

Summer Edition 2020

The COFFEE STAIN

Southbank International School

So You
Think
You
Can
Lock-
down?

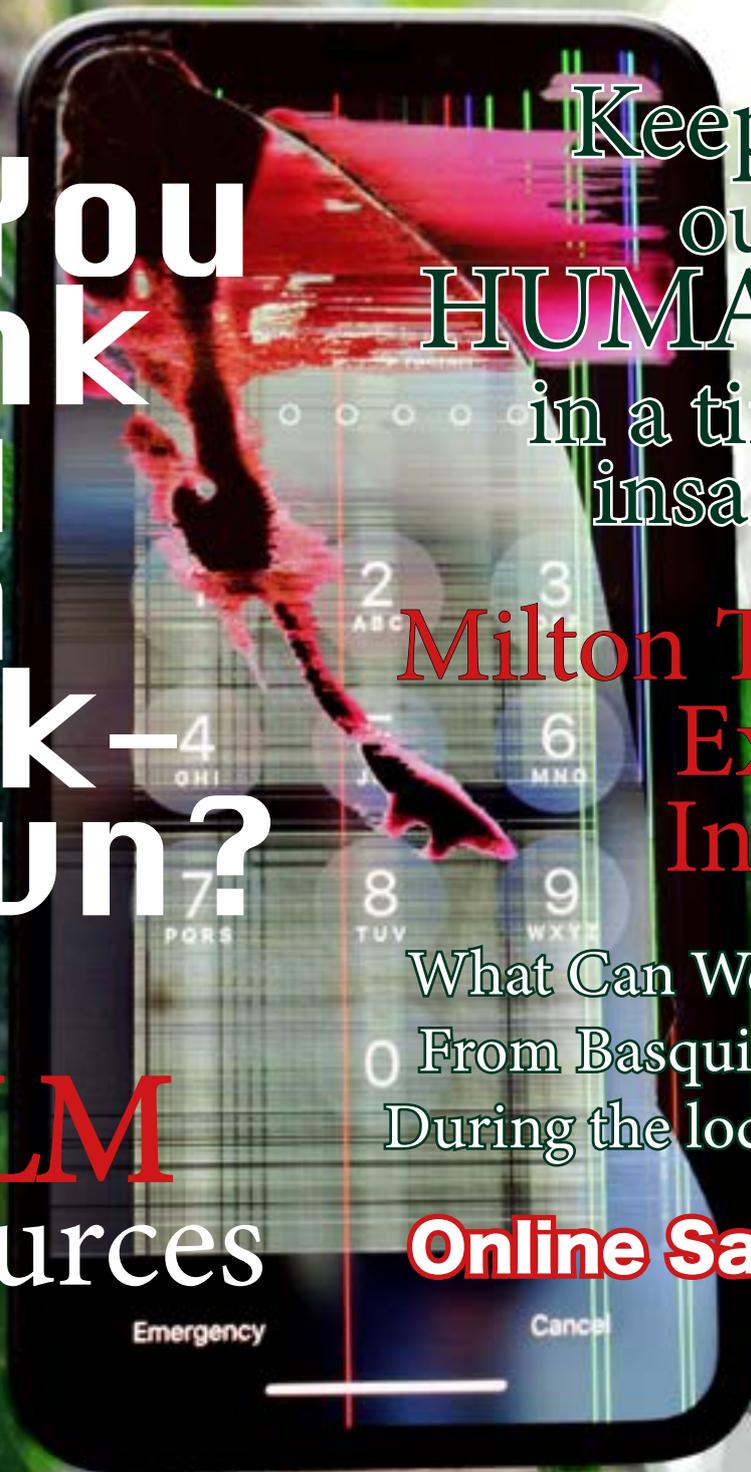
+ **BLM**
Resources

Keeping
our
HUMANITY
in a time of
insanity

Milton Toubkin
Exclusive
Interview

What Can We Learn
From Basquiat's Art
During the lockdown?

Online Safety



Editorial

Dear Southbankers,

As we emerge from what have undoubtedly been the most unsettling 6 months in recent memory, we would like to reiterate just how proud we are of the Southbank community - students and teachers alike - for our support of each other through these challenging times.

This lockdown is certainly a period we will remember for the rest of our lives, and it very much comes through in our articles this term. Among our highlights are an interview with Milton Toubkin, our Southbank founder, to celebrate our fortieth anniversary, as well as a list of resources to help you educate yourself about the Black Lives Matter movement, and an examination of what we can learn from the artist Jean-Michel Basquiat during lockdown.

As this is our final term as Coffee Stain editors, we would also like to emphasise how much of a pleasure and a privilege it has been to occupy this role. We are delighted to have been able to contribute to the student voice for such a vibrant, multicultural, and engaged school community.

And a special farewell to all our leavers this year. We're sorry we couldn't give you the send-off you deserve, but it's been wonderful to have you with us, and we wish you all the best for the future.

And finally, we would like to end with the message that we know times are tough at the moment, for some more than others. But we agree with the poet Leslie Dwight, whose message was recently shared far and wide across the internet:

*'What if 2020 isn't cancelled?
What if 2020 is the year we've been waiting for?
A year so uncomfortable, so painful, so scary, so raw —
that it finally forces us to grow.
A year that screams so loud, finally awakening us
from our ignorant slumber.
A year we finally accept the need for change.
Declare change. Work for change. Become the change.
A year we finally band together, instead of
pushing each other further apart.*

*2020 isn't cancelled, but rather
the most important year of them all.'*

On that note, we wish you all a very happy and restful summer holiday!

Our very best wishes to you all,
Arabella Greve, Calum McDonald Heffernan, and Josie Feldman

What's Inside the Summer Edition 2020?



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40 Years On: Interviewing Southbank's Founder, Milton Toubkin

An International Background and a Passion for Teaching

Milton Toubkin, the founder of Southbank International School, started his life as most of us students have - in another country. Growing up in Zimbabwe (then known as Rhodesia), Milton lived a life surrounded by social segregation and racialised politics. Having great disdain for the government during his youth, Milton decided to seek a job abroad.

First arriving in the UK, Milton found a temporary job - only to subsequently be offered another position in St Gallen. In Switzerland, Milton took the role of Headteacher at a small school. Thereafter, he moved, once again, only to head up another small international institution in Geneva. Here, he spent six years - relocating to England in 1972. His experience of overseeing the running of international schools in Switzerland was, notably, integral in creating his passion for the ethos of the International Baccalaureate - solidifying his passion for education focused on international understanding.

However, before Milton actually began teaching internationally - he gained valuable skills while teaching in the Rhodesian school system. Toubkin's first teaching job - as a scholar of Latin and English - was to teach these languages to the students of Churchill High School in Harare. **'I loved it there, really.'** he told me. Milton also went on to elaborate on the fact that he would have remained in Rhodesia 'indefinitely' - were it not for the racism of the government.

Asking him what drew him into the field of teaching, veering away from the path of studying law (as he had initially planned), he spoke of a volunteer programme that he took part during his time studying

at Rhodes University in Grahamstown, South Africa. The programme, he explained, involved teaching black young adults - who did not have the opportunities to take time off work to pursue their studies during the day. Milton would teach them in the evenings and at night time, and was completely in awe of their determination to learn, even after a long day at work. **'They were such dedicated students,' he said, 'They had absolutely appalling housing, no electricity and little running water, and yet, they always came to class prepared and eager to learn.'**

Toubkin explained that the course of his career in education - which became focused along the line of working within international schools - was totally by chance. He detailed the fact that if he had not happened to pick up the Times Educational Supplement, looking for a permanent position during his short stint as a temporary maternity-cover teacher in Slough after moving from Rhodesia, he might not have landed up at the international school in St Gallen. **'Once I was in it, I really liked the concept,'** he told me. This was especially true in contrast to the education system he was involved with in Rhodesia, which was then incredibly segregated, racialised and filled with corporal punishment.

Why start a school?

Prior to establishing the very school we know and love today, Milton was teaching at ACS. Before relocating to the outer boroughs of London, the ACS campuses were in Kensington. Milton and a group of 4 other teachers (John and Susan Marberry, David Tucker and Stephen Bailey) were interested in establishing their own institution - holding the belief that they had ideas that needed to be instituted that were not in line with the running of ACS. Milton was especially inspired by a book he had read called, 'The School Without Walls' (which I am sure sounds familiar). This was a book written by a group of educators in Philadelphia in the United States - who initiated something called the Parkway Project. This project was the first of many around the world that attempted to utilise the city, and all it has to offer, as a

classroom. He thought to himself that if they could do it in Philadelphia, why could they not do it in London?

How?

After deciding that this was a project they wanted to pursue, Milton was the first out of his colleagues to leave ACS. He was set with the task, as a lone soldier at the time, to find premises. Moreover, he needed to do all the preliminary work - including publicizing the school, in an attempt to ensure the presence of a decently sized class in their founding year. In order to do so, along with the help of some public relations connections between the group of teachers, Milton managed to get publications such as the Telegraph and the Times to write about the school. Furthermore - they managed to capture the attention of the BBC - who came to film the first day of the preliminary term. **'It gave us some credibility.'**, he told me.

Toubkin and his colleagues also entered into this venture with the idea of ensuring the school functioned in a democratic manner; having a desire for the students to take part in the decisions that would, ultimately, be most influential to them and their learning.

The Challenges Faced

However successful it may sound - the process of starting a school was difficult, and required the overcoming of many challenges along the way.

Finding premises for the school, as described by Milton, was one of the most difficult and time-consuming parts of the process. This was only made more difficult by the fact that the founding teachers - as a collective - had very little money to their names. Therefore, there were very few estate agents willing to work with them. Finally, their case was taken up by a man who managed to find them a site to rent right in the South Bank of London. The property was actually an old primary school. However, at the time, it was being used as a chapel for a group of Franciscan Monks - who had their residence nearby. The Monks kindly allowed for the school to take over part of the property. However, the school was incredibly old.

One of the key challenges faced by the founders was, truthfully, the lack of bathrooms. The old primary school had been built around the 19th century and - as described by Toubkin - **'the plumbing of the time was not up to scratch.'** To say they were 'bog-standard' would be an understatement. Moreover, only one of these toilets was actually indoors - intended for staff use. The students' toilets were outside in the yard, constantly needing repair and maintenance. Thus, the decision was taken by the staff to convert the public toilets into a music room - sending the students across the road to the pub, or to the public toilets at the National Theatre instead.

