



HERITAGE MONTH

September 2019

SNIPPETS

PRETORIA HIGH SCHOOL FOR GIRLS

#SPRINGFAIR100

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By PHSG Journalists

It was a centenary celebration – but a cold one at first! The crowd grew larger as the day grew warmer. Everyone had their own favourite activity. Face painting needed many more hours because it was so popular. Many enjoyed the rides, amongst them the Tornado, Swings and Merry-Go-Round for the little ones, but the ride that elicited the most screams was Wipeout – which left a few riders quite jittery! Others headed straight for the speciality food stores and spent almost all their money there.

To pull a crowd, PHSG showcased their dance moves and instrumental skills. The Pipe Band came marching in, with jaunty tunes, wearing their Scottish attire. To advertise their culinary prowess the young chefs brought their pots and pans to the dancefloor.

The Hall was filled to brim with books of all shapes, sizes and genres as well as movies, CDs, records and magazines. There were books for every type of booklover from *Mills & Boons*

(for your mom) to *National Geographic* (for school projects).

The Afrikaans classes were transformed into an Auction venue with interesting items up for grabs such as sport shirts, spa days, medicine hampers and vintage tea-sets. Once again, the Old Girls' stall was frequented by many Old Girls. The famous Hope teddy bear garnered a lot of attention from past, present and future pupils.

For the first time PHSG sold wine and postcards to celebrate the 100th Spring Fair. The bottle labels and the postcards were designed based on the artworks submitted by the runners up in the poster competition. The postcards were collected and stored in a time capsule, which will be buried and reopened at the 2029 reunion.

Many girls fell in love with the *Black Beauty's* (the horses) trotting around the property. Spring Fair from a hundred years ago was a lot different from what we have now and it's fun to imagine what Spring Fair might be like a hundred years from now.

FOUR SCHOOLS' CONCERTS – IT JUST GETS BETTER AND BETTER!

By *Geenah Dabblers*

For many people the cultural highlight of the year is the annual Four Schools' Concert: this year held at Affies Seuns.

This year was the 28th Four Schools' Concert and it did not disappoint! From Meisieskool's lilting melodies to Girls High's upbeat rhythm and the depth of Seunskool and Boys High's masculine timbre, the audiences were transported

to imaginary worlds.

Nothing quite makes one's hair stand on end such as the mass choir and orchestra. The Welsh hymn and Halala were especially notable and transported the delighted audience to magical and happy places. What a privilege to watch these exceptionally talented young musicians.



EQUESTRIAN ACHIEVEMENTS

By *Courtney Robbeson (Grade 9)*

On 23 August, part of PHSG's equestrian team attended the Gauteng North prize-giving. Girls High's riders did exceptionally well in all four qualifiers and their hard work and dedication paid off.

The team won the Category D league. This is awarded to a school that has 17 -20 riders. This is an amazing achievement. All the ladies who attended the function received badges for their school blazers. Before the evening ended, the learners who made the Gauteng North team were announced. From Girls' High the following pupils made it into the team: Madison Ferula, Nadia Pentz, Hannah Rabie, Courtney Robbeson and Emma van Schie.

PHSG is extremely proud of all these achievements and we look forward to what other awards and trophies these riders will bring home.



FOUR SCHOOLS' ART EXHIBITION

By PHSG Journalists

Pretoria High School for Girls had the privilege of hosting the Four Schools' Art Exhibition. Each of the four schools submitted 15 pieces of artwork. The diversity was quite phenomenal and there was an artwork to thrill even the most discerning art lover.

The girls from Meisieskool exhibited wistful and innovative pieces. The boys from Seunskool produced hard-hitting and striking portraits. Boys High's works reflected the angst of our trouble times and Girls High's artists created a whole variety of thought-provoking creations.

Parents and VIP guests were invited to the gallery opening on 10 September. Guest speaker, Dr Avii Sooful, Senior

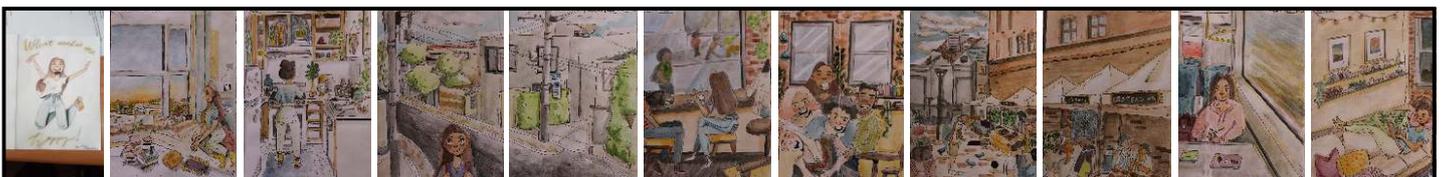
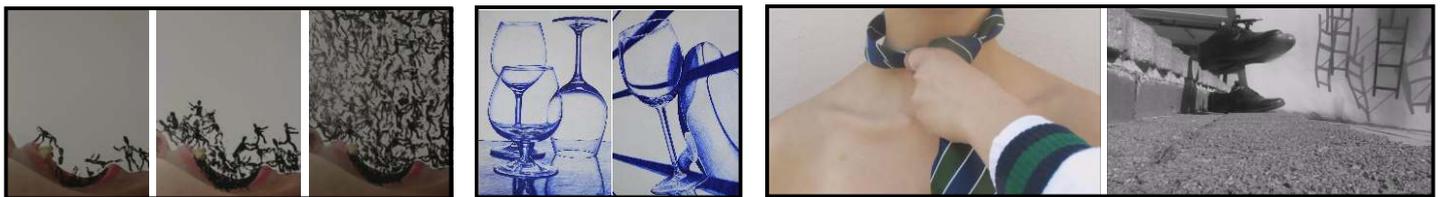
Lecturer: Fine Arts at University of Pretoria, spoke on the impact that art, especially at school level, has on society.

Congratulations to the following from PHSG: Dominique Steeman, Michael Booysen, Noa Abromowitz, Atiyeh Boroujerdi, Klara Kific, Stephannie Hugo, Caitlin Jones, Rizwaanah Saloojee, Emma van Schalkwyk and Morgan Robbie (all in Gr 12) and Emma Learmont, Rachel-Ann van Biljon, Celine Hendricks, Thuli Makhotla (all in Gr 11) and also Eunbin Kang who is the only Grade 10.



