

HEADMASTER'S WELCOME

This week, the Independent Schools Council (ISC) published its 'Celebrating Partnerships' booklet, which summarises a whole range of examples of best practice in the sector, showcasing examples of partnerships that have a valuable impact on all involved. I was delighted that one strand of our partnership work was included in the booklet - that of our Careers activities, with Mr Edwards, Ms Rhodes, Mr Newman and others working to widen the impact of our events and activities to young people in the Tees Valley. Of particular note was the outstanding work experience week that we pioneered with the Treasury at the Darlington Economic Campus in which 20 of our students and 20 Sixth Formers from Egglecliffe jointly participated.

We are involved in all sorts of partnership projects, involving our community and seeing our pupils participate and benefit from the experiences these projects enable. They include: Phab club, with young people with disabilities spending time in a youth club run by our pupils; Memento, seeing those who live with dementia, and their carers, come to school for singing evenings with staff and pupils; Community Action Group

involving themselves in all manner of community activities; Dr Craig's science roadshow visits to 18 different primary schools last year; various other musical projects; author visits involving many different primary schools; a whole programme of projects in the Prep School, involving art, singing, chess, microbits, digital leaders and more. Being a positive and proactive contributor to our local and regional community is important, but it also benefits our pupils and all of us to have strong connections with and the varied perspectives from the people and organisations we meet and work with along the way. Thank you to all

staff and pupils who are involved and who contribute to these important activities.

The newsletter contains some fascinating reports of recent trips, visits, speakers, conferences, sports fixtures - including fencing and cross country success; something of interest to everyone, I hope.

I very much enjoyed the Pre-Prep Nativity show this week - congratulations to all involved - and it very much set us up for the festivities to come; I look forward to seeing many of you in the final weeks of the term.

Dr Huw Williams



Students in awe of the Ara Pacis Augustae on the recent Classics trip to Rome

CCF VISIT TO ROYAL LANCERS

On Wednesday 29th November the CCF had their termly Field Day visiting Munster Barracks in Catterick, offering a unique opportunity to meet the Royal Lancers. The Royal Lancers, formed in 2015 through the amalgamation of two regiments, the 9th/12th Royal Lancers and the Queen's Royal Lancers, boasts a heritage that goes back to the 16th Century. The day gave the cadets the opportunity to undertake a diverse array of activities including military drills, medical lessons, weapons familiarisation, and an up-close encounter with the formidable Warrior Infantry Armoured Fighting Vehicle.

The morning began with an introduction to Lance Drill, a discipline that traces its roots to the rich military traditions of the Lancers. The Royal Lancers are the only unit within the British Army who still conduct Lance Drill and played a key role in the recent Queens Funeral and Kings Coronation. Our instructor for the lesson Cpl James Lowe (J-Lo) was one of the few soldiers carrying a lance that led the King's wagon on its way to Westminster Abbey for the coronation. Cadets were guided through the intricacies of this time-honored practice, fostering discipline and precision. Although it was cold the cadets did really well and looked very smart by the end of

the lesson. Following this, the cadets had an advanced medical lesson, delving into Basic Life Support (BLS), cannulation, and strategies for managing various injuries, including bleeding control. This session not only expanded the cadets' knowledge but also underscored the critical role of medical skills in military operations and gave them an insight into the role that Combat Medical Technicians play within the British Army.

Post-lunch, the focus shifted to a comprehensive weapons stand, where cadets were introduced to an impressive array of firepower. From the Glock 19 pistol to the precision of the 338 Sniper Rifle, each weapon was explained and demonstrated before the cadets were able to get hands on and have a go at operating the different weapons. The session culminated in a talk-through of the Javelin Anti-Tank Missile, shedding light on its significance in modern

warfare.

