



STUDENT WORLD MAGAZINE

Year 8
Talent Show
Year 11 & 12
Political Debate

Year 13
Media Projects

+
Exclusive
Interview with
Head Chef!



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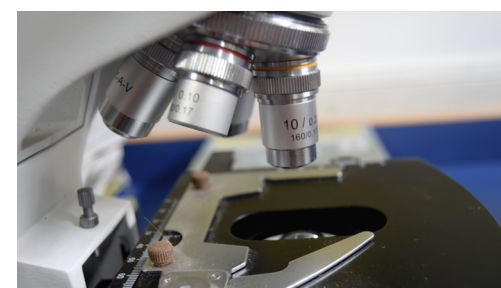
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A day in the life of the Dining Room staff!

A necessary, yet often overlooked element of our school life is the time and effort that the cooks put into our delicious meals. We decided to shed some light on the topic. In this article you will find out all about the ins and outs of canteen from the Head Chef, David Muñoz Sánchez.



The canteen staff

Este artículo demuestra la vida de los trabajadores de la cocina en Inglés y Español.

This article gives an in-depth look at the lives of the canteen staff in both English and Spanish.

ESPAÑOL:

David, cuéntanos un poco sobre ti
Mi nombre es David Muñoz Sanchez, llevo trabajando aquí 2 años, pero llevo viviendo en asturias 4 años. Soy de Huelva. Tenga pareja y una niña. He trabajado en otros servicios de hostelería como en restaurantes, hoteles, en algún hospital y en un centro geriátrico. Acabe trabajando en el colegio través de "Visama". Yo trabajaba antes con ellos y me ofrecieron venir. Me gusta el trabajo aquí, con los niños. Yo creo que mi relación con los niños es muy buena, me llevo bien con ellos.

Para mi el trato con los niños es muy importante ya que es otra parte de nuestro trabajo, por eso intento animar a mis compañeras a que se relacionen con los niños.

¿Cuanta gente trabaja aquí?

En total, trabajamos 8 personas en las cocinas. Cada persona entra a un horario distinto, pero los primeros en llegar, entramos a las 7:30. Cada uno de nosotros trabaja 8 horas diarias.

¿Qué es la parte más dura de vuestro trabajo?

No lo considero un trabajo muy duro ya que he trabajado previamente en otros sitios de hostelería. Los horarios son muy flexibles y cómodos, yo consideraría que la parte más dura es cuando servimos a los pequeños porque es la que genera más agobio.

Y luego las elaboraciones que tenemos que preparar. Hacemos, más o menos, 800 menús cada día. Ver como tenemos que tirar mucha de esta comida es duro. Además no tenemos ninguna manera de donarla ya que es un proceso muy difícil debido a que tendríamos que mantenerla toda a la temperatura adecuada.

¿Cuál es el plato que más os cuesta preparar, y cual crees que es el preferido de los alumnos?

La lasaña ya que tenemos que hacer desde cero la bechamel y tenemos que montar todas las lasañas. Por esa razón es la más complicada.

Normalmente, los alumnos prefieren los fritos (que deberían ser que menos tendrían que comer). El pescado siempre que sea frito gusta más que al horno, por ejemplo.

Canteen staff interview

¿Qué protocolo y reglas que tenéis que seguir? ¿Tenéis flexibilidad con platos?

Hay algunas pautas que tenemos que seguir por obligación, se supone que los niños deben de comer fruta diariamente, verdura y hortalizas todos los días, ya sea como plato principal o guarnición, dos o tres veces por semana legumbres y en cuanto a proteína, ponemos dos días carne, dos días pescado y un día huevo. Y bueno, después tenemos que distribuir la comida en cantidades y guarniciones.

Es un sistema estricto pero a veces cambiamos un poco el menú según lo que más le gusta a los niños, por ejemplo, quizá ponemos un día más de legumbres, o decidimos poner arroz.

¿Te gustaría algun cambio?

Más espacio para los niños para que puedan comer con más tranquilidad, aunque sea algo muy difícil debido a las instalaciones y el tiempo que tienen los niños para comer. Traer de vuelta las reuniones de los alumnos en donde se discutía los platos preferidos y que menos gusta. Me parece que nos conecta más con ellos ya que podemos conocerlos mejor y adaptarnos más a los gustos de los niños.

