

AS-SAWT THE VOICE



Tauheedul Girls

The Newsletter for Tauheedul Islam Girls'
High School and Sixth Form College

Edition 32 - February 2019

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Lending a Helping Hand

Madinah Ismail, 10E3

Students and teachers got involved in a collective effort throughout the first term to serve the community through numerous charitable initiatives. The strong focus on charity and service in the cold months and days of autumn and winter helped students to develop a deep sense of appreciation for their own blessings, understand the difficult circumstances in the community around them, and explore practical ways to support all who require assistance.

From lovingly-prepared gift boxes for the residents of Springfield Care Home and winter clothing for the homeless, to collecting over 200 books for the children's ward at the local hospital, the community spirit was embraced by everyone at Tauheedul Girls, and there was a real drive to make a difference and raise awareness.



"It was amazing to visit the hospital and see the smiles on the children's faces. As a year group, we all played a part in brightening up their day. It was such a warm feeling to know that we had made their time in hospital that little bit more bearable," said Faheemah Bohra, a Year 10 student, who personally visited the hospital to help distribute the books donated by her peers.

The Year 7 cohort made an incredible contribution of over 260kg of food items for Blackburn Foodbank, which went towards an astounding 619 meals to feed locals in crisis. Purple Hearts, the sixth form philanthropy group, joined forces with the Year 8 cohort and the school's catering team to help feed locals at Wesley Hall. Year 8 students did the fundraising, the catering team whipped up delicious, hot meals in the school kitchens, whilst Purple Hearts took the food over to the Hall and served it themselves.



Head of Year 9, Miss Aamena Patel, said, *"This year's winter gift programme was very well-received by students and was also very much appreciated by the recipients of the gifts. As a school, it was heart-warming to have been able to play a small part in supporting the vulnerable people in our community."*

As the year goes on, the school will continue to serve the community, raise awareness about different charities, and help to make a long-term difference to those who requires support.





Chair's... Reflections on the Term

All praises to the Almighty, Lord of the Worlds and the Master of our fortunes and salutations to our beloved Prophet Muhammad (PBUH), the Seal of the Prophets and the guide for all our actions.

The Petrov Incident...and the value of hesitation...

On 1st September 1963, at the height of the Cold War, the Soviet Union shot down Korean Airlines Flight 007 as it flew from New York to Seoul, mistaking it for an American spy plane. In the aftermath, tensions between the two nuclear powers climbed to an all-time high. Many predicted that a full blown nuclear war was imminent.

In that feverish climate, lieutenant colonel Stanislav Petrov in the Soviet Air Defence Forces looked at his computer screen and saw a nuclear missile flying towards the Soviet Union from the United States. His training for such a situation was clear – he must immediately retaliate with full force and launch tens of nuclear missiles at the United States. Such an action would have resulted in the deaths of hundreds of millions of people and a nuclear war which would have – quite possibly – meant the end of mankind.

In that moment, Petrov did what he had been trained never to do – he hesitated.

Petrov (rightly) decided that it must be a computer error – and did not push the button to launch nuclear missiles in retaliation. That pause – and Petrov's determination to think for himself and not blindly follow what he had been taught – likely saved the world.

And, this is what we must teach our young people. It is important for them to know things – distinguish the facts from fiction, understand the how, the who, the why, the where and the when. We also need them to be able to read, write and count. All of this is vital to passing exams, securing valuable careers and leading fulfilling lives.

However – as Petrov demonstrated – we cannot teach our children what to think. Instead, we must teach them how to think...to hesitate in the face of an existential crisis, to evaluate every terrible dilemma and to determine for themselves the right course of action.

As Aristotle said, *"It is the mark of an educated mind to be able to entertain a thought without accepting it."*

Scared to Fail, Unwilling to Learn...

When Sir James Dyson invented his first Dual Cyclone vacuum cleaner, he had spent fifteen years creating 5,126 versions that all failed before he made one that worked. Today, he is a successful multi-billionaire responsible for a company that is known for its creativity and innovation.

