

The Sixth Form Review

February 2024

Issue 04

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Frankie I. explores the Neurobiology of an Adolescent Brain.



Marking Diversity, Making Waves

Dara S.

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Marking Diversity, Making Waves

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The Bedian Diversity Initiative (BDI) is a student-led campaign aimed at fostering diversity and cultural appreciation through education and events.

Originally founded as the African Caribbean Bedian Society (ACBS), the BDI evolved to become a central platform supporting various cultural societies within the College.

Celebrating cultural heritage is crucial for several reasons: it fosters a sense of identity and belonging, contributing to a person's overall wellbeing and self-esteem; it promotes mutual understanding, dismantles stereotypes, and encourages empathy; it is an essential component of building a rich tapestry of diversity, and it contributes to the vibrancy of human experiences.

The BDI consists of multiple branches: the International Club, Asian Bedian Society (ABS), African-Caribbean Bedian Society, and Hispanic Bedian Society (HBS), each run by Sixth Formers and open to all. The BDI hopes to expand the initiative and continue to develop an increasingly inclusive atmosphere.

Meet the Team:

Dara:

"Hi, I'm Dara and I am the co-founder and co-chairwoman of the BDI. I take great pride in my Nigerian heritage. Taking inspiration from 'Young, Gifted and Green', a discontinued annual celebration of Irish culture, I founded BDI with Jeanne, to extend that sense of pride and community to all cultures represented in our student body. Looking ahead, my future plans for BDI include expanding our initiatives, facilitating more conversations to promote understanding, and ultimately cultivating a community where authenticity is celebrated and where every student feels seen, valued, and proud of their unique cultural heritage."

Ndirira (Jeanne):

"Hi everyone, my name is Ndirira (Jeanne) and I'm the co-founder and co-chairwoman of the BDI. I am ethnically Congolese and I find cultural empowerment to be significant in my life. Constantly going by 'Jeanne', since it is easier to pronounce than Ndirira, meant that I was hiding behind a different identity and pushing away an aspect of myself. However, I now recognise that our names are significant as they carry deep personal, cultural, familial and historical connections. That's why I, alongside Dara, started the BDI, so that we can be prideful and embrace our heritage(s). It's allowed me to be more grounded and confident in who I am and realise that our names alone carry value."

Siena:

"Hi, I'm Siena and I am the president of the Asian Bedian Society (ABS). Being Hong Kong-Taiwanese, I am proud to share my traditions and cultures with other people. For me, being part of the Bedian Diversity Initiative, and more specifically the ABS, is to take pride in and celebrate various Asian culture and traditions. Last year, we spread awareness of Asian culture by selling traditional Asian snacks at the school Christmas Fair and, in the future, I am looking forward to having assemblies about significant Asian Cultural events."

Maria:

"Hi everyone, my name is María. One's culture is a major part of who one is, and it is important that our pupils feel free to share this important aspect of themselves. As President of the Hispanic Bedian Society, I aim to share Spanish and Latino-American culture with people in our community, displaying the outstanding talent and beauty of our traditions. This will not only inform students but also give them an open mind to learn about others' cultures, as well as feel free to express their own. I look forward to sharing the immense culture that the Hispanic community holds."

Shula:

"Hello, I'm Shula. As president of the African-Caribbean Bedian Society (ACBS), I am very excited for the opportunities that we have lined up this year. As senior members of the school, we encourage all lower school students to be active and involved with our clubs."

How to get involved:

Our societies aim to amplify diverse voices through collaborative events and projects, encouraging students to become cultural ambassadors. They can join existing societies or establish new ones reflecting their culture. As ambassadors, students actively contribute by organising events and taking the lead on initiatives such as assemblies or fundraising campaigns. We encourage students to join the BDI for opportunities to enhance their university applications, develop leadership skills, broaden perspectives, establish meaningful connections, and actively shape a diverse and welcoming school community.

Projects:

In recognition of Black History Month in October, the BDI launched a comprehensive campaign highlighting the historical significance of the month in promoting diversity and inclusion. The BDI was unveiled through a series of engaging Black History Month assemblies for each year group, sparking excitement and discourse



among students and teachers.

The focus was on shedding light on lesser-known Black History figures, enriching our understanding of history, and challenging traditionally centred narratives. The assemblies provided a thorough overview spanning 350,000 years of black history, exploring topics such as the origin of the first homo sapiens, Mansa Musa of the Mali Empire, Blackamoors in Tudor England, Queen Nzinga of Angola, the Fulani Conquest establishing Islam in Nigeria, and the rise and fall of the Zulu Empire. Each session concluded with the introduction of the BDI and a prayer inspired by Simon of Cyrene.

