



effort achieves

Dates for your Diary:

Mon 3rd May:
May Day Bank Holiday

Tue 18th May:
Year 8 Girls HPV Vaccine 1
Year 9 Girls HPV Vaccine 2
Year 10 Girls HPV Vaccine 2

Fri 28th May:
Year 11 Final day in school

Fri 28th May:
Year 13 Final day in school

Mon 31st May to Fri 4th Jun:
Half Term
Return 7th Jun, Week 1

Hazelwick School Newsletter

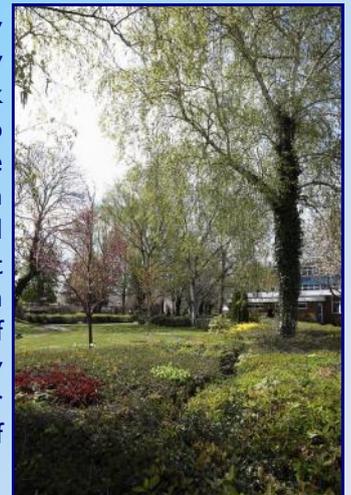
April 2021

Headlines

Ms A Fearon, Headteacher



May I start by sending my very best wishes to every member of the Hazelwick community as we move into the summer term. Our large and leafy site has been looking particularly beautiful in the recent sunshine. Last year the premises team planted a record number of bulbs and we are currently reaping the rewards of their hard work with bursts of colour across the school.



As always, our students have been very busy undertaking a wide range of activities, as outlined in this edition of the newsletter.

Our Year 11 and 13 students, as well as some in Year 12, are currently focusing intently on their assessments which will go towards their teacher assessed grades, culminating in their final results in the summer. We wish them every success as they continue their hard work in the true spirit of *effort achieves*.

I am delighted to be able to congratulate four Year 12 students who recently entered a national psychology competition run by Royal Holloway University, the details of which can be found on page 3 of this newsletter. This involved producing a short video and poster with an audio summary addressing the question of how psychology can help to create a better future. They chose to look at how psychology can help in reducing the impact of fake news. The students faced stiff competition from a number of well-known schools, renowned for their success in this arena, and I am thrilled to say that our team emerged triumphant! We are immensely proud of their hard work and success, again proving that effort really does achieve!



All good wishes

Ann Fearon



News, Events & Activities...

An Introduction to Oxbridge for Year 11 Students

On Monday 29th March, we welcomed a former student – Louis Brett Kelly – back to Hazelwick. Louis gave a very helpful and comprehensive presentation to Year 11 students about how to apply to Cambridge and Oxford Universities. He also spoke in detail about what life at Cambridge University is really like, dispelling many of the myths such as why studying there is actually no more expensive than at any other university.

Louis reminded us that around 70% of students who apply to Oxbridge receive an interview, and around a third of those who are interviewed then go on to be offered a place. Whilst high A level grades are obviously important, what matters more is your ability to demonstrate your passion for your subject. Students should look to maximise their 'super curricular' studies through independent learning. Useful resources to facilitate this include the Oxford and Cambridge websites, Google Scholar, mooc.org and Explore.org

Listening to podcasts and watching TED talks about your preferred subject will also broaden your analytical knowledge and will demonstrate your interest and enthusiasm.

Year 11 students may also be interested in an Oxbridge webinar which aims to explore how to balance academic workloads and how to deal with the transition to Year 12. It will also discuss how to look after your mental health both in and out of school. Another interesting webinar aimed at Year 10 students explores the implications of your A Level choices on possible future university options. In order to apply for either of these webinars, please visit [Oxbridge Webinar Series: Year 10 & 11 | St Catharine's College, Cambridge](#)

Many thanks again to Louis for giving up his time to speak to us. It was an insightful and very useful session for us all.

Ms S Gratton





News, Events & Activities...

Year 12 Psychology

A small group of Year 12 students entered a national psychology competition run by Royal Holloway University. Their task was to produce a 2-minute video and poster with audio-summary addressing this year's question - 'How can psychology help to create a better future?'. Our team decided to look at how psychology can help in reducing the impact of fake news and below is a copy of their final poster. They attended a live virtual event run by the university which gave them the opportunity to attend taster lectures and present their poster to a panel of judges. Our team came 1st in the competition which is fantastic news, and we are very proud of all the effort they put into their entry.

Miss Barlow

How can psychology help us to understand fake news surrounding COVID-19?

Marcia Mahadeb, Mar 'Yam Khan, Raina Somaiya and Shayma Rizvi - Hazelwick

Background

Whilst healthcare professionals had begun to administer the successful vaccines, there was another growing social dilemma: the 'infodemic' of fake news. Fake news is misleading information presented as relevant news that conveys or incorporates false/fabricated stories. The growth of fake news on the COVID-19 vaccine in the media has caused doubt around its true effects, thus preventing those from taking it. As this issue festers, governments and scientists struggle to eradicate this fear. We suggest using the inoculation theory proposed by William McGuire (1961) as a peaceful contribution to stop the infiltration of damaging fake news surrounding the COVID-19 vaccine into the public's minds.

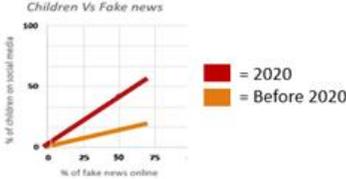


Inoculation

- Fake news
- Vaccine
- Counterarguing

Our proposal - Research

The inoculation theory could be trialled through a longitudinal experiment. Volunteer/selected participants can be shown a pre-planned, short performance (through video) that is made relatively believable through the use of famous historical occurrences; here, they will be exposed to false information. Once this has been viewed by participants, several true facts (such as dates and names) will be given to these same participants in the form of newspaper articles for two weeks, that of which contradict the information given to participants in the performance. On each day, participants will be given the option to re-watch the video once and be given the same facts given on the previous day as well as new ones. After the five days, a set of MCQs should be given to all participants asking about the occurrences/facts of the event. If participants answer the questions correctly, then this will reinforce the effectiveness of the use of inoculation.



Children Vs Fake news

■ = 2020
■ = Before 2020

Previous research

The inoculation theory is a psychological theory postulating that resistance to persuasion can be created by exposing people to weak counterarguments to generate resistance within the viewer, who will then seek out further information. Resultantly, a process of counterarguing is triggered, allowing individuals to adequately articulate their arguments. Essentially, this will show them that their attitudes and viewpoints can be flexible and influenced. This will ultimately lead to the creation of mindful resistance to future messages encountered online. William McGuire, a social psychologist, first proposed this theory in 1961 as a means to explain how attitudes can be changed/manipulated, and also kept consistent. He describes this theory as a "psychological vaccine", using the medical analogy of a vaccine against a disease – injecting weakened versions of a virus, or in this case a belief, to create immunity against the real disease.

