

DEVELOPING YOU THROUGH TOUGH TIMES

WELCOME TO THE PiXL Edge PROGRAMME!

Here at PiXL we believe that your academic success is really important, but we don't think it's everything. We want you to leave education feeling confident, not only in your knowledge, but in your skills too.

The PiXL Edge programme aims to help young people discover the following skills and attributes in themselves:

LEADERSHIP
ORGANISATION
RESILIENCE
INITIATIVE
COMMUNICATION



We call these skills
LORIC for short



These skills are really important for life beyond school, and can also help you fulfil your potential in your studies.

THE SCHOOL CLOSURE CHALLENGE

You might not be having school as normal but that doesn't mean you can't work on YOU and YOUR character.

Over the next few weeks you could do the following:

- Read and complete the LORIC activity mats and learn about each area.
- Put into practice by picking 10 activities to complete, 2 from each section.
- Record what you have done and what you have learned so you can show your teacher.
- Once you have completed the whole booklet, you will be given a certificate by your teacher.
- Perhaps you can go a step further and complete more than 10?

Use this time to make you the best version of you that you can be!

A note for parents:

We know that exam results and academic achievement are important. However, we also know that who your child becomes is as important, if not more important. This booklet and the activities in it will help give your child some focus over the coming weeks.

They can stick to the 10 activities or perhaps do even more!

Let's use this time to develop their sense of self and their character.

SKILLS CHECKLIST

What CAN I do? Where can I IMPROVE? Look through the following statements and tick the ones you think you have already achieved.....Answer honestly! We are not expecting you to be an expert in each area. You will find that you are stronger in some areas and need to develop in others.

LEADERSHIP



- I have a clear goal and can plan how to reach it
- I can set a good example to others
- I understand strengths and weaknesses
- I can monitor and regulate my emotions
- I can demonstrate the ability to collaborate and work together
- I encourage others to do their best
- I can lead a known team in familiar situations
- I am able to take risks and step up



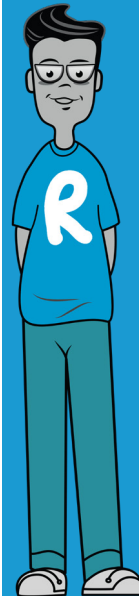
ORGANISATION



- I understand the impact of personal organisation
- I can break down an activity into achievable steps within a given time-frame
- I can develop and implement a planned event
- I promote solutions not problems
- I can undertake specific actions to achieve a successful conclusion
- I accept and enjoy my role within a team and understand how my work contributes to something bigger



RESILIENCE



- I understand the need for perseverance to complete an event
- I can identify the challenges that need to be overcome
- I regularly demonstrate self-discipline
- I can work independently
- I can see the value of trying hard
- I understand my personal limitations
- I use previous experience to help with new experiences



INITIATIVE



- I take interest in experiecn
- I take responsibility for my own learning within personal context
- I pursue the things I find interesting
- I see the value in being proactive
- I recognise the value of service to others
- I share ideas with others and make suggestions to make those ideas a reality
- I volunteer to support and participate in a planned activity
- I am willing to put myself outside my comfort zone



COMMUNICATION



- I can communicate to engage with the audience
- I understand that different approaches need to be used with different audiences
- I can work with groups of differing sizes, sharing ideas and listening to the suggestions and opinions of others
- I use body language to communicate positively
- I choose the appropriate form and content for my audience
- I am becoming a more fluent communicator



LORIC: Leadership

Unlocking the language of leadership

- Culture - definition
- Command - definition
- Autonomy
- Delegated
- Distributed
- Ego
- Vision
- Responsibility
- Leadership
- Inspiration
- Accountable/accountability

Which 4 words do you think are the most important for the leader of:

- A company?
- A school?
- A sports team?
- An event?



Different leadership approaches for different situations

Look at the other side of this mat and decide what kind of leadership approach you would use if:

- 1) You discovered a fire in your school
- 2) You wanted to persuade your friends to do something
- 3) Someone was in danger

Name the leaders you have learned about in all your subjects, what leadership style have they shown?

- A character in English?
- A leader in History?
- A world crisis in Geography?
- A director in Drama?
- An artist in Art?

Think of a leader that you know (form tutor, sports club, school leadership, faith group).