Our successful cultural food stall at the Christmas fair showcased a diverse selection of delightful treats from around the world, including flavorful Nigerian meat pies and refreshing horchata. The enthusiastic response generated over £400! This success highlighted the significance of cultural exchange and celebration during the festive season.

We also advocated for inclusive head microphones in school productions as the beige-coloured microphones drew unnecessary attention to black actors. Following our inquiry, positive changes have been made. In the recent Legally Blonde production, non-white actors had the option to use dark head microphones, reflecting our commitment to addressing visibility and representation.

In conclusion, the BDI is a catalyst for change, promoting inclusivity within our school community. These societies provide a platform for students to celebrate, learn, and share, weaving a tapestry of understanding that strengthens community bonds. The BDI is more than an initiative; it is a testament to the power of student-driven change, shaping a more inclusive and vibrant educational environment at St. Bede's.



Unveiling the visions of St. Bede's new Head Boy and Head Girl

Gray C.



The winter term was packed full of opportunities for all students, especially for those Sixth Formers campaigning for the esteemed positions of Head Boy and Head Girl.

After a wonderful year under the leadership of Aaron A. and Hannah M, it was announced that for the year of 2024, the school will be led by Maciej W. and Tara G. In an interview with Aaron A., here is what they had to say about their aspirations for the future of the school and themselves:

What do you hope to achieve in your position?

Maciej spoke of how he found certain moments in his lower school career somewhat trying, stating, "I want to make life easier for the pupils who are less experienced." He hopes to better prepare younger pupils for future life and create solutions to make their plans easier to achieve, by making information and guidance more accessible.

Tara, whilst already prepared with her own initiatives, is keen to hear

what other pupils from a range of year groups have to say and "make the College everyone's," rather than all the changes be made by a handful of older students who will leave in a few years.

Both responses promise a more unified and informed St. Bede's, especially for the younger students.

What motivated you to run for Head Boy and Head Girl?

Maciej was driven by his gratitude towards the College, with three generations of his family attending the College. He felt that helping the school grow and improve was a great way to repay it. In contrast, Tara almost chose not to run and it was only when delivering her presentation that she realised how passionate she was about her ideas and initiatives. It was this that drove her forward in her campaign.

What skills do you have that will help bring meaningful change to the College?

Whilst both embody the school's ideals of inspiration, commitment and gratitude, Maciej spoke specifically of his listening ability and problem-solving skills, hoping to find and overcome any challenges pupils may face. Tara detailed her abilities to empathise and understand others' problems and noted her confidence in public speaking, attributing this to her

interest in theatre and participation in shows.

What is your favourite part of the College?

Maciej praised the diversity of the College, and how every single pupil is a unique individual - this is what makes St. Bede's such a beautiful community. Perhaps slightly biased, Tara answered, "the Drama department!" Not only due to the astounding quality of both students and teachers, but also the great experiences that truly make it one of the College's biggest assets."

What are your plans for the future?

Our Head Boy and Girl's ambitions don't stop with College leadership; Maciej hopes to study either Physics or Engineering at university, whilst Tara aspires to be an actress, but also has a passion for Forensic Psychology if it doesn't work out on the silver screen.

Lastly, they both spoke about how they are very open-minded and always welcome to any feedback whether it be by email, or a spontaneous chat: "We're very, very open to anything you think can be improved about the College, even small things."



Tara G.



Maciej W.

Embracing Winter Bliss

By Aaron A. and Kuziva M.

The cold, dark winter weather of February is a very fitting setting to practise the virtue of Joy.

With busy weeks and mock exams, the mind of an Upper Sixth pupil probably feels frazzled and dejected. As for Lower Sixth students, this new transition into A levels may leave joy to be the last thing on everybody's mind.

However, unlike happiness, joy is a constant feeling which does not rely on external factors. Joy emanates from a deeper, more enduring place within oneself and reflects fulfilment in life, relationships, and personal growth. This is what I believe Sixth Form students are yearning for, and I would like to explore three key ways the virtue of Joy can be cultivated.