Additionally, although passionate about the idea of installing the democratic system in the ethos of the school, it did have its shortcomings. Although having its meaning change slightly in the Southbank of today, 'Town Meetings' used to be the name of the school-wide gatherings that were put together when an issue needed to be resolved or a decision needed to be made, by democratic vote. Toubkin noted that this process undoubtedly slowed the decision-making process down, and that it was quite 'chaotic, in many ways.' However, he did believe that it was important to keep the system in place, as it allowed students to feel they had a stake in the decision-making process.

The fact that the school was so small was also a great challenge in its initial phases. The entire premises was composed of 6 small rooms - including one collective office for staff, two small classrooms, the 'Pillow Room' (a common-room filled with beanbags), a lab X art room hybrid, as well as a tiny kitchen. Due to the cramped close quarters of the school, the teachers and students spent a lot of lesson time sitting together outside the National Theatre, or in the unused space outside the Royal Festival Hall near the original campus. Moreover, they made quite frequent use of the labs at the South Bank Polytechnic (now, London South Bank University). Milton noted that it was a sort of blessing that they were following the idea of being 'a school without walls'. This is because if they were not using

Josie Feldman's Exclusive Interview

London as a classroom - the school would have been unable to function properly.

Another notable challenge Milton faced during the early years of the school was that, as a result of the groundbreaking and revolutionary nature of this type of school ethos in the city of London, some staff members had other ideas on how the school should be run. As alluded to in Toubkin's explanations of the difficulties faced in the school's establishment, the running of the school was, by no means, faultless or smooth. One teacher, in particular, was in disagreement with some of the strategies that were employed by the school. Moreover, certain students and staff had accused this teacher of, to use Milton's words, making the lives of students who were not particularly bright or conscientious 'hell'. However, there were still a few teachers and students who enjoyed his teaching, and were not content with the idea of him being asked to leave. As the decision to let the teacher go was decided via a democratic voting process, it was this minority of teachers and students who were so angered by the decision that they decided to leave the school. Milton described that this was not merely a small bump in the road. In fact, it set the school back quite a bit in terms of their progress in student and staff numbers. It took a few years to recover. **'It's still on my conscience, really.'**, he told me.

London as a Classroom

As mentioned before, the use of London as a classroom was, of course, part of the founding ethos of the school - being Milton's primary motivation to instigate the project. However, due to the small classes and lack of grounds expansive enough to carry out, to the full extent, daily school activities - the utilisation of London as a classroom became almost a necessity during the early years of the school.

Being on the South Bank, near the River Thames, the school was in a prime location to make use of many of the educational facilities that London has to offer. Besides using the science labs at the South Bank Polytechnic (which were extremely advanced for students of high school age - with specialist

equipment like an electron microscope, as well as lab assistants who would help the students with set-up), the students had the opportunity to take history lessons on the Thames. Moreover, the students were provided with the opportunity to study Dickens walking through the very areas of London where his works were set. Milton also let me know that the school claimed to teach any language in the world. This was not, of course, because they had employed a teacher for every language - but rather because they had received permission to make use of the Language labs at the South Bank Polytechnic, as well.

Why IB?

The International Baccalaureate - being a fairly new curriculum at the time of Southbank's founding - was only being initiated in schools that had been established for three years prior to application. Therefore, the curriculum was not actually instated into the school until it met the IB's criteria three years later. In the school's early days - Southbank actually offered a host of other national curriculums in order to accommodate all of the different types of students and their diverse requirements to meet tertiary education ambitions.

Following the overthrow of the Shah during the Iranian Revolution, many families opposed to the rule of the Ayatollah fled the country. Some of which, relocating to London, landed at the American International School (Southbank's precursory name). Therefore, the many Iranian families who had immigrated during the years 1979 and 1980, made up the major nationality at the school. Due to the majority of Iranian students having their eyes on US colleges, Milton ensured that SATs were offered and a host of AP classes were taught. However, they also ensured to accommodate the significant proportion of the student body who were British - or had aspirations to attend British universities. Thus, they also offered O-Level (now A-Level) exams.

However - Milton's ultimate goal was to integrate the IB into AIS. When he began his job at the

international school in Geneva, he decided to assist in establishing the IBDP as the primary high school curriculum. The IB was a relatively new course at the time, only having been around for about 5 years prior. Toubkin believed that it made sense for an international school to adopt a specifically international curriculum, believing that the purpose of an international school was not being fulfilled if a specific national curriculum was being followed. Furthermore, Toubkin believed that the IB was an important curriculum to institute in an international school, as it is a system that takes into account the fact that not all students come from similar backgrounds, taking into account a variety of vast cultural contexts and levels of international understanding.

“Apart from the international nature of the curriculum, which I think is essential when you’ve got international students, but I think actually is very good for anybody. To actually have a curriculum that is fed by knowledge from around the world - and looks outwards rather than inwards...”

Moving On

By the third year, the Iranian majority had been overridden by native Scandinavian students. This posed a perpetual problem for the school - as these students were not keen to attend university in the United States, nor in the UK. They were more enthusiastic to go back to Scandinavian institutions to further their studies. This only increased Milton's desire to obtain permission to institute the International Baccalaureate as the primary curriculum

in the school - as it would be able to cover applications to American, British and Scandinavian universities collectively.

Finally - a few months after their campus move to Eccleston Square in Pimlico - their application to implement the IB curriculum was accepted.

The campus in Eccleston Square was much larger - and very different to the run-down Victorian-style campus where AIS was previously based. Milton details that, in the 5 years spent at this particular campus, the vibe of the school had changed quite immensely. One such signifier of this change was their making fewer uses of public spaces in London. Most likely this was a result of the fact that there was then not as much of a necessity to do so. Furthermore, the school became a lot more formal - both in terms of the attitudes of teachers and students, as well as the classroom setting.

However, issues began to arise when Davis' Language School - the school from which AIS was renting premises - began to expand. The language school found that they had come to need the space occupied by AIS students for their own students, meaning that Milton had to begin the search (once again) for another campus.

After attempting to sign a rent agreement for a site in Kensington, and getting outbid by an offer made by Boston College for the same site, Milton and his team finally secured a lease in Notting Hill. This was, and still is, the Kensington Park Road campus that so many of our current students have been educated in during the PYP. Although securing the rent was not easy; there were objections against the establishment of a school (in this residential area) from the likes of former BBC presenter, Rick Ross. Nevertheless, Southbank managed to expand immensely both its grounds and student capacity with this move.

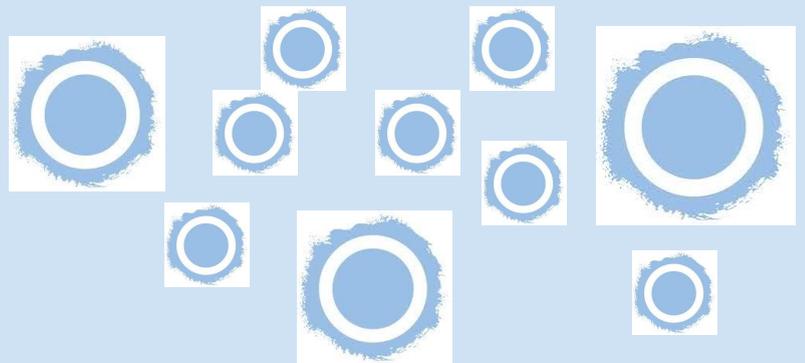
Passing on the Baton

I asked Mr Toubkin if, looking back at the school he has created, he feels proud. I was met with a glance downwards and to the side - and the reply, ‘I don’t

really like to use that word proud.' As a fervent believer in the fact that he would not have been able to achieve what he had without his team of excellent staff and founding members, as well as a group of bright students - he is unashamed in his denial of the idea that this was a single-handed feat. Furthermore, Milton attributes the ability to emerge from some of the adverse circumstances, still very much intact, to luck.

However humble he is of his contributions to the rise of our wonderful school over the past 40 years, it is undeniable that - without Mr Toubkin - Southbank would not be the school it is today. We are forever grateful for the sacrifices, the bold and intellectual risks and the lessons learned along the way.

Southbank, let's make the next 40 years count.



Listen to the full interview with Southbank's founder, Milton Toubkin, by clicking the link below.

Link to Interview Podcast:

<https://speakingtomiltontoubkin.buzzsprout.com>



How do I lockdown? This is the existential question which we, as students, have been forced to answer as we navigate online learning and socialisation. There have been trials. There have been tribulations. But there have also been some lighter moments - and you haven't truly experienced the Coronavirus lockdown until you have either been a victim of, or witness to, these cringe-worthy episodes...

1. That awkward moment when you aren't muted

Ahhhh, the days when we made these rookie mistakes. Joining a Google Meet while your death metal music or Friends binge-session is still running at full volume is pretty much a universal and very embarrassing experience. The awkwardness in these situations is almost limitless - from revealing your rather stunted thinking process in solving a maths problem to your whole class or outing your secret habit of listening to rock music while you're studying, to complaining about your homework. Just remember - if us tech-savvy teenagers are making these mistakes, you can bet the older generations' mic-muting incidents are exponentially more embarrassing than ours. See Welsh minister Vaughan Gething swearing very loudly about one of his colleagues via Zoom in a virtual meeting of the Welsh Assembly (the equivalent of Welsh parliament)! On a side note, the new vocabulary we have come up with as a result of online learning is rather wonderful. Who knew the dreaded staple question, 'er... can you mute yourself?' could be asked with so much attitude?

2. That moment when you definitely remembered to brush your hair

The reaction to this one is something along the lines of the seven stages of grief. First, the shock: *Good Lord, I really did wake up looking this good.* Then, the denial - *I'm sure I brushed my hair and I've just forgotten about it, just like that Physics homework I absolutely 100% remembered to do* - and the anger: *WHY did my parents let me go into class without brushing my hair?!?!?* At this stage, the bargaining kicks in: *please, God, tell me nobody's noticed!* Swiftly followed by the Depression - *I've just got to sit through this class with my hair looking like a bush, and there's nothing I can do about it* - and the Testing - *could I turn off my camera for a couple of minutes and find my hairbrush without anyone noticing?* And, finally, the acceptance - that all-encompassing moment when you realise you are perfect just the way you are. Until you come out of your room and your parents get shirty because you went to class looking unkempt, when you've already made your peace with the matter.

3. That moment when your screen freezes at exactly the right moment

As awkward young people, sometimes technology really has it in for us. You know what I'm talking about: that wonderful moment when you're answering a question really enthusiastically, or you've just spotted a pigeon mating outside your window - or you were just pulling a really weird face anyway - and your internet chose that exact minute to make your screen freeze. The best thing to do in this situation, I've found, is just to learn to laugh at yourself. Who ever needed dignity anyway?

