



BEING BRILLIANT!

RECENT EVENTS



The John Warner School Opportunities Roundup

Welcome to the second edition of Aspire, the opportunities roundup for The John Warner School, Cranbourne and Roselands. It has been a very busy few weeks since the initial publication of Aspire, with a huge number of events happening both in and out of the very busy schools involved in the Hoddesdon Multi Academy Trust. Last half term we asked parents and teachers to nominate students that they felt would benefit from the very first of the Aspire Programme's projects, designed to really challenge and develop those students who might be interested in attending a top university, or pursuing a sport, or particular hobby at a very high level. We had an unprecedented amount of nominations and will be announcing the students who have been selected very soon. Don't worry if your name didn't come up this time, we have a number of projects lined up and everyone who expressed an interest will

be invited to participate in future activities, enrichment events and trips.

This edition of Aspire has a number of contributions from students who know what it is like to succeed. Make sure you read their brilliant articles with tips for success and advice on how to apply yourself to whatever you are good at and enjoy. Don't forget also to look at the back of Aspire to find out what opportunities there are available for you to get involved in now. Who knows, it could be a stepping stone to your next amazing opportunity!



Year 8 pathways preparation

Year 8's are aiming high as they consider their subject pathways – a visit from Dan Pugh Bevens of Oxford university, got them thinking about subject choices and gave them an idea of what to expect from a top university education.



Year 12 Futures Day

This term's Sixth Form Event got students thinking about their futures once they have left The John Warner School. We had visits from a number of speakers, including Jamie D'Ath, Warwick university, Inspiring the Future Apprenticeships, Unifrog and St Peter's Oxford for those aiming for Oxbridge. Huge thanks to those that attended this event.

A Week in the Life of a National and International Footballer

by Grace Garrard

Being part of the Arsenal Women FC U16 (Regional Talent Club) (RTC) and England U15 Squad is something I have always dreamed of! But with it brings many challenges along the way! I often ask myself "How can I balance the demands of school with being an elite sports person following an intense training programme?"

Firstly, I am extremely fortunate to be part of the Arsenal Women FC (RTC); they provide me and every player with full, unlimited access to: Educational support, sports psychology workshops, physiotherapy, strength and conditional and sports science support. All of this support helps me to become a focussed, responsible and well balanced individual which prepares me for the demands that come my way.

Training 3 times a week, and travelling away on Saturdays, means I need to be very organised and disciplined! I need to keep on top of my homework and maintain a healthy diet! I am extremely focussed, determined and passionate about achieving my goals.

For an athlete in any sporting field, to be successful it is obvious that you must be properly prepared physically in order to cope with the challenges in training and competition. The demands of sport, particularly at elite level mean that physical condition alone is not enough to ensure success. The mental strength of an elite sports person makes the ultimate difference. So that is why I believe psychology is now a critical part of being a sports person. This same



attribute of mental strength can be applied to any situation in life, whether it is in the sporting field, preparing for an exam or simply coping with school life! Mental preparation, decision making at vital times, as well as learning to cope with pressure can help you to succeed. Getting this approach right, ensures you have the right tools to deal with mental challenges and anxieties.

You maybe be thinking "that sounds great, but how do I succeed at school too?" I understand the importance of succeeding at school and I try hard to use the skills I am learning in my sport to succeed at school too! I always give maximum effort and try to focus on personal effort and accomplishments and that way I feel success and satisfaction when I learn something new and improve my skills. I try to have a healthy balance between striving for excellence and having fun in the process!

Why not try to **"Aim for excellence, not perfection"; accepting failures and setbacks in anything you do is all part of the process.** Whatever I prepare for, an exam at school or a football match, training session or a fitness test, I am

prepared mentally and physically and ready to do my best...and my best is the best I can do!

Some would say I have a growth mindset and by giving maximum effort I am able to find success in learning and improving. I am so determined in everything I do and try to use setbacks as a motivation.... I do believe I have a hardiness and mental toughness about me! This proactive approach seems to help me cope with the demands of school and sport and gives me control and commitment and a sense of challenge!

Follow your dream.... be organised, and believe!

