



Southfields' Spirit Week Commencing 25th May 2020



Ethos statement: We believe that through individual commitment, self-discipline, integrity and respect for others, we inspire everyone to learn.

Thought for the Week

“The best way out is always through.” *Robert Frost, poet*

Preparations for the Beginnings of a Safe Return

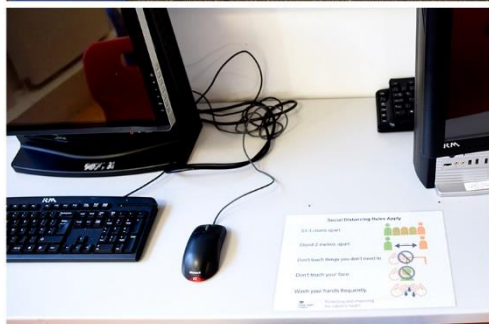
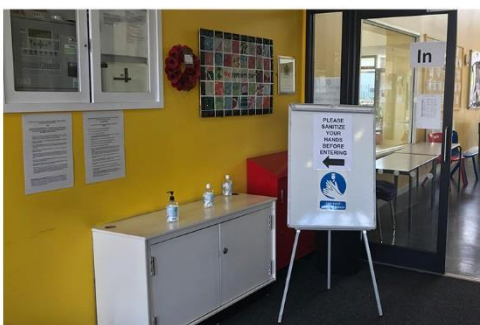
Ms Golinska, Headteacher, has written to you outlining our plans for the coming weeks to welcome a limited number of students back on site for specific sessions relating to their wellbeing and progress, and to encourage their engagement with the virtual school. We understand that some of you may be worried about sending your child back to school, so we thought we would share the work that we have been doing to not only ensure the safety of the staff and students who have been on site throughout the closure, but also in readiness for the return of more students and staff.

Staff have been working tirelessly over the past weeks to make physical changes to the school site and to establish new cleaning and hygiene routines. They have also devised protocols to ensure that staff and students can cope well with social distancing at all times while on site.

These changes and plans are constantly being tested, reviewed, adapted and improved and gradually we will adapt and build our confidence in working safely during this pandemic.

Below are some photographs of some of the changes that have been made and signposting that has been provided to remind students and staff of the new way of doing things within the Academy.

More detailed guidance and information will be sent to parents at the time students are invited in, however, in the meantime, if you had any further questions or queries about what we are doing to prepare the Academy then do not hesitate to get in touch with your child's Head of Year.





More Good News from Mathematics – Mr Duffy

Another fantastic week in mathematics with more than 17,000 questions answered and hundreds of hours of learning undertaken by our students. Ms Howie's class has done her proud by coming top this week, and they're clearly doing their best to knock Mr Duffy's class off the top spot over all!

It's great to see some new names in the top students' list too. Well done all!

VIRTUAL SCHOOL HEADLINES

(13TH MAY – 20TH MAY 2020)

Total Number of Questions Answered	Total Number of Learning Hours
17,344	447

TOP STUDENTS

Name	TG	Total Number of Questions Answered	Total Number of Learning Hours
Eden-Chi Johns	07DWR	314	5.5
Aziza Choudhury	07SSI	284	6.3
Arnav Singh	07THO	268	3
Davi da Conceicao	08LNT	245	1.9
David Sznicer	07CNY	213	7.1

TOP CLASSES

Name	Teacher	Total Number of Questions Answered	Total Number of Learning Hours
8HIE	Ms Howie	1364	30.1
7FBR	Ms Felbinger	1071	22.2
9W1	Mr Duffy	1029	24.2
7JNE	Mr Jones	937	23.5
8LNT	Ms Lunt	784	22.8



Excellent Work from Year 12 Drama Students – Mr Whitfield


I am so impressed with the work that has been submitted by Emma Lorien, Kiyana Amanning, Vale Rendon Suarez, Reece Foot, Henry Osei- Tutu and Alex Vandershrick.

The students are studying a new technical performance skill of audio acting remotely. These are some of the best examples of acting log books I have seen. After using a Google Meets lesson to study the protest poem 'We are not responsible', the analysis they produced was detailed, thoughtful and insightful. It's clear they have taken time over this work and carried out research outside of our live lessons to deepen their understanding. This demonstrates independence, ingenuity and initiative at its best.

