

Jayhan Alissa Kherani

STRATHCONA-TWEEDSMUIR SCHOOL

GLOBAL SCHOLARS DIPLOMA



WHAT DOES IT MEAN TO BE A GLOBAL SCHOLAR?



To me, a global scholar....

- Engages in service and volunteer opportunities to make their community a better place
- Displays *leadership* skills and helps others feel comfortable, confident, and valued
- Prioritizes physical health, understands the role of physical activity in daily life
- Advocates for the *environment*, being stewards of the land, and is conscientious of their footprint
- Networks with a variety of communities to develop newfound and lasting *relationships*

service

Ismaili Muslim Student Minister



July - handover



October



December



January



February

My favorite memory: As a minister, it is important to reach out to seniors who are unable to attend mosque due to their condition. A memory I will never forget was visiting a community member in a senior home and offering my hand for "ease of burdens" prayer. Even though the senior did not speak English, I felt an overwhelming sense of connection and felt a sense of peace and security.

In the Ismaili Muslim community, attending mosque and performing prayers regularly is extremely important. Since a young age, I have looked up at the front of the mosque, looking into the eyes of the ministers (who we call "sahebs and sahebas") who sit behind sacred tables facing the community. I would have never believed that I, one day, would be sitting behind one of these tables as a student minister extending prayers to the Calgary Ismaili community. One evening in June, I received a call from the His Highness the Aga Khan Council for the Prairies explaining that I had been selected as a "saheba" for the year of 2019-2020. Looking back, I can say without a doubt, this experience was beyond life-changing; I strongly believe it is engrained into my identity. The photo on the far left is myself, my younger "saheba" and the two male representatives for the North West Jamatkhana. As student ministers, we would prepare for one Saturday night each month devoted to students in Calgary. It was our job to contact community members and select students to recite prayers for the community on this night. We also prepared food trays, sweets, and activities for youth. The most important responsibility of a minister however is the ability to extend prayers to community members. After prayer ceremonies, members would line up in front of my and offer a coin for sacrifice. I would offer specialized prayers (in Gujarati, a traditional Indian language) on behalf of His Highness the Aga Khan for good health, prosperity, unity in the family, ease of burdens, and steadfast faith. After having a difficult year in 2018-2019 (explained on slide 15), being selected was an incredible blessing. I focused my energy on giving back to my religious community without expecting anything in return and created lasting relationships with the young and the elderly. Watching a fellow community member's shoulders drop, jaw loosen, and smile after I give offer my hand and blessings was more fulfilling than any award or certificate. The ability to reach out and serve my community has shaped me into the person I am today! I have learnt compassion, selflessness, humility, and the importance of human connection.

service

Peer Tutoring

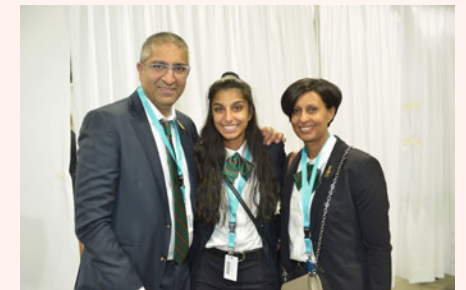
Strathcona-Tweedsmuir School has an amazing peer tutoring program. Ms. Kennedy, our learning strategist, created this program to facilitate student relationships and provide an alternate resource for academic support. I became a Peer Tutor in grade 9 as a "Science Fair" mentor for the elementary club. My job was to teach the scientific method to grade 5 and 6 students who plan to present their projects to the Calgary Youth Science Fair. I peer tutored a student in English and French in grade 10, a student in IB English in grade 11, and two students in English in my grade 12 year. Peer tutoring has taught me empathy, patience, and communication skills when working with younger students.

Ismaili Volunteer Corps

My grandfather- a humanitarian and role model, generously serving without expectation of recognition and molding my personal ethos of "seva" or quiet and selfless volunteerism in my communities. Regardless of the task, collaborating with other like-minded volunteers is the foundation for community progress, especially within the service organization, Ismaili Volunteer Corps. As a young girl, watching my grandfather proudly wear his uniform every evening, supporting the one thousand Ismaili Muslims that attend our congregation, is vividly etched in my mind. Once of age to volunteer, I also wore this simple but distinguished uniform with the same sense of duty and fulfillment. To this day, I look forward to devoting my Saturday evenings, along with a team of selfless givers, to serve food, clean the grounds whilst helping our young, elders and differently abled. This role requires active humility, as one must embrace the individual asking for help with utmost compassion for their life circumstances. It is of personal importance to devote my genuine energy towards bettering the lives of those around me.



Painting my grandma's nails after getting henna done for Eid Celebrations



Volunteer uniform for Diamond Jubilee

Leadership

Strathcona-Tweedsmuir School Prefect

It was an honour and privilege to be an elected Prefect at Strathcona-Tweedsmuir School last year. As a leader, my goal was to create opportunities for students to engage, learn and grow while acting as a role model for my peers. Inspiring the student body, supporting the community and planning, budgeting and carrying out initiatives for over 700 pupils ranging from Grades 1-12 continues to challenge the group dynamics, creativity, originality and most importantly, execution. The Grade 10 Orientation Camp, our first formal event, involved six months of planning and preparation for a two-day event for 60 returning and 20 new Grade 10 students. The foundational goal established for the camp was to facilitate interpersonal bonds, as mentors and friends, between the Prefects and the Grade 10 cohort. A major challenge encountered was the students felt somewhat intimidated by our slightly older age and leadership title. To break down this "barrier", we decided to hold a competitive fashion show in which students were required to create the most unique outfit by dressing a Prefect with newspaper, tape, and markers. The purpose of the fashion show was to empower the Grade 10 students to lead, collaborate, innovate and respectfully work with the Prefects. To this day, the Grade 10 students remember this event, social exchanges and other camp memories. Breaking down the grade barrier facilitated further bonding at volleyball team tryouts, band practices and even social gatherings outside of school. In events following the camp, we applied our new insight with other grades such as encouraging Grade 2 students to help lead the Terry Fox Run warm-up sessions in front of the whole school.