"Keep working, even when no one is watching"



Brilliant Club Graduation



Our Year 10 Brilliant Club cohort graduated from Newnham College in Cambridge after completing their 8 week course on the history of Monuments, led by Manca Bajec from the Royal College of Arts. All of the students passed their dissertations with flying colours, including 4 students who got the highest grade possible, read Jude Browning's on this page. Students had a great day with a tour of the university they were particularly interested in meeting one of the college's undergraduates who also went to a state school and gave them a very exciting account of her time at university, particularly her enjoyment of frequently spotting Professor Stephen Hawking, who lives near to the college.



Ross Frazer in Cambridge Graduation Gown.

During the visit the students had the opportunity to try on the graduation robes of students who graduate from Cambridge University. We think Ross suits these, perhaps a sign of things to come!

Why The Burj Khalifa Should Be Removed

By Jude Browning

The Burj Khalifa, towering 828 metres above the city state of Dubai surrounded by row upon row of tall buildings housing rich investors and expansive malls for them to recklessly spend their money. It is a glittering pin on the world map used to show the glamour and massive scale of the small but wealthy city. Each year 14.9 million tourists flock to see the malls and rub shoulders with the very rich, over 1 million of them from the UK. The Burj Khalifa attracted 1.87 million people who were mesmerised by the 160 stories made from 39,000 tonnes of steel and 103 metres squared of glass. It is somewhat ironic that it was made as an opportunity, an opportunity for Dubai to stop its dependency from its depleting oil life source and become a global hub for tourism and financial services. However, the sparkling skyscrapers are made with the blood and sweat of thousands of migrant workers who are shipped in bulk to the dreamland of Dubai, only to have their passports and human rights confiscated. In this essay I will be arguing for the removal of the Burj Khalifa, as it is a symbol of the decadence of the mega rich and the mistreatment of human beings used to maximise profit.

The migrant workers come from under developed or developing countries, usually working in agriculture or other low paid jobs such as coal mining in places such as India where agents recruit low skilled workers, promising a good income and a chance to live and work in a place where 400 million dollars was spent on an indoor ski resort. A worker told the independent that he was promised he could earn £400 a month to work in Dubai, which the agents described as "heaven", for a fee of £2,300 to get him work. The income of the poorest Indian states is much smaller than £2,300 at approximately £671 annually, so many people have to sell land or borrow money, promising their family they will send money back home. It may seem ridiculous to us that someone would spend more than their annual income on a promise from an agent to work miles away in a country that speaks a different language. However, to a subsistence farmer who earns very little the chance to work a "nine-to-five-job" and earn thousands of dollars would be like winning the lottery. They accept and join many others and begin the journey to Dubai. They see themselves as lucky people who now have the opportunity to earn money, but the Dubai companies only see them as a cheap commodity. However, it was only in the 1960s that the United Arab Emirates, which Dubai is part of, was full of dusty fishing villages with an average life expectancy of 52 years and a population of 92,600 people compared to 9.27 million people today. Its skyline consisted of low rise buildings and mosques and if someone was wearing expensive clothes the locals would think that they were lost. Then the area struck gold and used its oil wealth to turn itself into the city of luxury we know today. The Burj Khalifa, which was completed just before the 2008 financial crash, is the physical form of Dubai's Sheik's vision "we want to be number one", the building's sheer height shows the world the cities financial muscle and its modernity. Hidden thinly behind the 1.5 billion-dollar building's facade is the misery of the 12,000 workers that built it.

A BBC documentary revealed the workers were kept in inhuman conditions with rivers of raw sewage flowing through their accommodation, a far cry from the luxury million-dollar apartments that fill the rest of Dubai's skyline which the workers see in the distance at night when they finally get a chance to sleep. A worker showed his place to a reporter who described it as "a tiny, poky, concrete cell" which housed 12 men. These conditions are shocking and do not usually come to mind when people think of people's lavish lifestyles in Dubai, this is because the migrants housing is pushed far away from the city, the residents don't want to live near the people who built their homes. The workers revealed to another reporter that they have not been paid and many desperately wanted to return to their home country, but they have been denied the basic human right of freedom of movement due to no pay and their passports being taken away. Most continue to slave away in the blistering heat, but some have seen no benefit to continue this way of life. An Indian consulate in Dubai revealed that at least two Indian workers a day commit suicide by jumping off the towers they have helped build, and in 2005 there were 971 confirmed Indian suicides, but many are categorised as "accidents" by the authorities. This is a scary situation when a property developer has called Dubai "the biggest building site in the world". [Cont p 4](#)