¿Algún mensaje para los alumnos?

Les invito a que prueben la comida, el año pasado es cierto que teníamos reuniones para descubrir los gustos de los niños, a los que estamos muy abiertos a intentar adaptarnos a ellos, por ejemplo, hemos añadido los calamares fritos para motivar a los alumnos a comer más pescado aunque esté frito.

También decir que toda la comida la hacemos nosotros. Algunos alumnos pueden pensar que la comida ya nos la traen hecha y que nosotros solo la calentamos y repartimos, pero no es así. Invitamos a los profesores a que vengan a visitar la cocina con los alumnos cuando quieran para que vean todo el trabajo que hay detrás de cada plato.

ENGLISH:

David, tell us something about yourself.

My name is David Muñoz Sanchez, I have been working here for about 2 years, but I have been living in Asturias for four years. I'm from Huelva. I have a partner and a little girl. I have worked in other services like restaurants, hotels and in some hospitals and in a geriatric centers. I ended up working in the school through "Visama". I worked with them before and they offered me the option to come here. I like working here with children. I think my relationship with children is very good, I get along with them. For me, dealing with children is very important because it is another part of our work, so I try to encourage my colleagues to interact with them.

How many people work here?

In total, we are 8 people in the kitchens. Each person follows a different schedule, but the first to arrive enters at 7:30. Each of us works 8 hours daily.

What is the hardest part of your work?

I don't consider it very hard as I have previously worked at other hotel and restaurant sites. The schedules are very flexible and comfortable, I would consider that the hardest part is when we serve the little ones because it is the one that generates the most stress.

Also, the preparations that we have to make are hard. We make more or less, 800 menus every day. Seeing how we have to throw out a lot of this food is hard. We have no way to donate it as it is a very difficult process due to temperature regulation issues.

What is the most difficult dish to prepare, and what is the pupils' favorite?

The lasagna, since we have to make the bechamel from scratch and we have to make all the lasagnas. For that reason it is the most complicated.

Normally, the students prefer fried foods, (which should be that they eat less as it's not as healthy). The fried fish, for example, is always eaten more than the normal one.

What protocol and rules do you have to follow? Do you have flexibility with dishes?

There are some guidelines we have to follow out of obligation: Children are supposed to eat fruit daily, vegetables every day, either as a main course or side dish; two or three times a week beans for protein. We also have two days of meat, two days of fish and one day of egg. And well, then we have to distribute the food in reasonable quantities.

It is a strict system but sometimes we change the menu a bit according to what children like best, for example, maybe we have one more day of beans, or we decided to offer rice.

Would you like something to change?

More space for children to eat peacefully, even though it is very difficult because of the facilities and time children have to eat. Also, bring back the pupils' meetings where they discussed the dishes they preferred and disliked. It seems to me that it connects us more with them as we can get to know them better and adapt more to the tastes of children.

Any messages for the students?

I invite you to taste the food, last year it is true that we had meetings to discover the tastes of the children, to which we are very open to try to adapt to them. For example, we have added fried Squid to motivate students to eat more fish (even if it is fried).

Also to say that we make all the food. Some students may think that food is pre-made and that we only heat and distribute it, but that's not true. We invite teachers to come visit the kitchen with students whenever they want too in order to see all the work behind each dish.

Pulse los enlaces abajo para ver las entrevistas.

To see the full interviews click the links below.

ROSA: <https://youtu.be/WMjlcmc7biU>

DAVID: <https://youtu.be/7Z8ReRSgvag>

The Year 8 X-Factor



It all kicked off with an explosion of thunderous excitement by the more than eager audience. Our fabulous hosts awakened them by feeding the lowdown on all the gossip between the bands, before witnessing their incredible, well-rehearsed performances.

Talent could be observed in all acts and their confidence and eagerness to win left everyone speechless. Many groups used original songs and even played their own distinguished instruments; consequently this set them apart from the competition. Every single performance was followed by a well-deserved round of applause.

The Boy Band from Uganda performed with extraordinary dedication, some even breaking down in tears – but it wasn't enough to sway those demanding judges.