As I continue as Prefect Advisor this year, I have come to learn and understand that my role is to meaningfully enable others to reach their optimal potential. Through actively listening to student feedback, allowing contributions to the process, encouraging confidence, promoting teamwork and finally, fostering a supportive environment, individuals and our school institution can and will continue to exponentially grow.



Leadership

SHAD Program

The SHAD program was a monumental and pivotal experience for me. SHAD is a program for high school students to attend university for the month of July and experience STEAM education (science, technology, engineering, arts, and math). I still remember receiving my acceptance letter to SHAD at Queens University and feeling overjoyed to be part of a new community. In July of 2017, myself and two other students from Calgary travelled to Kingston, Ontario to meet 56 other students from across Canada. Our day to day activities were outlined on a "shadule" and included activities such as STEAM lectures, group project workshops, campus scavenger hunts, and several trips (Ottawa, Wolfe Island, downtown Kingston). When reflecting on my experience at SHAD, I can whole-heartedly say that I stepped out of my "comfort zone" into the "learning zone" to grow into the person I am today. SHAD taught me independence (living on my own for a month), teamwork (144-hour group project on reducing the energy footprint), communication (meeting like-minded people and building relationships) and most importantly, SHAD taught me what it feels like to "belong" to a community, a family of 56 people that I am still connected with today.

My favorite memory – It is impossible to choose one memory to call my favorite. The memories that bring a smile to my face three years later are meeting my roommate (Kristen from Oakville) going to the Queens anatomy lab and dissecting a cadaver (lung cancer patient, inspired my love of medicine for my future career), the surprise day trip to Ottawa to see the MINT and museum of nature, and planning the farewell banquet for the SHAD community.

SHAD
UNCOMMON PURPOSE



Leadership

CAIS Student Leadership Programs

In April of 2018, my classmate, Isabelle Imoru, and I attended the Canadian Accredited Independent Schools (CAIS) leadership conference in Lakefield Ontario. The conference was three days and two nights and I experienced a billeting accommodation with Laura Pede and her family. There were over 200 students at the conference representing their CAIS school. We were sorted into smaller "houses" and I was placed in the Matthews house with 12 other students. Within this house, we would participate in challenges, outdoor activities, and post-lecture discussions.

Some of my fondest memories include meeting Laura, our billet home's daughter, and staying at her cottage on the lake. To this day, Isabelle and I are still in contact with our billet family. My passion for women's rights and feminism was sparked at this conference during a lecture about "double-standards" in and out of the workplace. We had meaningful discussions about controversial topics including the wage gap, female body hair, attaining top tier positions such as CEO, and maternity leaves. Since the Lakefield College School was situated on acres of sacred first nations land, Isabelle and I returned to our school with a newfound appreciation for the rights, respect, history of our land. Perhaps the most amusing experience at this conference was the "Airband" competition, a tradition at Lakefield. Each houses were required to perform a 5 minute "air band" concert (Matthews house did a rock concert) to the 200+ students and Lakefield faculty.



Leadership

Round Square Leadership Conference

In my grade 10 year at Strathcona-Tweedsmuir School, myself and four other high school students attended the Round Square International Leadership Conference. Prior to the conference, we were required to submit an application and share our past leadership experiences. I still remember receiving the acceptance email in a car ride with my mother and being ecstatic, especially because I rarely travel internationally! The trip was in October of 2016 and we travelled to Reykjavik, Iceland for four days (pre-conference) and Northern Germany for six days (conference).

At the pre-conference in Iceland, the main goal was to connect with the other Canadian Round Square schools before we combine with the international schools. My fondest memories in Iceland include visiting the Golden Circle to see the waterfall pictured on the right and watch the active geyser. We also visited the world's largest natural hot spring, the Blue Lagoon. Our group of STS students became close friends with the students from Lower Canada College.

As a group of Canadian Round Square Schools, we travelled to Northern Germany and lived on the campus of Stiftung Louisenlund boarding school. I met several students in my residence from India, South Africa, Australia, and Malaysia. We had incredible lectures regarding the theme, "The Journey that Makes Us". I specifically remember hearing from a solo-adventurer who walked through Antarctica dragging three times his weight in supplies. My favorite presentation was from a journalist who purposely got kidnapped by a terrorist group to gather insider information. The final night in Germany, we had a fireworks show, a banquet, and a talent show. From this conference and the theme "The Journey that Makes Us", I have learnt the importance of using your voice to make change. Furthermore, I learnt that the "journey" is never linear and obstacles are inevitable; the true journey is how you overcome the adversity. Finally, when I came back to STS, I understood what it meant to be a leader – a leader does not give orders or act as the alpha of the pack, a leader gives others the opportunity to be a leader themselves by making them feel supported, confident, and valued.



Leadership

The STS DiversiTEAM 2018-2019

The story begins seven years ago. Shiv Ruparell '15, fifteen years old, ambitious and wide-eyed, was searching for the perfect moment to show his true self to the Strathcona Tweedsmuir School community. Shiv was one of the first students to come out of the closet about his sexuality at STS, a truly difficult endeavour in high school with very few if not no other openly gay students to approach for support. Seven years later, he is still fondly remembered for his strength, courage, and bravery inspiring others to feel comfortable and proud when sharing their own identity. This remarkable student is the founder of Diversity Week, a week devoted to recognizing and celebrating the uniqueness of every student in the springtime of the STS calendar.

At the time, I was a young and naïve Middle School student roaming the halls of STS. Shiv's passion to celebrate diversity left a significant impact on me after he graduated in 2015; his legacy was our responsibility to maintain and ensure that STS remains a safe and comfortable place for all students. Early in my Grade 11 year, I decided to contact Shiv and tell him just how much of an impact he made on myself and several other students. Shiv commented that if he "could do Diversity Week all over again, [he] wouldn't call it a celebration, [he] would call it a reminder". I mused over his insightful comment for several weeks before I finally understood what he meant: Diversity is not something that should be celebrated for one week every school year. Embracing and sharing our diversity should be knit into our day to day lives at STS, every single day should be a reminder that each student we encounter in the hallways has a unique and meaningful story to share.

