

School News

Royal Albert Hall- 8/11/10 & 9/11/10

At 6am in the morning, 13 young people from Calderdale set off to perform at the Royal Albert Hall. 3 people of that group were from the North Halifax Grammar School: Sophie Johnson, Reece Howarth and Rhiannon Thomas. We performed as the Calderdale Senior Guitar Ensemble. We were the only group performing from Calderdale, so the pressure was on us.

When we got there, we had to go straight to the sound check. As we rounded the corner and saw the Hall, we all filled with excitement. The Hall was huge! As we stepped foot inside the building, we found it hard to keep quiet, and I think we worried the people around us!



When we started the sound check, it echoed around the whole Hall. It sounded like thunder. The dressing room we were in had a huge group in it already, so it was full.

We went to Pizza Hut and then went to the Science Museum. The Science Museum was big, and looked very expensive! The displays were also big and it was very interesting. It was an excellent relaxing trip before the concert.

When the lights went down and we came on, all we could hear was the applause. It was huge! There must have been thousands of people there. The thundering echo still remained and it added that extra drama to the performance. It was over before I could acknowledge the fact that I was performing in the Royal Albert Hall.

The end of the performance was exciting. While everyone was singing Land of Hope and Glory, lots of balloons came from the ceiling, and fireworks went off all around the rim of the Hall. We got back the next day at 2:30pm, extremely tired. Everyone came home with a good memory!

Rhiannon Thomas 8(4)

The North Halifax
Grammar School



NHGS News

NEWSLETTER 3
NOVEMBER 2010

Page 1

Royal Albert Hall

Page 2

Biathlon

Netball

Children in Need

German Language and Culture

Day

Page 3

German UK Youth

Ambassador

German Translation

Competition

Page 4

Top of the Bench Competition

Page 5

Spring Ball

Quiz Night

Page 6

Academy Status

The Big Curry Night

Year 11 Work Experience

Page 9

Save EMA

PA Monthly Prize Draw

Christmas Hamper Raffle

Page 10

North Halifax Green Action

Project

Enigma Day

Washington DC

Page 11

Sixth Form Charity Committee

Page 12

Hair & Beauty Evening Report

Social Networking Sites

Page 15

German Visit

BIATHLON

The Yorkshire School's Biathlon Championships took place on Sunday 7th November at The John Charles Centre for Sport, Leeds. The pupils performed in a swimming and running event and the results were as follows:

Cameron Walker 8th and Daniel Archer 12th in the Year 8 boys' event. Cameron produced a personal best time in the swim which is an excellent result!

Isabelle Bull finished 23rd in the Year 8 girls event and Kieran Knowles came 14th in the Year 9 boys.

Well done to the pupils for taking part and trying something new! There will be an opportunity to take part in a triathlon event in the summer term at the same venue.

KDB & JAN

NETBALL

The Year 7 team members have been practising every week and were successful in their first fixture, beating St Catherine's 5-3. Well done to the team: Jess Walsh, Beth Delany, Hannah Welch, Lauren Kemp, Aleks Karkoska, Emily Williams, Cheyanne Inis, Emma Walker, Esme Hand-Halford, Amara Nowak.

Player of the match: Aleks Karkoska

Also, congratulations to Sophie Karandikar in Year 8 who has been selected for the U13's Calderdale Netball Squad!!

KDB

CHILDREN IN NEED

Here we are again with another successful event organised by the Sixth Form Charity Committee who raised a whopping £388.15 for Children in Need. As you know BBC Children in Need is one of the most popular annual events, where everyone around the UK helps raise money for the disadvantaged children and we are proud to say that the North Halifax Grammar School did their bit. Our fundraising events included a Pudsey fair and face painting. The Pudsey fair was a rare and enjoyable event which took place in the hall; it included a chocolate fountain and fondue (which was enjoyed by all), a tombola, hook-a-duck, basketball shots, pin the eye-patch on Pudsey and a treasure map for the staff (Miss Morgan won!) It was a very successful and imaginative event with lots of prizes and goodies to be won.

Thank you to all who contributed:

Mrs.Charles for contributing to the magnificent total by donating buns:

Lydia Burrows, Beth Connell, Leah Stansfield, Hannah Jowett and Bryony Notcliffe.

To the Sixth Form Charity Committee for organising an amazing event.

Henna Khan 13(3)

German Language and Culture Day

We always encourage our Sixth Form students to attend courses at local universities. David, studying AS Level German, took advantage of the chance offered to us by Leeds University to spend the day on the campus.

Last Tuesday, sixth form students studying German were invited to attend a German Language and Culture Day at Leeds University. The day covered both interesting contemporary and historic topics relating to the study of German including German expressionist cinema, post-WW1 German art, the portrayal of East Germany and the Berlin Wall and its fall. There was also the option to attend a class in linguistics which covered the precise pronunciation and sounds of the German Language.

The day not only offered a brilliant opportunity to speak German with native speakers, but also gave students an introduction to sophisticated areas of German culture and history with the possibility to use this information in their own A-level work. However, the day also gave students a valuable insight into university life with the day's format of lectures and seminars mirroring a real university day.

The day offered students so much more than just the chance to practise German, but also made it possible to really explore the subject of German and how it might fit in to study at university

David Greenwood 12(9)

GERMAN UK YOUTH AMBASSADOR

Well done to our very own UK-German Youth Ambassador, Beth Clifford! We are very pleased that Beth has been chosen as a Youth Ambassador this year. She will be travelling to London in December and meeting with the other British and German Youth Ambassadors to work on the focus for the group. Beth will be developing her own project here in Halifax before travelling over to Germany next year to discuss progress with the rest of the group. Beth is an inspiration to other students at NHGS and we wish her well in her new role.

