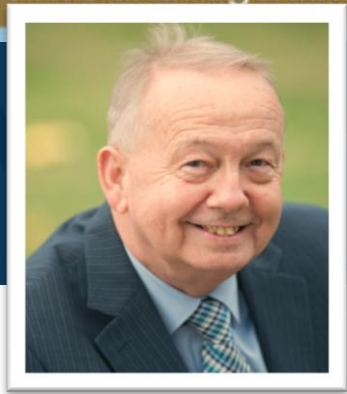
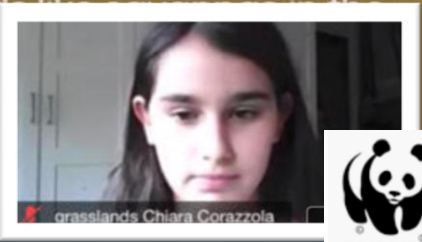


WHAT ARE GRASSLANDS?

Grasslands are vegetative areas in which there is a continuous cover of grass. There are two main types of grasslands; tropical grasslands found in Saharan Africa and northern Australia, to temperate grasslands such as prairies and Argentinian pampas. They can be found in ne



The Principal's Weekly Newsletter

Mr Deryck M. Wilson

Friday 22nd May 2020

Dear Children and Parents,

Last week 5 of the students from the senior school had the opportunity to take part in a global summit, representing "grasslands". Natalie Neven in year 9, Daniele Iannazzi in year 8 and Chiara Carozzola and Georgia Viglione in year 7 worked as a team to present the importance of their biome, the threat it is under and possible solutions to a group of "world leaders". The group worked well together with the input of a WWF official. Riccardo represented our school as a world leader and was very impressive in his approach, working with a range of individuals from Globeducate schools across Europe.



Matt Larsen-Daw, the education manager at WWF and organiser said "The young people did themselves proud with an excellent and nuanced set of presentations that really did delve into the complexities of some issues. The "world leaders" were very impressive- both in their grasp of issues but especially in their willingness to work together and workshop ideas"

I was very proud that the students took on this opportunity so wholeheartedly, well done. **Mrs Barber**

The Summit – Thursday 14th May, 2pm-4pm

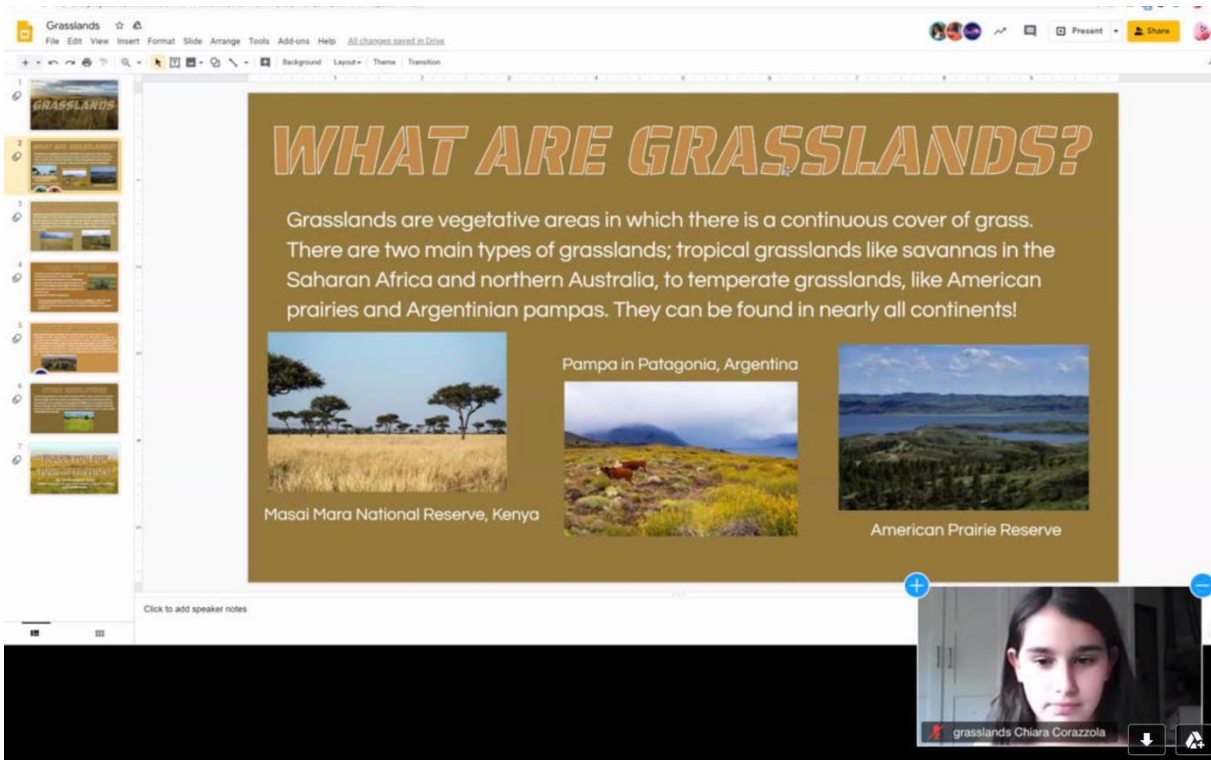
1. World Leaders Introduction (10 mins)
2. Presentations from biome experts (45 mins)
3. **Break**, World Leader conference (30 mins)
4. World Leaders present plan (10 mins)
5. Biome Delegations respond (20 mins)
6. Closing remarks (5 mins)

