

Dame Alice Owen's School newsletter

Dr Alan Davison

Headteacher, 2005 to 2016

On Thursday 8th October 2020, the entire Owen's community was shocked and saddened to receive news of Dr Alan Davison's sudden passing.

Headteacher at Dame Alice Owen's from 2005 to 2016, Alan was an ever present character who ran the school in his own unique style.

He was a steadfast leader, encouraging colleague and nurturing supporter of every student he came into contact with, enriching the lives of so many.



Alan's extraordinary problem-solving skills meant the school always remained open, even in thick snow and ice, and his exceptionally high expectations meant staff and students excelled under his leadership.

His determined nature shone through in many ways, such as on one school sports day when the weather was so bad that the Director of Sport was about to call it off. To convince him otherwise, at eight o'clock that morning, Alan donned a pair of trainers and to the staff's amazement began sprinting down the 100m straight. At the finish line he confidently declared that the track was fit and sports day would go ahead!

That is just one example of how Alan's remarkable enthusiasm benefitted students and ensured the school's continued success during the eleven years he was Head.

With a keen interest in sports as well as academia, Alan would often help run school teams when others were unable, and he even attempted refereeing a couple of junior football matches in his time. He enjoyed playing in the staff football team when he could, but ultimately watching his beloved Newcastle United FC play was his particular favourite pastime.

The tremendous day in 2006 when our Year 9 Football team went all the way to the final of The National Cup, winning 1-0 to lift the trophy, was one of Alan's favourites as Head at Owen's. He even personally paid for a replica of the cup to be made before the original had to be returned, and upon its arrival at the school, he proudly placed it in the trophy cabinet in the foyer where it still stands today.

In his free time Alan was a keen cyclist and would often arrive in the morning and at after school meetings in full cycling regalia. The fact school staff were able to take him seriously in specialist cycling shoes which made it difficult for him to even stand, is only testament to the level of respect Alan commanded, and deservedly so.

He would have been the first to admit that he was not one of the world's greatest thespians, but that never stopped him from appearing in the school's annual pantomime. Typically he would burst onto stage, pause

to look down at whichever prop he had attached his script to, and then, with great energy and gusto deliver his line. On one occasion, he had the entire audience and cast roaring with laughter having noticed him enter the stage with his costume on back to front, accidentally we presume, sporting an impressive six pack on his back.

The school's 400th Anniversary Year provided an opportunity for the wider Owen's community to witness just how much of a force Alan really was. Many of our past pupils and parents will remember him achieving the seemingly impossible task of persuading The Royal Albert Hall to allow us to hold a huge commemorative music concert there and this week on social media, past pupils have recalled the story of when Alan approached the Royal Albert Hall and they told him, "we don't do school concerts". Famously, his reply was, "neither do we!"

Not only was Alan able to achieve this remarkable feat, he was also able to privately charter one of First Capital Connect's trains for the school's journey to Moorgate for its 400th year commemorative service at St Paul's Cathedral on Friday 8th November 2013. He even somehow convinced them to rename the four-carriage locomotive 'Dame Alice Owen's 400 Years of Learning' for the entire day! Something which we understand has never been done by a Headteacher, before or since.

Ultimately, it was Alan's extreme passion for driving things forward and his formidable approach to ensuring the continued progress of individuals and the school as a whole, that set him apart from the rest.

Towards the end of his career, Alan joined the Old Owen's Association as a dedicated committee member with his vision being to see our current pupils, parents and Owen's Alumni coming together as one all encompassing family. We are pleased to say that this is something we are now working very hard towards and are confident that Alan's vision will soon become reality.



Year 9 pupil named as one of UK's top young poets

Lauren Lisk, aged 14, beat off stiff competition to be named as one of the winners of the [Foyle Young Poets of the Year Award 2020](#).

On Thursday 15th October 2020, [The Poetry Society](#) announced the top 15 winners and 85 commended poets of the Foyle Young Poets of the Year Award 2020 at a virtual prize-giving ceremony. This prestigious award has been finding, celebrating and supporting the very best young poets, aged 11-17, from around the world since 1998.

According to The Poetry Society, a staggering 15,966 poems from 6,791 young poets were submitted for this year's awards. Young writers from 118 countries entered the competition, from as far afield as Afghanistan, Ecuador, Mozambique, North Korea and the Seychelles, and every corner of the UK.



So huge congratulations go to Lauren who was selected as one of only 15 winners by judges Keith Jarrett and Maura Dooley. Judith Palmer, director of The Poetry Society, said of this year's awards: "For a young poet to reach the top 100 in such a competitive year is a huge achievement and one to be proud of."

The Race Card

People always excuse racism with the phrase
 "Stop using the race card" as if
 The exploitation of blacks
 The use of an infamous six letter word
 Is all
 A game
 Like I could use my race card to
 Make *happy families* of
 All those who have lost
 A brother
 A sister
 A parent
 A child
 Like I could use my race card to
 Win this game of *top trumps*
 And defeat what some may call kakistocracy
 In one of the largest
 Yet most broken countries in the world
 Like I could use my race card
 To stop this *game of life* where
 People are seen as pawns
 Through a lens of black and white
 And protesting seems like a *trivial pursuit*
 So how can I *articulate* to you
 The fact that this is true?
 If I did have a race card
 I wouldn't roll the dice
 Of wasting it on you.

Lauren said: "When I heard the news, I didn't believe it. I had entered lots of competitions before, which had never really amounted to anything, and so was really surprised that someone had read my work and actually thought it was something special. Afterwards, I kept reading through the poem, thinking "this was good enough?"

"Winning the award, to me, was validation. It showed me that my words could actually make a difference, and made me realise just how special poetry is. It also taught me to believe in myself a bit more, since the judges had now believed in me.

