

JULY 2026 - ISSUE 09

Hunt Termly

The JHA official student magazine

Empowering our voices

STAYING
SAFE ONLINE

GCSE
SUCCESS

WORLD
CUP

JACK HUNT ACADEMY

It's
Summer
time

Tutor
group
competition
p. 27

Writers and Contributors



Miss Fardos - Creator

I'm pleased to showcase the talent and achievements of our school community in another edition of Hunt Termly.

This magazine is more than just a collection of articles, it is a chance for students to have a say on school and topics that are important to them, inside and outside the classroom. From opinion pieces and interviews to cooking, every issue reflects the passion and creativity of our students.

Whether you are reading every article or dipping into the ones that interest you, I really hope you enjoy this issue as much as we enjoyed creating it.

A huge thank you to the team of writers, contributors and photographers for all your hard work and dedication. Without you, this wouldn't be possible!

As we reach the end of the academic year, I wish you all have an amazing summer holiday!

Writers:

Abbey Olano

My name is Abbey and I am in Year 12. I joined the magazine because I have always been interested in journalism, and I wanted to develop my writing skills! My other interests include, reading, writing, listening to music, playing guitar and piano as well as playing video games and running.

Arissa Rashid

I like reading and tennis. I joined Magazine Club because I like writing and I'm quite interested in journalism and publishing.

Caleb Baverstock

I enjoy reading and cooking, but I especially enjoy hanging out with my friends. I joined the magazine because I wanted the students to have a voice and for no one to be left out from school news and topics.

Chloe Ella

I enjoy reading and learning new things. Also, I really like cooking. I joined the magazine because I wanted to learn something new.

Eleanor Cole

I joined the team because I want to improve my prospects for university, as I'm planning to take a course related to English Language/Literature, and hope that I can add this experience to my application. I want to collaborate with others and create finished pieces that are effective, informative and enjoyable to read.

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Thank you to all the staff that supported with providing comments and content for this issue. It is much appreciated!

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HEADTEACHER'S WELCOME



Mr Hebblethwaite:

Welcome to our latest student magazine!

This edition is a wonderful celebration of the achievements, experiences and opportunities that make our Jack Hunt community so special. Inside, you'll find articles showcasing our International School Award, Diversity Day, World Book Day, Year 10 work experience, and an important reminder about staying safe online; plus much, much more.

I would like to thank everyone who has contributed to this magazine. Your enthusiasm, creativity and hard work are reflected on every page and demonstrate the values that make our school such a fantastic place to learn.

I hope you enjoy reading this edition and feel proud of everything we have achieved together. Have a wonderful Summer and see you in September!

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International School Award



As a school, Jack Hunt Academy has been championing cultural diversity since its inception, so it is naturally at the core of our values: over 80 languages are spoken throughout our Academy Trust and there are so many different ethnicities that are represented in the academy alone.

On the 2nd of February in Westminster, it was awarded the British Council's prestigious International School Award which recognises the school for its 'outstanding commitment to global education and international partnerships' at a grand ceremony attended by Members of UK Parliament and representatives from other schools.



The British Council is an organisation that aims to promote peaceful relations on an international scale through global cooperation and empathy through working in over 200 countries and territories; the methods that they promote this unifying message include working in arts, culture, languages and most notably, education.

In 1999, The British Council International Award was introduced to celebrate the schools at the forefront of a movement with the goal of developing a 'global dimension' into its curriculum for children and young people in education – more than 6,000 of these awards have been bestowed upon a multitude of schools in the UK. Through this recognition, schools are motivated to embed an international ethos throughout the school, as well as collaborate and connect with other schools abroad, cultivating engagement with the wider community, locally, nationally and globally.

Our headteacher, Mr Hebblethwaite adds: “We are incredibly proud to receive the International School Award. This recognition reflects the hard work, integrity, and kindness that lie at the heart of our Academy’s values, and the wider mission of Keys Academies Trust to champion inclusiveness, collaboration, and ambition. Together, we are preparing our young people to thrive in a global society.”

Chief Executive of the British Council Scott McDonald: “[JHA] has earned this prestigious award through its inspirational international work and strong links with schools overseas...preparing young people to become confident global citizens.”

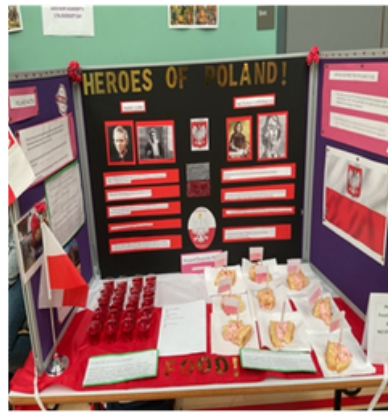
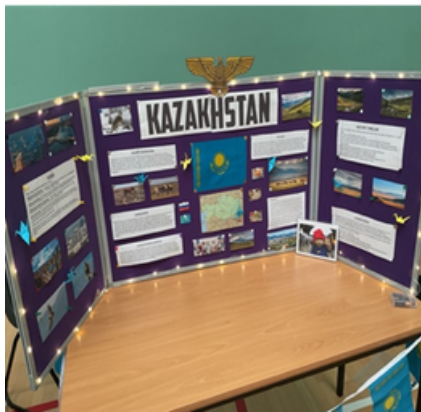
Ms Hussain says: “Receiving the British Council International School Award for a second time is a tremendous honour for our entire school community. This recognition reflects the dedication of our staff, the enthusiasm of our students, and the strength of our international partnerships.”

To even be in the running for an award so prestigious for a concept so universally important now more than ever is an outstanding achievement, but it is both an honour to win it and a testament to what we as a school community can achieve when uniting with others who share our values.

