

Camp Hill Girls' Chronicle

February 2021



KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS



New Look Website

You may have noticed that the Camp Hill website has recently undergone a transformation to give it a more modern look and make it more user friendly. We hope you like it as much as we do!



PE in the Snow

As part of PE lessons during the recent snow students were asked to make a snow person. Here are some of the pictures they sent in.



Look out for more snow people throughout the Chronicle!

Alumnus of the Month: Where are they now?

This month we feature Dr Farah Shahi

When were you at Camp Hill ?

1997-2004

Which university did you go to, and what did you study?

University of Birmingham, MBChB 2004-2010 (plus intercalated degree 2007-2008 International Health BMedSci(Hons) III)

Qualifications and any further study?

PhD Student (in progress from 2019)

Advanced Life Support Instructor 2019

MRCP Diploma 2014

Open University Spanish Modules x 3 (up to Advanced) 2014-2016

Diploma in Tropical Medicine and Hygiene 2012 with distinction



What is your current job/role?

I am a medical doctor specialising in Infectious Diseases and Microbiology. Halfway through specialising I've decided to take time out of training to do some research to find new ways of diagnosing infections/causes of fever in low resource settings. So currently, I'm a Clinical Research Fellow and PhD Student but Covid has meant that I've had to head back to clinical intermittently or help with recruiting to Covid treatment/vaccine trials.

What I love about my job!

I became more convinced that I wanted to do medicine as I progressed through my training and specialising in Infection Medicine really cemented that. I have had an interest in Global Health since I first went to Zambia in 2004 with a charity called Students for Kids International Projects (SKIP) and I've worked towards that aim of working in low resource settings since. In the UK, Infection Medicine means we see a huge variety of different cases and different people/age groups, and we work with a lot of different specialties on complex infections, tropical infections and important infections. When Covid hit, it was the Infectious Diseases teams around the world that had to manage the early cases. Working in research means that I can help solve problems of unanswered questions and get even more variety!

When I'm not at work, I'm....

Ha! In times Before Covid (BC), I'd see friends/family, play poi, read, knit/crochet, learn Spanish, go to festivals and travel... Now I do some of that stuff so long as it can be done from home and with minimal social contact!!!

What I've been doing in lockdown

In wave 1 I went back to clinical and helped with Covid-fighting between March and August. Since August, I've been trying to move forward with my PhD and helping intermittently with Covid trials when we've had high case numbers around. I've also spent a LOT of my free time trying to educate and calm the masses on Instagram.

Best Camp Hill memory

The time Busted came to play at our school, being part of one of the worst Hockey teams the school ever had but being proud of ourselves, the new seating area we weren't allowed to sit in, learning Latin, all of the teachers and friends I made - I'm still very close to my closest Camp Hill friends, including someone I met on my induction day back in 1997.

Advice to your teenage self OR Advice to Camp Hillians today

Say yes to opportunities. Learn to trust your own judgement- weigh up what the risk of something 'going wrong' really is and trust yourself to make the right (non-self-destructive) call. Not trusting your own judgement is, I believe, the biggest trigger for anxiety and unhappiness. You may not be lucky enough to know exactly where you're headed but you won't find out if you aren't willing to put yourself out of your comfort zone a little and step out. Accruing knowledge is hands down the COOLEST thing in the world.

Hygiene Poverty

Hi everyone! My name's Sumaya, I hope you enjoy reading about hygiene poverty, what some friends and I have done to try and combat it (apologies to the Year 12 group chat who I remind of this fact far too often), how you can get involved, and also what I found to be the benefits of taking a walk. Enjoy!

Living in the middle of a pandemic has been hard on us all. People have lost their jobs, their homes, and in many cases, the very income which they need to survive. Many have turned to food banks in order to survive but long before doing this, they are forced to stop buying hygiene products.

What is Hygiene Poverty?



Hygiene poverty affects over 50 percent of 18-24 year olds in the UK, yet receives so little attention. It's being unable to afford many of the daily hygiene and personal grooming products that we often take for granted. People forced into poverty, homelessness, as well as those in times of financial hardship, often fall victim to hygiene poverty. You're forced into choosing between paying your rent or keeping clean because you can't afford both. It's not just the physical health effects of this, but the psychological impact and lack of self-esteem hygiene poverty causes, that is a huge issue.

Under the umbrella of hygiene poverty of course comes period poverty, being unable to afford sanitary products. Thousands of girls are forced to miss school because they can't afford pads or tampons, and because of the stigma society has created around periods that make them feel ashamed of this fact. I'm sure you'll all agree that this just isn't right. Hygiene is a human right, as is the right to menstruate without shame. Something has to change, and it can all start with you.

What can you do to help?

There is so much we can do to try and put an end to hygiene poverty.

- You could write an email to your local MP, urging them to take action. You are a member of their constituency, and it's their responsibility to hear you out. [Find your MP](#). Contact me 15osmansum424@kechg.org.uk if you'd like an email template
- Volunteer at your local food bank
- Start small - buy some hygiene products (shampoo, combs, sanitary products etc) and drop them off at your local Boots, homeless shelter or your nearest drop off point for [The Hygiene Bank](#).
- A sponsored fundraiser with friends. Take your pick! [Fundraising ideas during lockdown](#)

The Good News

It's not all doom and gloom, there have been some huge steps taken in recent years to end period poverty.



Amika George was just 17 when she started to campaign for period poverty. She started a popular petition addressed to Westminster that ended with over 200,000 signatures. While still in secondary school, studying A-Levels that would eventually get her accepted into Cambridge University, she founded the #FreePeriods organisation. As part of her campaigning she has organised protests aimed at convincing the UK government to provide free sanitary products to schoolchildren.

In January of 2020, this became a reality when the government announced its new scheme to allow schools and colleges across the country to order a range of period products for free, making period products readily available for all young people when they need them. In November 2020, Scotland took this a step further by announcing that all sanitary products would be free.



I would walk 500 miles fundraiser

Recently, my NCS Social Action group and I started our own fundraiser to try and raise money for hygiene poverty. We decided to walk for five miles a day until we reached a total of 500 miles as a group. Were my legs aching? Yes. Was the weather terrible? Definitely. Yet, I found that I began to look forward to walking every day. It became less like a chore, and more like a way to clear my mind and zone out. School is hard, online school even more so. These walks really helped me relax and for just a short while, I was able to forget that we were in the middle of a pandemic, and take in the view of the local corner shop and the occasional discarded crisp packet :)

In all seriousness though, if you ever feel overwhelmed by everything, I would highly recommend taking a walk and clearing your head. I'm quite the couch potato (I haven't done any exercise since PE in Year 11) yet found it to be so beneficial. Whether it's after your final lesson of the day, or just before school starts, try to take some time to visit the outdoors. I'm not saying everything will be perfect, and you'll be happier than you've ever been before if you take a walk, but all forms of exercise release endorphins that can lighten your mood. Why not give it a go?

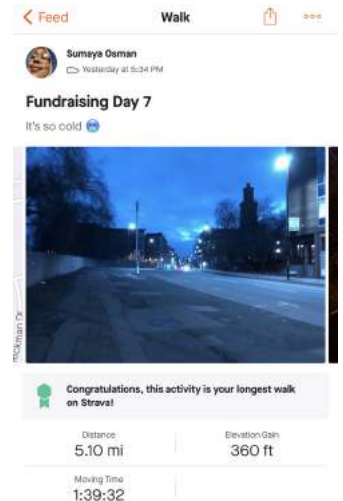
I hope you enjoyed reading this and if you have any questions, feel free to email me at 15osmansum424@kechg.org.uk, I'd love to hear from you.

Further research

[The Hygiene Bank](#)

[Hygiene Poverty: Not Being Able To Afford Toiletries](#)

[Free Periods](#)



by Sumaya Osman 12S



Craft Project: DIY Ring Holders

by Ileen Sami

Supplies

- Oven Bake Clay in white or different colours
- Flexible Clay Knife or smaller kitchen knife
- Parchment Paper
- Pigment
- Glossy Spray (optional)

Method

- You should have various colours of clay to create a marbled effect, but if not you can colour white clay yourself. There are multiple ways to colour clay, you can use crayon shavings and knead them into the clay or you can mix paints into create colours. If you use water-based paints, allow the water to evaporate for a few days, if using alcohol-based colours leave for 3-5 hours to evaporate.
- From each colour, form 5-7 half inch squares and roll them into a worm shape. Press the "worms" together and then twist them.
- Roll into cone shape and cut random sharp edges with a knife.
- Bake according to the instructions for the clay on top of parchment paper.
- Coat with gloss spray for a glossy finish.

How to Stay Positive and cope with Remote Learning

After nearly 2 months of remote learning, it can be hard to stay positive and motivated but it is important to look after our wellbeing and try to stay motivated so here are a few tips to make things feel a bit better.

