been taught, what I wish I had been taught sooner, and made that the baseline for how I would find the confidence within myself to live up to the leadership role I had been given. I tried to give my designers the guidance and positivity that would allow them to go forward and lead their own sections in the next year. Nothing could have prepared me for how rewarding it would be to see them grow creatively, as people, and as future leaders. There were moments of course where it wasn't all sunshine and rainbows. Those days when it was the week of the deadline and a photo needed to be re-shot or captions hadn't been put in. It was these moments that taught me to really pay attention to detail even in moments of panic because the design process can't be rushed. Contributing to a part of my section's yearbook journey I can only hope to have set them for success.

While teaching the designers in my section this past year the basic concepts of the process I learned to become more confident in my own skill. Watching each of them tap into their creative abilities inspired me to dive deeper into my own designs and push the borders of anything I had done in the past. I had to challenge myself more compared to my first year on staff, taking over multiple extra pages from other sections and learning the ropes of Photoshop, becoming more involved in graphics work as well. A key factor in the development of my designs over the past year was working much closer with the photo staff in sharing my vision for the shots that would be going on the pages. This allowed me to get a look at the work that goes into the visual eye of a photographer. Being able to work closely with these different sections gave me a fresh perspective on how I looked at the design, from the photos to the most detailed line art.

These people taught me to be fearless with my ideas and I will carry those lessons with me through every creative process. The community in the *Legend* staff is unlike anything I've ever experienced before. The connections I've made on staff have allowed me to become more confident in myself and my creative ability, and I know we are all going to take on the world someday.

English: For this spread, I took different cutout pictures of text from the book *A Brave New World* which was currently being read by one of the AP Literature classes. Including an element of a current unit, I felt gave a much more intimate aspect to the page, drawing the reader's eye across to the subtle writings. Including a bold dominant image and module was important in aiding the simplistic photo construction. In the title *Suggestive Script*, I had the student in the caption write out the script in her own handwriting to further personalize the module relating to the topic discussed in the caption.

Languages: Being a more simple design it was important to me that I try to incorporate different elements that would be adequate in describing the incredible language programs. The inclusion of the quote "The limits of my language are the limits of my world" played on the quote that was hanging in the hallway of the foreign language teachers. I created an element with a flag of each country from the languages that are offered. This element supports the contrast and separation of the photos from borders as well as provides a source of flow between the two pages.

Psychology: Working on this page I became much closer with our graphics department as I spent so much time making sure I would have the perfect "brain gears". This was the first time dedicating a whole page to the psychology program so my goal was to make it very bold. The main subject represents the inner workings of the mind and hints at the gears that are coming out of her head. I wanted to incorporate different text elements such as extended captions that would be informative serving as advice to the reader.

Feminism: Designing this page presented some complications when it came to shooting editorial-style photos as there was hesitation from students in being involved in a page that covered topics that are highly debated where we live. The dominant photo is really what makes the page. The powerful message it is presenting immediately draws the viewer's eyes to that photo. The lack of color allows it to stand out among the other photos. This was important because each photo was conveying its own powerful message but I wanted to ensure that the main one regarding "We can be silenced" is going to be the first takeaway.

Health Science: This page will forever be quite sentimental to me as it was the last page my academics co-editor and I worked on together before she graduated. The goal was to give the health science program the coverage it deserved for being such a unique part of the school and providing so many students with amazing opportunities to pursue careers in the field. I chose to include design and graphical elements that were physically representative of the topic being covered such as the stethoscope wrapping around the circular image, bringing more attention to the right side of the page. The blue shadow images contrast with the more busy background of the photos allowing the viewer to focus more on the main subjects.

ELEGANT IN ENGLISH

Teacher enlightens students with years of expertise

Year after year, she adjusted and changed her lessons, her plans, and her book choices until her students maximized their learning. Almost two decades of work and perfecting her craft have led **Jeannie Fox** to great success as a high school English teacher.

Fox had dreamed of becoming a teacher ever since she was a little girl.

"I remember playing teacher when I was a kid with my dolls, and I've always loved school supplies," Fox said.

Fox decided that becoming an English teacher was best for her due to her passion for literature. She found out that she could get to do what she loved for a living.