KDH

I am delighted to have been selected as a German-UK Youth Ambassador. This is an exciting opportunity to promote the German language and culture to the local community and to help allay the prejudices that remain after the war. The project involves a unique opportunity to work with German people of a similar age to me and discuss and develop ideas of presenting our cultures in different ways such as creating an online magazine and visiting primary schools. I will be travelling to London at the beginning of December for the first conference of the project, and am thrilled and honoured to be representing the school and the country at such an event.

Beth Clifford 12(8)

GERMAN TRANSLATION

We are very proud of Matthew MacGregor, a German student in Year 13. His dedication and determination led to him going down to Oxford university to collect a prize for the best translation in the whole of the UK! I was certainly very envious as I heard he would be able to see the original manuscripts from this enigmatic and wonderful author. Matthew thoroughly deserved to win. Check out the website to see and read more - http://www.mod-langs.ox.ac.uk/kafka_winners and http://www.ox.ac.uk/media/news_stories/2010/10/0911_1.html

About halfway through my AS exams last summer I received an unassuming e-mail from Mrs Hoare updating me on all things German. And while it's nice to settle down at the weekend for the latest German blockbuster on BBC4, there is nothing normally that really

grabs me as something that I would go out of my way to do. However, one of the items on

the list was a translation competition (run by Oxford University) of the works of Franz Kafka - a name that I only associated with people like Tolstoy and Dostoyevsky, as one of those profound literary figures of their era, whose works I would appreciate, but never actually read - and if I'm totally honest, I was interested. So throughout the end of June I slowly worked through this text of "Die Prüfung" (The Test), which amounted to about a side of A4, and sent it off thinking nothing would come of it. So it was to my great surprise when in July I received a letter from Oxford saying I had won that particular category and please would I come down to Jesus College in October and receive my prize.

So on the 20th of October, at an obscenely early hour of the morning, I found myself catching a train south. All the winners in all the various categories met up together for a short lunch at Jesus College with Professor of German, Katrin Kohl, before we were all let loose on the town centre where all necessary souvenirs were bought and relevant sights were seen.



At 5pm we all gathered in the Divinity School (basically an examination hall in the Bodleian library) which had a beautifully ornate ceiling - presumably to distract any exam candidates whose minds were wandering - to receive our prizes. A short presentation was given by Franz Kafka's great-nephew who recounted how many of Kafka's manuscripts were sneaked out of East Germany and subsequently

Switzerland in the back of his best friend's car to Oxford where a collection of Kafka originals now reside. My prize consisted of a new edition of Kafka's short stories (in German) and a variety of Oxford related postcards and other memorabilia to add to my growing collection of souvenirs from that day.

Matthew MacGregor 13(9)

Royal Society of Chemistry's Top of the Bench Competition

Attendance at the Royal Society of Chemistry's 'Top of the Bench' competition is a regular part of the November calendar, and this year was no exception. As in previous years, we entered two teams in this year's competition, however, there was higher expectation on the teams following the success of winning the UK final last year.

The first round, on the chemical elements, was steady for both teams and they were in the top half of the 14 teams present. The second round was about medicines, the first part calculating the relative molecular masses of some common analgesics, paracetamol and ibuprofen, from their given structural formulae. Then there was a round about penicillin, and a passage to read. Questions followed on the passage and the tension grew. Round three was on lab safety, followed by a 'game' on Forensic science. Each team were given some clues, and they had to buy forensic tests. The team who spent the least amount of money gained a bonus, as well as identifying the murderer. The bonus points became crucial in the final score. The last round was identifying chemicals from a series of clues.

There was real tension as the final results were put on the electronic scoreboard with NHGS 1 (Faye Ilsley, Gareth Lomax, James Harrison and Megan Crowther) coming fifth and NHGS 2 (Robert Bogle, Tom Sutcliffe, Isobel Lack and Emma Pearson) just pipping our rivals from Heckmondwike to first place. An excellent performance and the team are looking forward to emulating last year's team in the UK Final sometime in March.

GDT

Top of the Bench Chemistry Competition 2010

This popular competition is designed and organised by Dr Jeremy Hopwood (science communicator) and Gillian Crampton from the University of Huddersfield, School of Applied Sciences, and Stephen Turner from the Huddersfield Section of the Royal Society of Chemistry. Each school team comprises two Year

9, one Year 10 and one Year 11 student. The competition aims to find the team with the greatest knowledge of Chemistry. The winners go to the RSC UK finals in 2011

2010 COMPETITION

This year's competition was won by North Halifax Grammar School. The team will go on to compete in the finals in 2011. North Halifax Grammar are the current holders of the UK top of the bench chemistry championship. They will be looking to complete a UK double.

Held in the University's newest state of the art Buckley lecture theatre. 56 pupils from 9 schools in Kirklees and Calderdale. Date: Afternoon of Wednesday 10th November 2 university staff, 4 undergraduate students were involved

This year's competition had 5 rounds:

Round 1.	Chemical Elements
Round 2.	Medicines
Round 3.	Laboratory Safety
Round 4.	Forensic Science
Round 5.	What chemical is it?