By Abbey Olano

17th Diversity Day

Jack Hunt Academy has celebrated its 17th annual Diversity Day, hosted by the wonderful Ms Hussain, to celebrate the core aspects of what makes Peterborough, and Jack Hunt Academy, a beautiful city, its diversity. Here are some highlights:



Diversity day is where students from all diverse cultures, backgrounds and religions set up stalls to celebrate their identity and give each student visiting a chance to explore and learn more about them. It brings a mixture of a fete, where each stall has games, delicious and indulgent cultural foods available for staff, and learning activities to engage pupils and staff.

Stalls range from South India to Kurdistan to Moldova to Japan, proving the beauty of Jack Hunt's diversity. The turnout from classes was also incredible, with most people heading down to expand their mind on what different countries and cultures practise.

Lekhani, a student representing the Philippines: "I think the most important thing about Diversity Day is that you get to celebrate people's cultures and what they do. I wanted to get involved because it is also fun to celebrate my own culture and tell them about it, and I get to come in my own clothes."

Kishany, a student representing Sri Lanka: "Diversity Day is a time for everybody to learn about different cultures, and it is nice to mix in with others. I wanted to show my culture and learn about another person's culture."

Ms Hussain, the Co-ordinator of this event: "Diversity Day is really important when it comes to sharing and teaching people about all the different cultures in Jack Hunt and building on tolerance, in addition to the Jack Hunt's key values: Kindness, Hard work and Integrity."

By Caleb Baverstock

World Book Day



On Thursday 5th of March, our librarian, Ms Wilkie, set up a workshop for the Year 7, Year 8, Year 9 students and the student librarian team to enjoy and celebrate the wonderful world of literature. Certain students from each year group were nominated by their form tutors to participate, it was completely voluntary and staff were very happy by the enthusiasm shown by the students willing to take part. This workshop included a scavenger hunt for book covers and titles which featured certain themes such as animals and covers with swords or armour on them. Another activity is that the group would design a new book cover for a title suggested by the teacher or a redesign of a books cover to better fit the theme of the story. All of these activities were great to encourage creative thinking when it comes to the fabulous minds of storytellers.

Mary-Anne, a Year 8 student commented that:

“I thought this whole experience was really fun, I think Ms Wilkie made the experience very comfortable for all of us, she was very nice. The activities she set up for us were really interesting and engaging. I think that World Book Day is really important to teach young people how many books there are in the world, how many genres there are, and the meanings of books and the writings of different authors. I found it really useful.”

Rodaina, A year 7 student commented that:

“I think it’s really good that they created a workshop to highlight the importance of reading, especially in this day and age as reading is getting less common. I think the workshop was very interesting. We have been creating a story of a book that we’d love to read, I think World Book Day is really important and that we carry on the tradition to maintain the importance of reading.”

Ola, A year 12 student commented that:

“I love World Book Day as it helps me share the wonderful stories that I’ve found with people that don’t usually come across these stories.”

Ms Wilkie, the JHA librarian and organiser of this event commented:

“World Book Day is inspiring with the students, and it encourages engagement with books of different forms. Everyone was super productive. They wrote a plenary of great stories and I’m really proud of them for stepping out of their comfort zone.”

Overall, the event was a great success; students enjoyed the experience, especially learning about the works of written art available in the school library, and were thrilled at the prospect of returning next year for another world book day workshop!



Staff photos from World Book Day can be found on p. 22 in the Highlights.

By Caleb Baverstock

Student Librarian Celebration

Every year, the head of library and library assistant organise a rewards evening which includes food, drinks prizes and certificates, and is used to commemorate the student librarian's achievements throughout the year and reward their dedication to keeping our Jack Hunt library organised and pristine.

This year, it was held afterschool on the 20th of May in the library and featured an a range of snacks and drinks for the student librarians ranging from year 8 to our year 13 leavers.

Year 12 student librarian, Zahra, comments that "It was lively and there was ambassador spirit. The food was really nice and the library team did a very good job organising it."



Students from all year groups volunteer in the library, taking on shifts during break and lunch. This comes with the roles of putting books back in their correct spots, sorting and cleaning out shelves, signing people up to have computer passes, plus more roles and responsibilities that you gain after dedication and experience. It looks great on a CV and doesn't take up much of your own time, you can even request more shifts if you would like to help out more! Additionally, it comes with a celebration event at the end of the year, and other sweet treatst after a shift as a form of thank you.

An introduction to our Librarian: "Hi, I am the new Library Assistant, Miss Wilkie. Though I am still getting used to the many twists and turns of Jack Hunt, I am enjoying my time here. I adore the number of resources the library provides for the school, and I am proud in helping maintain that accessibility to the resources for everyone here. I am super thankful for the student librarians of 2025/2026. With being a new member of staff, they really helped me out and answered so many questions. I was so excited to host the student librarian celebration because I truly wanted to give back to them for their hard work and their support."

Ms Vacca: "Our dedicated group of Student Librarians came together on 20th of May 2026 to celebrate their hard work and invaluable contribution to the smooth running of the library. They enjoyed a range of treats and were presented with awards for their time and effort over the last year. Between them, they have spent 450 hours supporting students at break and lunchtime and ensuring the library is an organised and welcoming place providing access to learning resources, computers and printing facilities and a range of books for reading for pleasure."

By Caleb Baverstock

Year 9 Options Evening



The Year 9 Options Information Evening was an amazing opportunity for the Year 9 students to gain a detailed idea about which GCSEs they wish to pursue once they reach year 10. With numerous teachers and SLT staff explaining each subject and the opportunities that come with each chosen course, there are a range of job prospects and apprenticeships available.

