



# Southfields Spirit ii

## Week Commencing 8<sup>th</sup> February 2021



**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 highest result of education is tolerance.” — **Helen Keller**

### Expressive Arts at Home – Ms Perera

To support our students with their expressive arts, drama and dance studies at home, there are a number of fantastic resources online that student can access outside of their timetabled lessons.

The Old Vic Education Hub has a wide range of resources which are used in GCSE and BTEC courses but are equally accessible and useful to younger students. There are activities and workshops which introduce students to production and design elements of theatre and there are interesting interviews with different theatre practitioners. There is a wealth of ‘behind the scenes’ insight and valuable careers advice about all career opportunities in the performing arts, including those behind and in front of the stage as well as on it. There are also a number of activities and workshops designed to help support the well-being of young people while learning from home.

Visit by clicking this link, <https://www.oldvictheatre.com/join-in/education-hub>

There are also a number of virtual audition days with Fourth Monkey Drama School taking place this month. More details here <https://www.fourthmonkey.co.uk/training/audition/>

## THE OLD VIC

ENTERTAIN SOMETHING NEW

### EDUCATION HUB

We're so happy to be launching **The Old Vic's Education Hub**. Last year, when we were rehearsing the play **LUNGS**, we had the opportunity to take our show into a couple of local schools to try it out in front of an audience before bringing it to the Old Vic's stage. This experience was electrifying and petrifying in equal measure but it did give us a chance to see first-hand how taking theatre into schools can make a massively positive impact.

Now The Old Vic, along with other theatres, is closed. But there is still good work we can do. Mostly through the social mission of the theatre – whilst the art on stage is on hold, we can bring our work to you at home, and in your schools. That's the idea behind the Education Hub – a resource for teachers, students, parents/home schooling, young creatives of the future at home wanting to learn new skills; this is something that everyone can have access to, for free.

Hopefully, through using the Hub more people will also understand and appreciate all that theatre has to offer – and how vital it is that we are able to continue our work despite the global crisis we are in.

Enjoy the Hub and look after each other.

Claire Foy and Matt Smith

[SIGN UP TO OUR SCHOOLS MAILING LIST](#)





## Accelerated Reader Quizzers – Ms Swann

The students below have all successfully passed a quiz on the books they have been reading this week. Well done all!

### Year 7

BIELECKI, Alan  
 DOGAR, Saad  
 HAIDARY, Nastaran  
 IDRIS, Yusra  
 MOORE, Maximilian  
 WALKER, Aarron  
 ALNOOR, Abdelaziz  
 ABBAS, Mariam Omotolani  
 DELESIE, Rocco  
 GABRIELLE, Blessing Rebecca  
 HAIDARY, Yasaman  
 THOMPSON COLE, Janae  
 MOHAMED, Arda  
 MATHARU, Nyah-Rae  
 MILLAN FACUNDES, Flavio Cesar  
 SZULECKA, OLIWIA  
 HOPE, Ascharnie  
 HENSON, Rio  
 ADEWUMI, GABRIEL  
 AHMED, Haris  
 DONALDSON RIVERS, Krystal  
 JONES DAVIDSON, Romaine  
 LUBWAMA MAYA, Stephen  
 MAGIRI, Khayrah  
 STRINGER, Luke  
 UZOUCHUKWU, Haroon

### Year 8

GODDEN, Reggie  
 GRANT, Imogen  
 HAZIRAJ, Edi  
 SHUNMUGALINGAM, Saishaan  
 TRUSS, Hayden  
 YORGOVA, Iliyana  
 AWAN, Fareed  
 EMAN, Maida  
 TOWNSEND, Kayda  
 GARCIA-GONZALEZ, Anderson  
 SIDIQI, Sahima  
 GALLEGOS CHIPANTIZA, Alice  
 YONIS, Abdimalik