Try not to spend too much time on screens after school

Though this might sound hard and it's very tempting to scroll through TikTok or Instagram for a little bit but staring at a screen all day isn't good for eyes or our wellbeing. After finishing a whole day of online lessons, try to leave the room that you've been in all day and do something different. For example: talking to people, going on a walk etc.

Do something you love

This varies for each person but once the long day at school finishes do something that is fun and takes your mind off anything you are stressed about. Pick up that book that you've wanted to read, or bake a cake; the list could go on forever.

Get some fresh air

There is no better way to relax after a long day than getting some fresh air. This could just be a walk or even a run but fresh air clears your mind and allows you to escape.



Practise mindfulness

Mindfulness and meditation is a great way to increase positive thinking and briefly escape from reality. It can be any type of meditation including guided meditation or normal breathing exercises. Mindfulness helps us to become more aware of the positive things around us and take good things out of our experiences. Apps like Headspace and Calm are great sources of meditation tips and can help everyone in various ways.



Try something new

Picking up new skills is a great way to stay positive during remote learning as it gives you something to look forward to after the school day, almost like a reward.

Talk to your friends

Talking to friends and sharing experiences is a great way to stay positive and cope with remote learning as everyone is in the same position and remote learning is hard for everyone. It also allows you to catch up with new things and make things feel a bit more normal.



by Sanjana Devalla, Year 11

STAY POSITIVE

The Chronicle Film Hub

This month, I'm back with more interesting films available on digital media streaming platforms. As always if you have film recommendations that you would like to share, feel free to email me at 16prabakaran466@kechg.org.uk !



Knives Out - (Amazon Prime)

12

If you're a murder mystery fan, this film is for you! 'Knives Out' is a film about a dysfunctional family, each with their own secrets, who are interrogated by an eccentric detective when a murder has occurred within the family. The plot is intricate, but not convoluted, as it complements each character and their personal traits. As well as that, the ensemble cast create a certain serious, but mischievous atmosphere within several scenes, and that's what gives this film its comedic appeal.



Layla Majnun- (Netflix) - (Indonesian)

12

A modern romantic drama following the popular poem of Arabic origin published in the year 1188, 'Laila Majnu'. The tale has been told across many East Asian countries, and is known as the 'Romeo and Juliet of the East'. In this modern adaptation, an Indonesian scholar, Layla, travels to Azerbaijan where she meets Samir - an enthusiastic student of her work. Inevitably, she falls in love, but her arranged marriage prevents her acting upon it. The delivery from the actors had me engaged and immersed. If you are a fan of romance, this film is for you!



Ostwind- (Amazon Prime) - (German)



A beautiful story about how a teenage girl finds harmony with a horse, as she stays at her grandmother's farm. Throughout the film, she continues to fight for the horse, named Ostwind, as she believes that he should be treated like every other horse in the stable, and should be allowed to compete. At first, their relationship starts off volatile, but after they get to know each other, both Ostwind and the teenage girl appreciate each other. Definitely one to watch with the family!

by Swetha Prabakaran, 11L



Computing Department Competitions Update

British Informatics Olympiad

The BIO is the most prestigious (and difficult) competition we take part in each year in the Computing department. A three hour challenge, it is based around 3 questions and each requires a combination of mathematical problem solving plus practical programming skills to complete.

While really aimed at sixth-formers it was great to see students as young as Year 10 taking part for the first time this year (and proving that success in computer science is down to what you can do, not who you are).



"Taking part in the BIO was a great experience for me, even though I do not take Computer Science as one of my A Levels. I enjoy programming and want to pursue a career in Computer Science, so this was a good opportunity for me to apply my problem-solving skills in programming tasks. The tasks themselves were quite difficult, so it required me to do some planning for how to approach the problem before diving straight into writing the code. Overall, I found the BIO quite challenging, but also fun! To anyone that is interested in programming or Computer Science, it is a worthwhile experience, and I would recommend that you take part in it."

- Imaad (Year 13)

Braben Cup

Every year we offer an opportunity to take part in this competition. Round 1 involves pairs programming against the clock. Usually this is a logistical challenge as we have three computer suites across two schools, plus regular lessons to do. This year things were much easier during lockdown, with teams able to work from home and having the choice of working together as a pair, or working independently for their team.

[Good teamwork often looks like this - each team member agreeing what they are to do and trusting the others in their team to do their part, rather than all working on the same thing together - although paired programming is also a key method in industry.]



For the first time we had nearly twice as many entries from CHG than from CHB, plus a pleasing number of Year 8 students taking part - more than 130 competitors overall in 68 teams. Results are still to be confirmed, but 41 students gained a Distinction and thus qualify for the 2nd round in March (exact date TBC).

CyberFirst Girls Competition

This was only open to girls in Year 8 and involved solving a series of problems in teams of up to four over a period of 10 days. There were 12 teams this year, with 43 competitors. The winning team were the Skyhawks (Riya, Birle, Zainab & Sadia), who scored well enough to qualify for the national semi-final on Friday 19th of March, the first time a team from Camp Hill has done so, so wish them luck!

1. Skyhawks (79.2%, 6123pts)
2. Marshmallow bytes (71.2%, 5255pts)
3. Mango Chutney (51.3%, 3419pts)
4. No Names (51.8%, 3230pts)
5. Four Horsemen (46.5%, 3125pts)
6. Quality Street (47.8%, 3038pts)
7. SANIKISH (44.7%, 2649pts)
8. Four packets of ketchup (37.2%, 2067pts)
9. The Specials (35.8%, 1973pts)
10. Lost and Found (26.1%, 1101pts)
11. Cyber Coders (18.1%, 687pts)
12. MAZE (12.8%, 410pts)



As well as the team scores, outstanding individual contributions were made by Ayesha (43.4%), Clover (42%), Anvi (37.6%) & Zainab (33.5%).

TCS Oxford Challenge

The Bebras Challenge earlier in the year is open to all, but the TCS Oxford competition is only open via invitation. Fortunately, more than 300 students (188 at CHB, 129 at CHG) have reached that standard and this year's competition takes place on **Thursday 18th of March**.



Competitors have 60 minutes to accurately complete as many challenges as possible, using a mixture of Blockly and Python (depending on age bracket). If taking part, it is well worth having a look at sample questions here <https://oucc.uk/>.

We now need to know how many of 'the 300*' would like to take part, so watch out for an invitation link please.

** that's for the classicists/film buffs amongst you. If you recognised that reference it might interest you to know that while the '300' Spartan warriors became immortalised in opposing the Persian army, they were supported by a force of 700 Thespians - don't you love the imagery that suggests?*



Scintillating Cyber Security Competition

The Cyberfirst Girls Competition was a great way to gain more knowledge about coding and enjoy our free time, whilst communicating with our friends and working as a team. We started off with a tiny amount of understanding about coding and over the course of the qualifying round it expanded with the number of days. Some questions were difficult and required us to puzzle over it for hours; others simply needed you to enter it into cyberchef to decode the question and find the flag. Moreover, you can find clues inside the title of the challenge (although we used quite a lot of hints as well).

The qualifying round was split into four sections (Logic & Coding, Networking, Cyber Security and Cryptography) and they provided a variety of challenges to face alone and, in some cases, using the intellect of all our team members. We relished all the tasks the National Cyber Security Centre (NCSC) set and approached them optimistically and logically.

Though we were highly doubtful that we would make it to the semifinals, we tried anyway - for fun - and it was definitely worth it, through gaining knowledge; team skills and mainly just entertainment!

Overall this competition is an exciting experience for girls interested in solving puzzles, coding and an incredible opportunity to work as an alliance and learn new things about coding and computers you never knew before! We would recommend it to all of the year sevens for next year.

If you have any other questions feel free to email any of our team members and we would be happy to answer them for you.

(P.S - Never doubt your ability and hard work, we did make it to the semifinals in the end!)



By
The Skyhawks Team:

Birle Tenekeci
Riya Mitra
Sadiah Rasool
Zainab El-Haffar





Cyber First Competition

by Ishita Mahesh 8W



Are you in Year 7 and are looking for an opportunity to exercise your cyber prowess? Are you interested in enhancing your teamwork and problem-solving skills? If so, then do not hesitate to participate in the Cyber First Y8 Girls Competition next year!

After joining, you can collaborate in teams of up to 4 people to solve a multitude of cyber related challenges online, the main topics being: Logics & Coding, Networking, Cyber Security and Cryptology – so there's something for everyone! The levels of difficulty in the challenges include beginner, intermediate and expert, so keep your mind at ease if you encounter a particularly hard problem. Overall, the exercises are extremely enjoyable and are perfect to stretch your brain and attain useful cyber knowledge. The National Cyber Security Centre (NCSC) have invented this competition to encourage students to consider a cyber career, and to build vital qualities of leadership, co-ordination and resolve which may be needed for future professions.



