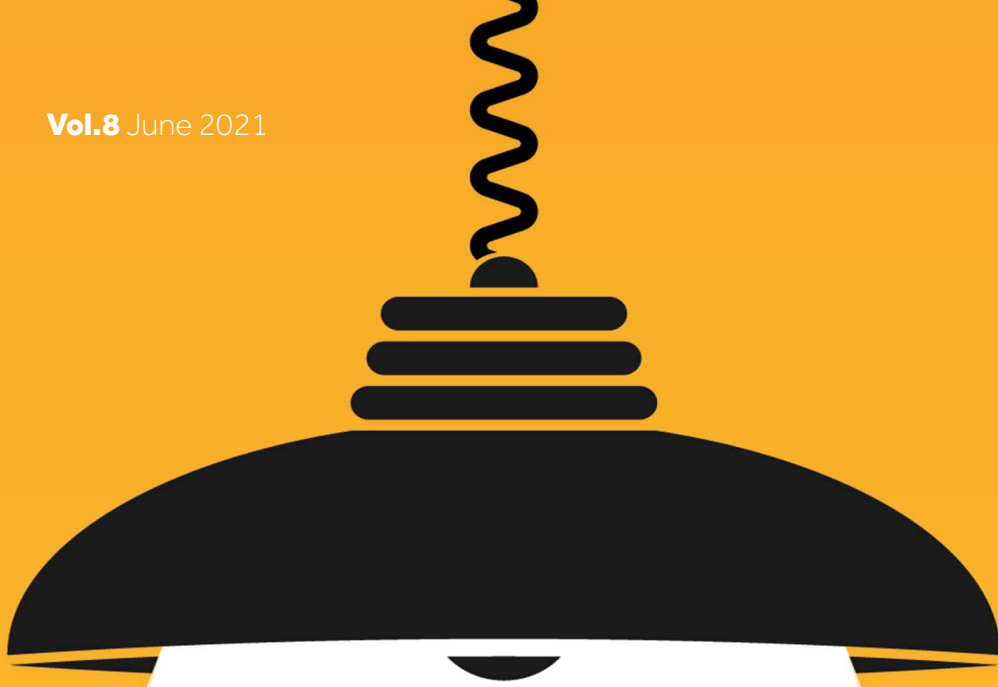


Vol.8 June 2021



PiXL June 2021

# Character Bulletin

[www.pixl.org.uk](http://www.pixl.org.uk)

**BETTER FUTURE BRIGHTER HOPE**

# WELCOME

As we enter the final term, we are beginning to see the light at the end of the tunnel. This has been an incredibly difficult year for everyone, but we will be able to draw on our character programme to share moments of courage and resilience. When we have an opportunity, we might reflect on how we had to show initiative to learn about teaching online with very little time and training – if any! We will look back and wonder how we managed to organise our lessons and home school our own children. According to Simon Sinek, "Leadership is not about being in charge. Leadership is about taking care of those in your charge". If this is true, then we have demonstrated all the LORIC attributes for our students... although we might not get a certificate to show for it!

In this edition, we take a closer look at how our students could make a difference to the community they live in now that restrictions have eased. Garden Wildlife Week encourages students to learn about the role they can play in supporting the environment and shows them how they can make a difference just by doing some simple things. Refugee Week provides our students with an opportunity to learn more about the global issues that force people to leave their own homes and how we can support them. Pride Month celebrates tolerance and inclusivity and explores the challenges that the LGBT community still face. World Environment Day and World Oceans Day are wonderful opportunities to discover more about the world we live in and what we can do to make it a better place to live in, supported by the launch of the Green Edge. Cupcake Day is a great opportunity for our students to do what they love – making and eating cake! Why not do that and earn some money for a local charity at the same time?

As always, this bulletin is packed with ideas to support the delivery of your own character programme and we hope you find it helpful. Please do share any of your activities with us via Twitter on @PiXLEdge.

If you have any success stories you would like to share with us to be included in the PiXL Character bulletin, please email [edge@pixl.org.uk](mailto:edge@pixl.org.uk).