[Click here to view a book containing the artworks and Artist statements](#)
TLG Publishing - info@tlgpublishing.co.za

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SOCIAL MEDIA SAFETY

By Neha Singh (Grade 9)

On Friday morning, 13 September, Sarah Hoffman from Emma Sadleir's law firm, The Digital Law Company, gave a very factual and interesting talk to all pupils and teachers about social media safety.

Those that attended learnt that "digital data is dangerous." Under South African law, once you have posted something it becomes public knowledge, even on WhatsApp. If you are tagged to a photo that may be deemed as discriminatory or malicious, you are legally equally as responsible as those that created, shared or liked it.

Sarah told everyone to pretend that their digital content

was akin to a big billboard - what one doesn't want people to see on this board (like inappropriate texts and images) should not be posted. We were told to think of the 6 Ps – Police, Parents, Principal, Paedophiles/Predators, Prospective University/Employer, Phishers.

She encouraged the audience to send and post things that would be appropriate to be placed on a billboard and elaborated on the importance of good content on one's accounts as this can affect one at a later stage when it comes to getting a job and applying to university.

Her information and statistics really stuck with many and will be beneficial both now and in the long run.



CHALLENGES FACING TEENS

By Geenah Dabblers

On 12 September, the Proactive Education Group from Umhlanga Rocks, visited the school to impart some knowledge about the difficulties that young adults experience. Dr John Buswell, the CEO of Rape Wise, shared horrific statistics and worrying facts about teen sexual behaviour, rape, bullying, pornography, drug and alcohol abuse and anger.

We've heard almost all this information before, but this time it really hit home. The current statistics, personal examples from Dr Buswell and audience participation made the talk more relatable and haunting than the information we have received in past years from textbooks.

Despite the depressing information, Dr Buswell encouraged the learners to become activists and to change the hashtag "AmINext?" to "IWillNotBeNext".

GRADE 8 BOARDERS OUTING

By Ms Lightbody

On 16 September, the Grade 8 boarders spent an exciting evening at the University of Pretoria where they met real-life NASA astronaut, Dr Don Thomas. Dr Thomas spoke about working and living in space, sharing details of the training, launch day, and landing as well as how to eat, drink, wash and even go to the bathroom on a spacecraft! Our young ladies learned that science, technology, engineering and mathematics can be exciting and lead to amazing adventures and were encouraged by the details of NASA's future plans to visit Mars and various

asteroids. As always, our young ladies impressed us with their insightful questions and were complemented on their excellent behaviour.



LEARNERS REACH OUT TO 'ONS TUIS'

By Christy du Preez

The Grade 10 and 11 music class went to Ons Tuis, an old age home, to provide music for the residents. The audience loved the beautiful music which ranged from classical music and pieces from musicals, to pop music, all performed with emotion and passion.

Having viewed the performance, Mr Norman van der Poll, sent Mrs Hohls a glowing review of the outing. His note read "I've had the privilege of teaching across the world over an extended period, and I have yet to experience the courtesy your young Ambassador-Musicians extended to a cross-section of the OTMT inhabitants earlier today.

Please accept my congratulations and gratitude - the seeds we plant in the minds of those around us, senior citizens and young minds alike, grow with absolute joy, and as Life Participants, we may never see the fruits of our efforts through the eyes of the lives and minds we touch." Mr van der Poll tells Mrs Hohls that one may never truly realise how many (future) generations are influenced through an Educator's humble contributions at any given moment and he goes on to say that "PHSG has done it again!"

Well done to our Grade 10 and 11 musicians for spreading happiness through their music.



TIME-CAPSULE POSTCARDS

By Emily Hawkes (Grade 9)

A postcard can be bought and a message written to one's future self or to a family member, teacher or friend. These postcards will be put in a time-capsule and opened in 2029.

Wouldn't it be magical to, in 10 long years' time, read about what one's wishes for one's future self were and to see exactly how much one has grown? Or for a teacher to read a card written 10 years before, thanking them for their time and hard work? Or for a friend to read about how much their friendship meant, so one can reminisce about old times together?

Postcards are available from Mrs Shields and cost R5.00 each.



2019 SAIIA JOHANNESBURG MUN CONFERENCE

By Mrs Howard

The senior Model UN girls participated in the 2019 SAIIA Johannesburg Model UN Conference.

We had two delegations participating: Meagan Picton, Mhlali Mafenuka and Lehlogonolo Letshela represented Kuwait in a UN Security Council debate on climate change as a security risk and Bonolo Moikanyane, Jo-Ann Mahlobo and Mokgethoa Mampe represented Saudi Arabia in a UNESCO debate on indigenous languages.

The competition was tough, but our girls learnt a lot. They also found inspiration from talks given by Coleen Vogel, a renowned climatologist and lead Author on the 4th and 5th IPCC reports, as well as Maryam Elgoni, a UNICEF Youth Engagement Officer, who also started out as an MUN debater!

The best moment of the event came when three of our Matrics, Lehlogonolo Letshela, Bonolo Moikanyane and Mokgethoa Mampe, were selected to be a part of the Youth Policy Committee Gender Working Group. This is a special opportunity to provide youth input into the new draft Gender Based Violence National Strategic framework. Congratulations, ladies!



RHYTHMONY PERFORMS AT EMBASSY

By Mrs Mangena

The Rhythmony girls performed at the Uruguayan Embassy on 29 August as part of a celebration of Uruguayan culture and the recognition being given to them in South Africa. The audience enjoyed the performance and were particularly taken when our young ladies sang the Uruguayan National Anthem. It truly was an amazing event; the girls were honoured to be part of this celebration.



SPIRIT OF LOVE

By Jasmine Beeforth (Grade 9)

On 30 August the third annual Rhythmony concert, Spirit of Love, was presented in our hall. It started with a beautiful rendition of The Lord's Prayer sung by Rhythmony which was followed by Zoë Venter singing a wistfully beautiful version of My Mind. The first half of the concert was concluded with Rhythmony singing an upbeat version of Tate Wetu.