Fast forward to June 2018, we proposed that "diversity week" becomes "diversity year", every year! Just as choir, speech, or MUN, we desired a program that runs all year long. This was the birth of this year's new and official, DiversiTEAM. We are a group of driven students and faculty who, much like Shiv, are passionate about diversity in STS and beyond. The committee and ideals have grown to incorporate more types of diversity including gender, sexuality, ethnicity, race, religion, beliefs, ability, neural, language, family, and past experiences. We have also transitioned away from "tolerating" or "acknowledging" the STS diversity to "embracing" and "engaging" in who we are. Although we may be a small group, we are motivated to "weave" the STS community together. In fact, we developed our own campaign called "Weaving Our Stories". The goal of this campaign is to draw connections between all STS community members to display how our diverse identities is actually what ties us together; if there is one thing that we all have in common, it is that we are all different. We have had story submissions from an array of community members including alumni, faculty, students, and the first male member of POSTS, representing diversity in gender, sexual orientation, heritage, and diversABILITY. From Ukrainian dance classes with Erik Petersen '31, to an immigration panel with Mrs. Nicoleta Picioreanu (parent), Mr. Florian (Spanish teacher), Dr. Kherani (parent) and Roger Ekwalanga (bus driver), to serving diversitea with religious anecdotes in the morning, our committee is devoted to shining a light on our diversity and showing a deeper understanding and appreciation of diversity than the basic "foods, flags, and fashion". An example is our "Seat at the Table" discussions where community members who are passionate about a specific topic (feminism, religion, etc.) are provided with a safe room to have meaningful and thoughtful discussions without feeling discomfort, judgment, or resent.

Link to #weavingourstories on Instagram (see the posts affiliated with STS): <https://www.instagram.com/explore/tags/weavingourstories/>



Weaving Our Stories



Leadership

The STS DiversiTEAM 2019-2020

The official year-long committee, the DiversiTEAM, had our first meeting in September where we used sticky notes to brainstorm what we wanted our impact to be this year. Although we were a small committee, we had large ambitions and started the year off by marketing our committee on the bulletin board shown on the right. The board included our mission statement, values, statistics on our community (languages we speak, ethnicity), the weaving our stories post of the week, a book of the month, and a cultural song of the month. From here, our committee took off in planning for diversity week. We established sub-committees such as communications, t-shirt, activities, guest speaker, and hoodies. We divided and conquered the workload until the last week of April, our official 2020 Diversity Week. However, due to the corona virus and closing of schools, we encountered an obstacle and had to convert our activities and events online. Nonetheless, we approached the week with optimism and excitement, prepared to share all the work we had completed since September.

The week began with the official release of our committee's favorite accomplishment, the "I think you are beautiful video". We had seen a video on social media recording the reaction of students before and after they are told they "we think they are beautiful". We decided to try and do the same at STS however, instead of focusing on mental health and self-confidence, we wanted to highlight the beauty of diversity within our school (click link on the right). We also released a morning playlist called "Kool K-Pop Monday" and alumni, Isabella Reis, taught Portuguese at lunch. Tuesday's playlist was "Afro-beat bops for Tuesday" and we learnt Irish Dancing. Wednesday was "Arabian Vibes" and Romanian lessons. Thursday, "Latin Lovin" music and Bollywood dancing. Finally, Friday was a "Mr. Worldwide" playlist from music around the world and Mandarin lessons at lunch. Throughout the week, we also had the "rainbow challenge" where we encouraged students to creatively showcase a rainbow in their home and send us a photograph (watch second link to see submissions). Our overarching theme for the week was "perspectives" and our goal was to create a continuum that eventually leads to "embracing" perspectives: Monday - "seek perspectives", Tuesday - "share perspectives", Wednesday - "discuss perspectives", Thursday - "engage perspectives", and Friday - "embrace perspectives".

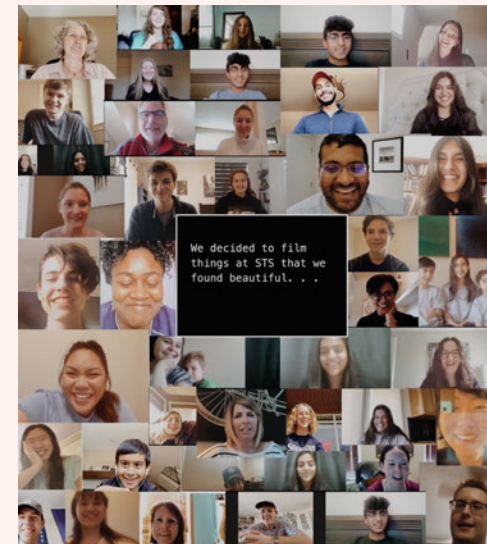
By working with the DiversiTEAM for the past two years, I learnt how to be collaborative and open-minded in group discussions, the importance of clear communication, how to plan and execute an event in an efficient yet effective manner, and most importantly, I discovered my deeply-rooted passion for diversity, pluralism, unity, and developing a sense of belonging in the community.

"I Think you are Beautiful" -

<https://www.youtube.com/watch?v=bXDLsx8pfjU&t=3s>

Diversity Week in Review -

<https://www.youtube.com/watch?v=oRmdl-LlpY&feature=youtu.be>



Leadership

International Baccalaureate Program

My family unit is the most important entity in my life. My grandparents and parents immigrated from Africa during political distress and faced innumerable difficulties including losing their home, poverty, violence, racism, and language barriers. Inspired by my family's strength, perseverance and courage, I truly appreciate every opportunity for success and growth. Our family's plight has driven me to be a devoted Canadian Ismaili Muslim who cherishes her civil and plural liberties. Secondly, my education is of immense personal importance and as a Full International Baccalaureate candidate, I have learnt that there is no replacement for hard work. This scholarly enriched program fosters an analytical approach to learning, providing opportunities for inquiry and collaboration with like-minded individuals. The interdisciplinary approach to learning has facilitated my ability to draw connections and be an open-minded learner. Embarking on the Full IB Program will prepare me for university level critical thinking, workload management, independent learning, and to challenge myself to step out of my comfort zone. I hope to further invest in my education and life goals to advocate for the vulnerable, elderly, and those in need due to illness, hopefully in the capacity of a physician.

