

February 10, 2023

### Secondary update

Dear Parents,

Over the past six weeks our students have impressed us with their approach to all aspects of school life. In this update we have some reviews from our overseas and residential trips as well as some key messages from around the school. For Year 11 parents, please see the final exam timetable for the summer exams and there is a request from the Arts Faculty in preparation for our upcoming show.



The half term break offers us all a chance to relax and recharge before returning to school on Monday 20<sup>th</sup> February. I encourage all students to make sure they manage any holiday homework sensibly and not to leave it all to the last minute. For our older students, they must ensure that they dedicate sufficient time to revising and acting on the feedback that they have received following the recent assessments.

The second half of term 2 has only 5 weeks and we will hit the ground running from the first Monday back to guarantee we meet all of our targets before the spring break. I hope you and your families enjoy the half term break and I look forward to seeing you around school over the coming weeks.

Kind regards,

Jon Pennock

### **Update from Mrs Gordon**

Last week year 11 completed their mock exams in preparation for their final exams which begin in May. On the whole, they conducted themselves well and are now familiar with the procedures for formal exams.

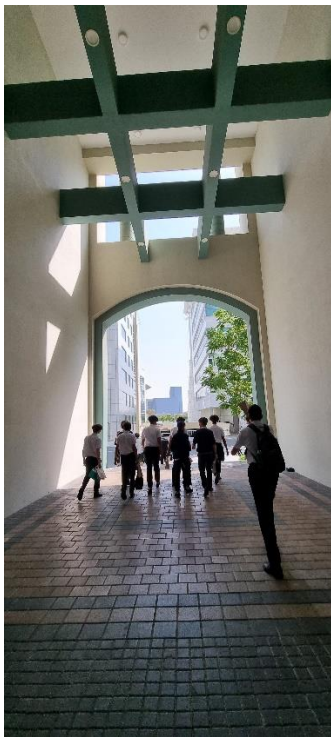
Here is a link to the final exam timetable - [Exam Timetable June 2023.xlsx](#)

### **Message from the English team**

At the end of Focus Week, Year 10 enjoyed a morning of poetry. They were asked to examine the five poems which form part of the ten literature excerpts for their IGCSE English Coursework A. Now they will be able to write their coursework essay, the first draft of which is due after half-term.

### **Year 10 University visit**

Our Year 10 students visited Murdoch University during Careers Week where they had a tour around campus, experienced lectures and gained information on routes into university.



## Arts Faculty Messages



We are pleased to announce that the Secondary production of Annie JR will be on Wednesday 15<sup>th</sup> and Thursday 16<sup>th</sup> of March at 6:30pm.

Preparations are well underway for what will be our first ever Secondary full musical. Tickets will go on sale after half term priced at 20aed (free for age 5 and under).

Rehearsals will continue for cast and crew members on Tuesdays and Thursday up until the show. Those involved should check their teams page for updates.

In order to help the students look and feel the part, we are looking for a number of props and costumes. If you can help with anything on the list below, please email [charlene.rock@southview.ae](mailto:charlene.rock@southview.ae) or send the item in with your child .

To find... (1930s style)

- paddle
- large laundry basket
- old style radio
- old style video camera
- old style microphone
- old style telephone
- tiffany box
- large bow or ribbon.
  
- whistle
- bed sheets (lots)



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- small blankets
- 3 x silver locket
- old looking bag or sack
- old looking torch
  
- tin garbage cans 2 or 3
- old looking broom (wood)
- dog lead, chain or rope
- large baskets x2
- small basket 2-4
  - Wooden chair
  - Wooden desk
  - broken doll
  - Playing cards
  - Ladies brief case or smart bag
  - Feather duster
  - Notepad x2
  - Suitcase
  - Briefcase
  - Green material
  - Blue material
  - Bubble bath bottle
  - Food tray
  - Clipboard
  - Paper popcorn buckets/ packets x10
  - Telephone
  - Tiffany package (old style)
  - Old hairbrush
  - Plastic Flip knife
  - Plastic wine/ champagne glasses
  - Wheelchair
  - Spare sheets/ rags/ material of any kind

### Costumes

To find... 1930s style where possible

Long smart coats.