Logbook 1 20.05.20

Learning Objective: Use your voice appropriately considering the format and context of the audio performance.

The lesson's objective focuses on context being a vital part of a performance - context could be the time period of when the performance is set. This is true as there are many key events that have taken place at certain periods, this means that something that may have been relevant during that time may not be as relevant now. For example the pandemic is a good topic to build a performance off of now because it's relevant to current events.



The main task of the lesson was to perform as though you were doing an advert for the Mr Potato Head toy. The most vital part for this performance to be successful is to know who your target audience is and appeal to them - in this case children, as well as their parents. I would start by introducing the toy in an energetic tone of voice, directly addressing the children.

→ "Hey there kids! Want to hear about an awesome toy to get?"

→ "Hey there! Have you heard of this cool new toy? It's the all new, super cool Mr Potato Head!"

This would be useful in grabbing their attention without any confusion. I would also make sure to articulate throughout so they are not confused on what they heard.

When addressing the children you also have to keep them interested. I would begin to describe what the toy includes and possibly how one might play with it before addressing the parents with pricing/where it's sold etc. It would be best to emphasise on each product included to show that there is a multitude of products within the toy.

→ "It has removable ears, eyes, hands, nose, mouth and feet!"

→ "You can take it anywhere! To school, to a friend's house. Even as a helping hand at the doctors!"

Following discussing its functions I would suggest asking parents for the 'cool toy' as a Christmas present - depending on context - or 'a fun new toy at such a low price'. The tone of voice would be just as energetic but uninitiated and possibly repeated - as children are more likely to remember it that way.

In terms of character, I believe it would be best to address the audience as a friend that wants to possibly play with them and this new toy. This would allow the audience to connect as children enjoy making new friends. It would also encourage the children to share, which shows that it sells a good example to children - thus making their carers more accepting of their child having a toy.

We Are Not Responsible

BY HARRYETTE MULLEN

Meaning Vocal Techniques

We are not responsible for your lost or stolen relatives.
 "Controversial start, meant to make people think."
 We cannot guarantee your safety if you display our instructions. (emphasis)
 We do not endorse the causes or claims of people begging for handouts.
 We reserve the right to refuse service to anyone. (emphasis)
 "Calling whoever is concerned out on being unhelpful, 'anyone' meant as only certain people who will be discriminated."
 "First paragraph overall authoritative and slightly frustrated almost condescending tone."

Your ticket does not guarantee that we will honor your reservations.
 "Some people will be discriminated no matter their rights."
 In order to facilitate our procedures, please limit your carrying on.
 Before taking off, please extinguish all smoldering resentments.
 "Play on words with plane messages before takeoff."
 "Last sentences said with slow pace and monotone, mimicking the voice from plane messages."

If you cannot understand English, you will. (emphasis) be moved out of the way.
 "Warning to immigrants."
 "High pitch, slow pace."
 In the event of a loss, you'd better look out for yourself.
 Your insurance was cancelled because we can no longer handle your flightless claims. Our handlers lost your luggage and we are unable to find the / key to your legal case.
 "Lighthearted tone, slightly faster pace, joking and mockery."
 "More play on words, making a joke out of the situation that some immigrants have to deal with of having no insurance and the justice system feigning ignorance."
 "You were detained for interrogation because you fit the profile. (emphasis)"
 "Authoritative, angry tone."
 "Shaky excuse for arresting an innocent man, masking racism."
 "You are not presumed to be innocent if the police have reason to suspect you are carrying a concealed wallet."
 "Bending the laws to fit their will."
 "It's not our fault you were born wearing a gang color. (emphasis)"
 "It is not our obligation to inform you of your rights."
 "Soft but contemptuous tone, mocking."
 "Biased treatment based on the way people were born."

You have no rights we are bound to respect.
 (As tension builds, the words become more articulated and sharp)

Please remain calm, or we can't be held responsible for what happens to you.
 (Throughout the poem, "Our" and "We" has been emphasised, to create the most tension the final "You" is emphasised)

The antagonists in this poem are most powerful wherever the emphasis is placed which I believe Mullen intended for, to represent the powerlessness of the consumer and the predator nature of the powerful corporations.

The line "While our officer inspects your bad attitude" refers to the lack of lack of fair judgements surrounding the authoritative figures in this poem. A bad attitude isn't a valid reason for detaining; Mullen is clearly expressing the foolishness of the misuse of power.

