

Kuntatt

mal-iskola ta' wliedkom

MESSAĠĠ MILL-KAP TAL-ISKOLA

Kull deni ħudu b'għid

Min qatt kien jobsor li l-aħħar tas-sena, il-31 ta' Diċembru 2019 kellu jimmarka l-bidu tal-pandemija Covid-19? Minn dakinhar li faqqgħet l-imxija ġewwa ċ-Ċina, il-kumplament tad-dinja li llum mhi xejn għajr villaġġ globali, stenniet dik il-ġurnata fatali meta kien ser imiss lilha. Malta mhux eċċezzjoni. Qatt ma kien il-każ ta' jekk hux se tmiss lilna jew le iżda meta. Għal din l-eventwalità il-pajjiż laqa' mill-ewwel. Waħda mill-ewwel miżuri li ttieħdu sabieħ dan il-virus ma jinxteridx kien propju l-għeluq tal-iskejjel. Dan ġab miegħu numru ta' diffikultajiet u ħoloq bosta inkonvenjenzi fosthom studenti bla lezzjonijiet formali u ġenituri li jridu jieħdu ħsieb uliedhom u jekk jista' jkun ma joħroġux barra. Ħoloq fuq kollox sens ta' inċertezza – ħadd ma jaf x'se jiġri.

Iżda f'nofs dan it-taħwid kollu nibtet it-tama! L-għalliema qamu għall-okkażjoni - bdew joħolqu riżorsi u jużaw it-teknoloġija hekk kif qatt ma ntużat qabel! Bdew jużaw

il-pjattaforma elettronika li kienet ilha fis-seħħ iżda li rari kienet tintuża. Bdew jesperimentaw b'pedagoġiji alternattivi, b'media differenti u saħansitra ħarġu b'inizjattivi ta' lezzjonijiet virtwali biex jilhqnu l-istudenti tant gheżiež għalihom. L-interazzjoni bejnhom u bejn l-istudenti ssaħħet fuq bażi personali minkejja d-distanza fiżika.

Ħafna mill-ġenituri wkoll. Kuntrarju għal dak li kien jiġri sa f'it qabel issa kellhom iżjed ħin fuq idejhom. Għal f'it ħin straħu mir-rutina mgħaġġla, ikkalmaw xi f'it u skoprew mill-ġdid kemm hu sabiħ il-ħin ta' kwalità mal-familja, saru jafu iżjed l-uliedhom u ġeddew l-impenn tagħhom lejn xulxin.

L-inċertezza fis-sitwazzjoni ma



Ikompli fuq paġna 2...

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...ikompli minn pagna 1

tagħrafx kuluri jew orjentazzjoni sesswali. L-inċertezza affetwat lil kulhadd – żgħar u kbar, nisa u rġiel. Għax affetwat lil kulhadd ħolqot sens ta' solidarjetà u sussidjarjetà bejnietna. Ġedditilna l-valuri tal-ġabra, tal-umiltà u l-gratitudni. Bħala nazzjon fakkritna li hemm bżonn l-għaqda, li fl-għaqda hemm is-saħħa u li hemm bżonn nieħdu f'sieb xulxin.

U waqt li kollha kemm aħna mbeżża', miġbura d-dar mhedijin nirriflettu, it-toroq baħħ – karożzi u

kummerċ ftit li xejn. Ajruplani pparkjati. Naqsu d-dħaħen u l-arja ċċarat. Id-dinja ħadet nifs nadif fil-fond u għal ftit straħet ukoll.

Kull deni ħudu b'ġid. Kellu jkun nitfa ta' virus li jġibna f'sensina, li jfakkarna kemm hu sabiħ li tgħix u mhux teżisti.

M Bondin

Kap tal-Iskola

SHAKESPEARE



On Wednesday 4th March, Shakeshorts performed “Macbeth” for all the students in Year 9. The vast majority of the students had never read a play

written by Shakespeare before and this performance gave them the opportunity to appreciate how great his works are. The students were actively engaged and also involved in the performance. In the span of about a lesson, they got the main gist of the plot of the play, were exposed to excerpts from the text itself, and could also reflect on some of the themes that Shakespeare focused on in his writings. The

humorous parts and the direct involvement of the students rendered the performance a highly enjoyable one too.