Our Planet Experts

1. Jungles
2. Oceans
3. Freshwater
4. Forests
5. Grasslands
6. Frozen Worlds

Our Planet's Future Summit Part 2

WORKING TOGETHER
TO INSPIRE YOUTH
FOR THE FUTURE
OF OUR PLANET



Reading in Year 9 Italian post media!

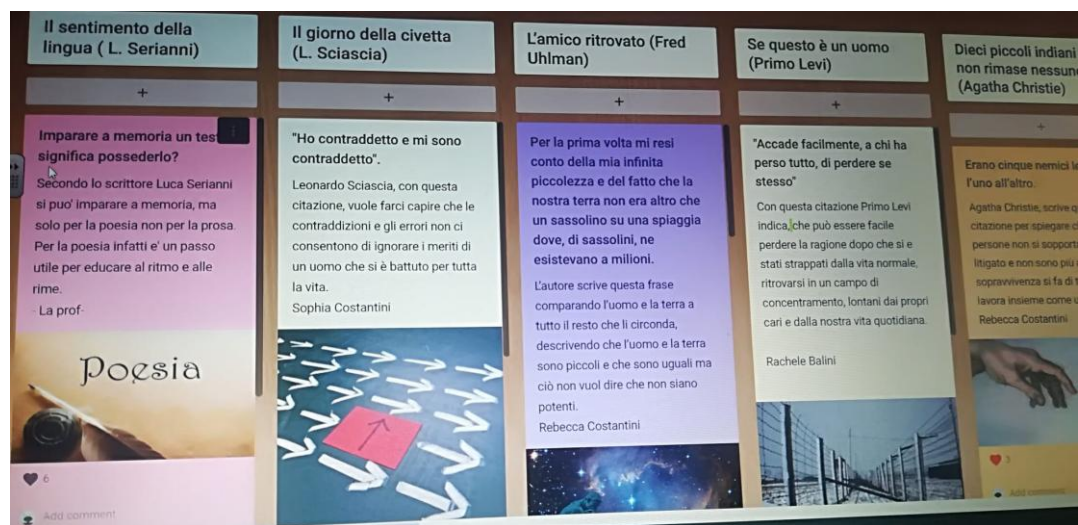
What does it mean to read? How important is reading?

These were the questions I asked the students of the Italian course at the beginning of the year. The Year 9 students who last year have finished the middle school course have in fact started a more careful and detailed study of the elements of the Italian language and literature with a particular goal: to read many books!

To demonstrate this, the students created a padlet identifying the book read, the most significant sentences and above all explaining the meaning of these words. It was interesting to monitor the students' work, and satisfying to see the commitment and teamwork.