The students have four option “choices” within the guidance provided by the school via the booklet handed to the parents. Students could be placed in an orange or purple pathway dependant on the student current subject grades; purple directs the students to pick a language and/or humanities as their GCSE subject and orange directs the student to pick otherwise.



Mr Shezad (Deputy Head of Year 9): “The evening was very successful. There were lots of parents and all parents and students who attended showed interest in the presentation and the subject choices which they had. Mr Game and Mr Stark did an intro speech to open the evening up to the parents which informed them about the different coloured booklets and what this meant for their child. Mr Piper carried on the presentation by explaining the career opportunities linked to either GCSE choice. The children and parents were very receptive and asked many questions. Teachers of certain subjects supplied valuable information about the subject and informed the parents and students what to expect when studying that subject. It was very beneficial and allowed some students to explore subjects they hadn’t previously considered. BTEC subjects were very popular, and the parents were very engaged and had many questions about what the difference between them was. It was a very successful evening; people were very well informed.”

By Caleb Baverstock

Year 10 Work Experience

At Jack Hunt Academy, year 10 students have the opportunity to take part in work experience, working in a variety of roles. This year, students were on placements from 15-26 June 2026.

Ms McCracken: “We were very pleased to welcome our year 10s back to school this week after a two-week work experience placement.

Almost 300 students from Jack Hunt Academy went out on work experience, working in a wide range of sectors, including business and administration, animal care, building and construction, catering and hospitality, IT, education, engineering, environment, financial services, healthcare, legal services, leisure and sports, manufacturing and production, performing arts, hair & beauty, retail, science, social work, the armed forces and transport and logistics.

Teachers from Jack Hunt visited many employers over the course of the two weeks, and employer statements are still arriving in praise of our year 10s, with job and apprenticeship offers for many of our students.

They were a credit to themselves and the school. Congratulations year 10!”



Haroon H and Victor G were praised by staff for their work in the Forest School.

Preparing for GCSE Success



Advice for Year 10 Students

For many Year 10 students, GCSE examinations may seem distant. However, the habits established during this year often have a significant impact on future performance. Developing effective study routines and maintaining a positive attitude can make the transition into Year 11 far more manageable.

Consistency is one of the most important factors in academic success. Revising for short periods each week is generally more effective than attempting to learn large amounts of content immediately before examinations. Regular review strengthens understanding and improves long-term memory, reducing stress as exams approach.

Organisation is equally important. Keeping notes in order, recording homework deadlines and using a revision timetable can help students balance their workload across different subjects. Breaking tasks into smaller sections makes revision feel more achievable and prevents students from becoming overwhelmed.

Students should also make full use of the support available to them. Teachers, revision guides and classroom resources are valuable tools that can clarify difficult topics and reinforce learning. Asking questions when something is unclear demonstrates engagement and can prevent misunderstandings from developing into larger problems.

While academic achievement is important, maintaining a healthy lifestyle should not be overlooked. Adequate sleep, regular physical activity and balanced nutrition all contribute to improved concentration and cognitive performance. Equally, taking occasional breaks from studying can help sustain motivation and productivity.

It is also essential to recognise that progress differs between individuals. Comparing results with classmates can be discouraging and distract from personal development. Instead, students should focus on setting realistic goals and measuring improvement against their own previous performance.

Finally, GCSEs represent an important stage of education, but they are not defined by a single examination or revision session. Success is built through perseverance, resilience and consistent effort over time. By approaching Year 10 with commitment and planning ahead, students can enter Year 11 with confidence and place themselves in the strongest possible position to achieve their potential.



By Hassan Hashmi

How Do Countries Get to Host the World Cup?



What is the World cup?

The World Cup is a prestigious tournament that occurs every four years, in different countries and consists of 48 countries from around the globe; including countries like Curacao or Cabo Verde that you may never have heard about! These countries battle it out on the field, slowly progressing through the group and knockout stages, until they are either knocked out or eventually win the iconic, golden trophy.

The bidding process

If a country would like to have the opportunity to host the world cup, they must enter a bidding process with other nations; same concept as a car bidding auction. All 211 Fifa members are given the chance to bid for the right to host the upcoming World cup, however after the nations give their proposals to the FIFA council, a maximum of three nations are chosen to be presented to the FIFA congress, who then vote for one of the three nations. A majority vote of 50% is required to select one of the three nations



automatically, if this isn't achieved then the second phase is underway. This involves eliminating one of the three nations who achieved the lowest number of votes, leaving only the two favourites with the chance of hosting the WC. Countries may also refrain from voting at all like Spain did or vote for neither of the two countries like Iran did in the 2026 bidding process. In 2017, FIFA implemented a rule that the last world cup host continents cannot host the next two tournaments, therefore Europe (World Cup 2018- Russia), and Asia (World cup 2022- Qatar), could not bid to host the 2026 world cup. After the last two countries are selected, another voting phase begins which outlines the winner who gets the majority of the votes and therefore gains the right to host the World Cup. It's extremely expensive not only to host the World cup, with countries like Qatar spending a staggering \$212 billion to host the World Cup 2022, but also the bidding process itself costing countries millions even though only one will be successful.

World cup 2026 bidding and future World Cup locations

In 2018, the bidding process began for the 2026 World Cup, however only Morocco and joint Canada, USA and Mexico were in the final stages. As we know, the joint hosts won the vote with 134 votes, whilst Morocco only received 65. However, this is only a minor setback for Morocco who were successfully chosen alongside Spain and Portugal to host the 2030 World Cup.