4. That moment when your siblings/dogs/cats are arguing/barking/meowing in the background

There are no words. There really aren't.

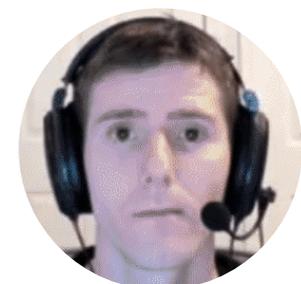
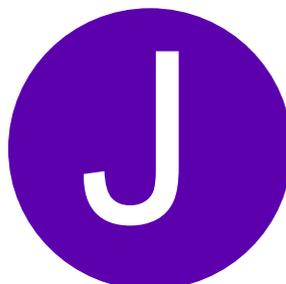
5. That moment when your teacher notices your wall-art

In retrospect, the massive "personalised" Harry Potter poster that you put up behind your desk may not have been the best idea now that the world and his wife have noticed it - and nothing draws attention like a very well-meaning teacher complimenting said poster. There are different levels you can take this to. An individual framed drawing of a badger wearing a Hufflepuff uniform is one thing ('it's a Harry Potter thing, you groan to your teacher, wishing more than anything that you had taken it off the wall before going into your very serious class), but a whole pinboard can be even more destructive to your impeccable reputation of specifically not being a dork, nerd, geek, or all of the above. My advice? Just love yourself for who you are. It's completely normal to still have Avatar: The Last Airbender fanart on your pinboard at sixteen...

6. That moment when technology quits on you

Some day, some serious investigative journalism will uncover the reason why Google Meet keeps turning some of our screens into THE GREEN SCREEN OF DOOM. But I think we can all agree that it's been seriously annoying. One never knows when it's coming, how long it'll stick around, or how to get rid of it - information about how to fix it has only just emerged on Google. And to add insult to injury, not only does it stop you from seeing your online classes, but also from watching your vines on Youtube! What a nightmare!

So, there you have it, folks - a round-up of all the moments that have made lockdown a special time for us students. But never fear, summer holidays are here - and with it, total respite from any opportunities for embarrassment!



Not the same boat but the same ocean

By Olivia Thompson

During current situation, the common saying among everyone is "we are all in the same boat." This is expected when people are looking for ways to soothe others and themselves in hard times. It gives the impression we are all facing the same hardship and are all facing the same dangers, which in a sense, we are. The danger is the same; however, the weapons and shields we are all fighting the danger with are strikingly different.

Living conditions are vastly unequal between different places in our world today. Today's global inequality is the consequence of two centuries of unequal progress. Some places have seen dramatic improvements, while others have not. The coronavirus (COVID-19) is a crisis like no other the world has faced in recent decades in terms of its potential economic and social impacts.

We did not start this fight on an even playing field. Some people are lucky enough to be fighting this from the comfort of their homes, with their healthy family, and safe living conditions. Others will fight this battle in a literal battlefield, surrounded by a government who does not care for them, or in a refugee camp. We are not all in the same boat, but we are in the same ocean. Some of us are in this ocean clinging to driftwood while others are sitting on the sundeck of a yacht.

According to the world bank, the pandemic could push about 49 million people into extreme poverty in 2020. While the effects will be felt by most immediately, they will be deeper and longer-lasting among the poor, who are more vulnerable. The reasoning behind this is not solely because the lower class has limited access to healthcare but for a plethora of reasons.

People living in rural areas will be excluded from all income stemming from small businesses and tourism. Their livelihood will depend on their savings accounts, which the majority of people do not have. In the absence of adequate financial safety nets, they will have to rely on their country's government strategies that could have negative effects in the short and long term.

In a more urban setting, the effects may be worse. There are people who live in congested areas with low-quality services, this increases the risk of being infected. With many of them being furloughed, it aggravates and intensifies social problems. In turn, the risk of essential workers being infected is unquestionably greater than those who are able to work comfortably from home with a constant supply of money in their account.

It is also important to consider those who live in war zones, those who are stuck in refugee camps, and those already living below the poverty line. With volunteers being pulled from refugee camps and troops being pulled from war zones, they are left to fend for themselves with inadequate supplies and little knowledge of the facts surrounding the pandemic.

The founder for the charity "Care4Calais", Clare Moseley, stated that "Although the numbers are still low, there is no way to contain the spread in these terrible conditions." These low numbers she speaks of are due to the lack of testing kits in the area. She also stated the refugees cannot practice social distancing measures like others in the world can. They rely on communal eating areas, lavatories, and living spaces. There is no way to ensure people have not been gathering in large groups. Furthermore, camps have reported a lack of food, water, and hygiene supplies. It is also important to note refugees are living in a constant state of stress which takes a damaging toll on the immune system.

In war zones like Syria, there is no access to healthcare. With nine years of war, hospitals have been hit hard and they are left with ill-fitted supplies to deal with a pandemic. According to the World Health Organization (WHO), less than two-thirds of hospitals were up and running at the end of 2019, and 70 percent of healthcare workers have fled since the war began in 2011.

Associate researcher in the London School of Economics, Mazen Gharibah, "One cannot simply assume that the regime - which was systematically targeting the hospitals three weeks ago - is going to provide the same hospitals with medical equipment next week.'



With little to no healthcare access, a dwindling food supply, and the impossibility of practicing social distancing, the damage to these areas is monumental.

When thinking of the socio-economic problems the coronavirus is heightening, one must not fail to consider the aspect of education. With schools being closed, millions of children around the world are going without schooling. This means they will have no chance in the global arena when it comes to academic competitiveness; meaning they will have low chance of admittance to universities causing them to remain in the lower class.

With schools taking up online learning, it should allow for the continuance of learning, however, children with no access to internet stand no chance.

This means what should be a generational problem will turn into generations and generations of heartache and unfairness. With the current generation of lower class children being denied access to schooling, it will severely affect their opportunities and the chances of their future family members.

It is safe to say the Coronavirus will affect generations to come, this is partially thanks to the extreme inequality seen in the world. With no telling of how severe the situation will be and how long it will last for, it is very clear that the effect it will have on the future of our world will be long lasting.

As humans, we are only as strong as the weakest link in the chain. "Survival now is a team sport, and life is a team sport. It's time now the governments of the world understood that." - David Miliband.

We are not in the same boat, but in the same ocean, facing the same storm. With no break in the clouds to be seen, the forecast is endless rain, that is of course, unless you have an umbrella.



Keeping our Humanity in a Time of Insanity

By Olivia Thompson

As of April 18th, there have been 157,400 deaths reported of COVID-19 with over two million cases reported worldwide. (Since this article has been written, numbers have gone up).

It has been said by many people that the world will never be the same again and it is unclear what kind of global political order will present itself when this pandemic is over.

Among all of the uncertainty and anxiety, people have either come together through the alternative means social distancing has allowed, or turned into strangers in a growingly alienated world.

There is one thing, however, that should help keep us going through these times of darkness, our humanity and solidarity, the paramount features of what make us human. It is our ability of forming profound bonds with one another and maintaining these bonds.

The bonds we form with one another have allowed us to venture into the unknown. Our capacity to work with one another has allowed us to make advancements in technology, science, and math; it has allowed us to create astounding pieces of art that make us feel emotions without parting our lips or moving a limb, just by opening our eyes.

This humanity must go from every street to every country if we are to defeat the virus with our science and technology but also with compassion, humanity, and wisdom.

Global threats show that none of us are safe until all of us are safe, how could we remain healthy in a sick world? There are no longer cultural hierarchies or economic privileges for any nation. No country can win this fight on its own. Solidarity may sound like a cliché, but it is more urgent than ever to save lives. Whether in Wuhan, London, or inside the refugee camps, protecting the most vulnerable must be our priority. We must remember and cherish our deeper humanity when we care for the elderly, the sick, and the needy.. The world has gone through

somber times before, but as a whole, we have always made it through. This is not, however, denying the fact there will be losses.

There will be heartache. This is why we need each other. We need consolidation, support, and love for one another. Human beings are like that. We want to live by each other's happiness - not by each other's misery.

Natural disasters come as an attempt to restore balance to the world, it is a basic negative feedback loop. COVID-19 is a warning that we are not the masters of the universe, and the world is not our private property.

Image courtesy of The Washington Post



The fight against COVID-19 must be fought by all means necessary - but we should not lose sight of the fact that this is not about being rich or poor, developed or developing, but about being human - being compassionate, empathetic, caring. Without these qualities, all will be lost.

Our National Health Service

By Izzy Lewitt

It is no secret that our world today is not the world that we once knew and loved. We have been forced to acknowledge the things we once took for granted: appreciate the luxury of outdoor exercise and brief social encounters. Our daily routines have been drastically altered, our favourite restaurants have long been shut and now a motorcycle driver who hides behind a mask guards the door to our dreams of fresh, piping hot pizza in a simple exchange where we receive only a square cardboard box: home to a series of soggy slices of cheeseless dough coated in room temperature tomato sauce.

But, though what we once knew as 'normal' has vanished, our tube journeys abandoned and our social interactions transported to a screen, in its place we have created new routines and formed new habits. Our daily entertainment now comes live from Sainsbury's as we wander the aisles hunting for the ingredients necessary to bake up the storm so important to us that we dedicated two hours of our day to stand in a queue. In the absence of challenging classes, our academic stimulation now comes as we attempt to predict the outcome of our dog's social interactions as they breach the 2m rule in order to approach a potential friend in the park. But, perhaps most significant of all, our Thursday nights are now centered around the weekly one minute celebration of our National Health Service.

During this one minute period, I stand on my balcony clapping and cheering with my dog at my side, barking out of comradery. I am so thankful for every key-worker fighting this battle for our country and every coming Thursday I will continue to celebrate those keeping us safe, but the reality is that as a 19 year old girl and a 10 year old poodle, neither my dog nor I truly understand exactly what we are celebrating. We are not taught about the intricacies of the NHS. There is no "feedback box" allowing us to suggest areas of improvement or growth. We clap for the people who are saving lives, but in complete

ignorance as to just how they are performing what is arguably life's most arduous task.

