



effort achieves

Hazelwick School Newsletter

April 2020

Headlines

Ms A Fearon, Headteacher

May I start by sending my very best wishes to every member of the Hazelwick community in these unprecedented times. I want to thank you again – students, parents and carers, all staff at Hazelwick, for your efforts and your support. Despite all the difficulties, we are succeeding, as you will see in this newsletter, to provide a quality education for our students. Right across the school, in all departments and from all year groups, students have been sending their teachers the most amazing examples of work that they have been undertaking and additional individual projects that they have chosen to do, developing their research and creative skills.

The National Literacy Trust have put together a publication that they have called, 'The Book of Hopes'.

It is a completely free book for all children and families from the National Literacy Trust. It has been created to reflect the extraordinary time we find ourselves in. The collection of short stories, poems, essays and pictures has contributions from more than 110 children's writers and illustrators, including Lauren Child, Anthony Horowitz, Michael Morpurgo, Liz Pichon, Axel Scheffler, Francesca Simon and Jacqueline Wilson. It really is worth a read!

The collection is dedicated to the doctors, nurses, carers, porters, cleaners and everyone currently working in hospitals.

<https://literacytrust.org.uk/family-zone/9-12/book-hopes/>

I very much enjoyed reading this collection of positive thoughts and I do hope that you enjoy looking through this newsletter that celebrates our students' achievements as I have done. I am immensely proud of the endeavours, determination and resilience of our students.

As we continue to navigate these extraordinary times, I would like to extend my heartfelt thanks to all of you for your unwavering support of the school and for the work and well-being of our students.

All good wishes

April Reflection:

"Do not judge me by my success, judge me by how many times I fell down and got back up again."

— Nelson Mandela



News and Activities from the English Department....

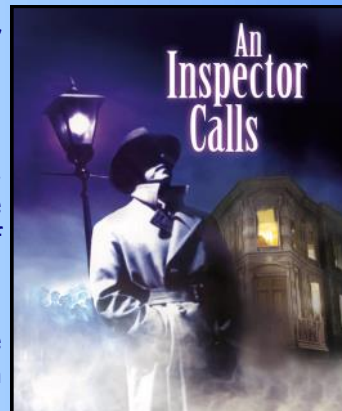
Here is an English thinking starter activity from a student in Year 10 exploring the relevance of JB Priestley's "An Inspector Calls" to a contemporary audience:

During the time the play was written it was a very divided community. Unemployment was common and people who had jobs only earned little money. In this play, Priestley presents his socialist message and I feel as if the Inspector's last words to the Burling family and Gerald Croft are key.

"We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they will be taught it in fire and blood and anguish."

I feel as if this links to what's happening in the world now. The coronavirus could be teaching us the lesson that we are still a divided community and that we won't be able to face the challenges coming ahead alone.

"We are all responsible for each other" no matter which country, religion, or race. We must take care of each other and support each other.



An Extract from Cydney Clarke's essay (Year 11) analysing how Shakespeare presents Lady Macbeth in Act I, Scene 5 of "Macbeth"

Furthermore, Shakespeare creates an interrelationship between form and structure to present Lady Macbeth as powerless: "The Thane of Fife had a wife: where is she now?" In this extract, Lady Macbeth's dialogue is part of a soliloquy, thus she speaks freely and without a filter. This is where the audience sees her most vulnerable side which she would never reveal to anyone, which makes the audience think that she has completely lost power and control of herself. In addition to this, Lady Macbeth's frequent use of questions suggests that lady Macbeth no longer has a grasp of reality, emphasising that she has lost control of her perception of reality as well. This makes the audience feel that Lady Macbeth has been reduced from a merciless, harsh character to being utterly powerless and weak.

Shakespeare creates an interrelationship between language, form and structure to present Lady Macbeth as distracted: "- One, two. Why, then 'tis time to do it. - Hell is murky." The use of non-sequitur makes the audience confused; this lets them understand how confused Lady Macbeth is by everything that has happened and how it is constantly on her mind, not even letting her sleep peacefully. The hyphens also symbolise her breakdown by breaking down her soliloquy; her logic and speech is broken as she isn't thinking straight. This can represent the breaking of the Great Chain of Being as Lady Macbeth feels worried about the outcome of Macbeth's wrongdoing. The form is of a soliloquy, which allows the audience to experience Lady Macbeth's troubled state of mind, making them imagine how hard it would be for them to have their conscience weighing in their mind. This makes Lady Macbeth seem distracted as she speaks in no clear, logical order, making the audience think about why Lady Macbeth has had this change of heart and now feels guilty.

Mr Lockwood



News and Activities from the English Department Continued....



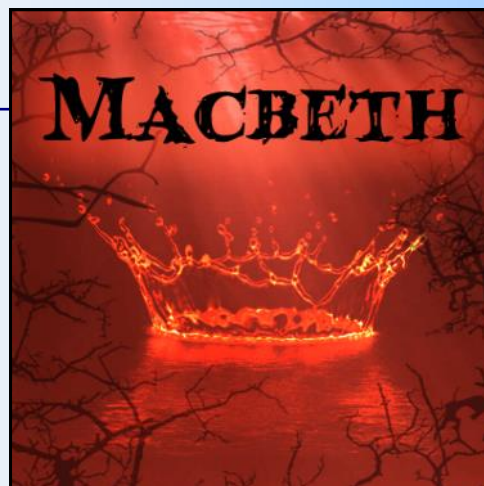
An Extract from Yash Mistri's essay (Year 11) analysing how Shakespeare presents Lady Macbeth in Act I, Scene 5 of "Macbeth"

Furthermore, Shakespeare creates an interrelationship between structure and form to present the character of Lady Macbeth;" -Fie my lord, fie!-". The use of short, simple sentences, represents her being out of breath: she is so focused on cleaning 'these hands', that she doesn't have time to make long sentences, hence the shorter sentences, which allows the reader to imagine her vigorously trying to clean her hands. Also, the use of a soliloquy in this extract re-iterates that she can only share what she has done with herself- if anyone found out that she had committed regicide, she would be killed immediately. This causes the reader to be frightened as it would serve as a deterrent for anyone who thought about killing the king, the fear that you are driven crazy would have scared the audience in 1605 and in the present day.

An Extract from Jonathan Martin's essay (Year 11) analysing how Shakespeare presents Lady Macbeth in Act I, Scene 5 of "Macbeth"

Moreover, Shakespeare shows Lady Macbeth to still believe that she is in control: "Wash your hands". She believes that she is talking to Macbeth here and is clearly giving him instructions, evident through the verb "wash" which shows that she expects this to just be done. She is still asserting her power over him and this is a concept that would be alien to the Jacobean audience, in this time it would be very uncommon for a woman to be seen with power especially over men and so they may dislike her character even more because of this. They may show even less sympathy towards her character and care even less for her fate.

Mr Lockwood





News and Activities from the Sociology Department...

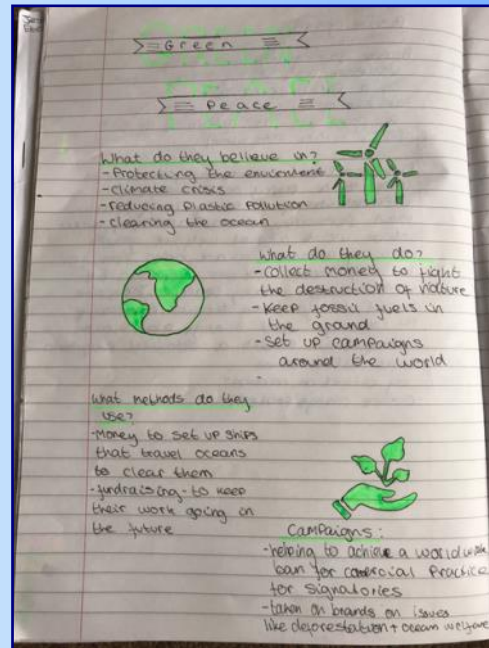
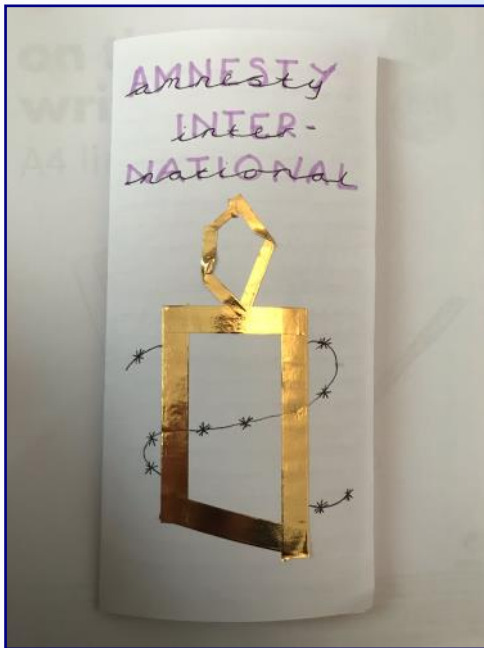
Y10 Sociology students have been studying British Politics for their GCSE exams. They have been studying the role of pressure groups in the political system. They carried out research into a pressure group of their choice and created leaflets for their chosen group.

I was impressed with how professional these leaflets look! I am sure the pressure groups wish they had our students on their advertising teams!