"I am so thankful to the Poetry Society, Keith Jarrett and Maura Dooley, for this chance, and would like to congratulate all the other winning poets and the amazing poets who entered! As well as say thank you, to my friends and all my teachers, especially Mrs Friel, as for without them, I would never have got this far!

"I know that this award will open up so many doors, including meeting so many creative people, as well as the opportunity to be published, and feel so lucky to have been granted it. I can't wait to see what the future holds."

The 15 winners will receive a special mentoring programme over the course of the next year to help them develop as writers and their work will be published in print in March 2021.

Many congratulations Lauren!

NEWS FROM THE MUSIC DEPARTMENT

DAOS musicians to perform in series of Live@5pm events

We are delighted to announce that the sound of music has returned to DAOS as Owen's musicians have been able to start rehearsing again and will be performing in a series of exciting events next half term.

As all music-making takes place within a 'bubble', these events will be year-group specific and will involve the ensembles made up of students from that year. We are fortunate at Owen's to have such a wealth of musicians to be able to put together a range of ensembles within each year. Each of these concerts will feature several ensembles such as orchestras, jazz/soul bands, choirs, wind bands, chamber and percussion ensembles.

Although we are unable to invite audiences into school, you will be able to join us for these events via live-stream or recorded video. We expect the programmes each to last in the region of one hour. Details of how to join the stream will be sent to parents in the week prior to the performance. Put the following dates in your diary, and we look forward to 'seeing' you there!

Thursday 5th November – Owen's Musicians Live @5pm – Year 13

Thursday 12th November – Owen's Musicians Live@5pm – Year 11

Tuesday 17th November – Owen's Musicians Live@5pm – Year 10

Wednesday 18th November – Owen's Musicians Live@5pm – Year 8

Wednesday 2nd December – Owen's Musicians Live@5pm – Year 12

Tuesday 8th December – Owen's Musicians Live@5pm – Year 9

The Year 7 Orchestra and Drumming Group will perform in the **Year 7 Performance Platform** on **Friday 27th November at 4pm**. This will end at 5pm.



MANAGING MY EMOTIONS

STUDENT SUPPORT

It is normal to have some worries and anxieties at these difficult times.

**Your teachers are here to help you.
And you can help yourself too.**

If you experience worries and become overwhelmed by them, here are some strategies that you can use to regulate your emotions and calm yourself down.

**Try and follow these 3 steps:
Notice, Connect and Care**

(Top Tip: practice the strategies with mild emotions first, so that when you really need them you know what to do)

We are here to help, Laura Villa, Student Support, DAO



www.citylivingpsychology.com



MANAGING MY EMOTIONS

STUDENT SUPPORT



MY THOUGHTS

Notice:
What thoughts are causing you worries and anxieties?

(Can you write them down?)



MY FEELINGS

Notice:
What feelings and emotions go with your worry thoughts / are triggered by them?

(Can you write them down?)



MY BODY SENSATIONS

Notice:
Where do these feelings and emotions feel in your body?
How do they feel like? (i.e. butterflies in your stomach)

(Can you write it down?)



MY GROUNDING STRATEGIES

Connect:
1) Now sit down, take a deep breath and push your feet into the ground; 2) look around the room and notice 3 new things around you and name them; 3) think of your favourite smell or smell a scent that you like



MY SOOTHING STRATEGIES

Care:
1) As you do that, place one hand on your chest, on top of your heart and feel the warmth
2) imagine a place where you feel relaxed or a relaxing colour
3) imagine yourself being cosy and warm



MY CALMING STRATEGIES

Care:
1) now breath in slowly through your nose (1..2..3..4), fill your lungs and expand your abdomen (1..2) and breath out slowly through your mouth (1..2..3..4)
2) tell yourself kindly: "It's ok", "it will pass"



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NEWS FROM THE MATHS DEPARTMENT

Owen's students achieve Gold in Maths Challenges

A huge congratulations to the following students who achieved gold medals in the Junior and Intermediate Maths Challenges that took place at the end of the last academic year:

Name	JMC Gold Current Year 8
Jafar Alani	Gold
Jack Fu	Gold
Samuel Giles	Gold
Sally James	Gold Best in Year
Ava Mohammad Aghaei	Gold
Melanie Reusch	Gold
Emily Roberts	Gold
Jonah Ross	Gold
Izzy Sandu	Gold
Maya White	Gold
Yue Yitong	Gold

Name	JMC Gold Current Year 9
Liam Buchgraber	Gold
Amira Eltholth	Gold
Melis Ethemsoy	Gold
Andrea Kokkinos	Gold
Matei Pirtac	Gold and Best in School
Sarah Rahali	Gold
Jacob Roberts	Gold
Katia Temple	Gold

Name	IMC Gold Current Year 10
Louis Anastasiou	Gold
Max Bhowmik	Gold
Elliott Doolan	Gold
Nathaniel Gibbon	Gold
Cassius Gill	Gold
Rufus Jasko	Gold
Zoe Leahy	Gold
Kian Leung	Gold
Jack Matthews	Gold
Lijing Song	Gold
Rio Starling	Gold
Joshua Tate	Gold Best in Year
Maarten Van Winden	Gold
Connie Yoshioka	Gold

Name	IMC Gold Current Year 11
Zakariya Ahmed	Gold Best in Year, Best in School
Issy Brooks	Gold
Henry Chandler	Gold
Euan Connolly	Gold
Pierre Eveson	Gold
Felix Gibson	Gold
Daniel Goodlad	Gold
Maria He	Gold
Helen Henwood	Gold
Roisin Keohane	Gold
Andrew Lockett	Gold
Vidyuth Menezes	Gold
Jack Richards	Gold
Ben Roberts	Gold
Satoshi Samarasinghe	Gold
Karrishma Seechurn	Gold
Daisy Smith	Gold
Katherine Vincent	Gold
Aimi Weightman	Gold
Louis White	Gold