What kind of leadership approach do they have?

How do you respond to that style?

How would a different approach change your response?

Your leadership: your character

Our leadership comes out of who we are.

Rate yourself on the following things
1= strongly disagree, 5= strongly agree.

1. I prefer to tell people what to do.
2. I find taking responsibility hard.
3. I like creating a team.
4. I enjoy persuading people.
5. I don't like people questioning me.
6. I think that I am usually right.
7. I am good at listening.
8. I really care about people's feelings.
9. I know what I want as the end result.
10. I like hearing feedback, even critical.

Look back at your scores, which areas do you think you need to work on?

Area 1:

Area 2:

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What do leaders do?

- They provide direction
- They have vision
- They listen to others
- They are accountable
- They line manage others
- They create a team
- They set the culture

What are leaders like?

- Able to handle responsibility
- Able to take tough decisions
- Can speak the truth, kindly
- Are able to get the outcomes they want
- Can articulate why they are doing something
- Can articulate how and what to do

Case Study 1 – a leader's approach

- Can we think of people who have an approach that has worked – someone like Steve Jobs or Oprah Winfrey? Consider diversity in your selection.

Leadership styles: Control and command

- Tells people what to do
- Makes sure people do what has been asked
- Doesn't necessarily engage people in the process
- Seen as 'the person in charge'
- May not give autonomy to others
- People follow the instructions given
- When is this type of leadership crucial?
- When might this type of leadership cause problems?

LORIC: Leadership



Case Study 1 – a leader's approach

- Choose a different approach to the one above. Maybe someone in a crisis who needs to act immediately and take the tough decision

Leadership styles: Delegated and distributed

- Shares ideas with people
- Asks opinions of others
- Gives others responsibility
- Empowers others to contribute
- Creates a sense of team and contribution
- When might this approach work better than a control and command approach?

What great leaders say great leaders do

- It is not just your ability but your likeability that counts
- People don't care how much you know until they know how much you care
- It's WE not ME that people want to hear

When leadership goes wrong

- When the leader abuses power
- When they disrespect the team/staff
- When they won't take responsibility
- When their ego gets too big
- When they don't act on feedback
- When they stop asking for feedback
- When they are reckless

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LORIC: Organisation

Unlocking the language of organisation

- Establishment
- Formulation
- Plan
- Disposition
- Ordering
- Creation
- Moulding
- Grouping
- Working out
- Deliberation
- Preparation
- Rehearsal
- Structure
- Corporation
- Company
- Society
- Cooperative

Look at each of these words and discuss with a partner how they can be used to describe organisation.



Organised leaders

All the very best leaders have to be organised; it is not possible to be an effective leader without exceptional organisational skills. Consider the following people and think about how organisation would be important:

- The Prime Minister
- Your Headteacher
- Sports captain and coach
- Someone doing a job that you might like to consider in the future

Organisation in school.

Where have you learned about organisation in your subjects at school?

- Creating something in technology?
- Learning a new language?
- A world crisis in geography?
- An experiment in science?
- In a PE lesson?

In which other subjects have you learned about organisation?

Your organisation: your character

Our organisation comes out of who we are.

Rate yourself on the following things
1= strongly disagree, 5= strongly agree.

1. I write things down.
2. I am a positive person.
3. I enjoy problem solving.
4. I enjoy working in a team.
5. I plan ahead.
6. I am tidy.
7. I ask for help when I need it.
8. I take time to prepare before starting a task.
9. I set myself specific times to complete homework and I stick to it.
10. I always like to arrive early to appointments.

Look back at your scores, which areas do you think you need to work on?

Area 1:

Area 2:

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Goal setting

According to Locke (2019), "Every person's life depends on the process of choosing goals to pursue; if you remain passive you are not going to thrive as a human being." There are two goals you should be aware of: short and long term. Short term goals might refer to something you want to achieve this week or very soon. Long term goals might be achieved at the end of the term or year.

Making goals SMART

- S** - Specific
- M** - Measurable
- A** - Achievable
- R** - Recorded
- T** - Time based

Discuss some of your own goals – are they SMART?

Organisational techniques

- Avoid distractions – put the phone away!
- Create a task list each day – make it a short list and cross each task off when complete
- Tidy as you go. Put things back after you finish
- Create a weekly planner and put it in a place in your house where you can see it every day
- Make time for homework and clubs

What does an organised person look like?