C Sciberras.
English HoD



BIOLOGY FIELDWORK

On the 11th of March, a group of Year 9 biology students had the opportunity to study the Steppe (Steppa), the Garigue (Xagħri), and the Maquis (Makkja) habitats found within walking distance from Clapham Junction, Buskett. The students used randomized quadrat sampling and line-transect techniques to survey these habitats for the purpose of plant identification.

The plant community of the



Steppe habitat was found to be characterized by a grassy pasture, but also included an assortment of herbaceous plants such as Clustered Birdsfoot Trefoil (*Lotus*

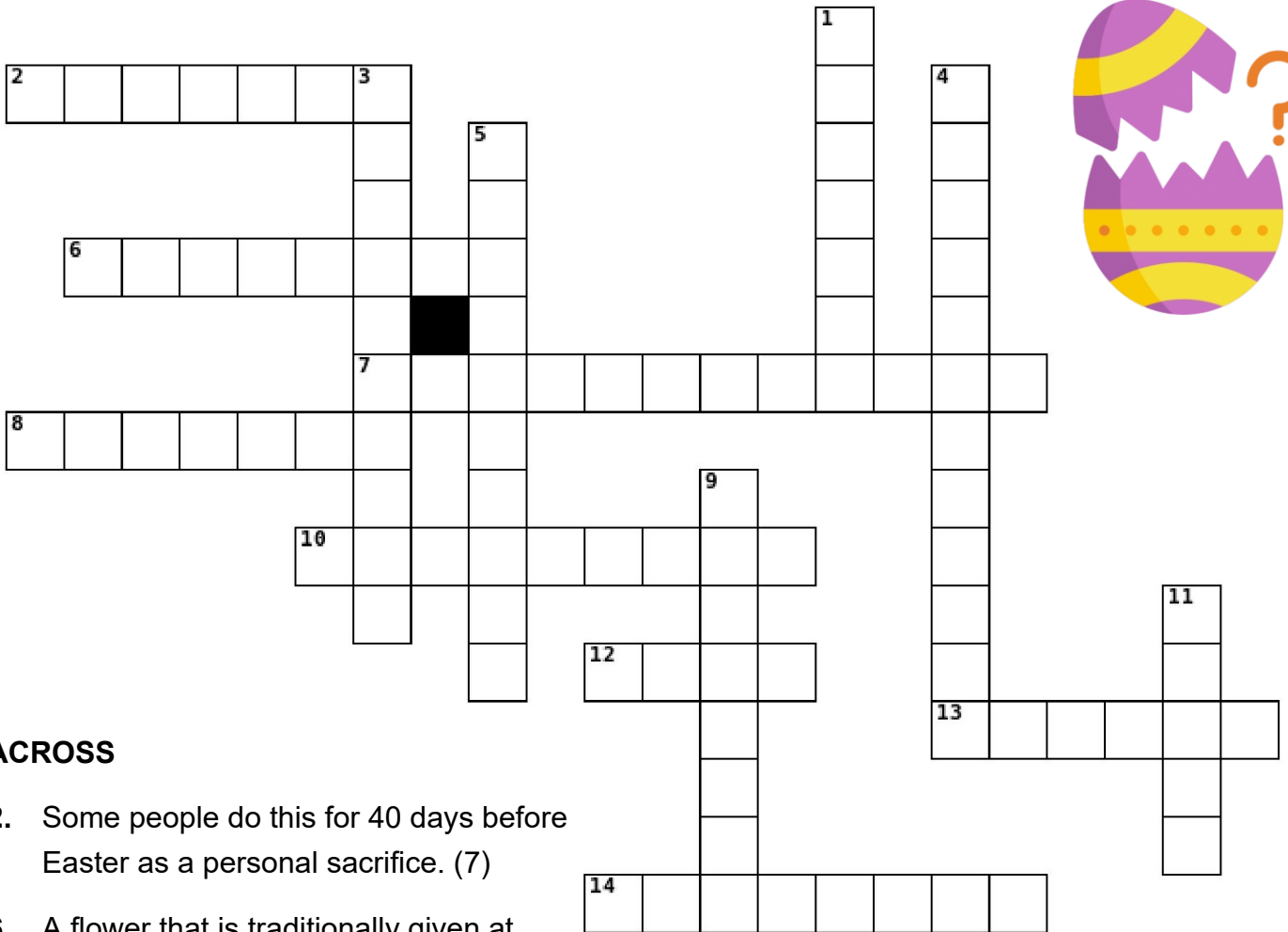
ornithopodioides) and Giant Fennel (*Ferula communis*). The Garigue habitat was largely dominated by the presence of low-lying aromatic shrubs, particularly Mediterranean

Thyme (*Thymbra capitata*). The Maquis community consisted of small tree and large shrub species such as Lentisk (*Pistacia lentiscus*) and Mediterranean Buckthorn (*Rhamnus alaternus*).