Listed on the right is the following, in this order: English IA, French IA, Extended Essay, TOK Essay, Math IA, History IA, Biology IA, Chemistry IA



Pathetic Fallacy as a Vehicle of Meursault's Internal Conflict in *The Outsider*

Les Réseaux Sociaux parmi les Étudiants : Communication

Sexism in the Field of Obstetrics: A Historical Examination of the Age of Enlightenment and its Impact on Gender Harassment, Bias, and Prejudice in Europe

"Present knowledge is wholly dependent on past knowledge"

Investigating the Susceptibility of Knee injury using the Quadriceps-Angle in Young Athletes

To what extent can William Golding's novel, *Lord of the Flies*, be used as a parable to understand the nature of the 1789 French Revolution?

The Effect of Temperature and Concentration of Renin on the Coagulation of Milk

The Effect of Ascorbic Acid on the Absorption of Iron (III) in the Human Body

Leadership

Forever Woods Scholarship

The Marissa Staddon Scholarship, for \$2,500 annually, is awarded to a senior high student who exemplifies the attributes and continues the legacy of departed student, Marissa. The scholarship is awarded to a female leader with high academic excellence, commitment to extra-curriculars, serving the community and displaying a thoughtful and friendly mannerism.

"It is an honour to be a recipient of the Marissa Staddon Forever Woods Scholarship and I will always endeavour to demonstrate Marissa's attributes of fortitude, leadership, generosity, acceptance, and balance in all aspects of my life. I am inspired to bring a warm smile, kind demeanour and willingness to my surroundings in hopes of creating a positive and encouraging atmosphere for others. Whether on the court, in the classroom, band dome or performing community service, Marissa's legacy and STS reminds me to strive to be a strong leader and apply the school motto of "Nil Nisi Optimum", nothing if not my best."

Much like Marissa, I always endeavour to demonstrate qualities and characteristics of fortitude, leadership, generosity, acceptance, and balance. I strive to bring a warm smile, kind demeanour and willingness to my surrounding communities daily in hopes of creating a positive atmosphere. Within the academic milieu, I have always aimed for academic excellence achieving First Class standing. My unwavering desire to always help others is further seen by my involvement as a mentor in Science Club, Round Square, World Partnership Walk and in my relationship with fellow students and teachers. Although I never got to meet Marissa, she has been a true role model and will continue to be a inspiration for me in my post secondary education.



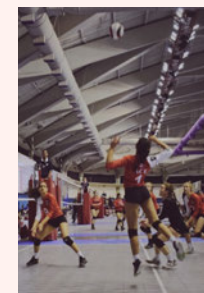
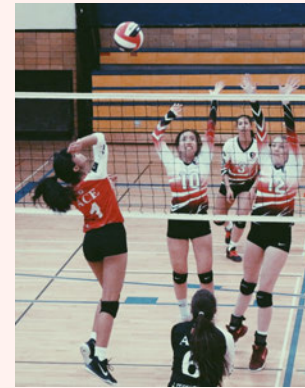
active living & human experience



Volleyball 2009 - 2020

My passion for volleyball began in my grade 4 volleyball unit in gym class. After discovering my love for the sport, I signed up for the Rising Stars Volleyball club and played in HITT volleyball camps each summer. I joined the grade 7 volleyball team and had my first experience playing the sport in a tournament/competitive environment. This fueled my love for the sport even more and I decided to train for Club Volleyball. In Grade 8, I played for Peak Volleyball Club as a setter. I switched clubs in grade 9 and 10 joining Ace Volleyball Club as a left side hitter, a position I quickly fell in love with. Club volleyball was a huge commitment with 10 tournaments in a year and three to four practices a week excluding fitness training. I learnt how to receive constructive criticism, how to work under pressure, and how to put the "team" before "me".

My favorite volleyball memories however were in school on the team from grade 7 until senior varsity. Growing up with the same group of girls and improving as a collective was an amazing experience. We had huge triumphs together and I will never forget the way we supported one another on the court. My fondest memory was coaching senior varsity volleyball this year and watching the team qualify to the provincial championship. I plan to continue my volleyball career in university recreationally in intramurals.



active living & human experience



Badminton 2014-2020

Similar to volleyball, I fell in love with badminton in elementary gym class. I quickly picked up the sport considering the techniques are very similar to volleyball (overhead smashes, footwork, low digs, torque of hips). I joined an MRU recreational badminton team for several years and continued to the Glencoe Junior Ladder Program. I had two badminton practices a week plus a fitness session. As school became busier, I decided to focus on volleyball and decided to only play badminton in school. I played from grade 7 until the senior high team and discovered that mixed doubles was my favorite event! My partners, Jeremy Pierce-Lord and Alec Chunta, and I qualified for zones and received a bronze and silver medals at divisionals.



Grade 10 Triathlon

Strathcona-Tweedsmuir School has an annual grade 10 triathlon in which students swim 750 meters in the Okotoks pool, run 8km, and bike the distance back to our school finish line. The grade 10 students spend three months in gym class training for the event by running the track or swimming lengths at the pool. The triathlon was a memorable yet incredibly difficult experience for me. Being in the heat with the most athletic students was intimidating and overwhelming. However, I took this as an opportunity to push my endurance and channel my competitive nature. Looking back, I am so glad I participated in the triathlon and gave my best effort; this was the most challenging endeavor I undertook at my time in STS.



active living & human experience

An Unforgettable Story...

At the peak of my senior varsity volleyball season, during the quarter final league game, the ball left the setters hand in a perfect arch to the right-side. I approached the ball with full speed with sight of drilling the ball down the sideline. As I attacked the ball, I hyper-extended and hyper-rotated my knee. I was rushed to emergency and went through a series of procedures. Unfortunately, I had torn my MCL, LCL, ACL, PCL, MPFL and meniscus on both sides as well as fractured my tibia. The injury occurred in October and I was bedridden until December, waiting for the fracture to heal. On December 10th, I had a major reconstructive surgery replacing my ACL with a quadriceps tendon graft. Two months into my recovery process, I started to feel immense back pain and realized there was a complication post knee-surgery. I had a spinal surgery in February while still recovering from my previous procedure. Leaving my senior year in October to focus on recovery and returning in May was an incredibly difficult experience. The 2018-2019 year was beyond difficult, I faced unbearable emotional, mental and physical trauma. This challenge to focus on my health seemed insurmountable at first, however, with some difficult decision making and optimistic attitudes, I began my recovery process....