As soon as the interval was over PBHS' Gwijo Club performed upbeat interpretations of songs such as Molweni Nonke and Shiwelele. The evening ended with a cheerful execution of the song Dilika Ntaba.

This was the first time The Boys shared the stage with us and we look forward to many more joint ventures.



CENTURION KUNSTEFEEES

Emihle Mabindisa participated in the Centurion Kunstefees on 3 September and received a gold for English Sight Reading and gold for English Prepared Reading. Well done, Emihle!

BROOKLYN LIMELIGHT CONCERT

By Nash Bingh

On 17 August, Pretoria High School for Girls hosted its second concert at the Brooklyn Theatre. The audience was entertained by 12 handpicked soloists. There were vocal, piano, guitar, timpani, cello and flute performances. The Saturday morning concert gave the young musicians a wonderful opportunity to showcase their talent in a

professional theatre. The students played and sang in different styles, but shared the similarity of being superlatively gifted. Certain performances required accompaniments which were played by various individuals namely: E. Grimbeek, D. Dednam, E. Rossouw and V. Hohls. All involved thought the concert was a great success and cannot wait for what these performers will do next.



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ENOUGH IS ENOUGH

By PHSJ Journalists

Gender-based violence is spiralling out of control. Stories appear on the news almost every single day and people are horrified by these tragic stories. On Friday 6 September, Pretoria High School for Girls and many other schools, as well as people from all across South Africa, wore black clothing to school and work in support of the anti-gender-based violence campaign.

We asked a few learners and teachers why they were wearing black. Majority said that this was their way of standing together and showing their support against the horrific crimes that are committed every day in this country.

During first break students gathered in front of the main building and started a peaceful protest. The ladies prepared signs and sang songs until the end of recess. Some of the posters bore the trending hashtag “#AmINext?” while others had inspirational messages like “An injury to one is an injury to all”. The school also provided purple and black ribbons for staff and learners to wear for the day.

The day was a show of support to all who have suffered and those who are still suffering due to gender-based violence. In the words of Abhijit Naskar, “Love has no gender - compassion has no religion - character has no race.”



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SOCCER

Well done to the following Soccer teams on their victories:

Under 15 vs Hatfield Christian School won 5/0

Under 17 vs Hatfield Christian School won 3/0

Open vs Hatfield Christian School won 5/0

Under vs Sutherland High School 15 drew 1/1

VOLLEYBALL

Congratulations to our U19A Volleyball Team. The team took second place in the Tuks Tournament on Saturday 14 September.



NATURAL SCIENCE PROVINCIALS

By *Geenah Dabblers*

Neha Singh and Emily Hawkes participated in the provincial round of the Natural Science Olympiad on 24 August. The girls were accompanied by Mr Prigge and a school driver to Crystal Park Primary, in Benoni.

This year the duration of the Olympiad paper was thirty minutes long and was completed on Google Forms. After the papers were submitted, participants, teachers, parents and officials assembled in the hall for a short prize giving. Each learner received a certificate for participation. Towards the end of the event the top three students from the Grade 6 and Grade 9 groups were announced. Emily Hawkes placed third overall among the Grade 9s. This is a marvelous achievement!



Emily Hawkes



Neha Singh

Can you give me a reason to feel more confident about this school year?

Yes! If your child struggles with learning, reading, or attention difficulties, or just wants good grades and high achievement to come a bit easier, BrainRx can help. Brain science proves that differences in individual cognitive skills are often the reason that one student excels without much effort and another struggles. By strengthening individual, underlying mental skills in your student early this school year, we can give you lots of reasons to be more confident about your child's success.

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HERITAGE CELEBRATIONS

By Vaylin du Toit (Grade 8)

On 18 September, Girls High celebrated an early Heritage Day. Many different foods and drinks, both sweet and savoury, were shared - and for some, experienced for the first time.

Learners shared interesting stories and facts about their cultures and even played some traditional games. Many different colours, patterns and fabrics were worn and even

mixed by learners with more than one culture.

Lots of hard work and effort was put in by learners and teachers to make Heritage Day 2019 special - whether it was learners staying up late to make traditional food, or teachers and staff who organized this event and made it possible for every learner to be recognized for their own different and unique culture and tradition.

 [Click here for more photos](#)



AWARDS CEREMONY

Marimba

Half Colours

Well done to the following Grade 11 learners who received Half Colours: Princess Boshielo, Lesedi Mampa, Orapeleng Mampane, Melisa, Ruguwa and Rethabile Thaoge

Full Colours

Well done to the following Grade 12 learners who received Full Colours: Galaletsang Galane, Nandi Gumbi, Mmamphale Ramatsetse and Nandi Suteka

Special Awards

Well done to the following learners who received Special Awards: Most Committed Junior Player - Helena Ahiba
Most Committed Senior Player - Mmamphale Ramatsetse

Orchestra

Half Colours

Well done to the following learners who received Half Colours: Ann Lee, Kayla Maree, Kezia van Rensburg, Anke Harmse, Chantelle van Tonder, Dani van Zyl, Sarah Vogetseder, Alexia Wheatly, Lennie Elsenbrook, Aveshni Govender, Carlene Govender, Diane Pretorius, Alissa Stevens and Megan van Niekerk.

Full Colours

Well done to the following learners who received Full Colours: Catherine Stiff, Christy du Preez, Elke du Toit, Tshiamo Ramafi and Lavanya van Wyk.

Rhythmony

Half Colours

Well done to the following learners who received Half Colours: Tumisho Makoti, Katleho Mokoena, Khumo Lekabe, Kemoratiloe Motjelele, Lerato Ramakoe, Reratiloe Sekoto, Oregaugetse Sepeng and Lawrenca Thahane.

Loyalty Awards

Well done to the following learners who received Loyalty Awards: Nandi Gumdi, Galaletsang Galane and Zoe Venter.

Public Speaking

Half Colours

Well done to the following learners who received Half Colours: Thembiwe Dhliwayo, Thandeka Dlamini, Thandiswa Dlamini, Tshedimoso Lerefolo, Rozanna Queiros, Neo Maepa, Orapeleng Mampane, Dimakatso Maponya, Kagiso Marishane, Resego Matshediso and Riki Ramukosi.