Alongside the rise of the Covid-19 crisis, the number of calls received by the London Ambulance Service (LAS) increased drastically, mainly due to the increased fear of busy hospitals, overflowing with sick patients. Unfortunately the NHS has been underfunded for years, but in 2010 this underfunding became even more draconian with huge cuts to frontline funding, limiting the ability of our healthcare workers to act with immediacy in the outbreak of a public health crisis such as Covid-19. With an inability to be truly prepared the LAS responded in a multitude of ways, one of which was the creation of a small volunteer paramedic training program in which my brother, James, took part. All five of the selected participants had hands-on experience with emergency situations; one was a retired Firefighter, another a detective with the Metropolitan Police, and another worked for the Coast guard, however out of the 5 participants James was the only one with any prior knowledge of emergency medicine as he is fully trained paramedic in the US.

All 5 volunteers completed four days of intense classroom training and were then put into ambulances and sent out on calls. For the first three shifts, each volunteer was accompanied by a fully trained paramedic, however once these preliminary shifts were completed they were left on their own accompanied only by a driver with basic first aid training, meaning that at any time after dialling '999' a patient whose life is at risk could be met by someone with only four days of specialised medical training. Whilst I admire those volunteers who are now risking their lives on the frontline, the British people deserve care from someone with more than four days of training.

Most people would consider Britain to be a rather forward-thinking nation and one that takes advantage of new technological developments.

Sadly, this is not evident in the daily operation of the NHS where there has been failure upon failure in attempting to employ technology to digitise records and implement a network wide medical record sharing capability. Although handicapped by generally poor technology it is amazing what the Doctors, Nurses and researchers accomplish year after year in the UK and one can only imagine where we might be with cutting edge technology. Within the London Ambulance Services it seems that there is almost a fear of a shift towards technology. The typical day of an LAS worker is split into two 12 hour shifts, in each shift every ambulance responds to an average of 7 calls and in the LAS fleet there are 450 ambulances; so the LAS treats approximately 6300 patients every day.

Upon treatment of each patient, the paramedic on duty is required to complete a Patient Report (PR), unlike in many other countries, in the UK these PRs must be completed by hand, and by law every PR must be kept for a minimum of 15 years after the call. Therefore on an average day the London Ambulance Service is storing 34,492,500 paper Patient Reports, and this is assuming they do not have photocopies. With every report being written by hand the LAS is opening themselves up to a lot of risk; these pages could easily be lost or put in harm's way if the storage facility was to be damaged, and on top of that such a large, and pointless, use of paper is environmental treason! But in all seriousness, this is just one example of the many inefficiencies nestled deep within the healthcare system.

Statistics show that Covid-19 poses a risk nearly twice as high for Black, Asian, Minority and Ethnic communities (BAME) than for White communities in the UK. As stated by Professor John Newton, the UK's testing coordinator, Covid-19 does not discriminate instead it has simply emphasised the already existing healthcare inequalities. These are inequalities that must be addressed whether they are formed by healthcare deprivation or someone's background, and the outbreak of Covid-19 has simply unveiled the gaping holes created by such inequalities. The new reality is that medicine is a

data science. The countries with the best data, have had the best Covid-19 outcomes so far. The emergency workers that can access the medical records of an unconscious patient with the most immediacy will likely have the best patient outcomes. Our National Healthcare System provides world class care and has shown itself to be ready to adapt in order to handle whatever may hit it, but it could be stronger and more ready. I truly believe that every healthcare worker and emergency responder deserves all of the recognition they receive and more. Our workers are not the issue, but our system does have holes in it and these holes must be fixed. I could not be more proud to say that my brother is a frontline worker; I get to see first-hand the help that he is able to provide and the lives that he has saved, but I also know that every time he starts a shift he is



risking his life. The NHS does not have enough protective equipment, we are not ready to face a second peak and quite simply there are not enough frontline workers. There needs to be a movement where our healthcare system is prioritised and properly funded, where we look to the future and decide that our nation's health deserves our attention because after all if you don't have your health, what do you have?

The Impact of Coronavirus on Sports

By Whitman O'Neill

Due to the lockdown measures of Covid-19, the 2020 athletic season was cancelled, resulting in athletes struggling with physical and mental strain. Compared to the many other social, economic and political effects of Covid-19, the effects on athletes can seem vastly insignificant, yet they remain important.

On a global scale, Covid-19 has caused the cancellation of many major sporting events, notably the 2020 Summer Olympic games. These were to be held in Tokyo and host more than 11,000 athletes from around the world. Instead, the games have been postponed, with many athletes now in limbo as their training and competition schedules have been put on hold.



On a local scale, the lockdown has been increasingly difficult for Southbank athletes in ways such as a lack of motivation to exercise. Additionally, many of the student-athletes at Southbank have found it very difficult to find safe locations to exercise and stay active during the lockdown.

Drew Lemberger, a 6th grader said that “Without being able to see my teammates and socialize while playing there is a loss of motivation and going outside is more of a challenge when you can’t see all your friends”. This is just a glimpse of the many difficulties many Southbank athletes are facing.

Within our Southbank community, Luca Bastoni, a 12th grader and the captain of the boy’s varsity basketball team, shared some of his experiences with pushing through the struggle of not being able to train normally. He said that “Having some sort of a plan and activity, such as cycling or running, throughout the day gives me a framework and state of mind which I am able to use to complete other activities”.

From a teaching staff perspective, Mr Clarke, PE teacher, said “The most important aspect of keeping active during lockdown is doing something every day. Whether this is with family or independently. It is also important to try something new and stay consistent. During this time it can be difficult to find motivation so I find that music can be very beneficial for motivation.”



While there have been challenges, there have also been positive responses. On a corporate level, there has been an excellent response to the lockdown by companies such as Nike and Adidas. Nike especially has made efforts to support athletes who are eager to continue working out by making their premium app ‘Nike Training Club’, free for all consumers.

In a CNBC interview with Heidi O’Neill, the president of Nike’s Consumer and Marketplace division, she said that “During a time of adversity around the

globe, we’ve had to adjust like so many others”. Even though this has been a very challenging time for athletes both physically and mentally, it is also challenging for all others. To combat this it is important to stay positive and support your friends and family. In an article about mental health by the World Health Organization (WHO), it was said that “Assisting others in their time of need can benefit both the person receiving support and the helper”.

I urge the readers to keep this in mind as we all keep working to better ourselves and get school work done.



However, don’t be afraid to ask for help because we all go through difficult times so let someone know if you are struggling.

Online Safety Page 16

By Paula Krinke

This year in Grade 8 we were put in groups to take action in the community. This is called a Community Project. My group focused on online safety because today, all young people are growing up with social media, and often don't know how to deal with certain issues. In this article I will be explaining online dangers, how to stay safe, terms and conditions and reminders.

Online dangers

Social Media is a whole different world once you are on it, and there are some dangers. Firstly, never send important and private information about yourself to other people because then, they can hack your social media, find out where you live, your age, your school, your parents or your bank account and your phone details. To prevent this, you can fake your details or find information about what you download so you're aware and everything is more secure. But even if you do this people will try to get your information through spams so make sure that you don't click on any unsecure links.

How to stay safe online

You should always have your social media accounts on private settings so strangers can't see your posts or comment on them. When you have a private account, you receive requests when someone wants to follow you and you get to accept or decline the request. On a side note, if you don't want any nasty/hateful comments in your comments section you can always choose the amount of comments under your post or block certain words.

When you block someone you know that you are safe, because the person can't access your photos or even text you.

Whenever you get a text from a stranger you should always delete the message so they are aware you don't want to talk to

them, and you won't have such a big worry in the back of your mind about who texted you.

Finally, you don't have to accept a friend request or request to follow a person that you don't know just because your friends follow them. You don't know where that person comes from, or their background information.

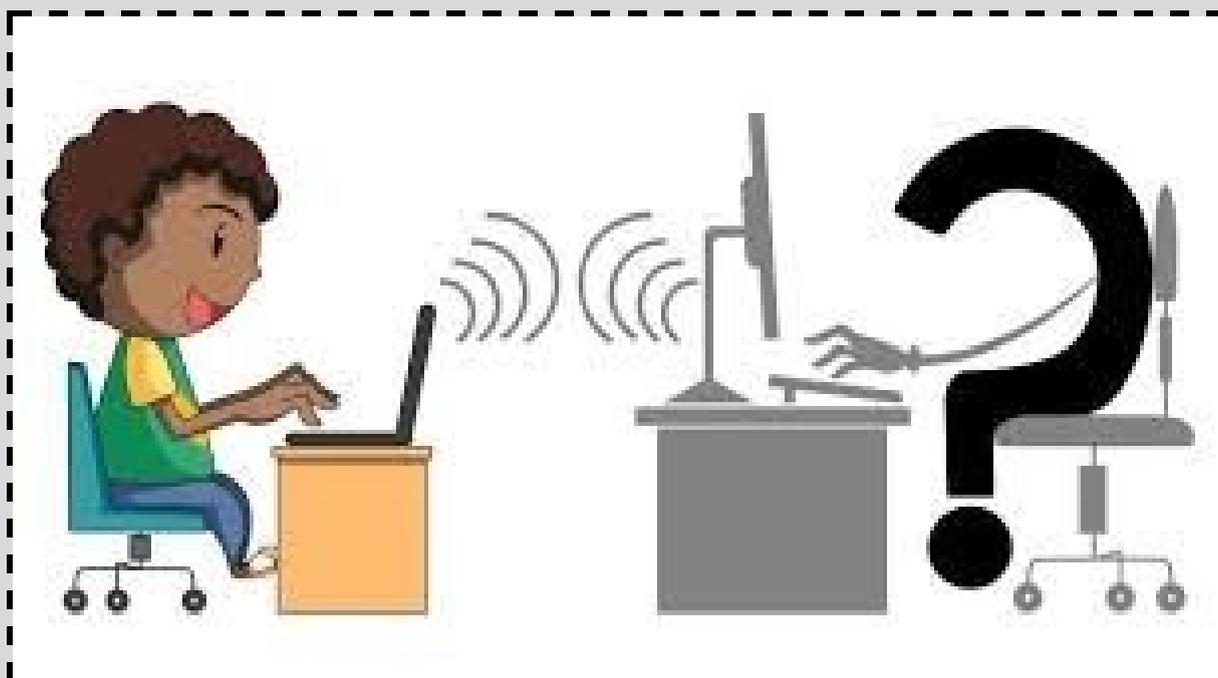


Terms and Conditions

Terms and Conditions are very important to read because when you first download an app you want to log in straight away. If you just accept the terms and conditions without reading them, you could risk something happening that you weren't aware of, because you don't know what could happen on the app. .