### Year 9

AHMAD, Mohammad  
 CHING, Anika  
 GOUD, Siddharth  
 HANSON, Tashai  
 VUKALIC, Ajla  
 HASSAN, Muhammad  
 BOLEA, Deniel  
 ELLIS, Shemiah  
 JARRETT FERGUS, Letyrell

KYALIGONZA-KIZITO, Lordest- Love  
 GARCIA BALDERRAMA, Cesia  
 AHMAD, Danial  
 AKTAS, Krzysztof  
 BIRHANU, Abel  
 BOUKEZZOULA, Rahma  
 MORINA, Hensi  
 PRICE, Alexander  
 SAHA, Melissa  
 YERLIKAYA, Noah  
 ROCHIAN, Otilia  
 OBACH, Alice

## PE Independent Work – Ms Clark

This week Year 8 have been learning about flexibility. Here are some examples of the sessions the students have put together. Well done girls, keep up the excellent work. Why don't you have a go at creating one and let your PE teacher know in your Google Classroom? We would love to see how you get on!

### Flexibility stretches

1. Head to knee stretch  
 2. Half tortoise  
 3. Toe touches  
 4. Inhale lunge / Exhale Half lunge  
 5. Half lunge  
 6. Head to feet

Do each exercise for 12 seconds for 3 sets for as long as it takes to reach maximum flexibility max 3 sets a day if you do more it will be dangerous.

### Independent Practice

-Diana Y8  
 Select six exercises from the diagram and create your own flexibility session.

**Challenge**  
 Can you add in any of your own poses / stretches. Explain why the moves selected will improve your flexibility.

I chose.....

|  |                             |
|--|-----------------------------|
| 1 min every day repeat the circuit 4 times circuit 3 times | 30 sec every day repeat the |
| 2 min every day repeat the circuit 3 times circuit 2 times | 40 sec every day repeat the |
| 12 sec every day repeat the circuit 3 times                | 12 sec every day repeat the |

### Flexibility session - Malayka Y8

Hold each pose for 10-12 seconds Repeat the circuit 4 times

Spine twisting  
 Camel  
 Half tortoise  
 Full locust  
 Triangle  
 Standing bow pulling  
 Lunge pose  
 Warrior 2 pose



## Amazing Act of Kindness – Mr Pinder

The Year 13 music and drama students have been involved in an act of amazing kindness. They all contributed to the purchase of a very special Christmas and birthday present for their classmate Henry. The present, a digital piano, is a dream come true for Henry who can now post covers of songs to social media, enter competitions and also opens the possibility of collaborations with Valentina and other students. He is passionate about music and has produced a number of very good backing tracks. The keyboard was presented via a FaceTime call where they could all see his reaction - a moment of lockdown magic. Alex played the part of “special lockdown Santa”.

### The amazing students:

Ellie, Reece, Emma, Valentina, Valentina’s mother and aunt, Alex, Clara, Denzel, Kiyana, Melissa, Reese, Reese’s grandmother and mother and other family member.

A wonderful example of Southfields Spirit in action.





# 8 WAYS TO HELP CHILDREN STRUGGLING DURING LOCKDOWN

5

## Keep children learning



Using fun and creative ways at home to learn alongside continued access to educational opportunities will support your children's development.



6

## Limit screen time and mix up activities



As most socialising moves online, it's important to have conversations on how an increase in screen time can have an impact on everyone's mental health and self-esteem.



7

## Help your child manage stress



If you spot signs your child might be struggling, it's important to talk to them. Keep talking and trying to communicate in any way you can – hugging, listening to them, texting them, etc.



8

## Expressing feelings doesn't have to be face-to-face



Children might find it easier writing their thoughts down, so the whole family could do this and put them in a 'feelings box' and then talk about their good, sad or difficult feelings at the end of the day.