Name	IMC Gold Current Y12
Ashta Barbor	Gold
Leo Bartlett	Gold
Rakesh Bhaskaran	Gold
Oliver Crofts	Gold
Ishan Gopaul	Gold
Zoe Gunasekera	Gold
Jacob Hirschhorn	Gold
Ranjana Ram	Gold
Aditya Sembian	Gold
David Sleeman	Gold
Huan Xu	Gold Best in Year
Oliver Zhao	Gold

International Maths competitions success for Aron Thomas

We are also very pleased to celebrate the achievement of **Aron Thomas** who finished his studies at Owen's this year. Over the summer he took part in the International Informatics Olympiad, ranking 116 in the world gaining him a bronze medal and the International Mathematics Olympiad ranking 59th in the world, his best performance to date, with the UK team coming 9th overall for which he was awarded a silver medal.

NEWS FROM THE COMPUTING & ICT DEPARTMENT

Year 9 students create health app for AWS competition



Year 9 students Lavenya, Amira, Indira, Bella, Philip and Malachi took part in the online Amazon Web Services (AWS) competition semi finals, on Tuesday 13th October, presenting their idea for an app. They came up with an app called *Apatheia* to help those students with Intermittent Explosive Disorder. The mental health app allows users to view a screen of calming imagery and promotes tranquillity with soothing music.

CELEBRATING MICHAELMAS DAY

Dame Alice Owen's Girls school opened on September 29th, Michaelmas Day, 1886. The school celebrated the birthday every Michaelmas with wearing of Michaelmas daisies, a netball match against the Staff, cakes and a service in St Mary's church.

The school is honoured to receive a beautiful bouquet containing Michaelmas daisies on September 29th each year from two Owenians who still fondly remember their time in the Girls' school celebrating its 'birthday'. The flowers certainly brought a smile to our faces during the difficult times this year and they have been blooming beautifully in reception.



NEWS FROM THE SCIENCE DEPARTMENT

Year 7s enjoy Science Club experiments at home

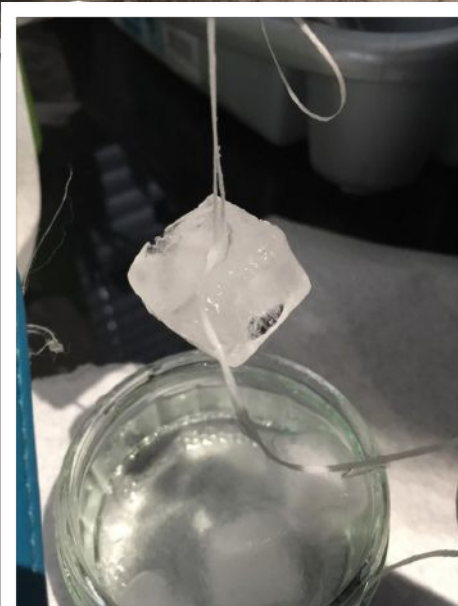
In most years, the Science Department doors are thrown open to enthusiastic Year 7 pupils one lunchtime a week where they can experience new experiments and satisfy their curiosity in KS3 Science Club. This year, we have moved online and swapped the lab for the kitchen.

Each week, a different science challenge has been set and pupils have been completing experiments at home and uploading photos and videos of their results. Each experiment only requires equipment and items that are commonly found around the home.

This half term, pupils have carried out experiments covering different topics from Biology, Chemistry and Physics. The first challenge involved removing an eggshell using vinegar and then seeing how high the deshelled egg (uncooked!) could be dropped from before it would break.

Pupils then went fishing for ice with a piece of string and then used a glass of water to investigate refraction and see how lenses work. Currently, pupils are in the process of growing their own colourful crystals in a jar using just salt, water and food colouring. Pupils will be finishing off the half term by using celery and food colouring to investigate how plants transport water to their leaves.

Hopefully, we will be able to return to the Science labs soon for some of the messier and more explosive experiments but, until then, the pupils will continue to show ingenuity while exploring the world around them at home.



NEWS FROM THE LIBRARY

The mobile library comes to Owen's

The Library is in the Edinburgh Centre, which means that due to the restrictions in place students in Years 7-11 cannot come in person to use this wonderful facility. While we are very sad not to see Years 7-11 in here, we are doing our best to take the Library out to the students. With the help of a trolley, we have become new style mobile librarians!

All of our students and staff are members of the Library and have their own account on the system. They can log into the [Online Catalogue](#) to see which books are available for them to borrow. There is a link on the Student Launchpad, and in the Quick Links area of the school website.

Anyone can search the catalogue without logging in, but to be able to borrow items they must log into their account. There is an email link for anyone who has forgotten his or her username or password.

The spinning display on the catalogue homepage shows some of the most recent additions to the Library. The Lists menu has a vast array of different reading lists, all linked to catalogue entries.

Students borrow books and DVDs by logging into their account and reserving the items that they want. The librarians find the reserved items, issue them to the borrower and deliver them to Form Rooms for the students to collect at registration. Years 12 and 13 may collect their reservations from the Library. Returning books is easy, as the locked Book Returns Box is now in the Foyer where all students have access, and can post their books into the box. *All books returned to the library are quarantined for 72 hours before being shelved or re-issued.*

Any student who does not know what to read next is encouraged to email the library to ask for suggestions and help.