The best was saved till last, after the weapons we went over to the 'tank park' for an introduction to the Warrior Infantry Armoured Fighting Vehicle, a colossal machine which has seen service in Kosovo, the Gulf War, Iraq and Afghanistan. Cadets had the rare opportunity to climb aboard these formidable tanks, exploring the commander, driver, and gunner seats. They gained an insight into the vehicle's weapon systems, fostering a deep appreciation for the role it plays on the battlefield and the firepower it brings. They have now decided that they would like the YSA to buy a tank for the CCF...

Overall it was a fantastic day and we send our thanks to the Royal Lancers for hosting us and creating such a valuable experience and insight into their Regiment and the British Army more broadly.

Mr T Taylor



RODGERS & HAMMERSTEIN'S

Click here
for tickets!

Cinderella

ENCHANTED VERSION



MUSIC BY RICHARD RODGERS
BOOK & LYRICS BY OSCAR HAMMERSTEIN II



WEDNESDAY 31ST JANUARY - SATURDAY 3RD FEBRUARY 2024
7.30PM

THE PRINCESS ALEXANDRA AUDITORIUM, YARM SCHOOL

ADULTS £15.00 CHILDREN £8.00

TO BOOK TICKETS CALL 01642 792587 OR VISIT WWW.THEPAAONLINE.ORG

This amateur production of CINDERELLA is presented by arrangement with Concord Theatricals Ltd. on behalf of The Rodgers & Hammerstein Organization. www.concordtheatricals.co.uk

CLASSICS STUDENTS VISIT ROME

At the start of November we had the dream opportunity of going to Rome for four days which, I can truly say, we will all remember as a highlight of our time at Yarm. What struck me about Rome was how the modern contrasted with the ancient but also how the layers of history could be peeled back. This insight was provided by our incredibly knowledgeable and captivating teachers Mr Lee and Mr Edwards. Once we landed (and satisfied the need for gelato), we made our way through the city to get to the Ara Pacis museum. After studying this monument for 3 years, to see it in the flesh was awe inspiring. The Ara Pacis or 'the Altar of Peace' is a highly decorated altar made of marble and decorated with over 50 different species of plant as well as scenes of divine beauty. Made in 13BC to commemorate Augustus' return from Hispania and Gaul, the now-white marble would have been painted and used for religious

sacrifice of animals during public festivals. A symbol of Roman imperial identity, it represents how the imperial age defined itself through the bringing of peace through war.

In the evening, we made our way to the Colosseum for a night time tour of the arena. Walking in the steps of the gladiators we were faced with the brutality at the core of Roman society. We saw the walls which would have housed starved animals before they were put in the arena as well as holes which would have held trap doors. A fact which demonstrates the theatrical nature of these executions is that there were ramps which were used to carry props such as trees onto the arena floor to create nature scenes. The feats of engineering which were carried out in the Colosseum and the building itself acts as a symbol of both the power and intelligence of Ancient Rome. Overall the

Colosseum was amazing but also forced us to look at the complex nature of Roman ethics. On the way home we pondered the question of whether people today are that different from those who used human suffering for entertainment.

The following day, we started by making a short stop at the Chapel of Saint Zeno, a hidden gem in the centre of the city. The church contains mosaics dating from the 9th century BC and contains rare examples of extremely well preserved Byzantine art. This certainly demonstrated that the concept of the 'dark ages' as a time without art and culture is simply untrue. After a brief argument about a hawk/cat, we arrived at the Roman Forum - the centre of the Roman universe. On reflection, specific highlights of the forum for me was seeing where Cicero would have delivered his speech "In Verrem". A main component of the A



ROME TRIP CONTINUED...

Level course, the speech encapsulates one man's struggle to uphold the republic and justice.

Morven Hawthorne, Upper Sixth

Moving on to the Capitoline Museum, the energy among us was palpable. The iconic statues and sculptures, including the imposing equestrian statue of Marcus Aurelius, left us in sheer admiration of the artistic prowess of ancient Rome, while the panoramic views of the city from the museums added a surreal touch to the experience.