Firstly, gratitude for the positive aspects of life is key to not only cultivating joy but also in building a more optimistic mindset that can help motivate you through challenges in life. You may be thinking, 'What is there to be grateful for?' and you wouldn't be wrong to think this way. The dark weather, the stressful period of five and ten week assessments make it seem as if a malevolent being is out to get us! However, simply being grateful for the beautiful snow that fell in January can bring a little more joy into your day, by shifting your perspective to the positive

and enjoyable things in life. This appreciation will change your view to how beautiful life can be even during tough times, strengthening this inner feeling of joy.

Meaningful connections and relationships also help develop the virtue of joy. The human being needs to belong, socialise and have companionship - these are innate to our nature and the importance of cultivating meaningful relationships can be easily overlooked. But taking the time to nurture these connections can have a profound impact on our lives, through being part of a community. The strength

and support given to us by friends and family only amplifies the virtue of joy, which can be shared with our loved ones.

Finally, and what I think is the most important way to develop this virtue, is finding your passion and purpose in life, as it brings the deepest joy. Sixth Form students are only just entering young adulthood and have not yet figured their lives out or found their place in the world. However, going out to discover what this may be, can evoke a deep sense of satisfaction as we come closer to finding a meaning in life. Engaging in activities that interest you such as painting, dancing, computing, or which bring joy to others, such as volunteering, can lead to a sense of fulfilment as you discover what makes you happy. These skills can also be applied to improve your own sense of wellbeing and the wellbeing of others.

In summary, the virtue of joy can be cultivated in numerous ways, but most importantly through gratitude, giving to others, building meaningful connections and pursuing one's passions. These efforts will complement each other to help build an enduring sense of satisfaction that goes beyond momentary happiness.

Kuziva M.

It is often said that Christmas is the most joyous time of year. It is a time to connect with loved ones, to watch Home Alone for the millionth time and to listen to cheesy Christmas songs whilst family members relay the same stories year after year. However, it is also a time for reflection, where one often reaches an unparalleled spiritual high. But what is there to do now that the last carol has been sung and Christmas cracker pulled? How can one find joy when temperatures fall below

freezing and exams rapidly approach? It may be difficult, but we cannot sit around longing for summer because this would mean failing to find the joy that is all around us.

The winter months can be bitter but they can also be a time for immense joy - it all depends on your perspective. Instead of dwelling on the fact that it is dark when we leave for school and dark when we return, appreciate that we are awake to see the sun rise and set. Instead of focusing on exams approaching, find the joy in learning with friends and actively taking part in meticulously planned lessons. Have snowball fights and drink copious amounts of hot chocolate! Soon it will be spring, and the world will come back to life, but for many of us this will mark our final term together and we will wish that we could reverse the clocks. So unless we actively seek joy, the world will remain bleak and we will be left to wallow in a perpetual cycle of longing for days past.

To quote a Christmas classic, "If you look for it, I've got a sneaky feeling you'll find that love is all around." Love this season as it is, because even though the Christmas tree is long dead, that doesn't mean that our joy has to die too. Find the small pieces of magic in the world and embody this month's virtue. If we shift our mindset, we all have the capacity to bring joy to the world.

Aaron A.



Young Adulthood: Navigating the Transition

By Frankie I.

The Neurobiology of an Adolescent Brain: The distinct step up from secondary school to Sixth Form reflects the idea that, as Sixth Form students, we are at a unique stage in our lives, navigating the transition from teenagehood to young adulthood.

Across two years, we are expected to learn a vast amount of content and fill our UCAS applications full of our newly found passions, in the hope of receiving our one-way tickets to adulthood as a reward.

Meanwhile, uncertainty is instilled within us, outweighing the just-as-appropriate feeling of excitement. In fact, our brains are hardwired to focus on the negative. Alison Ledgerwood at the University of California Berkeley, conducted a study in which two groups of patients were told a statistic regarding their surgical procedure. One group was told that the procedure had a 70% success rate and that it failed only 30% of the time. When told this information, group one (who had initially viewed the surgery positively) adopted a negative view of the surgery outcome and the second group were hesitant to change their originally negative stance. It proved easy to switch from a positive to a negative mindframe but not vice versa. It is important to note that the desire to stubbornly stick to the negative frame decreases with age and there are many ways we can train ourselves to navigate hardships. This article provides further insight into the neurobiology of an adolescent brain and common hardships we face when navigating the transition from teenagehood to adulthood.

The Teenage Brain

Despite legally attaining adulthood at 18, our brains continue developing until the age of 25. This development follows a front-to-back trajectory, with the prefrontal cortex responsible for decision-making, maturing last, while the limbic system, governing emotions, matures first. This imbalance often leads to impulsive decision-making, particularly evident when faced with pivotal choices such as selecting a university and exacerbating stress.