Students answered questions on penicillin, the periodic table and had to solve a murder mystery. Sample question – identify the element:

*Natrium is its Latin name
Dropped in water it's not so tame
It burns bright orange when set alight
It's in the street lights that shine at night
Donating an electron is a must
It makes up three percent of the earth's crust*

(answer = Sodium)

PREVIOUS WINNERS

Winners in 2010	NHGS
Winners in 2009	NHGS
Winners in 2008	Rastrick High School

This means that Calderdale schools have won the last 3 heats.

RESULTS TABLE FOR 2010

School	Points	Position
North Halifax Grammar School 2	46	1
Heckmondwike Grammar School 1	45	2
Holmfirth High School	42	3
Batley Business and	41	4

Enterprise College 2		
Moor End Technology College	38	5
North Halifax Grammar School 1	38	5
Batley Business and Enterprise College 1	37	6
Heckmondwike Grammar School 2	37	6
Shelley College 2	34	7
All Saints Catholic College 2	33	8
All Saints Catholic College 1	28	9
Shelley College1	27	10
Feversham College	24	11
Salendine Nook High School	24	11

1.55	Main address by Steve Turner from the RSC local division and Jeremy Hopwood from Huddersfield University
2.00 – 3.30	Main Competition
3.30 – 4.00	Prizes and photos

A note for your diary....

North Halifax Grammar School Parents' Association are delighted to announce that next year's

Spring Ball

(previously the Parent Prom)

Will be held on

Saturday 14th May 2011
in The Crystal Ballroom
at Berties Function Rooms,
Elland

Three course dinner, dancing and complimentary Bucks Fizz on arrival

Tickets £30 - on sale NOW!

For more information contact
 Angie Cowton NHGS PA on 07811
 169396



2010 STUDENT NAMES

North Halifax Grammar School winning team

Robert Bogle	NHGS
Tom Sutcliffe	NHGS
Isobel Lack	NHGS
Emma Pearson	NHGS

Comments from teachers

Thanks for your fantastic organisation of RSC quiz last week. Hanif. Batley Business and Enterprise College

Thanks for a great event - the kids got a lot out of it. Kate. Holmfirth High School School.

Thanks for organising -it was excellent. Simon. Moor End Technology College

Wednesday Afternoon Programme

1.00	Teams start arriving
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QUIZ NIGHT

The Parents' Association is pleased to announce that a new Quiz Master has been found! Many thanks to Peter Finan, an NHGS Parent, for volunteering.

Date for you diaries:
 Thursday 20th January 7.30pm start in the Dining Room.

Tickets on sale after Half term.
 Download a booking form from the PA web site.

ACADEMY STATUS

Following the announcement by the Secretary of State for Education on November 17th that schools that were judged 'good with outstanding features' were eligible to apply to convert to academy status the Full Governing Body took the decision at its meeting on November 24th to register an interest with the Department for Education. It is important to make clear that this does not mean that the school is committed to becoming an academy. The Governors once we have a named contact at the Department for Education will undertake full consultation with staff, representative groups, students, parents and other interested parties so all the options can be explored. As a start we have created a section on the school's website which has relevant information about academies and academy status which is provided by the Department for Education.

GPM

The Big Curry Night

To be repeated 12TH March 2011

YEAR 11 WORK EXPERIENCE 15TH TO 19TH NOVEMBER 2010

Once again the staff and I have been delighted by the overwhelmingly positive feedback that has been received from all of the placements that the year 11 students have undertaken. What has been immensely satisfying is that so many students got so much from their week because they had really thought about what they had wanted to experience. I have included a few of the many praiseworthy comments given by a selection of placements below.

"I have scored him 10/10 in all areas of performance because his overall effort was fantastic. He has fitted well within the team, is hard working, extremely motivated and he has made a great contribution throughout the placement"
Robert Murray 11 (1)

"She was polite, chatty, enthusiastic and a joy to have on the team. She was trusted with a variety of tasks because of the calibre of student that she showed herself to be"
Ella Davies 11(3)

"He has undoubtedly found his work experience worthwhile and enjoyable, learning much about coaching and working with different groups of

people. We wish him every success with his clear career goals"

James Harper 11(1)

"Confident, self assured and very keen to take advantage of the situation and opportunity. She demonstrated a lot of initiative and was friendly and kind to all the pupils she worked with"

Anna Ford 11(3)

"What a wonderful experience to work with such an articulate outgoing young man who has impressed everybody with his demeanour and professional approach"

Oliver McHugh 11(2)

"She was a tremendous student who performed confidently in all of the tasks asked of her. She was very funny and helpful and if she wants to have another placement we would be more than happy to have her back"

Jessica Thristan 11(6)

I would like to extend my congratulations to all of the year 11 students for representing the school in such an exemplary fashion with their behaviour and attitude. I would like to extend my thanks to the support staff that personally arranged all of the placements for the students. I would also like to extend my thanks to all of the staff at the school for helping to visit and contact the student placements. The students and the employers really value a chance to pass on their comments to school. Finally I would like to thank all of the organisations that offered placements to our students this year; a list of those companies is attached. If your organisation would like to be involved in the future, please don't hesitate to contact me at school. Don't forget students, that work experience is something you need to continue to add to your C.V. until you land that fantastic job you have always dreamed of.