Mrs Banbury

Preston-Paris Ingold

Jessica Etchells



Ellie Murphy-Smith

Lottie Lockyer

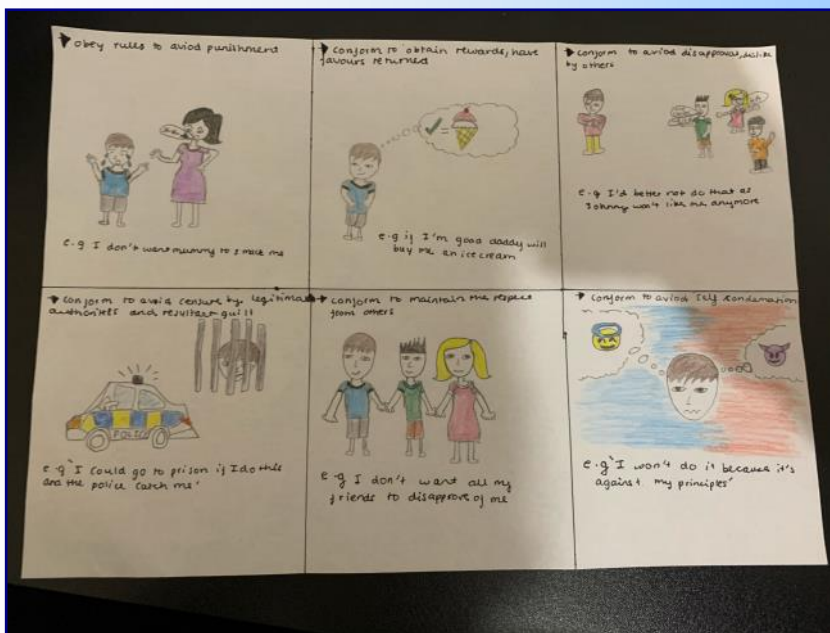




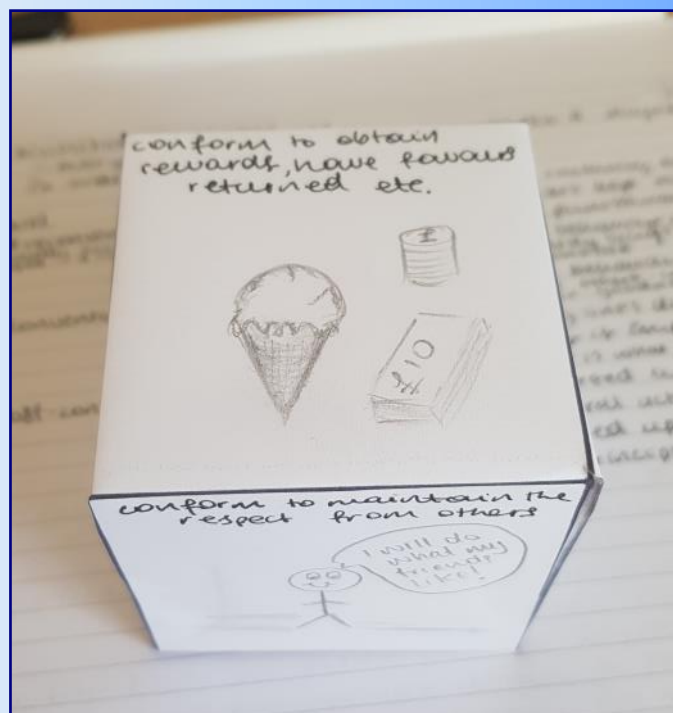
News and Activities from the Psychology Department...

Year 12 Psychologists were set the task of making a revision tool to help them remember Kohlberg's stage theory of moral development.

Kotryna Blankaite 12RMG and Anujaah Sriskantharajah 12JLN uploaded these revision tools to Google classroom:



Anujaah Sriskantharajah



Kotryna Blankaite



News and Activities from the Food Technology Department...

It is very nice to know that students are still cooking and learning a valuable life skill during this time.

Mrs Newson-Maides

Lewis Bedwell 8RCL



Ellen Sarling 9RDO



Daisy Davis 9JOW





News and Activities from the PE Department...

In the PE Department we have set students a number of challenges via Google Classroom. We would love the students to have a go and share some of these with their families. We would also like to hear how some of you have got on.

You can do this by commenting on google classroom. The class code is: hzxovhn

Mr Evans - Box Challenge



Mrs Menniss - 5 Tap Challenge



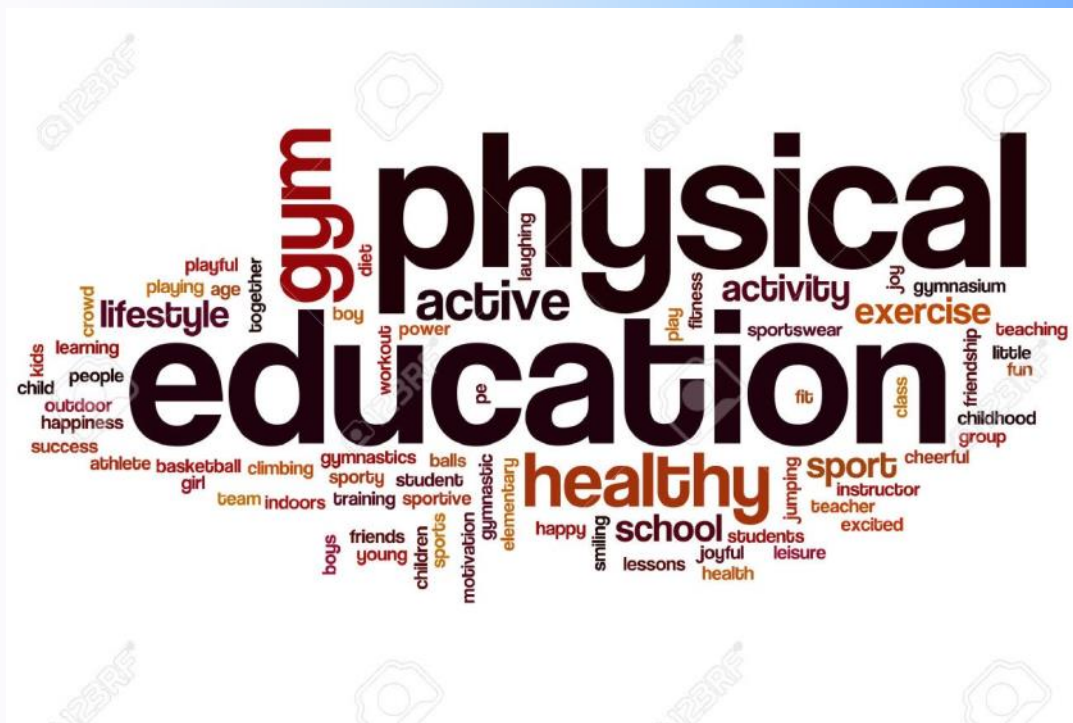


News and Activities from the PE Department Continued...

We also took a number of fitness tests at home and have shared these with students so they can try them out and beat the teachers.

Mr O'Brien

X Staff fitness scores.xlsx						
A	B	C	D	E	F	
Staff	Muscular Endurance: Press up test. Number of press ups in 1 minute	Reaction: Ruler drop test (cms) The lower the better	Coordination: Tennis ball throw (number in 30 seconds)	Power (standing long jump)	Balance: Stork stand (seconds)	
	Standard press up position. Count one every time you push arms to extension.	With one hand imagine you are holding a mug. Get someone to drop the ruler. Grab it as soon as you see it move. Measure how far the ruler has dropped.	Stand 2 metres from a wall. Throw a tennis ball against the wall and catch it with your other hand. This counts as one. Continue for 30 seconds counting how many completed catches you do.	Stand at a line with both feet parallel with one another. Jump as far as you can, landing 2 footed. Measure the distance you have jumped in metres and cm.	Stand on one foot. When ready go onto your left foot (at this point start the stop watch) hold the balance as long as you can.	
Mr Bagnall	55	8	41	2.26	4	
Mr Evans	60	5	36	2.58	5	
Mr Goodwin	54		40		7	
Mrs McHugh	40	7	38	1.95	9	
Mrs Mennias	46	6	39	1.72	14	
Mr O'Brien	54	11	44	2.12	15	
Miss Osby	42	Void	28	1.59	13	
Mrs Reynolds	42	12	32	Void	44	





News and Activities from the Art Department...

Well done to Year 7 who have carried on being creative despite the school closure!

Here are just a few of some of the incredible comics that they have created as part of their art project about masks.

In school, they have been designing superhero masks and inventing special abilities that those superheroes would have. Now they have made comics based on their masks adventures, their superheroes have even more of a backstory!

Great Work!