Year 7 had their library induction sessions in their classroom, but although they are missing out on seeing and handling the wonderful collection of books they are already logging in and reserving items to be delivered. We are using our Google classrooms to post information and book lists to encourage reading.

As well as borrowing the actual books, students can use our DAOSVLe-Books site to read e-books. Our Library site on the DAOS Hub enables students to use online resources to which we subscribe.



We are very pleased to have the latest books by two Old Owenian authors, Holly Smale and Emma Everitt-Story. Holly's second book in her Valentines series is *Far From Perfect*. Holly's *Geek Girl* series is also very popular here. *Emotional Ghost Train* is the second in Emma Everitt-Story's series *Samantha Drury's Secret Diary*.

All members of Dame Alice Owen's School are entitled to register as members of [Hertfordshire Library service](#) and benefit from their printed and online resources.

We aim to keep Owen's reading.
Mrs Compton, Librarian

NEWS FROM THE ENGLISH DEPARTMENT

Owen's Creative Writing Club goes from strength to strength

Owen's Creative Writing Club continues to be a popular activity for students. Lauren Lisk and Simran Misir, Year 10 pupils, have attended the club for several years, and have used the facility to engage with and develop their writing skills resulting in their work being published in numerous anthologies. Most notably, this year, both have won prestigious competitions with their creative works including winner and runner-up positions in the Rotary Young Writers Intermediary Competition.

Here, they describe their time at the club.

"I joined Creative Writing Club, at the beginning of Year 8 (just over two years ago) and since then, have had the opportunity to enter so many writing competitions, including the Rotary Young Writers competition and many others. This has given me the chance to have my work published, as well as access lots of different, interesting opportunities."

"Over the past few years, the Creative Writing Club has been a really creative space, to explore, as well as develop, new ideas and have amazing feedback, to improve our writing. Thanks to Mrs Friel running the club each week, my writing has improved so much, and I have been able to write so many pieces, and achieve second place in the Rotary Young Writer's Competition this year and last year. As well as this year, to become a Foyle Young Poet of the Year, and I just want to say thank you to Mrs Friel, and all the members of the club, for without them, I would have never come this far."

Lauren Lisk

"Creative Writing Club is a fantastic opportunity to work on and develop your writing, while helping you to question and research different topics, before you write your own interpretation. I have been attending the club for the past few years, and have loved being able to experiment with different styles and techniques to express certain ideas and opinions. When we are given a word or brief to inspire a piece of writing, it is interesting to see how others interpret it, as usually everyone ends up writing about something completely different, though they are all connected in some way to the original stimulation."

"One of the highlights has been winning the Junior District Rotary Competition. You had to write something on the theme of 'Connections', and after brainstorming ideas, I decided to focus more on a physical connection. This led me to research conjoined twins, and after reading many stories of twins born like this, I wanted to write the story of twins who had a strong emotional, as well as physical connection."

"The club really helped me to discover aspects of writing I would never have before, and always challenges me to write and improve, as well as get creative. It pushes me to find and focus on what I am passionate about and then discover a unique way to express these thoughts creatively."

Simran Misir



Simran and Lauren receive their certificates from the Rotary Young Writer Competition.

NEWS FROM THE DRAMA DEPARTMENT

Students take part in playwriting course and competition

During lockdown earlier this year, the Drama Department ran a playwriting course and competition in conjunction with the [Tamasha Theatre Company](#). It was aimed at students in Years 10-13 and weekly Google Meet classes were held to allow students to develop their work. All students who attended the online course can submit their writing to be judged by the playwrights at the theatre company. The deadline for submission is 8th November 2020. Winning entries will be published in a book by Methuen Drama.

Here, Mia Dacosta and Eliza Hogermeer, write about their experience of the Bitesize Playwriting course.

"During the lockdown period, many students, including me, found the period of time immensely unstimulating. The excess time, inability to see friends, combined with a general uncertainty promoted an environment that truly just lacked motivation. I was therefore very grateful when Mrs Nicolaides got in contact with us students, asking if we would consider taking part in the Bitesize Playwriting competition, run by the Tamasha Theatre Company. The entries would be no longer than five minutes, allowing only for 2-3 actors within the scene, but could focus on any theme, event or story we desired, allowing us to incorporate our own theatrical style to the writing. I, as well as many others, agreed.

"Understandably, the group of participants would not be able to meet up physically, so Mrs Nicolaides held an online Google Meet each week for several weeks so we could discuss our ideas. Over the course of these meetings, we used various online sources to understand the principles of playwriting altogether, as well as reading extracts of already published plays to gain a feel on how to write a story. We were encouraged to write about matters we felt passionate about, and I actually took my experience from lockdown to use as the setting of my place, a kitchen in England in June of 2020. The theme of 'isolation' ran heavy throughout my piece, my play focusing on the interactions of a couple, in which the wife was abused, exploring both the physical isolation of a nationwide quarantine, and emotional isolation of toxic relationships. I was also influenced by my 'lockdown-hobbies', as it were, especially gardening, and the strange almost material connection I had grown (pun intended) for my plants, so within my play, I made a third character, 'Plant'; speechless and stationary, yet representing new hope and life in a dark time.

"It was a very enjoyable experience, important for me during the especially dull period that was lockdown, and I look forward to receiving the professional critique of my work by the Tamasha Theatre Company."