Cyber First is also a fun event to participate in because it is a chance to explore new concepts and online techniques. The thrill of being part of a team and competing together for the No. 1 spot with thousands of girls across England is simply priceless, and personally, I think that being involved in the contest enriched my knowledge of the cyber world and enlightened me in the subject of group skills.



So, what are the prizes and how do you join?
The winning team will receive £1,000 (yes, ONE THOUSAND POUNDS!) for their school's IT resources, and each team member will be treated to lavish individual prizes as well! If you are in Year 7, keep your eyes peeled next year to join! For more information about the competition, head to <https://www.ncsc.gov.uk/cyberfirst/girls-competition>.



Remember, the event is for Y8 only, so don't miss the opportunity to join!

For a taster of how the challenge are like, try solving the encrypted message below: (hint; use GCHQ's <https://gchq.github.io/CyberChef/> website to help you)

Can you work out what the sentence says?

This gets redrah ot wvguwv kkwdfm 647 892546 848858234 8112
3831353833323837333432313238323132383431363831353834383438383333534



In the Camp Hill Book Corner...

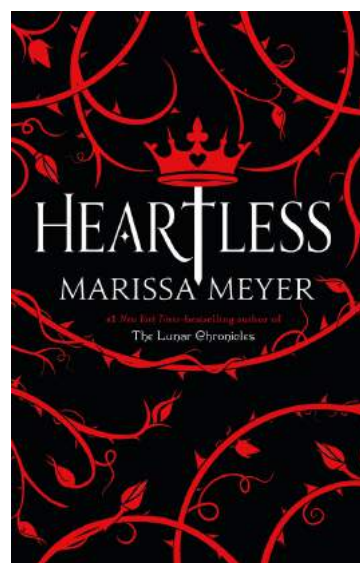
by Jude Shayeb (115)

By the time this article gets sent out, we'll be over halfway through the Spring term, and almost 1/6th of the way through the entire year of 2021. (Yes, I did take the time to work that out. On a calculator.) I find this a bit unnerving because my brain is still stuck in the autumn term of 2020 – maybe even March 2020 – and realising that I haven't visited a library in almost a year makes me want to lock myself in a cupboard and have an existential crisis.

In fact, I honestly don't know where I'd be at this point without the vast array of E-Books that I've discovered online - and although E-Books won't provide you with that undeniably important new-book-smell and satisfying spine-crack that comes with investing in a paperback, they do have the advantage of being far more affordable; So for this article, I've chosen my top two picks for books that I recently read in E-book form during lockdown, and talked a bit about why you should definitely take the time to read them – enjoy!

KS3: Heartless – Marissa Meyer

I've always been a sucker for good fairy-tale retellings, especially when told from an unusual point of view – Marissa Meyer's tragically written *Heartless* is no exception. The standalone novel focuses on 17-year-old Catherine Pinkerton, the daughter of a Marquess who has always dreamed of opening "the best bakery in all of Hearts," but is instead being forced into marriage with her kingdom's foolish King – a marriage that will eventually force her to rule over Hearts as the ruthless Red Queen. Although this is ultimately a tragic tale, Meyer somehow still manages to tell it in that whimsical Alice in Wonderland-esque fashion that lovers of the original story will appreciate; I also liked how Meyer put her own spin on the backstories of certain well-loved characters like the Mad Hatter and the fearsome Jabberwock throughout her novel, as it really helped bring depth to the already fantastical Wonderland universe. Overall a highly enjoyable read and a great introduction to YA fantasy for younger readers.



"Are you here for a reason, Cheshire?"

"Why yes, I'd enjoy a cup of tea. I take mine with lots of cream and no tea. Thank you."

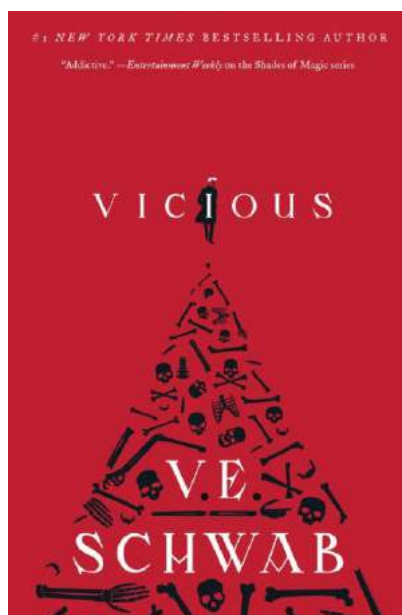
-Marissa Meyer

KS4/5: Vicious (#1 in the Villains duology) – V.E Schwab

This series has somehow managed to provide me with everything I've ever wanted from the sci-fi genre and more; a somewhat believable scientific premise, intriguing characters who come up with crazy ideas that have wonderfully catastrophic consequences and an action packed, nail biting tense plot. A one sentence summary of book one would probably go something like, "think X-Men, but instead of superheroes you get fantastically cunning, morally black supervillains." Schwab really does an incredible job of making the reader question what makes a person good or evil – because although the story features a conventionally charming (albeit deeply twisted) "hero" in the form of Eli Ever, I found the shamelessly manipulative antagonist of the piece, Victor Vale, an overall far more compelling character to read about and try to understand. An absolute must read for ... well, everyone really. *Vicious* is just that good.

"Someone could call themselves a hero and still walk around killing dozens. Someone else could be labelled a villain for trying to stop them. Plenty of humans were monstrous, and plenty of monsters knew how to play at being human."

- V.E Schwab



Chronicle Interview - Ms Tromans

Due to the pandemic, many of you may not know the new teachers at Camp Hill, as it has become very difficult for students to talk to teachers who do not teach them. So, as a way to get to know her better, I interviewed Ms Tromans, the new head of the English department, to find out a little more about her and what brought her to teach here!



Can you tell us about yourself and your interests, for any students who may not know you?

I was a student at Camp Hill some time ago (last century in fact!).

After my A Levels, I went to study Law at Oxford, then went to law school in London and trained as a corporate solicitor with an international law firm. I later moved back to the Midlands to be nearer to my family, working at a law firm in Birmingham and also completing a masters degree.

I now live with my husband, children and pets. I enjoy running, particularly the route past the Cadbury factory when you can smell the chocolate! As you would expect from an English teacher, I love reading and also enjoy writing. I am trying to finish writing a novel which I started several years ago but I never quite seem to find the time.

What was your experience as a lawyer like?

It was great! The clients I worked with were big companies, and the deals and cases often involved several jurisdictions, so it would be usual to be working collaboratively with lawyers in offices around the world. That also meant that the working hours could be very long and unsociable! But there were fantastic opportunities, including going to the House of Commons to hear evidence given at a select committee.

What is your favourite memory from CHG when you were a student here?

I remember house competitions including sports days. I was in Cartland as a student so was thrilled to be placed back in that house when I returned as a teacher. Many of the traditions still live on - we had an annual Christmas pantomime and the Fry cup, for example. I also remember being very happy in the art room. There used to be eight lessons in a day and I had triple art on a Friday. I remember worrying about giving a speech as Head Girl and only afterwards realising that I would enjoy the experience, nerves and all.

What made you want to become a teacher, specifically at CHG?

I really love learning - not as a means to pass exams, but just because I enjoy discovering and understanding new things. I feel very lucky to be in a job where I am constantly exploring a subject that I love. While I was a student here, I think many of us took for granted the fact we had such knowledgeable, supportive and enthusiastic teachers. The school and its teachers instilled a love of learning and a work ethic in me that has really enriched my life. I decided to become a teacher so that I can hopefully do the same for others.



Any advice for current students?

- Focus on the possibilities rather than the obstacles. Do not convince yourself it is too hard so it is not worth trying. If you want to achieve something enough, there is usually a way.
- Do not compare yourself to other people. The world would be boring if we were all the same.
- Always try your best. Real satisfaction does not come from getting a particular mark or grade. It comes from being honest with yourself and knowing that you have done your best.

International Women's Day: Will YOU Rise to the Challenge?

#IWD2021

#ChooseToChallenge

March 8th marks International Women's Day (IWD), an event that has existed in some form or another for over 100 years. It's an important time to celebrate the achievements of women and raise awareness for the issues and inequalities that women still face all over the world.

Growing out of efforts in the early 20th century to promote women's rights, especially suffrage, IWD was honoured for the first time in 1911 in Austria, Denmark, Germany and Switzerland where millions of women and men gathered to campaign for women's freedom to work, vote, and hold public office. In 1921 the date of the IWD was officially changed to March 8th. The United Nations have celebrated and sponsored it since 1975, and began to announce annual themes in 1996, starting with "Celebrating the past, Planning for the Future" in the same year.

But the world has evolved since the celebration's beginnings. In many countries it's now commonplace to see women in fields previously dominated by men, such as STEM, and we can see this variety clearly within our school community and our aspirations. We now have women in positions of power all over the world, for example, the first female vice president of the United States, Kamala Harris. The switch in attitudes towards women's equality and emancipation is plain to see as gender roles are broken down and stereotypes battled.