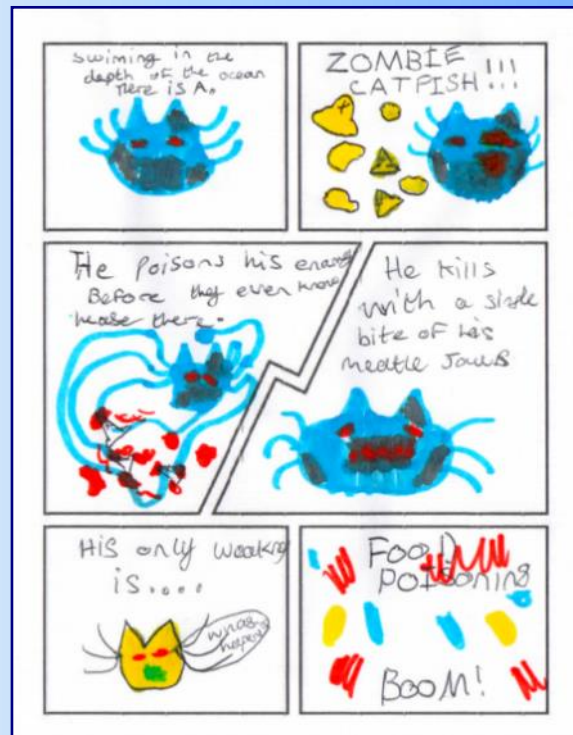
Miss Owen

Amelia Downey 7CBY



Abishan Kajendiran 7CBY

Charlie Gasson 7SEV





News and Activities from the Art Department Continued...



Isabelle Trainer 7SAN

Isaac Conlon 7CBY



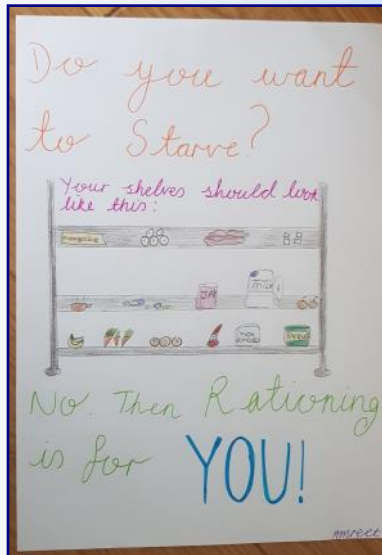


News and Activities from the History Department...

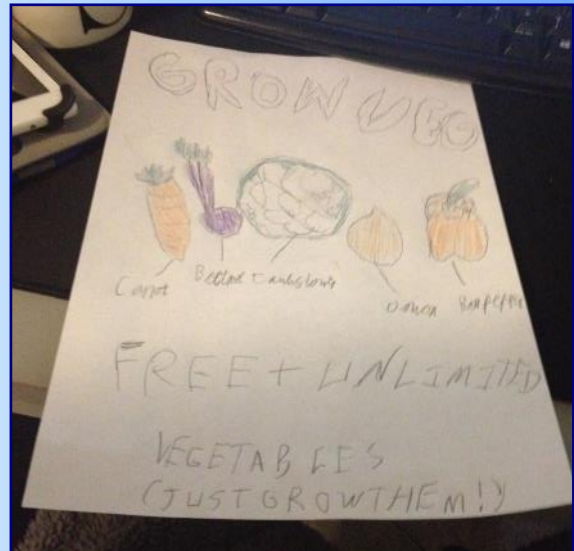
The current Year 8's have been studying Britain on the Home front during WWII.

I have received pictures of some lovely work produced by students during the lockdown. The posters on rationing and 'grow your own' seem particularly pertinent!

Mrs Collins



Amreet Saraw 8GKE



Samuel Suter 8JST

Robyn Best 8YMO

Tired of rationing?
Are you craving fresh food?

Your own supply of fresh food all year round.

Your own way to help your community.



Grow your own vegetables

Your own way to serve your country



News and Activities from the History Department Continued....

The Blitz by Franklin Forrest - 8JST

The Blitz was a German bombing campaign against the UK in 1940 and 1941, during the Second World War. They were night-time bombing raids in London and other big cities. The raids followed the failure of the Luftwaffe (the German air force) to defeat Britain's Royal Air Force in the Battle of Britain. The blitz is named after the German word for lightning.

An air-raid shelter is a structure built to protect against German planes dropping bombs. These were commonly seen during World War II, such as Anderson shelters in the UK. People would go into them when they heard the air-raid siren. Some people who did not have a shelter, would go and sleep in the underground train stations.

The Anderson shelter was a popular air raid shelter used by people in WWII. It was designed in 1936 for 6 people by Sir John Anderson, the man responsible for preparing Britain to withstand German air raids. The main part of the shelter was formed from six corrugated steel panels.

I have made a model of one in a garden.



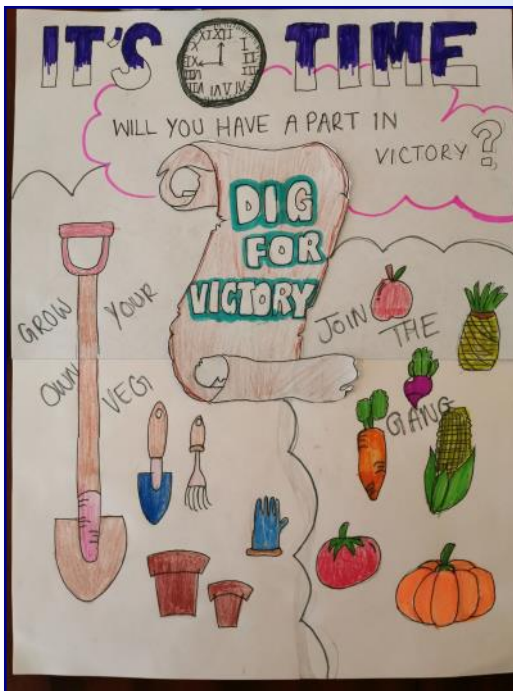
My history project on evacuees by Lucy Jellicoe 8GPO



News and Activities from the History Department Continued....

Here are some excellent rationing propaganda posters.

Mrs Barton



Zeenat Khan of 8DLO

Emma Best of 8YBA





News and Activities from the Science Department...

Year 9 Biology

Year 9 are recapping the first topic in Biology GCSE, Cells. The students were asked to read through some slides on mitosis and watch some short video clips describing cell division. They were then asked to summarise the process of mitosis themselves using the information they gathered. This is the summary page that **Fahad Sekandi** produced.

The cell cycle

Cells divide when:

- *an organism grows
- *an organism becomes damaged and needs to produce new cells

It is essential that any new cells produced contain genetic information that is identical to the parent cell.

Chromosomes carry genetic information in a molecule called DNA. A type of cell division called mitosis ensures that when a cell divides each new cell produced has the same genetic information.

When looking at cells with a microscope, the length of different stages of the cell cycle can be estimated using the formula:

Length of time in phase = $\frac{\text{observed number of cells at that stage}}{\text{total number of cells observed}} \times \text{total length of time of cell cycle}$

The cell undergoes a type of cell division called **mitosis** to divide

The DNA replicates to form two copies of each chromosome

The nuclear membrane breaks down. The chromosomes line up across the centre of the cell

One set of chromosomes is pulled to each end of the cell and the nucleus divides

The cytoplasm and cell membranes divide to form two identical cells

In mitosis, two cells called daughter cells are produced, each identical to the parent cell

A growing and dividing cell goes through a series of stages called the cell cycle.

By Fahad SEKANDI7

Another student in Year 9, **Elvin Vaskys** took on the self-assessment challenge and realised he had achieved 100% through his hard work, well done **Elvin**.



News and Activities from the Science Department Continued....

Year 8 Science

Year 8 students have been learning about Evolution and worked on a poster to explain how Charles Darwin first thought about his Theory of Evolution during his voyage on The Beagle. **Bianca Fraczek, Aliza Usman, Eden White and Jawad Riadat** produced some really well thought through pieces.

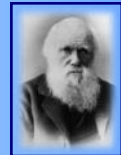
Charles Darwin

By Bianca Fraczek

Charles Darwin was an English naturalist, geologist and biologist, best known for his contributions to the science of evolution. He introduced the Theory of Evolution to the world and devoted his life to proving it.

About Charles Darwin:

Charles Darwin was born in the year 1809, when many people believed that all organisms were uniquely made by God and even though he was raised with this belief, he still carried out his studies to prove that theory not accurate. Charles Darwin died in 1882 due to heart failure.



What is the Theory of Evolution?

Charles Darwin believed that every living organism has evolved/changed its characteristics to survive better in its given habitat and that all life on Earth shares a last universal common ancestor that lived 3.5-3.8 billion years ago. These characteristics are the expressions of genes that are passed on from parent to offspring during reproduction.



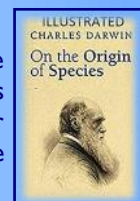
His famous expedition:

In 1831, Darwin and Captain Robert FitzRoy made a scientific expedition to the Galapagos islands on a boat called HMS Beagle. On that island, Darwin noticed that finches on different islands had different beaks. The shape of the beak was adapted to the food each finch ate. He also noticed over differences with the bird's tail, wings and claws depending what it was feeding on.



Alfred Russel Wallace:

Alfred was also a scientist working on the theory of evolution and natural selection from the animals in South America and Asia. Darwin and Alfred read each other's unpublished work. This was an early example of peer review, where scientists checked other scientists work from a similar area of science. Darwin's and Wallace's work were so similar, so they decided to publish the theory of evolution together called 'On the Origin of Species.'



Did people believe Darwin's theory?