St Joseph's R.C. Primary School

Calderdale College

1st Floor Music

A T Graphics

Alhambra Theatre

Armitage Sykes Solicitors

Ashfield Veterinary Group

Audio Visual department

Auker Rhodes

Baxendale Solicitors

Beech Hill Primary School	Eureka
BHP Clarksons Solicitors	Fab Spider Ltd
Bradford & Airedale NHS	Fire & Explosion Hazzards
Bradford Teaching Hospitals	Fleet Lane Kennels
Briar Court Hotel	Flow Technology Ltd
Bridges Fitness Centre	Franklyns Jewellers
Brighouse Veterinary Centre	Greetland Primary School
BSA Dental Clinic	Guitar Zone
Calder Recordings	Halifax Evening Courier
Calderdale College	Haworth Primary
Calderdale Council	HBOS
Calderdale Dance Academy	Heath Pharmacy
Calderdale PRU (KS 1&2)	Hellewell Pasley & Brewer
Cheeky Monkeys Nursery	Hipperholme & Lightcliffe High School
Chenery Maher Solicitors	Hipperholme Day Nursery
City Magistrates Court	Hird & Partners Vets
Clarks	Holy Trinity C of E Primary School
Clough Dental Surgery	Holy Trinity Senior School
Coffee Cali	Imagination Technologies Ltd
Colden Junior & Infant School	In Communities Housing Associates
Countryside & Rights of Way Bradford MDC	K S Hunjan Associates
Craig Whittaker MP	Kings Chambers
Croftmount Pets Country Resort	KS Hunjan Dentist
David Lowdell Photography	Leap Estate Agents
Denford Limited	Lester Morrill
Department of Human Resources	Lightcliffe CE (VA) Primary School
Diamonds Gym	Finance Services
Dolland & Aitchison Opticians	Lloyds TSB
Donaldson & Partners Vets	Loveurope Group Ltd
Dorothy Perkins	Marks and Spencer
Electric Bowl & Snooker Club	Media Department
	MGM Creative

Mixenden Outdoor Centre	Stubbylee Community Greenhouses and Eight Space
Nando's	Studio BAAD
National Trust	Sue Ryder Care
NHS Huddersfield	Syngenta
NHS Halifax	T D Jagger Ltd
The University of Huddersfield	Taylor's & Co
NHS Bradford & Airedale	Tesco
North Bridge Leisure Centre	TGAC Limited
Parklane Plowden	The Bridgewater Hall
Pennine Housing	The Chamber of Mr Hyland QC
Petheridge Bassra Solicitors	The Friendly Animal Clinic
Pickles Printing Company Ltd	The Gleddings Prep School
West Yorkshire Police	The Manor House Care Home
Prime Creative	Todmorden Group Practice
Prity Hair & Nails & Beauty Salon	Todmorden J&I School
Prospect Veterinary Centre	Torrington Orthopaedics
Quarmby Construction Co	True North Television
Queens Sports Club	Trycare
Ravenscliffe High School	Plane Trees Group Practice
Riley & Co Accountancy	Wainstalls School
Robin Hood Watersports	Walker Singleton
Rose Engineering / Holden Design Services	West Mount Vets
Salterlee Primary School	Whitehill Primary School
Schofield Sweeney	William H Brown
Shade Primary School	William Lack Photography
Shelf Pharmacy	Wood Bank School
Sidhil	Wood Bank School
St Joseph's Catholic Primary School	Yorkshire Sculpture Park
St Michael & All Angels CE Primary School	
St Pauls CE Primary School	
St. John's Primary School	

NIH
NHGS Work Experience Co-ordinator

Save EMA

When did it become acceptable in Britain for money to equal education? As the cuts arise in public spending, recently George Osborne's understated decision to scrap the £500 million Education Maintenance Allowance (EMA) was discreetly contained in The Comprehensive Spending Review. This decision threatens the education and effects lives of 600,000 teenagers who depend upon the EMA.

The EMA is a grant which provided a weekly allowance for teenagers deciding to enter further education from underprivileged backgrounds. From 2004, 16 to 19-year-olds received between £10 and £30 per week, if their families' household income was below £30,810 per annum. It was designed to help cover expenses such as transport, school meals and educational resources. Although attending college is perceived as being at no cost, there are many essential additional expenses that thousands of teenagers in this country cannot afford.

A survey carried out by the NUS in 2008 found that nearly two thirds of participants on the EMA weekly rate of £30 stated that they could not continue to study in further education without the support of the EMA. EMA is therefore vital in providing education to many underprivileged teenagers.

The EMA scheme was widely successful, and managed to increase the attainment at GCSE and A-level of recipients of EMA by 5 to 7 percent since its introduction; a significant improvement in the British educational system. The results of achievement were even higher in the most deprived neighbourhoods of the UK. Ipsos MORI published a report in 2008 saying, "EMA is reducing NEET (those Not in Employment Education or Training) and also motivating learners to work harder."

Since Scotland cut the budget for EMA, youth unemployment in Scotland has risen by 7,000. This shows the huge impact of axing the EMA will have into the future on the lives of underprivileged teenagers and the economy of Britain.

By taking money out of the pockets of the poorest teenagers in this country, we are permanently damaging their future prospects. Shouldn't all teenagers have the choice to enter further education, regardless of their parents' wealth?

It will also have a detrimental impact on the society into the future. According to the Treasury, by 2020 the amount of unskilled jobs will be halved, meaning more unskilled people will be fighting for even fewer jobs. Furthermore, thousands of teenagers will be forced into low paid unskilled full-time employment, or find themselves long term unemployed, trapped in lifetime poverty.

EMA has provided thousands of teenagers improved prospects for their future. From this point on, if we do not save the EMA, further education will become the preserve of the wealthy, and there will greater social division.

At NHGS, students are petitioning to save the EMA and we urge you to support our campaign. The petition will be submitted to the local MP Craig Whittaker.