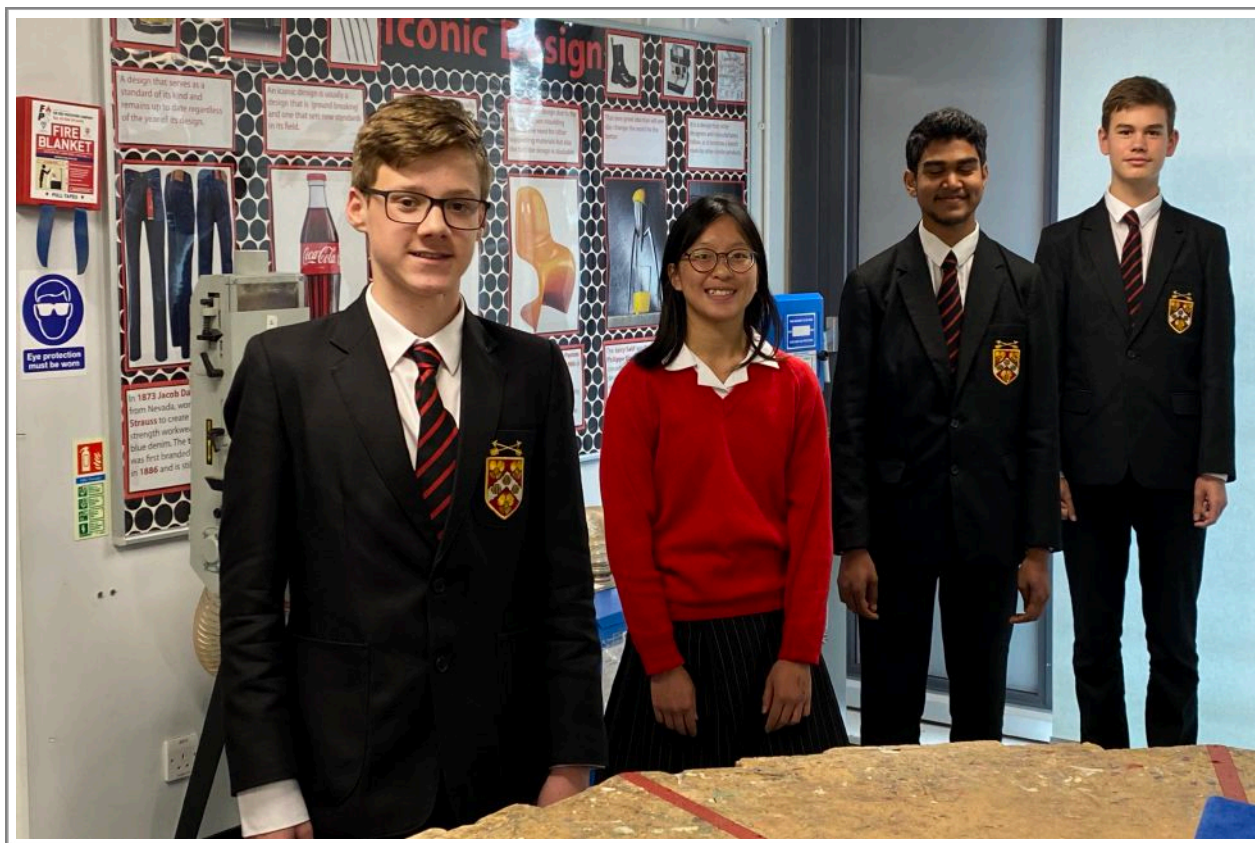
Mia Dacosta

"Over lockdown, we all struggled with boredom and finding a sense of purpose to get us through the long six months. The weekly meetings on Google Meet with other drama students really boosted morale, especially due to the past and current dearth of theatre. The Tamasha playwriting competition really re-sparked my creativity and engaged me more in other non-COVID related issues going on in the world, as we had to choose something to base our scene on.

"As a History A-Level student and in the midst of the Black Lives Matter movement, I decided to research further into British colonialism and chose to write my scene about the migration of Anglo-Indians in the early 1950s from India to England towards the end of the Raj's reign, heavily focusing on the difference in treatment they received in both England and India. This topic is personal to me as my grandparents experienced this journey and I included their first hand accounts as direct inspiration when writing my scene – with a bit of creative licence, of course!

"Overall, I found it fascinating reconnecting with that area of the past and thoroughly enjoyed all the aspects of learning about and constructing scenes!"

Eliza Hogermeer

NEWS FROM THE DESIGN & TECHNOLOGY DEPARTMENT

Owen's pupils make it to national STEM Competition finals

The D&T department is extremely proud of Harry Roberts in Year 10 who won sixth place in the National STEM remote learning competition 'The Great Exhibition at Home' organised by [Big Ideas](#) as part of an engineering initiative.

Jasmin Mac, Jaiden Patel and Maarten Van der Winden are also to be congratulated for their hard work as they were awarded a commendation for being amongst the top 30 finalists in the country.

The National STEM competition took place last summer term to commemorate the Great Exhibition of 1851, which was organised by Prince Albert and showcased the most exciting Victorian technology and inventions in Britain at that time. For the 2020 'Great Exhibition at home' challenge, students were invited to submit a one-minute video that tackled the question: 'How can engineering help protect the planet?'

Thousands of students across the country took part in engineering challenges and created their own Great Exhibitions at home! Harry Roberts wowed his teachers and impressed judges with a very thought provoking presentation about the urgent issue of climate change and melting ice caps. He conducted experiments and proposed an intriguing concept for slowing down the time it takes for the ice caps to melt by using pykrete. As a result of Harry's impressive presentation, he has been awarded with an opportunity to meet with an engineer and will also be receiving a goodie bag of prizes.

Miss Chan, Mrs Davighi and Mr Stensel are thrilled about the news and would like to congratulate all the students who submitted their presentations for all their hard work and dedication.