Full Colours

Well done to the following learners who received Full Colours: Kelebogile Ratsoana, Ashleigh Wenhold, Anathi

Soga, Motatso Mongalo, Tinashe Kupakuwana, Lehlogonolo Letshela and Dominique van Staden.

Special Awards

Well done to the following learner who received a Special Award: Arin Sithole - Most Promising Junior 2019

Robotics

Half Colours

Well done to the following learners who received Half Colours: Thashmika Naicker, Zoey van Wyk, Monique van Niekerk, Masana Mashapha and Pavishka Govender.

Full Colours

Well done to the following learners who received Full Colours: Amber Beeforth and Victoria Selby

Equestrian

Half Colours

Well done to the following learners who received Half Colours: SimonéSnyman and Jenna Victor

Full Colours

Well done to the following learners who received Full Colours: Nadia Pentz, Savanna Thomson and Emma Van Schie.

Special Awards

Well done to the following learners who received Special Awards:

Rider of the year: Emma van Schie

Most improved rider: Jordi Venter

Best Grade 8 Rider: Hannah Rabie

Best Grade 9 Rider: Courtney Robbeson

Debating

Half Colours

Well done to the following learner who received Half Colours: Tshegofatso Makola

Full Colours

Well done to the following learners who received Full Colours: Katinka Sik and Buhlebenkosi Mgwenya

String Ensemble

Half Colours

Well done to the following learners who received Half Colours: Anke Harmse, Thato Mokoetjie, Aveshni Govender and Carlene Govender.

Full Colours

Well done to the following learners who received Full Colours: Catherine Stiff, Christy du Preez and Lavanya van Wyk.

AWARDS CEREMONY

Choir

Half Colours

Well done to the following learners who received Half Colours: Danica Daniels, Matema Dhladhla, Jene Fourie, Angie Jardim, Lihle Mosiane, Masindi Mudau, Leigh-Ann Pentz, Jocelyn Weiss, Devika Ajith Kumar, Pheny Kgasi, Yolo Luke, Orefile Mabote, Neo Maepa, Orapeleng Mampane, Dimakatso Maponya, Busisiwe Mathe and Riki Ramukosi.

Full Colours

Well done to the following learners who received Full Colours: Anke Harmse, Unathi Khamali, Keabetswe Lekaba, Uthimna Nape, Zoe Ten Krooden, Kiara Van Wyk, Alexia Wheatley, Tshogofatso Chokoe, Skye de Bruyn, Phili Memela, Celeste Mnguni, Trisha-Lee Moses, Kemoratile Motjelele, Neo Nkhumane, Boikokobetso Ramashija, Reratiloe Sekoto, Katinka Sik, Lawrence Thahane, Zoë Venter, Kendra Wilkinson and Caitlyn Wragg.

Service

Half Colours

Well done to the following learners who received Half Colours: Gaby Christofi, Gabriela Da Luz, Meron Fanna, Matema Dhladhla, Thandiswa Dlamini, Omphile Mabuza, Yanila Makhudu, Omolemo Makombe, Khutso Malaka, Koketso Matlou, Dimpho Sefora, Rebekah Seo, Moonisah Valley, Mhlahi Yebe, Helena Ahiba, Lwazi Gumbi, Kimberley Hore, Tshowa Katumba, Reneilwe Lehong, Asemahle Lufundo, Emihle Mabindisa, Dimakatso Maponya, Rebo Maponya, Kagiso Marishane, Resego Matshediso, Noli Moabi, Bonolo Mokatse, Palesa Mopeli, Oratile Mothibe, Gabriella Rodrigues, Cayley Sampson, Dimpho September, Reitumetse Chaisi, Tamsyn Hunter, Hawa Ibrahim,

Lehlogonolo Letshela, Tshepi Mashiloane, Prudence Mbokota, Buhlebenkosi Mgwenya, Sharna Moonsamy, Reamo Mphahlele, Masindi Mudau, Favour Oluwamakinde, Nelisa Pamla, Jesse Selematsela and Kayla Stroud.

Full Colours

Well done to the following learners who received Full Colours: Thandeka Dlamini, Khumisho Ntlatlane, Usivile Goyise, Neo Maepa, Lesedi Mokgabudi, Katleho Mokoena, Goitseone Mothibe, Mmakgotso Nkwana, Rethabile Thaoge, Phenyo Tlhoale, Noa Abramovitz, Jade Isaacs, Thelma Kalima, Keamogetswe Lepule, Tumi Malefo, Mokgethoa Mampe, Sphesihle Mkhize, Monelle, Moodley, Unathi Msezane, Ayesha Myburgh, Vaun Naidoo, Tlalane Ntlatlana, Koketso Phale, Boikokobetso Ramashija, Mathilda Thokoane, Joyce Tshiswaka and Noella Yav.

Special Awards

Well done to the following learner who received a Special Award: Thelma Kalima



BATTLE OF THE TASTEBUDS

By Mrs Lubie

Sago Moyo and Ariana Marais competed in the finals of the Battle of the Tastebuds on Saturday, 14 September. Both learners placed in the top 10, a fantastic feat considering that the competition received over 19 000 entries countrywide! They received lovely gift hampers and certificates as well as vouchers.

Sago and Ariana did extremely well after having to cook a main dish using ingredients from mystery box. The contestants were given an hour to research a dish containing the mystery ingredients. The main ingredient was chicken. They then had an hour and a half to prepare the dish with the judges watching their every move! The dishes were presented to the judges who asked them

questions as to techniques etc. It was an exciting and nerve-racking day, we are very proud of these young ladies!





IN OUR SERIES OF WELLNESS – PERSPECTIVE ON PSYCHOLOGICAL FUNCTIONING

Author: Voula Samouris: Clinical Psychologist, PHSG

From my initial appointment in 2005 the most concerning change I have noted is the increase in learners needing more specialized interventions. I started to note more and more learners echoing “I’m not coping” this led me to ask “Why?” and so I began to look closer at possible reasons as to why our learners were buckling under pressure.