"I love to read and write and I don't know anything else that I can read and write and get paid for," Fox said.

Fox has now been teaching English for 19 years, 16 of which have been at Wando. Despite her experienced record now, the experience did not come naturally, as she started learning how to teach throughout her first year.

"The first year of teaching anything is rough because you're learning how to teach it at the same time you're teaching. It was definitely rocky, but I still loved it," Fox said.

In 2010, Fox had to adjust again when it was requested of her to teach AP Language. Although this task seemed daunting at first, she became more in her element with time.

"I was asked if I wanted to do it, and I was intimidated by it at first, but I love it now. At the end of the year, I was still glad that I did it," Fox said.

Fox enjoys what she teaches, especially since it can be used by her students beyond the classroom.

"I love the nonfiction that we read and we read fiction, too, like the classics. I just like that the skills I'm teaching really

have real-world applications," Fox said.

Fox is able to teach her students lessons they can use later in life through the books she assigns. Her students read books that are based on realistic and historical situations such as *The Crucible*, *The Grapes of Wrath*, and *Things Fall Apart*. One of Fox's students **Luke McCarthy**, 11, appreciates this literature.

"I enjoy analyzing all the books that we have read and learning what they mean as a whole," McCarthy said.

Fox also teaches about the rhetoric and reasoning behind people's words. She uses speeches and writings of real figures to show that everything has a purpose.

"It's important when you're listening to a political candidate speak, to be able to determine whether or not there's really any substance to what they're saying," Fox said.

This style of teaching has given **Ella Martin**, 12, a new outlook on life. Martin has gained a lot from Fox by spending time as her student and teaching assistant.

"I learned that there are so many different ways to look at everything in life. No opinion is wrong, there are just different opinions. She taught me to look at everything from every perspective you can to understand others and hear everybody out," Martin said.

Fox teaches her students that the English language can give them things to think about. She implements valuable skills into her lessons that her students can use even after they graduate.

"AP Language is important because it's about how to convince somebody of something using language, but taking into consideration the situation and the circumstances surrounding it," Fox said. "It's important to understand why people are saying what they're saying, when they're saying it."

Story by **Luka Albarran**
Designer **Elise Gierhart**

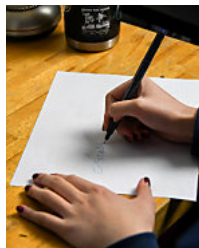
"SHE TAUGHT ME TO LOOK AT EVERYTHING FROM EVERY PERSPECTIVE SO YOU CAN UNDERSTAND OTHERS."

SELECTIVE

Scripte

Junior demonstrates her love for cursive writing

AN ACT OF REBELLION: Practicing her cursive, **Grace Reed**, 11, writes out her favorite word. "My favorite word is anathema and to me this word defines and embodies a rebellion. I write in cursive because in 3rd grade my teacher had taught all of us that writing in cursive would be a useful skill, and in my own method of rebellion I didn't want to be like all the other kids, so I kept on writing it," Reed said; photo by b. schwinne



WORLD VIEW: **Campbell Cason**, 10, emphasizes the impact English class has had on her. "The skills I learn in English help me develop a better understanding of the world around me, not only the other classes I'm taking here in high school, but also understanding different cultures and places around the world," Cason said; photo by b. schwinne



EXPRESSING EMOTIONS: (above) **Leah Bowers**, 11, brainstorms story ideas for fiction writing. "Creative writing is an outlet to express my emotions in ways that speaking is unable to, sometimes it's easier to express those feelings by writing in a poem," Bowers said; photo by e. henderson



APART OF THE JOURNEY: (right) **Erin Lowry**, faculty, helps **Juno Green**, 10, with a reading assignment. "The best thing about being an English teacher is obviously the kids, just being able to be a small part of a huge journey in each child is the best part," Lowry said; photo by j. cutter



EXPANDING PERSPECTIVES: (above) **Charlotte Brunner**, 10, **Alexis Santos**, 10, and **Brianna Deluca**, 10, browse through books during their lunch break. "Reading helps me use my imagination and see different perspectives that help me get creative," Brunner said; photo by l. daniher



GET INTO CHARACTER: (above) In an activity for her English 3 class, **Cynthia Lawson**, faculty, plays the role of a judge. "This was an activity for *The Great Gatsby* and the students were able to decide if they wanted to play the role of attorney, jury, or witness and they got to bring these characters to life and take their roles seriously," Lawson said; photo by i. zinone

CULTURAL PERSUASION

Spanish teacher uses understanding of multiple languages and cultures in classroom

She crossed the border from Portugal to Spain feeling more confident than ever. Despite entering a different country, she would have the ability to comprehend the language and culture she would soon immerse herself in.