Reminders

No one likes when people talk about them behind their back. It has been said



that online sites are the main source of how hatred and gossip are created. Young people from 11-18 years old - the ages where most gossip is generated - are new to social media. Talking about people behind their back can also pose a risk. The rumour mill can create miscommunication among friends and classmates. This can lead to a person suffering from poor self esteem or worse mental health issues, which can lead to a change in personality. Think about what you are going to say before you say it, and especially consider this question:

“Would you want that to be said about you?”

Another problem is swearing. There is never a reason to swear. Swearing might make you seem tough but it isn't cool at all. When people swear it shows that they can't think of any other word that describes how they feel, so they resort to harmful and senseless words.

Lastly, take time away from social media. Enjoy time with your family, and try to relax your mind and release stress. By doing this it can help raise your self esteem and make you more confident, because you are not comparing yourself to other people every day.

The rumour mill
can create
miscommunication
among friends and
classmates.



BLM Resources

Compiled by:

Calum McDonald-Heffernan & Karen Jakobsdottir

In light of current events regarding police brutality, an extraordinary resurgence of the Black Lives Matter movement has appeared all over the world. While blatant racism may seem less apparent nowadays, prejudice against people of colour has been ingrained into Western societies from their foundations through colonialism and slavery. The justice system in the US, for example, was created to discriminate against POC with no repercussions for the officers responsible.

Southbank's Amnesty club decided to take action against these human rights violations by organising an open discussion within our community. We concluded that a key factor in ending prejudice is education as it shifts our beliefs and perspectives on what we think we know. By educating ourselves and others on the historical abuses and injustices faced by black people and understanding white privilege, we believe that this is the first crucial step to creating equality.

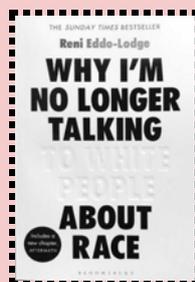


Documentaries/Docuseries:

1. 13th
2. Who killed Malcolm X
3. 16 Shots
4. Crime + Punishment
5. The Death & Life of Marsha P. Johnson

Books for Adults:

1. Me and White Supremacy by Layla F. Saad
2. When They Call You a Terrorist by Patrisse Khan-Cullors and Asha bandele
3. So You Want to Talk About Race by Ijeoma Oluo
4. Why I'm No Longer Talking to White People About Race by Reni Eddo-Lodge
5. Between the World and Me by Ta-Nehisi Coates
6. How to be an Antiracist by Ibram X. Kendi
7. The New Jim Crow by Michelle Alexander
8. White Fragility by Robin DiAngelo
9. The Warmth of Other Suns by Isabel Wilkerson
10. Just Mercy by Bryan Stevenson



Films/Tv Shows:

1. American Son
2. See you Yesterday
3. The Help
4. 12 Years a Slave
5. Moonlight
6. Hidden Figures
7. Dear White People
8. I Am Not Your Negro
9. If Beale Street Could Talk
10. When They See Us



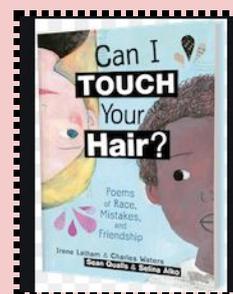
Books for Young Adults Aged 13+:

1. The Hate U Give by Angie Thomas
2. Stamped: Racism, Antiracism and You by Jason Reynolds & Ibram X. Kendi
3. Born a Crime (Adapted for Young Readers) by Trevor Noah
4. Dear Martin by Nic Stone
5. Slay by Brittney Morris (more mature)
6. Noughts and Crosses by Malorie Blackman

BLM Resources

Compiled by:

Calum McDonald-Heffernan & Karen Jakobsdottir



Books for Children Ages 12 & under:

1. A Child's Introduction to African American History by Jabari Asim
2. A Kids Book About Racism by Jelani Memory
3. Antiracist Baby by Ibram X. Kendi
4. Can I Touch Your Hair? By Irene Latham & Charles Waters
5. Born a Crime (Adapted for Young Readers) by Trevor Noah

Podcasts:

1. About Race with Reni Eddo-Lodge
2. Fare of the Free Child by Akilah S. Richards
3. Intersectionality Matters! by Kimberlé Crenshaw
4. Pod for the Cause with the Leadership Conference on Civil & Human Rights
5. 1619 by Nikole Hannah-Jones with The New York Times
6. Code Switch with NPR
7. Still Processing by Jenna Wortham and Wesley Morris with the New York Times
8. The Stoop by Leila Day and Hana Baba
9. The Diversity Gap by Bethaney Wilkinson
10. Momentum: A Race Forward co-hosted by Chevon and Hiba



Charities to donate to:

1. Black Lives Matter - *eradicate white supremacy & build local power to intervene in violence inflicted on Black communities.*
2. Campaign Zero - *call on lawmakers to take immediate action to adopt data-driven policy solutions to end violence & hold police accountable.*
3. NAACP Defense Fund - *expand democracy, eliminate disparities & achieve racial justice to fulfill the promise of equality for all Americans.*
4. The Bail Project - *to combat mass incarceration by disrupting the money bail system.*
5. The Loveland Foundation - *bring opportunity and healing through therapy to communities of colour, especially to Black women and girls.*
6. Marsha P. Johnson Institute - *protects and defends the human rights of black transgender people.*
7. Color of Change - *design campaigns powerful enough to end practices that unfairly hold Black people back.*
8. The Black Curriculum - *to address the lack of teaching of Black British History by working towards changing the national curriculum.*
9. Show Racism The Red Card - *provides educational workshops, training sessions, multimedia packages, and other resources to tackle racism in the UK.*
10. Discrimination Law Association (DLA) - *brings together discrimination law practitioners, policy experts and academics committed to improving equality law, practice, education and advice for those who face discrimination.*

Coffee Stain's Teacher Feature

Interview with Mr Scammell

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When did you first start at Southbank?

I started at Southbank on 1st September 1989, shortly before the fall of the Berlin Wall.

Did you always dream of being a Chemistry Teacher?

Yes. In life it is important to find out the thing you like doing. If you are then in a position to do that thing, you can count yourself very fortunate. I have always enjoyed teaching Chemistry, although I've also taught Physics, General Science, Biology and French at various times through the years.

Why did you decide to apply for a job at Southbank?

I had been working for 13 years in British state schools and I wanted to do something different. My previous school made me Head of IT, which came as a complete shock because I had never even switched on a computer. When I asked them why they had chosen me, I got the reply "Well, you're a scientist, you'll figure it out!" At that point, I started looking for another job...The Southbank advert interested me because the school was teaching the International Baccalaureate. The job on offer was a two term contract, covering for the Chemistry teacher whilst he went to the USA on an exchange. He never came back, and I'm still here, over 30 years later!

Why did you go into teaching? I wanted a job that was worthwhile and varied. No two days are the same in this job and I've yet to get bored!

How have you developed as a teacher over these years?

I've learned a lot about the differences in learning styles. People vary enormously and what works for one may not work for another. I think I've become more patient as the years go by and I'd like to believe that I have become better at explaining things.

How has Southbank changed since you first started?

Southbank was a tiny school, with just over 100 students. We were at the Kensington Campus; the Hampstead and Westminster sites did not yet exist.

Our youngest students were 6th grade. The place was small and we made a lot of decisions about the day to day running of the place at our weekly Town Meetings, which were held in a nearby church. In those days, we did IB Diploma but not the MYP; instead we taught IGCSE.

What is your best memory throughout all these years?

One fine morning, I arrived early at school. As I entered the building, I noticed a strange smell. As I climbed the stairs towards the top floor, where my lab was, the smell got stronger. I realized as soon as I got there that we had a major problem on our hands. Water had leaked into a large container of calcium carbide, which had then exploded, filling the building with highly flammable ethyne gas. I had to go and tell the headmaster, Mr Toubkin, that the building could explode at any minute! All the kids got sent home for the day and we had to get some specialists to come and deal with the problem. They turned up dressed like Apollo astronauts. When I later asked them what specialist equipment they had used to deal with the spillage, they told me "brush and pan!"

What is your favourite quote?

"Life is what happens when you're busy making other plans" (John Lennon, a friend of my uncle). I also like "You miss 100% of the shots you don't take"

Who is your most memorable student?

That's a hard question. Some of my ex students achieved incredible things in later life. One became a top cancer specialist and recently designed a technique for filtering cancer cells out of the blood of leukemia patients.; this has not yet gone into operation, but it has exciting possibilities. And of course one of my former students, Patricia Radoi, is now a valued colleague!

What Can We Learn From Basquiat's Art During the Lock-down?

By Isabella de Boer

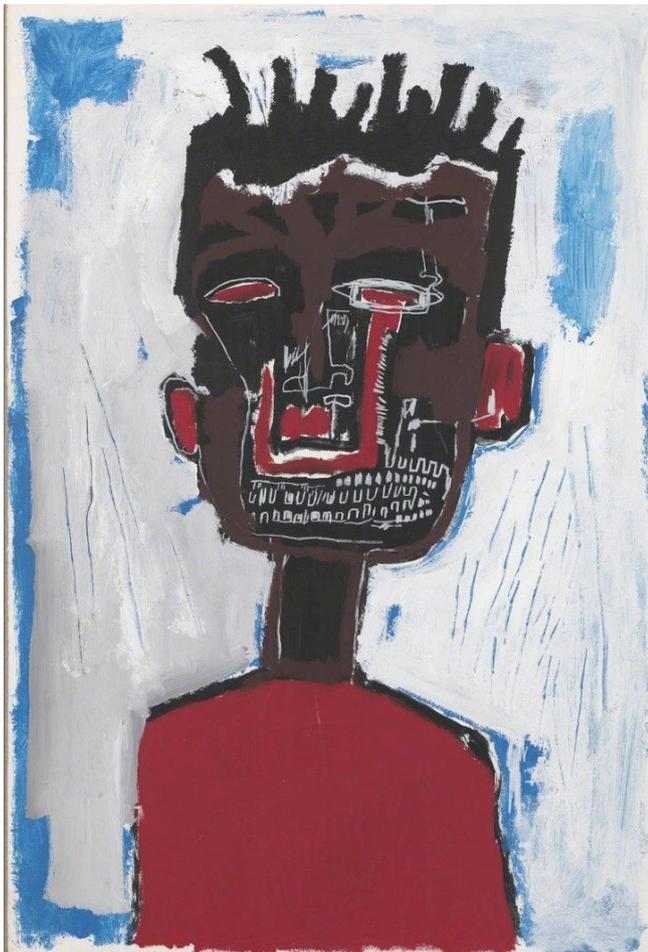
During the lockdown, we have all been struggling to try to keep our sanity whilst being locked away in our rooms. Forgetting how to live a “normal life”, consisting of seeing loved ones and having a sense of freedom. As social interactions have been extremely limited over the last few months, there has been a rise in mental health concerns as a result of quarantine. Issues revolving around infection fears, (separation) anxiety, PTSD, frustration, depression, loneliness, financial losses, boredom, etc. Mental health issues were already a concern for most individuals prior to the lockdown, however, now that we have lost a sense of normality, these internal conflicts have intensified, and have become more of a concern. It is difficult to keep ourselves busy whilst there is a pandemic,



Jean-Michel Basquiat
Obnoxious Liberals, 1982

Many of us have been taking up new hobbies, learning a new instrument, a new language, picking up a pen and exploding our creativity on a piece of paper. There have been so many different ways in which people are putting in the effort to make this lockdown useful for their creative and mental progression, or finding ways to keep their minds off the current situation. But let's go back in time...