The winners announcement can be viewed on our website here:

<https://www.big-ideas.org/the-great-exhibition-at-home-2020-prize-winners/>

NEWS FROM THE PSYCHOLOGY DEPARTMENT

Year 13s apply social influence theory to topical questions

Year 13 Psychology students were tasked with applying their psychological theory of social influence to two challenging topics this term: 'The Black Lives Matters movement' and 'Why individuals would wear a mask during the Covid pandemic.' Maya Rockman and Eliza Connery provided two great answers:

How can we use our knowledge of Social Influence to explain the BLM movement?

Black Lives Matter is a social and political movement which advocates against all racially motivated violence towards black people and their general racially charged mistreatment. In creating social change, minority influence plays an important role through several steps.

Firstly, attention is drawn to the issue through social proof, for example, the protests that occurred all over the world highlighting police brutality towards black people, triggered by the murder of George Floyd. These marches continue often with thousands of people taking part, this demonstrates consistency of message and intent. The increased attention also meant that deeper processing of the issue and the inequalities was triggered in the majority.



Copyright Coast-to-Coast

Secondly, the augmentation principle (which states that if risks are involved in creating social change then the point of view put forward is taken more seriously by the majority) also increased the influence of the movement as protesters continued to attend regardless of the risk of Covid-19, emphasising the importance of the issue, and their commitment to it.

Once the minority manages to persuade some people to act on their movement and further social change, the snowball effect comes into play. This is where influence grows in size considerably, and gradually the minority become the majority influence. This can be seen in BLM as soon after the protests began, officials in Washington, DC, and states including California, Nevada, and Texas, banned chokeholds and reviewed police reforms. The protests also sparked wide-ranging conversations about the responsibility industries and organisations, including the media, have to address institutional racism: the issue rapidly gained majority support.

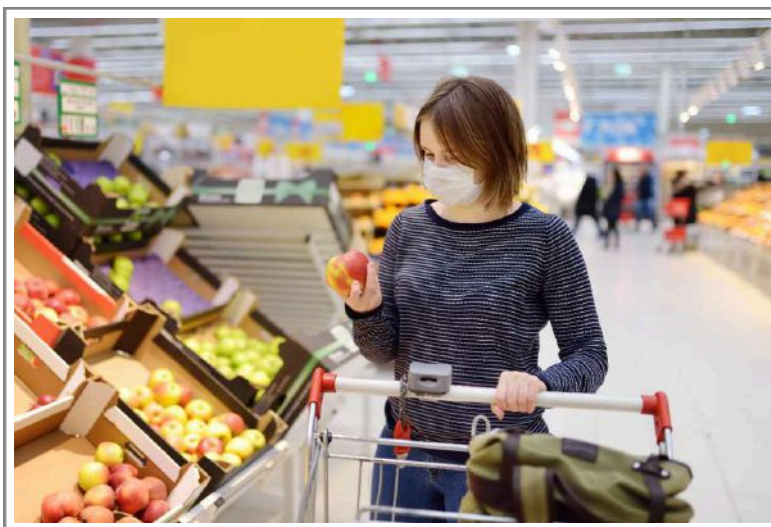
Lastly, minority influence creates social change through social cryptomnesia. This is a cognitive bias where individuals remember that change has occurred but not its origin or how it happened. Instead they believe it was an original idea, and therefore the social change has officially become internalised in the majority. It can be argued that this has already occurred in the younger generation due to BLM and the activists in support of racial equality, but in many generations and around the world this may not have taken place fully yet, as racist views are still portrayed regularly, systemically and on an individual, daily level.

Social influence can also help explain the effect of BLM through the appeal to normative social influence. NSI is an explanation of conformity that states that we agree with other's opinions to gain social approval and be liked. It is an emotional rather than cognitive process. BLM utilises this through their widespread use of social media, showing the incredible and large number of people attending protests or attempting to enforce social change. This causes individuals to believe that this is what the majority are doing, and therefore take part to be part of the 'group', furthering the effect of minority influence.

Maya Rockman

How can we use our knowledge of Social Influence to explain why a person would wear a mask when they go to the supermarket?

Conformity can be described as 'a change in a person's behaviour or opinions as a result of real or imagined pressure from a person or group of people' (Aronson 2011). People wearing masks to the supermarket is a change in behaviour (nobody did it before Covid) that occurred due to a feeling of pressure, and so it is clear that people who adopted wearing masks were conforming. There are three types of conformity: internalisation (deep conformity where we accept the majority view as correct), identification (moderate conformity where we act the same as the group because we want to be a part of it but don't necessarily agree) and compliance (superficial conformity where we go along with the majority but privately disagree). All three could be used to explain why people wear masks to the supermarket.



Informational social influence (ISI) is an explanation for conformity which leads to compliance. This tends to occur when we are uncertain about our own beliefs and so follow the majority as we want to be right. It is a cognitive process as it is to do with how you think and occurs particularly when one person or a group is regarded as more of an expert. In the case of masks in supermarkets, we could argue that informational social influence is present as we are uncertain of our own beliefs due to the lack of knowledge and understanding of the corona virus due to the fact it is a completely new situation that many people have never experienced before, but we want to be right and behave correctly in order to avoid contracting the virus. Finally, it was the government's advice based on guidance from doctors that put pressure on us to wear masks in supermarkets, both of which groups we view as experts in their fields. So though you may privately disagree with the advice, for example you believe that wearing a mask is going to be particularly helpful in reducing the number of virus cases, you will still wear a mask because you are not completely sure of the situation and therefore opt to follow guidance of 'experts'.

On the other hand, normative social influence (NSI) could be used to explain why people conform to wearing masks. NSI leads to internalisation. NSI is an emotional process, which works on the basis that people do not like to appear foolish and seek to gain social approval. This is most likely to occur in situations where with strangers where you may feel concerned about rejection. In the supermarkets you are surrounded by strangers and NSI suggests that you wear your mask simply because you don't want those strangers to think you are silly for not wearing one or disapprove of you because you aren't wearing one, suggesting you are less concerned with advice from authoritative figures and more concerned about peers.