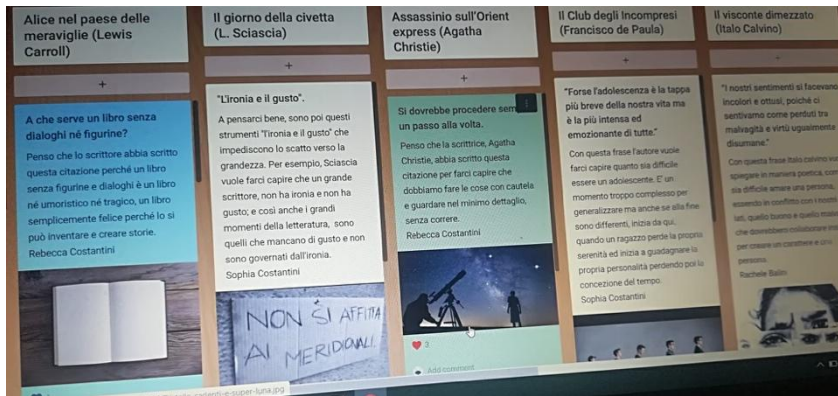
Padlet and student comments:

Reading is one of the most important things in your life. Reading helps you to grow mentally, physically and emotionally. Reading is fundamental to functioning in today's society. Reading is a vital skill to find a good job. Reading develops your mind. Reading helps you to concentrate and focus more. Reading enhances your memory and it's a great source of motivation if you're feeling sad, angry or bored. Reading expands your knowledge and expands your vocabulary and will make you smarter. It will make you sleep better and reduce stress. There are so many reasons why reading is important; I just listed a few. This year in our Italian course we students decided with our teacher, to read five books; we have just finished reading our fourth. By reading these four books I expanded my vocabulary and made improvement in class. I cannot wait to read my fifth book and finish my school year.



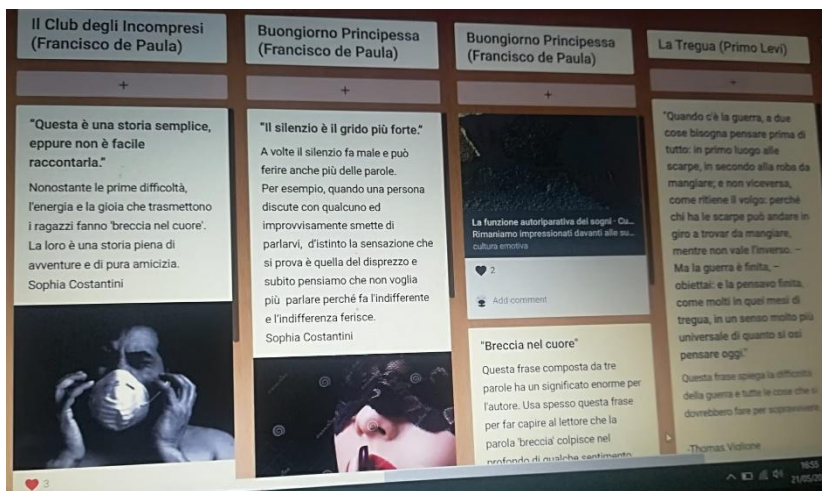
-Rebecca Costantini-Y9 italian post media

Reading is extremely important as it allows you to expand your cultural knowledge but also might be an interesting read depending on the book. By reading a variety of books I have learned to appreciate different types of literature ranging from adventure books to informative books written by authors from all around the globe. This has helped me understand different perspectives or points of view. Another interesting aspect about reading is the post-reading of a book as it can be analyzed to fully understand all the points.



-Thomas Viglione- Y9 Italian post media

During the course of this year I understood the importance of reading. In my opinion, the word 'reading' means fantasy and silence. Fantasy, because when you bring something new you have to be creative and not be banal. Silence, because it is fundamental during the evaluation of a book. I need it to try to understand, in the best way, what the author wants to convey through that narrative. In addition, reading helped me improve my vocabulary. This year, I read four books, the goal is to read five by the end of this school year and I am sure I will be able to do that. All this is thanks to my Italian teacher who encouraged me to read.



Sophia Costantini Y9 Italian post media

Newspaper Report Writing in 6H

This week, students in Year 6H read a story from their Active Learn called, 'How to be a Detective'. The non-fiction text was used as the basis in which the students were given the task to write about a fictional crime from a reporter's perspective.

We studied a range of newspaper reports and looked different examples of tone and voice and then wrote our own.

What is really great about the work is that no one report was written the same and it shows the amazing creativity that these students have.