Organised people:

- Write things down
- Ask for help when they need it
- Plan ahead
- Work well in a team
- Avoid negative thoughts

LORIC: Organisation



What great people have said about organisation

"Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success." **Pablo Picasso.**

"Organising is what you do before you do something so when you do it, it is not all mixed up." **A.A. Milne.**

Problem solving

Problem solving skills are highly sought after by employers as many companies rely on their employees to identify and solve problems. In order to be effective at problem solving you are likely to need some other key skills, which include:

- Creativity
- Research skills
- Teamwork

How are you developing these skills now?

Organising an event – London Marathon

40,000 people run in the London Marathon every year. 1,263 portable toilets lined the course, with an additional 400 urinal bays at the start. 300 litres of blue paint marked out the course and 1,200 incredible St John Ambulance volunteers were on hand. 750,000 bottles of Buxton mineral water will be distributed.

Think of an event that you could organise. What do you need to consider?

Being organised at school

If you are organised at school you are far more likely to be successful. Where do you need to demonstrate organisational skills throughout the day? How successful are you? How do you know? What would your teacher say about your organisational skills?

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LORIC: Resilience

Unlocking the language of resilience

- Optimistic
- Strong
- Supple
- Tough
- Effervescent
- Expansive
- Hardy
- Irrepressible
- Pliable
- Quick to recover
- Rebounding
- Rolling with punches
- Snapping back

Look at each of these words and discuss with a partner how they can be used to describe resilience.

'When you have a test in maths you have to be optimistic that you will do well'



Different types of resilience

- 1) Mental - Problem solving and challenges are embraced.
- 2) Social – It is important to be surrounded by friends and people you trust.
- 3) Physical – Being active is important. Physically resilient people do not sit still.
- 4) Emotional – You remain optimistic even in the face of extreme adversity.

Resilience in school.

Where have you learned about resilience in your subjects at school?

- A character in English?
- A leader in History?
- A world crisis in Geography?
- An athlete in PE?
- An artist in Art?

Coping with change

Since starting school in Year 7, you have had to adapt to many different changes. Some of these include: more teachers, different classrooms, more subjects, earlier and later starts to the day, homework, new friends and new clubs.

How did you adapt to these changes? What have you learned about your own ability to adapt to change?

Your resilience: your character

Our resilience comes out of who we are.

Rate yourself on the following things
1 = strongly disagree, 5 = strongly agree.

1. I like taking risks.
2. I am not afraid of failure.
3. I can accept criticism.
4. I will ask for help when I need it.
5. I am optimistic.
6. I am persistent.
7. When I set goals I stick to them.
8. I enjoy problem solving.
9. I am in control of my emotions.
10. I believe I can improve through practice.

Look back at your scores, which areas do you think you need to work on?

Area 1:

Area 2:

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Growth mindset

- 'I will improve with practice.'
- 'I enjoy being challenged.'
- 'Feedback can benefit me.'
- 'I enjoy trying new things.'
- 'Failing is part of learning.'

How many of these apply to you?

Growth v fixed mindset –

"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment."
Dweck, 2015

Fixed mindset

- 'I just can't do it.'
- 'I won't improve through practice.'
- 'If I get frustrated, I give up.'
- 'I take feedback personally.'
- 'I prefer to avoid challenges.'
- 'My ability won't change.'

How many of these apply to you?

What are resilient people like?

- They are persistent
- They learn from mistakes
- They set realistic targets
- They recognise and manage their emotions
- They are optimistic
- They are willing to ask for help
- They understand their own strengths and weaknesses
- They learn from their mistakes
- They enjoy solving problems

LORIC: Resilience



What great people have said about resilience

"If you run into a wall, don't turn around and give up. Figure out how to climb it." **Michael Jordan.**

"Some failure in life is inevitable. It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all—in which case, you fail by default." **J.K Rowling.**

Case Study – turning setbacks into success

There are many examples throughout history of people overcoming obstacles and setbacks in pursuit of success. Research one of these from the list and present what you find: Albert Einstein, Beyoncé Knowles, Bill Gates, Emily Dickinson, Elvis Presley, George Lucas, Rosa Parks, Harrison Ford, Henry Ford, Emmeline Pankhurst, James Dyson, J.K Rowling, Katy Perry, Mark Zuckerberg, Michael Jordan, Oprah Winfrey, Richard Branson, Malala Yousafzai, Steve Jobs, Steven Spielberg, Walt Disney, Winston Churchill, Amelia Earhart.