Learning to Cope

Navigating such decisions requires a deliberate effort to counteract our inherent biology. Introducing a systematic approach becomes crucial. When feeling overwhelmed, allocate a brief five-minute window. Use this time to jot down a series of bullet points listing concerns, ranging from time management issues to career uncertainties. This exercise promotes a methodical examination of each problem, enhancing clarity. It serves as a reminder that, despite the chaotic emotions, our sources of anxiety can be confined to the structured lines on a page.

Independence and Success

The striatum (the key part of the brain's reward system) is exceptionally active during the teenage years. This means that as teens, we have an aptitude for learning. In a recent study, teenagers and adults were scanned using an MRI and asked to predict on which flower a

S	M	A	R	T
				
SPECIFIC	MEASURABLE	ATTAINABLE	RELEVANT	TIME-BASED
Make your goals specific and narrow for more effective planning.	Define what evidence will prove you're making progress and reevaluate when necessary.	Make sure you can reasonably accomplish your goal within a certain time frame.	Your goals should align with your values and long-term objectives.	Set a realistic ambitious end-date for task prioritisation and motivation.

butterfly would land. If they were correct, they were rewarded. The butterfly was intrinsically biased and the teenagers realised this much sooner than any adult, due to their increased sensitivity to reward. This sensitivity to reward however, is what makes teenagers desire to escape the family unit and strive for additional independence.

As Sixth Formers, we must seek to ascertain such independence so that we can easily implement these skills in our years at university. Additionally, it is through independence that we also undergo a significant proportion of our self-discovery

and realise that many of us have little grasp on our identity - something which plagues us and our generation greatly.

Many of us may struggle with poor time management but it is in this scenario that our teenage biology favours our success. With increased sensitivity to be rewarded, we set **smart goals** within a realistic time frame, making us more likely to maintain consistent motivation compared to adults.

You are not Alone

It is also likely that each and every one of us is struggling with a wider array of issues: pressure to fit in, the aforementioned need for further self-discovery, career uncertainties, relationship strain and academic stress. There are a number of ways to ease stress, such as allocating time periods into our busy lives to do something we enjoy: reading, drawing, watching television (any task that encourages self-reflection).

Mapping out your time is a great way to remain assured that you will get everything you need to do done whilst also having some time to prevent the onset of insanity. It is often the case that we allow ourselves to become so overwhelmed that we neglect to realise that we are not alone in this intense jump to young adulthood. Reaching out through online platforms (e.g. The Student Room) to find people who have applied to the same university courses as you whilst simultaneously engaging more with your communities, in school or out of school, can help remind us that we are not alone in our struggles.

It is important that we learn to view each individual as a puzzle piece with their own uniqueness. Therefore, it is through being different that we are able to fit in and the reason why many people who are similar in personality do not get along well. There is no need to emulate those we admire when sometimes the best place to live is out of our comfort zone. For many of us it is being ourselves that is out of our comfort zone but, it is also through being ourselves that we can achieve inner comfort.

I wish everyone luck in their future endeavours. Here is your reminder that it is a marathon, not a sprint, and running out of breath whilst still having miles to run is a great possibility.



Running for a Good Cause

By Bridget S.



Mecha, Ethiopia
What does the clinic do?
 The clinic run by the Bethany Sisters (belonging to the Sisters of The Imitation of Christ) works with patients, both children and adults, with a variety of diseases and conditions.
 For the local community in Mecha, the sisters provide:

- Mother and child health programmes including ante- and postnatal checkups, delivery and neonatal care
- Vaccination programmes for children
- Nutritional food for malnourished children and the poor
- Laboratory services
- Healthcare for the poor and women promotion programmes in other local clinics

Why do they need our help?
 The Sisters who run the clinic have no fixed donors, and rely exclusively on the generosity of others, which often means that they struggle to source basic necessities and care for themselves and those they support.
 They also do all of this with just 2 nurses, a lab technician, a cleaner, a helper and 3 guards assisting them, and they work in the clinic day and night every day.
 This is such a worthy cause to donate to, and the impact for those they support is wide reaching and massively felt across the local area.

Last November, as part of the Campion House project to raise money for charity, a group took part in a sponsored 5 kilometre run at Alton Towers Theme Park, Staffordshire.