Miles Holland, Upper Sixth

We spent our final day by first taking the metro out to the beautiful ancient Roman town of Ostia Antica, located at the mouth of the River Tiber. We spent time exploring the fascinating ruins, including the ancient amphitheatre, the Roman temples, the bars and even the ancient public toilets, giving us insight into Roman lifestyle! All these fascinating remains had a backdrop of the beautiful Roman countryside and modern additions of umbrella stone pines, creating a truly breathtaking view. We then made our way back into the centre of

Rome to explore the Pantheon - built on the site of an earlier temple commissioned by Marcus Agrippa during the reign of Augustus. We were able to witness the grand scale of this iconic building including the oculus in the roof. We then enjoyed our final slice of pizza in Rome before we were off back to Yarm!

We had a fantastic four days in this beautiful Italian city leaving us with so many memories that we will keep forever, whilst also bringing the A Level Classical Civilisation course to life!

Simmi Sharma, Upper Sixth

WORKING LUNCH WITH MILLIE MCCORMACK

This week we welcomed back former pupil Millie McCormack, who some of our students recognised from our last Careers Convention. Millie left Yarm in 2020 and joined PwC as an Apprentice in their Tax service line in Leeds. Having completed her tax examinations she has now opted for further study and is securing her accounting exams.

Millie works in the Private Client team assisting High Net Worth individuals with their personal affairs and she explained her role as well as the other opportunities when working for PwC as one of the 'big 4' professional service firms offering Audit, Tax, Consultancy and many

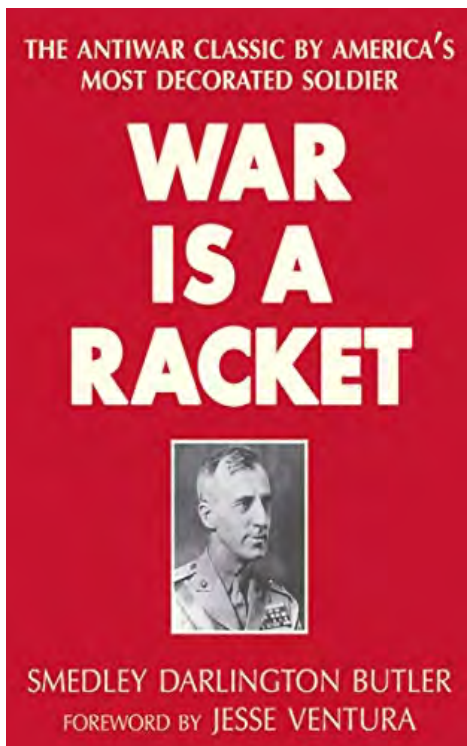
more services. Millie spoke about the values and ethos of the firm as well as describing her own experiences at PwC, the different pathways to joining and how to secure work experience. She kindly answered a wide range of questions and we are

very grateful to Millie for her continued support of the EconBus department and her generosity in giving so much valuable advice to successive Sixth Formers.

Miss C E Rhodes



POLITICS BOOK REVIEW: WAR IS A RACKET BY SMEDLEY D. BUTLER



The book *War is a Racket* attempts to raise awareness to the underlying agendas surrounding warfare. While proposing solutions, Butler highlights financial incentives as the main reason for warfare. His perspectives, ideas and arguments stem from his time serving in the US military. The 'Racket' refers to his idea that the main purpose of war being to raise money for the few. Corporations, which produce weapons, purposely form political ties which the author, Butler, recognised due to his experiences in the First World War. He rejects this capitalisation of warfare and compares it to the meagre wages earned by soldiers.

By drawing on soldiers' wages and the continuous risk to their lives in return for such modest wages, he

emphasises the increasing demand on the taxpayer to fund expensive operations. Furthermore, Butler highlights the colluding behind the scenes by leading political figures to coerce unnecessary wars. Butler feels politicians exploit political systems, by advancing unnecessary wars, for monetary gains. After exposing warfare as a business venture for the few, Butler proposes new wartime legislation aimed at removing the profit incentive from war. Among other proposals, Butler notably states that the men on front lines should make decisions of war, aiming to reduce the likelihood of warfare. Another radical suggestion by Butler argues that legislation should be introduced that limits the US military to being only defensive. The draft system also comes under scrutiny, with Butler suggesting an all-volunteer system.