Why The Burj Khalifa Should Be Removed cont from page 3

By Jude Browning

A Guardian article reveals how suicides happen so frequently that people are desensitised to the horrific deaths, describing how someone "almost laughed at his death" and that after he was "scraped" of the ground "life went on as usual" and another day later another jumped from Jumeirah Lake Towers. Almost all tourists do not notice the abuse of the workers, they are too hypnotised by the skyscrapers and lights to care, when a Dutch tourist was asked if she was bothered that Dubai was "a slave society" she responded "I try not to see". If the dazzling lights of the skyscrapers such as the Burj Khalifa were not here, would the deaths still be tolerated. After all, in Kazakhstan large numbers of women are similarly promised high paying jobs in richer countries but are instead exploited and trafficked. Because Kazakhstan has no steel and glass monuments to hide behind it has been called out by authorities such as the "United States Department of Labour" who said it engaged in "the worst forms of child labour". When a past agent discovered the appalling conditions, she commented "you wouldn't keep cattle in this place". She was asked what she thinks when she sees Dubai. She responded "now I just see skeletons".

This is why I feel the Burj Khalifa should be dismantled. It is the embodiment of greed and over indulgence but seen as something to admire, people see it as proof that a small town can achieve great wealth yet it and its surrounding buildings are built by people who have had their wealth and livelihood taken from them. People suffered blistering heat and put in collectively 22 million manpower hours to build a skyscraper only to have 29 percent of it unoccupiable, 20 office floors completely empty and one fifth of luxury apartments occupied, so it doesn't seem it will be sorely missed. Despite being relatively cheaper for a building of its size the companies have continued to underpay their workers or not pay them at all and keep them in disgusting conditions while luxury apartments stay empty, one company even blamed the unsanitary conditions on the hygiene of their workers. The government should be helping the workers however have responded in an insultingly weak way, in one case the government decreed that workers cannot work if the temperature was a scorching 50 degrees or higher but, of course, the cold-hearted companies made sure the temperature never officially reached over 50 degrees on paper and so the government looked the other way and instead spent millions on building the world map out of islands. When the previously mentioned ex-agent discovered the grim conditions she contacted many authorities and people to tell them of her anger, but only one person responded. This was not true when a Norwegian woman was sentenced to prison because she reported rape because extramarital sex is illegal in Dubai. There was a public outcry in the western world and she was pardoned by Dubai's ruler, with little attention paid to the plight of other people in Dubai.

Dubai is seemingly crafted so perfectly on the surface that it becomes impossible for visitors to think that there is an ugly scene behind the surface, a scene of debasement and agony. For example, when an Independent reporter asked an English woman about the servants she cheerfully said "They'll do anything!" blissfully unaware that many are migrants who are underpaid and unable to return to their home countries where they have children. If the Burj Khalifa were removed people would question why and find out that it would be because of the detestable human rights violations which many wealthy in Dubai are complicit with, and the authorities and companies would be pressured to give more rights and freedom to the workers. It would be a warning to Dubai not to put its profit above people.

Instead of leaving the skyscraper's graveyard empty, I propose building proper housing and amenities for the workers to stay, funded with the help of the construction companies and some of the 26,000 millionaires in the city. I considered proposing that profits from the Burj Khalifa could be shared, however this country is in the Middle East where, according to Transparency International, 1 in 3 people have paid a bribe and even the UAE's police chief has said that "we have never had such a high number of people involved in corruption". So the profits would likely be mishandled by the authorities, who would not want to give away their cheap labour supply, and not reach the workers, since many of them were not paid much in the first place. The new buildings would include basic amenities such as sanitary toilets, kitchens and shops for food that the current places do not have. This would finally make the promises of a better life for the migrants true and would be a much-needed reimbursement for the years of almost slave like conditions they endured. This would be a much more appropriate use for the land, rather than a new casino or shopping centres, and would create a greater sense of community in the city as the Indian migrants would interact with the people who live in the city, the people whose houses they built. Decent living conditions may not seem like a big reward but for people living in tiny concrete cells it would be drastically better and would finally let them enjoy the fruits of their own labour rather than a millionaire businessman. A library or school should also be built for the workers to become educated and to educate their children if they want to have any, this would allow them to get jobs that are higher paid and to make sure that the workers do not become looked down upon because they are in low paid jobs. The houses for the migrants could itself become a monument celebrating their freedom and be an inspiration to the 47 million people worldwide denied basic labour rights, including the 29.7 million denied a limit on working hours and show that there is a chance of a better life if others help them contest the people who mistreat them. The migrants would now have a new opportunity in a city in which they were previously trapped.