ML Agius
Biology Teacher

EASTER CROSSWORD



ACROSS

2. Some people do this for 40 days before Easter as a personal sacrifice. (7)
6. A flower that is traditionally given at Easter time. (8)
7. On Easter Sunday, we celebrate Jesus' _____. (12)
8. A traditional Maltese sweet much enjoyed at Easter time. (7)
10. The French name for Fat Tuesday. (5/4)
12. The 40-day period leading up to Easter. (4)
13. The season that Easter is celebrated in. (6)
14. What we call the last 7 days before Easter. (4/4)

DOWN

1. An activity for children where they search for hidden eggs. (3/4)
3. On this holiday, we commemorate Jesus' crucifixion. (4/6)
4. This desert is eaten on the Friday before Easter and it is made with raisins. (3/5/4)
5. On this day, Jesus entered Jerusalem on his donkey. (4/6)
9. A holiday during which we wear different costumes. (8)
11. This animal brings Easter eggs. (5)

HISTORY DEPARTMENT

The More or Less Theatre, directed by Malcolm Galea, were invited to our school by the history department, to perform in front of our Year 9 students. The performance shown was 'The Complete History of Malta'.



This one hour show presented in a very captivating way the timeline of the history of the Maltese Islands. The students were taken back to pre-history. In a humorous way the students were then led through the ages up to modern times, precisely when Malta joined the European Union. The students found this performance to be very educational and entertaining. As one of the students stated –

“Through this performance I saw history from a different perspective.”

Another activity which the history department organised was the heritage trail going round from Birżebbuġa to Marsaxlokk. The aim behind this activity was to raise historical awareness among our students. As we walked from Birżebbuġa to Marsaxlokk, our students not only admired the countryside but were shown historical features which they usually pass by without noticing or questioning. One such building is 'Id-dar ta' Pultu'.



ML Schembri
History HoD

BASIC LIFE SUPPORT

As Health and Safety teachers we feel that it is important that our students receive the training needed to be proactive in difficult situations. This year we had the opportunity to train all the students in our school in Basic Life Support. So far this training has been given to all Year 9 and 11 students, whilst Year 10 students will be doing this course in the coming weeks. The 3.5 hour course, which included both theory and practice,



was conducted by teachers from the Health and Safety Unit within the Education Resources Department. The students had the opportunity to



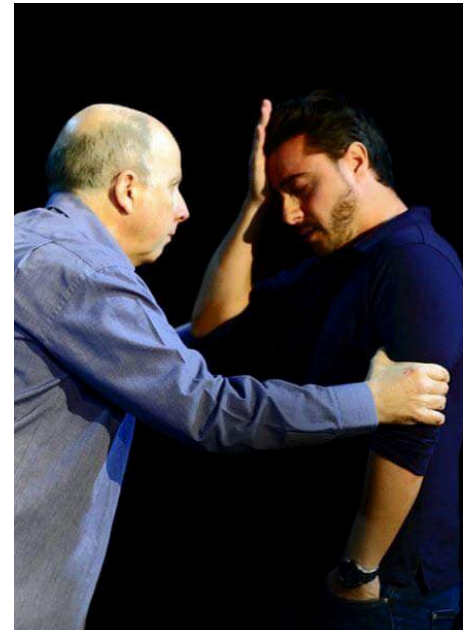
administer CPR to a dummy and also use an AED, as can be seen in the photo.

K Callus and M Bonavia
Health and Safety Teachers



Fi Frar li għadda, l-istudenti tad-disa' sena kellhom l-opportunità li jaraw il-proġett tat-Teatru fl-Edukazzjoni (T.I.E), imtella' mid-Drama Unit b'kollaborazzjoni mad-dipartiment tal-PSCD bl-isem ta' *Jennifer*. Id-dramm *Jennifer* jitratta t-tema ta' kunsens f'dak li għandu x'jaqsam ma' relazzjonijiet sesswali. Wara l-istudenti ddiskutew dak li raw mal-atturi prezenti u d-diskussjoni kompliet għaddejjja waqt il-lezzjoni tal-PSCD mal-għalliema.