Today’s learners are under more pressure today than they were 10 years ago. This pressure is experienced on many levels, firstly they are under academic pressure to perform, the work load has certainly increased and often learners feel they are under constant bombardment of new information that needs to be learnt and mastered all the time. They are not only under pressure to perform scholastically, but also under constant pressure to perform so that they can get into their desired courses for further studies. We see the learners struggle under this constant pressure to perform, add in the pressure that social media has, and we are looking at a learner who feels that they are under constant review / always being measured up against perceived expectations.

I then started to look at what made some learners cope as opposed to learners battling within this demanding societal existence. I turned to a common psychological concept of locus of control for my answers. The concept of locus of control in psychology is widely used in the formulation of personality and is an on-going research topic.

Locus of control in personality can be described as the degree to which people feel they have control over outcomes and events that occur in their lives. People with an internal locus of control believe they have the

necessary tools, skills and support that is required in overcoming obstacles and life challenges and believe they are in control of their lives outcomes; on the other hand, people with an external locus of control believe that the outcomes and events that occur in their lives are controlled by external forces and are beyond their control.

With social media being a part of our daily lives, we are constantly connecting (and in contact) with what is going on in the world around us. Whether it is world news, fashion, diets, travel, homes, schooling. The result of the constant information feed results in our appraisal of self being on a global scale. This has impacted by us becoming global citizens, having to function in this technologically driven world. For example: Social media posts pictures of what success looks like; whether it be financial status, physical appearance or level of education or level of achievement. Learners are constantly either being measured up academically against peers’ performance, or they mirror themselves up against their peers/siblings or friends societally. The danger in this perception of success is that the locus of control can dangerously shift from internal to external.

The original self-regulated measure that would have been set for an individual may now not be seen as adequate, as the picture of success is not in line with what is displayed on a global scale via social media or grades achieved at school. This may also dangerously alter a person’s perception of success and what can actually be attained. Success is measured in varying scales, however if focus is only given to the global concept of success this may result in a completely unattainable goal. Failure to achieve the goal, and the appraisal of this failure, may result in the onset of mood



and or anxiety symptoms e.g. depressed mood, panic attacks.

The failure to achieve the desired goal, which is based on external factors as opposed to internal factors, over time may result in on-going mood symptoms. This may lead to the development of a mood disorder that would require professional intervention to help assist the individual in re-evaluating their goals, and to help them re-gain an internal locus of control. Individuals where the locus of control has been externalized so that they no longer believe they are in control of their lives and its outcome, may begin to feel that success is beyond their ability to achieve and that would ultimately make them feel like they are failures, resulting in further mood disturbances that become exacerbated over time, which may lead to severe depressive episodes, panic attacks and suicide ideation. Stress and anxiety have become a staple in our every day living, now more than ever.

Despite living in a world where there is a lot of awareness on issues related to mental illnesses, certain societal and cultural stigmas continue to exist. In certain contexts, mental illnesses are considered and viewed as weakness and possibly a sign of failure. This could further result in the individual withdrawing further into themselves, often isolating themselves from support systems and not seeking professional help for fear of discrimination and social judgement.

Young people are under constant onslaught of social media, familial expectations and scholastic input, ideas and perceptions. In children and adolescents, the personality and identity is still in formation and the input of social media, friends, school and families plays a significant role in that formation. Emotional development in this society could result in a young person either feeling good about themselves or feeling that they are never good enough and will never be able to measure up to the global expectation. Thus, the self-esteem of the youth may be influenced by global appraisal (external locus of control) which makes them more vulnerable psychologically. Resilience and encouraging internal locus of control become key factors in how a person is able to process the information received.

It is important to note that resilience is something that can be taught. It is something that needs to be learnt. We build our resilience from our failures, how we process those failures and how we integrate our learning into our personalities as something we can grow from, learn from and build from. So much emphasis is spent on success and the achievement thereof whereas there is little or no emphasis on how to cope and deal with one's failures. Part of human emotional growth is primarily achieved through the experience of some form of event that results in emotional distress. Acknowledging that emotional distress is a normal part of existence and not denying or avoiding these uncomfortable emotions by encouraging expression thereof is important in developing healthy psychological functioning. It becomes necessary to learn skills to better manage the condition and learn how to identify stressors and their triggers and how to best manage them in a manner which would result in the individual feeling like they are in control and have the necessary tools to be able to manage.

Over the years I have observed that some parents are not spending enough time in helping young children and adolescents in coping with failure and how to adequately and effectively process that. To fail at something is crucial with regard to emotional growth and in preparing the youth on how to cope with failures later in life. I ask parents the question "Are you teaching your child how to cope with failure?" As parents, are we allowing our children to be taught how to process failure

*Just when the caterpillar
thought her life was over,
she began to fly.*

and plan ahead? How else are they to learn how to cope with the various disappointments that life as an adult will bring?

So, it becomes important to acknowledge failure and to process that adequately to help build resilience. Resilience is the ability to rise when faced with adversity. One needs to be part of a strong supportive system where emotionally the person feels loved, supported and most importantly that they as a person are not a failure but rather that they failed AT something. The child might not have a particular strength in something but that they may be able to implement various intervention strategies that may improve certain skills. The important message is that they are not defined as a person by their inability to do something or look a certain way.

Academically the learners are already under pressure to cope with a fast-paced system. Grade 8s and grade 9s face the challenge of adapting to a new environment, pace and an increase in workload. This results in already elevated anxieties and often insecurities may become more prevalent and apparent.