Bibliography
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Do the Mooc!

The benefits of massive online open courses.

Information provided by unifrog.org

MOOC may sound a little bizarre but believe it or not it's not a new dance move or social craze sweeping the school, it is actually an acronym that stands for massive, online open courses. Our partners Unifrog, outline in this article the benefits of doing a Mooc.

MASSIVE because literally thousands worldwide can be participating at the same time. FutureLearn had 440,000 participants from over 150 countries for their 'Understanding IELTS: Techniques for English Language Tests' from the British Council.

OPEN because they are generally free and you don't have to be a student at the university offering the MOOC. Anyone with internet access can get started. But they usually don't allow you to re-use their material off their sites.

ONLINE because the internet is all you need, and you can download some or even use an app with some providers like Coursera. You can stop and start them anytime and go at your own pace.

COURSE because they have a beginning and an end unlike some educational resources where you pick and choose classes. However some can be chosen from a library of available courses and are self-paced, others have start and end dates.

MOOCs are actually nothing new, and have been available since around 2012, but in recent years there has been a real increase in the number of courses available from high quality providers. Using the powerful search tools you can access a course that suits your interests or your needs and access lectures, notes, essay titles, tasks and group discussions via online communities and forums. The benefits have been widely praised by admissions tutors at universities and providers of further education, including Sixth Forms. **UCAS** actually partnered up with **FutureLearn** to release some courses that would specifically benefit prospective university applicants. The two free courses –

Smart Choices: Broadening your horizons and Smart Advice: Broadening your students' horizons, take two weeks to complete, and are intended to help learners understand the full breadth of courses available to them, and to make sure advisers and parents have the most comprehensive and up-to-date information.

Leeds University have also released a collection of bite-sized 2 week MOOCs aimed at 16-19 year olds. And the University of Southampton's course, Developing your Research Project supports students with their EPQ, and builds on skills such as critical thinking and independent learning.

With the popularity of subjects such as The Extended Project and growing recognition that some students needs to be stretched beyond the curriculum, MOOCs can provide a useful way of accessing challenging and extension material to anyone over the age of 13. A report by the DFE in 2014 'MOOCs: Opportunities for their use in compulsory-age education', pointed out that although MOOCs might not be for everyone, they are an excellent method of accessing free, or cheap courses in a variety of formats. What do you need to know, before you throw yourself, into the world of MOOCs? Here are a few important points:

- The minimum age is 13, like Facebook. It's important to be aware that participants come into contact with potentially thousands of other students of all ages worldwide..
- Duration of courses is an issue. 2 week courses are best, with no more than 1-2 hours per week. **FutureLearn** has a collection for Going to University.
- There are very few that offer formal qualifications such as UCAS points. However, most have a form of certificate that proves they participated in the course. Some have a University branded



certificate. These usually cost about £30.

Finally, the benefits are many

- Improving UCAS application forms and interviews (Universities are well aware of these courses; many have invested substantially in creating them)
- Getting a view on subjects you may wish to study in future
- Getting access to new ideas, topics and resources outside of your current scope
- Feeling more comfortable for the transition to University
- Improving learning techniques and styles, such as flipping the classroom

To search for a MOOC, start here or contact Miss Thomas for help.