Please have a read of their work as I am sure you will enjoy them just as much as I did. **Mr Hough**



[To view Vittorio's newspaper please click here...](#)

[To view Thomas' newspaper please click here...](#)

[To read Juan's newspaper please click here...](#)

[To read Ludovica's newspaper please click here...](#)

[To read Maddalena's newspaper please click here...](#)

[To read Benedetta's newspaper please click here...](#)

[To read Giacomo's newspaper please click here...](#)

[To read Ilaria's newspaper please click here...](#)

[To read Kelly's newspaper please click here...](#)

[To read Emily's newspaper please click here...](#)

[To read Alice's newspaper please click here...](#)

[To read Nicholas' newspaper please click here...](#)

[To read Leonardo's newspaper please click here...](#)

[To read XU YE's newspaper please click here...](#)

Newspaper crimes

Monday 11th May 2020

Stolen Jewels

Reported by: Juan Gonzalez

The father is said to have called the

Metro

May 13th, 2020

A robbery in Ambrosino house

New York Times

Friday, May 30, 2014

Bank robbed at midnight!

Money stolen from local bank
Reporter: Benedetta Zambrelli

Information shows that the robbers are brothers; we know that they are not the same person because, from the evidence recovered, one had



La Repubblica

Thursday, December 26th, 2019

Christmas Day Robbery

By Maddalena Montella
Rome

On Christmas Day, while the

Locals, living closely, called the Police when they heard the alarms going off and shortly after Detective

La Repubblica

Monday May 22, 2020

New bank loses millions

New bank robbed in Rome.

Sherlock Holmes and his assistant Watson were at the

When the bank was finally opened and the crowds were

Paris News

Friday, April 14, 2019

Painting missing from Gallery

Robbery in Paris I
Reported by Emily Chen

On Thursday 13th April 2019, a

But when they arrived at the gallery the thief had already left. Detective Louis arrived, soon after.

The Times

PHONE TAKEN AT LUNCH!

Reporter: Alice Compagnino

It has been reported that Police believe a student has stolen a phone



Roma Local News

Friday, May 15, 2014

THIEF CAUGHT STEALING FOOD

Market Stall Theft
Reported by Nicolas Pulidori
ROME - ITALY - On Thursday 14th

The owner decided to set a trap for the client and began watching her more closely when she came in. He



London News

Wednesday 13th May 2020

Dinosaurs bones gone!

Robbery in London
Reported by Kelly Lee

On Tuesday, at the Natural

The girl decided that she would speak to one of the security guards about what she had witnessed because he looked very strange.

The London Times

Friday, May 30, 2020

Apple Store Robbed!

Reporter: Giacomo Gaspari

Monday 1st May 2020

It's very likely that the

The Los Angeles Times

Monday, November 1, 2011

EXPENSIVE BAG STOLEN

Reported by Leonardo Medina
Los Angeles

Police searched for fingerprints and footprints but found nothing at



USA Today

Tuesday 12th May 2020

KIDNAPPED!