At the time, not many people believed Darwin's theory because they thought God made every organism separately, however over time more and more people began to believe him. Nowadays, most people agree with this theory as they have found fossils to use as evidence to support Darwin's view.

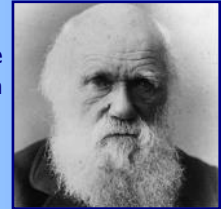




News and Activities from the Science Department Continued....

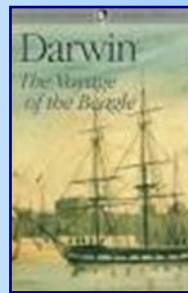
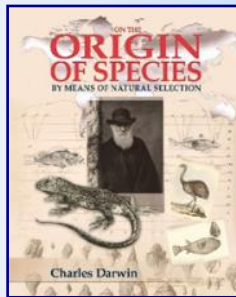
Charles Darwin by Aliza Usman

On September 15th in 1835 Charles Darwin sailed on a ship called the HMS Beagle to get to the Galapagos Islands. Charles Darwin accompanied Captain Robert Fitzroy as a travel companion and naturalist on the HMS Beagle.



Darwin's Books

One of Darwin's books called the *On the Origin of Species by Means of Natural Selection, or the Preservation of Favored Races in the Struggle for Life*, published on 24th November 1859. Another book written by Darwin is *The Voyage of the Beagle* in 1831, Charles Darwin embarked on an expedition that, in his own words, determined my whole career. The *Voyage of the Beagle* chronicles his five-year journey around the world and especially the coastal waters of South America as a naturalist on the H.M.S. Beagle.



The Significance of Darwin's Finches

On his visit to the Galapagos Islands, Charles Darwin discovered several species of finches that varied from island to island, which helped him to develop his theory of natural selection. He concluded that a bird, which was born with a beak suited to the food available on its island, will have a longer life expectancy. Due to that, it will then have more offspring. Over time this will increase the population and all birds on that island would have the same characteristic.

Who was Alfred Russel Wallace?

Alfred Russel Wallace OM FRS was a British naturalist, explorer, geographer, anthropologist, biologist and illustrator. He is best known for independently conceiving the theory of evolution through natural selection; his paper on the subject was jointly published with some of Charles Darwin's writings in 1858.

Why were Darwin's ideas controversial and the evidence now for the theory of evolution?

Many advocates of Darwinian evolution promote the stereotype that the theory is controversial only because a small religious segment of society has social, religious, or political objections. These advocates claim that there is no credible scientific disagreement with Darwinian evolution. The evidence for evolution is fossil recording, fossils of the simplest organisms are found in the oldest rocks, and fossils of more complex organisms in the newest rocks. This supports Darwin's theory of evolution, which states that simple life forms gradually evolved into more complex ones. Evidence for early forms of life comes from fossils.

Peer Review- Peer review is the evaluation of work by one or more people with similar competences as the producers of the work (peers). It functions as a form of self-regulation by qualified members of a profession within the relevant field.



News and Activities from the Science Department Continued....

Charles Darwin by Jawad Riadat

Charles Robert Darwin was born on the 12th February 1809. He was a naturalist. This meant that he was an expert in natural history. He was also a Geologist and Biologist.

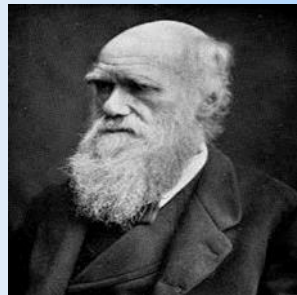
The Theory of Evolution

On December 27th 1831 Charles Darwin went on a five year expedition.

He travelled on the HMS Beagle. The Beagle was originally a Navy ship and became very famous for this voyage. The captain of the ship was Robert FitzRoy, an English Navy officer.

Darwin travelled the world in these five years and discovered the theory of evolution.

When Darwin reached the Galapagos Islands on September 1835 He came across a bird known as the mockingbird. This bird helped Darwin discover the theory of evolution.



Personal Life

Charles Darwin married on the 29th of January 1839. He married Emma Darwin at the age of 30. They had ten children. He had 6 sons and 4 daughters.

Alfred Russel Wallace

Alfred Russel Wallace was born on the 8th January 1823. He was a British naturalist, explorer, geographer, anthropologist, biologist and illustrator.

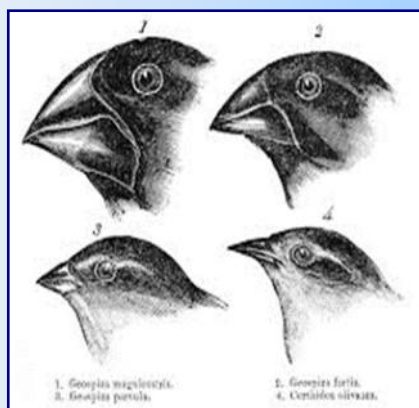
Alfred was best known for his theory of evolution and natural selection. Like Darwin he also helped prove this fact whilst he visited the Amazon River basin.

He was considered the 19th century's leading expert on the geographical distribution of animal species and is sometimes called the "father of biogeography".

Natural Selection

Natural selection is the differential survival and reproduction of individuals due to differences in phenotype (genetics).

In 1859, Charles Darwin set out his theory of evolution by natural selection as an explanation for adaptation and speciation.



Books

Darwin published his theory of evolution with compelling evidence in his book *On the Origin of Species*.

This book was produced on the 24th November 1859. This book introduced the theory that things can evolve throughout generations.

Then, on the 19th April 1882 Charles Robert Darwin died. He soon became one of the most important and famous people throughout history for discovering the theory of evolution and natural selection.



News and Activities from the Science Department Continued...

In the 1830's Charles Darwin embarked on an adventure to the Galápagos Islands to capture information about the theory of evolution. He sailed on a ship called the HMS Beagle, whose captain was named Robert FitzRoy.



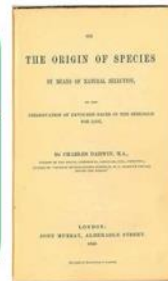
Whilst Charles Darwin was at the Galápagos Islands, he collected different types of finches (a bird) hoping to discover how they had changed over time. He realised that the beaks of some of the finches were different shapes, meaning the things or way they have eaten as been changed.



Charles Darwin



Charles Darwin had help publishing his book by a man called Alfred Russel Wallace, who was also an explorer interested in the theory of natural selection. He was also the one that encouraged Charles Darwin to publish more books.



In 1859, Darwin published a book called 'The Origin of Species'. This book outlined the theory of evolution by natural selection. Natural selection is the process where living organisms adapt to their environment to have a better chance at survival.



By Eden White

Year 7 Science

Year 7 students are learning about Sound Waves in a Physics topic in Science. One of the lessons was about the speed of sound and the students could watch the amazing world record free fall space jump by Felix Baumgartner in 2012. **Inika Singh Mondal** used the information from the clip and the website to write about the event, here is an excerpt of her work.

Felix Baumgartner jumped off the parachute 24 miles above the Earth's surface. At 9:28 a.m. local time (3:28 p.m. GMT), Felix lifted off from Roswell, New Mexico, USA. Destination: the edge of space. Within the next few hours, Felix would be back on Earth having become the First human to break the sound barrier in freefall, completed the highest freefall parachute jump (38,969.4 m / 127,852 ft) and achieved the fastest speed in freefall (1,357.6 km/h / 843.6 mph). Born to fly, Felix was born in 1969, but his journey truly began at the age of 16, when he completed his first ever skydive. Felix sought after even greater heights and resolved to break Joseph Kittinger's (USA) 52-year-old record for the highest freefall parachute jump. 84-year-old Joseph aided Felix throughout the mission and was his main point of contact during the record-break

Great – what an amazing speed for a freefall.

Some Year 7s chose a task to make a musical instrument that could produce sounds at different pitches and amplitudes. This is a picture of **James Morrison's** instrument using different volumes of liquids in glasses. **Sebastian Hajec** made an instrument that could play the tune to Happy Birthday in English and Polish, great effort from **Sebastian**.



Miss Block

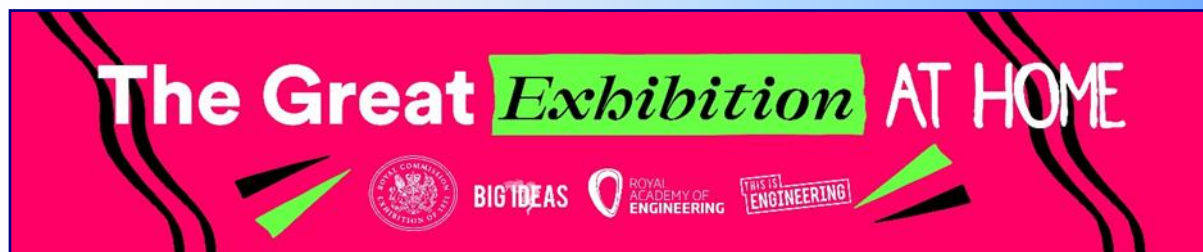


STEM at Hazelwick...



STEM News

I know that staying at home is not necessarily your favourite thing but it is an opportunity to try out and get involved with a huge number of exciting STEM activities. Many of these can win you (and our school) great prizes and will give you the chance to become involved in projects that could help improve life in the future. The Great Exhibition at Home Challenge:



In the spirit of Prince Albert's original Great Exhibition, which showcased the most exciting Victorian technology and inventions from 1851, students across the country will take part in engineering challenges and create their own Great Exhibitions at home! You could be one of those students.