Spanish teacher **Estefania Cunha**, faculty, was born in France to Portuguese parents and grew up learning two languages simultaneously. Then, when she was 12 years old, she moved with her parents to their homeland of Portugal. There, she made new memories and learned even more languages.

"I had to go to a brand new school, brand new everything really. There, all the way to senior year, I learned English as a foreign language. Spanish came also at the same time really because I lived about an hour away from the border," Cunha said.

While becoming fluent in four different languages, the process of learning wasn't too tricky for Cunha.

"They all came naturally to me. Now that I know how a language works and all the little quirks, it's actually easy. You either have a language brain, I feel like, or you don't," Cunha said.

Cunha's ability to understand different languages organically influenced her to study linguistics, languages, and literature in college. After earning her master's degree, she lived in Australia for a year, perfecting her English and immersing herself in a new part of the world.

"Everything looked very foreign to me. Everything was bigger. There were things that you would never see anywhere. [Australia's] just a cool place," Cunha said.

Beyond Australia, Cunha has traveled to many different countries over the years. She has used her extensive knowledge of language and culture to assist her on these travels. Whether Spanish in South America or French in North Africa, Cunha values the power of language, especially English.

"If you know English, then anywhere in the world

you can get by. In Europe, if you speak English, everybody speaks to you in English, so you're good, too," Cunha said.

Cunha not only sees language as a form of communication, but also as a way to see how the world affects people.

"It's good because I think you better understand the people of a country through their language and culture," Cunha said.

Cunha noticed that there wasn't an immense desire for Americans to learn multiple languages like in Europe, which is part of what inspired her to teach.

"I feel like people communicate so much with others in the rest of the world, but here in the US, you don't see that as much," Cunha said. "A lot of people here kind of keep to themselves; it's a culture here."

Cunha has taught Spanish at Wando for 10 years alongside French teacher **Corinne Mills**, who also helps students to evolve as people and break away from their limited world knowledge.

"I think being fluent in multiple languages helps you be a better person because it makes you a better understanding person. You can see things from different perspectives," Mills said.

Cunha's experiences and knowledge of the world's many ways of life don't go unnoticed by one of her students, **Izzy Swyt**, 12.

"I love having Mrs. Cunha as a teacher. The way that she speaks multiple different languages is so impressive, and you can really see how cultured she is within her teaching style," Swyt said.

Cunha crafts her lessons in a way to emphasize the importance of learning languages for her students to become well-rounded individuals.

"Even if you're not fluent, learning a language can give you an insight into how people live and what their culture is like," Cunha said. "It definitely helps open your mind."

Story by **Luka Albarran**
Designer **Elise Gierhart**

"Learning a language can give you an insight into how people live and what their culture is like LIFE."

WANDO'S WORDS

Bilingual sophomore uses skills to connect with community.



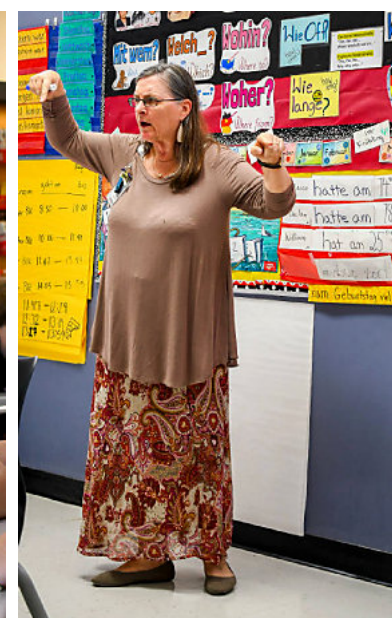
SHARING CULTURE: Bilingual student **Jana Saric**, 10, talks about the friends she's made through language. "My parents are Croatian and moving around, meeting people who speak the same language, I've met a few of my friends now where their parents also speak [Croatian] and sometimes we will even speak our language in class. It's really cool because I think we have a lot of people at Wando who come from different backgrounds and speak different languages, and that diversity is just a really big part of the Wando culture," Saric said.