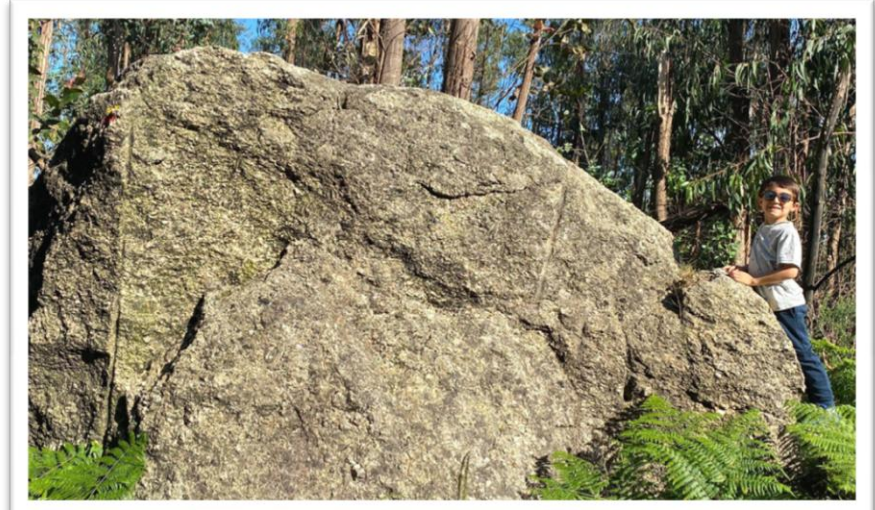
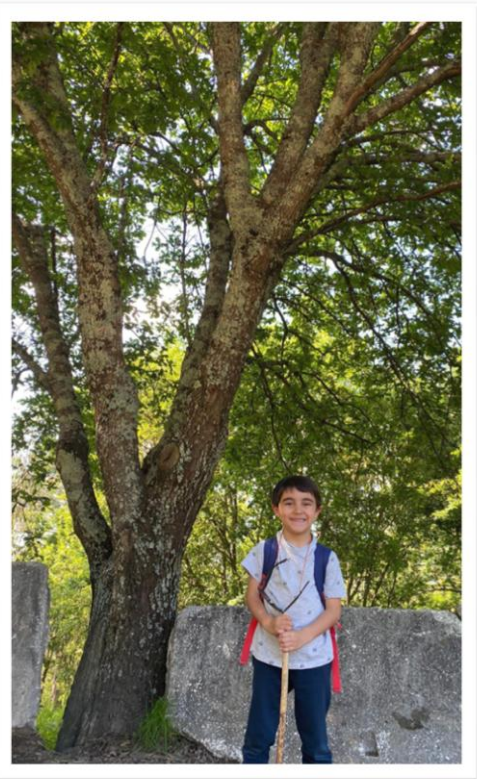
CHILD KIDNAPPED WHILE BUYING AN ICE CREAM
Reported by: Xu Ye

The kidnapper was wearing a mask on his face and the van left some tyre marks, which are currently being tracked. A hot wire was found which



Year 1G 'trees'

'Lourenco from 1G has been taking his learning about plants outside! After a lesson about different types of trees Lourenco promised to go on an adventure to find the different trees near his house in Portugal. See the pictures below to find out which trees he discovered! **Mr Gray**



Year 7 Drama

Drama has been somewhat limited in recent weeks, as a mostly practical subject I'm sure the students have missed rehearsing and performing characters. However they have shown outstanding resilience in their learning and I would like to commend the students of year 7 who have been recalling and reviewing the characters they have explored in past topics. Writing comprehensive and detailed accounts of how performance skills are used in order to convey character is a key component of Drama knowledge, which will

KEZIAH BLANCY

Character 1:

If I going to play one of the people that was part of the crew from the Mary Celeste I would have a serious facial expression in front of the captain but when with my fellow crew members I would have a scared facial expression because I don't want to act weak in front of the captain. I would move in small steps because I want to stay away from the captain. When the captain asks us anything I would push the other crew members in front. My voice would be tough in front of the captain but in front of the crew members my voice would be unsteady. I would always be sitting down away from the captain because my whole body is shaking and I don't want the captain to see it.

Performance skills used: Facial expression / Movement / Gestures / Voice / Body Language / Proxemics

Character 2

If I was going to act like a spice I would be black pepper. I would always have an evil look on my face and I would never smile. I would always walk majestically and fancy. I would stare at people with my dark eyes and point fingers at people. My voice would be very deep and scary and it would have an unpolite tone. I would always stand straight and not let anybody have levels greater than me. I would always want to be in front of the other spices.

Performance skills used: Facial expression / Movement / Gestures / Voice / Body Language / Proxemics

Character 3: If I was the officers that came to Ernie's house I would always have a tough and serious facial expression. I would move in big steps and knock at Ernie's house loudly. I would act confident since I knew that they were criminals. My voice would be loud and thundering. I would be the lead of the other officers and I would be in front. I would not let the other officers talk nor go in front.

prepare them well for the End of Year Exam and their future studies in the subject. Well done Year 7!
Mr James Blundell

LORENZO IANNARELLI

Character 1: To act as Ernie's dad, I'd use a low pitched and with a confident Tone. I would always be at the bottom of the stage (Either left or right). I wouldn't stand so straight because I would be old. I would move in a winky way (Because of the same reason of before) and my expression would be unhappy. To show my anger, I would stand up and talk angrily.

Character 2: To act as a Mary Celeste crew's man, I would stay mostly at the extreme sides of the stage, use a soft and high pitched voice and never stand higher than the captain. I would stay lower to show the captain that I'm sorry and that that I don't want to mess up with him. I would always move a bit slowly and I would either have always a submitted expression, or a fake happy expression.