Conclusion

Overall, fake news acts as a disease that easily circulates the media, instilling fear within many internet surfers. By applying McGuire's inoculation theory, scientists can eventually suppress agitation and eliminate negative confirmation bias.

Music

A reminder that instrument lessons are now running again at Hazelwick school. If you are interested in signing up to learn an instrument, please get in touch with me and we can sort this for you. Email - sbayliss@hazelwick.org.uk

We have lots of space with our Singing, Woodwind (Clarinet, Flute), Brass (Trumpet, Trombone, Tuba) and String (Violin, Viola and Cello) teachers who are keen to get you started!





News, Events & Activities from the History Department...

Throughout the last term students in all year groups have completed some excellent work in their history lessons. Year 7 students have been studying the Tudors, Year 8 have been looking at the Second World War, Year 9 the American West and Year 10 have just started studying Crime and Punishment.

This is just a small example of the outstanding work that has been submitted by students. If you want to test your own knowledge of these topics then have a go at the quick quiz below- just for fun!

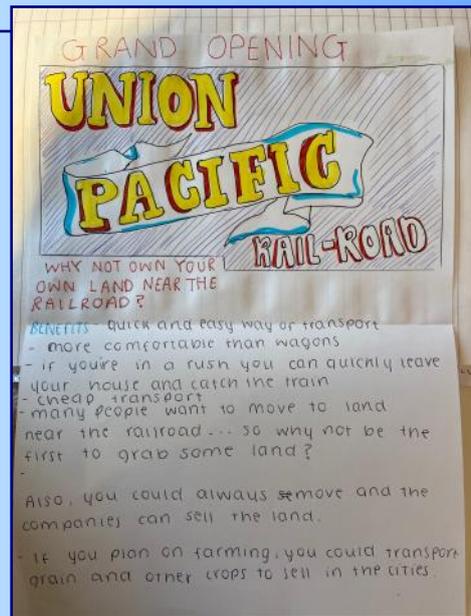
1. How many Tudor monarchs were there?
2. Which of these monarchs had the longest reign?
3. The evacuation of children actually began just before the Second World War broke out - true or false?
4. What is the date of VE (Victory in Europe) day that is the formal end of the Second World War in Europe?
5. In what year did the Transcontinental railway open connecting the east and west coasts of the USA?

(answers- 5, Elizabeth I, true, 8th May 1945, 1869)

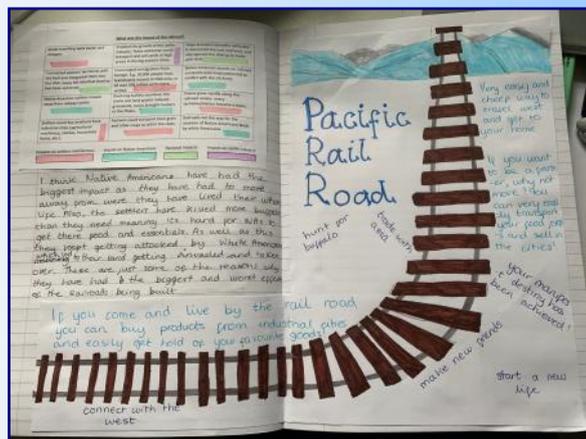
Mrs Barton



Steve Devanathan - 10EKI



Polina Gramatova - 9ZBA



Lucy Jellicoe - 9MCI



News, Events & Activities from the History Department Continued..



Henry Tudor
1457-1509

- He beat Richard III at the Battle of Bosworth.
- He married Elizabeth of York.
- He had two sons, Arthur and Henry.

By Abigail Flynn



Henry VIII
1509-1547

- He changed the religion in England to protestant
- He had six wives
- His six wives were called Katherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard and Katherine Parr

By Abigail Flynn



Edward VI
1547-1553

- Edward was only 9 when he was crowned king after his father's death
- He had adults to help him rule
- He didn't do much in his reign and died in 1553.

By Abigail Flynn



Mary I
1553-1558

- She was Henry's eldest daughter
- She was a strict Catholic so she tried to convert England back to Catholicism, she burnt many protestants at the stake and was known as 'bloody Mary'.
- She died childless

By Abigail Flynn



Elizabeth I
1558-1603

- Elizabeth created a 'middle way' religious policy by mixing Catholicism and Protestantism.
- She never married and had no children
- She was the last of the five Tudor monarchs.

By Abigail Flynn



Henry Tudor
1457-1509

- He beat Richard III at the Battle of Bosworth.
- He married Elizabeth of York.
- He had two sons, Arthur and Henry.

By Harry Tabb



Henry VIII
1491-1547

- He was a powerful king.
- He changed the English religion to protestant.
- He had six wives.

By Harry Tabb



Edward VI
1537 - 1553

- He was 9 years old when he was crowned
- Known as a "boy king".
- Died in 1553 and didn't do much.

By Harry Tabb



Mary I
1516-1558

- She was a strict catholic.
- Wildly unpopular with English people.
- She was called bloody Mary because she killed loads of Protestants.

By Harry Tabb



Elizabeth I
1533-1603

- Was never married.
- She mixed Catholicism with Protestantism.
- She had no children and died in 1603.