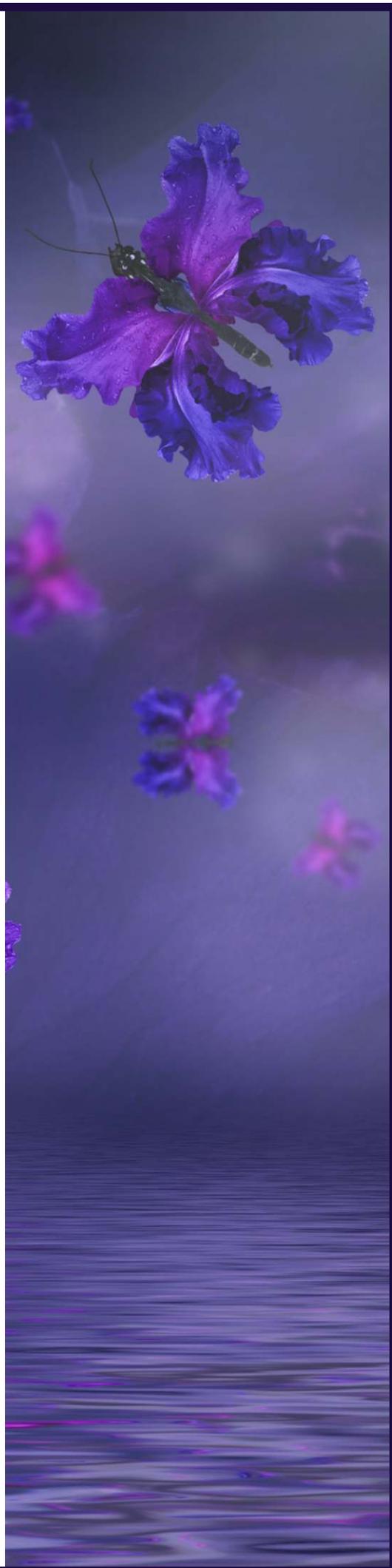
Regarding emotionally related concerns we highly encourage parents to be actively involved in their children's emotive states. Should your child be experiencing a prolonged change in mood, please ensure that they receive the appropriate care, within your own family construct as well as enlisting the help of a professional. We cannot stress enough the importance of knowing what your child's emotional functioning is, we encourage you as parents to talk to your children and have a good understanding of what your child is feeling. The pace in which we live in is not going to change, I'm sure you have all experienced the increased pace and demand within your own working environments, this can have both a mental as well as physical impact on overall general functioning which I'm sure you often feel. Your children are feeling it as well.

The pace is not going to change, the school has a prescribed curriculum to follow that needs to be covered and taught by the end of the year. Should your child not be coping with the pace, please speak to the educators to better assist you and your child. The school has various emotional wellness programmes in place where we help teach the learners skills that can be implemented in acute stress situations that can be implemented as needed and help them gain more control over their fast-paced environments.

Pretoria High School for Girls not only has its learners' academic success in mind, but your child's general wellness is equally important. The school strives to ensure that all young learners matriculate as healthy, confident, well rounded young individuals, armed with the necessary resources to help them in the future.

Should there be an onset of changes in mood and symptoms suggesting depression, seek professional help. Find that one person that you can speak to, that will not judge you or stigmatise you.

This article serves to provide an opinion and we acknowledge that there may be various opinions available on this very sensitive and significant subject. It is thus in no way intended to be prescriptive as this topic is broad and influenced by various variables which cannot all be addressed in this context. It should be read with this in mind as every individual is unique and in no way do the writers want to generalise a topic of such importance and significance as symptomatic presentation would inform and treatment modalities which may vary from one individual to another. Contributor: Evelyn Nagel-Malatji MSc Clinical Psychologist.



STAFF NEWS

Welcome

PHSG welcomes the following new staff members, we trust you will enjoy your time with us:

Mr Mwaliwho has taken over from Mr Phoofedi as Facilities and Grounds Supervisor, Mrs Mare who will be teaching History in place of Miss Cooper and Ms Handwith-Horden who has replaced Mrs Preis for Mathematics.

October Birthdays

- 1 Ms Jelley - English
- 1 Ms Marais – Deputy Pastoral Care and Boarding
- 2 Mrs Cameron Finance
- 5 MS Potgieter – Social Sciences and Tennis
- 18 Mr Meyer - IT
- 22 Mrs Rossouw - Music
- 23 Ms Mangena - Afrikaans
- 29 Mr Sindane – Copier Administrator
- 30 Ms Maluleke – Receptionist
- 31 Mr Dreyer – Accounting and Business Studies

Congratulations

Mrs Kruger left on maternity leave and just a few short days later announced the birth of her daughter, Amira Sophia. We wish her all the best during this exciting time.



EVENTS

Get the October Calendar by clicking here!



MARIMBA festival

date
WEDNESDAY
2 OCTOBER 2019

time
18:00 FOR 18:30

venue
PRETORIA HIGH SCHOOL
FOR GIRLS - HALL

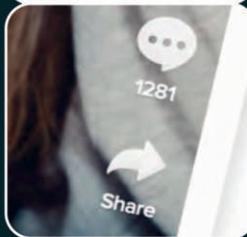
tickets
R40 EACH
AVAILABLE ONLINE
[CLICK HERE](#)

participating marimba
PHSG JUNIOR MARIMBA, PHSG SENIOR MARIMBA
ST MARY'S DSG AFRIKA PHENDUKA,
ZASHA AFRIKA MARIMBA





TikTok is a global video community where users create, share and discover 'funny and memorable moments' via short video clips – typically about 15 seconds long. Videos can be 'spiced up' with special effect filters, stickers, music and sound clips. Currently one of the world's most popular apps, TikTok was formerly known as Musical.ly, before it was rebranded by the Chinese company that acquired it in November 2017. If your child had previously had a Musical.ly account, all of their videos and personal settings will have automatically been moved to TikTok.



What parents need to know about TikTok

ON AIR

BEING INFLUENCED

More than one third of children aged 6-17 consider 'social media stars' to be among their top role models. There are millions of creators on TikTok, showcasing their 'talents, moments and knowledge', from singing to dancing to stunts and comedy skits, which receive thousands of likes and comments from around the world, quickly turning people into 'stars'. There is the danger that children may develop unrealistic expectations of how they should look and behave on the app in order to become the next 'star'. They may have feelings of inadequacy and low self-esteem or become swayed by certain opinions.

INAPPROPRIATE SONG LYRICS

TikTok lets users lip-sync to their favourite songs and produce their own music videos. Some of the music choices contain swear words or sexual themes. So not only can children be exposed to potentially inappropriate content but they can broadcast themselves miming or singing these lyrics.

CONCERNING CONTENT

Some of the outfits and dance moves in videos can be overtly sexual and provocative. There have also been reports of some users sharing concerning content, such as videos that promote anorexia, porn, self-harm and violence.

DANGEROUS TRENDS & CHALLENGES

On TikTok, there are always 'trending challenges' and hashtags that users can copy or build upon, and sometimes, these challenges can pose risks to young people.