<https://www.futurelearn.com/>

[https://www.thecompleteuniversityguide.co.uk/distance-learning/moocs-\(massive-open-online-courses\)](https://www.thecompleteuniversityguide.co.uk/distance-learning/moocs-(massive-open-online-courses))



Open Days, Taster sessions and Competitions

...to participate in any of these, please register your interest with Miss Thomas
ikt@johnwarner.herts.sch.uk

Month	Year Group	Event	Deadline	Further info
11th-12th April	12	PPE study day	Thursday 29 th March	<p>Philosophy, Politics & Economics (and related courses):</p> <p>For more information or to apply visit http://www.oriel.ox.ac.uk/2018-study-days, or contact India Collins-Davies, outreach@oriel.ox.ac.uk</p>
11-12 th April	12	Biochemistry/Biomedical Study Day	Thursday 29 th March	<p>Biochemistry & Biomedical Sciences: 12th-13th April</p> <p>http://www.oriel.ox.ac.uk/2018-study-days, or contact India Collins-Davies, outreach@oriel.ox.ac.uk</p>
12-13 th April	12	Music Study Day at St Peter's College, Oxford		<p>https://www.ox.ac.uk/admissions/undergraduate/visiting-and-outreach/outreach-events/music-year-12-study-day</p>
13 th April	12	INTERNATIONAL MASTERCLASS IN PARTICLE PHYSICS		<p>INTERNATIONAL MASTERCLASS IN PARTICLE PHYSICS</p> <p>Day 1: 13th Mar 2018 (08.45am - 4.30pm)</p> <p>Day 2: 15th Mar 2018 (08.45am - 4.30pm)</p> <p>This is an exciting opportunity to take part in an International Masterclass in Particle Physics. Students learn more about Particle Physics with Oxford researchers and gain insight into topics and methods of research relating to matter and forces. They perform measurements on real data from the ATLAS experiment and participate in a video conference to discuss the results.</p>

				<p>Booking: Free, booking required</p> <p>More information: http://www2.physics.ox.ac.uk/events/2018/03/13/international-masterclasses-in-particle-physics</p>
13 & 15 th April	12	Physics	25 th March	<p>OXFORD PHYSICS MASTERCLASS</p> <p>The Oxford Physics Masterclass is an event aimed at encouraging students to study Physics at university. The day aims to develop each student's confidence and problem solving skills within physics by tackling a range of examples from idealised problems through to real-world situations. Students will be guided through the problem solving process, and will solve a range of unusual problems with help and guidance. The day will include:</p> <ul style="list-style-type: none"> • A problem-solving Isaac Physics workshop; • A talk about an area of current research in the department; • Advice on applying to study physics at the University of Oxford, including advice on the PAT and what to expect in interviews. <p>More information about the event here. Registration to attend this day is free and will open between 5th and 25th March. Successful applicants will be informed if they have a place by the 28th</p>
14 th April	12	Materials Science Day		<p>This event is aimed at Yr11-12 students interested in physical sciences and studying/intending to study maths and physics at A-level(or equivalent). The day includes a lecture, practical workshop, the opportunity to talk to current staff and students as well as a college tour and information on applications to Materials Science at Oxford.</p> <p>http://www.materials.ox.ac.uk/admissions/schools/schools-outreach-events.html</p>
17 th April	11 & 12	The Oxford Scientist Schools Science Writing Competition	27 th April	<p><u>The Oxford Scientist Schools Science Writing Competition</u></p> <p><i>The Oxford Scientist</i> is a science magazine written and produced by Oxford University students. Our print circulation is about 7,500 across the university, and is read by scientists throughout their careers – from first years through to</p>

			<p>professors. Founded in 2007, we published under the title <i>Bang! Science Magazine</i>, however we have now re-branded to become <i>The Oxford Scientist</i>, with the aim of being more accessible to school students and 6th formers.</p> <p>In order to increase school involvement, we have set up our very first Schools Science Writing Competition for students in Years 10-12, which your students may be interested in taking part in (see advert attached). The link for student submissions is www.oxsci.org/schools/ and the deadline is 27th April 2018.</p> <p>If you have any questions about the competition, please email competition@oxsci.org.</p> <p>We are also offering school subscriptions to <i>The Oxford Scientist</i> at just £15 per year. If your school would be interested in subscribing, please email editor@oxsci.org.</p>
	10,11,12	Mathematical Institute and Department of Statistics Open Day	<p>This is a fantastic opportunity for prospective applicants to see the Andrew Wiles Building, experience lectures by our academics, and chat to current undergraduates. Students can choose to spend the whole day at the Mathematical Institute or the morning at the Mathematical Institute and the afternoon with the Department of Statistics.</p> <p>http://www.ox.ac.uk/admissions/undergraduate/visiting-and-outreach/outreach-events/mathematical-institute-and-department</p>
21 st April	12	Mathematical Institute Open Day	<p>The first talk on schedule 1 begins at 10.30, and at 11.15 for schedule 2. There are 550 places available. The talks are somewhat academic in flavour, and aimed at students. Teachers and parents are also welcome, but we limit numbers to one non-student per student. A buffet lunch will be provided with opportunities to talk to current students and tutors.</p> <p>http://www.maths.ox.ac.uk/study-here/undergraduate-study/open-days</p>