By Antoni Wroblewski

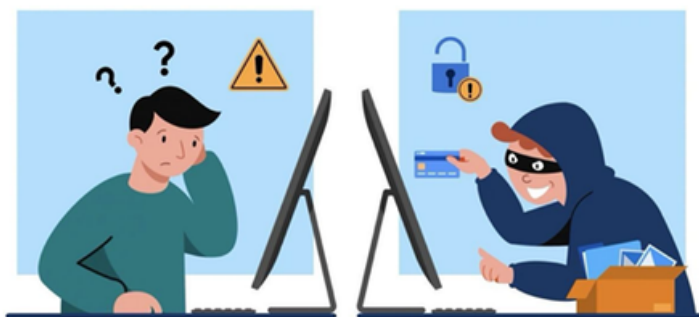
Staying Safe Online

Simple habits that can protect your privacy, reputation and wellbeing

The internet is part of everyday life. Whether you're messaging friends, watching videos, gaming or using social media, being online has become second nature. While technology offers countless opportunities, it also brings risks that many young people don't recognise until it's too late. Understanding how to protect yourself online doesn't mean avoiding the internet. It means using it confidently, responsibly and safely.

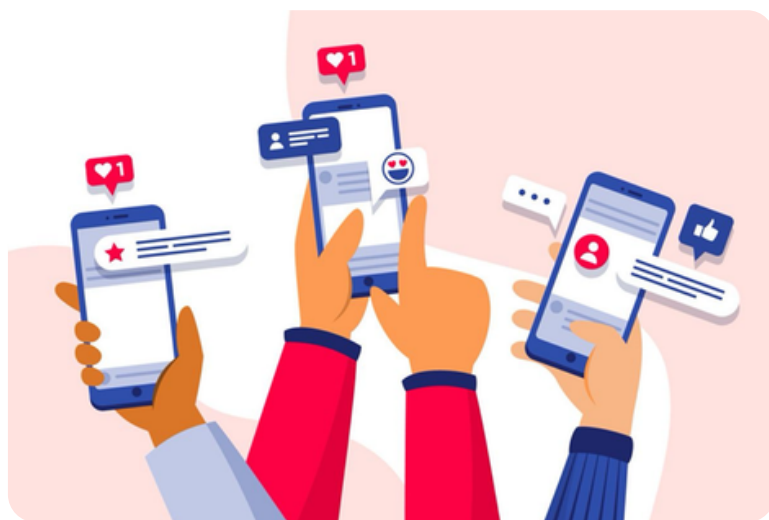
Your Digital Footprint

Everything you do online leaves a digital footprint. Photos, comments, videos and even usernames contribute to the record of your online activity. Although deleting a post may seem like enough, screenshots, downloads and shared content can keep it circulating long after you've removed it. Taking a few seconds to think before posting can prevent problems that are much harder to fix later.



Not Everyone Online Is Genuine

Social media allows us to connect with people across the world, but it also makes it easy for people to hide who they really are. Fake accounts often use stolen photos or false information to appear trustworthy.



With artificial intelligence now capable of creating convincing images, videos and voices, identifying fake content has become even more difficult.

If someone you've never met starts asking personal questions, encourages you to move to another app or asks you to keep conversations secret, it's important to recognise these as warning signs. Trust your instincts and tell a trusted adult if something doesn't feel right.

Privacy Matters More Than You Think

Privacy settings are designed to help you control who can see your information and contact you online. Keeping your accounts private, accepting requests only from people you know and avoiding the sharing of personal information such as your address, school or live location all reduce the chances of unwanted attention. Small details can reveal far more than you realise when combined together.

By Katia Arzanova

The Dangers of Social Media



Social Media

Social media has become an essential part of modern life. It allows people to communicate instantly, access important news, and share ideas with a global audience. Platforms such as Instagram, TikTok and Twitter (X) have changed the way people interact and consume information. However, despite these benefits, social media also presents a number of challenges that can affect individuals and society. As its influence continues to expand, it is important to efficiently spot these risks and consider how they can be managed responsibly.

The Impact on Mental Health

When online, are you aware of what you're consuming and its impact? One of the most significant concerns surrounding social media is its detrimental effect on mental health. Many users are constantly exposed to edited images and videos that present unrealistic standards of appearance, success and achievements. This can encourage unhealthy comparisons, leading to lower self-esteem, toxic personal images, anxiety and reduced confidence. In addition, features like personalised algorithms and endless scrolling encourage users to spend longer online, making it more difficult to maintain a healthy balance between digital and real-life experiences.

Misinformation and Online Harm

Social media has also made it easier for misinformation to spread. News and opinions can reach millions of people within minutes, regardless of whether they are accurate. Misleading headlines, edited images and false claims often attract attention because they are designed to create strong reactions. Additionally, cyberbullying remains a



serious issue. Unlike traditional bullying, harmful comments and messages can be shared widely and remain online indefinitely, increasing their impact on those targeted.

Creating a Healthier Digital Environment

Although these risks are significant, they are not unavoidable. Developing healthy online habits can reduce the negative effects of social media. Setting screen-time limits, taking regular breaks from devices and verifying information before sharing it can all encourage more responsible use. Schools also have an important role in promoting digital literacy, helping young people identify unreliable information, protect their privacy and use social media critically rather than passively.

Social media is a powerful tool that offers many benefits, but it also presents challenges that should not be ignored. Its impact depends largely on how it is used. By encouraging responsible online behaviour, improving digital literacy and maintaining a healthy balance between online and offline life, individuals can enjoy the advantages of social media while reducing its risks. As technology continues to develop, using social media thoughtfully will become increasingly important.

By Amelia Cooper

If We Forget Auschwitz, We Risk Repeating This Tragedy



Standing in front of the main gate, the first thing I noticed was the silence; silence that struck my core knowing that this very silence stretched for miles where over a million people lost their lives. This experience in person was beyond what can be read in textbooks and now I shall attempt to convey this to you.