For this year's challenge, participants will submit a 1 minute video presenting their Great Exhibition at Home, which tackles the question:

'How can engineering help protect the planet?'

If you take part in The Great Exhibition at Home Challenge you will be in with a chance of winning fantastic prizes including: £500 worth of equipment to supersize STEM subjects in your school, the opportunity to video chat with one of our inspiring engineers and more!

Big Ideas will be running 7 weeks of support focusing on a particular set of challenges each week. If you would like to find out more or would like to participate contact me or visit <https://www.big-ideas.org/join1851/>



STEM at Hazelwick Continued...

The Bright Ideas Challenge

What will cities look like in 2050? How will they be powered to be vibrant, healthy and clean places to live? That's the question put to students aged 11-14 by The Bright Ideas Challenge. Now in its fifth year, the competition invites young people to use their creativity, problem solving, teamwork and STEM skills to devise innovative solutions that could power cities of the future. With over £45,000 worth of cash prizes up for grabs, there's every reason to think big! In light of the nationwide school closures, Shell have extended the competition deadline to Friday 19th June to give students more time to work on their entries. They are also changing the entry criteria to allow students to enter the competition individually, rather than only in groups.

If you are interested there is a workbook available to help students prepare their entry and I will be able to share this with you.

BIEA 2020 Competition

The theme for this competition is solving the global plastic problem. We know that the world has a plastic problem. Our oceans and lands have become polluted with our carelessly discarded plastic waste that will take 1000s of years to decompose on land, whilst the plastic in the oceans break up into toxin-laden tiny particles. Our plastic waste is now causing chemical pollution in the oceans. We can use our technology to clean up the plastic waste before it turns into the environmentally disastrous chemical pollution that threatens both marine and land-based life. The competition theme in 2020 reflects two major concepts: Technological innovation and the clearing of plastic waste: "The Plastic Problem".

In the past this has been a team competition but this year individual entries are permitted. The competition is divided into different age groups 9-11 years old, 12-14 years old and 15-17 years old. Team entries are age grouped according to the eldest member. Competitors will have to use the Internet and other secondary sources to research, design and write a report on the 'Save our shores through STEM' project, helping clean up plastic from remote mud banks and waterlines through innovative and creative specifications. Competitors will also have to design a vehicle for clearing plastic. The design round is a paper-based entry, with competitors producing several concept images of their vehicle designs, including a cartoon-strip of the vehicle in action. Competitors, either individually or as part of their team, will also have to produce a video presentation summarising their project, including an evaluation about their project successes and challenges. BIEA will also be setting some questions to be answered, though these have not yet been publicised.

Big Bang Competition

The Big Bang Competition recognises and rewards young people's achievements in all areas of science, technology, engineering and maths (STEM), whilst providing them with the opportunity to build their skills and confidence in project-based work. The Competition is open to all UK residents in full-time education or training (Year group 7-13). This year it will not be possible to enter via the regional heats but online entry will still be possible, the closing date for entries is in November.



The scope of the Competition is deliberately broad, so any project in the field of STEM can enter – projects ranging from health to the environment and from computing to design and technology; the options are endless!



STEM at Hazelwick Continued...

Projects do not have to meet any set standards to enter the Competition.

It doesn't matter if you conducted your project using simple everyday items or whether you undertook research in a scientific laboratory; it's all about the idea and the enthusiasm behind it. It could even be an invention, a communication campaign or research into solving a problem within the community.

At Hazelwick we have had several successful entries over the years including national winners. This could be your chance to get your ideas noticed. There is nothing to stop you using your ideas from one of the other activities above as a basis for your entry.

If you are interested in any of these and would like further details or guidance, please contact me via school email.

If competitions are not for you, there are many other activities to get involved in. For example, you could take part in some of the activities at home that are just like those carried out by astronauts on the International Space Station (ISS). Astronauts on the ISS are tasked with carrying out a vast array of experiments, including those on agricultural practices, animal behaviour, and even cures for illnesses.

The new online learning resource from NASA and ISS National Labs explores science subjects spanning human health to robotics, math and physics.

You can join in by visiting <https://www.issnationallab.org/stem/learn-at-home/>.

Or, maybe you would just like to find out more about the sorts of jobs engineers and scientists do by visiting <https://www.thisisengineering.org.uk/>

Mr Chapman

tchapman@hazelwick.org.uk



News and Activities from Heads of Year 10....



#ThankYouNHS

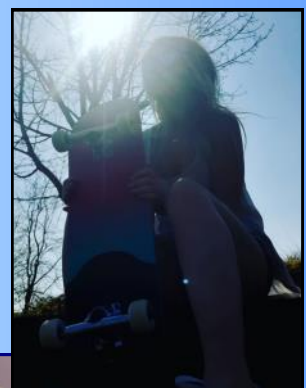
Miss Morgan has been working on getting her overgrown allotment up and running to grow lots of lovely food. So far she's got rhubarb, beans and potatoes growing. Early stages yet with the food but it will be interesting to see the progress!



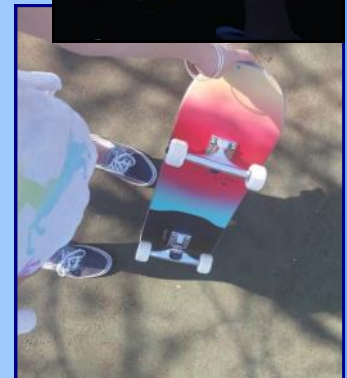
YEAR 10 ACTIVITIES AND PROJECTS

Lots of projects have been happening over the last few weeks! The rainbow above will make up a window display in support of the NHS. **Mrs Thomassen** has been hand drawing and rendering each of the characters to form the display.

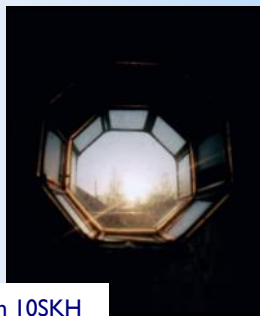
Mrs Opperman has bought herself a new skateboard and has been trying to learn some new tricks! Lots of bruises, but also lots of fun and good exercise.



Mrs Reynolds has been busy nurturing and growing fledgling courgette plants. We look forward to seeing how they grow!



News and Activities from Heads of Year 10 Continued...



Sneha Shah 10SKH

You Don't Know

You don't know fear
Unless you've walked down the road
With stares your way
Not knowing whether the guy
You just made eye contact with
Is going to attack you
For your faith or race
So you clutch your keys between your fingers
Just in case

You don't know fear
Unless you've watched a love one die
For whatever reason it may be
You held their hand
Until their last breath was released
And you were left alone
Whilst they were at peace

You don't know fear
Unless you've run away from home
Because it wasn't safe
Seeking refuge from the stars
Because a roof was too much to ask
Running away from the guns for safety
Just to be turned away
"Go back to where you came"

And if you have never had experience fear
Like this list or more like this
You don't know how lucky you are
And if you have
Endured fear like this list or more just like this

You don't know how
Brave you are.

Iffat Rahman 10SKH



Ryan Morrison 10RGO

Grace Kavanagh 10APA



Tristan Pereira-Leeatin (10RGR) - 'During lockdown I have been preparing my garden for summer and whilst doing that I have learnt new skills. I have learnt how to cut the grass in a pattern, I even learnt how to use a pressure washer which I have found out is very powerful, it nearly blew me away but it was worth it because it was very fun and also I learnt how to edge the pavement. I feel now I am a qualified gardener and I'm free to do anyone else's garden!'

Lots of our Year 10's have been taking part in a range of activities as well as learning new hobbies and skills.

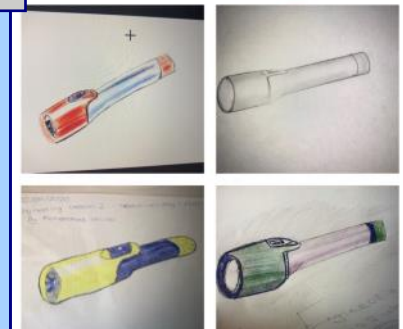
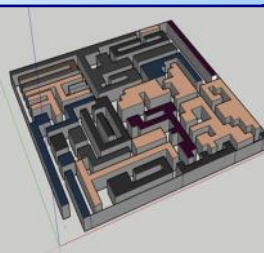
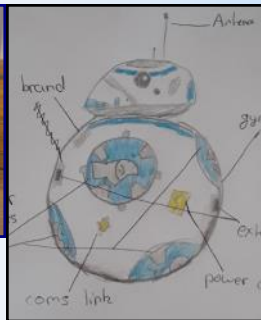
Watch this space!

Well done to all of you and we look forward to seeing what you get up to over the next couple of weeks.

Mr Salmon, Mrs Thomassen and Mrs Dennett



News and Activities from the Design & Technology Department...



DESIGN 1

This design takes its inspiration from origami and the scenic traditional Japanese were painting. The base is made using paper, wrap over a regular like to get the shape and to prevent sticking the were in then wrapped around and texture is made with tools and the design is painted with acrylic.