Despite all the finalists delivering a flawless performance, there could only be one winner. And even though it was tough for the judges, they had to decide who would walk away with the 1 million euro record deal. After the admiration and critique from the judges, tension filled the auditorium while they battled out who deserved to win... Finally, after a grueling wait the results were delivered.

Eman got the majority of the votes but not everyone could agree, some judges proclaimed it was all a "hoax". The disappointed magicians left the stage while the boy band, Sliced Bananas, claimed "this is outrageous I will most definitely return next year for a second chance". The delighted Eman, however, relished in her triumph as she delivered her winning speech. It was undoubtedly a show worth watching!

If you think you have got what it takes to be an X-FACTOR finalist, get practicing as auditions will kick off in February 2020.

By The Class of Y10B



A British holiday

Have you ever been to London? If you haven't, I recommend it. It has many great things due to it being a big city. Well, this year we went to London for a full 4 days and have come back with many new stories to tell.

We came to school like normal but with our own clothes and then we left at 12 to get our plane at 3. We left with a packed lunch and butterflies in our stomach.

We arrived in London!! It was around 5 and we have around 2 hours to get to the hotel so we took a bus. When we got to the hotel we checked in and left the baggage in the room and left to get dinner. Yumm yum!! What a delicious hamburger we had. I wish i could eat it now. To accompany it we had some chips and we could order: coke, sprite, water, etc. Me and my friends ordered a sprite but it never came. We were sad :(. We then went back to the hotel and at 11pm our phones were collected to have a good night sleep.

The next morning we were woken up by the room's telephone and we were called by one of the teachers. We had 45 minutes to get ready (maybe shower if we hadn't already) and then we went downstairs to the hotel lobby to have some nice breakfast. Once inside, you had to get a table, if there was any left due to the amount of people having breakfast, and eat up to then go to our next destination. We are already mid-way through the second day of the trip and we were on our way to the Shakespeare Globe. We crossed the bridge besides the Tate Modern and arrived. We had a guide called Mark and he was espectacular. He guided us through-out the whole Globe and at the end he took us to a room to learn and perform the play a Summer Night's Dream.

Once we had finished rehearsing the play, we all went to get our meal. We were all starving! We went to Borrow market where we had an hour and a half to get whatever we wanted to eat and then meet back up with everyone at one spot. The only condition was that if we wanted to go by ourselves and be trusted we had to be in a group of minimum of three. We all dispersed and went to fill our stomachs. It was time to go on our next adventure. The Tate Modern. When we were there we had another two hours of free time to see all the expositions. Once we finished, we went to the London Eye where we could see London from a great distance. We were so high up even some people got a little bit tense and nervous.

By Faustina Y9



Tales from the UK

In the following article you will hear a range of short, humorous anecdotes from this year's London trip.

My highlight in London was the Tate modern museum, we all enjoyed it a lot. When we entered we were amazed by the amount of open space left for special exhibitions. Then we went to a space with sofas and tablets in which we could draw on them and make some art.

Then the teachers allowed us some free time to visit the exposition which we found very strange, due to all the abstract things. We saw some coca-cola bottles, steel chandeliers, rocks and other strange things made by man. But what impressed us the most was the works value that exceeded one million pounds!

by Erich Agelvis Bieber

It was midnight and the last night of London and all the people that were in London met downstairs of the hotel and had fun on the last night of London without the teachers finding out. Mr Woodrow heard doors opening and closing and he went to guard the corridors.

I opened the door to see if we were all ready to go down and Mr Woodrow saw me. I had to say that Mateo's tummy was hurting and as an excuse for opening the door. It was so funny watching Mateo act while Jorge and me were laughing!

By Gael Martinez

I had a great time in London but my favourite, yet most frustrating experience was when I reached London. The first thing that happened was that I lost my wallet. After a few days Juan found it under my bed. The next after finding my wallet we went to The Science Museum, where I had a great time, I gave my phone to Faustina to look after it, whilst I was playing some games. After that, we went to Harrods. Whilst we were in there I wanted my phone and I looked in my bag that was the usual place for it to be. The thing I didn't remember was that Faustina had it, I got really nervous and I got lost a few times at Harrods. Finally everything got solved and Faustina remembered me she had it. WHAT A BAD EXPERIENCE !!!