Joselene Katayama 10(6)

Parents' Association Monthly Prize Draw

September Prize Draw

1 st prize	230	Mr L Karkoszka	Illingworth
2 nd prize	149	Mrs S Rogerson	Skircoat Green
3 rd prize	94	Mr P Vine	Luddenfoot

October Prize Draw:

1 st prize	157	Mr Beverley	Northowram
2 nd prize	131	J & LC Buckle	Littleborough
3 rd prize	62	Mr & Mrs Beale	Shibden

CHRISTMAS HAMPER RAFFLE

By now you should have received your letter and raffle tickets for the Christmas Hamper Raffle.

This is to be drawn on 10 December so please return stubs before 9th December. The deadline for hamper items to form groups is 8th December.

Thank you for your support.

NORTH HALIFAX GREEN ACTION PROJECT

For Parents , grandparents , aunts , uncles etc Ever thought you might like to get that bit more active but hate the gym? Well Beechwood Park “Green Gym” Happens every Tuesday morning from 10am – 12 meeting at the small car park at the end of Beechwood Drive. What is a Green Gym ? Lots of fresh air, no lycra, getting muddy (sometimes) and work to suit all ages and abilities. We work in the nature reserve part of the park doing all sorts that includes stream clearance, pond work, cutting back shrubs and pruning trees, dry stone walling, planting bulbs and wildflowers etc etc. So lots of stretching, bending, some lifting and digging (if you want), walking and chatting having fun with the other people.

DECEMBER EVENTS AND ACTIVITIES: Weds 8th Shroggs Nature Group. 3.30-5pm. For kids 5-14. Learning about nature in the park plus fun activities. Meet at the Bowling Green Pavilion, HX3 5HL

Thurs 9th. Canals Winter Wander. 10am. Walk along the canal to Brighouse with some wildlife site detours on route. Nice and flat for easy walking. Approx 6 miles. Bus or train back. Meet at Halifax train station.

Sat 11th. Beechwood Park Weigh In & Practical work 9am—12. Get weighed and your BMI print out with advice on weight loss. **A follow up on last month to see how you are doing if you came in November** —plus activities in the park help being active - pruning trees, stream clearing etc. Meet at Illingworth Sports & Social Club, Keighley Rd.HX2 8HA

Sat 11th Mixenden Woodland Work. 1-4pm. Help with the management of the woods in Mixenden—clearing some trees and bushes and tidying up the area. Work for all ages and abilities. Meet at the junction of Hays Lane and Seed Hill Tce.

Tues 21st Beechwood Park Nature Group. 1-3pm. For kids 5-14. Learning about nature in the park plus fun activities. Meet at the Bowling Green Pavilion, by Beechwood Ave. entrance HX2 9BE

Weds 22nd Mixenden Nature Group. 11—1pm. For kids 5-14. Learning about nature in the park

plus fun activities. Meet at the Adventure Playground on Mixenden Rd, HX2 8QF

Weds 29th Hill, Holes, Puddles and Poles. 11am. Meet Iain Cameron at Wainstalls bus terminus (Grid ref. 046286) for a 6 mile walk to Cold Edge and Slaughter Gap. Suitable for children aged 12+

ENIGMA DAY

On Enigma Day, to start off, a very good morning, all of the Year 7 students had an assembly in the School Hall. We talked about different methods of codes throughout the history of the human race. We especially focused on the Enigma Machine used by the Germans in the war. Amazingly, the man actually had an Enigma Machine, which was quite spectacular as there are only around ten in England in existence today. After the assembly, my form, 7(5), had a Workshop, during which, we solved many prepared codes in pairs.

I found the day very interesting and challenging and would really like to do more fun activities like that more often.



Joshua Blackhurst 7(5)

WASHINGTON DC

There's only a few circumstances in which waking up at 4.00am is enjoyable; a trip to the USA is one of them. Politics and Sociology students had been given the chance to go to Washington DC to see the sights, do some shopping and hopefully learn something. By 5.00am we were all present and the converted transit vans pulled away from the Laura Mitchell Health Clinic and set off to the capital of the free world.

We arrived at the hotel around 10.00pm USA time but for us it was about 2.00am and so everyone was very tired and beginning to smell. The course of action was a shower and bed in preparation for a long day of US culture. We woke to a gargantuan breakfast consisting of bacon, egg, pancakes, sweet bread, cereals, and a strange creamed beef that left little to be desired. The morning's first site was the Washington Monument which is the famous white needle that stands 555 feet tall. Having been searched, gone through a metal detector and taken off our belts and shoes, we were allowed into the monument. The lift ride involved a talk in which we were told the monument had been built with no cement or holding material and that the bricks were balanced on top of one another. We arrived right to the top of the monument and the views were spectacular, three sides of the monument had US political institutions built parallel and one side was mirrored by the Lincoln Memorial.

We headed up past the reflection pool seen in Forest Gump; it was surprisingly dirty and full of duck poo leaving me with no desire to wade through it. At the end of the reflection pool stood the Lincoln Memorial, a statue of Abraham Lincoln sat in a chair. Following this we saw the back of the Whitehouse but no Barack Obama. Our evening meal involved a visit to the Hard Rock Café and a plethora of jokes told by Mr Jervis.

The following day we went to see the Capitol building where Barack Obama was inaugurated and the House of Representatives and the Senate sit. We were taken into a cinema and watched a film that showcased the faultless US political system, after which we had a tour. Despite sections of the tour consisting of "we have very nice hand rails here", we did actually learn a lot about the history of the building and the artwork inside. There was a signed declaration of independence resting on a stand made from Yorkshire Limestone that quelled any homesickness we had in our group.