Dyson's willingness to embrace thousands of failures and keep going – rather than give up – is an inspiring story for all of us.

Humans are not born with a fear of failure. It is not inherited from our parents, nor is it a mental illness like other phobia (such as an extreme fear of spiders) or a meme spread by social media. Instead, a fear of failure is something we learn as we grow up. Watch how a young child merrily stumbles around, tries new things, curiously takes risks and fails regularly without giving up. Somehow, over time, that child is taught that failure is wrong and something to avoid and be ashamed of.

So, whilst we regularly fail (because all humans fail), we stop learning from our mistakes. Instead, we spend our time running from our failures – making excuses for our errors, blaming others or even denying that anything went wrong in the first place. Mostly, though, the worst thing we do from our failures is that we give up. We just give up. We decide that we cannot do it, will never be able to do it and were never meant to be able to do it.

As Paulo Coelho wrote in 'The Alchemist', *"There is only one thing that makes a dream impossible to achieve: the fear of failure."*

The truth is that humans are *meant* to fail. We are supposed to get things wrong, to stumble and to mess up...then, think about why and how it did not go well and make changes to improve.

So, the next time our children make a mistake, say or do the wrong thing, or struggle to pass an exam, let's remember that the most important thing is not to avoid failing, but to learn from each and every one of our failures.

Because, as Dyson's example teaches us, our failures can be the very reason why we achieve great things in life.

I hope that you enjoy this edition of the As-Sawt magazine and will remember the school in your prayers.

(Mufti) Hamid Patel
Chair of Governing Body, TIGHS

Venturing into a Cyber Adventure

Mariya Pennells, 10E3

Year 8 became CyberFirst Adventurers in December, embarking on a course designed to introduce 11 – 14 year olds and their parents/guardians to the exciting world of cyber security. CyberFirst is a part of the UK Government's National Cyber Security Programme to identify and develop the next generation of cyber security experts. The opportunity to explore what it takes to become specialists in this field was well received by Year 8.

Rawha Saleh, a Year 8 student, said, "The experience made me realise just how digital our future looks. I had lots of fun learning new things."

Amongst a number of modules covered, pupils learned about data security, creative web design, and interpersonal skills required in technical work. They even explored a dataset to pick a fictional Quidditch team as part of learning about data used in sport. The modules contributed to developing students' understanding about how to act safely, legally and ethically online.



Asia Ali, Assistant Principal, stated,

"We are delighted to work in conjunction with the NCSC to bring this short course to our bright students. Organisations must continue to defend themselves against cyber criminals and hackers. Women are very underrepresented in the global cyber industry – but here at TIGHS we have exceptionally talented girls who can help make our country the safest place to do business online."

The foray into the exciting world of technology will have a great impact on the courses which pupils will choose for GCSEs. The possibility of becoming a 'cyberist' means that pupils now have a whole new realm of opportunities opened to them.





Fatima al-Fihri

Aneesah Kholwadia, 12B8

Amidst the celebrated magnates in history, a particularly estimable name is inexcusably absent - Fatima al-Fihri. A Muslim woman of the 9th century, a trailblazing phenomenon in the field of education, she is the Arab genius behind the introduction of the concept of higher 'university' education.

After the sorrowful passing of her father, al-Fihri inherited a great fortune and, in a heartwarming altruistic manner, chose to invest the wealth within her community, founding both a mosque and an educational institution. Thus, the *University of al-Qarrawiyyin of Fez, Morocco*, was born.