By Jaime Llorente



Sonnets

REGRET

*A CORPSE LAYS IN THE ROOM, FILLED UP WITH LEAD
THE SHADOW OF GRIM DEATH COMES OUT TO REAP
A SOLITARY SOUL STANDS WITH THE DEAD
HIS SCARS AND WOUNDS ARE NOW TOO WIDE AND DEEP*

...

*THE SOUND OF SOBBING NEAR THE LIFELESS HULL
VICTIM OR KILLER LIES WEEPING LONELY
THE BODY, DISEMBODIED, BROWN AND DULL
NO ONE TO KNOW, THE LIVING ONE ONLY*

...

*HOW MAY HE TELL THE STORY, DECEPTION?
WILL HE CONFESS THE TRUTH? OR TRY TO LIE?
HOW MAY HE CHANGE THE OTHER'S PERCEPTION?
WILL HE BE DESTINED TO JOIN THEM AND DIE?*

...

*HOW MAY HE KNOW WHICH PATH IS TRULY RIGHT?
OR WILL HE BE IN AN ETERNAL NIGHT?*

BY MATEO IGLESIAS 9B

THE MOON

*THE LIGHT IN THE DARKNESS YOU SEE AT NIGHT,
I STARE BACK AS I HIDE BENEATH THE CLOUDS,
THERE'S CERTAIN DAYS WHEN I WILL SHINE SO BRIGHT
HOWEVER SOME OTHERS I STILL HAVE DOUBTS*

...

*THOSE FEARS THAT WILL INVADE MY HEART SOMETIMES,
THEY WILL MAKE ME DROWN IN MY DARKEST SEAS,
AS IF I WERE TO COMMIT AWFUL CRIMES
AND NO-ONE WILL FORGIVE ME FOR THESE SINS*

...

*OH WHEN I LOOK AT THOSE HYPNOTIC EYES,
MY LONELY HEART REVIVES WITH JOY AND PRIDE
EVEN THOUGH YOU THINK I'M COLD AS ICE
YOU OUGHT TO KNOW THAT MY LOVE BURNS INSIDE*

...

*DEAR LOVED SUN WHO SHINES UP IN THE SKY,
I PROMISE I WILL LIGHT YOUR DARKEST NIGHTS*

BY SARA ELVIRA 9A



Poetry day in year 7



To celebrate World Poetry Day, we found poems by famous poets across the ages and made a magnificent display running alongside the stairs. We used the beautiful variety of poetry books from our library which were hung from the rails. Poets included, Sylvia Plath, Pablo Neruda, Dante, Chaucer and Sonnets by our beloved Shakespeare, to name but a few.

Another part of the day was a series of poetry recitals to some lucky and great Primary classes. We decided to choose poems written for children on various themes written by poets such as; Spike Milligan, Elizabeth Barrett Browning, Edgar Allan Poe and Rudyard Kipling.

To make this performance more interesting and attractive we dressed up as famous poets throughout history and explained to the primary students who we were supposed to be. Chaucer, Rumi (the middle Eastern philosopher), Dante, Maya Angelou, Sappho (an ancient Greek poet) and Emily Dickinson were just some of the legends of poetry we were dressed up as.

Lastly but not least, we organised a "Word Dip" competition where students dipped into boxes and tried to make poetic sentences with the random words picked out against the clock and two opponents. The best sentences were chosen by us, the year 7 judges, and everybody had fun and won goodies: both the participants and winners.

**HOPE TO SEE YOU IN NEXT YEAR'S POETRY DAY!
LONG LIVE POETRY!**

By Daniel Y7



Year 13 media makers

This year, A2 Media Studies students were tasked with designing a promotional campaign for a new music artist, creating for them a music video, CD digipak and website. The end results were spectacular, with students learning and refining a huge range of media skills to create their incredibly professional final products. Artists included Asturian rapper, Ol' Mendez (from Lucas and Gregorio), R'n'B pop artist, Hurrikn (by Dani) and teen pop singer ZeZe Bonetti (by Sonsoles).

Follow the links to see the full music videos.

Album cover
design by
Cristina



CD cover
mock-up
by Gregorio



Screenshot
from Pablo's
music video

<https://www.youtube.com/watch?v=iuJaZrddkbU>

Screenshot
from Daniel's
music video



<https://youtu.be/vnuWwAKD01U>

CD design
layout by
Javi.