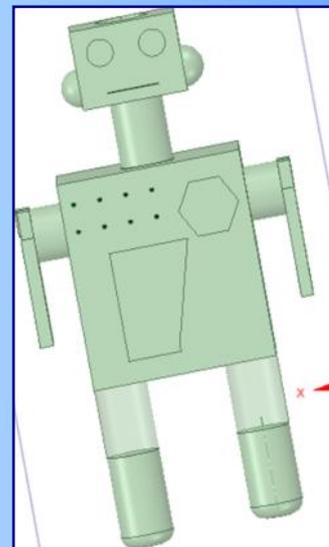
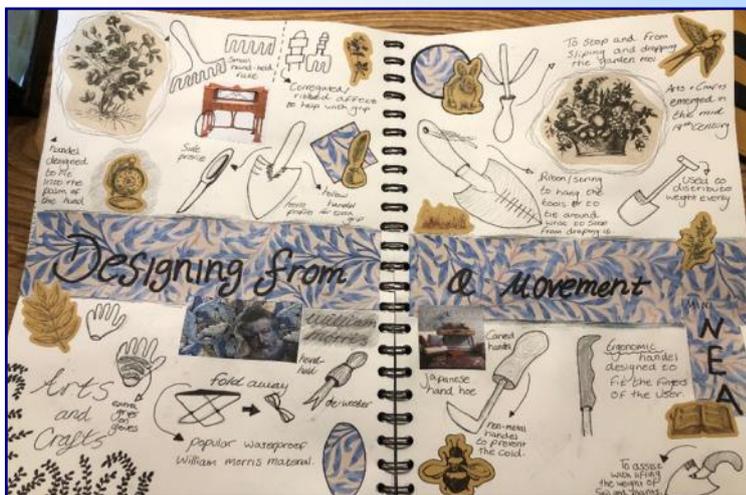
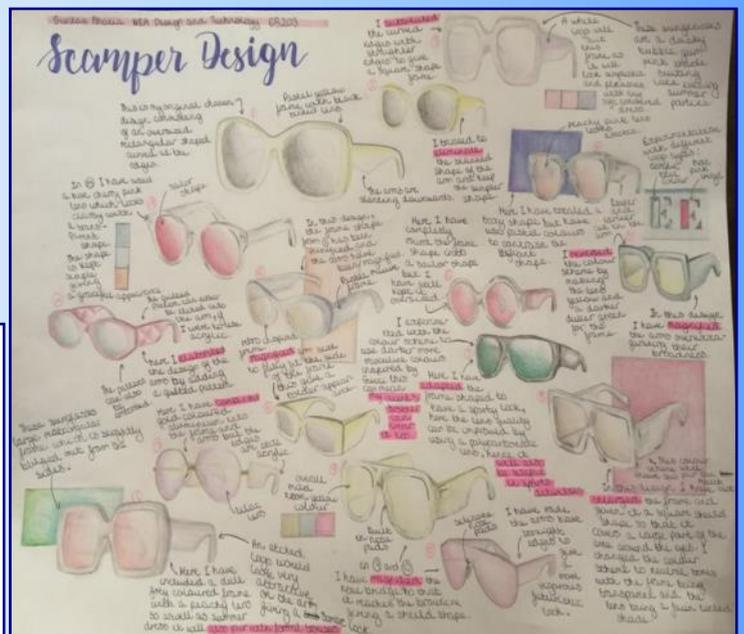
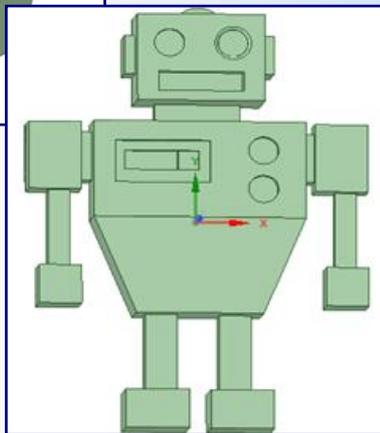
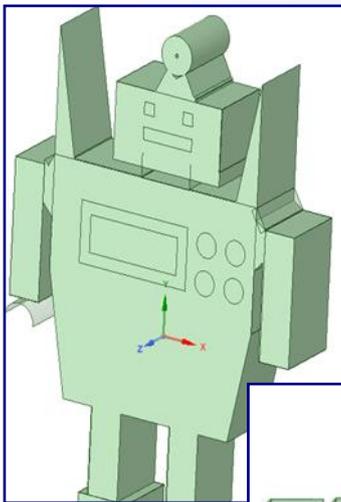
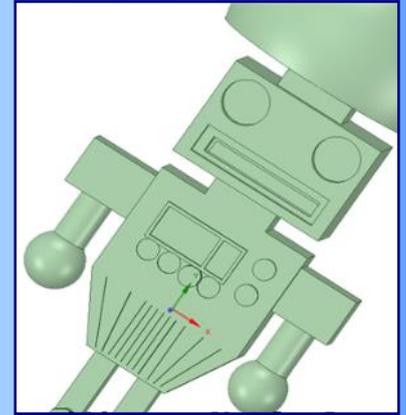
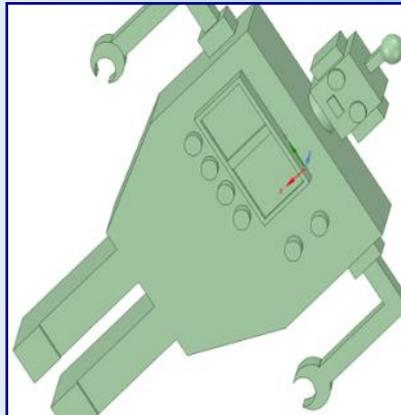
By Harry Tabb



News, Events & Activities...

Design Technology

KS4 students have been continuing to enhance their skills in answering client briefs for their non-examined assessments. They have been introduced to Space Claim as a modelling CAD software, initially with mini tasks to practise the basics. Each student is answering a Design brief set for them by their client to produce 'something for someone in a situation.'



Design Technology Continued...

Lawrence Lek is a sculptor and Architect who experiments with processes of natural growth. His work employs modular structures manufactured using single cut plywood sheets which connect to create larger forms or experimental installations that define the visitor's awareness of the surrounding spaces. His design inspiration is the psychological inkblots, which ask subjects to interpret unfamiliar inkblot shapes on things they already know. Lek channelled the element of subjectivity into shaping the organic structures that inspired his work.



The Y12 Design students have been challenged by this creativity to begin to create a range of 'Lek' inspired lighting using CAD and laser cutting. This is work in progress so stay tuned for the finished products to be featured soon!





News, Events & Activities...

Dine in Geography Discussion for April

The Geography department has created a regular feature for the newsletter - 'Dine in Geography discussion.' The aim is to create geographical discussion around the dinner table between students and parents/carers, based on significant and topical issues.

This month's discussion question is 'Seaspiracy' - real or misleading?



Menu

Appetizer

Watch this short trailer of 'Seaspiracy' on Netflix which examines the global fishing industry, challenging notions of sustainable fishing and showing how human actions cause widespread environmental destruction. Warning - there are some gruesome images that some people may find difficult to view. The full documentary is available on Netflix (1hr 30 minutes).

Starter

Can you name the 7 seas and 5 oceans of our world?

Main

How do you define sustainable fishing? What does this look like in reality?

Side

Do you and your family support the fishing industry?

Dessert

How can we manage our oceans effectively in the future?

If you're still hungry for more discussion – Should we all stop eating fish to allow the oceans to replenish?

Ms. Frampton & Mr Salmon



House News...

Hello from your Heads of House

We hope that you had a lovely Easter break and that you are as excited to be back as we are! There are lots of thrilling and varied events coming up this half-term, with something for everyone to get involved with. Remember, taking part earns house points, even if you do not win. Are you doing your part for your house? Would you like to get involved? Why not try your hand at some of the upcoming events this half-term!