In the news

It is very difficult to listen to the news and not hear a story about resilience. This might be a story about a sports team coming back to win in the final minutes of the game. It might be a story about someone raising money for a charity. There are often stories about fire and police officers working hard to support their communities.

Have a look at some news articles from this week and find a story of resilience that interests you.

Why do people quit?

- They are unable to stick to their goals
- They set unrealistic goals
- They ignore support
- They lack intrinsic motivation
- They are scared of failing

Can you think of a time that you have given up on something and the reasons why?

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LORIC: Initiative

Unlocking the language of initiative

- Action
- Drive
- Ambition
- Dynamism
- Enterprise
- Get-up-and-go
- Gumption
- Inventiveness
- Moxie
- Originality
- Resourcefulness
- Vigour
- Desire

Look at each of these words and discuss with a partner how they can be used to describe initiative.



Showing initiative in leadership

- Think of a leader that you know (form tutor, sports club, school leadership, faith group)
- How have they demonstrated initiative?
- What could have been the consequences had they not used their initiative?
- How has this example made you think about your own initiative?

Initiative in school.

Where have you learned about initiative in your subjects at school?

- Creating something in technology?
- Learning a new language?
- In a PE lesson?
- An experiment in science?
- In a mathematics lesson?

In which other subjects have you learned about initiative?

Your initiative: your character

Our initiative comes out of who we are.

Rate yourself on the following things 1= strongly disagree, 5= strongly agree.

1. I am positive.
2. I volunteer.
3. I take part in things even when I might not be confident about it.
4. I work well as a team.
5. I am creative.
6. I like problem solving.
7. I come up with new ideas.
8. I like to voice my opinion.
9. I like working independently.
10. I will often do more than required.

Look back at your scores, which areas do you think you need to work on?

Area 1:

Area 2:

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What is initiative?

Initiative is the ability to be resourceful and work without always being told what to do. It requires resilience and determination. People who show initiative demonstrate that they can think for themselves and take action when necessary. It means using your head, and having the drive to achieve.

What does someone with initiative look like?

- ... don't wait to be told what to do
- ... see obstacles as challenges, not limits
- ... think creatively to find solutions
- ... think of multiple ways to achieve a goal
- ... think independently
- ... become enthused / fascinated by thinking

Why do employers like people with initiative?

Initiative is a highly desirable skill that employers value enormously. Here are some of the reasons why:

- Shows you can think for yourself
- Proves that you will continue to develop and grow
- Shows you can generate exciting ideas
- You move things forward
- You do more than is required of you

Moving from a fixed to a growth mindset

When you have a 'Fixed Mindset', you may think that your abilities and qualities are things that you are born with. People using the 'Fixed Mindset' tend to ignore the effects of effort. How could you use your initiative to move to a growth mindset?

LORIC: Initiative



The importance of volunteering

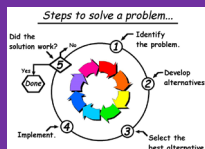
Have you ever volunteered? What did you learn about yourself? The benefits are huge - here are just some:

- Gain confidence
- Make a difference
- Be part of a community
- Learn new skills
- Take on a challenge
- Have fun!

Solution and problem based thinking

Solution-based thinking involves evaluating a current problem or situation and determining a reasonable, practical plan to attack that problem or situation.

Use this diagram to try and solve a problem!



What great people have said about initiative

"Lot's of people never use their initiative because no one told them to." Banksy.

"Initiative is doing the right thing without being told." Victor Hugo.

Showing initiative

OPPORTUNITY IS NOWHERE

Hopefully, you read this as OPPORTUNITY IS NOW HERE

There are so many opportunities so don't sit back, get involved and see every opportunity as a chance to grow.

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LORIC: Communication

Unlocking the language of communication

- Imparting
- Conveying
- Reporting
- Presenting
- Disclosure
- Dealings
- Connection
- Association
- Socialising
- Correspondence
- Dialogue
- Talk
- Conversation
- Discussion

Look at each of these words and discuss with a partner how they can be used to describe communication.