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June is Pride Month and is dedicated to celebrating the LGBTQ+ communities all around the world. Pride is usually celebrated with lots of parades and marches but with coronavirus and social distancing still in place, things will be a little different this year.

Every year, during the month of June, the LGBT community celebrates in a number of different ways. Across the globe, various events are held during this special month as a way of recognising the influence LGBT people have had around the world.

As well as being a month-long celebration, Pride Month is also an opportunity to peacefully protest and raise political awareness of current issues facing the community. Parades are a prominent feature of Pride and there are many street parties, community events, poetry readings, street festivals and educational sessions.

These events, covered by the mainstream media, attract millions of participants.

Pride Month is about teaching tolerance, education in pride history and continuing to move forward in equality. It calls for people to remember how damaging homophobia was and still can be. It's all about being proud of who you are, no matter who you love.

**52%** – The percentage of LGBTQ people who have experienced depression recently.

**46%** – The percentage of lesbian, gay and bisexual people who are open about their sexual orientation with their family.

**“We have not achieved equality until every LGBT person, of every colour and background, is able to enjoy equality within our community and outside of it.”**

– Phyll Opoku-Gyimah, Executive Director of UK Black Pride, and Ruth Hunt, Chief Executive of Stonewall

The suggestion to call the movement 'Pride' came from L. Craig Schoonmaker, who in 2015 remarked: "A lot of people were very repressed, they were conflicted internally, and didn't know how to come out and be proud. That's how the movement was most useful, because they thought, 'Maybe I should be proud'."

## Facts about Pride Month:

### The Rainbow Flag

The rainbow flag as a gay pride symbol made its debut at the San Francisco Pride Parade in 1978. Harvey Milk asked his good friend Gilbert Baker to design a unifying symbol for the gay community, and the rainbow flag was the result.

The original LGBT flag was hand dyed and consisted of eight symbolic colours. Here are their meanings:

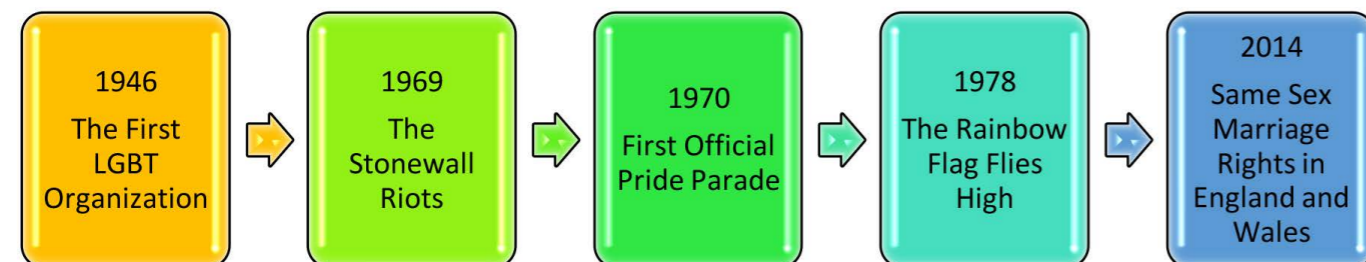
Pink	Sexuality
Red	Life
Orange	Healing
Yellow	Sunlight
Green	Nature
Turquoise	Magic/Art
Blue	Serenity/Harmony
Purple	Spirit

### Why is Pride celebrated in June?

June was chosen to be the LGBT Pride Month to commemorate the Stonewall Riots, which took place in New York in June 1969, when gay bars were illegal. The brave activism displayed in the incident is considered the start of the gay liberation movement.

The World's Largest Pride Parade: with an estimated 3.5 million attendees in 2011, Sao Paulo, Brazil hosted the world's largest Pride Parade.

### Pride Month – a timeline



## Further resources

- <https://prideinlondon.org/parade/>
- <https://lgbtplushistorymonth.co.uk/>
- <https://www.stonewall.org.uk/our-work/campaigns/pride>

# PRIDE IN LONDON

## LORIC opportunities

- **Organisation** – Organise your own event to raise awareness of Pride Month in your school
- **Initiative** – Come up with an idea to raise awareness of Pride Month
- **Communication** – Produce a poster to promote the values of tolerance and inclusivity

# WORLD OCEAN DAY

## 8th June

World Ocean Day takes place on June 8th and this year's theme is 'The Ocean: Life and Livelihoods'. This annual celebration reminds us of the major role oceans have in everyday life.