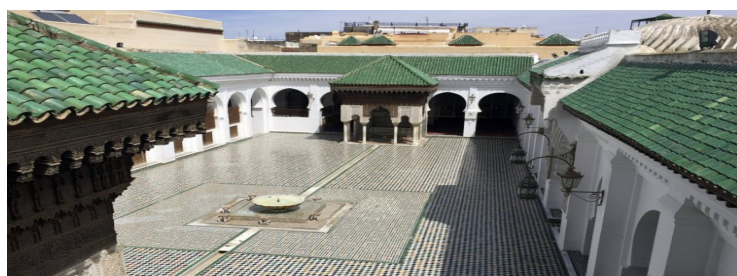
In some historical sources, it is noted that al-Fihri undertook a ritual fast from the commencement of construction till its completion some two years later. Upon hearing of its finalisation, she observed a prayer of gratitude - a true testament to her diligence and drive for the cause. Celebrating her achievements, therefore, not only involves acknowledging the unique contribution al-Fihri made to the global education system, but also involves taking into account her quiet trust in the Almighty and the spiritual impetus which drove her to achieve new heights.

The university's library houses many notable manuscripts such as Imam Malik's famous compilation of Prophetic traditions called

'Mu'attah Imam Malik', as well an early biography of the Prophet Muhammad (peace be upon him) by Ibn Ishaq.

Both UNESCO and Guinness World Records recognise the University of al-Qarrawiyyin as the first degree-granting institution in the world. It predates the existence of prestigious universities such as Oxford and Cambridge by approximately 300 years and, most remarkably, is still in operation today. Advancing from the initial purely Islamic curriculum, the university has now extended the subjects on offer, including the teaching of legal sciences, Classical Arabic, Medicine, French and English.

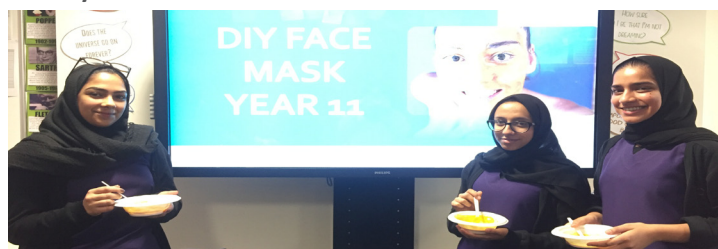
Ultimately, al-Fihri was and is a woman of great esteem and a pioneering marvel.



Your Mind, Your Body, Your Soul

Munira Khanjra, 10E2

Pupils at Tauheedul Girls spent some time in December taking a closer look at the spiritual factors affecting the mind, the body and the soul. Appropriately named '*Spirituality Day*', a range of activities were on offer, specifically tailored to each year group. The day provided a perfect finish to a term full of introspective activities exploring the manner in which a person must be healthy and clean both inside and out.



Year 7 and 8 pupils got creative with healthy granola jars and fruit salads, preparing an array of beautifully presented fruits and fresh juices. The youngest students of the school proved themselves to be exceptionally talented in all three stages of the process: the preparation, the creating and the cleaning up! Years 9 and 10 explored healthy and scrumptious smoothie recipes, brewing up wonderful storms of flavours and finding new ideas for exciting breakfasts. The top end of the school moved away from food to face masks, by trying their hand and proving to be successful at creating handmade face masks.

The main focus of the day was to highlight the significance of maintaining a healthy lifestyle through the '*mind, body and soul*' initiative that has been skilfully implemented into the school routine. By providing students with healthy substitutes for



unhealthy snacking habits, and by exploring the idea of '*health*' as more than just a food-related concept, students were inspired and motivated to experiment with new ideas in the winter holiday.

Teachers played their valiant part in supervising and being the test subjects of wonderful new inventions erupting all over the school. The languages' teachers even actively demonstrated how to make a variety of fruity shakes, including the very berry, pineapple crush and even the 'Meghan Markle' smoothie. **Miss Jina, an Urdu teacher**, applied her motto of '*fine dining is healthy dining*', as she showed students her own breakfast smoothie recipes.

A variety of assemblies were also delivered over the course of the day, and students understood the deeper dimensions of the popular Prophetic tradition stating that '*cleanliness is half of faith*'. Significant information and guidance on self-worth was also imparted, and students felt that this was uplifting. **A Year 10 student, Habiba Tailor, said, 'Spirituality Day has taught me to appreciate myself, and how I possess qualities that make me feel very confident about myself.'**

If I was World Leader for a Day Nadya Osman, 12B8

Before I begin, I'd like to confirm that I am not claiming to be the miracle vigilante the world has been awaiting. On the contrary, I'm here to harp on about the biggest issue which, I feel, is currently destabilising the world.