Year 7
 Balance test
 Film quiz
 Photography competition
 Film/TV reviews
 Chopstick challenge!
 Numeracy challenges
 Homework club

Year 8
 Balance test
 Treasure hunt
 Film quiz
 Photography competition
 Film/TV reviews
 Numeracy challenges
 Homework club

Year 9
 Balance test
 Film quiz
 Photography competition
 Film/TV reviews
 Numeracy challenges
 Homework club

Year 10
 Balance test
 Film quiz
 Photography
 Film/TV reviews
 Masked teacher
 Numeracy challenges

Year 11
 Balance test
 Photography
 Masked teacher
 Numeracy challenges

Sixth Form
 Balance test
 Photography
 Film quiz (Year 12 only)
 Masked teacher
 Numeracy challenges



The current house standings are:

First: Seacole, **Second:** Winton, **Third:** Duleep-Singh, **Fourth:** Equiano, **Fifth:** Fry, **Sixth:** Turing

Well done Seacole House! Can you help your house out by taking part in events?



Careers Café...

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

Virtual Careers Interviews – latest news

In the run up to half term, we are planning to have offered every Year 11 student a careers interview. Once these are completed, we will be moving on to Year 10 students. Some Year 10's may be invited earlier, as times may be available during the Year 11 assessment period. Students are reminded to watch out for their invitation.

During the careers interview, our careers advisors from the Education Development Trust meet with students via Zoom. The meetings take place in the Careers Office (near rooms 81 and 82). Students log onto the PC and access the meeting by clicking on the Zoom link that is emailed to them. During the 30 minute careers meeting, students explore their career aspirations and discover the steps that they need to take to achieve their study and career goals. A careers action plan is completed during the meeting and emailed to the student within one week of the meeting taking place.

Please contact your Head of Year Team, or Mrs Frost (lfrost@hazelwick.org.uk) if you would like to request an appointment.



Transforming lives by improving education around the world

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 are 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: Organisation

Being organised is a great life skill in general but particularly useful in the workplace. In a lot of jobs, you will be responsible for managing your own workload, which means being organised so that you meet deadlines. The key to having good organisational skills is to have processes in place. In every job, there are always certain tasks that you will need to do over and over again and having an effective process in place can help you get things done quicker and more effectively. You can demonstrate your organisational skills to an employer by drawing on your experiences of studying for exams.



Virtual Careers Events – reminder

Companies and organisations are really embracing new ways of engaging with young people and many more are offering virtual careers events such as virtual work experience, webinars, and Q&A sessions. Many students are successfully developing their knowledge of future careers and building their networks through participating in these.



Careers Café Continued...

A first step can be to start following the social media early career pages of companies and organisations you are interested in. When school learns of opportunities, we are posting these on the Satchelone careers noticeboard. Remember to watch out for these notices and you might just find your perfect opportunity! Do let us know if you participate in something that you find particularly helpful. Good luck!

Girl Security Event

Over the Easter Holidays, I participated in a two day symposium on national security run by Girl Security (an American company who aim to empower girls and help them with their careers in national and international security). Over the two days, there were talks run by current professionals in the field, Q and A sessions with key figures in national security and interactive exercises in areas like emerging technology and open source intelligence. The second day finished with a "red-team" exercise; we were given ten minutes to create a plan to attack the government in order to gain access to the Prime Minister's personal data. We were then given another ten minutes to plan a counter attack to our original idea. This gave me a real insight to the complexities of the threats to national security and the importance of building up our own defences to avoid attacks on national intelligence. I also attended a late night talk on AI (artificial intelligence) and Ethics run by Girl Security. It was an awesome experience and a great opportunity to share my views and hear others. These experiences have really helped me learn about the security industry and open my eyes to how broad a subject national security actually is. I can't wait for the next event Girl Security offers, even if it does mean staying up to the early hours of the morning to deal with the five hour time difference!

For further information go to <https://www.girlsecurity.org/>

By Amy Hill, Year 12



The Cyber Security Sector

The Cyber Security Sector is one which is growing fast with a nine per cent rise in employment and 3,800 new full-time jobs created between April 19th and December 20th. Also, for this period there was a 21 per cent increase in firms operating in the field bringing the total number to 1,483 and the number of people working in it to 46,683.

21 per cent of cyber companies are located in the South East in 309 registered businesses. Southampton, Reading, Portsmouth and Brighton are among the key cities in the region with employers such as Sophos, Carbon Black, Fortinet and FireEye.

On the next page is a graph depicting companies with the most vacancies for Cyber Security Professionals in the six months to January 2021.

It is worth noticing that Thales, who have offices locally, appear on this list.



Careers Café Continued...



Source: Labour Insight (Burning Glass)

Focus on Careers in the Construction Industry

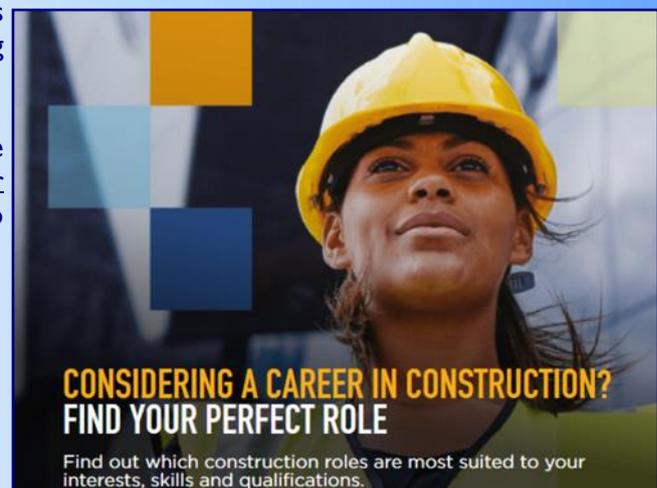
Construction is all around us! Whether you live in a quiet village or a busy town, there is a construction project nearby. Look around next time you are out on your travels, see how many you can spot. We humans are genetically programmed to constantly improve things around us. We want them to be better, prettier, more efficient, and more environmentally friendly.

There are so many large scale projects happening right now, even in the pandemic world – HS2, Sellafeld, Crossrail, Hinkley Point, Tideway, Lower Thames Crossing and thousands more smaller sites that are equally as important to our lives: roads are being repaired and improved; motorways are being upgraded to allow more cars and improve traffic flow; new residential estates and shopping centres are being built; hospitals and schools are expanding.

If you are creative and good with tools there are several technical roles available - you could become a carpenter, bricklayer, electrician, plumber, plant operator, digital engineer, IT lead, draught person or design engineer. If you are passionate about the environment – maybe ecology or environmental roles would be your perfect role! If you are good at motivating people and getting the best out of your team – you could consider supervisory or managerial positions. If you enjoy working on spreadsheets and like numbers, then accounting or quantity surveyor roles might be a good fit. Or as a school leaver, you could help support the entire team by fulfilling an administrative role, helping various departments meet their objectives before progressing onto a fully qualified position.