New York City's East Village was a cultural epicentre for avant-garde artists in the early 1980s. The Neo-expressionist art movement was flourishing in the urban scene as young graffiti artists gained attention through their bold political comments found on subway trains, street corners, cars and billboards across the city. Amongst these young artists was Jean-Michel Basquiat. Recognised as one of the most influential American artists, Jean-Michel Basquiat transformed from an urban street graffiti artist to a prominent gallery artist.



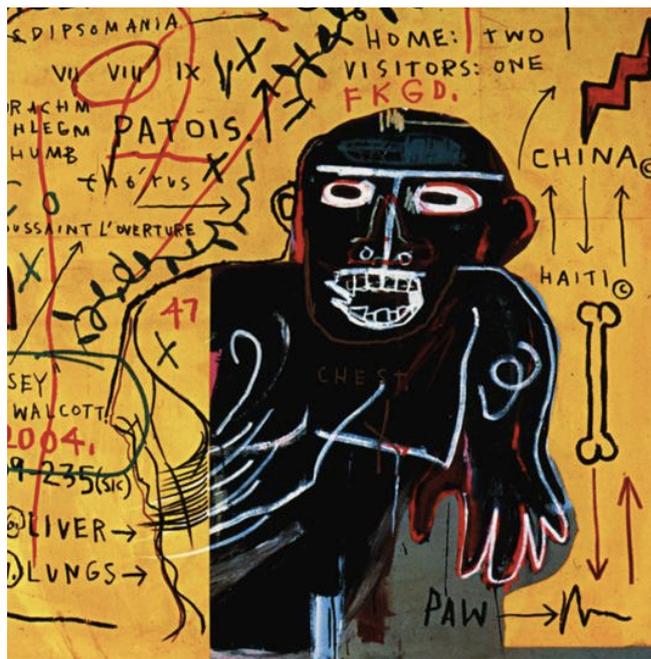
Jean-Michel Basquiat
Self-Portrait, 1984



Born in Brooklyn, New York in 1960, Basquiat grew up in a multicultural household, his mother of Puerto-Rican descent and his father from Port-au-Prince, Haiti. In 1968, Basquiat got hit by a car where he broke his arm and suffered from internal injuries, ultimately resulting in the removal of his spleen. His mother gave him a copy of Gray's Anatomy in the hospital, which is where his influence for his works started. Basquiat examined the human anatomy and incorporated these techniques in his paintings, emphasizing a focus on the male figure and its place in society. The New York City-based artist achieved notable attention for his large canvased neo-expressionist artworks, embellished with cryptic symbolism, abstract forms, and powerful brush strokes to highlight his cultural background and personal experiences. Basquiat's paintings explore issues of identity, racism and discrimination through satirical social commentary. Basquiat suffered from mental health issues, primarily depression. In the early 1980s, he fell into a heroin addiction, with increased use as he became wealthier. His mental state was the most prominent influence of his art,

as it enabled him to express his inner convictions. This is what made his art so successful- it was a personal narrative of his experiences as an outsider in a white-dominated culture.

Basquiat's artworks express his inner struggle as he isolates himself as the subject of his paintings, exploring relative thoughts and the social climate of his time. As an audience, we can relate to this. As we have been forced to adapt to a new way of socialising, and overall, living our current lives, there has been a lot of space to question our own identities, as we have been spending more time in solidarity. We also have been more invested in the current social/political climate around us, regarding the pandemic, as well as the topical issue of police brutality and systemic racism. Although it may seem extremely challenging at first, this has been a blessing in disguise for most to focus on their personal development, mentally and physically. Basquiat's works explore the theme of identity, which we have also been able to explore ourselves on a larger scale whilst in isolation. Therefore, the representation of self-identity within Basquiat's work is relevant to today's climate during the pandemic, as we the audience can reflect upon our individuality as well as our surroundings.



Jean-Michel Basquiat
All Colored Cast (Part III), 1982

• QUARANTINE BINGE •

WHAT TO WATCH?



OUTER BANKS

This action packed series has been incredibly popular this quarantine. From beach fights to boat chases, the story never gets dull. A historic grudge between 'Kooks' and 'Pouges' are what gets the main four misfits into trouble. But is it worth it when gold is involved? If you're looking for a binge worthy show, incredibly good looking actors and a great time, Outer Banks is for you!

Brooklyn 99 is an American comedy packed police show with actors 'Andy Samberg' and 'Andre Braugher' carrying each episode. In a police precinct in New York, a group 9 police officers strive to keep the city safe when its probably better off without their help. If you're looking for a laugh and something worth your time, check it out!



BROOKLYN 99

This Spanish heist crime drama is gripping and hard to stop watching. When a bunch of criminals group to take home €2.4 billion with the whole world watching their every move, how will they pull it off? Maybe they're geniuses or maybe misunderstood, probably why it's addictive. If you want crime, amazing plot twists and your mind to be blown, Money Heist might just be your show

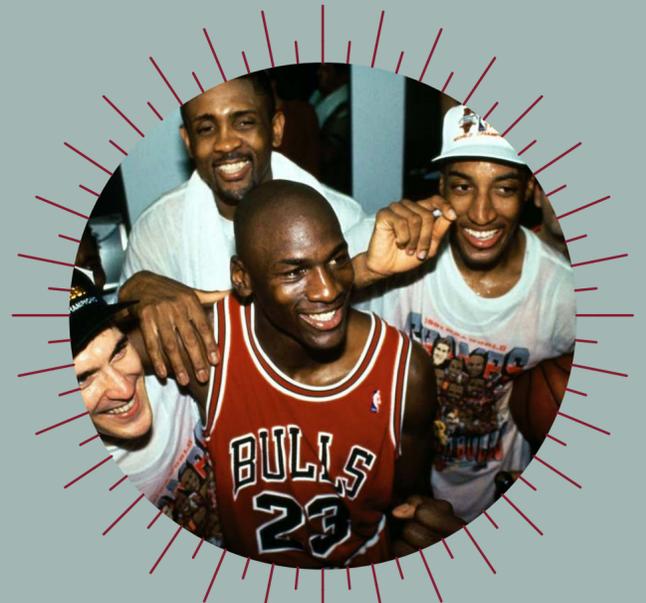


MONEY HEIST

• QUARANTINE BINGE •

WHAT TO WATCH?

ESPN films and Netflix covered the compelling documentary of the Chicago bulls from 1997-98. A miniseries filmed the Bulls with all access passes during the National Basketball Association season. With endless archived footage and moving behind the scenes, this series is a must watch.



THE LAST DANCE



VAMPIRE DIARIES

Months after a tragic car crash involving Elena's parents, her and her brother are still trying to get past the grieving. Yet when mysterious yet charming Stefan and Damon Salvatore show up in Mystic Falls, Elena heart is the one thing they're after. Will these vampires put their hearts at stake for the love of their life? If you're into light horror, a bit of comedy, romance and more, this is for you.

When you come back home from a school trip to the whole population whipped out, what do you do? A group of teenagers must learn to run their own society in order to survive with limited resources. No contact to the outside world. Just angry teenagers in a small town. But when someone shows up dead, who will you trust? A little bit of murder and a whole lot of mystery, what else could you ask for.



THE SOCIETY



TITLE: CHOCOLATE CAKE

PREP TIME: 10 MINUTES

COOK TIME: 40 MINUTES

TOTAL TIME: 50 MINUTES

**BY: GONY RAN AND
LUCILLE GASC**

INGREDIENTS

140 GRAMS SELF RAISING FLOUR

42 GRAMS COCOA POWDER

200 GRAMS CASTER SUGAR

75 GRAMS BUTTER (SOFTENED)

113ML MILK

2 EGGS

METHOD

PREHEAT OVEN TO 180°C / FAN 160C°

GREASE/ LINE PAN AND SET ASIDE

PUT ALL INGREDIENTS IN A BOWL

USE AN ELECTRIC MIXER AND MIX

ON HIGH FOR 4 MINS

POUR IN CAKE PAN AND BAKE FOR

35-40 MINUTES



QUEEN MARY'S ROSES



I miss the days when **INGRID BERGMAN** was a **FREE SPIRIT**
and she and **CAROLINE VICTORIA** ran up **OCTAVIA HILL**,
marvelling at grass the colour of **BURGUNDY ICE**.

They always used to be **SINGIN' IN THE RAIN** and listening to the
DAWN CHORUS as **THE TIMES** made a **SONG AND DANCE** about
LIONS INTERNATIONAL in all their **COMMONWEALTH GLORY**.

They watched the sky turn **WESTMINSTER PINK**
while they ate **CRÉME CARAMEL** and drank **CLARET**,
sharing **GOLDEN SMILES** and picking each other **RADOX BOUQUETS**,
knowing time was short to give their **BLESSINGS** and hear **JACK'S WISH**
as he and **THELMA BARLOW** waited in **GARDEN GLORY**
for **RACHEL**, the **CHANDOS BEAUTY**, to cast her **SILVER SHADOW** on the water.
They went to hear the **ROYAL PHILHARMONIC** and found them a **SCENT-SATION**,
but their eyes searched for **ADRIANNA**, talking to **ANNICK** about **JAM AND JERUSALEM**
and politics at a time when they were still the **PRIDE OF ENGLAND**.

It was a **BELLE EPOQUE** before **PRINCESS ALICE**, her **HEART OF GOLD** cold as
ICEBERG, had to leave for **NORWICH CASTLE** for the **DIAMOND JUBILEE**.