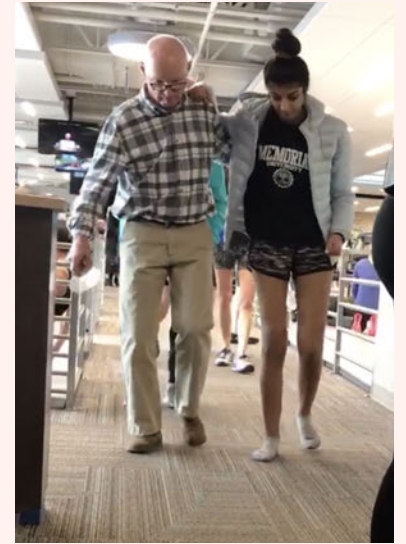


active living & human experience

The Recovery Process

To say my 2019-2020 was a challenge is an understatement. A few weeks before my second surgery, I decided to return to STS and attempt my grade 12 year again in September. Trying to keep up with my IB content from home while recovering and taking strong analgesics was far too difficult. With the help of my volleyball coach and advisor, Ms. Weber, I decided it would be best to spend the year focusing on my health and prepare to be a "proper" or "normal" grade 12 student in the fall. This was an extremely difficult decision as I had to watch my cohort graduate and continue onto their post-secondary education while I stay behind. This injury not only took a physical toll on me, I was also affected emotionally and mentally. At times I felt isolated, behind, frustrated, helpless, or like I should give up. However, looking back at my decision now, I am so glad I decided to stay behind. I was able to have a "redemption year" for the senior year I initially lost. Although it was difficult to join a new grade in senior year, I tried my best to focus on the three "H's", health, happiness, and hard work.

The recovery process for my back and leg was laborious and taxing. The photo on the right shows my knee post surgery and my physiotherapist helping me take my first steps after a year of immobility. With an hour to two hours of physio everyday, I would have very little energy and found my sleep and eating schedule being altered significantly. Nonetheless, I did everything I could to try and make it through the 16-month recovery process. There were numerous challenges behind the scenes including sports psychology, confidence issues, severe weight loss, and side effects of medication. However, today, I am so pleased to say that I am back at my initial weight with a functioning knee (95% recovered, likely will never be 100%) and I am fully back into play for volleyball. This is a journey I will never forget as I have grown into a resilient individual who has learnt to prioritize health above all else. If there are two main lessons I have learnt, they are: firstly, life is not a race and secondly, healing is not linear.



active living & human experience

The World Partnership Walk

Under the guidance of the Aga Khan Foundation, the World Partnership Walk focuses on efforts of raising money to help fight against global poverty. At our school, the Ismaili students came together to create the STS (Strathcona Tweedsmuir School) team. We made assembly announcements, sent out emails, advertised through posters, and recruited members to our join the team and participate. Overall, we raised over \$10,000.00. Our school was very proud of our efforts and hopes to continue this fundraising project annually. I was proud to be member of this team which took initiative, however big or small, to end global poverty.

As the co-captain of a school team, I advocated for the walk through posters, email, assembly announcements and encouraging my friends to fundraise and attend the walk. This initiative has become an annual initiative that I have been involved in since elementary. I personally raised \$500.00 with a team total of \$2950.00.

As seen in the photo on the right, my family has been participating in the World Partnership Walk at a very young age. The day of the event, we walk 5km with the young and the elderly, watch performances from around Calgary, listen to speakers, and support local food trucks.



communications & relationships



VESIA Alberta Bladder Center 2017

I spent a month working at the Rockyview Hospital as a student research assistant for the Vesia and the Alberta Bladder Centre. My research focused on the incidence of prostate cancer in Alberta. I also spearheaded the “utilities” study of patient-recorded outcomes and symptoms of overactive bladder. After researching and performing statistical analyses, I developed a scientific poster entitled “A Demographic Comparison Between a Sample Size of Men Diagnosed with Prostate Cancer in Calgary and the Alberta Provincial Population” which was presented by at the Charbonneau Summer Student Research Day .

VESIA Alberta Bladder Center 2018

Completed a second poster that was presented at the Charbonneau Summer Student Research Day. The study was “The Association between Prostate Cancer Treatment Side Effects and Depression and Anxiety” . Worked With Dr. Trafford Crump and Dr. Baverstock for the month of July (same as last year) and shadowed urologists in the clinic.

VESIA Alberta Bladder Center 2019

Spent this summer doing data entry for overactive bladder patients (3 to 4 hours of data entry each day). I also helped fellow summer student, Erika Fung in fourth year of university, with developing a website for the Applied Surgical Outcomes Research Lab. I was lucky to continue to shadowed Dr. Baverstock in clinic and helped around the office in any way I could.