If I was world leader for a day, *I'd want to address the silent sufferers*. The people – yes, human beings – who line our pavements. The pariahs of a society which has given them airtime in the form of 9pm documentary exposure. The shameful street decor of our town centres, causing local shoppers to quicken their pace and even cross over to the other side. But what next? I've voiced my disappointment in society's desensitisation. Should I now express the same opinion via an outraged tweet and then move on? Have I done my bit?

If I was world leader for a day, I'd think it vital to *examine the fault of stagnancy*, and the way in which we all love to immerse ourselves in brief commiserative

discussions only to follow them up with yet more apathy.

If I was world leader for a day, *I'd begin with the basics and with the youngest*: teaching primary school children the disadvantages the homeless face, encouraging their involvement during weekend food bank intervals and making sure they know not to make a blind judgment.



If I was world leader for a day, I'd shout about the neurologically proven concept named '*The Bystander Effect*', a condition which afflicts the population and adjusts our brains to dehumanised mode. A distressing tale of eviction is saluted as it marches to the spam section of our brains.

If I was world leader for a day, I'd ask you all to *connect with those around you*. There's a wandering teen three streets away from you who mounted enough courage to leave a realm of abuse. There's a woman who just about managed to scurry from another round of domestic violence. There's a man whose only crime was to have his landlord sell his property and move away.

A home is a place of belonging.

If I was world leader for a day, *I'd want everyone to belong*.

Tireless Term for Sport at TIGHS Alisha Alli, 11H3

The PE department, once again, have had a wonderfully busy and eventful first term with several accomplishments. A residential trip, a teachers' netball match and, of course, the Winter Sports Day has kept them occupied.

On the 5th October, 19 students travelled to Kentmere to complete various outdoor activities as part of their Cambridge National Sports Studies course. In a thrilling two-day residential, they faced the cold weather and took on several outdoor activities. The first day consisted of canoeing and raft building and the second day introduced orienteering and problem-solving tasks in order to build both team-working and outdoor skills. Courtesy of the school's catering team, the students were kept well-fed throughout the trip. *"It was an incredibly unique experience filled with a lot of exciting opportunities. Some of us had never done canoeing before, so it was a wonderful thing to learn!"* said Noorulanne Younis, a Year 11 student.



More cold weather was braved and overcome by 240 Year 7 and 8 students who took part in football, netball, and then retreated to the indoor warmth for an enthusiastic game of bench ball. It was a day filled with displays of raw talent and great sportsmanship and was deemed a great success by student and teachers alike.

The term also saw the competitive spirit grip teachers as well. A number of staff formed a Tauheedul staff netball team and trained with PE teacher, Mrs Robb in

order to compete in a local competition with other schools. The team performed admirably well, rising to the occasion and coming in at a close second!

It's not only the past that looked good for PE department; the future looks bright too with the introduction of a new cricket tournament, a netball league for Year 7 as well as a climbing wall being brought in to school for those students undertaking the Cambridge National qualification. Be sure to keep an eye out for these exciting opportunities ahead!



A short story excerpt by Zainab Dassu, 10L2

I hurtled down the staircase and flew out through the open door. Tears streamed down my face as red and blue lights painted my flushed cheeks. There I saw it: my worst fear.

The scarring image of Dylan – hands above his head – guarded by a fence of armed policemen. His legs trembled. Held at gunpoint. From behind, a broad officer emerged. Swiftly, he reached for Dylan's hands and tied his arms behind his back. A pale hand grasped Dylan's charcoal afro and carelessly threw him in to the back of the van.