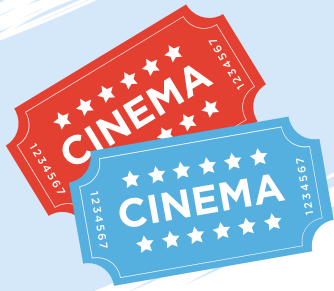
Because of this, it's easy to think that all the battles have been won; it's easy to think that women have already gained true equality. But, unfortunately, this isn't the case. Women of colour, disabled women and transgender women are still not having their voices heard. Women are still not present in equal numbers within business, STEM and politics, and many cultures still see girls as less important, especially in regards to their education. Women still aren't trusted to make certain decisions about their own bodies. Bias and prejudice is ingrained into the way our society is built. International Women's Day focuses on addressing this and we must focus on making our feminism more intersectional and inclusive than ever.

This year's theme is "Choose To Challenge". From the official IWD website:

*"A challenged world is an alert world. Individually, we're all responsible for our own thoughts and actions - all day, every day. We can all choose to challenge and call out gender bias and inequality. We can all choose to seek out and celebrate women's achievements. Collectively, we can all help create an inclusive world. **From challenge comes change, so let's all choose to challenge.**"*

by Erin Marsh 11C





The Joys Yet to Come



Seeing my Grandparents. Going on holiday with my family. Being able to hold my baby cousin. Going ice skating with a friend. Birthday parties. School trips. Practical experiments at school. Seeing my friends. Going to the cinema. Meeting new family members who were born during lockdown. Having sleepovers with friends. Going to Frankie & Bennies. Playing games at Star City. Seeing my family. Doing experiments in Chemistry. Seeing old friends. Going to Cornwall to surf. Being able to experience normal life at school. Holidays abroad. Seeing everyone I've missed. School trips. Going places without a mask. Never to be taken for granted again.



- 7W, 2021



ONLINE ACTIVISM: *Getting Your Voice Heard!*

Over the course of this pandemic, technology has had a significantly more prominent role in our lives. From remote learning to video calls with friends, online technology is one of the few areas which has thrived throughout the pandemic. As a climate activist, I have had to adapt my activism to be manifested in a digital way. As a young person, technology, social media and the internet has always played a role in my life and so I was definitely in a better position compared to other activists who were less familiar with modern technology.

I have been a member of Birmingham Youth Strike For Climate for over eighteen months and, over this time, prior to any mention of coronavirus, we have consistently held our meetings over Zoom and made use of online workspaces such as Slack for their convenience, ease and accessibility. This was certainly not how other climate or activism-related organisations worked. This meant that our transition to continuing our activism during lockdown was much more seamless than others as we already had virtual systems set up and in action. Another issue which others struggled with was keeping up engagement with their audience. As young people, we were already well acquainted with social media and had already used this to grow a platform and to engage with our followers virtually over the last two years. The main area of concern for us was the youth climate strikes which could no longer be held in person. Instead, we resorted to digital strikes which, in some ways, turned out to be more inclusive as people who couldn't previously make it to our in-person strikes were now able to attend. We also made the most of our lockdown time to educate others. As teenagers, we were aware of trends and saw the rise in people cooking at home during lockdown. We used this to promote vegan and eco-friendly recipes such as a guide on how to make your own oat milk - and vegan cookie recipe ideas. We also recognised the informal routine people had now adopted and set up Instagram lives where we would take turns speaking about an area of interest such as 'fast fashion' or veganism while answering the viewers' questions in a way that meant they could drop in and out of whichever of the short talks that interested them. I also noticed that while originally many of the climate-related opportunities had been postponed due to lockdowns, my inbox was soon full of invites and proposals for interviews, webinars, virtual meetings and online resource packs as people made the most of lockdown and adapted to working remotely.



So while it seemed like my activism thrived during lockdown, other climate activists and organisations were struggling. One of my climate contacts, a lovely lady in her 60s, contacted me asking me to facilitate an online Young People's Zoom webinar that her organisation was holding. After a few weeks of preparation she called me to anxiously tell me that barely anyone had signed up for the webinar. "When we've done events like this in-person before, we've had far more attendees!" she told me. When I asked how she promoted the event to young people she was quick to inform me that she had utilised social media; the key to a young person's heart in her eyes. Upon further questioning I discovered she had shared the information on Facebook. I explained to her that Facebook was a space for the middle-aged rather than teenagers and that I would promote it on my personal Instagram and TikTok pages. A few days later I received a jubilant phone call "We're fully booked! Instagram really seemed to do the trick!".

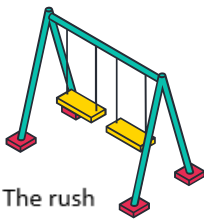
This emphasised for me how the impact that we as individuals can have grows greater everyday as more and more people join the online community. As young people, we have a large platform at our fingertips and perhaps it is this power that gives us a voice. We have all had to adapt to a very different life during this pandemic and it has certainly taught us many things. It has shown us how we can work remotely and I'm sure the future will bring an even greater reliance on technology. I have realised how being familiar with technology, social media and online trends has benefited me in my activism over the course of this pandemic and when we finally emerge from lockdowns and social distancing, mastering the art of being "online" will surely be beneficial for all activists.

In just under two weeks I will be co-chairing Footstep's Virtual Youth Climate Conference alongside a teacher from King Edward's Boys School. As the only young person involved in the initial planning, I have been informed that they want a heavy "youth" focus throughout. I am also doing a guest session for Selly Park Girls' School with Climate Action Network West Midlands where I teach the students some transferable skills for activism. One aspect I will now most certainly draw attention to is young people and online activism. Over lockdown I have maximised my online activism by knowing what hashtags to use to maximise reach, knowing how to edit TikToks, use viral sound clips and check my stats to see follower engagement and peak-posting times. This knowledge is something that the majority of teenagers have but take for granted. I have come to realise that it is actually a skill; a skill much needed in the ever-growing role of online activism!

If you want to get involved with climate change youth activism, feel free to email me at:
16pasha993@kechg.org.uk

by Sanaa Pasha 11P

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8Y's The Joys Yet to Come



Breathing fresh air. The rush
of icy gusts of wind as I skate in winter wonderland.
Meeting up with friends at a park nearby. Walking free
in the Waseley Hills. Traversing
through long, grassy fields.

Basking under the star-soaked darkness, or watching blades of grass dance in the morning breeze
like ballerinas. Simply touching the grass.

Hearing the sounds of children playing in parks again.

Travelling to theme parks. Riding roller-
coasters with family.

Going out and seeing crowds of people. Going to the dessert shop and smelling the sweet scent of
chocolate. Going out to the shops or movies. Going out to drink bubble tea with friends.

Just going.

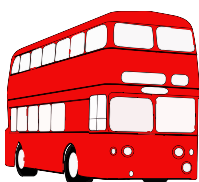
The smell of popcorn and candyfloss. Browsing the spines of books in charity shops. Dancing at birthday
parties.

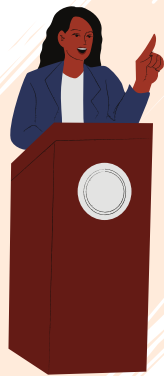
Smelling my grandma's flatbreads, fresh from the pan.

Watching free movies on a plane. Looking at the picturesque view. Flying away
to foreign lands to discover joy.

Long car rides to places new and old. The long school bus journey with my friends.

Things never to be taken for granted again.





ARTiculation

Public Speaking Competition February 2021

ARTiculation is organised by Roche Court Educational Trust. It is an annual national public speaking initiative, championing students' appreciation and discussion of Art. It enables students to develop their confidence and ability to express their opinions, thoughts and reactions to the visual world.

The Art world continues to provide us with rich insights into the world in which we live. Artists expose us to important ideas, conversations, narratives and aesthetic processes. The range of topics presented by students in this year's regional final clearly demonstrated this.

At Camp Hill Girls, we invite Sixth Form artists to participate in ARTiculation; selecting a work of art they feel passionate about or fascinated by and honing their presentation skills in preparation for our internal heat. The uncertainty that last year brought left us wondering if the events would take place at all, but I was delighted that 2 of our students committed to working on their speeches in readiness for our internal heat in December.

Femi Themen was selected to present her speech about the art installation 'Faux-Reedom' by Kwame Akoto-Bamfo at the Regional Final on 3rd February 2021. Originally, the event would have taken place at the Herbert Art Gallery in Coventry however due to the circumstances we are in, everything was managed as a virtual zoom webinar in collaboration with Roche Court Educational Trust and the Herbert Art Gallery, and invitations were sent to friends and families to join the occasion. The competition was adjudicated by Nicola Kalinsky, Director at the Barber Institute of Fine Arts in Birmingham.