Our ocean systems are fundamental to the planet's wellbeing, but they are facing a number of different issues which could impact on the way they function and organisms that live within it. One such issue is plastic pollution.

The Environment Agency's plastics and sustainability team is working with young people, businesses and communities to tackle these escalating concerns.



The team is part of a programme made up of 18 partners called the Interreg Preventing Plastic Pollution project, which aims to influence the reduction of avoidable plastic waste and prevent plastic escaping into the environment.

Young people, our future leaders, are calling for change and action around these issues, empowering their peers and



the wider public with their passion and enthusiasm for the protection of our planet.

To help motivate more young people, the team has launched a set of resources designed for primary and secondary students centred around World Ocean Day, plastic pollution and the wider climate emergency.

The resources, which are in the form of an interactive river catchment map (pictured on the previous page), illustrate different sources of plastic pollution and potential pathways to the ocean.

By clicking on different points of the map, students can learn how plastic pollution travels through our toilets and drains to rivers and oceans having started life as a balloon, plastic-food wrap, litter, clothing and agricultural materials.

Students will also hear about climate change, household waste, how plastic can end up in rock pools, the different sizes of plastic (micro, macro and nanoplastics), and have the chance to take part in a competitive litter pick, plus other fun activities.

These maps are free to use and can be accessed using the links on the right.

The activities will culminate in a live question and answer session with the Environment Agency and World Wildlife Fund experts on World Ocean Day at 13:30-14:30. All schools are welcome to register for this via Eventbrite.

The Environment Agency is also working with PiXL to launch the Green Edge Award in September, featuring many more fun and engaging challenges (see page 15). The award will help young people develop character through skills development while encouraging them to become more environmentally aware.



European Regional Development Fund



## Support World Ocean Day

Visit: <https://preventingplasticpollution.com/>

### Access the resources:

- **Secondary:** <https://preventingplasticpollution.com/activities/world-ocean-day-activity-pack-for-secondary-schools/>
- **Primary:** <https://preventingplasticpollution.com/activities/world-ocean-day-activity-pack-for-primary-schools/>
- **Sign up to the Q&A:** <https://www.eventbrite.co.uk/e/world-ocean-day-live-question-and-answer-session-tickets-148876083373>
- **Show your support on Twitter:** #WorldOceanDay #STEMeducation #PreventingPlasticPollution, tagging @plastic\_EU @EnvAgency

## LORIC opportunities

- **Leadership:** Lead a school or class contest to nominate the top five marine sea creatures and why, this could be from the smallest copepod to the largest whale, but there must be a good reason for it to make the top five.
- **Organisation:** Organise a lunchtime litter pick around your school grounds, all litter has the potential to lead to the ocean, wherever you are.
- **Resilience:** Set yourself a goal for change. What one action can you take to help protect our oceans? Be brave and challenge yourself.
- **Initiative:** Nominate a family member to make a pledge, what action will they take to protect our oceans?
- **Communication:** Use this international day to tell someone about the issue of plastic pollution in our oceans and provide an action they can take to reduce their plastic waste.

# CUPCAKE DAY

17th June

There's nothing quite like a cup of tea and a cake to bring people together. Cupcake Day is on Thursday 17th June and aims to raise vital funds to support people affected by dementia. Cupcakes, or fairy cakes as they are often referred to in the UK, are growing in popularity every year, with Google reporting it as the fastest growing recipe search. A standard cupcake uses the same basic ingredients as standard-sized cakes: butter, sugar, eggs and flour. Nearly any recipe that is suitable for a layer cake can be used to bake cupcakes.