STRANGERS CAN FOLLOW YOUR CHILDREN

If your child's profile is open, strangers can use the app to comment on your child's videos. While this isn't always sinister, it gives potential predators the ability to contact your child through the platform.

IN-APP PURCHASES

Of course, as with many apps, there's a paid element to TikTok. Users can buy virtual coins to be exchanged for virtual gifts – for example, if they like a specific video, your child can use coins to purchase emojis to show approval. These can be expensive and easily purchased – there is the option to buy 10,000 coins for £97.99 with a one-click buy button.

ANYONE CAN SEE YOUR CHILD'S CREATIONS

TikTok encourages users to 'share their passion and creative expression through their videos' and while something may seem fun at the time, videos can get in the wrong hands and cause embarrassment in the future. If posted publicly, anyone in the world can see your child's homemade music video and potentially cause bullying within personal friendship groups or even online.



National
Online
Safety

Top Tips for Parents



TALK ABOUT THE PITFALLS OF OVERSHARING

Encourage your kids to always think before they do, say, like or post anything online, explaining that their 'digital footprint' can shape their online reputation and the way that other people see them. Something they may find funny and entertaining now may impact them in the future. Talk about how to deal with peer pressure and how doing something they think will impress others could affect them.

HANDLING CRITICISM

While it's fantastic to see your child being creative and expressive and bonding with people with similar interests, they need to be aware that not everyone will be supportive online. Comments can be negative or even cruel. Make sure they know how to comment respectfully and handle negative feedback. In the app's Privacy and Safety settings, your child can decide who can react to their videos, who can comment, and who can send them private chat messages. We suggest using these settings so only their friends can interact with their posts.



SIGNING UP WITH THE CORRECT AGE

When signing up to TikTok, you are prompted to input your birth date. If your child inputs their age as 'under 13', the app will not allow them to sign up and will be locked for 24 hours. The app is intended for users aged 13+, so explain that the rating is there for a reason; to keep them protected from online dangers. It is actually possible to watch TikTok videos without even creating an account, so it's important to check if your underage child has downloaded the app to their devices.

USE THE 'DIGITAL WELLBEING' SETTING

If you're concerned about the amount of time your child is spending on TikTok, in the app's setting, you can switch on a feature called Digital Wellbeing. This includes 'Screen Management' to limit the amount of time your child spends on the app.

SET THE ACCOUNT TO PRIVATE

This means that only people who you and your child approve of can see their creations. To make an account private, tap the three dots at the top right of the screen to access settings. Click 'Privacy and Safety'. Scroll down until you find 'Private Account' and turn this setting on.

REPORT INAPPROPRIATE CONTENT

If you or your child see something on TikTok that appears to be inappropriate, they can report content in different ways within the app. They can report an account, video, comment or chat conversation by simply tapping 'Report'. In the app's 'Digital Wellbeing' feature, there is also an 'Enhanced Restricted Mode', which limits the appearance of videos that may not be appropriate for all audiences.