Presenting to a screen in a virtual event is not easy, without being able to see your audience's reactions or hear their applause. Despite the unusual format and the pressures of working from home, the standard of presentation by all the students was extremely high. Ms Kalinsky stated 'how immensely privileged she had felt listening to all presentations and learning so much, adding that all speakers had delivered sophisticated presentations and had engaged us all magnificently.'

Femi was announced the winner of the heat, being put forward to the Grand National Final next month and receiving a National Art Pass. Ms Kalinsky stated that Femi shared an 'incredibly impassioned, nuanced and personal delivery. She praised Femi for tackling such difficult contexts and for her well-chosen slides, stating how Femi had left us all aware we should all making an effort to learn more and a desire to see the work. Nicola described Femi's presentation as well-balanced, with an impartial and nuanced delivery.'

I am delighted for Femi to have got this far and to have received such praise and recognition for her work. I wish her all the best now for the Grand Final taking place in March, hosted by the National Gallery in London.

Miss K Irving
Subject Leader for Art



Screenshot from the event

Success in recent ARTiculation competition!

ARTiculation is a competition set up to encourage the voices of younger generations to learn how to read the visual world. It enables us to take a deep dive into a piece of art, photography or architecture and discover how it communicates with us.

Admittedly when Ms Irving first proposed ARTiculation to our art class, we were all somewhat resistant to the idea of performing a self-written speech to a judge and competing against other students across the country. I did not want to come out of my comfort zone, especially in Year 13 with exams and UCAS applications, as it sounded so nerve wracking. However, as I began researching what artists and work I might like to explore in a speech, the process became intriguing. The world can discourage us from reading the symbolism and meaning behind a lot of artwork, but through ARTiculation I was able to grow a further understanding of the visual world, how it communicates to us, and thus how it influences how we think.

I won't lie, the lead up to speaking was daunting, and there were many times I felt I would not be able to perform. However, the environment, albeit digital, was surprisingly welcoming and reassuring. Every student was evidently nervous but also excited to share how their chosen piece inspires them. The regional competition displayed an array of subjects ranging from LGBTQ+ rights in Mexico (by Agustin Martinez Castro) to the 1984 storming of the Golden Temple in India (by The Singh Twins) to feminist thought on domesticity (by Mona Hatoum). You can truly talk about anything you feel strongly about.

I chose to speak about a sculptural piece by Kwame Akoto Bamfo called FauxReedom that reflected on Ghana's history during the transatlantic slave trade. It's a large installation of over 1300 clay effigies; each head modelled on descendants of those that fell victim to the slave trade. His work challenges our perceptions of the past and forces us to question our own involvement in perpetuating narratives that silence black voices. As a result of this speech I'm pleased to have been selected from this group of inspiring voices to advance to the national round of ARTiculation.

This competition is open to anyone with curious minds. It's an incredible opportunity to deepen and share your knowledge about the world around you through the language of the visual. Art encourages you to look for the beauty or pain in the extravagant or everyday. It encourages you to explore your surroundings and challenge the conventions they present you with. Art catalyses change, so don't be afraid to try something new and push yourself.

by Femi Themen, Year 13



FauxReedom by Kwame Akoto Bamfo

Congratulations

Hebrew

'We speak/sing it in prayers. It is very pretty.'

Freya Pinnick 12SW
(Speaks and reads Hebrew)



Tygrina (Eritrea)

'It makes me happy that I can conversate with family I haven't met and that I can get in touch with my heritage, because although I'm not in my home country currently I still feel connected as I know the language.'

Yostiena Meskel 11M (Speaks Tygrina)



International Mother Language Day

by Iona Mandal, 10W

Language and communication are at the very core of our existence. Perhaps the most intrinsic trait of humanity is the urge to be social and connect with one another through the magic of words. There are over 7,000 languages in this world, all brimming with an abundance of cultural heritage and deep-rooted history. They play a vital role in development, strengthening co-operation, and attaining quality education for all. The dissemination of mother tongues encourages linguistic diversity and multilingual education, besides developing awareness of cultural traditions throughout the world and inspiring solidarity based on understanding, tolerance and dialogue. It is not difficult to recognise the great variation of such cultures in our school alone. Unfortunately, many languages go unnoticed as we lose ourselves in the endless maze of diversity. International Mother Language Day (IMLD) celebrated worldwide on 21st February, deserves to be acknowledged. Proclaimed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) on 17th November 1999 'to promote awareness of linguistic and cultural diversity and to promote multilingualism', it has been observed since 21st February 2000 as part of a broader initiative 'to promote the preservation and protection of all languages used by peoples of the world.'

UNESCO chooses a theme for each IMLD and sponsors related events at its Paris headquarters. In 2002, the linguistic-diversity theme featured 3,000 endangered languages with the motto 'In the galaxy of languages, every word is a star.' Other themes included Braille and sign languages, indigenous languages, multilingual languages, languages and cyberspace, books for mother tongue education, mother tongue instruction and inclusive education, safeguarding linguistic diversity, information, and communication technologies, etc. In 2008, the International Year of Languages began on the IMLD to promote unity in diversity and international understanding, through multilingualism and multiculturalism. In 2021 the theme is 'Fostering multilingualism for inclusion in education and society.'

The idea to celebrate IMLD was the initiative of Bangladesh. It is the anniversary of the day when the Bengali/Bangla speaking majority of Bangladesh (then East Pakistan) fought for the recognition of Bangla through the Language Movement by opposing the imposition of Urdu by West Pakistan (now Pakistan) as the only language. This led to widespread protests demanding Bangla to be included as at least one of the national languages besides Urdu. When the Government of Pakistan forbade meeting and rallies, diehard students of the Dhaka University with public support arranged protests on 21st February 1952. When police opened fire to halt protests, five students - Salam, Barkat, Rafiq, Jabbar and Shafiur died, leaving hundred others seriously injured. This was one of the rare incidents in history where people sacrificed their lives for their mother tongue believing that the sustenance of the language that had nurtured them from birth was more importance than their own lives, and thus, exhibiting their incomparable and undying love for what made them who they were.



The Bust of Tagore at Shakespeare's Birthplace



I Love My Mother Tongue. Do You?

On this tragic day, Bengalis (from India and Bangladesh) celebrate the IMLD by visiting the Shaheed Minar (Martyr's Monument) to lay flowers and express their sorrow, respect and gratefulness. It is a national holiday (Martyr Day) in Bangladesh since 1953. Social gatherings and literary competitions are organised honouring Bengali language and culture, drawing designs (alpana) on streets, eating festive meals, and listening to Bangla songs. The Bangla Academy arranges the Ekushey Book Fair in Dhaka throughout February. Similar celebrations of IMLD take place elsewhere too. The Mother Tongue Film Festival is held in Washington, D.C. USA. The Linguapax Institute in Barcelona, Spain awards the Linguapax Prize annually for the preservation of linguistic diversity, revitalization of linguistic communities and promotion of multilingualism. The annual Ekushey Heritage Award in Canada recognizing outstanding achievement in education, social work and community service is announced on IMLD.

Personally, as a proud Indian Bengali, I hugely advocate for the greater representation of my language and culture which I love and feel needs to be pushed into the forefront. After all, it was the Bengali who gave their life for their mother tongue Bangla, now the seventh most widely spoken language in the world. Sadly, very few recognize and confer the versatile genius Rabindranath Tagore the recognition he deserves despite writing the Indian and Bangladeshi National Anthems and winning a Nobel Prize for Literature in 1913. Additionally, he paved the way and left behind a huge legacy in terms of Bengali art, literature, songs, plays, and other works cherished to this date. However, closer to home, in Shakespeare's Stratford-upon-Avon, my heart swells in pride to see a bust of Tagore in the garden of the bard's home.

I believe the IMLD is a day to commemorate not only Bengali, but other equally rich and diverse languages and even dialects which make up our globe and have an immense impact in shaping us as human beings. Even if this means embarking on the journey of learning a new language, doing some translation, or even learning a new word in your mother tongue each day, I strongly believe that we should spend today, if not every day, revering this universal aspect of our combined reality.

Tigrina - an Eritrean language

'I love the way the words sound, and the way it is unique. It makes me proud whenever I speak my home language, because it reminds me of my origins. I started speaking Tigrinya since I was a toddler and I loved watching Eritrean comedy (I still do!).'

Herdina Fitiw 7Z
(Speaks, reads and writes Tigrinya)



Shona (Central Africa)

'Shona is the most widely spoken language in Zimbabwe. It's one of the most significant elements of my cultural heritage. Most Shona phrases/ idioms have such a profound meaning that their essence is degraded, or completely lost, in translation to English.'

Cleopatra Mangwende13.4
(Speaks and reads Shona)



German



'It is a way I can communicate with my family without neighbours or strangers knowing what we are talking about and we can watch tv shows and films in another language.'