However, it could be the case that we are not so much conforming but rather simply being obedient. Obedience is a form of social influence in which an individual follows a direct order. The person issuing the order is usually a figure of authority, who has the power to punish when obedient behaviour is not forthcoming. This could be seen when the government (a highly authoritative figurehead) made it compulsory for people to wear masks in supermarkets, suggesting people did not wear masks because they believed the government were 'experts' but rather wore them because they feared the repercussions that the government could enforce against them for example not allowing them in the shop, or issuing fines.

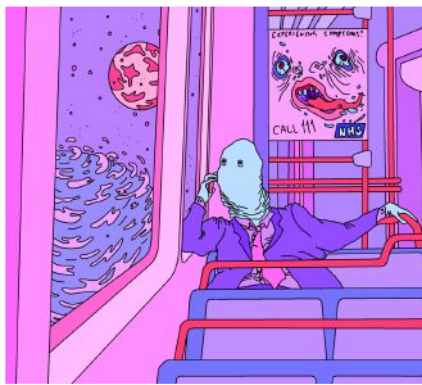
Eliza Connery

NEWS FROM THE ART DEPARTMENT

Year 11 pupil's Covid-inspired artwork exhibited at the RA

Earlier this year, Kezia Buzzard's artwork, *A Normal Train Ride*, was selected from over 17,000 entries, to be exhibited online and onsite at the Royal Academy as part of its Young Artists' Summer Show.

Just last week Kezia (Year 11) went to see her work at the RA and commented:



"I was very shocked that my artwork was in the exhibition as I had just assumed I wouldn't even be considered. I'm always working on an artwork when I'm not at school and I submitted one of my most recent finished pieces to the competition and it got through.

"At that moment in time, things were very strange and it almost felt like we were on a different planet. I'm very excited and I hope that the physical art exhibition will not be cancelled due to Covid.

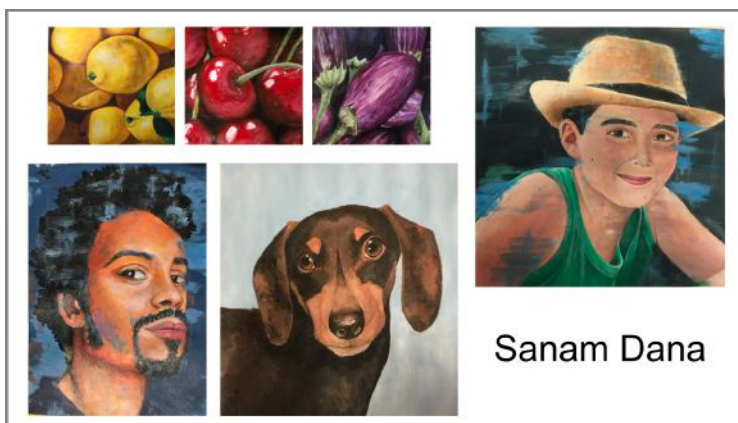
"Just the idea of having an artwork I drew myself being exhibited in a real art gallery is just unbelievable to me and I'm very grateful for my grandpa and my school who told me about it. Even though it wasn't long ago, I feel as if my art has changed and developed a lot and I'm looking forward to continuing my education in art. I'm hoping more students from DAOS are successful in this competition in future years."

First online art exhibition for GCSE and A-Level students

The Art Department hosted Owen's first Virtual Art Exhibition for both GCSE and A-Level pupils in 2020.

Throughout their respective courses, our students have worked incredibly hard. They produced some outstanding work demonstrating creativity and skill and it is an absolute pleasure to be able to celebrate their achievements with you online. We wish all our students every success and a huge well done to them all!

You can view GCSE students work [here](#) and A-Level work [here](#).



NEWS FROM THE PE DEPARTMENT**HOUSE SPORT**

With no fixtures able to be played at present, house sport has been taking place at lunchtime for Year 10 and after school for Years 7-9.

The girls started off the term with inter-house rounders before moving onto cricket and hockey. The Year 7-9 girls will conclude the half term with inter-house football whilst the Year 10s finish their hockey competition. The boys began with cricket, progressed to softball and are now playing football.

Year 7

Numbers have been excellent at all sports. In the cricket competition there was a great final between Clerkenwell and Hermitage, with Clerkenwell coming out victorious through some great bowling and fielding.

The boys' football had over 60 boys involved in attendance and it is looking like the final fixture between Clerkenwell and Goswell will decide the overall winners.

The Year 7 girls have thrown themselves wholeheartedly into the world of sport at Dame Alice Owen's which has been fantastic to see. Over 40 girls have turned up to represent their houses in rounders and hockey. It was fantastic to see so many girls turn up to play hockey, a sport that many have not played before. The competition was won by a very strong Goswell side, although the standard of play and level of commitment from all houses was great to watch.

The rounders tournament finished with Hermitage beating Goswell in a nail-biting final with only a few rounders separating the teams. Well done to all girls that have taken part.

Year 8

Attendance for Year 8 has fluctuated, but overall the students have clearly enjoyed the competitive nature of competing against one another. A highlight for the boys' competitions has been football, with over 54 boys representing their respective houses. It looks like it will be a shootout between Goswell and Isledon.

The girls have demonstrated great sportsmanship throughout the tournaments and fantastic encouragement for others. Although the girls attendance has not been as high as Year 7, their attitude and enthusiasm has been exceptional. Hermitage took the rounders title with a victory over Goswell in a great final which went to 3 super overs!