Can you draw any comparisons to other inequities in the world community?

In a geographical sense experienced by Nigerians in 2008 on the behalf of Shell, a trans-national oil refinery corporation. This company promised jobs and education for the residents of Bodo village to which they provided; however, they completely bypassed all environmental laws causing mass pollution along with a devastating oil spill which prevented fishing in the Niger Delta, reducing fish stocks, money and food for families. This is a key example of large scale corporations exploiting smaller populations.

Why is context important in Protest poetry?

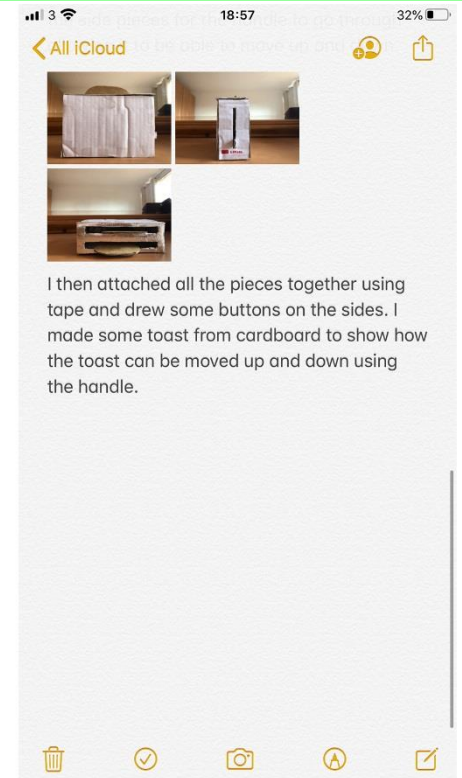
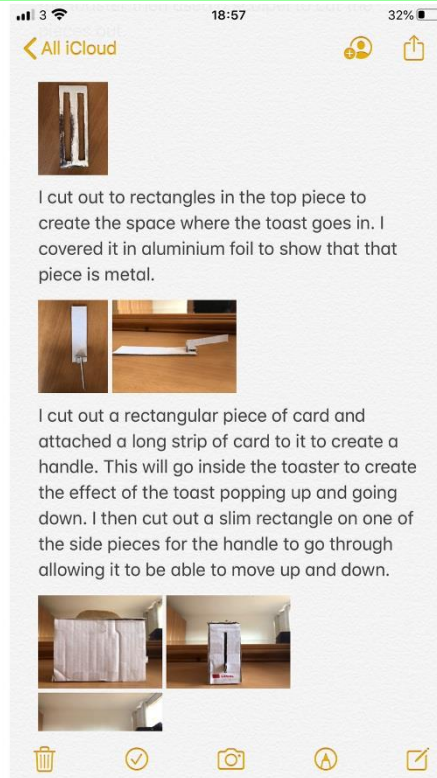
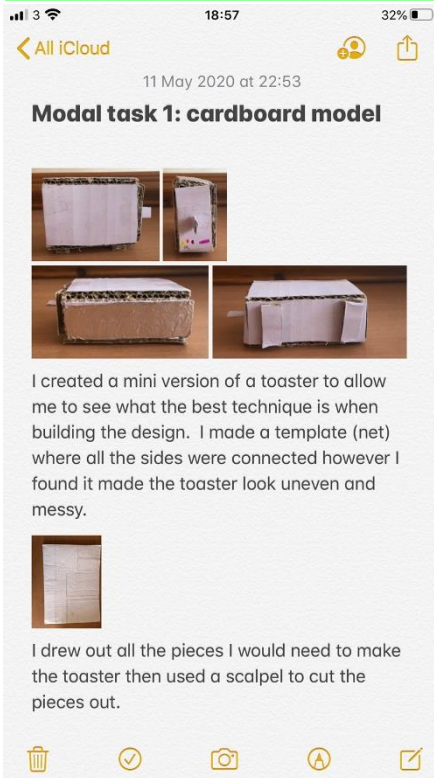
Protest poetry is a powerful form of vocal rebellion against a taboo subject to speak about in public. Context is the backbone for any form of performance therefore, by having significant and reliable context which reflects the opinion you are trying to push you will then be able to apply the appropriate tone, pace and overall delivery to the performance.