Fid-dramm *Jennifer* rajna l-istorja ta' relazzjoni li nibtet bejn koppja żagħżuġha. Minkejja li kienu jidhru jhobbu lil xulxin, f'punt partikolari jkun hemm abbuż sesswali. Abbuż li ma kienx intenzjonat imma li sar xorta. Huwa propju dan il-punt li qajjem il-kontroversja waqt id-diskussjoni. Kien abbuż jew le? ***Iva***, abbuż jibqa' abbuż f'kull ċirkostanza. Iddiskutejna l-iżbalji li għamlu dawn iż-żewġ żgħażaġh, l-importanza tal-komunikazzjoni ċara u miftuħa bejn il-koppja. Kellna anke ċ-ċans nitkellmu dwar min jista' jgħin f'dawn is-sitwazzjonijiet u x'tgħid il-liġi dwar dan is-sugġett. Mid-diskussjoni hriġna ħafna punti



importanti iżda l-messaġġ aħhari jibqa' li l-abbuż huwa ħażin dejjem u m'għandu qatt jiġi aċċettat, taħt l-ebda ċirkostanza. Grazzi kbira tmur lejn in-nies kollha li ħadmu fuq dan il-proġett. Kienu kapaċi jindirizzaw tema importanti u

delikata b'mod faċli li jista' jinftiehem minn żgħażaġh żgħar. Grazzi wkoll lill-istudenti tagħna li pparteċipaw ħafna fid-diskussjoni b'entużjażmu u maturità.

S Bezzina
Għalliema tal-PSCD



A SPORTS DAY AWAY FROM THE SCHOOL GROUNDS



Innovation in education at St Benedict's College goes well beyond the classroom. We love to extend our opportunities for students beyond the traditional. Hence, this year we decided to organize the Annual Sports Day at Golden Bay, not on school premises, which took on a different dimension.

Our fifth formers engaged in different sporting endeavours that kept them on the move for the whole morning. Trekking was one of the highlights of the day. We went all the way to the Għajn Tuffieħa Tower, also known as Għajn Mixkuka Tower. This tower is a very famous spot especially around sunset time. From there we made our way to the Gaia Peace Grove which is a small olive tree park with educational boards dedicated to the medical effects of olive oil. The students walked in the small "maze" made of olive trees and then made their way to the other side of the bay to visit the area known as 'Il- Majjistral Nature and History Park'. Our way back to the shore was the most exciting part for most as we had to literally walk in mud to get through the area!

Other activities included Beach Volley, Football and Handball which were all played on the beautiful beach of Golden Bay.

Outdoor environments provide students with a great opportunity to participate in physical activity which is a key component of a healthy lifestyle, as well as a theme for bringing people together. Studies have shown that both the physical and mental health of students benefit from contact with nature. This is by far a valid reason to give other students similar opportunities in the near future.

M Schembri
PE HoD

When God gives you lemons ... make lemonade.

So goes the saying, although to be honest with you I would rather do a lemon meringue – I prefer it to lemonade. But such a saying holds real wisdom, implying that one could be creative and utilise what life throws at you, making the most of what could be negative and turning it into something that could be beneficial. At the end of the day every cloud has a silver lining.

We are currently experiencing a pandemic, which like a tsunami has entered countries from the backyard in a forceful and stealthy way, surprising everyone and leaving a path of destruction and fear in its wake. But all this could be seen from another perspective. Could we turn such a tragedy into an opportunity to grow and mature? Schools have been closed and people are being advised to stay indoors. Children are facing an unplanned interruption to their education. The SEC exams have been called off at least for now, uncertainty is currently reigning supreme.

Yet it also offers the opportunity for family members to spend time together, to do things together and to have fun doing simple things all together, something which the fast world we are currently living in does not leave time for. I hope that children now have the time to learn how to cook a simple meal with their parents and do their bed in the morning. There is also time to tidy the room and go through those drawers that have been collecting odds and ends for ages and going through that wardrobe and rediscovering those tops and skirts forgotten under piles of clothing. It also offers the opportunity to share memories and to tell tales of far gone days. This is the time for a good read. It will be a wasted

opportunity if children were left to spend time playing on their computer, watching film after film or chatting on their mobile all day long.