A FAMILY CONNECTION: Sitting in her German class, **Ava Theriault**, 9, listens to a lecture. "My dad speaks [German] and I love when he talks about his travels to Germany. I feel like I can really understand the culture better," Theriault said; photo art by g. mortellaro and p. d'albenzio



EXPANDING HORIZONS: (above) **Hope Harris**, 9, discusses the lesson with a classmate. "It's important to learn a new language as it can expand a person's horizon as they set out into the world," Harris said; photo by g. mortellaro



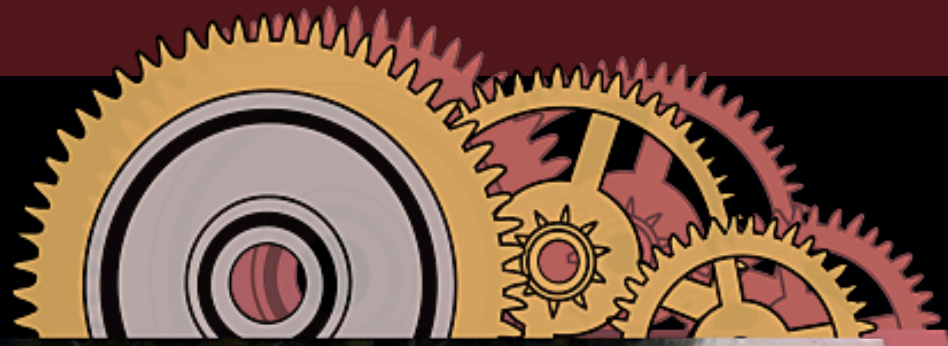
INTELLECTUAL IMPROVEMENT: (above) Looking over his notes, **Christopher Ryan**, 11, reflects on the importance of learning a language. "I think it's important for foreign languages to be taught because it can be easier for people to learn [the content] and it can improve critical thinking," Ryan said; photo by g. mortellaro

LOVING LINGUISTICS: (left) **Stephanie Mignone**, faculty, teaches a new phrase to her class. "As a language teacher I love being able to learn who my students are while teaching them the language," Mignone said; photo by g. mortellaro

Psychology teacher gives tips on how to focus better for tests

HOW DO YOU STUDY?

SPACE, REHEARSE, TEST: Psychology teacher **Lance Renes** knows the mindset behind effective studying tips. "Cognitive psychology emphasizes rehearsal which is obviously a good method, but when it comes to rehearsing and studying terms or concepts you want to test yourself. By practicing retrieval over and over again, that's going to help you out on a test vs just attempting to memorize definitions. The key is to practice not only with testing yourself but you want to do something called distributive study where you break up [information] into chunks because our short term memory can only hold so much information. When you attempt to overload and cram nothing is getting processed, it's like trying to pour water into a cup that's already filled. So when it comes to studying keep it simple, space it out, distribute it, rehearse and then test yourself and then have somebody else test you as well," Renes said; photo by b. schwinne; graphics by p. dalbenzio



SCIENCE OF THE MIND

Seniors decide on a career path after taking AP Psychology

Alena Merrifield, 12, interest in psychology goes back years, stemming from watching true crime and personal research about abnormal psychologies. Because of her previous interest and knowledge, she decided to challenge herself, and take AP Psychology.



Merrifield

"[Psychology] is very interesting because it is relevant [today]. You learn a lot about how the everyday human mind works," Merrifield said. "[Psychology] is such a simple thing, and it can rewire your whole brain. You can apply it to everyday life, different styles and how to utilize them for different people."

In the class, Merrifield developed new note taking and studying skills not only from being in the class, but understanding the content of the class.