As a final summary, Butler reiterates his point; war usually serves an economic agenda and that we should recognise this reality and fight against it. Certainly it could be suggested Butler is advocating for a system which is not only more transparent, but more accountable.

Sasha Heer, Upper Sixth

LAST CHANCE FOR FLU VACCINATION LINK

**Link closes at midnight on 1st
December!**

The flu vaccines for First to Fifth Years will take place at school on 8 December 2023, please use the link below to complete either a consent form or a refusal for the vaccinations. The link will close on **1 December 2023**. Any consent forms completed after this date will not be included in the school session.

[Click here](#) or go to:

<https://nhslmms.azurewebsites.net/session/da438efa>

SCHOOL MUSICAL 2024 CINDERELLA TICKETS ON SALE NOW

Join us for Cinderella, a captivating evening, filled with dazzling performance and heart-warming moments, and allow our talented cast, crew and musicians to transport you to a magical realm where dreams come true!

Jan 31st - Feb 3rd, 7:30pm

**Tickets from the box office or
[online here.](#)**

This production is kindly sponsored by Active Chartered Financial Planners and Cleveland Land Services.

AN ACCOUNTING CONFERENCE: MAKING THE SIXTH FORM COUNT

Invited by Teesside University Business School to take interested Sixth Formers to an Accounting Conference, we took along a group of enthusiastic Business and Economics students.

During a fascinating day, they, alongside undergraduates and graduates on Accounting and Finance related courses learnt much. A panel discussion covered AI in technology and debated how changes will help better decisions and create opportunities, whilst Fintech was also examined. A specialist recruitment consultancy delivered advice on how to secure employment in accounting and finance roles, emphasising the value of experiences whether sporting, a committee role, a year in industry, part time work or volunteering. Different routes to qualified accountant status were examined, with CIMA and ICAEW and ACA qualifications explained. First hand advice was then given by representatives of Clive Owen (chartered accountants and business advisers), Azets (business advisers) and Kimberley Turner, the CFO of Double 11. Much was learnt and networking opportunities were aplenty.

Some of those who attended shared their reflection when heading back to school on the minibas.

Miss C E Rhodes

"An interesting insight into accounting firms and their recruiting methods, useful to understand what paths are available after school or getting a degree"

Guille

"We heard informative talks on how important adaptability and maintaining human communication is in an ever changing, technologically advancing world. All in an accounting conference. Not what I expected, but I found it really interesting!"

Harvey

"I particularly valued learning the skills that employers look for in graduates and the varying routes that a traditional Accounting and Finance degree can lead to. I also thoroughly enjoyed networking with the career professionals that were present and learning about the value of spending a year in industry as part of the degree."

Arhan

"It was an informative day which provided a unique opportunity to understand what it is like to apply for graduate jobs while still in school"

Sam

"Very informative, a useful way to make connections and helpful in choosing what path to take after A-levels"

Jack

"It was very insightful and taught me a lot about the jobs available in accountancy and how to stand out in applications"

James

"Very informative and gave many different options to consider in the future."

Finlay

"I found today very useful and interesting, as I learned a lot about what employers look for and university and apprenticeships."

Tom



LOWER SIXTH DISCUSS PARLIAMENTARY POLITICS WITH LORD BALFE

The House of Lords is arguably one of least understood institutions of state. Comprising an eccentric mix of hereditary peers, life peers and the Lords Spiritual, it is quite unlike any other democratic second chamber counterpart in the world. And yet it continues to remain relevant and essential in the legislative process, not least in providing the experience, expertise and attention that draft legislation from the Commons can so often require.