What exactly was the Holocaust?

The Holocaust was the murder of approximately six million Jewish men, women, and children by Nazi Germany and its collaborators during the Second World War. The primary target by the Nazis and its collaborators were the Jewish population but not just them as they also persecuted the Roma people, Poles and Eastern European civilians, Soviet prisoners of war, political opponents, people with disabilities and homosexual people. To put what Adolf Hitler with his Nazi regime and its collaborators into two words, I would say systematic genocide.



My Personal Reflection

One of the moments that stayed with me was seeing the book of names. Page after page, filled with thousands of names making the scale of loss impossible to ignore. It wasn't just a number anymore, it was individuals, each with a life that had been taken. I remember feeling completely stunned not just by the number of victims, but by what it represented. This feeling only amplified when I stood in Auschwitz-Birkenau itself. The camp stretching for hundreds of metres in every direction, its vastness almost difficult to comprehend. Standing there it was hard to process how a place so large have been created for such inhuman purposes. It made me realise that understanding the Holocaust isn't just about learning facts but also about recognising the scale of human lives lost.

What is Auschwitz-Birkenau and what happened to the unfortunate who arrived there?

Auschwitz was a concentration and extermination hybrid camp established in the town of Oświęcim with Auschwitz I (the picture above) opening in May 1940 initially as a quarantine camp for Polish political prisoners with the first prisoners arriving June that year. Auschwitz II (on the left picture) begun construction the following year in October and became operational in 1942 as part of the final solution with Heinrich Himmler (leader of the SS) directly carrying out the plan by overseeing camps and killing operations. In this camp the prisoners were compelled to do labour in harsh conditions, and most were sent to their deaths by the time of their arrival by an officer who in one look decided this. To sum up most who arrived never returned back home as around 1.3 million people met their end: people with families, careers, homes, individual lives that were taken away from them.

If We Forget Auschwitz, We Risk Repeating This Tragedy



The Book of Names

From Numbers To Names

It is crucial to remember that all victims of the Holocaust were human individuals with lives and families. On the left we see the Mordo family from Corfu in Greece; we can see a normal family no different to anyone else's yet subject to horrors of Auschwitz.

From records it is told from this thriving family only two survived under Nazi persecution and emigrated to the USA and Israel. This family once part of the Greek community was forced out alongside others with 90% of the Jewish population on Corfu killed. This is only one example of the six million killed during the Holocaust.



Why this still matters in the modern day

Visiting Auschwitz made me realise that the Holocaust is not just something we study in history lessons, it's a warning. The prejudice and hatred that led to these events didn't disappear after the war; they still exist in different forms now. That's why remembering matters. It's not only about honouring those who were lost, but about recognising the consequences of silence and inaction. As students and members of wider society we all bear a responsibility to challenge discrimination and ensure such history is never ignored or repeated.

It may be easy to think of the Holocaust as something distant, something confined to the past but standing in a place where over a million lives were lost made it impossible to see it that way. Auschwitz isn't just a historical site; it stands as a reminder of what can happen when hatred goes unchallenged. If we are truly to remember, then it is not enough to learn about the past; we must carry its lessons forward and ensure that such suffering isn't repeated.

By Deimantas Svedas

The Gentrification of Ube:

cultural appropriation or cultural appreciation?

Growing up in a Filipino household, food has always been an integral part of life. In that culture, food is seen as more than just sustenance: it is a way of connection, it is a love language, it is the bridge between the roughest of currents. So, to my horror, when I was scrolling through social media and I saw that massive food chains like Starbucks and Costa Coffee were selling their own take on my childhood in overpriced plastic cups, I was upset to say the least.



But ube isn't the only victim to cultural appropriation. In recent years, many products have been made commodities, ethnic names stripped for the sake of convenience, everything from bangles and Yerba mate to tanghulu and matcha. This is largely due to the impact that globalisation has had on society as we know it. Globalisation is the increased interconnectedness of society because of the advancement of technology and, while it has its positives, it has led to the oversimplification of different cultures.

In this context, the gentrification of ube and other Asian products to gain attention, relevance and profit from communities that experience a loss of culture is an issue that has been the topic of online discourse for the longest of times. There are many people part of these ethnic groups that feel as though their culture is being capitalised upon for the sole reason of making money. However, in spite of the fact that people heavily disagree with what companies are doing, it admittedly brings a lot of attention to communities that require more recognition for their heritage. This exposure to new cultural experiences provides people with the knowledge to be more accepting and progressive of things foreign to them.

So this begs the question – is the gentrification of Ube and other products a meaningful appreciation of Filipino culture or an ignorant attempt at profiting off the 'exotic-ness' of peoples' history?

By Abbey Olano

Women in Afghanistan

Why Afghan girls are excluded from classrooms?

Following the return of power by the Taliban in 2021, there have been restrictions on girls education in Afghanistan. Girls above the age of 12 were banned from attending schools and also in 2022 they were banned from entering universities. As a result, Afghanistan became the one country where millions of girls were unable to access further education.



If education is considered a basic human right, then why for some girls is it treated as a privilege?

Imagine waking up one day and finding out that you are no longer eligible to go to school. Your books are put away, the classrooms where you would laugh with your friends are now empty. For girls in Afghanistan, this is a reality. Their dreams and aspirations are snatched away, not because of failure, but because they are girls. The loss of education, not just for Afghan girls, but for all of us means a loss of identity and independence.

Education is more than just learning, it creates the ability for us to make independent choices about our own future. Education is a chance, for women especially, to participate in the same opportunities as men, and be successful alongside men within society. All over Afghanistan there are girls who don't have the opportunities like us to work towards their goals. Their chances of success have been suppressed by laws which ban them from the right of gaining knowledge and bettering their future.

