

DEVELOPING YOU THROUGH TOUGH TIMES



WELCOME TO NETHER STOWE SCHOOL

Here at Nether Stowe School we believe that your academic success is really important, but we also want you to leave education feeling confident not only in your knowledge but in your skills too.

Our LORIC 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 they 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 these skills into practice by picking 10 activities to complete, 2 from each section.
- Record what you have done, and what you have learned, so you these can share these when you join us
- Perhaps you can go a step further and complete more than 10?

Use this time to make yourself 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.

ORGANISATION



- *I understand the impact of personal organisation.*
- *I can break an activity down 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.*

LEADERSHIP



- *I have a goal and I 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.*

RESILIENCE



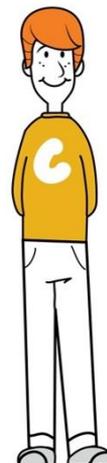
- *I understand the need for perseverance to complete an event.*
- *I can identify the challenges that need to be overcome.*
- *I regularly demonstrate self-discipline.*
- *I can work independently.*
- *I can see the value of trying hard.*
- *I understand my personal limitations.*
- *I use previous experiences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

INITIATIVE



- *I take interest in experience.*
- *I can take responsibility for my own learning within a 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 different 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 fitness session at home	Organise a word search challenge. Collate them all and make a book.	Make up a new game and teach it to a group of people, either in your household or via technology	Ask people to send you a short story about kindness for younger children. Collate them all and make a book of short stories.
Virtually get a group together and ask them for a presentation on a person that has shown incredible acts of kindness.	Individually, list ten adjectives which describe an effective leader. Compare these with others 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 activity.	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 whilst out of school.	Teach yourself the definitions of some new vocabulary from a topic of your choice.
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, either at home or by using technology	Learn coding and teach it to others

ORGANISATION ACTIVITIES

SELECT TWO ACTIVITIES



Design the most organised and efficient classroom you can.	Organise a board game competition either at home or using technology	How would you promote a food bank collection in the future?	Organise the production of a short film.
Create a three-course lunch for your household	Organise a debating competition in your household or using technology. 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 £5,000 for two of you.
Create a series of puzzles, such as sudoku or cross number. Share these with people you live with	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

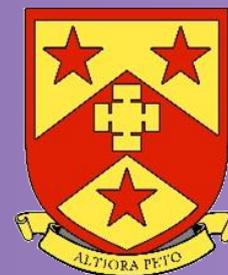
SELECT TWO ACTIVITIES



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 household.
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 Stella	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, online resources or a 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 obstacle course that can be done with limited equipment.

INITIATIVE ACTIVITIES

SELECT TWO ACTIVITIES



Design a kindness noticeboard.	Find out what hobbies someone you know does enjoys doing and make a quiz for them to answer.	Produce 10 general knowledge questions each and organise a quiz In your household	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 at home with those who are at school (or vice versa). 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's 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.

COMMUNICATIONS ACTIVITIES



SELECT TWO ACTIVITIES

<p>Year 6s joining in September might be anxious. Write a letter to help them settle in, from your point of view. Include tips to help calm their nerves.</p>	<p>Make a list of 7 acts of kindness that you can perform. Do them and reflect on how they made you feel.</p>	<p>Within your household work in a group to produce a piece of art with the theme of kindness.</p>	<p>Research several recipes from different countries you have never been to and record them in your own recipe book.</p>
<p>Create a video about someone famous who has shown incredible courage.</p>	<p>Make a leaflet to promote a foodbank.</p>	<p>Write a card or email 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.</p>	<p>The word communication comes from the Latin <i>communicare</i>, 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.</p>
<p>Play 'Just a Minute' at home. 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. You could adapt to do using technology too.</p>	<p>Choose a topic area you have recently studied in science. Explain it to someone else, either orally or in writing.</p>	<p>Explain why it is important for scientists to publish their results.</p>	<p>Write a letter to a famous scientist explaining why you find them inspirational.</p>
<p>Write two pages of a revision guide for topics you have covered, with key learning points and questions.</p>	<p>Design and healthy meal for your household and communicate what the health benefits are</p>	<p>Create an anti-litter or pro-recycling poster campaign.</p>	<p>Present the 'for' and 'against' sides of a topic of your choice.</p>
<p>Hold a meeting for your household, complete with an agenda.</p>	<p>Read newspapers and present your opinion on current affairs.</p>	<p>Write your own story and design your own book cover.</p>	<p>Choreograph a dance routine and teach it to a group.</p>

PERSONAL DEVELOPMENT PLAN

MY STRENGTHS

- L
- O
- R
- I
- C

MY AREAS TO DEVELOP AND GROW

- L
- O
- R
- I
- C

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

LEADERSHIP - My activities are:

To complete them successfully, I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITIES

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

How have these activities helped you to develop your **leadership** skills?

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

ORGANISATION - My activities are:

To complete them successfully, I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITIES

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

How have these activities helped you to develop your **organisation** skills?

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

RESILIENCE - My activities are...

To complete these successfully, I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITIES

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

How have these activities helped you to develop your **resilience** skills?

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

INITIATIVE - My activities are...

To complete these successfully, I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITIES

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 activities are...

To complete these successfully, I am going to...

AFTER YOU HAVE COMPLETED YOUR ACTIVITIES

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

How have these activities helped you to develop your **communication** skills?

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