Fur coat

Hats- men's and women's

Aprons

Flapper dress

Wigs

Suit jackets

Chauffer hat

Feather bowers

Braces

## **Cambodia**

Last week ten of our fantastic students set off on the adventure of a life time to Cambodia with Camps international. The expedition is based on helping 3<sup>rd</sup> world countries work towards completing the UN SDGs. The team arrived in Cambodia and stayed in Camp Beng Mealea for four nights where they made over 700 concrete tiles from scratch to lay in a local school to make a playground for the children. They made a water pot for a local family to collect water in the dry season. The students got to interact with the students by teaching them some English lessons and had some fun in a game of football. I'm sad to say South View did not come out on top of the game but were very gracious losers.

Each afternoon the students received a lesson to learn about the Cambodian language, the culture and their history, where they amazing me in the questions they asked and how respectful they were. They got to visit the local community temple and get blessed by the monks.

Students then travelled to Siem Reap where they visited the Beng Mealea Temple and Angkor Wat. After some shopping at the local markets we headed of to the Cambodian Phare Circus for an evening of entertainment.

We then spent a day travelling to Phnom Penh where students visited the genocide museum S21 and the killing fields Choeung Ek. We were privileged to get to meet and speak with 4 of the 12 survivors form S21.

The week was an huge success and the students I hope had an amazing time. We hope to continue of journey with Camps international over the coming years.

If you have any questions or would like to know more please do not hesitate to get in contact with me.

Wishing you all a restful and safe half term.

Stacey and the Humanities Team.







## Residential trip to Ras Al Khaimah

Many of our Y7-Y9s had very successful residential trip to Ras Al-Khaimah where they took part in many daring and difficult challenges. The trip, by *Ecoventure*, was a three-night stay that included four days of activities. On our first day we were water based. The pupils had to work together to build rafts and sail them, kayak whilst enjoying the beautiful scenery and then enjoyed beach games in the sun. Day two saw us travel deep into the mountains and we had to settle our nerves quickly before rock climbing and abseiling. Miss Quick even managed to face her fears and climb up! Day three and four tested the pupils' problem-solving ability, saw them complete obstacle courses and showed their creative side with buggy building. Everyone was able to have a relaxing last evening, taking part in campfire songs and toasting marshmallows. The pupils excelled in all activities and showed teamwork, charisma and effort throughout. We all very proud of them!



Jack, Y9 – I really liked the activities, they were more exciting than last year, and were the right mixtures of fun and thrilling.

Liran, Y8 – It was a great new learning experience which pushed me to try new things and I got on well with new found friends.

Sarah, Y7 – Camp was so much fun. It was tiring and busy but we kept each other going with motivation and support.





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## Empathy day

During empathy day students had thoughtful discussions around the definition of empathy and explored the key differences between empathy and sympathy. Students examined soon key 'empathy misses' and discussed the nuances between responding to a friend in need with an empathic response through offering support and staying out of judgment, and 'empathy misses'.

Students reflected on their own needs when it comes to opening up to friends and came up with example scenarios of empathy taking place. Finally, made a creative response to their learning by creating a film or comic strip depicting an 'empathy miss', along side with how one could have responding in a more empathic manner.

## Focus Week: Empathy and Sympathy

### Definition:

**Empathy:** To actually understand how someone else is feeling by having to go through it before. (feeling with)

**Sympathy:** To feel sad or feel bad for what someone else is going through without knowing how it feels as you have never been through it. (feeling for)

### What we learnt:

We learnt how to treat people when they are dealing with a difficult situation.

Here are some examples of the comic strips that students produced.