Different forms of communication

1. Verbal communication: this refers to the use of words in delivering the intended message. This will often include written and oral communication.
2. Non-verbal communication: refers to entails communicating by sending and receiving wordless messages. This might be how you use your body language, such as facial expressions.
3. Visual communication: this refers to visual aids, such as signs, typography, drawing, graphic design, illustration, colour and other electronic resources.

Communication in school. Where have you learned about communication in your subjects at school?

- A problem in maths?
- A leader in history?
- A world crisis in geography?
- A play in drama?
- An artist in art?

In which other subjects have you learned about communication?

Your communication: your character

Our communication comes out of who we are.

Rate yourself on the following things
1 = strongly disagree, 5 = strongly agree.

1. I speak clearly when presenting.
2. I enjoy presenting.
3. I know how to present effectively.
4. My body language is positive when I present.
5. I use effective visual aids when presenting.
6. I am a good listener.
7. When other people talk to me, I engage with them.
8. I never send or post anything that would cause offence.

Look back at your scores, which areas do you think you need to work on?

Area 1:

Area 2:

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What is communication?

In its simplest form, communication needs three things:

1. Someone who wants to communicate.
2. A message.
3. Someone who is ready to be communicated with.

Talk to a partner about someone who interests you. Did you communicate effectively?

Communication in the workplace

What would you like to do in the future? Write down some ideas and then think about the following: what communication skills will I need to demonstrate?

- Writing and Reading
- Speaking
- Listening
- Creating images or video

Ask someone else how they communicate!

Content and rhetoric

Content is about what you say and the substance. Rhetoric is how you say it and more about the style. It is often designed to have a persuasive or impressive effect, but may be regarded as lacking in sincerity or meaningful content. Which is more important? What you say or how you say it?

What makes effective communication?

- Listening to others
- Having empathy
- Understanding your audience
- Honesty
- Show an interest in what others are saying
- Maintain eye contact
- Smile
- Open body stance

First impressions!

First impressions matter – a lot! You only get one chance to make a first impression. There have been numerous studies and although they don't agree on one specific number, they all agree that you have less than 30 seconds to impress someone. Some studies even state that you have only seven seconds before someone makes a judgement. How do you create a good first impression?

- Positive body language
- Speak clearly
- Put your phone away!
- Dress smartly
- Don't be late

LORIC: Communication



Social media in the news

Roseanne Barr has had her sitcom axed after posting a racist tweet about a former aide to President Obama. Israel Folau, one of the best rugby players in the world, was sacked by Rugby Australia following social media posts.

Social media today

In a study by Barnado's, they found that 30% of 13 year olds and 40% of 16 year olds regretted posting something online. Social media can be great but what are the drawbacks? Have there been times when you've done something too quickly and regretted it later? Could you go without social media for a set period of time? How about giving it a go? Try not to look at your phone for 48hrs. How might you need to communicate without your phone?

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Health

Unlocking the language of health

- energy
- fitness
- strength
- well-being
- bloom
- robustness
- salubriousness
- salubrity
- shape
- soundness
- stamina
- healthiness
- heartiness,
- Wellness
- wholesomeness

Look at each of these words and discuss with a partner how they can be used to describe health

Health is important for all jobs

You have to be healthy to hold down a job. Where would you need good health in these jobs?

- Teacher
- Police
- Doctor
- Gardener

What jobs are you interested in? Why would you need to be in good health to complete those jobs?

Health in school.

Where have you learned about health in your subjects at school?

- In a PE lesson?
- In a languages lesson?
- In food technology?
- In PSHE?

What other subjects have you learned about health in?

Your health

Rate yourself on the following things
1 = strongly disagree 5 = strong agree

1. I drink a lot of water every day
2. I eat fruit every day
3. I eat vegetables every day
4. I get 9-10 hours of sleep every day
5. I always use the stairs if I can
6. I prefer to walk or cycle rather than using transport
7. I eat a healthy breakfast every day
8. I am always positive
9. I belong to a club outside school
10. I attend a sports club in school

Look back at your scores, which areas do you think you need to work?

Area 1:

Area 2:



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What is health?

It means making care of your body and that you have good physical, social and mental wellbeing, and are free from diseases.