Hanne White 9Y
(Speaks, reads and writes German)

Ilocano (a language of the Philippines)

'I like being able to understand my mom and dad!'

Mary Purugannan 8X
(understands and reads Ilocano)



Turkish and Urdu (Urdu is a language which originated in north India)



'Turkish is a language that I am learning and can speak and read it but there are some words that are cognates. You can find many people who speak Urdu in England.'

Juweria Siddiqui 7Z
(Speaks and reads both Turkish and Urdu)

Hindi (derived from the ancient Indian language, Sanskrit)

'It helps me connect better with my relatives. They always seem pleasantly surprised when they realise I can speak in perfect Hindi!'

Khyati Verma 10P
(Speaks, reads and writes Hindi)

In Celebration of our Cultural Languages

Korean

'The Korean language is part of a northern Asian language known as Altaic, that includes Turkish, Mongolian and Japanese, suggesting early Northern migrations and trade. Korean was also heavily influenced by Chinese, but adopted its own writing system in the 16th century.

A lot of people are trying to learn it nowadays thanks to K-Pop, but I don't have to because I already understand it!

Gina Lee 8V (Speaks, reads and writes Korean)



Yoruba (a language of the Yoruba tribe which originated in south-west Nigeria)

'I think it is a way that connects me to my origins and it makes me feel closer to Nigerian and home.'

Anjolaoluwa Alabi 8Z
(Can speak, read and write Yoruba)



Also, Glory Darmola in 8X speaks Yoruba:

'I love being able to say long sentences into short sentences. There are many words that you have to say in way that might sound different like pronouncing 'a' like a phonic 'ah'. The alphabet is also quite different because it has letters joining together to make unique sounds. I enjoy it because you can challenge yourself.'

Romanian

'Romanian is the official language of Romania and the Republic of Moldova (where I am from and where it is also sometimes known as 'Moldovan'), but it is also spoken among some areas in Hungary and Ukraine and a little bit in Russia, Greece, Israel and other parts of the world.

Romanian is one of the languages that people have heard of but never know anything about, and so it is great to know such a unique language! In my opinion, Romanian also sounds nice and shows a part of my culture, making it important for me to speak it! Most importantly, it helps strengthen the ties between me and my relatives! I love knowing Romanian, as well as English, as they are both lovely languages!

Evelian Coca 8V
(Speaks and reads Romanian)



Arabic

'It's great for writing beautiful poetry - it's a very elaborate and "flowery" language, so every word has so many different layers of meaning to it that change depending on the context that it's written in. plus, even if you don't understand Arabic, it makes for stunning architectural calligraphy.'

Jude Shayeb 11S
(Speaks, reads, writes Arabic)

Sylheti, Bengali (from Bangladesh)

'It can be considered a dialect of standard Bengali however as it is not mutually intelligible with it and is a tonal language, with some Tibeto-Burman influences as it is spoken in Northeast India and in Eastern Bangladesh. I am not able to read or write it in its traditional script as it is nearly extinct and impossible to be able to learn for me. I am not exactly fluent yet but I am proficient in speaking it - as I hear it at least once a day.

I love how unifying it is. For example, my grandma who came to England in the 1950's didn't know English, and to this day still has limited English. English is my first language, and I am more proficient in other languages such as Korean as I can read, write and speak it semi-fluent but it's not a home language, so I have some communication problems with her. Through learning more about Sylheti, I was able to speak more to her and we always laugh together (before Covid), now that I can speak it better. It helps me connect with my ancestry from East Bengal and in a way which is simplistic. My parents were born and grew up here, however, our ancestral language helps unify our family with our extended ones and those who don't know English. This is why I love my home language.'

Tasneeyah Khan 9Y
(Speaks Sylheti)



**Kannada - a language from
Karnataka, South West India**

'I like that most people that I've met don't know too much about it so I can tell them the wonders of my language.'

Pratha Mahadevaiah 7Z
(Speaks Kannada)

Gujarati (west India)

'From a young age, both my mum and dad would speak to me in Gujarati and I'd always reply back in English. I might not do any of the above now at home but I know how to do it and it's just knowing that I have this little unique talent squirrelled away somewhere that just makes it all the more lovable.'

Mushkan Pradhan 12SW
(Speaks, reads and writes Gujarati)

Tamil (originated in southern India)

'When I moved to England from India as a baby, I grew up knowing Tamil, but I only spoke in English. I didn't speak in Tamil for years. However, after some time I felt that I wanted to be able to speak in my mother tongue and so I started speaking it regularly. I now love speaking in Tamil as I feel that these are my roots and being a Tamilian is what defines me. Furthermore, I am proud to be a Tamilian as we have beautiful traditions, delicious foods, amazing entertainment and an inspiring culture.'

Tejaswini Rajmohan 11W
(Speaks Tamil)

Telugu (a language from south-east India)

'My family is from India and some people may know that India has more than just one language - it has 22 different languages! My parents know how to speak a few of them but my sister and I only know how to speak one of them - Telugu. I'm not completely fluent in speaking but I'm quite good and I can only write and read a little bit and still have lots to learn. I love that it gives me a way to communicate with my family in India and it also shows a part of who I am and where I am from, even a bit of my personality.'

Rishita Rachineni 7Y
(Speaks, reads and writes Telugu)

Punjabi (northern India)

'I love its simplicity and how it relates to my religion, Sikhism, and its holy scriptures.'

Ambikaa Bajwa 13.7
(Speaks, reads and writes Punjabi)

**Malayalam
(originates in Kerala, India)**

'Malayalam is a Dravidian language, that is a mixture of Sanskrit and old Tamil, although there is a matter of dispute about the origin of Malayalam. It is not related at all to the Malay language - that is a common misconception. The father of modern Malayalam is known as "Ezhuthachan" (literally translated as Father of Writing). It is the only language to be a palindrome. According to The Hindu, Malayalam was rated one of the most difficult languages to learn. I was born in India and then moved here when I was 4, so my initial mother tongue was Malayalam (which is the language spoken in Kerala, South India). Learning English became my first priority so I completely lost touch of the language. At the age of 7, during visits to India, I felt quite upset that I couldn't communicate with my family although I could understand the language. My mother, a teacher, started teaching me the language then. I completely speak in Malayalam at home now. I love the sounds of Malayalam. There are syllables and sounds that practically do not exist in English - in fact my surname cannot be pronounced with just the English alphabet and sounds, it includes a "zh" sound that I can't really describe. I am a huge fan of Malayalam songs and the lyrics in them (especially love songs) have such beautiful meanings.'

Arya Kozippally 10S
(Speaks, read and writes Malayalam)





The Beauty of Bilingualism

by Nithyashree Kumaresan

"The use of a foreign language in the home is one of the chief factors in producing mental retardation as measured by intelligence tests." These were the exact words published in a 1926 British journal study and the popular belief held by most of the general population for quite some time. Bilingualism was believed to be a hindrance and was even frowned upon. Today however this very asset is something that is highly sought after due to its undeniable links with increasing neuroplasticity and reducing the risk of dementia caused by Alzheimer's. This invaluable skill has also been proven to improve multitasking, problem solving and social skills - the latter especially prominent in younger children who are brought up in a bilingual environment. Bilingualism is however so much more than a handy tool to negate the effects of ageing and from the recent survey sent out by Mrs. Neal to the CHG community about home languages, it's clear that us Camphillians believe so too!

Language is not only how we communicate but a mould within which we shape our thoughts and emotions. Speaking another language adds layers of incredible depth to the way we grasp and conceptualise our surroundings, mainly through idiomatic phrases and quirks unique to the language. English speakers may think during the frequent English downpours that it's raining cats and dogs. Lithuanians however would think it's raining axes, whilst the Dutch may find it to be pouring cow tails, razors or pipe stems - quite the selection! These different lenses with which to view the world may seem totally unnecessary to a monoglot. That's because they are, until you obtain the context and understanding needed to harness their seemingly futile functionalities. I believe that these different perceptions of the world possessed by polyglots is the key to all of the physiological and psychological benefits of bi/multilingualism.

Due to the deep rooted, personal connection that each of us bilinguals associate with the languages we speak, our many different tongues become layers of our identity, housing us in various culturally rich communities. This diversity in tongues, coupled with the invaluable insight which speakers of different languages provide, is something that can create an extremely powerful, unique and eye opening environment. Our student body here at CHG is no exception; from those of you that responded to the survey, we have amassed 44 different languages between us from all corners of the world! In addition to this sheer bounty of tongues, a sense of gratitude, appreciation and pride was unanimously present. A Yoruba speaker says "something I love about Yoruba is that it's always a part of you", adding that speaking Yoruba makes them "feel at home." A Tamil and Hindi speaker adds that they "love the sound of both Hindi and Tamil - they both have an array of vowels and consonants that don't exist [in English]". As a fellow Tamilian I can definitely agree with you! Many of you also loved the richness in culture associated with the language and subsequently the different dialects adapted by communities. My sister and I are both fluent in Tamil and use it at home and with relatives. For the past few months I have been speaking more Tamil than English and this coupled with reading classical Tamil poetry and literature with my mum has really reminded me that bilingualism is indeed a superpower. Whenever my sister and I speak with our great grandmother in her language and employ some of the rural slang, there is an instant emotional connection. I find it particularly inspiring to know that many of you at CHG are also extremely eager to maintain the connection with your roots by speaking second languages at home or with relatives abroad. Clearly something has changed in the last 95 years!