Step aside, please, while our officer inspects your bad attitude.
 You have no rights we are bound to respect. (emphasis)
 "Angry tone, loud volume."
 "What the police are truly thinking, deeming themselves above the law."
 Please remain calm, / or we can't be held responsible for what happens to you.
 "Very slow pace, serious tone."
 "Standing up for yourself will count as 'struggle' and give a reason for needless police brutality."



Year 12 3D Design Student Work – Ms Jaffer

Sophia has created a model of a toaster for her design introduction class and has done a brilliant job. Well done **Sophia**!



Socially Distanced Art Class

The students on site were able to work on their painting and drawing skills in this week's socially distanced art lesson. The students produced some lovely paintings and drawings.





Accelerated Reader Stars – Ms Sulliman & Ms Swann

Team English are especially proud of our Accelerated Reader stars this week! Well done students.

There have been so many students engaging this week that it's a 'top 9' rather than a 'top 3'. Congratulations to all of the students who have been reading this week but especially to: **Matthew Field, Eleanor Forman, Anderson Garcia, Aleksandra Stoichkov, Aimee Creaser, Lordest Kyaligonza-Kizitio, Timofei Trebunskikh, Summer-Rose De Leslie and Kie Boreham.**

Top class for engaged time: 9R1 who have engaged for 24 minutes per day.

7 Students have quizzed in the last week, well done to **Ruby, Mariam, Shanaya, Koshik, Abdellag, Aaliyah and Mobariz.**

Why don't you have a go at quizzing to see if you can achieve a high score?

<https://ukhosted88.renlearn.co.uk/2011230/> follow this link for quizzes.

Also be sure to check out the virtual library services that Wandsworth Borough Council are offering while physical libraries are closed. Follow this link to see what's available in your area:

<https://www.better.org.uk/library/london/wandsworth/home-library-service-wandsworth/news/wandsworth-libraries-online>

Social Sciences Stars of the Week

The Social Sciences team are really proud of the students below for engaging really well and for showing deep learning and understanding of the concepts being taught online.

Yr9 Health & Social Care

Cayla Drake

Yr7 Religious Education

Alex Kerr

Amanda Araujo Leao

Joel Jennison-Leppa

Yr8 Personal, Social & Health Education

Aimee Creaser

Ashana Cummings

Jocerlyn Semanda

Yr10 Personal, Social & Health Education

Charlie Treves

Augusto Canossa Do Valle

Christopher Sahhar

Fareeda Qadeer



Mental Health Awareness Week – Ms Nearn

The Covid crisis and resulting isolation has proved to be very challenging in both large and small ways. For individuals it's important to focus on what we can control rather than what we can't. One thing we *can* control is how kind we are to ourselves and others.

This week our year teams have been posing questions and posting thoughts and resources about kindness. For example, do you speak kindly to yourself? (<https://www.youtube.com/watch?v=ERhTJaPaoxU>) Can you be cool and kind at the same time? (<https://www.youtube.com/watch?v=s1vHPtyoGv0>) Can mindfulness help you to be kinder to yourself and others? (<https://vimeo.com/227542613#at=0>)

We offer a range of support to students through the school, including sessions with our Emotional Wellbeing Practitioners (delivered over the phone) which can help with anxiety and low mood, sleep problems, self-motivation, and managing worries. There is also remote counselling available, and 24/7 support from Kooth.com.

Thinking about mental health (and kindness) is important for everyone, not just students. If you need support for your own or your children's mental health, take a look at some of the resources below:

Mental Health Awareness Week 2020: The importance of being kind

<https://www.bbc.co.uk/newsround/52557800>

Kindness Matters Guide <https://www.mentalhealth.org.uk/campaigns/mental-health-awarenessweek/kindness-matters>

Mental Wellbeing While Staying At Home: Tips from the NHS <https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/>

Helplines for Mental Health Support: Suggestion from the NHS <https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/>

If you have questions, would like any guidance, or would like to request some support, please contact your child's Head of Year or send an email to one of our Designated Mental Health Leads:

jemma.hughes@southfieldsacademy.com (Years 7-9) tricia.nearn@southfieldsacademy.com (Years 10-13)

Recipe for Fruit Lollies

You can use any type of fruit you have available to make your very own Fruit Lollies- perfect for this sunny weather!