On Friday the Lower Sixth Politics students were brought together for a session with Lord Balfe, resulting in a fascinating and wide-ranging conversation about this Conservative life peer's political journey, an insight into the workings of the Lords, as well as some thoughts on possible areas for reform. Sitting as it does in the heart of one of the A Level topics, it was a superb opportunity to better

understand the issues and pressures around the House of Lords.

Lord Balfe's trajectory has been far from typical or obvious, from growing up in Sheffield children's home, to a varied career involving the trade unions and foreign affairs, he was kicked out of the Labour Party by Tony Blair. A brief stint out of politics was followed by him being awarded a peerage by David Cameron, inviting him to be a voice around trade unionism for the Conservatives in the Lords. And in this regard we recognised his atypicality; he praised trade unions for their vital role and felt many in his party were forty years out of date on the issue. He was a keen remainder and expressed considerable dismay at the Brexit decision. He is a proponent for a reformed House of Lords and for the introduction of proportional representation for general elections. An unapologetic



'One Nation' Conservative, he argued that such fluctuations in the party's positioning were far from new and he hoped for a return within the decade to a more centrist party. Lord Balfe spoke in the highest terms of the expertise and insight that his fellow peers possess, seeing this as one of the greatest strengths of the Lords; as he quipped 'in the House of Lords members speak when they have expertise, in the House of Commons members speak when they have an opinion.'

Mr S Edwards

IF I COULD TURN BACK TIME...

YA Task - 3, Weeks til Boardroom - 2, Lord Sugar - 1

Another week, another task, another Lord Sugar.

We were delighted to welcome back Imy Slack - last year's YA Student Facilitator and Business alumni - in her new role as Lord Sugar. Ms Slack set the teams a challenging task to design a range of alumni merchandise, which must be creative, costed, feasible and pitched in the Boardroom in just two weeks time.

Emily and Emily have been selected as PMs and we look forward to seeing the teams' creations before the Christmas break.



Miss C E Rhodes

'THE LAST WHALE' BY CHRIS VICK - OPEN BOOK

Over the past half term, 2.5 have been studying 'The Last Whale' by Chris Vick: a powerful environmental call to arms, that spans three generations, and engages in pressing questions about artificial intelligence and the future of our planet. As part of our novel study, we undertook an exercise inspired by Radio 4's 'Open Book' to enquire into Chris Vick's biography and the intentions behind his thought provoking tale. Here we share a flavour of our exploration, a piece of work written by Annabelle Kyle, Mustafa Aziz and Zak Suleman.

Mrs S Dugdale

Open Book

Interviewer: Today on Open Book, I welcome Chris Vick. Hello Chris, it is lovely to have you here, we are looking forward to asking a couple of questions about your recent book 'The Last Whale,' if you don't mind?

Chris Vick: No not at all. I'd be delighted to answer any questions.

Interviewer: Peer, Abi's grandfather is thought to be a whaler but as it turns out he was shy, timid, and you could say a coward. Why did you make this decision? Would Peer not have been better as a gunner or a captain?

Chris Vick: I suppose it opened up more opportunity for creativity within the novel. I think there is also a lesson that first impressions can be misleading so don't jump to conclusions and judge a book solely on its cover.

Interviewer: Is the last whale written to modify people's views or express your own ?

Chris Vick: My aim as an author is to educate people on my views: it is not, however, my place to force my opinion on others. They may read my book and draw from this to form their own.

Interviewer: What has encouraged you to publish this book ?

Chris Vick: I have always had a close connection with the water and whales. I feel going forward climate change will be a significant factor in the evolution of the world as well as AI. My uncle was a whaler so Peer very much conveys the sense of my uncle in his actions. My grandfather also worked on boats and I have been fortunate myself to see these beautiful beasts. Likewise, I am half Norwegian so this book is based on a topic very close to my heart: it only seems fit to publish it.

Interviewer: Did any real life company inspire the plot device of Newtek?