A good starting point for those interested in the sector is the [GoConstruct](#) website. The [Career Explorer tool](#) on here lets students find roles suited to them based on skills, interests and qualification levels.

Mrs Andrews



Read On!

Book Awards Update



CILIP Carnegie & Kate Greenaway Medals Update

The shortlists for both Medals have been announced and the judges commented that each list offers “hope and escapism during lockdown through its exploration of freedom, the great outdoors and journeys through the natural world”. There are seven first-time shortlistees and four former winners with books written in verse proving popular this year. All the books on the CILIP Kate Greenaway Medal shortlist have been illustrated and authored by the same creator which is the first time that this has ever happened in the history of the award. As the books shortlisted often reflect the difficult social issues of the day and can make a challenging read in terms of themes, I have reviewed the titles from the Carnegie shortlist. I have included the links if you would like more information about the awards. I have also mentioned the British Book Awards 2021 shortlist as they have a range of different categories.

2021 CILIP Carnegie Medal Shortlist

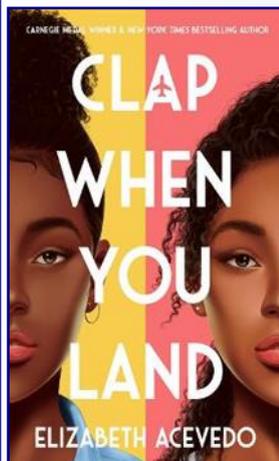
Clap When You Land by Elizabeth Acevedo (Hot Key Books)
The Girl Who Speaks Bear by Sophie Anderson, illustrated by Kathrin Honesta (Usborne)
The Girl Who Became A Tree by Joseph Coelho, illustrated by Kate Milner (Otter-Barry Books)
On Midnight Beach by Marie-Louise Fitzpatrick (Faber)
Run, Rebel by Manjeet Mann (Penguin Random House Children's)
Look Both Ways by Jason Reynolds (Knights Of)
The Fountains Of Silence by Ruta Sepetys (Penguin Random House Children's)
Echo Mountain by Lauren Wolk (Penguin Random House Children's)

2021 CILIP Kate Greenaway Medal shortlist

Starbird illustrated and written by Sharon King-Chai (Two Hoots)
The Bird Within Me illustrated by Sara Lundberg and translated by B. J. Epstein (Book Island)
It's A No-Money Day illustrated and written by Kate Milner (Barrington Stoke)
How The Stars Came To Be illustrated and written by Poonam Mistry (Tate Publishing)
Hike illustrated and written by Pete Oswald (Walker Books)
I Go Quiet illustrated and written by David Ouimet (Canongate)
Arlo The Lion Who Couldn't Sleep illustrated and written by Catherine Rayner (Macmillan Children's Books)
Small In The City illustrated and written by Sydney Smith (Walker Books)

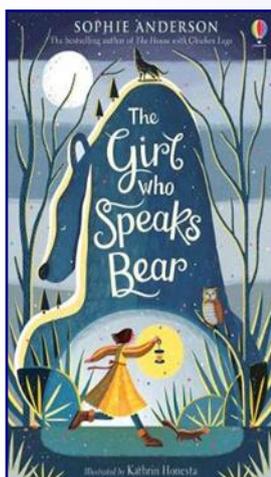


Read On Continued....



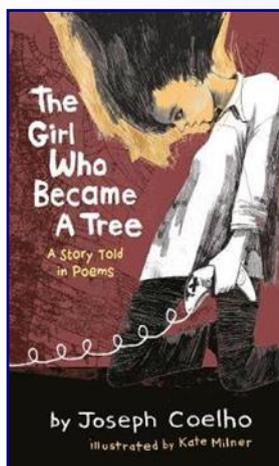
Clap When You Land

This is one of my tips to take the Medal this year as it tackles topical issues including identity, belonging and culture. It also features strong female characters who are very well-drawn. The novel is written as a dual narrative in verse and is beautifully written by the award-winning author. Acevedo uses her characters to explore feelings surrounding loss, grief and forgiveness. The book is aimed at an older teen audience (Key Stage 4 and 5) and this is reflected in the inclusion of some swearing, scenes of sexual harassment and a suggestion of prostitution. Camino and Yahaira are both devastated by the death of their father and the secrets that they discover he was keeping. Just as they realise their lives will never be the same, they discover that they are sisters.



The Girl Who Speaks Bear

This is a good, old-fashioned adventure story that mixes a Russian folk story with elements of fantasy. The central character is an orphaned girl named Yanka. Yanka was found in a bear cave and grows up wondering about her family and why she was abandoned. She then embarks on a journey of discovery that takes her far away from her cave and she makes some wonderful friends on the way! This title is aimed at younger Key Stage 2 to 3 children.

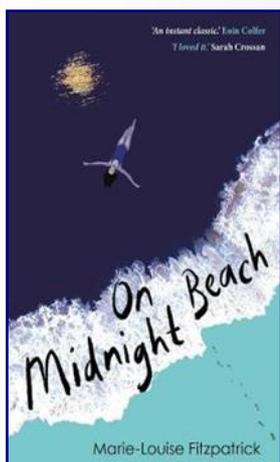


The Girl Who Became a Tree

This is the third title on the list to use poetry to tell the story. The collection of poems relate how a young girl is devastated by the death of her father. Daphne seeks solace in her local library which helps her to escape from her phone and as an escape from the people around her. She soon realises that this is no ordinary library and she discovers that she can overcome her grief and fears and reconnect with her family and friends. I really dislike the cover but I note that the book also made the CILIP Greenaway Medal longlist for the illustrations. Whilst the poetry is skilfully written, I think this will be a 'hard sell' to a teenaged readership, with the combination of cover, poetry and the theme.

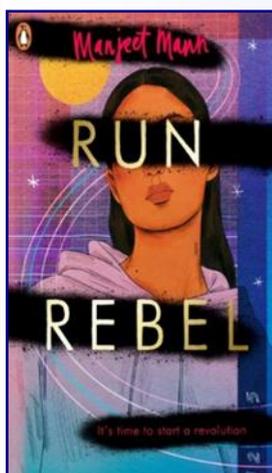


Read On Continued....