Character 3: To act as Ernie's doctor I would use a high pitched and soft voice, with a lovely facial expression. I would sit straight at a side of the stage. To show that I am going to explain something, I would put my arms on the table. My movements would be slow and soft: Professional.

ARIANNE ALOR FUENTES

Character 1 Captain

If I was going to play the Captain in the Mary Celeste, I would stand straight with my hands behind my back to act confident. I would use a deeper voice and a focused facial expression. I would move slowly and confidently except when someone is in danger. Then, I would move quickly and stay calm and confident.

Movement/ facial expression/voice/gesture

Character 2 oregano

If I was going to anthropomorphize oregano I would slouch all the time because oregano is dry. I would use an Italian accent and because oregano has a strong flavour I would raise my voice occasionally. I would also do this 'A' hand movement whenever I like something. I would speak only a line or two at a time but try to always be the centre of attention.

Body language/voice/proxemics/gesture

Character 3 Mum

If I was going to play the mum in 'Ernie's incredible Illucinations' I would act overprotective by following Ernie everywhere or making him stay close. I would also raise my voice whenever someone frustrates me or questions my reasoning. I would cross my arms whenever I don't approve of something.

proxemics/voice/body language

DIEGO TUEBAL

1. Mary Celeste-Captain. I would be very confident about myself. Also, I want people to follow me and do what I say. Also, have a low tone while speaking.

2. Anthropomorphism (spices) = PAPRIKA. I would play this spice using mainly 4 performance skills; they are: Voice, movement, facial expressions and levels.

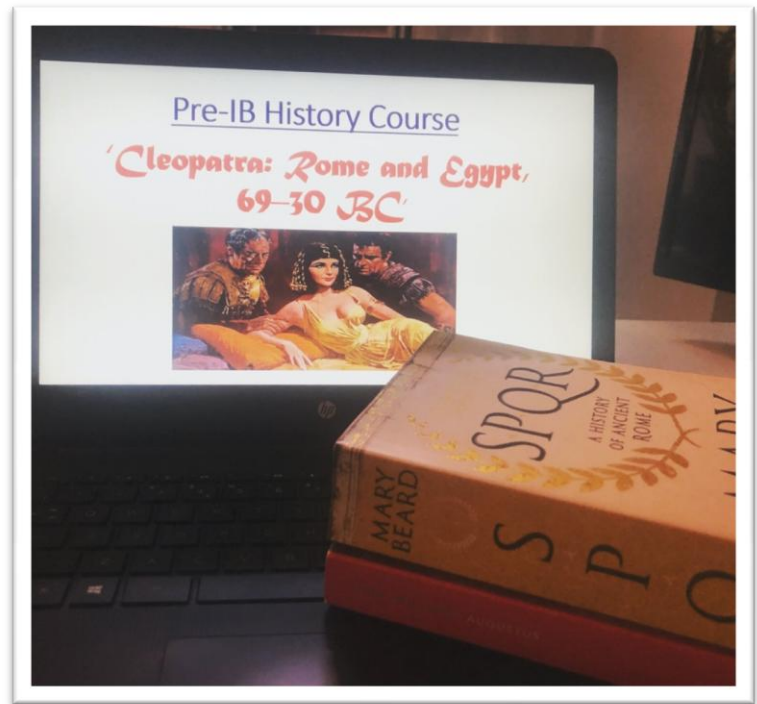
My character would have a childish voice, constantly changing levels while jumping and making my face also look childish. Someone who is very energetic but does not always behave well.

3. Ernie's Illucinations (officer). I would be mean and focus a lot on my accent. So people can imagine me even better.

Year 11 Historians

Over the past few weeks, Year 11 historians have been studying the fascinating figure of Queen Cleopatra as part of their Pre IB-History course. Cleopatra's fabled relationships with the most powerful Romans of the day enabled her to maintain Egypt's independence against the odds for over twenty years. Rightly or wrongly, Roman writers at the time and later judged that this foreign monarch's actions and ambitions had had a profound effect on the course of their history. This depth study gives students the chance to understand the latter stages of the collapse of the Roman Republic – one of the most complex and dramatic periods in Roman history – through the prism of Cleopatra's colourful reign. The principal challenge for students when studying Cleopatra is to learn to evaluate effectively the confusing and contradictory portrayals of her in the archaeological and literary sources. Thus, this depth study provides an excellent opportunity to develop skills vital for drawing meaningful conclusions about figures in history, and also fulfils the IB criteria of exploring a variety of historical periods, both local (Rome) and global (Egypt), as well as developing source analysis and critical thinking skills—all essential for success in the IBDP. I have been particularly impressed with students' analysis of excerpts from Plutarch's 'Life of Julius Caesar'. A particular mention should go to Irene and Leo for effectively analysing the values and limitations of using Plutarch as a source for this period.