### Amazing cupcake facts

- The term 'cupcake' was originally used in the late 19th century for cakes made from ingredients measured by the cupful. Essentially, the name comes from how the recipe was measured: one cup butter, two cups sugar, three cups flour and four eggs. Early cupcakes were baked in teacups or small clay cups, hence the name.
- The earliest description of a cupcake can be traced back to 1796, when a recipe for "a light cake to bake in small cups" was written in *American Cookery* by Amelia Simmons.
- The largest cupcake ever made weighed 1,224 pounds, was 4 foot tall by 10 foot wide and contained 2 million calories! That would be quite a challenge for our students!

Why not encourage your students to design and bake their own unique cupcakes!? If they do, we would love to see what they have produced on our Twitter page, so please share what they have done.



## Further resources

- <https://www.alzheimers.org.uk/cupcake-day-FAQs>
- <https://www.alzheimers.org.uk/cupcake-day>

## LORIC opportunities

- **Organisation** – Organise your own cupcake sale
- **Initiative** – Design your own unique cupcakes
- **Communication** – Make a cupcake recipe book of your favourite creations



# REFUGEE WEEK

14th-20th June

Refugee Week is an annual festival celebrating the contributions, creativity and resilience of refugees. The theme this year is 'We Cannot Walk Alone'. There can be a lot of confusion around the labels used to describe refugees, which can be very unhelpful. Below are some of the most common terms used to describe people who leave their countries for different reasons.

## Asylum seekers

An asylum seeker flees their home and arrives in another country, making themselves known to the authorities. They will then submit an asylum application and be provided with a legal right to stay in the country while awaiting an application decision.

## Refugees

A refugee has been able to prove that they would be at risk if they returned to their home country. They have had their claim for asylum accepted by the government and can stay here long term or indefinitely. Under UK and international law, refugees have a right to bring their immediate family members to join them. The UK helps refugees reunite with their families.

In the UK, refugees make up less than 1% (0.26) of the population. Turkey now hosts the most refugees with 3.7 million, followed by Pakistan with 1.7 million and Uganda with 1.2 million. Over half of refugees globally are under the age of 18.

There are many activities you could encourage your students to take part in to raise the profile of Refugee Week.

## Why not watch and discuss some films about refugees?

### Films for children over 11 years of age:

- <https://vimeo.com/337332583>
- <https://www.mybrightkite.org/resources>
- <https://positivenegatives.org/story/dear-habib/animation/>
- <https://positivenegatives.org/story/north-star-fading/animation/>

## Why not take some virtual tours?

- Find out about the hidden history of Basque child refugees with the [Havens East project](#).
- Learn about the lives and work of female photographers who came to the UK as refugees in the 1930s, through the [Another Eye virtual exhibition](#).

## Why not read a great book?

### KS2/KS3

- A Fight to Belong – Alan Gibbons
- And The Stars Were Gold – Gaye Hiyilmaz
- The Diary of a Young Girl – Anne Frank
- Girl of Kosovo – Alice Mead
- Hitler's Daughter – Jackie French
- Home Is A Place Called Nowhere – Leon Rosselson
- Lost For Words (A newcomer from Bangladesh) – Elizabeth Lu
- No Guns for Asmir – Christobel Mattingley
- Number the Stars – Lois Lowry
- On the Run (civil war) – Elizabeth Laird
- The Silver Sword – Ian Serraillier
- The Unforgotten Coat – Frank Cottrell Boyce

### KS3/KS4

- Adem's Cross – Alice Mead
- Alpha – Bessora, Illustrated by Barroux
- Dark Parties – Sara Grant
- Dreamland – Lily Hyde
- Levine Little Soldier – Bernard Ashley
- My Forbidden Face (Growing Up Under the Taliban) – Latifa
- Only a Matter of Time (Albanian & Serb teenagers become friends) – Stewart Ross
- Playing With Fire (Mozambique) – Henning Mankell
- Run (On the run from immigration & the past) – Farrukh Dhondy
- Secrets in the Fire (Mozambique) – Henning Mankell

For further reading suggestions, please email [edge@pixl.org.uk](mailto:edge@pixl.org.uk).

# CLOTHING POVERTY AWARENESS WEEK

7th-13th June

Clothing Poverty Awareness Week is an annual event supported by the Sharewear Clothing Scheme. Sharewear are based in the North of England and provide emergency clothing, shoes and bedding to those in need. By providing a space where clothing poverty meets clothing waste, they are able to clothe those in need with compassion.