28 th April	12	Medieval and Modern Languages Open Day		Main open day for Medieval and Modern Languages, which will provide an overview of the course, with representatives present from each language we offer. http://www.ox.ac.uk/admissions/undergraduate/visiting-and-outreach/outreach-events/medieval-and-modern-languages-open
25 th & 26 th June	12	Physics		https://www.ox.ac.uk/admissions/undergraduate/visiting-and-outreach/open-days?wssl=1
Wednesday 27 th and Thursday 28 th June and 14 th September		Oxford University Open Days		Philosophy, Politics & Economics (and related courses): 11th-12th April For more information or to apply visit http://www.oriel.ox.ac.uk/2018-study-days , or contact India Collins-Davies, outreach@oriel.ox.ac.uk

VetCam 2018 - Introduction to Veterinary Medicine at Cambridge University

Monday 9th Tuesday 10th and Wednesday 11th April 2018

Following the successful courses held here in recent years we are holding another two and half day residential programme for Year 11 and 12 students interested in applying to study Veterinary Medicine at Cambridge University.

The course will take place on Monday 9th, Tuesday 10th and Wednesday 11th April 2018.

The programme will include visits to both the pre-clinical and clinical departments to give a taste of the course, insight into life at a Cambridge college, and a chance to meet staff and current students. Places will be limited to 130 on first-come-first-served basis, **and it would be sensible to encourage only likely A/A*-grade candidates to attend. Please note that Chemistry A level (or equivalent) is mandatory, and we strongly recommend two other science subjects, normally Biology, Physics or Maths.**

(For information on entry requirements for different examination systems, please see www.study.cam.ac.uk/undergraduate/apply/requirements).

To view a provisional programme for the event and for more information, please go to www.vet.cam.ac.uk/study/vet/vetcam.

The 2018 course fee will be £240 for the all-inclusive two-and-a-half-day course; this fee covers all costs whilst attendees are in Cambridge. However, we are offering a number of college-funded bursaries, which will cover the course fee for students with a household income less than £42,620 and who meet certain academic-related criteria. If you feel that you might have a pupil who could benefit from a bursary, please contact Rachel Worsley on rw351@cam.ac.uk for more information.

It is important to emphasise that attending this course, or other open days at Cambridge, while useful for many pupils to make their decisions about university choices, does not confer any advantage in the application process.



[Goldsmiths, University of London](#) is running numerous university taster lectures in a variety of subjects for year 12 sixth form students.

You can find below the dates, subjects and further details of all their taster lectures taking place in March.

All the taster courses listed are free to attend and currently have places available, however, it is recommended you apply as soon as possible to your preferred taster session/s as places can fill up quickly.

Thursday 8 March 2018 -

History: Corporate Raiders, Corporate Empire? The Origins of British Rule in India, [details/apply](#)

Friday 9 March 2018 –

Economics: 'Is inequality of income a problem, and can we do anything about it?', [details/apply](#)

Tuesday 13 March 2018 –

Digital Marketing and Social Media Marketing: #ITweetThereforeIAm: The ABC's of Social Media Marketing, [details/apply](#)

Wednesday 21 March 2018

Anthropology: Anthropology in the 21st Century (and how we got to be like this), [details/apply](#)

Chinese Studies: Mandarin, [details/apply](#) - **Educational Studies:** What is the role of a Researcher? - An introduction to Educational Studies at Goldsmiths, [details/apply](#)

Politics & International Relations: Globalisation and Resistance, [details/apply](#)

Sociology: Feminism, antiracism and the complexity of social justice – the case of 'Black Lives Matter' and 'Say Her Name', [details/apply](#)