I hope that after reading this article you will be able to see how bilingualism truly is a thing of beauty. As one Year 12 student said, "sometimes things are just better said in a different language." After all, speaking to the heart forms a connection whereas speaking to the brain merely transmits information.

Somali



'The different influences. We share words with Arabic, Italian and even Swahili! It means I am able to understand little parts of these languages despite never having learnt them, and it's always fun to find similar words.'

Sumaya Osman (Speaks, reads and writes Somali)

Italian



'It makes me feel more connected to my roots and culture.'

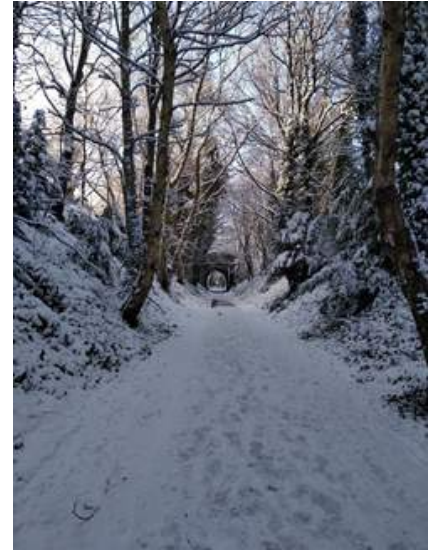
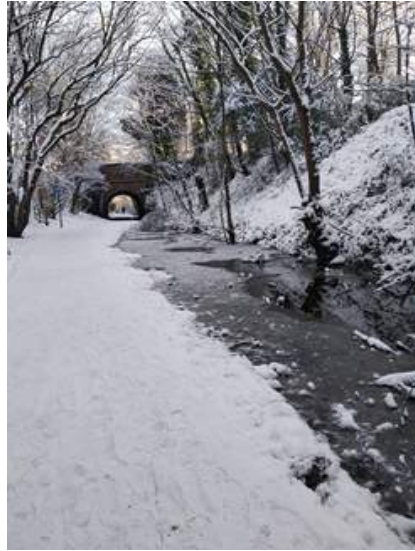
Georgia de Ventura 10M
(Speaks, reads and writes Italian)

Japanese

'My mum is Japanese and I was born in Japan. I have family in Japan and go almost every year. I go to Japanese Saturday school in England and sometimes attend school in Japan for a week or two in the summer. I have Japanese friends both in England and in Japan. Japanese can't be translated into English very accurately and I'm not sure why but I like that.'

Saffran

Sangra 9W (Speaks, reads and writes Japanese)



These are some photos taken from when we were blessed with snow!

February's Fabulous Frames

by Aahana Jain, 11M

Hello everyone! I am very excited to reveal the Chronicle's first every photo gallery!

This new hobby came about when I realised my fitness was at an all-time low during Lockdown 3. So, I decided to start a daily habit: to go on a walk every morning. The quiet, crisp silence allowed me to reflect and connect with nature. Captivated by the serenity, I decided to start taking photographs. This hobby has made me more observant and grateful for the 'casual magic[1]' that I now encounter every day!

Although I do not own any special equipment, I have explored all the features my smartphone camera has to offer and regularly use the grid feature! I hope my branching out will inspire some of you to get outdoors (while sticking to the guidelines) and take some pictures while becoming more attentive of our strange and rapidly changing world.

While this month's gallery consists mostly of nature, we're keen to receive photographs on a wide variety of themes. So, if you do expand your horizons, and would like to contribute to the photo gallery, email your submissions to chronicle@kechg.org.uk. Try something new!

[1] A quote from [UnJaded Jade](#), a very positive studytuber (and a fellow sunrise lover)!



Here are a couple of photos of some sunsets! It's much more beautiful in person - peer out of your window after dinner!

Female Leadership in Lockdown

by Asma Fathima 115

Research suggests that female leaders, in order to rise to executive positions of leadership, are subject to more scrutiny by voters than their male counterparts.

They are required to embody assertive masculine qualities, or they risk being seen by voters as ineffective policy makers. Simultaneously, they must be feminine in their capacity for empathy and compassion.

According to a research paper published on PloS.org, these double standards, whilst apparently paradoxical, have uniquely placed women to thrive during the pandemic.

Successful women are both decisive decision makers, famously evidenced by Jacinda Ardern's COVID-free policy, and empathetic, which is an essential quality during a global health/humanitarian crisis.

Although many media outlets have suggested that this has led to women-led countries faring better during the pandemic, research shows this is highly unlikely. There are many other possible reasons for the vast discrepancies between national death tolls: for example, the general cultural values of countries which elect women leaders likely also played a role in managing the disasters.

Women Leaders

Leadership gender is clearly still an important factor when deciding which way a country develops. The need for equality in the highest offices of government is clearly shown in the vastly different approaches leaders have had in their management of the same situation. Whilst many female leaders have excelled in their roles, here are just some of the most remarkable achievements made by women.



L to R: Jacinda Ardern, Erna Solberg, Sheikh Hasina, Tsai-Ing Wen



1. Jacinda Ardern, New Zealand

In 2019, Jacinda Ardern received international praise for the compassion and composure with which she handled the aftermath of the 2019 Christchurch shootings. She donned a headscarf in solidarity with the mourning families of victims, and had, within days, changed the laws around gun ownership in New Zealand.

She is now perhaps the only leader who can claim a near-faultless approach in protecting her country from the pandemic. Whilst the UK and USA staunchly refused to learn from countries before them, whose healthcare systems had collapsed under the pressure of the virus, Ms Ardern locked down almost immediately, with only 102 reported cases. Soon after, she announced that the country was Covid free, and that all social distancing measures could be lifted. At its peak, New Zealand only reported 89 new per day.

"We currently have 102 cases, but so did Italy once, now the virus has overwhelmed their health system, and hundreds of people are dying every day."

2. Tsai Ing-wen, Taiwan

Despite being geographically close to Wuhan, the epicentre of the outbreak, Taiwan has coped exceedingly well: previous outbreaks of diseases meant that it already had a strong infrastructure to deal with the outbreak of COVID.



3. Norway

'It's OK to feel scared.'

She allayed Norwegian children's fears about the virus during a dedicated briefing last year.

PM Erna Solberg made the Forbes list of Women in 2020 after she lead her country through the crisis, succeeding in achieving one of the lowest death rates in Europe.



4. Bangladesh

After the atrocities committed against the Rohingyas in neighbouring Myanmar, Sheikh Hasina offered refuge to a million people in Bangladeshi refugee camps. The Prime Minister has since been widely praised for her policies which avoided an economic recession for Bangladesh, as was suffered by many other countries around the world during the pandemic.

What these leaders have in common is their ability to navigate crises, be they economic or humanitarian, with extraordinary fortitude, strategy and compassion.

As the pandemic advances, new challenges will face every country. The unique leadership styles of women around the world will be instrumental in making key decisions which shape the future. Leaders, male or female, can learn vital lessons from women such as these.

Perhaps the biggest proof of effective leadership is in how leaders inspire others. Only time will tell whether the impact of their leadership will empower the next generation to follow in their footsteps and adapt to the challenges of the future.



Shakespeare Martineau legal insight week

I've been interested in pursuing a career in law for a while now, so when Dr Rose sent out an email inviting GCSE students to attend a series of legal webinars hosted by law firm Shakespeare Martineau over the half term, I was eager to take advantage of the opportunity. The insight week aimed to teach students more about the wide variety of different careers available in the legal sector, whilst also shedding light on the many different routes that can be taken to become a qualified lawyer (spoiler alert – studying law at university is not the only option!)

One of the week's sessions that I most enjoyed was the "Debate Skills" webinar – here the host talked a little about how to make one's legal arguments convincing, drawing the attendees' attention to the importance of appealing to people's sense of empathy and "tugging on the jury's heartstrings" as well as making sure that your argument is legally and technically accurate. A few rounds of mock debate confirmed that making your points relatable and easy for the audience (or in this case, the judge and jury) to understand was far more effective than inundating them with factual material. We also discussed the importance of tone and witnessed how just looking and sounding confident in the courtroom can pay off and convince even the most sceptical of audiences that you know what you're talking about. It was an overall highly engaging and informative session that really helped me look beyond the dense legal texts and mounds of paperwork that I thought pretty much defined any career in law.