DESIGN 2

This design takes its inspiration from the petals and leaves of a flower. The inside is hollowed and is made by carving the inside out so the shape is easier to maintain and the leaves that are there are then stuck on separately with crosshatching and slip.

DESIGN 3

This design mainly consists of leaves that are wrapped around a vase and each section of the piece wrapped in a spiral all over the vase. Since the petals themselves are brightly coloured the background and base is just a simple design colour. All of the details are stuck on using the crosshatching method and stuck on using slip.

DESIGN 4

This design takes inspiration from summer fruit and has each section of the piece wrapped in a spiral all over the vase. Since the petals themselves are brightly coloured the background and base is just a simple design colour. All of the details are stuck on using the crosshatching method and stuck on using slip.



Design & Technology – Current Projects

Students from Years 7 to 13 have been creating toys, practising their design skills and producing high quality work for various challenges. Resourcefulness is key; using materials and tools available to them at home from hand drawings to CAD to clay modelling and laser cutting! **Mr Clark** has been liaising with the Director of Development at Brighton General Hospital, responsible for Sussex NHS trust, making PPE visors for use in local hospitals. Using food grade PVC and Polypropylene along with a certified template from Kitronik. **Mr Clark** has produced a working prototype. The design and materials allow easy sanitisation for re-use. This has been Quality Control checked by the Chief Nurse and Medical Director at the hospital. **‘To create something, for someone, in a situation’** is the aim of each project within the subject. This shows a real world example and it has been well received. Great work from all those involved.

Mrs Froger, Mrs Thomassen & Mr Clark



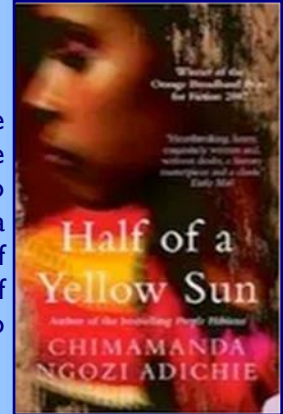
News from our Heads of House...

Each of our Heads of House have been keeping busy and taking on new projects over the last few weeks.

They wanted to share their experiences with you so please find an update on what each member of staff has been up to.

Bamber House – Miss Khan

Like all of us I have been trying to find different ways to keep myself entertained. I have been dabbling in a bit of cooking and trying out a few different cuisines. I have successfully managed to make a Thai green curry and some Mexican tacos! I have also been making my way through a long reading list. I've just finished reading 'Half of a Yellow Sun' by Chimamanda Ngozi Adichie and I'm currently reading 'The God of Small Things' by Arundhati Roy. As well as this, I have been playing virtual versions of Scrabble and Uno and staying in touch with family and friends via video calls. To try to stay active, I have been doing some yoga using online videos and going for short walks.



Anderson House – Miss Stokes

Like many I am struggling to adjust to not being able to go outside. I am making the most of my one trip out a day to go on nice walks around local parks and view the blossoming trees. To try to stay calm at home I have been spending a lot of time watching the live Edinburgh zoo penguin camera and watching the funny antics that the penguins get up to! Other things that I have been doing include lots of show tunes karaoke (sorry neighbours!), reading a lot of Chris Carter books and learning new recipes to various success. My highlight of being locked in is that my DnD (dungeons and dragons) group have had chance to play a lot more sessions-my Tabaxi sorcerer, Sir Barnald, is getting to have adventures that I could only imagine!

Fleming House – Miss Davis

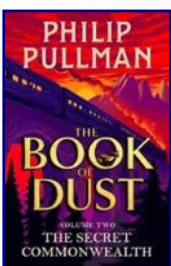
I have enjoyed getting outside a lot more ... I have been doing some gardening and creating a pallet wood sofa and vegetable patch from old recycled pallets and fence posts. My daily exercise has taken me on a number of adventures exploring the areas around where I live - I love seeing all the wild flowers that have been coming up at this time of year. I've also tried to improve my baking and cooking skills - although my quarantine banana bread was a fail! I've also tried to be more creative in painting a birdhouse and making candles. I've also enjoyed doing some weekly quizzes with family and friends (Disney and Geography being my specialities of course)... but the one Disney question that was really difficult was ... how many spots do the 101 Dalmatians



have? ... **6,469,952 spots**



Miss Corcoran – Senior Head of House



I have been reading lots of books on my wish list. My favourite one so far is Philip Pullman's *The Secret Commonwealth: The Book of Dust Volume II*. I have also tried to keep up with Joe Wick's P.E. lessons in the mornings and I am definitely getting better at them. A particular highlight of my week has been taking part in some online quizzes (a favourite is a Disney Film quiz written and hosted by Mrs Banbury).



News from our Heads of House Continued...

Brontë House – Mr Reid

Other than setting lessons during term-time, I've been doing some of the things that most of us have probably been doing e.g. reading, a daily walk or cycle and, of course, catching up with family and friends on the phone or by video call. I have also been trying to improve my cooking skills in the last few weeks – I have to confess that the bar was set quite low so my family and I are pleased with my efforts so far! I have also made a tentative start on learning to play the guitar! Don't worry, there's not much chance that I will be ready to play to you when we next have a House assembly!

One of my sons has introduced me to "House Party" so we have also had some fun with online quizzes etc.!

Finally, I've also been "enjoying" Joe Wick's daily workout! Well, it's for people of all ages! Having said that, I tend to close the curtains while I'm following his routines!

Miss Podsiadly - Brunel House

I am slowly getting used to being inside more and am using the time to talk to my friends and family, we've got very good at doing quizzes over the phone. I'm also taking this opportunity to try out some new hobbies - I've tried painting by numbers, some puzzles, I'm currently embroidering some bags for me and my sister and am slowly making my way through everything Netflix has ever made. I'm making the most of my time outside by trying to work up to running a 5K and I'm trying to cook new recipes every day - not all of them a success!



Mr Wells – Wilberforce House



I have been making the most of quieter roads and the nice sunshine to get out walking, running and cycling. I cycle a lot anyway and this time of the year is great to explore the beautiful countryside where I live near the Kent, Sussex and Surrey borders. Bluebells, wild garlic, wild orchids and wildlife have been fantastic.

I have been managing food deliveries and resources for the carer and my 92 year mother who is doing well and is frustrated as we all are not being able to see family and friends, but she happy to hear the news of how we and her grandchildren are dealing with lock down, working from home and staying safe. It brings back some memories of the second world war during which she grew up as a teenager, with many restrictions in place to their daily lives.

I am relieved my daughter has returned safely from India after training as a yoga teacher and was unable to get a repatriation flight back until the government intervened. I was grateful my local MP, who is the Chair of the Foreign Affairs Committee, and was able to assist with information and keep us informed. Her Yoga centre where she was training was on the BBC news last month highlighting the difficulty of getting back to the U.K. Sadly I have not seen her as she has been in quarantine and we will look forward to seeing her in a few months when we are able to meet again. However I will sign onto her yoga classes online and take up a new activity to improve my fitness and mental wellbeing.

Careers Café...

In this section of the newsletter, we bring students, parents and carers information on careers and the world of work.

Careers Bitesize Resources

There are lots of great resources to explore on the careers section of the BBC Bitesize website. If you are unsure what to study in the future, planning a career or just curious, the site includes an A to Z of jobs, video clips, interviews with people who have found the right path for them and tips on preparing your CV.

<https://www.bbc.co.uk/bitesize/careers>



Monthly Key Skills Focus

Each month this year, we will focus on a different employability skill. These are the skills that you need for the world of work – and they're pretty important for life as well! By developing employability skills, you will improve your chances of getting a job and thriving in your career. There are lots of different ways to develop them – including in lessons or extracurricular activities at school, in a Saturday or holiday job, doing projects in your own time or work experience.

This Month's Skill: Problem Solving

Problem solving is among the most valuable employability skill in any job, and particularly in careers that deal with difficult or constantly changing situations.

Life will always have problems to overcome, from figuring out why your phone isn't working to dealing with a tricky customer at work. That's why employers want to know how you deal with problems, because they want to know you can see a problem as a challenge that can be overcome if you deal with it in a logical way.



Show that you're a top-notch problem solver with examples like competing in a maths challenge, being a member of an engineering team, building a website or taking part in an orienteering event.

Spotlight On Key Workers

In this month's Labour Market Information spotlight, we are focussing on the amazing #CrisisCareersHeroes who are helping us all get through the coronavirus outbreak.

It is people like cleaners, delivery drivers, supermarket staff, nurses and school staff who are keeping us safe, healthy and happy at this time – while also enabling society to function.

You can find out about what these roles entail, routes into these careers, qualifications, rates of pay and what their working week might look like here:

<https://successatschool.org/advicedetails/1232/crisis-careers-heroes-coronavirus-key-workers>

Careers Café Continued...



Top Ten Job Sites

Career Experts have compiled their list of the top ten job sites. Unsurprisingly, Indeed maintains the top position from 2019. The list is:

1. Indeed
2. Totaljobs
3. Reed
4. Glassdoor
5. CV Library
6. Adzuna
7. Monster
8. Jobs.ac.uk
9. Guardian jobs
10. Jobsite

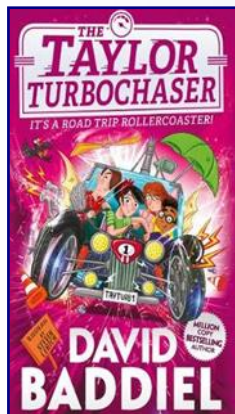
<http://www.careerexperts.co.uk/job-searching/uk-top-job-sites-2020>



Read On!