Friday 23 March 2018

Community Studies & Social Work: Riots and responses: what needs fixing - individuals or society?, [details/apply](#)

Curating (Department of Visual Cultures): Select, Organise, Present: An Introduction to Curating at Goldsmiths, [details/apply](#)

English & Comparative Literature: All This Stench: Corpses in the Literature of the Great War, [details/apply](#)

Monday 26 March 2018

Psychosocial/Therapeutic Studies: What's wrong with the normal?, [details/apply](#)

Tuesday 27 March 2018

Theatre and Performance: Whatever happened to Radical Theatre?, [details/apply](#)

History of Art/Visual Cultures: More than Meat Joy: Happenings and Performance from Recent Art HistoryTheatre, [details/apply](#)

Wednesday 28 March 2018

Art & Art History: Fine Art & History of Art: Making, Thinking, Writing and All points in between, [details/apply](#)

Design: 'Design Futuring' – An Introduction to Design at Goldsmiths, [details/apply](#)

Management Studies: Entrepreneurs and Entrepreneurial Processes, [details/apply](#)

Music: Music Performance, Technology and Stagecraft, [details/apply](#)

Religion: Religion and Youth: Chaos or Cohesion?, [details/apply](#)

University of Manchester Aspiring Students Society (UMASS)

The University of Manchester Aspiring Students' Society (UMASS) is for year 12, year 13 and Access to HE students who are considering going to university.

UMASS gives you an insight into university life at Manchester. The best thing about UMASS is that it allows you to choose what you take part in, making it a personalised experience.

Member benefits include:

university study skills workshops;

UCAS application support;

subject taster days;

exclusive online content;

a monthly e-newsletter.

http://www.manchester.ac.uk/study/undergraduate/aspiring-students/umass/?gator_td=UqBFCspjNoXR5pcHLgHEa4T3lcGJ%2fWKWOQyWYy2D%2fLxyZCgYBN7G1eJnGVTPo%2bSsBYs2WCmoyyMKDtWt2EdxcnpNsRam5FAAttuuF1BLtY8oxo5%2fXYgFcRzyRp5Dv4DwPlf6AJc7xMsRKjb3BFB7O51C5doCLwqec4RCV9IOU4sJ3C3dOZoz3wgowz99sR23r

Aspire Primary

The latest events to inspire little minds!

The Southbank Centre

Gamelan School & Group Workshops - 7 Mar 2018 - 29 Mar 2018

Part of Gamelan

Get a group together to have a go at playing the Javanese gamelan (percussion orchestra from Indonesia). These introductory gamelan workshops are available to groups of up to 20 participants.

Each two-hour session explores traditional Javanese repertoire but can be tailored to your specific needs to include composition and performing with an expert tutor. A range of special needs can also be accommodated. These sessions are great for primary and secondary schools (particularly KS3 & KS4), colleges and universities, family get-togethers and birthday celebrations.

No previous musical experience is necessary, just a willingness to take off your shoes and have fun. Playing gamelan can inspire self-confidence, improve coordination, encourage team-building, and enhance listening skills.

Under 10's Feminist Corner - Girls Only, Aged 6-7 10 Mar 2018

Part of WOW – Women of the World

Are you a budding young feminist? Feminism isn't just for grown-ups and teenagers. If you think girls should have the same opportunities in life as boys, we've got the perfect session for you.

In an interactive workshop with other young feminists, you can explore what being a girl means and get tips on how to start a campaign from your bedroom.

This is a session for girls aged 6 – 7 years old. There are sessions just for girls aged 8 – 10 on Sunday 11 March at 10am and 4pm, and just for boys aged 8 – 10 on Saturday 10 March at 4pm.

Discovery Children's Story Centre

Tolkien Reading Day Sat 24 March

1 pm join one of our Story Builders for a fantastic storytelling of a Tolkien book for younger readers. Expect dragons!

2pm Beard-making Workshop - Make a fabulous gigantic beard and become a magical Tolkien Dwarf.

Nimesh the Adventurer with Ranjit Singh Mon 2 April

2pm Ages 5+ Join Nimesh on his walk home from school – and you're in for an amazing adventure! You'll tiptoe past a dragon, swim with sharks, and maybe even see a princess. Author Ranjit Singh leads this fun event that will ignite young readers' imaginations!