Dr. Richard Baverstock
– Urologist



Dr. Trafford Crump –
Research Head

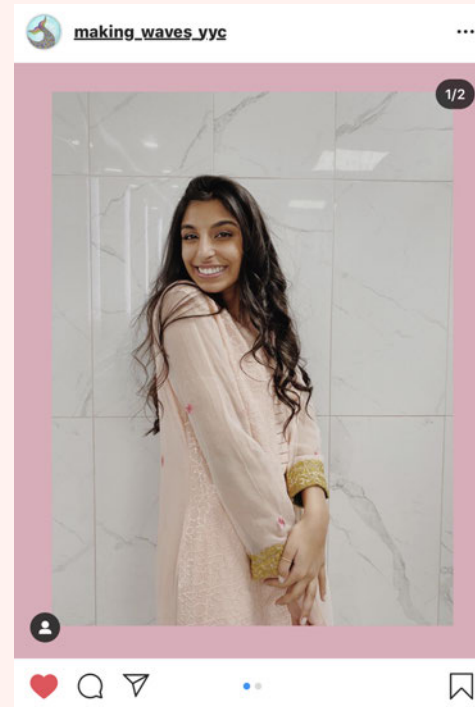
communications & relationships

Making Waves Conference

Making Waves YYC is a new conference encouraging young women to be unscripted and unstoppable. Our school psychologist, Tasha Belix, introduced me to this conference and I am so excited to continue to be on this team with her in the upcoming years. I am honored to be a member of the Making Waves team and to be a cross-generational panelist this year. The event took months of preparation with Hanita Simard (founder) and Shari Graydon (one of Canada's top 100 most powerful women). The event occurred on April 25, 2020 and began with an inspirational presentation from Shari about "taking the mic" and speaking up. The cross-generational panel had five panelists including myself where we talked about intersectional feminism, past experiences, and strategies when using your voice. We finished with a discussion with the participants (app. 100 young women attended ages 14 to 19). This conference was an amazing experience to be part of and I am so excited to be part of the movement to make Making Waves a national conference. I am currently working as a social media representative as we brainstorm ways to branch our marketing across Canada.

Link to Instagram account:

https://www.instagram.com/making_waves_yyc/



making_waves_yyc My name is Jayhan Kherani and I am beyond excited to be part of this year's Making Waves conference and the cross-generational panel! This is my first year engaging in the incredible Calgary-based initiative. A schoolteacher and one of my role models, @tashabelix, introduced me to Hanita, the co-founder of Making Waves. I am looking forward to sharing my story as a young woman of colour and networking with driven, dynamic, and open-minded women. I am especially eager to discuss topics such as embracing diversity, challenging social norms, supporting change-makers, and respecting the environment around us. When asked who inspires me, the answer is: "everyone"! Learning about the stories, goals, challenges and accomplishments of those around me encourages me to use my voice. In a world where there seems to be constant division, disagreement, and exclusion, my wish is to advocate for unity and interconnection; after all, if there is one thing we all have in common, it is that we are all different. #makingwavesyyc

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communications & relationships



Aga Khan Youth and Sports Board

Motivated by my grandfather's selfless service, I decided to give back and help the Ismaili community through the Aga Khan Youth and Sports Board. This youth council required an application and interview process to be considered for the position.

As a Grade 10 Representative in 2016, I planned community events for Ismaili Muslim High School Students in Calgary. The purpose of these events was to unite students prior to post-secondary education with events such as fundraisers, university fairs, and game nights.

In 2017, I was elected to be Vice Chairperson of the youth council. This included more responsibility such as planning, budgeting, communication, and organizing the venues. We encouraged and recruited more students this year. The Youth Board also facilitated programming for the visit by the Aga Khan to Calgary.



communications & relationships

Emily Follensbee School



In my second semester of Grade 11 for the Agencies Program, I was placed at Emily Follensbee School, a school for developmentally delayed and disabled children. Every Thursday afternoon, I had the wonderful opportunity to swim with a student in the facility's therapeutic pool. As a volunteer, I was responsible for several duties both in and out of the pool, including communicating and encouraging the students, picking up my student from the classroom, changing and ensuring AFO's are strapped on securely, entertaining students in the classroom and taking students to their assigned bus. Beyond this, I was also expected to be independent and show leadership both in and out of the pool, show commitment by arriving weekly and on time and having a good understanding of my student's limitations so that a safe and entertaining environment was achieved.

When reflecting on this memorable experience, my single best day would be my second day working with Hassan. Hassan was an energetic 7-year-old boy with the biggest smile. The first time I took Hassan swimming I was nervous as I was accustomed to my previous student's needs and swimming routine. However, Hassan was outgoing and absolutely loved the water. During my second day with Hassan, he had a majestic smile and reached out to hold my hand as soon as he saw me. I was instantly warmed by him recognizing me and his hand gesture. After changing Hassan, we headed to the pool in his water wheelchair. Hassan started laughing as we entered the water. Normally, Hassan likes to curl up and just hold on. However, on this day, he extended his legs and was able to touch the bottom. Surprised, it took him a few tries to stabilize himself with two feet. I held onto Hassan's forearms and he did the same to me. He then lifted one leg up and down and I realized that he was trying to walk in the water. I encouraged him to move forward by directing him with my arms. Hassan began to smile and laugh and tried it one more time with confidence. I encouraged him by saying "one more step", "good job Hassan!" and smiling with enthusiastic facial expressions. When I returned to the classroom, the two teachers were thrilled to hear about Hassan's comfort level in the pool and I too, was very proud of his risk-taking, enthusiasm, and bravery. The following week, the teacher came down to the pool to watch Hassan take a few steps and with pride said, "Hassan, look at you go!". Hassan's improvement, comfort, enthusiasm and positive attitude sincerely warmed my heart as I was making a positive influence in his achievements and life. On the last day of agencies, I gave Hassan a stuffed animal, to thank him for being an amazing buddy. As I pulled out the stuffed bubble bee (his favourite) from behind my back, Hassan screamed and laughed! At the end of the day, tears filled my eyes as firstly, I was concerned for Kaya and secondly, I did not want the Agencies experience to end.

Through my experience in this program, I have learned many things; however, the most significant skills I learned were patience and understanding. Emily Follensbee School made me realize how fortunate we are at STS to have an array of activities and being physically capable to perform in all of them. Working with Tamana, Hassan, and Kaya taught me how to be patient and understanding of an individual's limitations and the importance of encouragement and support, however small or big the task to be achieved. I learned the importance of repetition, in terms of tasks, communication and daily routine for these unique, gifted and truly inspiring students. Each student had individual needs and it was remarkable to see the staff and teachers patiently provide each student with the unique opportunities to facilitate their learning and growth. Although a difficult thing to see at first, watching the teachers feed some of the students through their G-tubes made me realize the importance of having compassion and genuinely assisting those who need help. For me, this was realized when I was changing the female students, assisting with the AFOs and while ensuring a safe experience in the water. All three of my students had different needs, strengths and limitation and I had to ensure to actively listen and interact accordingly to the situation at hand. However, what was similar is that they taught me the skills of patience and understanding; I hope to always remember these skills when compassionately supporting and helping those in need.