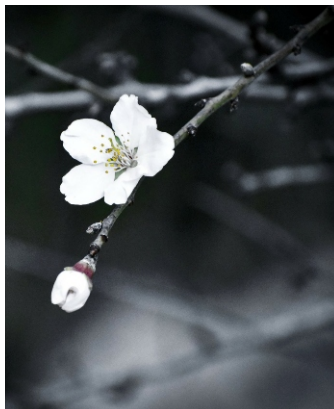
All this reminds me of what guidance is all about. It guides a person to decide what best to do with what Mother Nature and history together presented one with. Will I do a lemonade or maybe a lemon meringue or maybe a lemon cake, or maybe none of that and I will just use the lemon juice to marinade my pork chop? With my personality and aptitudes would it be best for me to become a pilot or will it suit me better to train as a chef or maybe none of the above and I will spend my time helping people in social care?

The guidance section of our college besides offering individual sessions to all who seek guidance also organises meetings and orientation visits to help students dream and decide which career path suits them most. One such meeting took place on the 8th of January 2020. During that meeting year 11 students and their parents were given the latest information as regards to courses and further education opportunities after compulsory education. They had the opportunity to put forward their queries and to discuss with the guidance teachers coming from the major post-secondary institutions. These students were also offered a visit to both the MCAST campus and the ITS. They could experience what is the reality and environment of a post-secondary institute. The year 10s and year 9s were offered various orientation visits whereby they could actually see and speak to people who work in various sectors. The real mature person is one who is able to make the best of what life presents to oneself and to those around and is happy with that. Blessed is such a person.

Guidance Team

MEDIA LITERACY EDUCATION

Suġġett vokazzjonali ġdid li ġie introdott għall-ewwel darba f'din l-iskola kien Media Literacy Education. Kif jixhed it-titlu, matul it-tliet snin kors f'dan is-suġġett, l-istudenti ser jidhlu fid-dettal f'aspetti differenti tal-media fosthom il-fotografija, vidjografija u printing. Matul l-ewwel sena l-istudenti huma ffokati l-aktar fuq il-fotografija. Qed jitgħallmu dwar it-teknika tal-kamera u l-effetti li wieħed jista' joħloq bihom. Imma dan mhux biss. Matul il-kors qed jaraw ukoll x'inhi media fid-diversi oqsma tagħha, l-impatt tal-media fuq in-nies, kif



in-nies jirreaġixxu għall-messaġġi li twasslilna l-media, u ħafna aktar.

Kif wieħed jista' jobsor, u kif inhuma strutturati s-suġġetti vokazzjonali, l-istudenti għandhom parti sostanzjali tal-kors li huwa riservat għall-prattika u b'hekk dak li jitgħallmu fit-teorija jkunu jistgħu japplikawh ukoll. Il-Media Lab huwa attrezzat b'apparat li jiswa ħafna flus u li l-istudenti għandhom il-faċilità li permezz tal-kreattività tagħhom joħolqu immagni mill-isbaħ li aktar 'il quddiem ikun pjaċir tagħna li naqsmu magħkom.

K Scicluna

Għalliem tal-Media Literacy
Education

As part of the Entrepreneurship and Financial Literacy week organised by the Department of Accounting and Business Studies in collaboration with the Education Officer in charge, various activities were organised in order to give an exposition of both subjects to selected Year 9 and 10 students who are not studying commercial subjects within the schools. The highlight was a National Entrepreneurship & Financial Literacy exhibition which took place in our school's main hall. Another related activity was a talk given by representatives of the Central Bank of Malta. During the session the students were provided with information on currency matters, including how to differentiate between a counterfeit banknote and a genuine one, including a hands-on session, which proved to be extremely interesting for them. The session also dealt with the process of how the decision on the number of banknotes to be printed is reached all the way until they are returned to the Central Bank for destruction. The basics of anti-money laundering, why legislation is needed, and penalties tied to this

law, including responsibilities of institutions and obligations of citizens, were also briefly debated.

Another worthwhile activity organised by the same department, with the collaboration of Mr. J. Galea, Assistant Head, was an information talk for Accounts and Business students. The talk was given by Prof. Peter J Baldacchino, head of the Accountancy Department at the University of Malta, and Dr. Lauren Ellul, Lecturer in Financial Accounting & Reporting.

The students were informed about the career paths *available* in *accountancy* and finance which, today, are boundless thanks to the need for accounting related positions in all career fields. They were also given detailed information about undergraduate and postgraduate study programmes in accounting and finance they can enrol in at the University of Malta. It was an enriching exercise that helped our students understand the benefits of tertiary education and related available job opportunities.

M Ghigo and D Mallia
Accounts & Business Studies
Teachers



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