Radio chatter rang out across the awakened street. Barking of dogs echoed amid the terraced houses, as officers yanked their leashes impatiently. My heart, still racing. My eyes, filled with tears. My breath, lost. Hesitation was getting me nowhere; I ran to the pavement, urgent to find out what had happened. My tears must have embarrassed the officer who reluctantly reported, "The young bloke was caught smugglin'. He's denying all charges, but we found a whole pound in the back."

My mind went into a frenzy and the pounding of me heart drowned out the incessant barking. Growing up, I knew my neighbourhood was different. We regularly had patrol cars parked around the streets and police community officers always lingered around.

But Dylan would never be involved, would he? Innocent, playful Dylan, the first to wince at pain and the first to offer help when you needed him. No. This had to be a mix-up.

Mondays after school were always the best. Dylan and I would hastily rush out of the rusted school gates in our mud-stained navy blazers. We'd run into Dylan's cluttered garage and eagerly haul out our bikes. His sister, Maggie, would waddle towards us, her arms stretched out as she'd cry, begging to play out with us. The door would slam in her face as we'd spring away giggling, against the backdrop of my mum shouting, "Keep out of the alleyways!" and Auntie Jay adding, "Stay out of trouble!" as they would cook their meal together. They were best friends, just like Dylan and I. Life was great...

"Ma'am," I heard, faintly. "Ma'am, please vacate the premises." I opened my eyes as I wiped away my last tear. They were combing through Dylan's garage when it hit me. I was standing in a crime scene.

A short story excerpt by Sumayyah Karolia, 10L2

She rushed to the door and shook the lock in a desperate effort; it didn't budge. All the tears had dried up on her face and the screaming had formed a lump in her throat. Her back rested on the newly polished wooden frame. Slowly her hopeful body slid down, and she curled up into a ball, her eyes shutting with their own will. The word "poor" rang loudly in her head.

It was 2:00 in the morning when Mrs Smith, the cheerful nurse, and Heather made their way up the stairs. Heather's sobs amplified as they walked along the empty corridor. That evening, she had received the news of her mother's severe illness but Mrs Brown's beliefs about the importance of education had been illustrated with a series of remarks about adults looking after themselves. Her contempt had been thinly veiled. Heather's age of 13 years did not seem to awaken any sympathy in the headmistress.

Heather was very close to her parents. Their beliefs on living a full and loving life had slowly become embedded into Heather's own life, changing her attitude to everyone around her and her actions. Heather wasn't exactly from a rich family: her mother was a volunteer at the local food bank back where they lived and her father worked as a labourer in the Dawson's factory. During their lifetimes they had both experienced, and were still frequently experiencing, hard times, but Heather's education was always the first priority on everyone's agenda.

It was breakfast time which really sent Heather over the top. She and her friend Chloe sat down at the table, and Heather absent-mindedly shred her toast into several small pieces. Chloe was silent, knowing that her friend would talk when she was ready. From the other end of the table, Jessie noticed Heather's red eyes and wan face. Her father owned the Dawson franchise, and a morning phone call had her up-to-date with the latest gossip from home. An opportunity too good to miss, she approached Heather with a gaggle of friends.

One of them, Mya, sneered, "Why so sad Heather, Mummy in hospital? Are you worried she won't be able to make you bread with tinned beans every time you go visit?" A cruel laugh escaped her mouth.

"Don't worry, Heather, your mum didn't exactly have a big job. She's so poor, nobody will even know she's gone." Jessica chimed in, a wicked cackle escaping her mouth as she stood behind Heather, arms folded across her chest.

It was so sudden, Heather had leaped out of her seat and had pounced on her prey. Within seconds she was on top of Jessie, arms and legs flying in all directions.

"Don't you dare say a word against my parents," she hissed. Tears poured out of her eyes, blurring her vision.

She felt a metal-like grip on her shoulders and suddenly she was in midair. Someone had disconnected her from Jessie and was taking her out of the hall. The booming voice told her it was Mrs Brown. Heather just knew where she was heading.