How can students at JHA reflect on this situation?

As a school, it's easy for us to forget that learning isn't a universal thing, especially when it's our daily routine. We can learn from the situation of Afghan women that education is something which we all take for granted. Without it, our opportunities to explore different career paths, personal growth and independence would be limited. School isn't only a place for gaining knowledge, it's a place for us to express our creativity and build an understanding of the world around us.

If education is considered a basic human right, then we should consider what it means when that opportunity is denied to others simply because of geography. No matter what gender, age or ethnicity you are, the message will always remain the same: education shouldn't be a privilege, but a right that is accessed equally by everyone in the world.

By Madena Baig

What is a Young Carer?



Young carers are defined as people under the age of 25 who provide unpaid care for a friend or family member who cannot cope without their support. This includes individuals with additional needs such as autism, cerebral palsy, and many other conditions. In 2021 it was said that there were approximately 120,000 young carers between 5 and 17 years old in England. Young carers are extremely strong individuals who are required to balance their own personal life whilst caring for the needs of others at a young age. They are likely to undergo a lot of stress and busy schedules. This is why it is so important to be aware of young carers, appreciate their role and see how you can support them in any way.

The jobs a young carer may have:

- Physical care, like helping someone out of bed.
- Emotional support, talking someone down from distress.
- Personal care, such as helping someone dress.
- Managing family budgets.
- Assisting with medicine.
- Helping someone communicate.
- Looking after siblings.

The Carers Trust is an organisation which spreads awareness of young carers and provides support to them in order to try and ease the pressure that these individuals face daily. One of their most significant offers is the providing of respite for young carers, by taking groups on residential trips or daytime activities with other young carers. Not only does this opportunity allow young carers to spend some time away from their responsibilities, but it also allows them to meet other young carers that they can relate to. The feeling that others can understand them and feel the same way is a rare experience for young carers so the carers trust being able to provide this opportunity is something very special.

How to support a young carer:

- Provide emotional support, listen without judgment.
- Assist them with smaller tasks like shopping or cleaning.
- Offer a change of scenery.
- Check up on them
- Make them aware of online, professional support
- Ensure that they are taking enough time for themselves when possible.

Visit the Carers Trust website for more info:

<https://carers.org/about-caring/about-young-carers>

By Millie Perry

Why Mental Health is Important



Mental health is one of the most influential topics affecting people around the globe. In recent years, conversations surrounding anxiety, depression and stress have become much more common, especially amongst students. While this increased awareness is a positive step forward, it also highlights a growing problem. Many people are struggling to cope with the pressures of life due to the unrealistically high expectations, and the impact of poor mental health can be seen in schools, universities and workplaces. Around 1 in 5 secondary school students have a probable mental health condition according to the national education union, and data from the COSMO study shows 44% of 16-17 year olds experience high psychological distress, nearly double the rate seen in 2007, this needs recognition as soon as possible.

The Pressure to Succeed

One of the main causes of poor mental health among students is academic pressure. Young people especially are often expected to achieve high grades, have many extracurriculars and even make important decisions about their future, all before reaching adulthood. For many students, this creates a constant fear of failure, including for myself. Senior author and professor Gemma Lewis from University College London did a study on this and stated: “We found that young people who felt more pressured by schoolwork at age 15 went on to report higher levels of depressive symptoms, for multiple years into adulthood.” Although a certain amount of pressure can motivate people to work harder, excessive stress can have the opposite effect. Students who are overwhelmed may find it difficult to concentrate, complete assignments or perform well in exams. As a result, they can become trapped in a cycle where anxiety affects their performance, leading to even more problems.

The Influence of Social Media

Social media has also had a significant impact on people's wellbeing. Platforms such as Instagram and TikTok allow people to stay connected and express themselves creatively. However, they can also encourage unrealistic expectations and ideologies. Many users only post the most exciting moments of their lives, or edited images of themselves, creating a false image of what is standard. Constant exposure to these carefully selected posts can cause people to compare themselves to others and feel that they are not good enough compared to them. It was found that 40% of youth report that social media images make them worry about how their bodies look, this jumps to 54% for girls. This can damage self-esteem and contribute to feelings of loneliness, despite being more connected than ever before.

Mental health is not simply a personal issue, it is a social issue

It affects education, relationships and future opportunities. If students are expected to succeed, they must also be given the support needed to maintain their wellbeing. By continuing to challenge stigma and improve access to support, society can help ensure that students like you and me are able to thrive both academically and personally. Mental health may not always be visible, but its effects are. That is why it is important for students, teachers and parents to seek help and no longer suffer alone.

By Shay Butterfield

An Interview with Mr Trabelsi

From lecture halls to sports halls

Uni, Sport & Success

By Nukhba Shazadi & Imaan Fatima

We sat down with Mr Trabelsi to talk about his university experience, his love for sport, and his advice for our younger students!

What was your school life like?

It was great. I had a normal routine day to day, which is a good thing because it helps. I planned other things outside of school and it kept me organised and scheduled.

Why did you go to university?

I knew I had something I wanted to finish off within sports and I wanted to complete my studies at a higher education level.

What did you study and why?

At university, I studied Sports and Exercise Science. I didn't know what I wanted to do within the sporting industry, but I knew this course would give me a broad career path.

What university did you attend and why did you pick it?

I went to Nottingham Trent University. It was university that specialised in sports, and it was either there or Loughborough.

Did you have other options?

Subjects - not really as I was passionate about sport. In terms of universities, Loughborough and Sheffield are great for studying a sport related degree.

What was the biggest challenge you faced during university?

When it came to my dissertation and meeting new people and just being yourself around a new environment that you're not used to.