## If you don't wear it, share it!

### Did you know?

- £140 million pounds worth of clothing (300,000 tonnes) goes to UK landfill every year.
- 75% of consumers dump their clothing waste, rather than reusing or recycling it.
- Do you really have 'nothing to wear'?
- UK adults own 6 billion items of clothes – 25% of these never leave the wardrobe.
- £30 billion's worth of women's clothing is hanging unworn in UK wardrobes.

These items all make up hidden waste – not going to landfill, but not benefitting anyone either.

## Reasons an individual could be in clothing poverty:

- Limited work prospect
- Zero-hour contract
- Homeless
- Vulnerable person i.e. asylum seeker or refugee



## Reasons clothing can keep an individual stuck in poverty:

- Limited access to work interviews without appropriate attire.
- Children can feel self-conscious when turning up to school in inadequate clothing and may be bullied, resulting in them not showing up. If they do show up, they can be unjustly punished at school i.e. put in isolation for not having the correct uniform.
- Inability to exercise without workout gear i.e. running shoes.

Under an era of austerity in Britain, there is now a real need for not just food banks, but clothing banks too.

# CLOTHING POVERTY AWARENESS WEEK



Watch out for the release of Sharewear's 'Clothing Poverty: Exposed' film, which coincides with Clothing Poverty Awareness Week. If you are in Bristol, you can attend the first screening of the film by registering [here](#). You can keep up to date with Sharewear on Twitter, [here](#).

Donate to Sharewear [here](#).

Involve your school with Sharewear [here](#).

## Further resources

**Clothing Poverty:** The Hidden World of Fast Fashion and Second-Hand Clothes by Andrew Brooks

**Turning the Tide on Plastic:** How Humanity (And You) Can Make Our Globe Clean Again by Lucy Siegle

**Fashion's Dirty Secrets** by Stacey Dooley

**A clip from Fashion's Dirty Secrets**

**Sustainable Fashion Top Tips** from Venetia La Manna

## LORIC opportunities:

- **Leadership** – Start a sustainable fashion club at your school.
- **Organisation** – Sort through your own wardrobe and put a box or two together to donate any clothes that you no longer wear or need.
- **Resilience** – Try not to participate in fast fashion, or buy any new clothing, for a certain period of time.
- **Initiative** – Research which high street fashion brands profit from fast fashion and think about which clothing brands you want to buy from going forwards.
- **Communication** – Discuss the topic of fast fashion with a family member, friend or neighbour and memorise a few facts to share with them.

## Watch out for...

Small Screen Science Podcast, hosted by Emma Brisdion and PiXL's Karen Collins, has an episode coming out on the 15th of June looking at the science behind the Great British Sewing Bee. As part of the show, they investigate the impact of fast fashion on the environment as well as some of the issues around the recycling of clothes. How can science and changing our habits help us to move toward slower more sustainable fashion?

Available on Apple Podcasts [here](#) and Spotify [here](#).

Further information [here](#).

# WORLD ENVIRONMENT DAY

5th June

## #GenerationRestoration #WorldEnvironmentDay

The world needs our help. It can feel overwhelming when thinking about climate change and the damage humans have caused to ecosystems around the world. How can I help? What changes will make a difference? World Environment Day is an opportunity for us all to come together and make a change, to reimagine, recreate and restore.

An ecosystem is all the living things in an environment, their interactions and their surroundings. Ecosystems can be natural, like waterways, grasslands and forests, but they can be human modified too, like cities and farmland. They are lots of different sizes; the planet is an ecosystem, but so is a school playground or playing field. All over the world ecosystems are under threat... forests are being cleared, rivers polluted and farmlands over-exploited. World Environment Day is time to think about how we interact with our local ecosystems and what we need to do differently.

We can think of it in terms of our actions, choices and voices: (from the World Environment Day playbook: [Ecosystem-Restoration-Playbook.pdf \(widen.net\)](#))



### ACTIONS

Start your own on-the-ground initiative, join an existing restoration or conservation effort, or help build an alliance to give a bigger boost to nature's comeback.