She woke up to her own coughs. She tried to wipe her eyes, but her view of the room wasn't getting any clearer. Slowly, she straightened into a standing position. From the light coming in through the window, she could tell it was almost 6:00 in the morning. Her coughing was getting heavier, her lungs were pleading for more oxygen, and it was only when she looked to the wooden door that she noticed the smoke coming in from the bottom. With a frantic jolt, she rushed to the door and banged on it, screaming loudly.

She heard slow shuffling of feet, voices whispering, and then silence.

Calling All Aspiring Leaders: The Moral Charter Amirah Chati, 13B6

Martin Luther King. Nelson Mandela.
And most definitely the Prophet
Muhammad (peace be upon him).

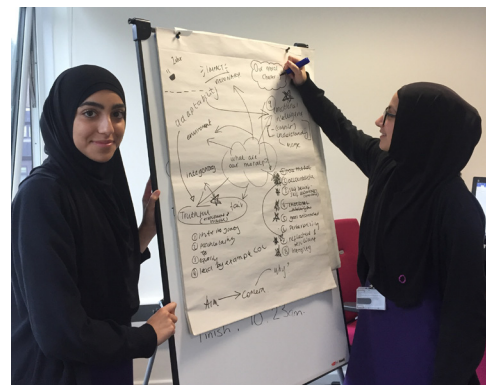
What do these leaders have in common?
What characteristics did they each
possess that transformed their nations?

These are the questions that the student
SLT members had to answer in their
project to create a moral charter for the
school's aspiring leaders.

After a period of brainstorming and
researching, five principle qualities were
drawn up as the foundation for good
leadership:

1. Integrity
2. Emotional intelligence
3. Ability to self-evaluate
4. Goal-orientation
5. Inclusivity

The ability to cultivate and then enhance
these qualities is part of the development
of a good leader. These qualities not only
refine one's own self, but also contribute
to developing peers and team members.
The moral charter clearly highlighted the
fact that leadership is not just about the
success of individuals; its purpose is to
guide the full team to collective success.



Hudaa Bax, Head Girl, said: *'It was
an enlightening experience which
taught me how to further improve
my leadership skills'.*

Upcoming Events

Friday 1st March

Presentation Evening

Monday 4th March

Y12 BTEC Health & Social
Care Work Experience

Thursday 7th March

Y9 Parents' Evening

Friday 8th March

Y10 & Y11 Urdu Speaking
Mock Exams start (3 days)

Monday 18th March

Y10 Internal English Exams

Monday 1st April

Y12 AS Level Mock Exams
Week

Tuesday 2nd April

Sixth Form BTEC Parents'
Morning

Thursday 4th April

Y8 Parents' Evening

Friday 5th April

Y10 French Speaking Exams
start (3 days)

Monday 8th April

End of Term Holiday (2
Weeks)

Friday 19th April

Y10 & Y11 Urdu Speaking
Exams start (3 days)

Tuesday 23rd April

School Re-opens
Y13 A Level Mock Exams
Week

Friday 26th April

Y10 & Y11 Urdu Speaking
Exams continue (3 days)

Thursday 2nd May

Y7 Parents' Evening

Friday 3rd May

Y11 BTEC Level 2 Health &
Social Care Unit 3 Exam

Y10 & 11 Arabic Speaking
Exams start (3 days)

Sunday 5th May

Ramadhan Begins

Monday 6th May

May Day Holiday

Tuesday 7th May

Y13 BTEC Health & Social
Care Unit 4 Part B Exam –
Resit

Thursday 9th May

Y12 BTEC Applied Science
Unit 3 Part B Exam

Friday 10th May

Y12 & Y13 AS and A Level
Urdu Speaking Exam

Monday 13th May

GCSE, A Level & BTEC
Examinations Start

Y7-9 Internal Full Year Exams
Start

Monday 27th May

Half-Term Holiday (1 Week)



Tauheedul Girls



Part of Star



INVESTORS
IN PEOPLE



SERVICE

Being a responsible citizen
in our community



TEAMWORK

Working together for
excellence



AMBITION

Aspiring to be
our best



RESPECT

Treating others as we
wish to be treated