What is physical activity?

Physical activity is defined as any bodily movement produced by skeletal muscles that requires energy expenditure.

The four main types of physical activity are aerobic, muscle-strengthening, bone-strengthening, and stretching. Aerobic activity is the type that benefits your heart and lungs the most.

Consequences of leading a sedentary lifestyle

- Increase the risks of certain cancers
- Increase in anxiety and depression
- Increase risk factor for certain cardiovascular diseases.
- More likely to be overweight or obese.
- Increased risk of high blood pressure and elevated cholesterol levels.

Healthy habits

Have a look at your week and see if you can adopt these healthy habits;

1. Drink between 6-8 glasses of water each day
2. Add fruit and vegetables to your meals
3. Eat breakfast
4. Do some form of physical activity every day
5. Get between 9-10 hours of sleep

Health



The benefits of physical activity

- Reduce your risk of a heart attack.
- Manage your weight better.
- Have a lower blood cholesterol level.
- Lower the risk of type 2 diabetes and some cancers.
- Have lower blood pressure.
- Lower risk of developing osteoporosis.
- Feel better – with more energy, a better mood, feel more relaxed and sleep better.

How to lead a more active lifestyle

- Activity trackers/phone – count daily steps
- Walk to school or get some fresh air every day
- Bike rides
- Keep active at break-times
- Walk when visiting family or friends
- Walk up and down stairs more often
- Train for a local charity walk
- Exercise with friends

What great people have said about health

"Health is the greatest of human blessings"
Socrates

"It is health that is real wealth and not pieces of gold and silver"
Gandhi

Activities that can help lead a healthy lifestyle

- Get plenty of fresh air
- Walk and cycle instead of using transport
- Stay positive
- Get plenty of rest
- Get plenty of sleep
- Drink plenty of water
- Eat vegetables and fruit

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LEADERSHIP ACTIVITIES

SELECT TWO ACTIVITIES

Lead a group fitness session.



Organise a word search challenge. Each member of the group must produce a word search on a different topic. Collate them all and make a book.

Make up a new game and teach it to a group of people.

Get a group together and ask them to write a short story about kindness for younger children. Collate them all and make a book of short stories.

Get a group together and ask them for a presentation on a person that has shown incredible acts of kindness. Make it into one book for people to read.

Individually, list ten adjectives which describe an effective leader. Compare these in pairs/in a group and refine your lists to three top adjectives. Present these to another group and justify your reasons for your choices.

Plan how you can take the lead on a project to support others who are attending school at the present time. What could you do to help support them? For example, leading a book club or running a reading-mentor programme for a younger student.

Listen to a motivational speech given by a leader such, as Winston Churchill or Barrack Obama. What about their speech might inspire those who saw them as a leader? You could think about their use of language and rhetorical devices.

Design a science activity for a Year 6 student visiting your school.

Explain the importance of teamwork when carrying out a practical.

Complete the WWF Carbon Footprint questionnaire. Think about how you could reduce your carbon footprint from September.

Design 3 activities that could be used for Year 6 transition days.



Write a lesson on codes and code breaking.

Produce a booklet for primary school children about an aspect of the curriculum.

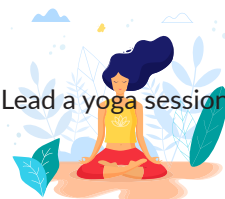
Take responsibility for making a presentation on well-being.

Take responsibility to teach yourself some new vocabulary with a definition on a particular topic.

Produce a booklet that considers the effect of eating junk food on the body.

Facilitate a discussion about whether controlling your thoughts and opinions can make life better for 'us' and for 'them'.

Lead a yoga session.



Learn coding and teach it to a group of people.



ORGANISATION ACTIVITIES

SELECT TWO ACTIVITIES

Offer to help a teacher tidy up and design their classroom.

Organise a board game competition.



Organise a food collection for a local foodbank.



Organise the production of a short film.

Create a three course lunch for charity.



Organise a debating competition. You should consider how you will split the groups, what roles will need to be distributed, which topic you will choose, what guidance you will give and how the debate will be held.

Organise a reading group. You should consider what reading materials would be suitable for all members of your group, a balance of non-fiction and fiction, as well as how often it will be held.