"[I learned] about different learning styles and how to utilize them for different people. You can memorize things in sets of seven better, so [someone could] apply it and [use them to] start studying seven times a day," Merrifield said. "I'm not good with taking notes. I just sit and I listen. The way [my teacher] talked and taught the class [was] very helpful. It helped me reach my potential as a student."

The Abnormal Psychologies unit was the most interesting aspect of this class for Merrifield. She plans to major in psychology in college, and have a concentration in abnormal psychologies. For her career, Merrifield plans to take a unique path. As a whole, AP Psychology showed Merrifield her potential to excel in the field.

"We talked about certain cognitive disabilities [and abnormal psychology]. It's the same umbrella term," Merrifield said. "AP Psychology, it's near and dear to my heart, because it helped me realize what I want to do in my life."

When **Tess Friedman**, 12, first entered the AP Psychology course, she expected it to be based on straight-memorization, and to be difficult. However, the interactive style and applicative nature engaged and interested Friedman.



Friedman

"[Participation] is what made me remember everything," Friedman said. "I would discuss things [in class] and be engaged, I use active recall during class, which is what helps me."

AP Psychology gave Friedman many skills that she has applied outside of the classroom. The study and recall habits, as well as social habits, have served Friedman daily.

"We learned how people best learn and use information," Friedman said. "We use psychology everyday to assess other people in their behaviors. I don't even realize that I like to incorporate it every day. These study tips would probably be the biggest thing, when you make samples, and active recall is the best way to learn."

The biological aspect of AP Psychology was most compelling to Friedman, as she plans to pursue a career in the medical field. While she has not decided on what career path to choose, she wants to have psychology play a role in her future.

"[Our class did] the Biology unit and it made me more interested in medicine, like neuroscience stuff," Friedman said. "I've considered doing psychology as a minor or major in college. I've come out of the class with knowledge outside of just what I use for school."

**Profiles by Ainsley Doyle
Designer Elise Gierhart**

COFFEE & COGNITION

Caffeine and quiet make local cafe a favorite study location

SNACK BREAK: Sitting at local coffee shop Tidal Grounds, **Julia Olmo**, 11, and **Lucy Huss**, 11, study during on an e-learning day. "I love being able to get coffee and a snack while studying in a comfortable environment," Olmo said; photo by j. phillips



FIGHTING FOR FEMINISM

Women speak out on women's health care and organizations

By joining feminist organizations, doing work in the community, and vocalizing the need for safe birth control, she was hoping to make an impact on anyone who would listen.

Nina Klein, 12, has always been a feminist. As a young woman, her mother always made sure that Klein knew her worth and place in the world.

"She always taught me that the equality between men and women needed to be pounded in my belief," Klein said. "I need to be an independent, strong woman."

Inspired by the recent overturning of Roe v Wade, Klein realized she wanted to speak up about contraceptives and their impact on women.

"I'm doing [my senior project] on why birth control should be provided over-the-counter," Klein said. "What [we should] do to prevent... unwanted pregnancies from happening is providing more over-the-counter birth control."

Putting aside personal beliefs, Klein made sure to address all sides of the issue and formed her argument without bias. Highlighting all different political standpoints, she wasn't afraid to raise attention regarding birth control.

"[I wanted to] spread more awareness because obviously pro-life and pro-choice are not going to [see] eye to eye," Klein said. "It's just not the time [for]... a divide right now. So if we wanna make a solution, we need to take the proper steps."

However, Klein knew that she could not just make a change by only doing a school presentation on this topic. So, she took the initiative to join a women led organization, Women Empowered. Focusing on supporting women and doing good works throughout the community, Klein found herself as a leader among other like minded women.

"Ever since I joined [Women Empowered]... [I have felt] so much more confident in myself," Klein said. "Their goal is to make [their

members] feel like they are a goddess [and it's] the best feeling ever."

Becoming closer through the organization, Klein connected with returning member **Caolinn McDaniel**, 11, and was instantly accepted. McDaniel has done numerous things since joining WE and has been able to make an impact locally.

"I love empowering women and helping in the community," McDaniel said.

Sharing similar ideals to Klein, McDaniel felt inclined to share the importance of accessible healthcare for all.

"Everyone should have free access to birth control and abortions," McDaniel said. "I believe that it's healthcare and everyone should be accessible to everyone."