What was your favourite memory from your time there?

Playing on the same football team as my brother. My family came and watched, and it was nice to have my older sibling around, creating memories.

“Small steps lead to big achievements, noticing small changes is progress!”

What advice would you give sixth formers who are unsure about university?

I personally always wanted to go to university, however I had family and friends who were unsure. My advice is don't rush into something you're uncertain of, you don't want to waste a year. A gap year is also not a bad idea - it helps clear your mind, it helps you figure out what you want to do in the future.

How did university help you become who you are today?

University and school have both helped as even though I learnt how to have a daily routine from a young age, I have also learnt to be independent, which helps my daily life as they are important within my life.

What had you worked as in the past before starting at Jack Hunt Academy?

At 21, straight after university, I was teaching PE at different primary schools.

What's one thing you wish you had known before starting university?

Real life hits you straight away. I didn't know I was jumping straight into the real world, it hit me sooner rather than later. But it was good because I understood over time I wasn't used to the school routine anymore.

Did you have different goals when you were younger compared to now?

Yes, I had a dream to go finish my studies in America, but I decided to stay close to home and find a career in the sporting industry.

What plans do you have next for your career?

I am hoping to become a full-time qualified teacher within the PE department.

What football team do you support?

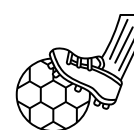
Chelsea!

If you could go back to Year 13, what would you do differently?

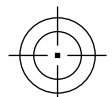
Take the advantage of support that staff give you and the resources they offer because during university you don't get as much of that.

QUICKFIRE ROUND!

FAVOURITE SPORT?
FOOTBALL



BIGGEST LESSON LEARNT?
STAYING FOCUSED AND
CONSISTENT - RESULTS COME
WITH TIME!



An Interview with Mr Desmond

1400 MILES, COUNTLESS LESSONS

By Eleanor Cole

What were you like in maths at school?

Terrible. Well, not terrible - I was quite good at primary school, but in secondary school, I wasn't particularly special. I didn't work hard at it, and I didn't enjoy it. I had other things on my mind and I preferred, like sport and other subjects, so maths wasn't really a big part of my life. I didn't think it was going to be such an important part of my life.

What made you become a maths teacher?

It was partly because my degree was actually in Surveying and Mapping Sciences, so I'm a surveyor by trade. One of the problems with surveying is that the industry is very susceptible to swings in the economy. My speciality was offshore surveying, so I worked with a lot of big oil companies, and when that dried up I needed an alternative, and because by that time, I'd grown to love maths a bit more again, I thought that might be a nice thing to do.

What would your teachers think of your job now?

I think they would be amazed that I ended up being a teacher, seeing as I wasn't an A student, and I never got any As in my O-levels. I became a better student as I got older. I didn't go to university until I was 24, and by that time, I'd already had two children. I had a late development.

“*Think more deeply about your option choices.*”

What advice would you give to yourself as a student?

If I had to go back, I would say “think more deeply about your option choices.” I think advising someone ‘you should’ve worked a bit harder’ is a bit pointless: you eventually learn that one way or another. I would also say don’t get too fixated on being a successful academic student or going to university - there are other things available. I probably had better life experiences by going into it later, when I was a bit more ready. I think if I had gone to university at 18, I’m not sure I would’ve done as well as I did.

How do you take care of your mental health?

Well, I like to walk. I like to get out in nature. There's nothing nicer than being in the countryside, enjoying nature. I have been fortunate that I've never been particularly stressed. I'm rather laidback. But, no, walking and being in nature is my relaxation. That's why I walked 1,400 miles!

You said you wanted your next walk to be in a different country. Where are you thinking?

This is a bit old fashioned, but I would like to recreate a medieval pilgrim route where you can walk all the way from Canterbury to Rome. There's a known route that you can follow through France, Switzerland, down to Italy, and through to Rome. It's rather old, pre-Henry-the-Eighth, sort of the Catholic pilgrimage to Rome. And then probably go on to Jerusalem, but Rome is probably fine for me.

What other subjects do you like?

I think the most important subject for anyone to study- I wouldn't put maths at the top, I would put language at the top. I think everyone should be able to speak at least one other language. I've got a smattering of French and Spanish, and when I lived in Egypt, I learned some Arabic. I taught in Egypt for three years at a school in Alexandria, and that was an amazing experience made much better by learning (trying) to communicate in the local language. I suppose with my surveying background, I like geography, and I've come to love history - I'm not sure about modern history, but I love the Plantagenets and medieval history.

Highlights

Bestselling American author Angie Thomas:

Jack Hunt Academy proudly hosted bestselling author, Angie Thomas on the 19th of March, where she discussed her upbringing in America, her journey as an author, what inspires her, her newest book series and encouraged the Jack Hunt students in their pursuit of reading and writing.

The Jack Hunt library is proud to announce that we have her newest book series, Nic Blake and the Remarkables. Both The Manifestor Prophecy and The Book of Anansi are stocked in the library, as well signed copies of her other works, The Hate U Give, Concrete Rose, On The Come Up and Blackout.



Ms Wilkie: “The discussion event with Angie Thomas was a dream that came true, that I didn't know was possible to or that it would even happen while working at Jack Hunt. I remember being a teenager reading her books and watching the adaptations and being deeply inspired. So, watching her speak about her evolution as a writer was something truly special that moved my heart and many of the students that were there.”

World Book Day



Highlights



Year 11 Leavers



Year 13 Leavers



C & C Cooking Guide



When the Sun is out and the weather is scorching, you can't go wrong with a crunchy, refreshing and cool sandwich to reinvigorate your sunny spirit!