This project was to help raise funds for a struggling medical centre in Mecha, Ethiopia. About 30 students participated in this fundraising event, as well as multiple teachers, including Mrs Corbett, Dr Shipley, Mr Piskorz, Miss Brown, Mr Wright, and Mrs Prince who all also took part in the run. This event was organised by Charlotte C. in Upper Sixth, who supported this incredible cause with her church.

The charity is taken care of and run by the Bethany Sisters, who belong to the Sisters of the Imitation of Christ. They work for both adult and child patients with various conditions and needs, and have multiple services to offer, such as mother and child health programs, nutritional food for malnourished children and people in poverty, along with antenatal and postnatal checkups. The Sisters who are running this clinic have no fixed donors to fund them and rely solely on the generosity of others. The extensive help they offer is supported by only a handful of people at the medical

clinic, where the incredible staff work day-in and day-out.

“We have raised around £3,500 for this cause,” Charlotte C. stated about the achievement, which is enough to put a young person through university, (usually midwifery or medicine) and help them have enough medicine, shelter and food for those that they help.” This shows that through the efforts and generosity of Bedian students, more lives can be changed. Those in need can be helped to recover from illness, get their next meal and even receive an education to contribute to the lives of others.



Machinal: An Insight into the Female Psyche

By Tara G.



As is common knowledge, St. Bede's is brimming with theatrical talent, and this year is no exception! The bar was set high with our student-led production: 'Machinal'.

Not only was the cast made up entirely of Upper Fifth and Sixth Form students, but it was also directed by one of our Upper Sixth students, Kathryn K. Our backstage crew and technical team was also made up of pupils, headed by Lewis A. (U6) under Mr Mason's supervision. The production delved into more mature topics than usually seen on St. Bede's stage, allowing students to flex their creative muscles.

'Machinal', written by Sophie Treadwell in 1928, is based on the true story of Ruth Snyder. She was the first woman in the State of New York to die in the electric chair after she was found guilty of murdering her husband, Albert. The story follows a young woman caught up in the rat race, working a mind-numbing job to support her overbearing mother. In an attempt to break free, she is pressured into marrying her boss.

After meeting a man she believes to be the love of her life, she is driven to murder her husband so that she can be with her love. It is a chilling story which examines the mechanical nature of modern life and oppression of women at the time.

We began rehearsals for the play in September directed by Kathryn, and I spoke to her about her vision for the piece:

Why did you want to direct the student-led play?

After so many years of acting at St. Bede's, it felt like quite a natural next step. I always enjoyed taking the lead in lesson work and I guess it was always something I wanted to do. I was originally going to be in Machinal, but when I took on the sole directing role, I felt like the position suited me better.

Why did you pick Machinal?

I didn't pick Machinal actually. I cannot take credit for that. Katy C. picked it... she and Isobel M. both helped me adapt the script. I really love feminine aspects in shows and especially when it shows dark aspects of feminism which Machinal definitely does. It's not a 'girl power' play but there are definitely elements of feminism in

there which are shown in a dark light, which I really liked.

What was your vision for this piece? Did it live up to your expectations?

My vision for the piece was to make something disturbing, which I know sounds really dark and people will probably think I'm crazy for wanting to do that, but when I read this show I thought that if I was watching it, I'd want to leave thinking and being a little bit scared. I think I created it to an extent but obviously we had limited resources and a short time frame to make the show in. So I think we achieved it to the highest extent that we could with the facilities and the time that we had, but I was really happy with the final result.

Were there any practitioners or previous productions that inspired you?

The practitioner Katie Mitchell really inspired me because she does a lot of feminist pieces that are very dark. Her piece 'Ophelia Zimmer' really inspired me. I also loved Frantic Assembly's 'Metamorphosis' which inspired me with its tech and lighting as did the 2016 Young Vic production of Yerma.

What kind of message did you want to leave the audience with?

I didn't necessarily want to leave the audience with a message. I wanted to leave them with a feeling. I wanted them to leave thinking about the play for a while, thinking, "I can't believe this type of thing happened," especially since the play is based on a true story. I wanted them to leave really thinking about the show and being slightly disturbed, honestly, about what they saw.

Machinal is something completely new to the St Bede's Performing Arts department and we hope it will inspire future pupils to be more adventurous in their tastes. I know I am not the only one who cannot wait to see what our students can create next year!

Kathryn K.

Get to Know Julie

By Oliver T.

Known as the friendly face behind the Sixth Form food counter, Julie has been a rock at St. Bede's for the best part of 20 years and is the Boss of Sixth Form catering. In this interview we learn a brief history of Julie's life and explore her love for the College.