Ms Chauhan



'Thank a Teacher Day'

In Year 12 Spanish we are studying the topic of School. For the 'Thank a Teacher Day' (Wednesday, May 20th 2020), students were assigned a task titled 'An inspirational teacher'. They had to look back and describe a teacher that had made a difference in their learning path.

Martina wrote wonderful words about a teacher who believed in her and always pushed her to try, not only at school but also in life. All in Spanish, of course. ¡Buen trabajo Martina!

We are so lucky! We can meet this fantastic teacher described by Martina in our primary school at Southlands!

Thank you Mrs Atturi for being such an inspiration to us all! **Mrs Ana Lain**



'Mi profesor inspirador se llama Señora Atturi. Me enseñaba historia, geografía e italiano. Siempre tenía el deseo de enseñar a nosotros, probaba a ser siempre entusiasta y apasionada, aunque a veces no era así. Era una mujer muy simpática pero también un poco estricta, y si se enojaba porque quería que todo saliera bien en la escuela. No era una mujer muy alta y tampoco era demasiado delgada ni demasiado gorda. Ella era una mujer bastante en forma. Tenía cabello castaño oscuro, ojos oscuros y una piel oscura. La considero mi profesora inspiradora porque me enseñó a perseverar en la tarea y la vida en general. Me empujaba a intentar siempre, incluso si no siempre tenía éxito en lo que yo hacía. Ahora que pienso en ella, estoy agradecida de haberla tenido como profesora.'

Martina Costantini, Year 12 IB student

Translation

My inspirational teacher is called Mrs. Atturi. She taught me History, Geography and Italian. She was always eager to teach us. She always tried to be enthusiastic and passionate, although sometimes she did not feel that way. She was a very nice woman but also a bit strict, and if she got angry it was because she wanted everything to go smoothly at school. She was not a very tall woman, nor was she too thin or too fat. She was quite a fit woman. She had dark hair, dark eyes and olive skin. I consider her as my inspirational teacher because she taught me to persevere in my work and in life in general. She always pushed me to try, even if I was not always successful in what I did. Now that I think of her, I am grateful to have had her as a teacher.

Friday 29th May 2020

“That’s right! You read it correctly!”



Uniform Day in Primary School

On Friday 29th May 2020, Southlands will be having an online UNIFORM DAY in which we are asking all Primary students, from Nursery to Year 6, to wear their Southlands School Uniform for the entire day of remote learning.

Many schools across the Globe have already participated in this event and nearly all of the students who wore their uniforms felt very connected to their school, while they are continuing to work at home.

We hope you will join us in doing this and look forward to taking some lovely photos to share with the rest of the classes across our school.



To



[download the brochure, please click here](#)

We want to see you wear it. Brave it. Rock it. Nail it. Boss it. Strut it. We want to see you work it. Because if we’re going to save our world, we need to be **fiercer, braver and louder** than we’ve ever been. So, from wherever you are during this challenging time, and whether you are at home, in a garden, in a playground or back at school, no matter how you Wear it Wild, get fierce for your world!



Message from Administration

Re-Registration 2020-21

For those who have not yet requested the Payment Plan which outlines the school fees costs for your child and wish to do so, please contact the school office or click on the link below to book an appointment with the administration department.

[To book your appointment please click here](#)

Once you have booked your appointment, you will receive an email of confirmation indicating the time and day of your appointment. To connect to your online appointment, simply click on the link indicated in the confirmation email.

For any queries please contact info@southlands.it

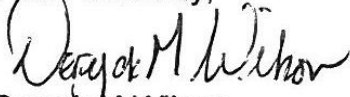
Dates for your Diary

School Closed (public holiday)

Monday 1st June & Tuesday 2nd June

Every good wish

Yours sincerely,



Deryck M Wilson

Principal