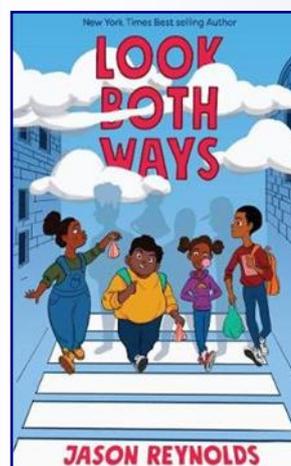
On Midnight Beach

A powerful coming-of-age novel which has a strong sense of place and tackles themes of love and loss. The story is based upon an Irish legend but Fitzpatrick sets her tale in the hot summer of 1976 in Donegal. Emer and her best friend Fee make a connection with the dolphin that arrives in the bay. With Dog and Kit, the four take to visiting the beach at midnight to swim closer and closer to the dolphin as a dare. The neighbouring villagers resent the intrusion that the publicity about the dolphin has brought and the four young people fear for the dolphin's safety. I think that this title is aimed at a key Stage 3 plus audience as the book contains some strong language and discussions about sex. There are also some graphic descriptions of fist fights and an animal death which some readers may find upsetting.



Run Rebel

This title has been applauded as an exceptional debut novel and has been nominated for several different awards and may well take the top prize. The story has a wonderfully flawed central character, Amber, who you root for throughout. Amber has a very strict and unhappy home life and her family are dominated by their abusive alcoholic father. The book contains scenes of domestic violence and alcoholism which is in context of the story but some younger readers may find this upsetting so I would suggest a Key Stage 3 plus readership. At the heart of this novel, also told in verse format, is the theme of hope. Mann is definitely a talented writer and one to watch, with her second novel due to be published later this year.

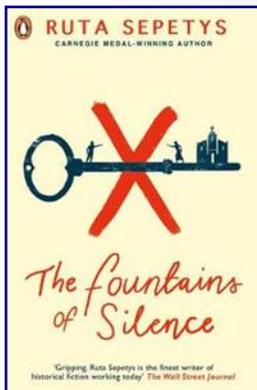


Look Both Ways

Jason Reynolds is an American author so this book contains US spellings throughout. The story has the unusual premise of following four school friends on their journeys home from a day at school. Whilst the stories are very different, some are emotive and others funny, the author cleverly connects them all to make one cohesive story. The book made several other book awards and I think this title will prove popular with students.

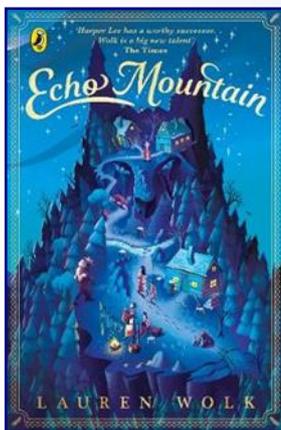


Read On Continued....



The Fountains of Silence

This historical romance is set in Franco's Spain in the 1950s where a wealthy young American falls in love with a Spanish hotel maid. This is a compelling novel about forbidden love, family and identity with an underlying message regarding the violence of silence. I would suggest that the book is aimed at Key Stage 4 plus students. I do fear that the length of the novel at five hundred and twelve pages may deter readers. I am adding this one to my summer reading list!



Echo Mountain

Another historical novel has made the list, this time the setting is the 1930s. Young Ellie and her family move to Echo Mountain where Ellie relishes the freedom to explore the beautiful outdoors. Tragedy strikes when Ellie's father has an accident that leaves him in a coma. Ellie makes her mission to find a cure for her father and seeks the help of the local witch and a wild mountain boy. Her bravery and resilience are tested as Ellie takes on a journey of discovery. The combination of skilled story-telling and a plucky central character make this a title for any historical fans to add to their reading lists. This book is aimed at Key Stage 2 to 3 readers.

The winner will be announced on the 16th June at an event to be held at The British Library (subject to Covid-19 guidelines) and the 'Shadows' Choice Award' will be announced at the same event. The Shadows' Choice Award is voted by the young people who read all the shortlisted titles and then they vote for their favourite, independent from the Medal judges. The title with the most votes will win and I think 'Look Both Ways' will do well with the Shadows.

Further information about the awards history and process, judges and criteria can be found by using this link.

<https://carnegiegreenaway.org.uk/about-the-awards/>

CILIP Kate Greenaway Medal

A synopsis for each of the titles shortlisted, together with some biographical information about the author/illustrators can be found at the link below. I hope 'Arlo' wins!

<https://carnegiegreenaway.org.uk/cilip-greenaway-medal-shortlist-2021/>



Read On Continued....



On the theme of book awards, you may wish to check out the nominations that have made the British Book Awards (known fondly as The Nibbies as the trophy design looks like the nib of a pen). This is the book trade awards and is now organised by The Bookseller magazine. There are a range of different categories and the winners will be announced in May. New for this year is the 'Pageturner' award. The list of categories are as follows:

- Book of the Year - Audiobook
- Book of the Year - Children's: Fiction
- Book of the Year - Children's: Illustrated & Non-Fiction
- Book of the Year - Fiction
- Book of the Year - Fiction: Crime & Thriller
- Book of the Year - Fiction: Début
- Book of the Year - Non-fiction: Lifestyle
- Book of the Year - Non-fiction: Narrative
- Book of the Year - Pageturner

I have my fingers crossed for 'Where the Crawdads Sing' in the Pageturner category as this was my favourite book of the year!

Further information about the awards can be found in the link below and I have also included the links to the fiction and non-fiction for children shortlists.

<https://www.thebookseller.com/british-book-awards>

<https://www.thebookseller.com/british-book-awards/childrens-fiction>

<https://www.thebookseller.com/british-book-awards/childrens-non-fiction>

Mrs Thornton BA (Hons) MCLIP
School Librarian



The Hazelwick World Book Prop Picture Competition - the results!

We had a huge number of entries for this competition that saw students trying to figure out the titles of books using only some cleverly arranged props in a photo. There was a winner from each house and the names are listed below. Each of these winners received a £15 book voucher and a purple slip. All participants gained points for their respective houses!

Winton	Lily-Mae Frost - 10TFR
Fry	Shrey Mathur - 7SRO
Seacole	Charlie Ridout - 9DLO
Duleep Singh	Rebecca Lambert - 9RCL
Turing	Tegan Muggeridge 11MLO
Equiano	Abigail Dodd 7KBO

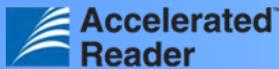
The English department very much enjoyed creating the pictures although a couple proved to be extremely tricky... Can you work them out? You will find the answers at the end of the newsletter!



Ms Hampton



Accelerated Reader...