AVOID IDENTIFIABLE OBJECTS

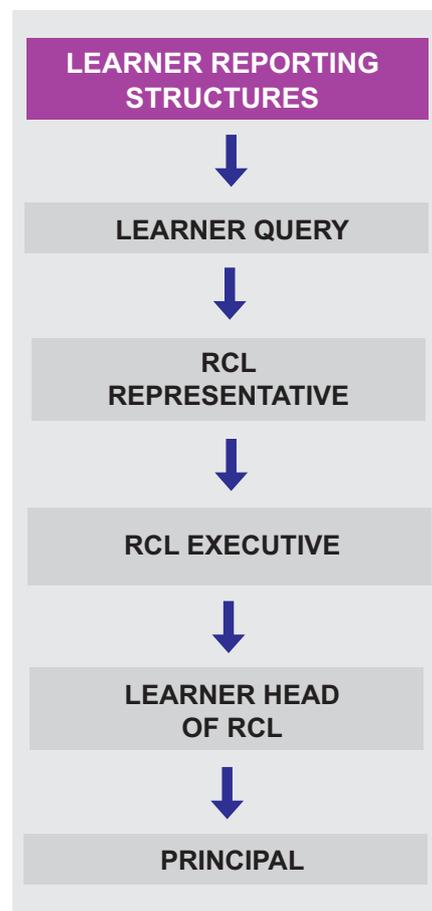
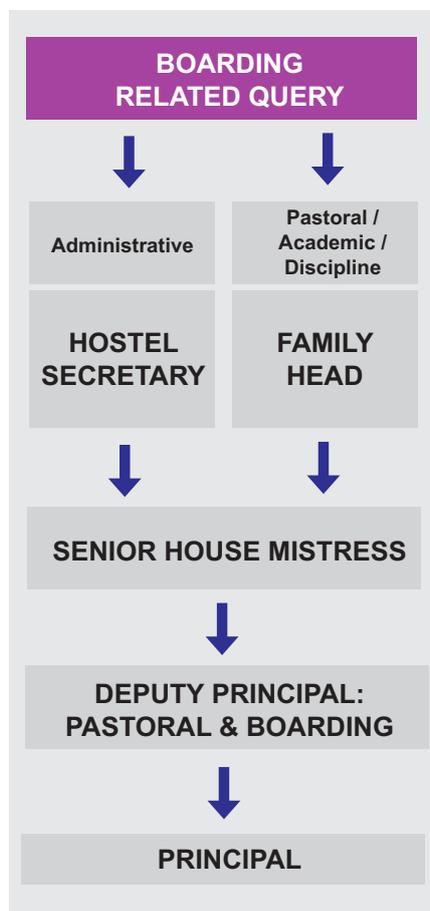
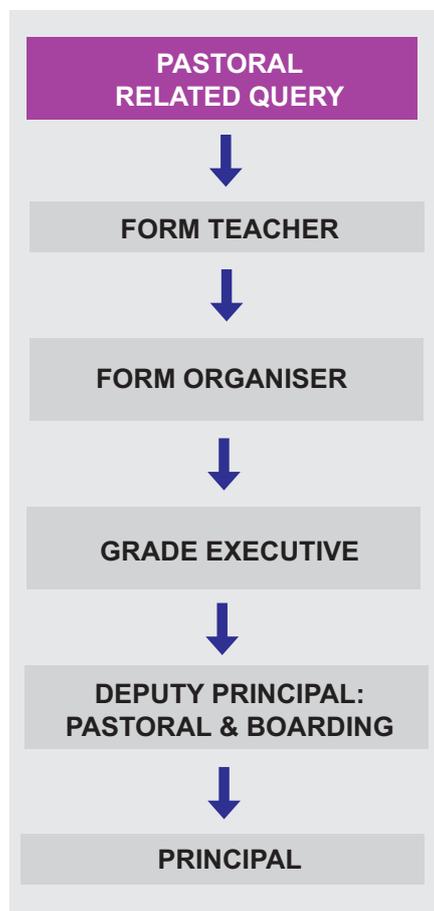
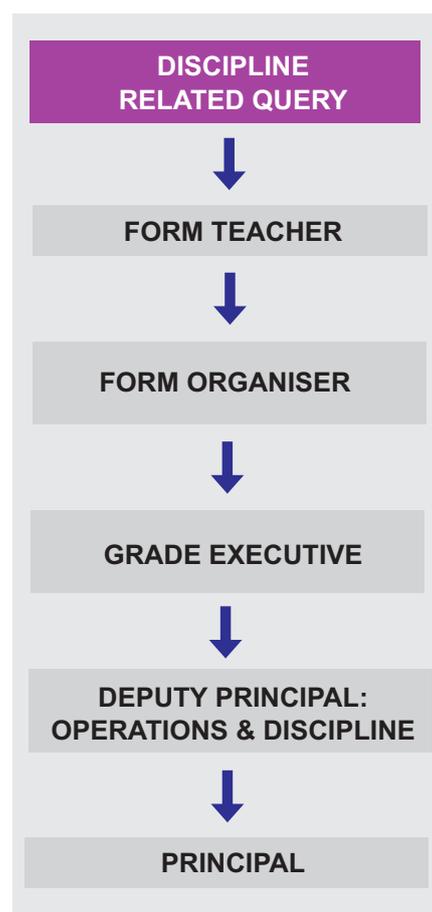
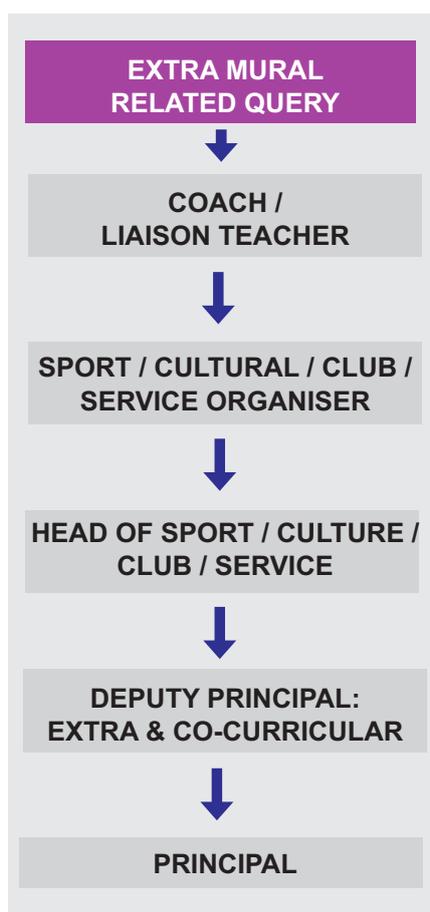
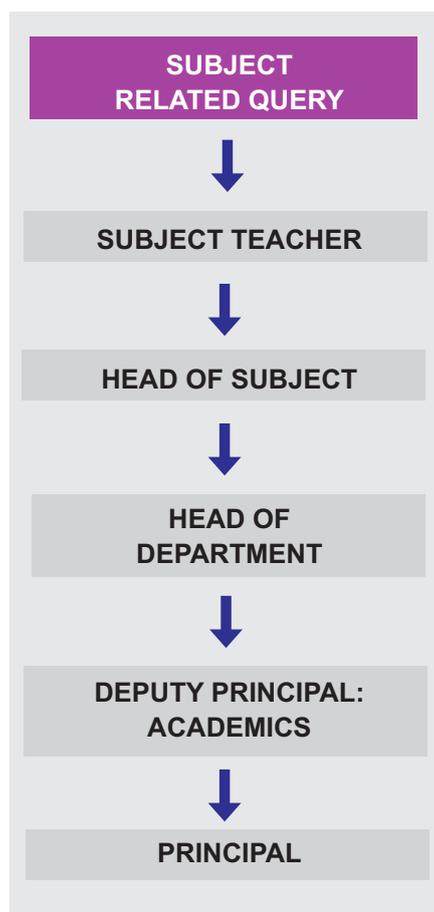
To ensure that there's no way of anyone tracking your child's location or identity, make it clear to them that they should never film a video in their school uniform or near a landmark that gives away where they live.

DISCUSS IN-APP PURCHASES

To lower the risk of your child making accidental in-app purchases, teach them exactly what in-app purchases are and the risks of making them without permission. Tell them that they are not essential to enjoy the app and that if they want to make a purchase, they should always ask you beforehand. In the app's 'Digital Wellbeing' feature, there is the option to disable the function of purchasing coins and sending gifts.

SOURCES: mediapost.com/publications/article/319720/social-media-stars-influence-kids-but-parents-still.html, commonsensemedia.org/blog/parents-ultimate-guide-to-musically/, metro.co.uk/2017/03/17/musical-ly-everything-you-need-to-know-about-the-app-your-children-are-obsessed-with-6516068/, youtube.com/watch?v=aNO6s4FCdUs, youtube.com/watch?v=YVGZ1ZQ4JqM, static.musicdn.com/website/pdf/creatorPlaybook.pdf, youtube.com/watch?v=8TajQQNtaM, support.musical.ly/knowledge-base/community-guidelines

REPORTING STRUCTURES FOR PARENTS AND LEARNERS



Note:

Please address all complaints in writing to info@phsg.org.za and they will be forwarded on to the relevant person or department.

Should all these avenues fail to address your concern, please contact the School Governing Body.