Catching the subway to Arlington cemetery was really quick and easy. We were given a couple of hours to look around the cemetery before we needed to reconvene. There was the option

to go on the Tourmobile but we declined; it was a cemetery. Arlington provided the chance for history students to see JKK's memorial, which was in the form of a flame protruding from the ground.

Mr Jervis continued with his jokes by suggesting that shopping time would be limited to thirty minutes; after receiving the reaction he wanted, we progressed to the shopping mall in the search of souvenirs, gifts and suitable footwear.

The final day was free time around Washington; the majority of students took advantage of the Smithsonian Museums. We then re-convened in the afternoon before heading to the airport in preparation for our long flight home.

Once again, tired and smelling, we landed and were soon bussed back to the Laura Mitchell Health Clinic. We made sure we had all our cell phones and hadn't left any garbage before stepping out onto the sidewalk where our moms were waiting to take us home after and awesome trip.

Jacob Hayes 13(9)

SIXTH FORM CHARITY COMMITTEE

The Sixth Form Charity Committee had another successful event, raising £147.48 for the Breast Cancer campaign. This involved Sixth Form students wearing pink for a day and donating a reasonable amount of money towards the fund. We also organised a stall selling merchandise such as badges, nail files, tissues etc.

Thank you to Fasil Mahmood for providing the merchandise.

Henna Khan 13(3)

HAIR AND BEAUTY CHARITY EVENING IN AID OF NHGS ALL WEATHER PITCH

Having never been to a hair and beauty evening before, I didn't know what to

expect, but wanted to support the school in their fundraising efforts.

It was a pleasant and relaxed evening. We were greeted with a glass of wine or fruit juice and there were plenty of tempting nibbles. We all received a 'goody bag' containing samples and vouchers.

There were hair and beauty demonstrations going on throughout the evening. Most of these were carried out on the salon models, but there was also the opportunity to try out a few ourselves.

I tried out a warming hot wax hand massage and also had some hair extensions put in. A few ladies had their hair put up into new styles too.

The salon staff were helpful and friendly and were always on hand to offer individual advice on hair and beauty matters and the PA members made sure everything ran smoothly.

It was a good opportunity to try out something new in a calm and relaxing atmosphere and an enjoyable evening was had by all.

Cathy Harper (Parent)

This event raised £341 towards the All Weather Pitch Fund – thank you to everyone involved in the organisation of the event and who attended and supported it.

THE RISKS ASSOCIATED WITH SOCIAL NETWORKING SITES

In the first week of November I delivered whole-school assemblies on the issue of social networking sites, (SNS) such as Facebook, that are used extensively by young people. I also posted a Blog on November 1st about the use of SNS and this article is an amended version of that Blog. In July of this year Facebook recorded its 500 millionth member and it is the most popular of the SNS. Facebook is a social network service and website which was launched in February 2004. Anyone who claims to be over the age of 13 can become a registered user of the website. Users can create a personal profile, add other users as friends and exchange messages, including automatic notifications when they update their profile. Users may also join common interest user groups, organised for example, by school or workplace. The name is derived from the name of the books given to college students at the start of the academic year in universities in

the USA to enable them to get to know one another. As a headteacher I am not responsible for the lives of students outside of school; that is the responsibility of parents and guardians. Facebook is something which students engage with predominantly, but not exclusively, outside of school time. However the real and 'online' lives of students are inextricably interwoven and staff at school have been increasingly involved in the fallout from exchanges that have taken place on-line through SNS such as Facebook. I have been increasingly concerned at the way in which some students are communicating with each other through SNS and also about the nature of some of these communications. I am concerned that many parents are not aware of the language that students are using and the unacceptable content of their communications. I am not alone in my concerns about the irresponsible use of SNS by students and it has prompted one principal in the USA to encourage parents to completely ban the use of SNS by their children. In an e-mail to parents he wrote, in April 2010,

'The threat to your son or daughter from online adult predators is insignificant compared to the damage that children at this age constantly and repeatedly do to one another through social networking sites or through text and picture messaging. It is not hyperbole for me to write that the pain caused by social networking sites is beyond significant - it is psychologically detrimental and we will find out it will have significant long term effects, as well as all the horrible social effects it already creates. I want to be clear, this email is not anti-technology, and we will continue to teach responsible technology practices to students. They are simply not psychologically ready for the damage that one mean person online can cause, and I don't want any of our students to go through the unnecessary pain that too many of them have already experienced. Some people advocate that the parents and the school should teach responsible social networking to students because these sites are part of the world in which we live. I disagree, it is not worth the risk to your child to allow them the independence at this age to manage these sites on their own, not because they are not good kids or responsible, but because you cannot control the poor actions of anonymous other'
(http://www.huffingtonpost.com/2010/04/30/principal-asks-parents-to_n_558225.html).

Concerns have been expressed on this side of the Atlantic by John Newton, headmaster of the independent Taunton School.

'The limitless reach of the World Wide Web means that there is a far more powerful weapon in the hands of our children than we appreciate.