RENAISSANCE
Champion School



Millionaire Readers

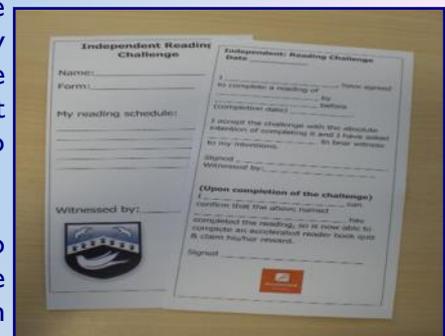
Congratulations to: Abigail Stevens (8SSM) who achieved millionaire reader just before the end of term, Oscar McGinn (7EJE), Amelia Wong (7MOW) and Afia Hassan (7EJE) who all reached millionaire reader during the first week of term! Well done to you all!



Independent Reading Challenge

The Year 7 and 8 students have been set a reading challenge for the start of the summer term. The students have to select a book they have not read before, a book that is outside of their usual reading zone. It could be a new author or a completely different genre of book from ones they've read previously. The challenge is to complete the reading of their chosen book by the first lesson back after half term. Students will be given a bookmark, to record their book choice.

Students will have signed the book mark, in front of a witness to confirm they will complete the challenge. I am hopeful that the students will enjoy trying a new read and challenging themselves with their book choices.



@HazelwickReads

If you are a twitter user, do take a look and follow our twitter account dedicated to Reading at Hazelwick! **@HazelwickReads**. The feed is regularly updated with all of our exciting reading news, along with book recommendations and reading events. You can follow us at **Twitter.com**.

For 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



Online Safety

Ensuring your child's phone is 'safe'

With so many news articles being published since the return to school regarding 'online safety' and more importantly the new threats that have arisen for children using the internet since March 2020, I thought it relevant to write this article about ways in which you can help support, and protect your children when they are 'online' at home.

Online is a term that has been used a great deal since the first lockdown. Online learning, gaming, quizzes and social get-togethers. It could be argued that in this over use of the term online we have become desensitised to what online actually means. Being online means that we have opened a door, a connection, to a world-wide network of people and devices. When we are online we are susceptible to unwanted connections, associations and content in far greater abundance than when we are not.

XBOX Live, YouTube, TikTok, SnapChat, WhatsApp and other social media create a sense of a pseudorealistic universe within us and more importantly within our teenage generation. The difference between what is real and what is not is sometimes lost and this can lead to many issues. These issues may manifest themselves as psychological or physical and can be really damaging to our makeup. Despite the National Curriculum for Computer Science, and PSHE covering eSafety, students across the country are still using the platforms mentioned above either incorrectly or inappropriately. It is their use of these platforms that, according to the BBC, has seen a rise of 93% in the reporting of online sexual abuse since the start of the first national lockdown. In conclusion, abusers are using the recent lockdowns, and increased online presence of our teenage population, to target vulnerabilities.

There is a wealth of resources available to you to support and protect your children. Two info-graphics can be seen here in this newsletter from the National Online Safety Centre. They talk you through steps that you can take to limit age-inappropriate content on your child's iPhone or Android phone. Taking these steps can greatly reduce the chances of your child accessing age-inappropriate material as well as their chances of being part of the above statistic.

In addition to the National Online Safety Centre, the UK Safer Internet Centre provides a tool kit for parents on ways they can limit age-inappropriate content on a range of devices including XBOX and PlayStation. To access either of these websites and their material, Google either 'National Online Safety Centre Support for Parents' or 'UK Safer Internet Centre Support for Parents'.

In school robust measures are taken to limit the content students can access when online, but our content control only reaches the school gate. With your support, we can further protect our students when they are accessing the world wide web at home.

Mr Vallally-Godfrey



Online Safety Continued...

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one issue of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



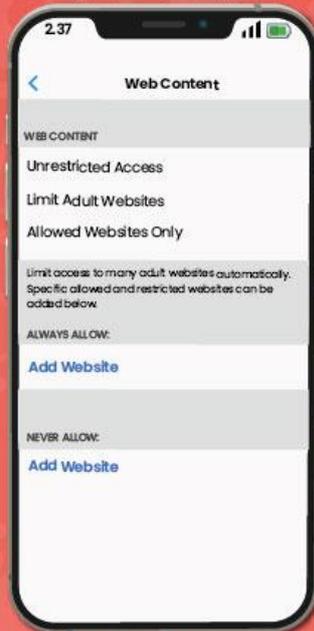
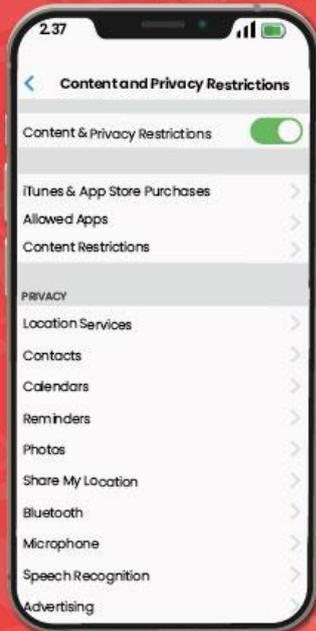
National Online Safety
www.nationalonlinesafety.com



How to Set up PARENTAL CONTROLS to limit age-inappropriate CONTENT iPhone



The parental controls on iPhones allow you to block or restrict certain apps, features, content, downloads, or purchases. Setting limitations on content ratings, Siri and web searches enables you to filter out age-inappropriate content and vastly reduce the likelihood of your children being exposed to unsuitable material and information.



18+ Set up content rating restrictions

Content filters keep your child from viewing unsuitable material. They block apps, films and TV shows with specific age ratings, and music and podcasts with explicit content.

- 1 Open Settings
- 2 Tap Screen Time
- 3 Enable Content & Privacy Restrictions
- 4 Tap Content Restrictions
- 5 Choose the Settings for each feature you wish to restrict



Set up web restrictions

Website content filters restrict age-inappropriate content on Safari. You can also blacklist certain websites or allow access only to approved sites.

- 1 Open Settings
- 2 Tap Screen Time
- 3 Tap Content & Privacy Restrictions
- 4 Tap Content Restrictions
- 4 Tap Web Content
- 5 Choose between Unrestricted Access, Limit Adult Websites and Allowed Websites Only
- 7 Choose which websites you wish to allow/block

Set up Siri web search restrictions

You can screen out explicit language to avoid Siri displaying inappropriate results. You could also disable Siri entirely, so your child can't use it to search the web.

- 1 Open Settings
- 2 Tap Screen Time
- 3 Tap Content & Privacy Restrictions
- 4 Tap Content Restrictions
- 5 Scroll Down to Siri
- 6 Choose to block either or both Web Search Content and Explicit Language



Online Safety Continued...