Chris Vick: No not specifically but this question does make me wonder if all of the money massive companies like Amazon and Apple are spending on parts for electronics that will essentially in thirty years time fog our brains and destroy our planet could be put to better use. Like wildlife conservation programmes, for example. My view is to protect the planet, not help destroy it.

Interviewer: If you could write this book again, what would you change and or add?

Chris Vick: I would add the parents' perspective a bit more. As a parent of a character like the protagonist Abi, I feel I might connect to the book more if the parents voiced their opinions. Or if the book had a moment where we were taken through an insight into the parents' heads and their thoughts because it can't be easy having such a determined climate activist as a child. I believe it would have added another dimension to the book that perhaps isn't something I thought of before: but I will be mindful of this moving forward.

Interviewer: We sadly don't have time for any more questions but thank you Chris for this very interesting insightful conversation about your book 'The Last Whale'. Ok folks see you next week on Open Book, where we will be interviewing yet another fascinating author.



FENCING: NORTHERN YOUTH CHALLENGE

On Sunday 19th November 2023 I entered the Northern Youth Challenge in Wetherby High school along with Carys and Finn. I won my first two games with full scores but sadly I didn't win a medal in the end as I lost in the elimination rounds to the opponent whom I beat in the first round. We all tried our best but the matches were tough. Losing challenges us and keeps us humble. It teaches us there are others who are better and drive us to always improve and grow. We all have learned a lot from this competition.

This experience has taught me humility and strengthens my ability to handle adversities. I will be more resilient in the future and I will build up my mental strength to face future challenges.

Athena Davies, First Year

On Sunday 19th November, I travelled to Wetherby for the fencing Northern Youth Challenge. Upon arriving it was clear how popular this competition was, with no seats available and very little standing space. First, everyone fought each other in poules of 5 fencers, and then we moved on to the elimination rounds. Ranked 4th overall, I automatically passed through the first round of eliminations but unfortunately I just missed out on a place in the semi-finals after a very tough match resulting in a 15-10 loss. Despite this, I thoroughly enjoyed representing Yarm School Fencing Club, competing against and meeting the other fencers, trainers and clubs from all over the North of England - and Hong Kong.

Carys McNeill-Ritchie, Lower Sixth



PAA Gift Vouchers Now Available!

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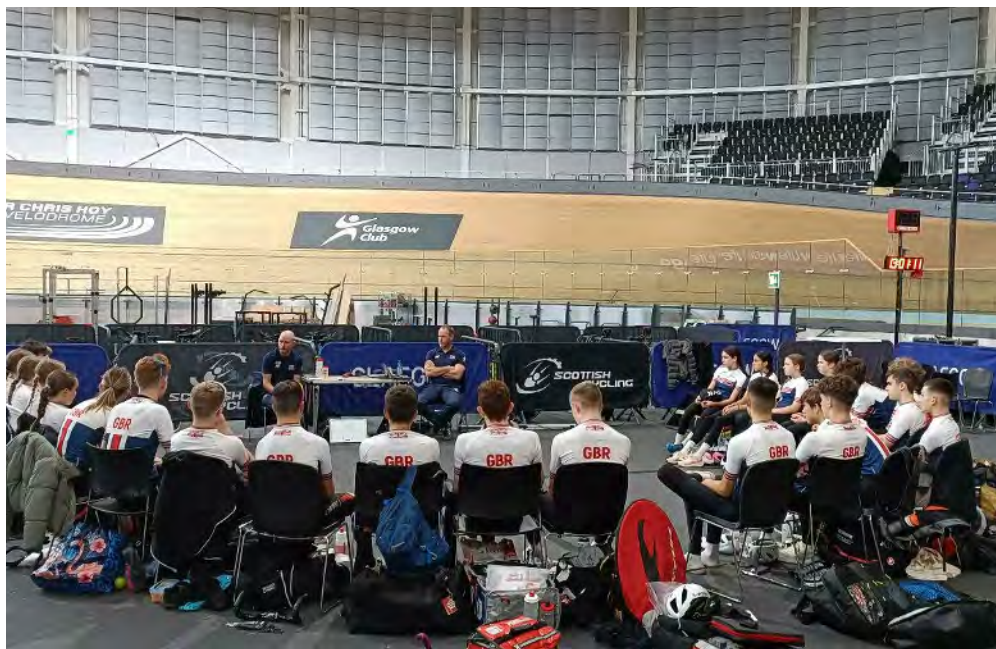
Share the magic of theatre this Christmas with a PAA voucher you can use to see everything from fantastic music, moving live theatre, NT screenings and more!