Identify five verbs which you feel would be undertaken by someone who is seen as 'organised'. Find ways to work on these areas to help improve your own organisational skills.

Plan an investigation to find out which ball bounces higher, a tennis ball or a football.

Explain how to carry out a risk assessment for an experiment and why they are important.

Think about a science lab where you have carried out experiments. How would you rearrange the lab and equipment to make it easier to do experiments?

Plan a trip abroad. You have a budget of £5000 for two of you.

Create a series of puzzles, sudoku, cross number... share with friends at school.

Design a meal plan for a week for your family. Can you find out how much this will cost? How much of each item do you need?

Assemble a presentation about a historical figure whom you admire.

Create a set of new vocabulary cards for a language of your choice.

Design a case study of a local place of geographical interest.

Design a guide for Y7 or Y8 students on what it means to be truly kind, as opposed to just being nice. This can be in the form of a leaflet, a poster or poem.

Organise a booklet of different examples of acts of kindness.

Organise a game of charades.



RESILIENCE ACTIVITIES

SELECT TWO ACTIVITIES

Learn a completely new skill.



Design your own fitness circuit that can be done with limited equipment.

Learn the word 'kindness' in as many languages as you can. Memorise them and teach them to someone else.

Create a resilience challenge for someone else in your group.

Learn a new circus skill such as juggling.



Persevere and learn sign language. Teach the word kindness to other people.

Identify two or three areas that you struggle with in English. Practise resilience by actively working on these to strengthen them. Research the areas online, ask teachers or use materials that have been provided in departmental areas of your VLE.

Write a speech or blog post which focuses on how important resilience is for us all in the present situation we face.

The word resilience comes from the Latin *resiliens*, meaning to rebound, recoil. Think about what this means – mindmap other words which link to the concept of resilience. How can we practise resilience ourselves?

Using a physics revision guide or textbook, learn 5 of the physics equations you need to know for GCSE.

Learn the names of the first 20 elements of the periodic table and their symbols.

How many elephants would fit inside a blue whale?



Make a paper aeroplane. Measure how far it can fly. What changes can you make to make it travel further.

Design a tessellating pattern that could be used as a new flooring for a classroom.

Use a mindfulness APP and undertake a course.



Persevere and significantly increase your reading speed.

Research someone who you admire for their resilience.

Achieve self-gratification for working on an aspect of your learning which you struggle with.

Make a leaflet for Year 6 children offering them guidance and advice on how to embrace the changes that are ahead of them.

Design your own fitness circuit that can be done with limited equipment.

INITIATIVE ACTIVITIES

SELECT TWO ACTIVITIES

Design a kindness
noticeboard.



Find out what hobbies
someone in your class
enjoys doing and make a
quiz for them to answer.

In a group, produce 10
general knowledge
questions each and
organise a quiz amongst
your group.

Complete one good deed
every day without the
other person knowing
about it.

Create a design for a
T-shirt with the theme of
kindness.

Design a kindness
superhero.



Persevere and learn
to play chess.



The word initiative comes
from the Latin initium,
meaning beginning. What
other words stem from the
word initiate, meaning to
cause something to begin?

Initiate a newsletter or
school blog to share what
you are doing in school
with those who are at
home. Ask whether your
school could tweet links
to these or share in other
ways, such as via email.

Set yourself a reading goal
and plan how you will stick
to it. Give yourself
mini-goals to help you
reach this.

Research the Superstar
and Bronze CREST Awards.
Choose one you are
interested in completing.

Design an app which
teaches people to waste
less water.

Plan the next David
Attenborough programme.
Think about the questions
you would like him to
answer.

Design an experiment to
test people reaction times.



Create a scale model of
the universe. This could be
drawn or 3D.



Create a poster
publicising the work of a
chosen charity.

Create a poster that will
show the facts of drugs,
smoking and/or alcohol
abuse.

Establish a campaign to
improve one aspect of your
school.

Create an anti bullying
awareness poster for the
school to adopt.

Create a poster to develop
a 'mind to be kind',
including a plan for the
kindness to happen in
school.

COMMUNICATION ACTIVITIES

SELECT TWO ACTIVITIES

Year 6s joining in September will be very anxious. Can you write a letter to help them settle in? Some advice and tips to help calm their nerves.