## Ideas for parents supporting their children learning at home – Ms Marshall

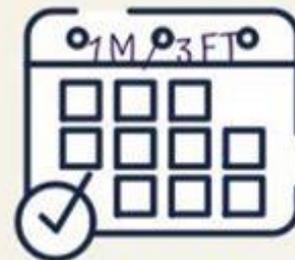
# STRUCTURE & ROUTINE

When things are uncertain, this leads to anxiety. Young people with Speech, Language & Communication in particular require a more concrete and predictable world to feel secure. You can decrease the uncertainty and increase the feeling of security by creating structure and routine for them.



### BUILD STRUCTURE INTO DAILY ROUTINE

You want your daily routine to be as structured and predictable as possible. This reduces anxiety. Regular routines that are already in place such as bed times should be continued.



### USE A VISUAL SCHEDULE

Try to use visual schedules so they can see what's coming up next. These plot a route through the day for them, creating predictability.



### KEEP ROUTINE HABITS THE SAME

Keep your familiar routines consistent between days. For example, going for a walk at the same time each day, or following the same route on the walk.



### MANAGE TRANSITIONS

Switching from one activity to the next can be challenging. Make it easier by giving reminders that things are coming to an end and others are beginning. You can use a Now/Next board, or a timer to help prepare for the change.



## Support your child's wellbeing while schools are closed

With schools closing across the UK, most children will be at home full time. As parents/carers you will inevitably be concerned about the effect this may have on your child's development, their physical and mental health, as well as your family's wellbeing.

- 1 Establish a daily routine.** Routines provide reassuring structure and purpose. Include a mix of learning, creative, physical, relaxation and 'electronics' time. Help your child make a visual timetable so everyone understands the plan.
- 2 Make time for physical activity.** Encourage your child outside and rediscover garden games. If you can't get outside, suggest your child makes an indoor obstacle course. There are lots of resources available on the BBC, ITV and YouTube.
- 3 Work on personal care skills.** Identify self-care tasks that your child would like to do more independently, for example tying shoelaces or getting dressed.
- 4 Develop life skills.** Help your child learn how to prepare their lunch, use a washing machine or change their bedsheets. Older children could complete an online First Aid course or start to learn another language.
- 5 Create a suitable study space.** Ideally your child should have an appropriately sized chair and table, but if they must use adult furniture ensure they can sit with feet firmly planted and their shoulders relaxed.
- 6 Teach your child to type.** Typing is a valuable skill for education, social communication and for the workplace.
- 7 Rediscover creative activities** such as playdough, junk modelling, Lego and origami.
- 8 Spend social time together as a family.** Play board games, watch a film or make a cake. Schedule mealtimes together and commit to them.
- 9 Keep in touch.** Arrange for your child to spend time each day talking to friends or family members on the phone or on social media (with adult supervision where appropriate).
- 10 Look after yourself.** Being a full-time parent/carer with household duties and work is challenging. Make sure you eat and sleep well, and include time for your own rest and leisure in your daily routine.





# THE STRESS RELIEF GIRAFFE



- WHAT YOUR CHILD CAN DO:
- Calm breathing exercises
  - Use visualisation meditation techniques
  - Body tightening exercises (progressive muscle relaxation)
  - Sigh to become fully present in the moment
  - Practice music therapy
  - Change location / surroundings
  - Use a stress ball / fidget toy
  - Give themselves a 10-second hug to boost their mood
  - Colour, draw, write, craft, etc.
  - Practice positive self-talk / words of affirmation
  - Exercise
  - Go outside
  - Play
  - Hydrate with water

## P.E. Weekly Activities – Mr Munro

It's Friday and you know what that means... another activity. This week it's tennis, without the need to leave the house but you will still feel like you're playing on Centre Court at Wimbledon. Practise on your own or with your family. Get involved and let your PE teacher know. Click the link for the video:

<https://drive.google.com/file/d/1qjPwKfxXvmEUs>

# 30 x 30

Minutes Days

**SOUTHFIELDS PE  
BE THE BEST YOU CAN BE**