Caolinn followed in the footsteps of her older sister, **Katie McDaniel**, grad, who has always been passionate for women's rights and turned this passion into becoming a past leader for Women Empowered. However, after Katie left the organization due to her move to college, there was a spot to fill and Klein was the person to fill it.

"We grew up in the same neighborhood... [and have known each other] probably since elementary school," Katie said. "I remember her being a very passionate young woman from a young age—somebody who cares deeply about those around her and seeks to help change the world for the better."

Confident in herself and her work, Klein is unafraid of the backlash she faces at times for being a feminist and responds with dignity.

"When people say feminism, some people are like, 'Oh she's a feminist'... [but] it's about raising women up and making sure that they feel like they matter," Klein said. "Do not ever give them the power of standing up to you. Do not ever give them the power of trying to make you feel less."

Story by **Jordan Davis**
Designer **Elise Gierhart**

"SHE ALWAYS TAUGHT ME THAT THE EQUALITY BETWEEN MEN AND WOMEN NEEDED TO BE POUNDED IN MY BELIEF."

CONFIDENT CROWD

Young women represent the meaning of feminism on a personal level

"For me, feminism means giving girls the equal opportunity to use their voice and to feel powerful."

Bella Antonelli, 12

"Feminism to me means the supporting of women however they want to live and express themselves."

Katie Tancred, 12



"Feminism means that I have the ability to do whatever I want and be who I want to be."

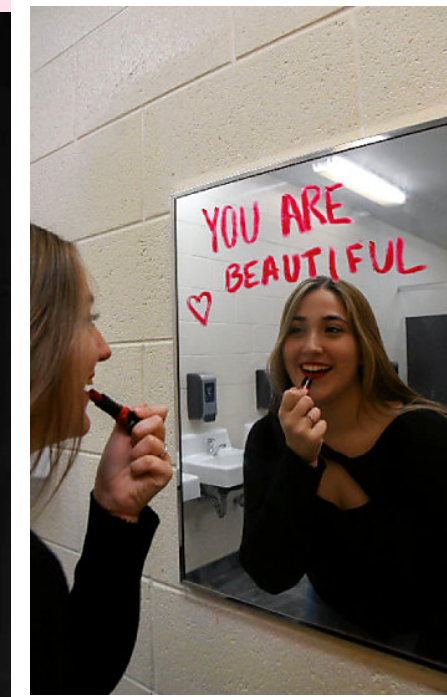
Lauren Wong, 12

"To me, feminism means supporting other women and loving myself as a woman."

Shayla Key, 10



BETTER TOGETHER: **Lydia Watts**, 12, stands tall in her beliefs of equal rights for women, "I believe that women now are realizing if we all come together and speak our truth and just stand up for what is right and who we are, that no one can stop us," Watts said; photo by b. schwinne



SELF POSITIVITY: (left) Applying lipstick, **Juliana Vaccaro**, 12, shares words of affirmation. "To be a feminist is all women supporting each other in a group and finding inner beauty and self love. It's spreading the message that everyone is beautiful in their own way," Vaccaro said; photo by I. daniher
PINK, WHITE, AND BLUE: (below) JROTC group commander, **Ali Pace**, 12, aspires to be a role model for women and girls. "So while the military is a very heavily male-dominated environment, [Wanda's] unit has had many girls be the group commander and I think it's a privilege that we have so many strong female leaders that can be that role model for other girls in ROTC and beyond," Pace said; photo by i. zinone



"I'm a feminist. I've been a female for a long time now. It'd be stupid not to be on my own side." - Maya Angelou



STANDING FOR SUPPORT: (above) **Nina Klein**, 12, has a favorite quote by civil rights activist Maya Angelou regarding what it means to be a feminist. "As a feminist, you're supporting yourself and supporting people around you and Maya Angelou is just amazing so when I read this I thought, 'Wow that is the truth because you've got to stand up for yourself,'" Klein said; photo by g. mortellaro

HEART FOR HEALING

Health Science senior prepares for a career in nursing

Practicing her clinical skills, **Kennedy Zeigler**, 12, placed her fingers on her friend's pulse.