1. Wash fruit.
2. Cut up fruit- we used kiwi and strawberries.
3. Blend in a food processor with orange juice. Coconut water is a nice alternative to orange juice, and good for hydration! You can also add some honey for sweetness.
4. Sieve, if you don't like the seeds or bits.
5. Freeze into lolly moulds. If you don't have moulds, you can use a washed yoghurt carton.
6. Leave to set in freezer.
7. ENJOY!





How To Say “Be Kind” in Multiple Languages – Ms Frith

How many languages can you say “be kind” in? You could even try to learn how to draw some of the symbols!

French: etre gentil

Mongolian: элдэг бай

Indonesian: terbaik

German: sei Freundlich

Russian: будь добрым

Irish: Bí cineálta

Arabic: كن طيبا

Spanish: se amable

Chinese: 善待

Hungarian: legyen kedves

Korean: 친절하게 대해

Portuguese: seja gentil

Italian: Sii gentile

Greek: να είσαι ευγενικός

Norwegian: vær snill

Japanese: 親切にする

Czech: být milý

Croatian: budite ljubazni

Ukrainian: бути добрим



Modern Languages Food Week – Ms Frith

Well done to those students who participated in Food Week last week in the Modern Foreign Languages department. Some students even sent in photos of the traditional food they cooked at home.

Reuben in Year 7 made a Spanish tortilla. ¡Qué rico!



Many students completed the Kahoot challenge this week. Well done to those students who reached the top of the leader board. Can you improve your scores in the new challenges posted on Google Classroom?

We have made bonus Spanish and French classrooms on Google Classroom full of puzzles, games, jokes and quizzes. You can even take a virtual tour around Spain or France. All pupils welcome!

Bonus Spanish Google Classroom code: 45ow4ff

Bonus French Google Classroom code: 6ldr2eo

This week is Science Week in the MFL department. We have teamed up with the science department and you can learn some science vocabulary in Spanish or French. How cool would that be? We have also posted some work related to the natural world and the solar system with some videos to watch at home. Enjoy!



Dance Tips – Ms Risolino

This is different from last week's so make sure you complete the actions to improve the circuit to ensure your dance training continues whilst you are at home. The more you do this, the more that you see an improvement in your skills. Put some music on or do it whilst watching Netflix and enjoy!

<u>Actions to improve</u>	<u>Skill it improves</u>
Skip on the spot imagining you have a skipping rope in your hands 30 seconds (this is to warm up your muscles first)	STAMINA WARM UP
High knees for 30 seconds	STAMINA WARM UP
Stand and bend your right knee and extend it in front of you. Repeat on the other leg. Continue for 30 seconds.	STAMINA STRENGTH FLEXIBILITY WARM UP
Stand with your feet wider than your hips, toes face outwards. Keep your <u>legs straight</u> and try and touch the floor, hold for 60 seconds	FLEXIBILITY
Sit down and open both your legs to second position. Push your knees down into the floor. Fold over your right leg and hold for 10 seconds, change to the left hold for 10 seconds, fold forward with hands in front of you and hold for 10 seconds. Repeat 4 times.	FLEXIBILITY
Sit in a pigeon pose (from yoga). Sit on your knees. Extend your right leg back completely straight. Now try and move your left foot out from underneath you, your left knee and calf is trying to make a right angle. Try and get both hips to push into the floor. Hold for 60 seconds and then repeat on the other leg.	FLEXIBILITY
Sit on your knees lifting your hips up. Straighten your right leg in front of you and flex your right foot. Place your hands on either side of your right leg and fold over your right leg. Hold for 60 seconds and change to the other leg.	FLEXIBILITY
Slide into the splits using the same method as above; sit up on your knees, extend your right leg straight in front of you then slowly edge your left leg back until you are in your version of the splits. Do not wiggle, breathe deeply and hold for 40 seconds. Then change legs.	FLEXIBILITY

Year 9 Spanish Stars - - Señorita Delamare and Señorita Thompson

A big WELL DONE to our Year 9 Spanish students **Caroline Murray, Samanta Gjorka, Shaun Stokes** and **Laura Provenzano** for excellent engagement in Spanish Home Learning. They have consistently produced good quality work and we can see that they have been working hard at home. Keep up your effort year 9! Below is a snippet of Caroline Murray's work.