Another session that I found extremely interesting was the "routes to law" webinar; here, the host was joined with two other chartered legal professionals, who explained the different routes to law whilst factoring in important issues like cost, work-life balance and the time taken to qualify. It turns out that you don't need to study law at university to become a lawyer – employees at Shakespeare Martineau have completed vastly different degrees, from English Literature and History to Biology and Economics. If the idea of studying law at university doesn't appeal to you, but you still want to work in the legal sector, you can choose to study whatever degree you want university and then complete a yearlong intensive law course called the GDL (Graduate Diploma in Law.) This course will quickly teach you all you need to know about Law, putting you on equal footing with Law graduates, whilst simultaneously allowing you to study a subject you really enjoy at university. The session also explored other routes to law, such as apprenticeships and the relatively new CILEx (Chartered Institute of Legal Executives) route. Overall, I found it extremely helpful as it provided me with the information that ensured I could make an informed choice about how to pursue my career after Sixth Form.

Overall, I found the Shakespeare Martineau legal insight week a fantastic experience which really helped develop my knowledge of the skills that I would need to flourish in the legal sector.

Shakespeare Martineau is also going to be hosting a "Big Debate" event on the 11th of March, and I would highly encourage anyone thinking about pursuing a career in law to get involved. Happy debating!

by Jude Shayeb, Year 11

TOURISM INSIGHT DAY WITH VISITBRITAIN/VISITENGLAND

by Iona Mandal, 10W

Tourism is an incredibly diverse and interdisciplinary field and has always interested me. Many of my favourite subjects in school are encompassed within it. On Monday, 15th February 2021, during the half-term holidays, I attended a virtual Tourism Insight Day, hosted by Speakers for School's Experience with VisitBritain/VisitEngland. Following signup and selection based on my answers to three questions in the application form designed to test creativity and analytical skills, I got access to gain insight into the working of the national tourist board and various facets of the tourism industry - press and marketing, public relations, leisure, events management, hospitality, digital and online, corporate, communications and business. The session from 10am - 3pm was filled with an intriguing variety of talks, tasks, and group activities.

Tourism is currently worth £127 billion to Britain's economy and is the seventh largest export industry. Inbound tourism's economic contribution is currently £26.2 billion. VisitBritain/VisitEngland are public bodies funded by the Department for Digital, Culture, Media, and Sport for building England's tourism product through raising Britain's profile, increasing the volume and value of tourism exports, growing the valuable business events sector, and developing the visitor economy. Working with a wide range of partners, its mission is to make tourism one of the most successful and productive sectors for the economy.

We began by hearing the Chief Executive of Visit Britain speaking about the organisation and his role in it. We were presented with some background information in relation to its mission, ambition, and strategic priorities. Following this, we received further exposure on how the organisation plans to achieve its goals, besides learning more on its governance and the two boards which control the majority of its plans. VisitBritain has numerous offices situated across the world. We had the exciting opportunity of listening to directorates from the Americas, the Asia Pacific, Middle East, Africa, Australia, China & North East and Europe. We focused especially on England and were given information on marketing, strategy and communications, finance and professional services.

The tourism industry is known to be quite volatile, with global affairs having potentially fatal secondary impacts on the market. An ongoing and relevant issue currently is COVID-19 and its impact due to travel restrictions across the world. It was fascinating to learn how the British Tourist Board was dealing with these sudden, unprecedented changes and more importantly, trying to keep the industry up and running. It was reassuring to know that although the industry relies heavily on travel and audience engagement, multiple solutions throughout lockdown focussing on research and insights, governmental engagement, marketing, industry advice and support, press and public relations were helping to achieve a large part of the goals, despite the existing circumstances. Many plans implemented through the hashtag #EscapeTheEveryday, were encouraging tourists to take holidays, and promote local tourism and staycations.

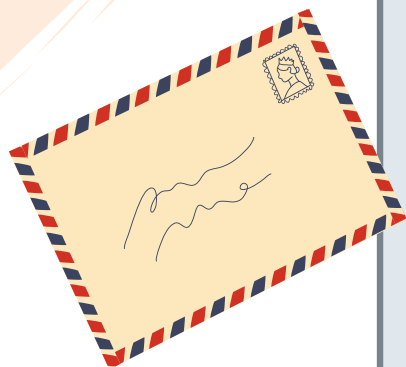
The second half of the session was interactive and undoubtedly my favourite. We were given a chance to get involved in a group challenge, divided into breakout rooms of around ten and asked to work together for ideas which could be implemented through social media to design a creative task of promoting urban tourism. As scribe and spokesperson for my group, I had to write down our ideas and share them with the full house. I was pleased to choose this role and hear our team's ideas on improving social media engagement in tourism being appreciated by senior representatives of the industry and perhaps incorporated in their plans. Finally, we focussed on the working of other global tourist boards and were given tips on interview tactics.

Overall, the day was well spent and a wonderful opportunity to develop many skills - problem solving, communications, creativity, in addition to experiences in time management, teamwork and project work. It is a good opportunity for students who are determined, creative and enthusiastic, willing to work individually and as a team. I will surely be considering tourism as an option in the future upon discovering the prospects it holds.



Letters & Feedback

We thought that you might appreciate the feedback we received recently.



It made my day to read the feature about May Chick!

I am a fortunate member of the mentioned WhatsApp group but she hadn't mentioned this article to us beforehand! That school trip was certainly very special, it gave me a passion for politics that put me on a pathway to living in DC and eventually getting my PhD in political communication and settling on the West Coast of the US.

Thank you for sending this!
Rachel Moran

Dear Mrs Gahir

Many thanks for sending me the January version of the chronicle. I really enjoyed reading it. As a result, I was prompted to view the virtual tour of the school which is very different from that which I remember from the 1960s. As I would have expected, it has grown in size and facilities substantially and is extremely impressive. I remember my time at Camp Hill with great fondness and recognise that the values and discipline that the school upheld have stayed with me throughout my life. My love of Science was born in the laboratories of Camp Hill and I went on to have a long career as a Biomedical Scientist in an NHS laboratory. I have always been proud that I went to Camp Hill school with its values, traditions and excellent education.

Thank you again.
Christine Squire (nee Tipping)



THE CHRONICLE QUIZ

By Swetha Prabakaran 11L

FLAG QUIZ



GUESS THE MOVIE

*clue: it's a classic

wednesday



HARRY POTTER QUIZ

In Harry Potter, what is the name of The Weasley's house?

Who founded the house of Gryffindor?

What is Tom Riddle's middle name?



GUESS THE TEACHER



THE CHRONICLE QUIZ

ANSWERS

FLAG QUIZ

Russia Kazakhstan

Venezuela Chad

Czech Rep. Niue

GUESS THE MOVIE

MEANGIRLS

HARRY POTTER QUIZ

The Burrow

Godric Gryffindor

Marvolo

GUESS THE TEACHER

Ms Maginnis



Word of the Month

Pandiculate

This is 17th century word which means to have a long stretch and yawn upon waking!



Recipe Page

by Ileen Sami

Main meal: Jamie Oliver's Speedy Quiche Traybake

Ingredients:

- 1 x 250g pack of filo pastry
- 1 large courgette
- 300g broccoli
- 1 bunch of spring onion
- 55g cheddar cheese
- 6 Eggs

Method:

- Preheat oven to 180C
- With a box grater, grate courgette and broccoli (stalks included!),
- Break eggs into vegetables and add cheese. Season with salt and pepper. Mix it in with your hands
- Lightly grease the dish and evenly layer filo pastry over the dish.
- Add filling
- Bake for 35-40 minutes, until the filling is set (egg is cooked) and pastry is golden.



Dessert: Rick Stein's Muhallabia (Middle Eastern Milk Pudding)

Ingredients:

- 50g long grain white rice
- 1.5 tbsp cornflour
- 100g caster sugar
- 1L milk
- 75g almond meal
- 1.5 tbsp orange blossom water (swap: rosewater)
- Some pistachios and almonds to serve

Recipe:

- In a large bowl, mix together ground rice and cornflour. Add 1/4 cup (60ml) cold milk and sugar and stir to form a paste.
- Place the remaining milk in a medium saucepan over medium-high heat. Bring to the boil and whisk in the cornflour paste.
- Reduce heat to medium and simmer, whisking frequently, for 10-15 minutes until thickened.
- Add the almond meal and continue to stir for a further 5 minutes, then add the orange blossom water.
- Divide mixture among four 1-cup (250ml) capacity serving dishes or cups and refrigerate until cool.
- Scatter with chopped pistachios to serve.



Dates for Your Diary



March 2021



St David's Day



Year 8
Parents Evening

World Book Day



9am
Year 13
Options Deadline



International Women's Day
#IWD2021



Mother's Day



St Patrick's Day



Year 9
Parents Evening



World Poetry Day



9am
Year 9
Options Deadline

Instrumental Parents Evening



British Summer
Time begins