Julie is a proud Mancunian. Born and raised in the city, she is one of eleven children and the only girl amongst ten brothers. She revealed how as a result of this, she was "never allowed to be girly" and has always tried to maintain a resolute demeanour. She attended St. Philip's Primary School and Burley High School in Hulme. In Burley High School she excelled in swimming, competing in galas and was, at one point, the fastest on

the team. Although she admitted that she no longer swims regularly, the six girls on the team still meet up often and are known around town as the 'Burley girls'. In later life, Julie has learned to channel the love she had for swimming into being a grandmother. She lovingly boasts three grandchildren: Jaden (15), Noah (11) and Cory (4). The three boys are her pride and joy but before settling down, she still had time to lead one heck of a life!

Julie's first job after leaving school was a machinist, but she soon left this job and began working in a pub, a job she loved. Here, she was able to mix with people from all walks of life, witnessing the eclectic mix which Manchester had to offer. Then after this, she worked at a television and film company making curtains for famous TV productions. It was in this business that she was able to make an indelible impact: a very memorable set of curtains she made now hangs in Buckingham Palace. They were intricately crafted with 9 carat gold seamlessly woven into the cloth. These curtains cost £500 a metre over 25 years ago, but would be worth around £1,500 today. When questioned about the process of making them, she is still in shock that her work was good enough to be enjoyed by her late Majesty. Julie's work is also on display for us all to see: she has repaired the curtains used in the Academic Hall and many reside in theatres across the city!

Then, nearly 20 years ago, she obtained her current position at St. Bede's and has never looked back. She explains how she "loves it" due to the social aspect of the job. When asked to describe her time at the College in one word, Julie uses the adjective "amazing" and desires for the current and past Sixth Form students to be "nice to people, like they have been to me." Our beloved Julie truly is the bedrock of our Sixth Form and our students should take the time to get to know her just as she has got to know us in our short time here.



Legally Blonde



Between the 24th and 27th January, the smash hit Broadway musical Legally Blonde came to the St. Bede's stage. With Lily A. and Francesca B. double-cast in the starring role of Elle Woods, the College was in awe as the show's tunes reverberated throughout the pink, padded Academic Hall. The musical, based on the early noughties classic movie of the same name, follows the stereotypical blonde bombshell, Elle Woods as she charms her way into Harvard Law School in order to win back her conceited, old-money love interest Warner (played brilliantly by Solomon T.). Her tumultuous law school journey becomes a poignant tale of self-discovery, in which she is pushed to her depths socially and academically, discovering her true potential.

Overall, the show proved to be a huge success. After months of arduous after-school rehearsals and whole weekends spent practising, the audience left with smiles on their face and songs on repeat in their head. Describing the experience, the star Lily A. stated, "having the opportunity to play Elle alongside the rest of the incredible cast every night is something I will never forget, and I'm so grateful." The sheer love and talent poured into the production truly created an exuberant atmosphere, ensuring that everyone fortunate enough to watch the play will never forget the triumph that was Legally Blonde.



February Quiz

Q1.) What was the highest grossing film of 2023?

- Oppenheimer
- Barbie
- The Super Mario Bros. Movie

Q2.) Which of the following celebrities was born on St. Valentine's Day?

- Kim Kardashian
- Karol G
- Oprah Winfrey

Q3.) What was the most streamed song of 2023?

- 'I'm Just Ken' - Ryan Gosling
- 'Kill Bill' - SZA
- 'Flowers' - Miley Cyrus

Q4.) How many roses are bought on St. Valentine's Day each year?

- 30 million
- 250 million
- 80 million

Q5.) What did the Oxford University Press list as 2023's 'Word of the Year'?

- Slay
- Rizz
- Love

Q6.) Which of the following is St. Valentine of Rome the saint of?

- Salt
- Beekeepers
- Dinosaurs

Q7.) Who was The Times' 2023 'Person of the Year'?

- Taylor Swift
- Joe Biden
- Tom Cruise

Q8.) What does 'Valentinus' mean in English?

- Love
- Bravery
- Generosity

Q9.) There are over a dozen St. Valentines - true or false?

- True
- False

Q10.) Who made Valentine's Day an official holiday?

- Henry VIII
- Pope John XII
- Winston Churchill



- Answers
- 1) Barbie
 - 2) Karol G
 - 3) Flowers
 - 4) 250 million
 - 5) Rizz
 - 6) Beekeepers
 - 7) Taylor Swift
 - 8) Bravery
 - 9) True
 - 10) Henry VIII