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CYCLING SUCCESS: CONGRATULATIONS JOSH!

Huge congratulations to Josh Jewitt, Fourth Year ,who has been selected for the British Cycling Talent Development Programme (Youth Team). Half Term saw him attend the first training camp up in Glasgow, and he now regularly travels to Manchester, Glasgow or Derby velodrome to train.

Well done Josh, we hope your training is going well and we look forward to hearing how you get on in the upcoming racing season!



INTER HOUSE CROSS COUNTRY

The individual race winners for inter house cross country were...

1st Year Boys- James Callaghan

1st Year Girls- Kathryn Fletcher

2nd Year Boys- Toby Hatfield

2nd Year Girls- Rosie Cook

3rd Year Boys- Nikhil Shouri

3rd Year Girls- Lucy Oliver

4th Year Boys- Oliver Blake

4th Year Girls- Gracie Rhodes-Hildreth

Overall Boys		
Total		
Aidan	20	2
Bede	22	1
Cuthbert	18	4
Oswald	20	2

Overall Girls		
Total		
Aidan	18	1
Bede	10	4
Cuthbert	16	2
Oswald	16	2

**AIDAN ARE THE 2023 INTER HOUSE
CROSS COUNTRY CHAMPIONS!**

Overall Total		
Aidan	38	1st
Bede	32	4th
Cuthbert	34	3rd
Oswald	36	2nd

STOCKTON SCHOOLS CROSS COUNTRY CHAMPIONSHIP

The Stockton Schools were held at Preston Park last week- James Callaghan, Kathryn Fletcher and Sabie Anderson won their respective races and are now Stockton Schools Cross Country Champions- an amazing achievement!

In terms of the team competitions, the boys team won the Under 16 competition and came 3rd in the Under 14 and Under 12 team events. The girls produced a clean sweep and won all three team events- a great achievement when one considers how many runners other schools get to select from.

This means an amazing 16 pupils have been selected to represent Stockton at the County Cross Country Championships in January- they are Kathryn Fletcher, Nona Dugdale, Beatrix Allcock, Dora Bonner, James Callaghan, Lucy Oliver, Sienna Hyndman, Rosie Cook, Nikhil Shouri, Sabie Anderson, Sophie Hall, Naila Krishnamoorthy, Mara Morrison, Will McPartland, Jake Leader and Ollie Mowbray.

Mr G Ferguson



ROYAL NORTHERN SINFONIA - PROKOFIEV AND MOZART QUINTETS

Meet the musicians of the North East's professional orchestra, Royal Northern Sinfonia, in four pieces of music that show off just what you can do with small groups of wind and string instruments. They're playing two household names, Sergei Prokofiev and Wolfgang Amadeus Mozart, and two composers you probably don't know – Reinhold Glière and Grażyna Bacewicz.



Friday 12th January, 7.30pm

[Book Online Here](#)

UKRAINIAN NATIONAL OPERA - CARMEN

Ukrainian National Opera® Presents

Carmen – the most powerful, enjoyable, and tuneful opera.

This opera and ballet theatre has a long-standing heritage of top-quality opera productions, and they are excited to bring it back to the UK in their 2024 Opera Season. Featuring an impressive cast and accompanied by a live Orchestra numbering over 30 musicians.



Wednesday 21st February, 7.30pm

[Book Online Here](#)

GEORGE KO - THE MOON GODDESS TOUR

Come enjoy an intimate evening of film classics and originals as Young Steinway Artist George Ko plays a completely improvised setlist.