Focus on Fiction Authors

For this month's newsletter, I thought I would highlight some authors that may be new to you. Discovering a new author can be an excellent way of widening students' reading in terms of genre or encourage students who are rereading the same series to try something different. ('Harry Potter' and 'Wimpy Kid' fans spring to mind). As Year 7 and 8 students may now quiz at home, I have included the AR book level and quiz number.



The Taylor Turbochaser by David Baddiel

David Baddiel is an excellent comedy writer and he writes for young people too. I recommend his books to students (and parents/carers) who are looking for an author who writes funny books like 'The Diary of a Wimpy Kid' and David Walliams. I have selected this title by Baddiel as it also has an important message about empathy and gives a positive portrayal of a disabled person. The central character Amy is a wheelchair user and her best friend Rahul designs a new supercar for Amy. This is the start of Amy's adventures with her turbochaser!

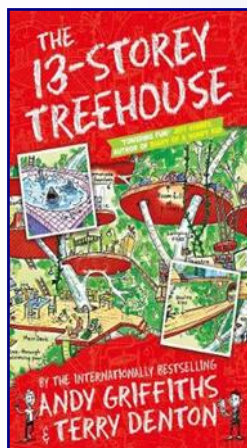
AR LEVEL 6.0 AR QUIZ # 237469



Shadow and Bone by Leigh Bardugo

American author Bardugo is fast becoming a big name in fantasy writing and has topped the New York bestseller list. Her books make the perfect 'moving on' series for students looking to make the jump to young adult fiction titles. I would recommend her titles to 'Harry Potter' and 'Percy Jackson' fans. This is the first title in the 'Grisha' series and is also known by the alternative title "The Gathering Dark". Young Alina is a young orphan girl who has magical powers that she must harness if she is to defeat the political elite that controls the nation of Ravka.

AR LEVEL 5.4 AR QUIZ # 226122



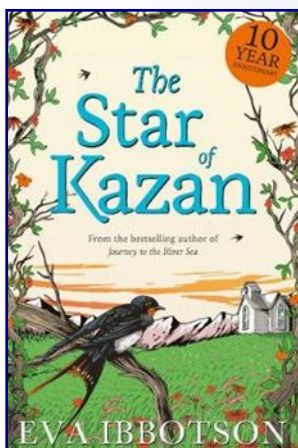
The Treehouse series by Andy Griffiths

Andy Griffiths is a renowned Australian children's author who has won several book awards in his native country and has topped the New York bestsellers list. His 'Treehouse' series has proved very popular with the Year 7 and 8 students who are looking for alternative funny books to read. Terry Denton's quirky illustrations will appeal to fans of the 'Wimpy Kid' and 'Tom Gates' series. In this first book, an author and illustrator live in a secret treehouse and are trying to write a book together. Their writing is hampered by the fact that they live in an amazing treehouse, which has a giant catapult and a secret lab, and the story relates some of their adventures.

AR LEVEL 3.9 AR QUIZ # 228559



Read On Continued...



The Star of Kazan by Eva Ibbotson

Ibbotson was a writer of skill and great imagination and her books went out of fashion but they have found a new lease of life with the students who have an AR reading level of 6 plus. This is one of my favourites for the simple reason that it is a great adventure story with a historical backdrop and a mystery to solve. The story starts in 1896 where an abandoned baby is found in a church in the Alps. The child, named Annika, grows up dreaming that her mother will come back to claim her. Annika's life is turned upside down when a woman claiming to be her mother arrives to take her home.

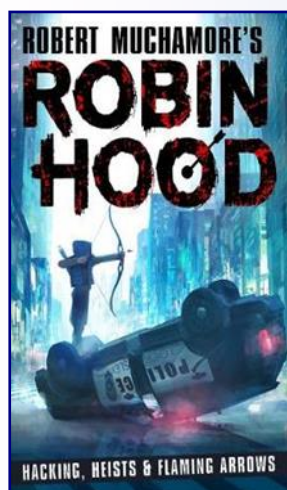
AR LEVEL 6.1 AR QUIZ # 207575



Legend by Marie Lu

This is my recommendation for the fans of the 'Hunger Games' and 'Maze Runner' series and dystopian fiction. This is the first book in the 'Legend' stories, a sci-fi series based upon the 'Les Misérables.' The United States no longer exists and North America is two nations at war. The story has two teenaged central characters, June and Day, who meet by chance, totally unaware of their connection. Will they discover the truth about each other's past? Several Year 10 students have highly rated this series, eagerly requesting the next book in the series. Please note that the story does contain several scenes of violence and torture.

AR LEVEL 4.8 AR QUIZ # 221812

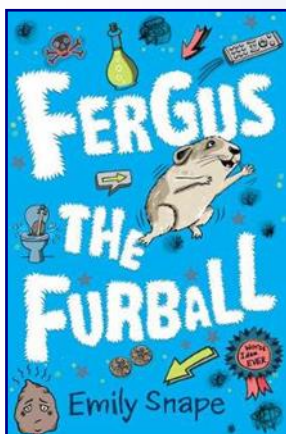


Robin Hood : Hacking, Heists & Flaming Arrows by Robert Muchamore

This is a huge departure for the author of the popular 'CHERUB' and 'Rock Wars' series but I do not think Muchamore's fans will be disappointed. This is a re-imagined version of the Robin Hood legend with a modern day setting. I think the author has skilfully re-worked the characters, keeping their traditional personality traits. Robin and his brother Little John are hounded out of their home when their Dad is framed for a robbery. Forced to live in Sherwood Forest, the brothers must battle against the profit-fixated Sheriff and the underworld boss, Guy of Gisborne. Please note that this title contains scenes of violence. This title has yet to be added to the Accelerated Reader programme.



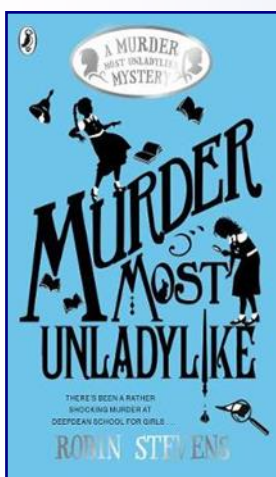
Read On Continued....



Fergus the Furball by Emily Snape

Emily Snape is a freelance illustrator and I think she will develop her own fan base with her funny stories and distinctive illustration style. Students who like books from the 'Laughing Out Loud' and 'Animal Stories' sections of the library will enjoy this tale of a very unusual guinea pig. Daniel is so disappointed that he doesn't get the pet he was hoping to get for his tenth birthday that he actually wishes that his brother was a guinea pig. Sometimes wishes do come true and Daniel must discover how to turn his brother back before his parents return home.

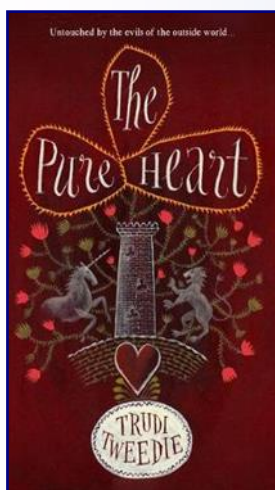
AR LEVEL 4.3 AR QUIZ # 237666



Murder Most Unladylike by Robin Stevens

This is a must-read series for fans of Enid Blyton, Elinor M Brent-Dyer and stories set in a boarding school. This mystery series is set in the 1930s (the author is a huge Agatha Christie fan) and in the first book we meet Deepdean School for Girls students Daisy Wells and Hazel Wong. The girls have set up their own detective agency but have had very few cases to solve until Hazel discovers the body of the Science Mistress! When the body disappears, the detective duo have to prove that there has actually been a murder, let alone solve the case! Please note that Hazel does receive some xenophobic comments but this is in context with the historical period.

AR LEVEL 5.8 AR QUIZ # 226731



The Pure Heart by Trudi Tweedie

On the strength of her debut novel, Trudi Tweedie is on my list of 'ones to watch'. This title is written for Key Stage Four and Five students and is horror/mystery story. I will be recommending this title to the fans of the 'Red Eye' and 'Mortal Instruments' horror series. Iseabail is sent from the island of St Kilda to the mainland to work as a companion. As Iseabail adjusts to her new life, she soon discovers she is living in a house full of secrets and things take a sinister turn when the master of the house returns home with a mysterious cargo. The author has such a compelling writing style that makes the reader want to read the book in one sitting, and they will not be disappointed as the story twists and turns along the way. This title has yet to be added to the Accelerated Reader programme.



Read On Continued....

Fantastic Fiction website

The 'Fantastic Fiction' website is a very useful book website. It will give a list of all the fiction titles written by an author and details of the series order. Other useful features include the 'Coming Soon' and 'New Books' search options. You can narrow your searches by using the genre search box and this is where you will find the 'Young Adults and Children's Fiction' option.

<https://www.fantasticfiction.com/>

Random Reads!