I hear she writes to them all now, to give them **INSPIRATION** and **DOUBLE DELIGHT** -
though she awaits responses from **JUST JOEY**.

He tells her to **KEEP SMILING** - he knows she needs that - and he will send her
a kiss in the post, with a notecard saying '**ESPECIALLY FOR YOU**,'
and she tells him he is **SIMPLY THE BEST**.

Oh, summer days, how I am **BLUE FOR YOU**
But I know that one day you will return to us anew



Arabella Greve



I wrote this poem at the beginning of the summer holidays last year, after a trip to Queen Mary's Rose Garden in Regent's Park. It takes the form of found poetry and is based around the (rather beautiful) names of the different types of roses planted there. I've pointed these out by putting them in a different font. I hope you enjoy it - and recommend that you visit the gorgeous garden as soon as possible.

The World We Know

A Poem by Rohan Sharma

Why? What right do we have?
 The earth is not ours for the taking.
 Should we render the world extinct?
 Should we kill our planet? Our home?
 The animals? The trees? The seas?

Why must we kill the earth?
 Pollution, electricity, civilizations.
 Look how far we have come,
 yes, we have developed
 But are we going forward?

We started as primates
 but at least then --
 We. weren't. A threat.
 Do we know why humans are like this?
 Our history, one bloody battle after another.

The ancient Greeks.
 Killed all in their way; Until they were killed.
 Romans. They were the same,
 Ruling with an iron fist.
 The British rose up,

Started a new era of death:
 First India, then the whole world
 One bloody battle after another.
 Americans rose up.
 Peace was made between them.

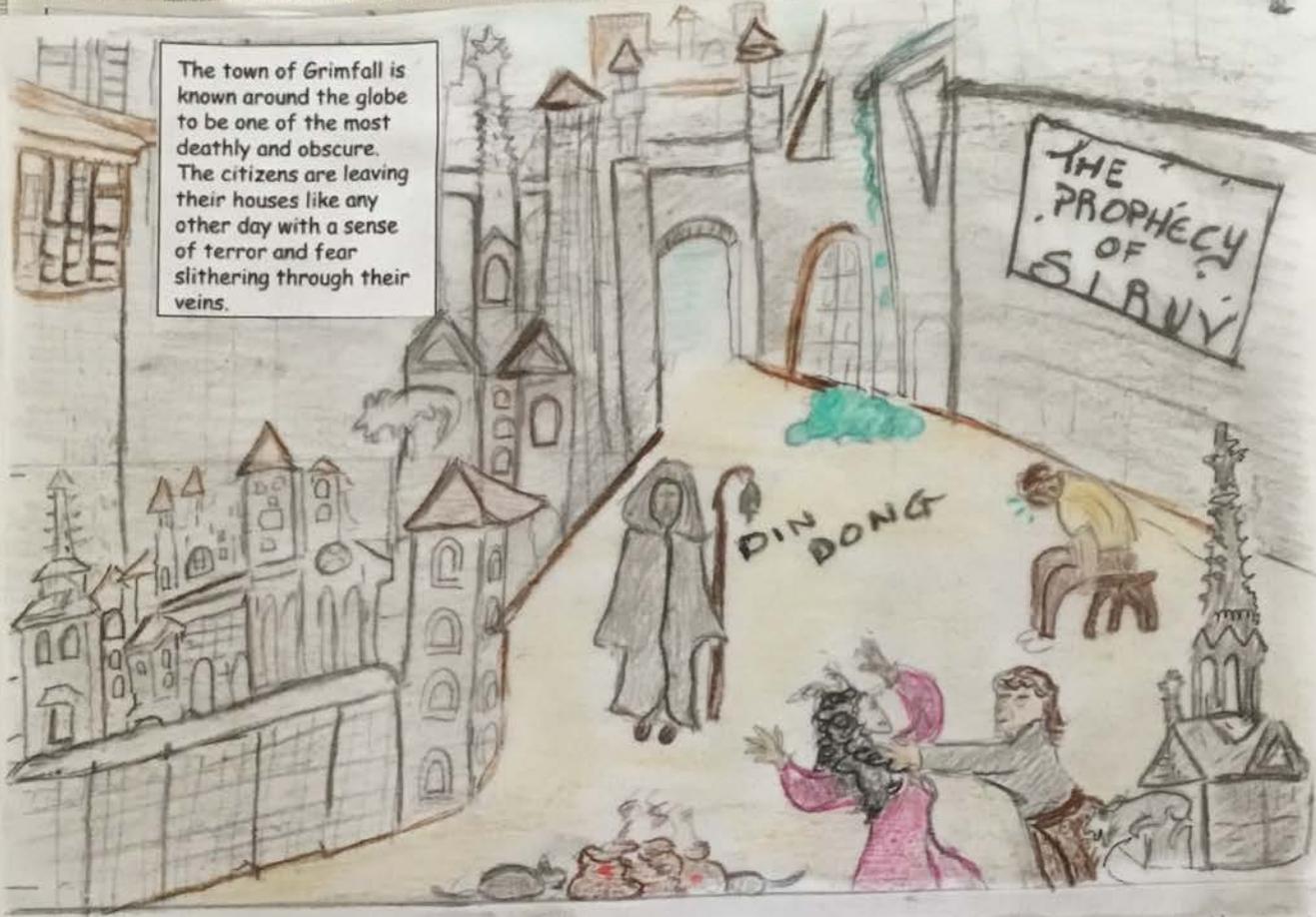
Only then to have two world wars
 So humans have made peace,
 And yet. And yet. And yet.
 Race riots, illegal activity, war and turmoil;
 when those are resolved,

New conflicts.
 Erupt from human hatred.
 Even without turmoil,
 Even without civil wars
 Even without this all...

We continue to kill our home.
 One bloody battle after another
 Pollution, electricity, civilizations
 We must preserve our home
 We must turn around.

We must go forward;
 stay on that track.

The town of Grimfall is known around the globe to be one of the most deathly and obscure. The citizens are leaving their houses like any other day with a sense of terror and fear slithering through their veins.



Suddenly a suspicious tempest approaches Grimfall and the feeling of curiosity grows throughout the city's walls. Once the tempest has reached the town the citizens soon realise that the clouds are a huge herd of butterflies. What seemed to be innocent butterflies turn out to be supernatural creatures which suck the vital energy out of the helpless citizens of Grimfall.



Meanwhile in the underworld...



I Have been waiting so long for this moment to come true. I will finally have enough energy to create my own world where I can govern these stupid, defenceless humans which only waste my precious energy.

Princess Leila of Grimfall...

It must be something supernatural that's happening to my kingdom and I can not get my mind around it. I think strange things which I can not confess to my own soul.

The time has come to talk to him. Tonight I will descend to the secluded rooms underneath the castle and I will uncover this mystery.

JAP TAP

Good evening I have been waiting, after what occurred today I knew you would come.

That same night in the alchemist's room.

I heard about what happened we shall have a look in the book of prophecy.

Professor, I came to ask for your help we need to intervene as soon as possible.

The prophecy of Siruv

The fury of a demon instantly possessed thee. Their original soul seemed, at once, to take its flight from their body. The scariest monsters are the ones that lurk within one's souls: And all the souls from out that shadow that lies floating on the floor, Shall then be lifted from one's pure soul.

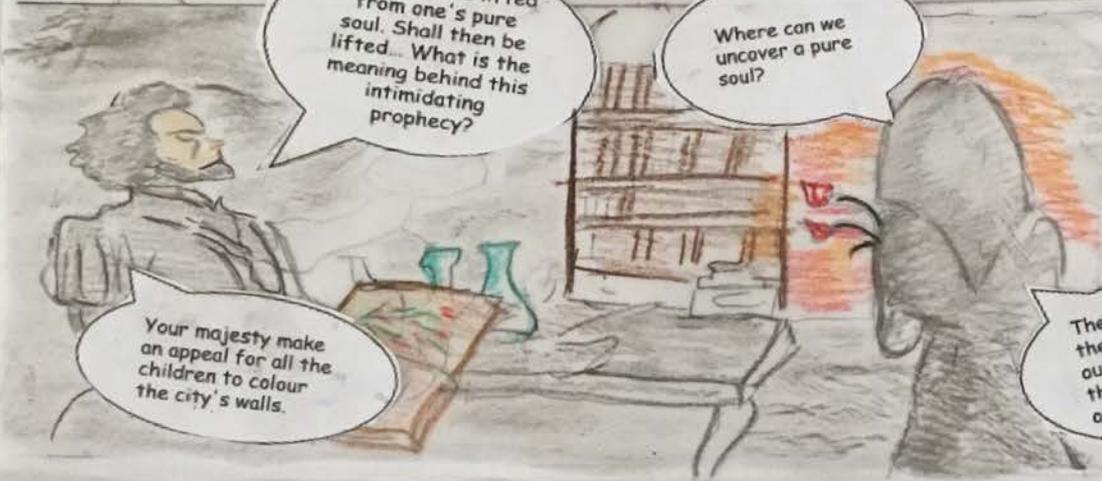




Thank you my dearest butterflies I will now be able to reign my own world again.

Shall then be lifted from one's pure soul. Shall then be lifted... What is the meaning behind this intimidating prophecy?