CD cover
designed by
Carlos



Screenshot from
Sonsoles' music
video

<https://www.youtube.com/watch?v=O3xoyNII-4s>

Science VS Cancer

Each year about 39% of the men and women in the world are diagnosed with cancer. However, don't worry, each day due to the work of scientists and doctors we are one step closer to achieving a cure.

One of the most promising future cures is immunotherapy. It helps your immune system fight against the tumor. This type of treatment is given in the form of vaccines. However, it's not like the vaccine for chickenpox, for example, it doesn't prevent cancer.

This type of cure has many advantages. Firstly it's less toxic and harmful for the body than chemotherapy or radiation therapy. Furthermore, it's the treatment by which it's less likely for the cancer to return. This is because the white blood cells (in charge for protecting our body from disease) would have already learned how to act against it.

On the other hand, it's not as great as it looks and has some disadvantages. It has some side effects such as pain, headaches, flu-like symptoms... However, some of the possible side effects of chemotherapy could be worse

than these. Moreover, this type of treatment could take a bit long to have an effect. The most important disadvantage is that each cancer cell is different so you can never be 100 percent sure that it's going to respond well.

Currently, it's not as widespread as surgery, chemotherapy or radiation but it's being used more and more. From my point of view it seems like it could be a very good option for treating cancer but I think that further research could be made in order to make it more reliable.

By Rocio Y12



The Vox Pop

A tool used in many forms of media to provide a snapshot of public opinion.

On the 12th of April, year 11, 12 and 13 had the opportunity to participate and vote in a mock general election. The five main Spanish political parties had two representatives; one of the emissaries was in charge of giving a speech showcasing the values and beliefs of their party. Then, both also took part in a debate-styled discussion which featured questions previously selected from the audience.

The Results

Results determined that with a 31.6% (19 votes) in the suffrage, Vox won the elections. They were closely followed by Ciudadanos' 25% (15 votes), and PP were next with 21.7% (13 votes). The left wing parties finished fourth and fifth positions: PSOE with 10 votes and thus, a 16.7% vote share; and finally, Podemos with a 5% (3 votes). The number of votes summed up to a total of 60 ballots.

Why Vox?

So, the question that is probably looming in your mind is: who is Vox and why was it so popular? With a tenacious embrace of Spanish nationalism, Vox emerged as a far-right wing party. Founded in December of 2013, deriving from ex People's Party (PP) members. After Catalonia's controversial quest for independence, the populist party thrived, as a result of the social discontentment experienced at that time.

Vox presents an anti-islamic, remarkably patriotic and neoconservatist message. As well as heartily promoting Spanish traditions, culture and symbols. Likewise, exhibiting admiration towards the flag, the Crown and unity of the Spanish Estate. This has attracted many, and not only in Spain. European far-right is experiencing a growth in power and influence.

The populist party took advantage of the convenience social media platforms grant nowadays, deciding to further propagate their ideology. This movement, or perhaps strategy, has proven successful. Plenty have been intrigued and fascinated by their "Spaniard's first" sentiment, made up of Spanish flag parades and old war hymns; and a dominant introduction of green, the representative colour for Vox. Moreover, it has turned out that the 'easy target' they have succeeded in persuading the most are Spanish teenagers. I believe that this is due to our effortless and always accessible use of the Internet; combined with Vox's intense aesthetic, strong nationalism, and the recognition that the party's name has received due to its impact and repercussions in Spanish politics (especially Catalonia). All this has smoothly transformed the far-right party into a 'meme', defined as a simple element of culture that is easily passed on and imitated.

A candidate's view

In my case, I gave the opening speech for Vox, disregarding my own political ideology. As well as the speech, I had the opportunity to pitch in to talk about certain subjects in the debate. However, it was my teammate, Antonio Lopez's role to dispute in Vox's favour and communicate their views on several topics; including some currently controversial matters, such as abortion, bull-fighting, euthanasia (as the far-right party postulates itself as a pro-life advocate) and immigration.

I was proud and satisfied with the effort we had put in. Our victory indicated that all our hard-work and the time spent had been worthy and meaningful. The question I now ask myself is, had our endeavour legitimately been the determinant behind our triumph.

By Paula Y11