

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.

character@pixl.org.uk

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



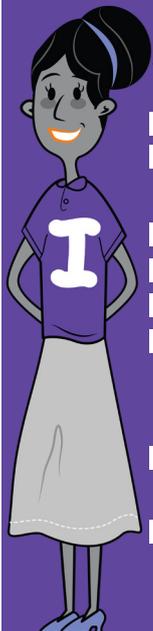
RESILIENCE



- 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



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 Barack 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.



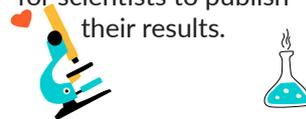
Write a card or e-mail to a member of staff, family member or friend who has helped you recently. Use this to communicate to them what they did for you, how it impacted on you and how grateful you are to them.

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.