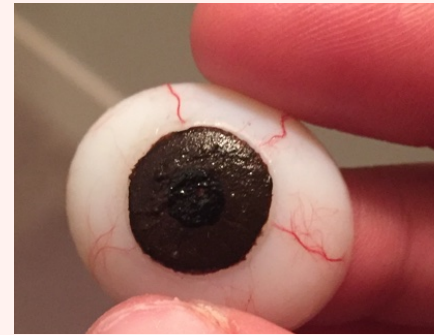
communications & relationships



Calgary Youth Science Fair

Participating in the Calgary Youth Science Fair since a young age played a role in choosing to study Health Sciences in post-secondary education. All of my projects since grade five discuss the human body and medicine. My first project in grade 5 was entitled "Eye-Dration" a study on eye drops and viscosity with a focus on dry eye syndrome (DES). I received a gold medal and the Director's Award. In Grade 6, I performed a project on potato chips entitled "grease wars" to study which brand of chips contributes the most to heart disease. I received a Silver Medal and a Mayor's mention. In grade 10, I entered my MYP personal project as a research project entitled, "'Eye' See Medical Innovation - To research and introduce 3D Printing Technology in Ophthalmic Reconstruction of Ocular Prosthesis". I presented the cost-effective, durable, 3D printed Scleral Shell I had crafted myself to the CYSF and received a gold medal.

I also mentored grade 5 and 6 students at STS who participated in the Calgary Youth Science Fair with learning the scientific method and research skills.



communications & relationships

Speech Arts – School and Royal Conservatory

Proficiency in public speaking allows one to articulate their thoughts and has personally given me confidence and facilitated growth in all aspects of my life. Commitment includes weekly lessons, tournaments, recitals, regular practice time, and mentorship.

I began the Royal Conservatory Speech Arts program in Grade 4 and I attend weekly lessons with Ms. Jennifer Orr. Throughout my speech experience, I have participated in several recitals, Mount Royal University (MRU) Presentations, Calgary Performing Arts Festivals, completed Grade 2 Speech Technique/Theory and several levels of practical examinations. Furthermore, my involvement in the speech arts expands outside of the MRU programs. I have competed in regional and provincial tournaments with the Alberta Debate and Speech Association (ADSA), Strathcona Tweedsmuir School Speech Day, and I am a member of STS Debate Club.

For me, speech is not a temporary endeavor. I seek to pursue postsecondary education, enter the work force and find opportunities that will allow me to speak to audiences, share my opinions and practice my communication skills. This became even clearer to me when I received the Regional Gold Medal Award for Grade 8 in 2016. The award recognized my work ethic in speech and shows the importance of commitment and hard work results in success. Since the age of 4, I have desired to become medical doctor. I hope to enter an undergraduate program which facilitates communication and interaction with students and professors. In medical school, public speaking skills are vital when dealing with different age groups and especially when making decisions. Furthermore, I would also like to incorporate leadership into my career. Thus, I desire to apply my passion for the sciences and public speaking by aspiring students in medicine as a mentor and teacher.

Major Accomplishments:

- After completing my Level 8 Speech Arts exam and the speech theory exam, I received the Provincial Gold Medallion for highest marks on the speech arts examinations that year.
- This annual festival highlights Calgary's amateur performers of all ages. I was honoured to present a literacy piece in the 20th and 21st century Poetry category and wish a gold medal in this category
- Strathcona-Tweedsmuir Speech Day winner in Grade 7 Prose, Grade 9 Impromptu, Grade 11 Original Poetry entitled "Beauty and Her Beast"
- Marion Knight Scholarship - This award is awarded to a student that demonstrates excellence and artistry in speech arts and dram studied at the Royal Conservatory. I was honoured to receive this award which affirmed my commitment and hard work in the speech arts - \$300.00
- Elizabeth Parnham Storytelling Prize - After presenting a original story, "The Tiger's Whisker" that was captivating, had a warm delivery style and told like a true story teller, I was honoured to be given this award the Elizabeth Parnham Memorial Speech arts Award of \$500.00



communications & relationships



Choir

Being a member of the choir as further harnessed my love for music. Singing along side peers who also enjoy music brought a sense of belonging and fostered friendships.

Painting

I have recently discovered my love for watercolour painting. Although I am a beginner, I have developed new skills including patience, overcoming perfectionism, and prioritizing self-care.

Band

Being a member of band has taught me the importance of collectively working together to achieve one goal. Playing the flute has allowed for me to be exposed to another instrument to master and enjoy my love for music. My favorite memory was our trip to Italy to showcase our pieces.

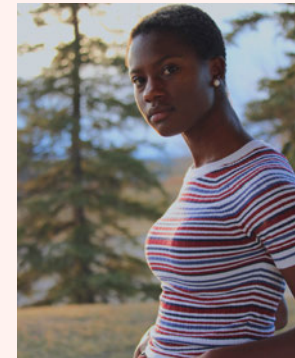


Bullet Journaling

I have been bullet journaling for eight months. Bullet journaling originated in Japan where the pages in the journal are made up of small dots rather than horizontal lines. The purpose of this is to practice your penmanship, symmetry, and drawing lines. I was inspired by a YouTube video and decided to purchase a journal myself. I have learnt several new skills including staying organized, moving past small mistakes, patience, self-discipline, and channeling a creative side of me I had not yet discovered.

Portrait Photography

My passion for photography began in middle school after attending a summer camp at SAIT. Since then, I have become interested in the mechanics of film and camera and love to draw comparisons between the human eye and photography. Portrait photography has become a hobby of mine after realizing that making others feel beautiful, comfortable, and value in front of the camera can positively impact their self-confidence and self-worth. I am excited to continue with this art form in university.