Credit: All recipes are from BBC Good Food

Posh BLT

Ingredients:

- 6 rashers of Bacon
- Tbsp of Syrup
- 3 tbsp of Mayonnaise
- ½ Tbsp tomato paste
- 4 slices of sourdough (or any other tough bread such as freshly baked)
- 6 small tomatoes'
- 4 leaves of iceberg lettuce



Method:

1. Heat the grill to high and put the bacon on a foil lined baking tray and drizzle the maple syrup on top.
2. Grill the bacon for 10 minutes until crispy.
3. Mix the mayonnaise with the tomato paste and spread over 2 slices of the bread.
4. Place the bacon and mayonnaise, tomatoes and lettuce on the coated slice of bread. Then place the other slice of bread on top.

Summer Fruit Drizzle Cake

Serves: 8 **Cook:** 1 hour **Prep:** 15 minutes

Top tips:

Any fruit of your choice can be used in this recipe make sure to dice large fruits.

Ingredients:

- 2 large eggs
- 2tsp vanilla extract
- 175g fruit (stoned and diced)
- 140g granulated sugar
- 1-2 tbsp citrus juice (lemon, lime or orange)
- 175g very soft butter
- 175g golden caster sugar
- 250g self raising flour



C & C Cooking Guide



Method:

1. Heat oven to 180C/160C fan/gas 4.
2. Grease a 900g/2lb loaf tin and line the base and ends with a long strip of baking parchment.
3. Put the butter, caster sugar, flour, eggs and vanilla extract into a large bowl and beat with an electric hand mixer for 5 mins until pale and creamy – the mixture will be very thick.
4. Spread one-third of the cake mix into the tin, then scatter over 50g of the fruit.
5. Carefully dot and spread another third of the cake mix on top, and scatter with another 50g fruit. Finally dot the rest of the cake mix over and gently spread with the back of a spoon. Bake for 1 hr, until an inserted skewer comes out clean.
6. Poke the cake all over with a skewer.
7. Put the remaining 75g fruit into a bowl with the granulated sugar. Stir in 1 tbsp of the citrus juice first with a fork, mashing a little of the fruit as you go. If it's a bit dry, add a splash more juice and spoon over the cake.
8. Leave in the tin until the cake is cool and the topping is set and crisp.

Lemonade

On a hot summer day, what is the best way to cool off? A large, iced glass of refreshing lemonade. Perfect to cool you down and lift you up.

Ingredients:

- 3 Chopped lemons
- 140g of Caster sugar
- 1L cold water

Top tip:

Best served with ice.



Method:

1. Finely slice 4 thin slices of lemon and put to the side.
2. Pour the whole lemons, sugar and 500ml of water into a food processor or blender and blend until the lemons are finely chopped and the sugar is integrated into the water.
3. Pour the mixture into a sieve over a large bowl and press down as much juice as you can. You can use a spoon or a potato masher to press down on the lemon mixture.
4. Pour the rest of the 500ml of water into the bowl and pour into glasses, serving with ice and a slice of lemon.

By Caleb Baverstock and Chloe Ella

Answers

Name the Flag



INDONESIA



IRELAND



JAPAN

Brain Teasers

The more you take, the more you leave behind. What am I?

FOOTSTEPS

What has a heart but no other organs?

A DECK OF CARDS
OR ARTICHOKE

What word keeps its pronunciation even after you take away four of its five letters.

QUEUE

What goes up but never comes down?

YOUR AGE

Word Jumble

Rearrange the scrambled letters to form four words connected with **DRAMA**.

C T G N I A

ACTING

EN U A D I C E

AUDIENCE

OR F M P E R A E C N

PERFORMANCE

R P T I S C

SCRIPT

Sudoku

Place the numbers from 1-9, exactly once in each row, column and bold box, to complete the grid.

3	1	2	4	7	5	9	6	8
7	4	6	8	1	9	2	5	3
5	9	8	6	2	3	4	1	7
1	8	7	2	9	6	5	3	4
9	5	4	1	3	8	7	2	6
2	6	3	7	5	4	1	8	9
8	7	9	5	6	1	3	4	2
4	3	5	9	8	2	6	7	1
6	2	1	3	4	7	8	9	5

Tutor Group Competition

The first tutor group to hand in this page, filled in correctly, to Miss Fardos in 507 will receive a prize.

Name the Flag







Brain Teasers

What comes once in a minute, twice in a moment, but never in a thousand years?

What can you catch but not throw?

What has one head, one foot, and four legs?

Which is heavier: 1 kilogram of feathers or 1 kilogram of bricks?

Word Jumble

Rearrange the scrambled letters to form four words connected with **BUSINESS**.

OF RI PT

RO TU NV RE

AIO TN FL NI

COM RCE MEE

Sudoku

Place the numbers from 1-9, exactly once in each row, column and bold box, to complete the grid.

						2		8
9	2				4			
			2		8		7	1
	3	6						
			7		9			
						6	4	
8	6		4		1			
			9				2	7
2		9						

2026/2027 TERM DATES

Autumn Term 2026

Tuesday 1 & Wednesday 2 September - Training Days

Term starts

Thursday 3 September

Friday 23 October - Training Day

Half Term

Monday 26 October - Friday 30 October (inclusive)

Monday 2 November - Training Day

Friday 27 November - Training Day

Term Ends

Friday 18 December

Spring Term 2027

Monday 4 January - Training Day

Term starts

Tuesday 5 January

Half Term

Monday 15 February - Friday 19 February (inclusive)

Monday 1 March - Training Day

Term Ends

Thursday 25 March

Summer Term 2027

Term starts

Monday 12 April

Monday 3 May - May Day Bank Holiday

Half Term

Monday 31 May - Friday 4 June (inclusive)

Term Ends

Wednesday 21 July

HUNT TERMLY