Counting the strong, regular heartbeats, Zeigler could see her future in nursing ahead of her. Planning to pursue a career in healthcare from a young age, Zeigler began her path towards her goals by registering for health science classes her sophomore year. Since then, she has progressed through all needed prerequisites to take the Clinical Studies class.

"Technically the class was a really long [class period], [but it felt like it] went by super fast," Zeigler said. "We learn a bunch of different [clinical and] nursing skills in that class. The class is pre-knowledge before [nursing school], it's like a stepping stool for success."

In the class, students prepare for the nursing assistant certification exam by studying for a written test, and practicing the required skills.

While students typically refine their skills with real patients, due to time constraints, Zeigler and her classmates have had to practice skills on mannequins and each other.

"Classroom practice technically accounted for clinical hours [that we needed]. We had all the mannequins and all the materials so we weren't really at a disadvantage," Zeigler said.

"We practiced all of the skills we can perform on like people [in the exam], when we perform them for the skills test, we can be ready for anything [the tests asks]."

On this path, Zeigler has struggled with testing anxiety on both written and performed exams. As she has become more comfortable with executing her

abilities successfully in class, she has transformed this into heightened confidence in her future career choice.

"Every time we would have a test, I would second guess myself a lot and it always ends up being my first answer that's right," Zeigler said. "I just had to realize that I have to trust my initial gut answer, beyond the class. But I think it's good that I was hard on myself because I am doing pretty good [in class]."

In the Clinical Studies class, Zeigler's teacher, **Denise Duggan**, describes the course as challenging, but rewarding for someone who wants to pursue health science. The leadership and tenacity that Zeigler shows

daily in class will set her apart from others in her potential career path.

"[In class, Zeigler] is prepared, always ready to do skills, always ready to help other people, she shows that she has leadership ability and drive," Duggan said. "[Zeigler is] starting her career on another level

than her peers."

Zeigler's classmate, **Hannah Gulbranson**, 12, attests to Zeigler's confidence drive in class, and is positive that she will succeed in the nursing field.

"[Zeigler] never fails to complete a task she puts her mind to, while simultaneously striving for perfection," Gulbranson said. "I would be more than happy for her to be my nurse one day, knowing that I [would be] in good hands."

Zeigler plans to pursue a nursing degree at the University of South Carolina. Not only did she gain the experience and knowledge of a nursing assistant, but she has gained skills required for future career settings.

Story by Ainsley Doyle
Designer Elise Gierhart

"THE CLASS IS PRE-KNOWLEDGE BEFORE [NURSING SCHOOL], IT'S LIKE A STEPPING STOOL FOR SUCCESS."

KEEPING IT CLEAN

Junior emphasizes the importance of sanitation in the medical field



HEART TO HEART: While job shadowing at MUSC, **Abby Allin**, 12, got to work in the pediatric cardio step down unit. "Some of the things we did was check on babies who had deteriorated aortas or were getting heart transplants. We had to wear masks because we were around babies who didn't have very strong immune systems and it's important to make sure everything is sanitized so that they don't catch any outside viruses," Allin said; photo by I. daniher



CERTIFIED SKILLS: Working on a mannequin, **Lucia Cirifalco**, 12, **Coral Toth**, 12, and **Aniya Akinjobi**, 12, practice taking temperatures. "[Taking temperatures] is one of our measurement skills for our Certified Nursing Assistant state test," Cirifalco said; photo by I. daniher



FUTURE PHYSICIAN: **Emma Crowell**, 12, wheels classmate **Tess Friedman**, 12, as a way to practice clinical skills. "We get to learn a lot of things related to the job and it gives me new experiences to help me in the future," Friedman said; photo by I. daniher



A LEG UP: (left) In her Clinical Studies class, **Grace Ann McAden**, 12, takes the blood pressure of a mannequin. "This class teaches me skills and helps me prepare for nursing school. It really gives me a leg up because I will already know certain skills," McAden said; photo by I. daniher

PRACTICAL SKILLS: (left) Preparing for their CNA state test **Madison Moore**, 12, and **Olivia Moran**, 12, check out their patient. "The same skills that we practice in the class are the same skills we would perform on an actual patient working in a nursing home or hospital," Moore said; photo by I. daniher