Facebook is a case in point. Is it a meaningful social hive generating goodwill and reuniting old friends, or is it a gossips' paradise infesting the world with innuendo, half truth and insult? The danger of Facebook and its ilk is that whatever is said and done is open to a wide audience, instantly. A thoughtless click on a mouse can leave reputations in tatters. A flippant remark can create a momentum of cant that may take years to halt. The cult of celebrity so indelicately nurtured by our media means children are drawn to being famous for five minutes. From being legends in their own lunchtimes, children can become infamous, indefinitely. And the social website industry does not help this' (<http://www.telegraph.co.uk/education/educationnews/8067156/Schools-should-provide-the-cure-to-childrens-Facebook-addiction.html>).

Trying to ban Facebook is as pointless as Canute's alleged attempt to hold back the tide. Advocating and enabling the safe and responsible use of SNS is likely to be more productive. Facebook enables users to set their own privacy settings and choose who can see what parts of their profile. The website is free to users and requires a user's name and profile picture (if applicable) to be accessible by everyone. Users can control who sees other information they have shared, as well as who can find them in searches, through their privacy settings (<http://www.facebook.com/privacy/explanation.php>). Facebook is different to MySpace as the former requires users to utilize their true identity whereas MySpace does not and it only allows the use of plain text in the profiles. Other features on Facebook are the Wall, a space on every user's profile page, which allows friends to post messages for the user to see; pokes, which allows users to send a virtual "poke" to each other (a notification then tells a user that they have been poked); Photos, where users can upload albums and photos and Status, which allows users to inform their friends of their whereabouts and actions. In an article in the Washington Post in May Zuckerberg wrote,

'People want to share and stay connected with their friends and the people around them. If we give people control over what they share, they will want to share more. If people share more, the world will become more open and connected. And a world that's more open and connected is a better world'.

That remains, according to its founder, Facebook's core principles. Taken at face value the aims for Facebook are simple and apparently uncontentious however the law of unintended consequences means that, particularly for young people, using Facebook and other SNS has risks as well as advantages. This interactive technology is only six years old and in that time it

has grown from interaction between a very small group of highly educated young adults at one of the world's most prestigious universities to allegedly connecting one twelfth of the world's population and if Facebook were a country it would be the third largest in the world. Inevitably there will be some turbulence around the development and establishment of new social norms and customs related to the use of Facebook and similar SNS and it is important that young people are fully informed of these so that they can optimize their use of these sites in a responsible way. The problem is that many young people communicate on-line without regard to who else might gain access to their postings. Their online interactions need to reflect their offline social networks. In order to maintain productive, helpful, positive communications with 'friends' privacy settings should be set to differentiate between people with whom students have strong social ties and those with whom ties are only weak. When deciding what to send to whom it is important to think about accessibility and the consequences of what is posted (<http://www.socmedia101.com/2009/05/facebook-dividing-your-friends-into-groups/>).

This is even more important when using some other SNS such as Formspring.me. Formspring is a questions and answers website, launched in November 2009. The site allows its users to set up a profile page, from which anyone can ask them questions and also post comments. The questions and their given answers are then published on the user's profile page. The questions can be asked anonymously, or they can be visibly sent from another Formspring account, according to the asker's preference. Users can however choose to disallow anonymous questions, and have the ability to block selected people from asking further questions, even if the asker has remained anonymous. The site also allows users to link their accounts to other SNS such as Facebook. Again the law of unintended consequences is at work because the site has been extensively used by teenagers to exchange abusive and offensive comments. Danah Boyd, who co-authored a major report on how teenagers use digital media in their everyday lives has written,

'There are also plenty of anonymous sexual innuendos like "you're cute" or "will you go out with me" questions, followed by "who is this?" as the answer. There are also many more explicit versions of this, with some bordering on sexual harassment. There are also anonymous posts that ring of bullying or harassment, from the relatively painless . . . to the more crass. . . Finally, there are the ones that invite the participant to talk about a third party, often by full name. Many questions need to be raised about this medium. Who are the authors of these

messages? Why are teens answering them? And why are such crass questions common across the Formsprings of teens from extremely different backgrounds and locations. . . So here's my hypothesis...Teen girls engaged in responding to crass questions are using Formspring to prove that they're tough to their peers. Teen boys and girls are throwing curve balls at their peers to see how much they can handle, primarily using mean-spirited and sexualized language. While staying tough is clearly part of the game, it's also clear from my informants that the harassment is playing a psychological toll. I've talked to numerous parents who are shocked by how their children's peers are using this site and in most cases, knowledgeable parents demand that their children delete their profiles at once. Formspring was not designed as a place for harassment, but some teens have clearly leveraged it to do precisely that . . . I'm not at all surprised that semi-anonymity results in people asking crass questions, but why are teens responding publicly for all of their peers to see? (<http://dmlcentral.net/blog/danah-boyd/harassment-qa-initial-thoughts-formspringme>).

The Child Exploitation and Online Protection (CEOP) Centre - the UK's national law enforcement agency that focuses on tackling the sexual abuse of children advises parents, on the following points in relation to children and SNS:

- Encourage them only to upload pictures that you as their parents / carer would be happy to see – anything too sexy to be passed round the dinner table should NOT make it on to the web. It's also not a good idea to post pictures which can identify the school which your child attends since this could help someone locate them.
- Tell your children not to post their phone number or email address on their homepage.
- Help your child to adjust their account settings so that only approved friends can instant message them. This won't ruin their social life – new people can still send them friend requests and message them, they just won't be able to pester them via Instant Messenger (IM).
- Check if your child has ticked the “no picture forwarding” option on their social networking site settings page – this will stop people sending pictures from their page around the world without their consent
- Encourage them not to give too much away in a blog. Friends can call them for the address of the latest party rather than read about it on their site.