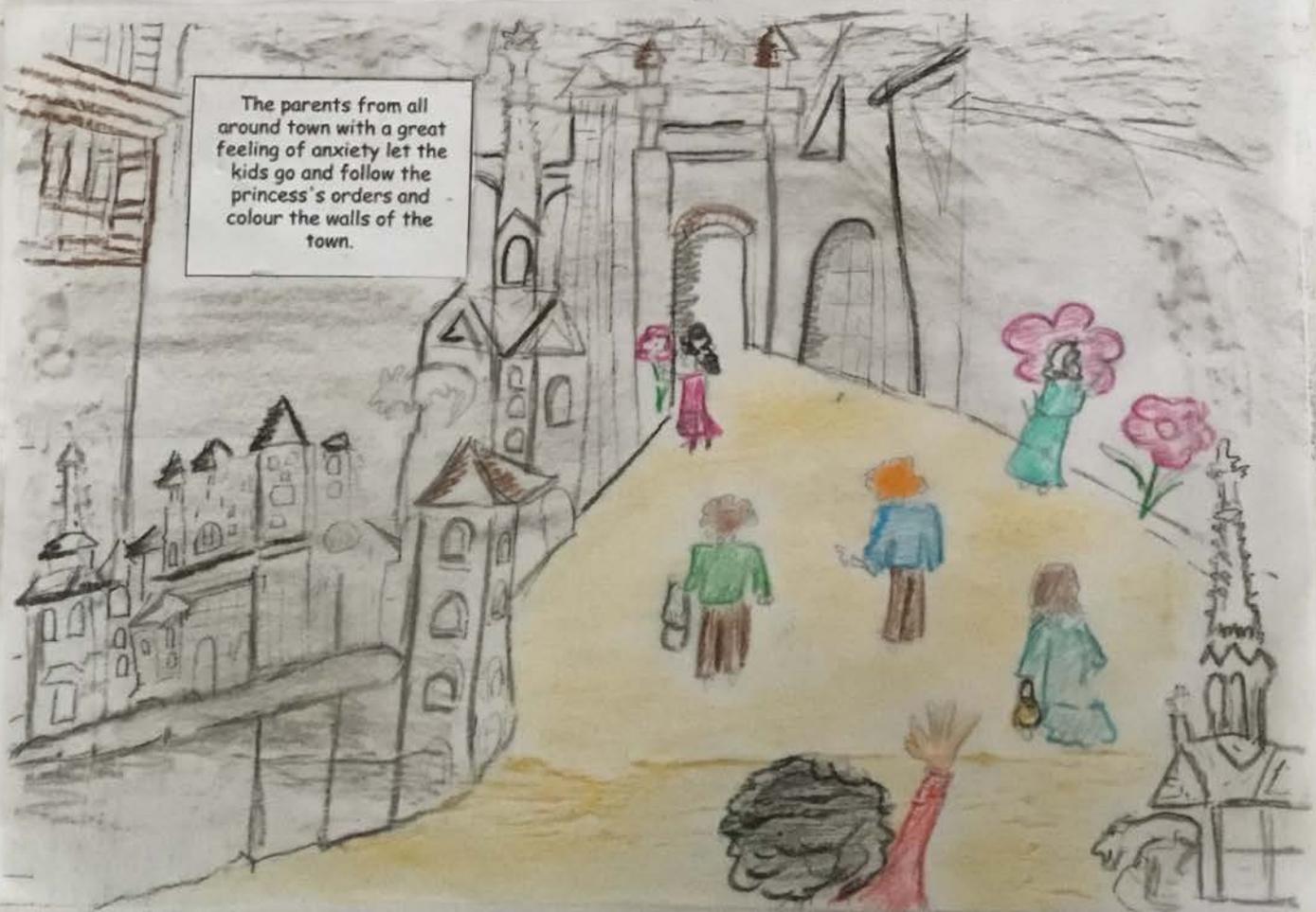
Where can we uncover a pure soul?



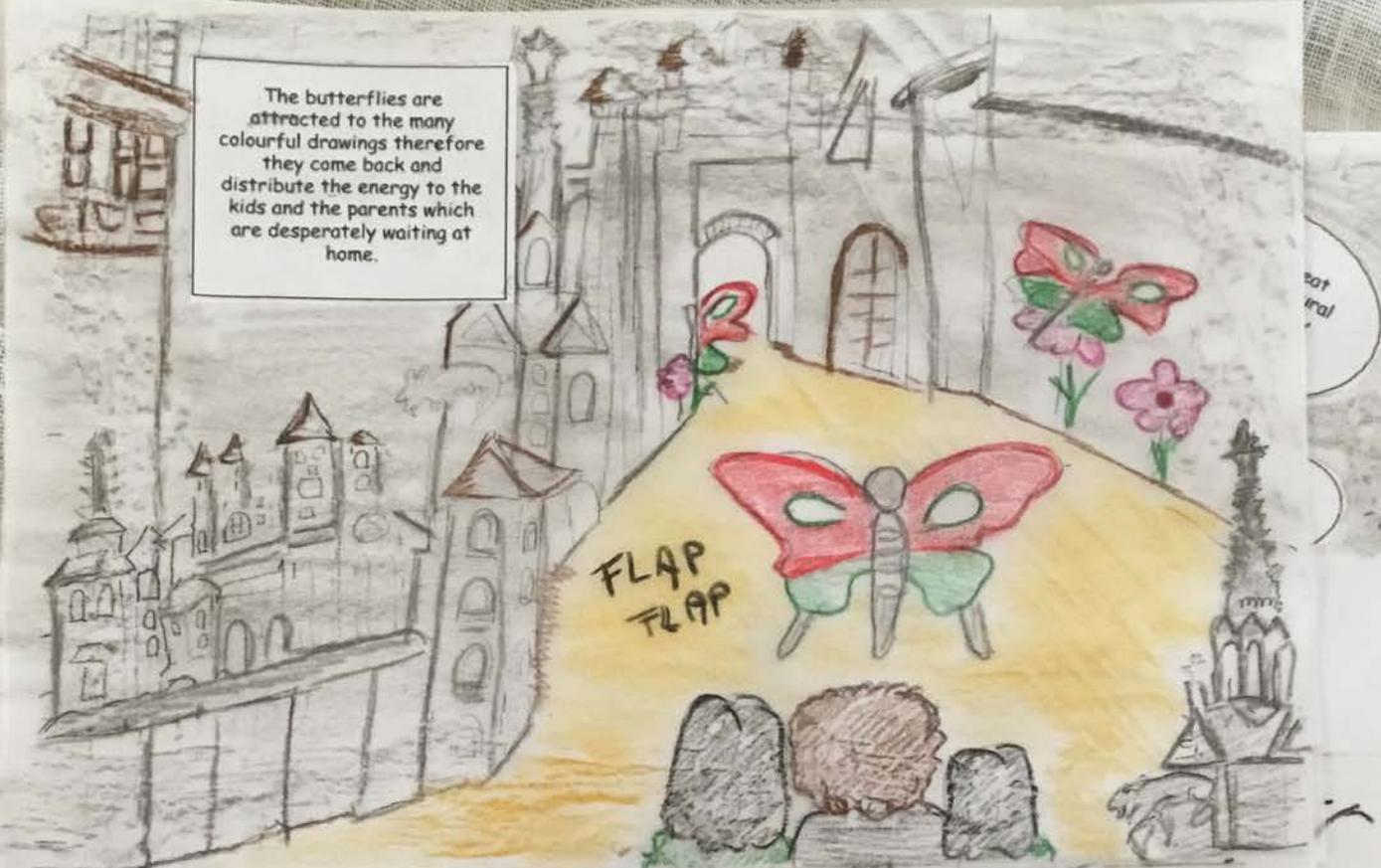
Your majesty make an appeal for all the children to colour the city's walls.

The Children and their colors are our only shot at the representation of a pure soul!

The parents from all around town with a great feeling of anxiety let the kids go and follow the princess's orders and colour the walls of the town.



The butterflies are attracted to the many colourful drawings therefore they come back and distribute the energy to the kids and the parents which are desperately waiting at home.



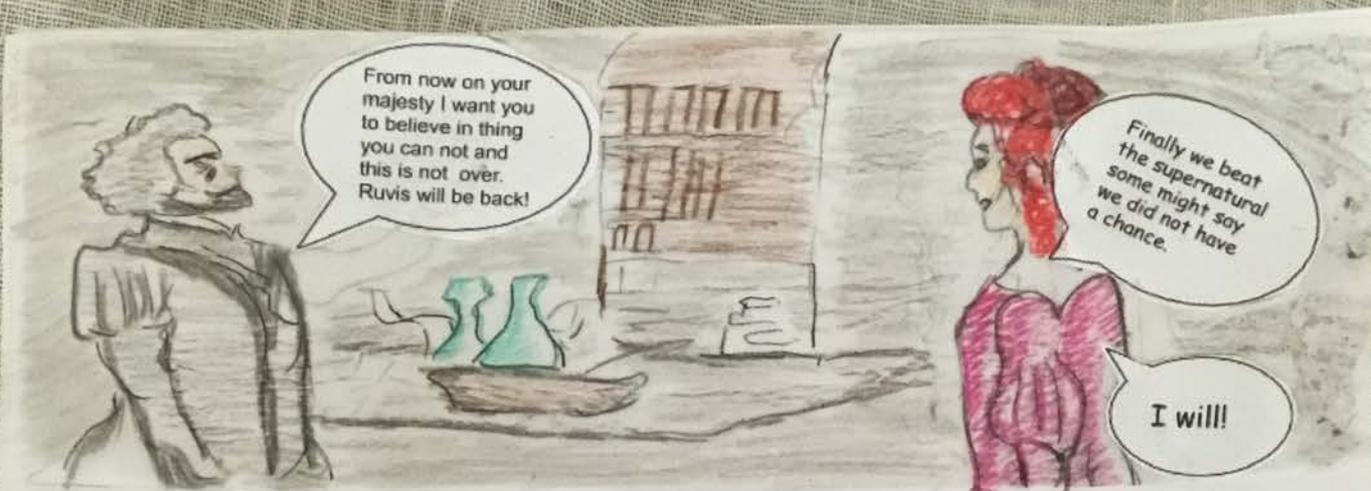
The witch transforms into a butterfly to evade Grimfall and hide.

I was so close so close but it won't be long until I come back as those vulnerable humans still have not learned their lesson.



Finally everyone is outside celebrating. In fact it seems as the secluded and obscured town finally found the light at the end of the tunnel.





The first step which helped me in making my graphic novel consisted of going back through the work that we did in this unit and reading again certain gothic stories for inspiration. This helped me too in developing my story as it gave me an idea on what my gothic story should consist of. I right away spotted the importance of the scenery as it really sets the mood for a reader and I could often see repetition in the scenes throughout different stories with the use of castles. Furthermore, I also understood the importance of the use of gothic diction through words such as horror and supernatural which should be often used to keep the reader in the correct mindset. Thirdly, once I finished planning my story I practised my gothic drawing skills with online tutorials which then helped me in the creation of my characters and scenery. Through this tutorials, I developed multiple drawing skills such as using a different tone of the pencil in order to make certain areas in the background with contrasting colours so that they draw the readers attention. Finally, I really enjoyed doing this project because I found out it interesting to be able to develop new skills and learn about a new style of writing.

A Special Tribute to our Editor

MERLIN's Beard! She is leaving us!

The Coffee Stain team are going to dearly miss our colleague, friend and editor **Arabella Greve**. The Southbank Newspaper has been fortunate to have Arabella on the team for **six amazing years**. Fun Fact: she started with the Coffee Stain as a precocious little 6th grader! We feel proud and privileged to have known her!

Good luck Arabella in your future endeavors!

From The Coffee Stain Team



WE



WILL



MISS



YOU!