George came to our stage in 2023 and was impressed he asked to perform again.

George will be playing his never-before-heard originals and a series of improvisations based on classical favorites by Chopin, Debussy, Rachmaninoff AND music from Star Wars, Studio Ghibli AND you will also have the unique opportunity to request any song this evening.



Wednesday 17th April, 7.30pm

[Book Online Here](#)

Part of our Online Information Series



What you need to know about ...

FAKE NEWS



est. 2017

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www.nationalonlinesafety.com

WHAT IS FAKE NEWS

Parven Kaur, Kids N Clicks Founder

Fake news can be false information, photos or videos purposefully created to confuse or misinform. It can also be genuine information that has been manipulated to deceive. It is important that children learn how to distinguish between real news and fake news, so that they don't inadvertently share something which isn't true or believe something which could be misleading.



KNOW THE RISKS

SHOCK VALUE

Fake news can cause upset or shock to readers or viewers. Many fake news stories are written with appealing headlines and have content designed to create 'shock value', so the news spreads rapidly (common examples include the 'death' of a celebrity, company giveaways, news relating to supernatural events, or terror-related posts that provoke reactions).

EMBARRASSMENT

Fake news is often deliberately created to misinform people – whether for fun, out of malice or to support an ideological or political agenda. As it's often difficult to tell the difference, young people can easily believe what they see and then share something which is a hoax or a joke, leading to embarrassment or ridicule.

INFLUENCE BEHAVIOUR

Ultimately, fake news is designed to shape people's beliefs, thoughts and decisions: influencing them into believing something which has been misrepresented or which simply isn't true. This can shape how children think, behave or act in real life. It can especially affect their trust in the media or even in democracy itself.



HOROSCOPES
New to page 18 ...
Find out what's in your future!

SPOT THE SIGNS

CONSIDER THE SOURCE

Fake news stories can sometimes be identified simply because they are too ridiculous or outrageous to believe. Make sure that the website that published the story is a credible source, like a major news network or local paper which has the resources to fact-check published stories.

CHECK THE URL

Does the website address at the top of the page look real? An easy way to spot suspect stories is if they're located on a news site with an odd domain name. So check the URL. Some shady websites try to incorporate a legitimate news source into their URL (such as www.therealbbc.co.uk) or will slightly misspell a popular domain name.

VERIFY FACTS AND IMAGES

Authentic news is usually backed up by official data or surveys and previous, similar instances of the occurrence being reported. Similarly, fake news stories often include photos which have been manipulated. Perform a Google reverse image search to see if the picture has been stolen from another source and doctored.

RESEARCH THE WEBSITE

Be wary when a big story comes from a news organisation that you've never heard of. Some hoaxers will quickly set up a website just to spread fake stories and so-called 'breaking news'. Use the internet archive to research how long a site has been running – and check if the same story is being reported by more credible news outlets.

ARE ALIENS HARVESTING OUR WIFI?!



Our groundbreaking exposé on page 4 ...

FURTHER SUPPORT

REPORT THE CONTENT

Google and many social media platforms now have dedicated methods for fake news stories to be reported to them. This can range from sending a feedback message to Google via the page itself to the 'Report Post' buttons on Facebook and Twitter.

PROVIDE REASSURANCE

If your child feels as though they have been negatively impacted by a fake news story, or has suffered some form of embarrassment because of fake news, it's important to be supportive and reassuring. Discuss with them how not everything that's posted online is true.

IMPROVE THEIR DIGITAL LITERACY

If your child has been tricked by a fake news story, try to encourage them to think more rationally about what they see and hear on the internet. Advise them to question the motivation behind a story – such as why it's been written, and if it's trying to make them form a specific opinion or influence their actions.

OUR EXPERT PARVEN KAUR



Parven Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Clicks: a web resource that helps parents and children thrive in a digital world.