Here is an activity you may wish to try at home when students (and family members) are stuck as to what book to read next based on my 'Random Reads' jar in the library. Have all family members write random reads suggestions on a piece of paper and pop them into a bowl or cup. Each family member picks out one random read and then finds a book matching the suggestion on the understanding that they will have to read the book! I have given you some examples to start you off but I am sure you will come up with some very creative random reads of your own!

Random Reads examples:

- Choose a book with a blue book cover
- Choose a book with an animal on the cover
- Ask the eldest family member to select a book for you
- Ask the youngest family member to select a book for you
- Choose a book by an author that you have never read before
- Choose a book with a person on the cover
- Choose a book from your least favourite genre
- Choose a book with at least five words in the title
- Choose a book without reading the back of the book blurb
- Choose a book by an author that has the same initial as your first or surname
- Choose a book with a picture of a mode of transport on the front

Mrs Thornton BA (Hons) MCLIP
School Librarian



Accelerated Reader..



RENAISSANCE
Champion School



Millionaire Readers



Congratulations to Celine Chang (7MVN) and Daniil Grishin (7SAN) who both achieved millionaire reader at the end of the Spring term. Well done to you both!



Reading Raffle



All students who have gained three stamps in a row on their AR bingo cards (by quizzing on books and passing at 90-100%) are entered into the reading raffle for the term. There were a huge amount of tickets entered into the raffle last term, which is fantastic. I have not been able to select the winners for the Spring term, as the tickets are still at school, but I will make sure the winners are picked as soon as we return.

Star Reader



My star reader this month is Jorja-Lena Marshall (7SAN) for her enthusiasm and effort with her reading, despite the challenging circumstances we currently find ourselves in. Fantastic Jorja!

Reading Daily

It is so beneficial if the students can set aside some time each day to read. Reading does ensure continuity and progression for everyone. The students can choose to read a fiction book or any other suitable reading material: magazines, newspapers, non-fiction texts and audio books.



Accelerated Reader Continued...



RENAISSANCE
Champion School



Reading Resources

There are some wonderful online resources available to enable access to books and all things reading whilst at home. Please see the links below:



This link is to the World Book Day site, which has some great ideas for book related activities.

<https://www.worldbookday.com/2020/03/book-ideas-hub-brilliant-stay-at-home-ideas-free-resources/>



myON is an online digital library, with over 7,000 book titles for the students to read. There are a range of different categories of books, covering a range of genres. The books on myON have quizzes available on the Accelerated Reader system.

<https://readon.myon.co.uk/library/browse.html?>



The Accelerated Reader system is now available for the students to use from home. Once they have finished reading their chosen book, the students can log on a book quiz, just as they would have at school. It is the same username and password to access the AR system from home.

<https://ukhosted37.renlearn.co.uk/1978430/default.aspx>



The author and TV personality David Walliams is reading one of his World's Worst Children stories every day at 11am. The link below will take you to the site to enable you to listen in. You can also catch up on and listen to other stories too.

<https://www.worldofdavidwalliams.com/elevenses/>

I do hope the above links and resources are useful and help the students to access books and inspire them with their reading.

If you need any further information about reading at home or the accelerated reader scheme, please feel free to e-mail me directly. egray@hazelwick.org.uk.

Mrs E Gray

Accelerated Reader Mentor



Spotlight on Safeguarding...

Both in school and at home there are times when we look for support and advice regarding children's well-being and safety. An excellent external resource for adults and children who require more information around the area of keeping and staying safe is the NSPCC website:

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

For your information this month, via the Newsletter, we are raising awareness of the issue of **the impact of the coronavirus (Covid-19) on the mental health of young people.**

The impact of the coronavirus lockdown on the education of young people has been widely reported, particularly the cancellation of the summer exams and the uncertainty of how subjects would be assessed. Across the different age ranges, young people have seen the structure in their lives disrupted and the ability to socialise in outdoor spaces temporarily removed.

A consequence of this has been the deterioration in the mental health of a number of young people. Childline has seen a considerable increase in the number of calls it has received from children worried about the impact of the coronavirus on themselves and their families. The Independent has reported that as a result Childline's counselling service has delivered a significantly higher number of sessions than it normally would. In one week after the lockdown begun, the news outlet reported that Childline delivered 597 counselling sessions in under a week.

The mental health charity YoungMinds has surveyed 2111 young people with existing mental problems to see if their situation has worsened. The survey was conducted from when most schools closed on Friday 20th March for five days. 32% of those surveyed said that they agreed that the coronavirus pandemic made their mental health much worse whilst 51% agreed that it had made their mental health a bit worse. It is important to point out that the young people surveyed understood and accepted the government response to the coronavirus outbreak.

The survey also revealed the activities that were found most useful by these young people with mental health problems. 72% of those surveyed said that face to face calls with friends was helpful, 60% found exercise helped and 59% found learning new skills was also helpful. On the contrary, 66% found watching the news most unhelpful followed by social media at 36% of those surveyed.

It is important then that young people consider what contributes to maintaining positive mental health and recognise that looking after their physical health is vital. The charity Mind suggests that thinking about diet is important during the coronavirus lockdown as a person's appetite may change due to being less active, which could impact upon their weight. Eating regularly and keeping blood sugar stable can help with mood and energy levels. If a young person's blood sugar drops they might feel tired, irritable and depressed. Choosing foods that release energy slowly will help to keep their sugar levels steady. In particular, low-release energy foods include: pasta, rice, oats, wholegrain bread and cereals.

Mind offer the following tips on food and mood:

- Eating breakfast gets the day off to a good start
- Instead of eating a large lunch and dinner, try eating smaller portions spaced out more regularly throughout the day
- Avoid foods which make your blood sugar rise and fall rapidly, such as sweets, biscuits, and sugary drinks.



Spotlight on Safeguarding Continued...

It is also important that young people are hydrated and drink enough fluid, as they might find it difficult to concentrate or think clearly. They can also start to feel constipated if they are dehydrated.

Childline have published the following tips on how young people can look after their mental health during the lockdown.

- **Keep Talking to People** – Young people should keep in touch with friends online, and talk to people at home. Talking about what's happening can help to remind them that they are not alone.
- **Make a Routine** – Young people should keep setting an alarm and try to go to bed when they normally would. Plan activities so they know what they are doing during the day.
- **Stay Healthy** - Eating healthily is important. Young people can also go out once a day to exercise, but there are also lots of exercises they can do at home too. PE with Joe Wicks is aimed at young people and has been immensely popular – for more information go to:
 - <https://www.thebodycoach.com/blog/pe-with-joe-1254.html>
- **Get Support** - It can be tough when young people are used to having support from a school counsellor. If they can try to talk to an adult they trust like a parent or carer if things are getting hard that would be ideal. Remember, they can always get support on the Childline message boards.
- **Try New Things** - It's easy to get bored when stuck at home, so young people can try to learn a new skill. From practising juggling to learning origami, the possibilities are endless. Young people can ask for inspiration on the Childline message boards if they are stuck.
- **Ask Questions About What is Happening** – If young people are worried about getting ill, what's going to happen with their exams or what will happen with the coronavirus, it's important that they can feel confident in asking an adult they trust.
- **Let Feelings Out** - Whatever a young person is feeling, it's better out than in! They can create an account on the Childline website and let their feelings out in the mood journal, or get creative and make something using the Art box.

<https://www.childline.org.uk/toolbox/mood-journal/> – Mood Journal

<https://www.childline.org.uk/toolbox/art-box/> - To use Art Box

Where To Get Support:

The following external organisations will offer support and guidance:

- Childline - <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/>
- YoungMinds - <https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/>
- Mind - <https://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/coronavirus-and-your-wellbeing/>
- NHS - <https://www.nhs.uk/oneyou/every-mind-matters/looking-after-children-and-young-people-during-coronavirus-covid-19-outbreak/>
- NSPCC - <https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>



A Message from Heads of Year 7...

Well Done Year 7

While we are not spending time together we are still receiving messages from Year 7 teachers about impressive work effort. It is so lovely to hear of your achievements and successes even when we are not in school and we are extremely proud of the way you have approached your home learning. We know how hard you work in school so it is no surprise you have all risen to this unusual challenge.

Good news we have received includes excellent History projects, PE press ups, Geography rain forest models, interesting Science work on particles, baking at home, growing plants and staying healthy with daily exercise routines. Year 7 students have asked some really important and carefully considered subject specific questions online with their teachers, helping them to understand tasks. Lots of students have been engaging with the resources their teachers have provided, showing enthusiasm for keeping the learning community in touch with each other. We also know of students who are working offline, working hard to do their very best.

It will be a fantastic day when we get to see you all again at school but for now we wanted to say well done for trying your best at home and keeping healthy with some exercise every day. Remember, there is no expectation that you finish all the work set just that you try your best and mirror the school day as much as you can, without working late in the day. We are online through email all through the school day if you have any questions for us, we are happy to help.

Well done everyone, see you on the playground soon.

All the best
Heads of Year 7



Hazelwick Twitter Account

Follow us on our Twitter account @HazelwickSchool for reminders of key dates and details of important events.

For more details, please see the school website - www.hazelwick.org or contact us on 01293 403344

The majority of the photos featured in this newsletter were taken by Barry Holder and more of his excellent photography can be viewed on the school website.