- Ask them to show you how to use a social networking site - getting involved will empower them to share the experience with you.

Whilst this is helpful advice about the precautions that young people should take to protect themselves online it does not explicitly advise them about the responsibility that young people have when they communicate on-line. The Federal Government in the USA has produced a very helpful booklet for parents ‘NET CETERA Chatting with Kids About Being Online’ which is downloadable (<http://www.OnGuardOnline.gov>). The Federal Government of the USA recommend the following to teenagers:

- Your online actions can have real-world consequences. The pictures you post and the words you write can affect the people in your life.
- Think before you post and share. What you post could have a bigger “audience” than you think. Even if you use privacy settings, it's impossible to completely control who sees your social networking profile, pictures, videos or texts.
- Before you click “send,” think about how you will feel if your family, teachers, coaches or neighbors find it.
- Once you post information online, you can't take it back. You may think that you've deleted information from a site—or that you will delete it later. Know that older versions may exist on other people's computers. That means your posts could live somewhere permanently.
- Get someone's okay before you share photos or videos they're in. Online photo albums are great for storing and sharing pictures of special events, and camera phones make it easy to capture every moment. Stop and think about your own privacy—and other people's—before you share photos and videos online. It can be embarrassing, unfair and even unsafe to send or post photos and videos without getting permission from the people in them.
- Politeness counts. Texting is just another way for people to have a conversation, and texters are just like people talking face-to-face or on the phone: they appreciate “please” and “thank you” (or pls and ty).
- Tone it down. In online conversations, using all CAPS, long rows of exclamation points or large bolded fonts is the same as shouting.
- Use Cc: and Reply all: sparingly. Before you hit send on an email, stop and think

about whether everyone needs to see that message.

- Don't impersonate. It's wrong and can be hurtful to create sites, pages or posts that seem to come from someone else, like someone in your class or a teacher.
- Speak up. If you see something inappropriate on a social networking site or in a game or chat room, let the website know and tell an adult you trust. Using Report Abuse links can help keep sites fun for everyone.
- Don't stand for bullying—online or off. Treat others the way you want to be treated—whether you're interacting with them online, on your phone or in person.

Facebook provide specific advice about safety issue for teenagers (<http://www.facebook.com/help/?safety=teens>).

Parents can access www.facebook.com/clickceop to add the 'ClickCEOP' app to their profile and ask their children to do the same. The app is free and easy to use, and gives immediate access to internet safety advice as well as being able to report any suspicions to CEOP. If you become a 'friend' of the page, you will be invited to free online safety surgeries and be sent updates. By clicking on 'Add the App' on the left hand side of the CEOP Facebook page you can add the 'ClickCEOP' button to your profile. General internet safety advice is available at <http://www.thinkuknow.co.uk/parents/>.

Teenagers are necessarily very social; it is a key stage in life in which they begin to develop social relationships independent of their parents and families. Social networking is an offline reality but what teenagers need to do is to operate online in the way they behave and interact in the real world. SNS provide opportunities for young people to negotiate identity, gossip, support one another, jockey for status, collaborate, share information, socialise, joke and goof around. However a friend online is not necessarily the same as a friend in real life and it is crucial that teenagers grasp this distinction and ensure that they modify their online behavior accordingly. I have, regrettably, had to impose the severest sanctions on some students this term because of their irresponsible use of SNS. I would urge all parents to discuss the use of SNS with their daughters and sons and to actively monitor their use to ensure that they are using them responsibly.

GPM

NHGS HOSTS THE FIRST VISIT OF STAFF AND PUPILS FROM OUR NEW PARTNER SCHOOL, THE PIUS GYMNASIUM, IN HALIFAX'S TWIN TOWN OF AACHEN!

It was with great anticipation, and some trepidation, that we went to Leeds/Bradford airport to collect the 16 pupils and 2 teachers who were on their first ever visit to the Jewel of the North. How could we possibly match the fabulous 4 days we had spent in Aachen in a sun-drenched June earlier this year? Thanks to reasonably clement weather (bearing in mind the catastrophic icy and snowy conditions of the following week!) and the willingness of both staff and pupils to enter into the spirit of the visit, I'm pleased to report that our German friends have gone home having had a very positive experience here at NHGS and in our local area.

It couldn't have been done without the co-operation of lots of people. My thanks particularly to Mr Jennings as deputy leader; to Mr Buckland for having a special chair with my name on in his office, as he answered my innumerable questions; to Mr Jervis for driving the minibus for the German party; to Mr Crawford for setting up the equipment in The Wool Merchant Hotel where we had the pleasure of listening to our talented musicians, Matt MacGregor, Lucy Robinson, Nathan Jones, Max Norman and sample the delights of Bollywood dancing courtesy of Sonia Hussain, Aysha Matloob and Aneka Shoukat; to all the kitchen staff for laying on refreshments throughout the morning of our guests' time in school; to the Parents Association for funding theatre tickets for the German party to see Scrooge at The West Yorkshire Playhouse, a fantastic production that we would recommend to all of you; to all the staff at NHGS who all helped make our guests feel welcome, offered to host them in lessons, allowed students out to visit York with the German party; and, of course, to Mr Maslen for his continued support in helping get this partnership off the ground.

I know our students have benefitted enormously from getting to know their partners— I hear that plans are already underway for private visits to take place next year! We certainly intend to develop this link in school as well and are wanting all our German students to have the opportunity to start communicating with students from The Pius Gymnasium. Watch out for news of a full exchange and/or Work Experience placements for both German and English students later!

KDH