Make a list of 7 acts of kindness that you can perform. Do them and reflect on how they made you feel.

Work in a group to produce a piece of art with the theme of kindness.



Research several recipes from different countries you have never been to and record them in your own recipe book.

Create a video about someone famous that has shown incredible courage.



Make a leaflet to promote a foodbank.



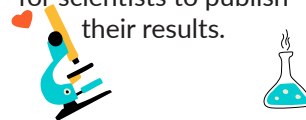
Write a card or e-mail to a member of staff, family member or friend who has helped you recently. Use this to communicate to them what they did for you, how it impacted on you and how grateful you are to them.

The word communication comes from the Latin *communicare*, meaning to share. It is vital that we communicate with others about how we are feeling. Create a leaflet which advises people about the importance of communication and where they can go for help, if needed.

Play 'Just a Minute' in a group. Have a variety of topics that each of you pick out of a bowl. Everyone will have 60 seconds to speak about their topic without a pause or repetition.

Choose a topic area you have recently studied in science. Explain it to another student, either in orally or in writing.

Explain why it is important for scientists to publish their results.



Write a letter to a famous scientist explaining why you find them inspirational.

Write two pages of a revision guide for topics you have covered, with key learning points and questions.

Write a guide for Year 6 pupils on what to expect from secondary school maths to help them with moving up.

Create an anti-litter or pro-recycling poster campaign.

Present the 'for' and 'against' sides of a topic of your choice.

Produce a leaflet helping Year 7s with their first few weeks at school.

Read newspapers and present your opinion on current affairs.

Write your own story and design your own book cover.



Choreograph a dance routine and teach it to a group.



PERSONAL DEVELOPMENT PLAN

MY STRENGTHS

- L
- O
- R
- I
- C

MY AREA TO DEVELOP AND GROW

- L
- O
- R
- I
- C

Select 10 activities from the previous pages (two per attribute). In the boxes below, describe each activity, and explain how you are going to achieve it. Then, after you have completed the activity, complete the last two sections in each box - make sure you evaluate what you have learned and how your LORIC skills have developed.

LEADERSHIP - My activity is...

To complete this successfully I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITY

What have you learned about your leadership - what did you find easy/difficult?

How has this activity helped you to develop your leadership skills?

What do you need to do now to build on what you have developed?

LEADERSHIP - My activity is...

To complete this successfully I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITY

What have you learned about your leadership - what did you find easy/difficult?

How has this activity helped you to develop your leadership skills?

What do you need to do now to build on what you have developed?

ORGANISATION - My activity is...

To complete this successfully I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITY

What have you learned about your organisational skills - what did you find easy/difficult?

How has this activity helped you to develop your organisational skills?

What do you need to do now to build on what you have developed?

ORGANISATION - My activity is...

To complete this successfully I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITY

What have you learned about your organisational skills - what did you find easy/difficult?

How has this activity helped you to develop your organisational skills?

What do you need to do now to build on what you have developed?

RESILIENCE - My activity is...

To complete this successfully I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITY

What have you learned about your resilience - what did you find easy/difficult?

How has this activity helped you to develop your resilience?

What do you need to do now to build on what you have developed?

RESILIENCE - My activity is...

To complete this successfully I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITY

What have you learned about your resilience - what did you find easy/difficult?

How has this activity helped you to develop your resilience?

What do you need to do now to build on what you have developed?

INITIATIVE - My activity is...

To complete this successfully I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITY

What have you learned about your ability to demonstrate initiative - what did you find easy/difficult?

How has this activity helped you to develop your initiative skills?

What do you need to do now to build on what you have developed?

INITIATIVE - My activity is...

To complete this successfully I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITY

What have you learned about your ability to demonstrate initiative - what did you find easy/difficult?

How has this activity helped you to develop your initiative skills?

What do you need to do now to build on what you have developed?

COMMUNICATION - My activity is...

To complete this successfully I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITY

What have you learned about your communication skills - what did you find easy/difficult?

How has this activity helped you to develop your communication skills?

What do you need to do now to build on what you have developed?

COMMUNICATION - My activity is...

To complete this successfully I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITY

What have you learned about your communication skills - what did you find easy/difficult?

How has this activity helped you to develop your communication skills?

What do you need to do now to build on what you have developed?