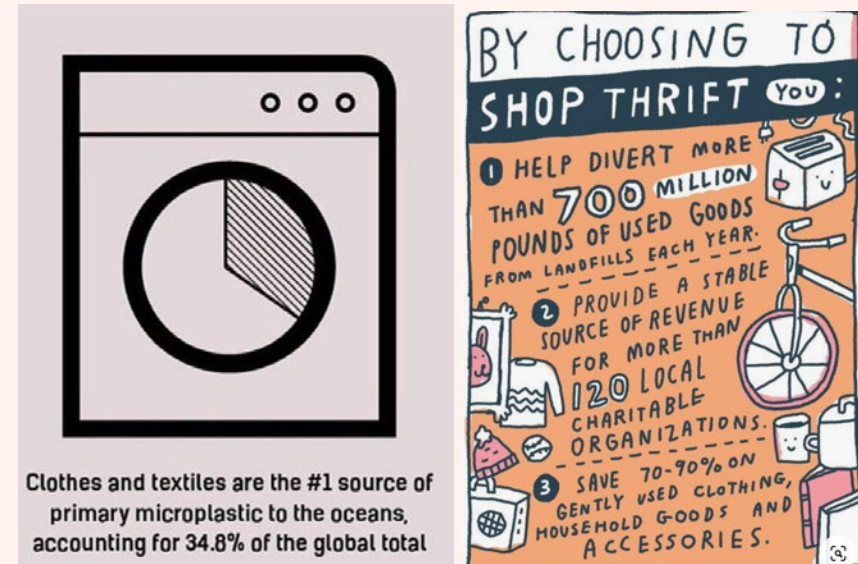
environmental stewardship

Thrift Shopping and Upcycling Clothing

There is an existing stigma around thrift shopping as being “dirty” or “waste” environment. As I researched this topic, I learnt that there is a community of YouTube channels that are focused on battling this stigma while using thrift shopping as an act of environmental stewardship. Over the past few years, I have become a passionate advocate for “thrifting” and reducing our consumerism in fast fashion. Some of the most appalling statistics concerning clothing waste are shown to the right and have inspired me to alter my wardrobe and fashion habits. I also ensure I am wearing at least one item in my outfit that is thrifted. Although this may seem small or insignificant, wearing one item from a thrift store has made me a conscious consumer and I plan to share that with others.

Colour Wheel

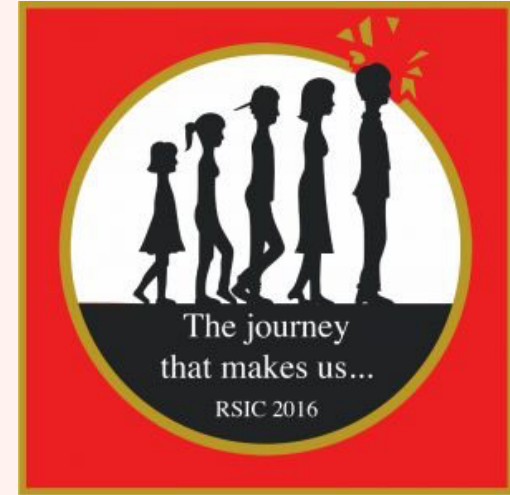
My good friend, Isabella Reis, and I have a shared interest in the environmental “thrifting movement”. We have been putting together a business plan for our own thrift store called “Colour Wheel” which will hopefully be open for the Calgary Lilac Festival 2021. We have three main goals; to be environmental, to be historical, and be ethical. Environmentally, we plan to show people that being environmental can be fun and exciting! It is not always garbage clean ups or recycling bottles. You can incorporate environmentalism into your daily lifestyle. You can feel stylish while also feeling like you are making a positive impact. The slogan “ethical is the new black” gave us the idea to be transparent in our pricing of clothing. Since we will be searching for items we want to resell at value village, goodwill, and salvation army, we do not want to “upcharge” in the way that many second-hand stores do. We plan to charge based on the time it took to find the item since sifting through clothing at these stores can be time-consuming. Finally, we want to find pieces that have history. We love watching videos where people are stopped on the streets of New York City and are asked to explain the origins of their style. We noticed the trends returning from past decades and wish to include this “historical fashion” aspect into our store. All the items should have meaning, priced-fairly, and should positively contribute to the environment.



environmental stewardship

Beach Cleanup in Northern Germany

In my time Northern Germany for the Round Square International Conference, we took a day trip to sail to a small beach. We had an amazing lecture from a conservation center on site that explained the consequences of landfill waste and the water body ecosystems. After seeing photographs and statistics, the group of 30 students did a "beach cleanup" picking up all the trash on the coast and shallow water. Our cleanup was the last before the water froze over for winter therefore, our cleanup had to be thorough. After our cleanup, we had filled numerous garbage bags worth of trash that would have collected over winter.



"If we don't care, who will?"

In grade 4 at STS, I joined the elementary Environment Club led by Ms. MacLean and was a committed member until grade 6. Our slogan was, "if we don't care, who will?". Into my middle and high school years, I always had this slogan in mind when considering the environment in our school. Seeing bottles in the playground, excessive garbage in the cafeteria, water running in the bathrooms would always catch my attention and flag my inner environmental activist. I plan to continue to live by this short but impactful slogan as I continue to a bigger environment university where is bound to be more waste and ignorance of environmental degradation.



My Next Steps...

University

Since the young age of 14, my goal was to attend McMaster University for the Honours Health Science Program. I am humbled to say that I have attained this goal and will be leaving for Hamilton this fall. This program involves inquiry-based, problem solving study much like IB. I am excited to be surrounded by like-minded students in a small cohort of 240 students. This year, McMaster Health Science had a record number of applicant (5000+) and has become the most competitive program in Canada.

and beyond...

As seen in the picture to the right, I have always had an interest in medicine and healthcare. I wish to follow in the footsteps of many of my family members, my father in particular, and go into medicine. Healthcare is deeply-rooted into my family's past as my great grandmother as a midwife herself. My goal in life is to devote my time to help other people who are suffering. I am excited to continue the legacy and goal of my family; to give back to the community. As seen through my volunteerism and interest in sciences, I am looking forward to having a career that combines all my passions (healthcare, volunteerism, advocacy) and bringing in new aspects to medicine that perhaps have not been addressed in the past (gender and sex health, mental health, emotional health).





THANK YOU!

GLOBAL SCHOLARS DIPLOMA 2019-2020