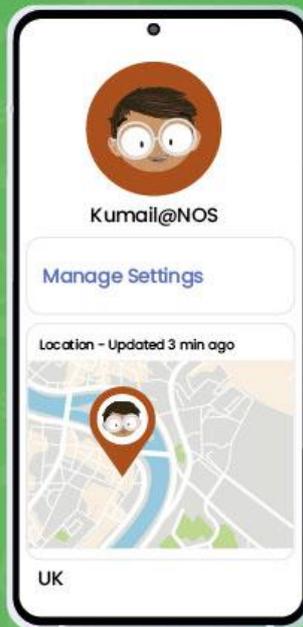
At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one issue of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

How to Set up PARENTAL CONTROLS to limit age-inappropriate CONTENT Android Phone



www.nationalonlinesafety.com

The settings on an Android device allow you to prescribe certain rules for when your child is using it. For example, you can block specific types of content to reduce the risk of your child being exposed to age-inappropriate material (music with explicit lyrics, for instance, and games, TV shows or movies that are unsuitable for young people). There are two ways to access parental controls on an Android phone: through Google Play or via the Google Family Link app. You can also lock your changes behind a PIN, so your child (or anyone else) can't change them back.



Set up parental controls with Google Family Link

- 1 On your phone, install Google Family Link for Parents
- 2 Tap Open and review the information
- 3 Tap Get Started
- 4 Tap Next to set up your child's device
- 5 On your child's phone, download Google Family Link for Children & Teens and enter the Family Link setup code provided
- 6 On your phone, open the Family Link app
- 7 Tap your child's name
- 8 Tap Manage Settings
- 9 Tap Controls on Google Play
- 10 Tap the content you would like to restrict
- 11 Choose how to filter or restrict access

Set up parental controls with Google Play

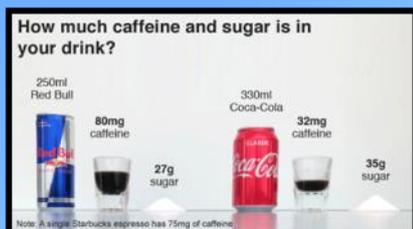
- 1 Open the Play Store app
- 2 Tap Menu (represented by three horizontal lines)
- 3 Tap Settings
- 4 Tap Parental Controls
- 4 Enable Parental Controls
- 4 Create Pin
- 4 Tap the content you would like to restrict
- 4 Choose how to filter or restrict access



Spotlight on Safeguarding...

For your information this month, via the Newsletter, we are raising awareness of the potential dangers of energy drink consumption amongst young people.

The importance of an awareness of the adverse effects of energy drinks on young people was highlighted this month when it was reported that a university student had suffered from heart failure which was linked to their “excessive” consumption of these high caffeine, high sugar drinks. After his experience, the young man told BBC News that there should be more awareness of the effects of the content of energy drinks, with warning labels similar to cigarette packets included. Young people in the UK are amongst the highest consumers of energy drinks in Europe, according to research by Centre for Translational Research in Public Health. The British Nutrition Foundation (BNF) explains that the energy that people get from these drinks comes from the high levels of sugar and caffeine in them and also includes other ingredients such as guarana, another form of caffeine. The BNF points out that energy drinks are not the same as sports drinks, as the latter are intended to replenish water and minerals lost through exercise. Research by Amelia Lake from Teeside University has revealed that there are associations with the consumption of energy drinks and headaches, stomach aches, hyperactivity, insomnia, fatigue and irritation. High intake of sugar is also linked to obesity, type 2 diabetes and dental problems, whilst high caffeine intake can lead to an increase in anxiety. Currently there is no law to stop the sale of energy drinks to children, although large supermarkets have voluntarily banned the sale of energy drinks to under 16s and the government has introduced a sugar tax to encourage companies to reduce the sugar content in their products.



To encourage young people to reduce their intake of unhealthy products, such as energy drinks, and adopt more healthy options is not straightforward. As parents/carers are well aware, young people do not like being told what to do. A study in the US has suggested that teenagers are more than likely to consume healthy products if they think it is rebellious and appeals to their sense of social justice. According to research by the University of Texas, informing teenagers about the manipulative nature of the food and drinks industry reduces their preference for sugary drinks and snacks. During the study, the young people involved were given information on how junk food is designed to be addictive, deceptively labelled and targeted at particular people such as very young children. For those children shown fizzy drinks adverts, they were more than likely to be angered by them and want to avoid the product.



As well as raising awareness of the way energy drinks are marketed, it also vitally important that young people are educated and aware of the potential health risks that products such as energy drinks can cause. At Hazelwick School, the dangers of energy drinks, sugary diets and aspects of junk food advertising are tackled during PSHE lessons in Year 7 and Year 8. Food Technology and PE also explore aspects of sugar content, energy drinks and healthy lifestyles in their curriculum.

There are a number of informative websites below for further information and support.

Where to get support and information:

- **The Association of UK Dietitians** - <https://www.bda.uk.com/resource/energy-drinks-and-young-people.html>
- **British Nutrition Foundation** - <https://www.nutrition.org.uk/healthyliving/lifestages/teenagers.html>
- **NHS** - <https://www.nhs.uk/live-well/eat-well/healthy-eating-for-teens/>



News, Events & Activities...

Hazelwick Athletes Compete in Virtual Cross Country Events

A number of Hazelwick students recently competed in the Sussex Schools virtual cross-country event. Each age group were required to run a distance of 4km over terrain replicating cross country. In the U12 category Louis Cowell placed 7th, in the U13 category Alice Cox placed 1st and Freya Dodimead was 12th. Finally, in the U15 category, Samuel Sprostranov was 6th. Well done to all.

Following this, the English Schools ran a virtual cross-country competition. Alice and Sam both took part. Alice finished 50th, whilst Sam finished 84th in their respective age groups.

It's great that these students have been able to get involved in some form of competition during the past few months. Well done all and keep up the fabulous effort!

Mrs Reynolds



Louis Cowell - 7SRO



Alice Cox - 8KSI



Freya Dodimead - 8EFA



Samuel Sprostranov - 9PME

Homework & Revision Clubs

Year 7 - Monday to Thursday in the Library - 3.00pm until 4.00pm

Year 8 - Monday to Thursday in the LRC Computer Rooms 102-105 - 3.00pm until 4.00pm

Year 9 - Monday to Thursday in the LRC Computer Rooms 102-105 - 3.00pm until 4.00pm

Year 10 - Monday to Thursday in the LRC Computer Rooms 102-105 - 3.00pm until 4.00pm

Year 11 - Monday to Thursday in the LRC Computer Rooms 102-105 - 3.00pm until 4.00pm

Students can revise or complete homework on computers with support available from a Learning Support Assistant.

Booking is not necessary though students need to arrive by 3.15pm. For further details, please ring Mrs Checkland on the school number (extension 2268).

World Book Prop Picture Competition Answers: Private Peaceful & The Hunger Games