Students also had a go at playing diamond cricket which saw several girls turning their hand to a sport they have never played. The hockey title was shared by Goswell and Clerkenwell following some extremely competitive games.

As a PE department we are extremely proud of the girls' behaviour and attitude, well done!

Year 9

The boys' competitions have been extremely competitive so far. The final of the cricket competition



was so close that it actually ended with a tie (a kin to England's world cup final with New Zealand). The football competition looks like it could be another close contest.

Year 9 girls really enjoyed their experience of house cricket. Spending most of their time laughing at Miss Lowe, Miss Lord and Miss Sanghera attempting to play! The girls have enjoyed being active again and really demonstrated the school sporting ethos attending house hockey when the weather was not on our side. During the rounders competition Hermitage took the title over Clerkenwell, the difference being the strength of shots from several of the Hermitage girls.

The Hockey numbers have continued to increase with more girls getting involved and developing their skills. Well done girls!

Year 10

Year 10 inter-house sport has proved to be extremely popular this half term, with over 100 pupils representing their house so far. On the boys' side Isledon have performed excellently, winning both cricket and softball. It's a different story for the girls with Goswell coming away winners in both cricket and rounders.



The hockey competition saw Clerkenwell beat Hermitage and Isledon beat Goswell in the first round of matches. Clerkenwell and Isledon will come face to face in the final week of this half term in the clash of the titans to see who will take home the house hockey title.

Hopefully these excellent numbers can continue throughout the year and can be replicated when we return to extra-curricular practices.



House Sports Rankings

The overall House Sports standings are as follows:

- 1st – Clerkenwell
- 2nd – Goswell
- 3rd – Hermitage
- 4th – Isledon

NEWS FROM THE OSA

Online auction – In the next few weeks we are hosting our first online auction to raise funds for the current and future pupils of the School. Our fund raising has been severely compromised as a result of Covid-19, so we are hopeful that everyone associated with the School will donate and/or bid on items so that we can fill the funding gap.



Every penny raised will be given to DAOS and will make such a difference to all children and staff at the School.

We will be sending out communications to all friends of the School explaining how you can get involved. Once the auction website is live, please do have a browse and bid for as many items that are of interest to you! More items will be added over the ensuing weeks, so please revisit the site to view and bid on new items.



Copyright Brian A Jackson

The auction will run until 4th December 2020. After that date, successful bidders will need to send their money to the OSA bank account and once receipt is confirmed, a member of the OSA committee will be in touch to arrange collection/delivery.

School uniform sale – The OSA arranged a 'Nearly New Uniform Sale' in the Main Hall at DAOS on 17th October. Adhering to strict Covid-19 Social Distancing rules and guidelines, an impressive display of excellent quality items was available at very cheap prices.

This was not easy to set up due to the various restrictions, but a good number of OSA volunteers made sure that we had the manpower to provide this welcome service during these difficult times.

Many thanks to the OSA committee members including Bev, Geoff, Pank, Lavita, Kate and Darren for all of their help on the morning.

Also, very special thanks to Caroline Pattison for ensuring that the items were sorted in size order and for checking that the quality of items for sale were worthy of the students. She was certainly pleased to clear her front room after a number of days of sorting! Caroline was also first to arrive and last to leave on Saturday morning. The final sum raised from this event will be communicated in due course.

Refreshments – Our refreshments rota has currently been suspended but if you would like to get involved in the future please email Sharon on refreshments@theosa.org.uk.

Easy Fund Raising – Shopping online via the Easy Fund Raising website is a great way to make money for the school without any extra cost to yourself. Just go to www.easyfundraising.org.uk and select Owen's School Association as your charity. For those thinking about holidays, lots of travel companies take part in the scheme.



Book Covers – We are glad to announce that due to unprecedented demand the OSA have SOLD OUT of book covers for now. But please do email us and we will order more when we get suitable numbers.

Match Funding – If you are employed by a company that is able to offer matched funding and would like to make a donation to Owen's School Association, please contact matchfunding@theosa.org.uk.

200 Club – The OSA operate a Lottery style 200 club with two £50 prizes drawn per month, often with an extra draw taking place in December. Annual membership is £12 per number. For further details please contact Deepika via 200club@theOSA.org.uk.



School Uniform – Good quality previously owned school uniform is available throughout the year by contacting Caroline Pattison. School uniform is usually available to purchase at Parents' Evenings. All items are carefully displayed and priced reasonably. Payment can be made by cash or cheque (payable to Owen's School Association). Of course, all funds raised go back to the school. Stock is made up of donations and uncollected items of lost property stored in the school office at the end of each academic year.

Donations of good quality items can be put in the red wheelie bin, not far from the entrance hall, currently at the foot of the stairs to the old library or handed into the school office, in a suitable bag, labelled for the attention of Caroline Pattison "OSA Nearly New".

OSA Website – www.theosa.org.uk. The website has just had a great revamp and the OSA continues to add content and make improvements and would welcome your feedback. If you have any comments, suggestions or can help in any way please get in touch at contact@theosa.org.uk.

Facebook – Don't forget to follow us on [Facebook](https://www.facebook.com/theosa).

SCHOOL'S PUBLIC HEALTH REMINDER

Taking a holiday over half term?

We have been working very hard at school to keep the community safe. As we approach the half-term break, you may be thinking about travelling within or outside of the UK. Please stay aware of the latest Government travel advice and guidance.

The list of countries with exemption is continuously changing, you can check the latest travel exemption list here: <https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors>

Families who travel to a location outside of the approved travel corridor will need to self-isolate at home for 14 days on their arrival back into the UK: <https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk>.

We would not expect any of our students to be travelling to an area which would require them to have to self-isolate upon return without good reason.