### CHOICES

Change your behaviour and spending to shrink your local and global environmental footprint and divert resources toward companies and activities that bring back nature instead of harming it. Encourage others around you to do the same.

### VOICES

Make your voice and ideas count in debates about how to manage your local environment, and about how we can make our societies and economies fairer and more sustainable. Press decision makers to do the right thing.

# WORLD ENVIRONMENT DAY

We can start with the school environment; how can we make the most of our spaces around school?

- Is there space for a tree? You could plant one for World Environment Day in June or in the Queen's Green Canopy Scheme ([queensgreencanopy.org](http://queensgreencanopy.org)) through the Woodland Trust's free tree scheme: [Plant a Tree for the Jubilee](#) – Woodland Trust from October 2021.
- Could you rewild a green space around the school? Could the edge of the school playing field be mown less often and have meadow flowers planted in it? [Create a Wildflower Meadow](#) – The RSPB. Or maybe containers can be placed in concreted areas to provide small wildlife habitats for pollinating insects: [Make a Spring Pot for Pollinators](#) – BBC Gardeners' World Magazine ([gardenersworld.com](http://gardenersworld.com)).

- Could you create a wildlife corridor around the school site? [Creating Wildlife Corridors in Schools](#) – Projects – PECT
- Is there space to grow food for the school canteen? [Growing vegetables in school gardens/RHS Campaign for School Gardening](#). Could the school canteen have a plant-based menu once a week or a plant-based option every day? ['Plant-Forward' School Menus: Reduce Costs and Climate Footprint](#) – Boyer Sudduth

If we all take action, make smart choices and raise our voices – change will happen.



# LAUNCH OF THE GREEN EDGE

## About the Green Edge:

The Green Edge is an awards system that sits alongside the standard PiXL Edge, produced in collaboration with the Environmental Agency. The Green Edge provides a framework, which is designed to develop and accredit environmentally conscious students. The framework will enable schools to give recognition to students who positively and proactively engage with environmental issues by making both individual changes and local differences.

Students in KS3 to KS4 can sign up for the Green Edge award programme from September 2021. The award is centred around character development and each level will focus on five key attributes – leadership, organisation, resilience, initiative and communication. Students will be encouraged to demonstrate these skills through a series of activities, including plastic waste surveys, organising litter picks and setting up repair cafés.

## Manage Users:

Can be duplicated from standard 'Your EDGE' page.

If you already have your students set up on the PiXL Edge, no further action is needed. As a reminder, to import (or update) users, you will need a spreadsheet containing at least the UPN, first name and date of birth of each of the students you wish to add/update. We recommend that this also includes the surname, year group and registration group of the student. To import (or update) teachers, you will need a spreadsheet containing at least the first name of the teacher(s) you wish to add/update. We recommend that this also includes the surname and username. You can download an example template spreadsheet for each of the above to populate on the relevant section of the website. You are then also able to export login details for students and teachers, if desired.

## Activity Database:

To complete each level, students are required to select activities from the database. The number of activities required for completion will vary, depending on the level that the student is completing. Students are able to choose from a choice of 3 activities per LORIC attribute.

The structure of each level (Apprentice, Pioneer or Graduate) is as follows:

### Apprentice

- Ten activities required for completion (two per key attribute).

### Pioneer

- Five activities required for completion (one per key attribute).

### Graduate

- Eight activities required for completion (one per key attribute, then three 'free choice' activities).

## Certification:

There are three levels to the Green Edge programme – Apprentice, Pioneer and Graduate. The Green Edge framework provides students with the opportunity to develop five key life attributes (LORIC) through a series of targeted activities and challenges, which all have a specific focus on the environment.

A student can submit for approval once they believe they have completed an activity, and this will show in their progress bar. They must provide evidence of completion and write a short reflection either in their Personal Development Plan or on the online platform. When a student has completed all the activities under a level, staff can approve their promotion and issue a certificate. Students will receive a printable certificate, which includes recognition from the Environmental Agency, upon completion of each level. Certificates are available for downloading and awarding.

# LAUNCH OF THE GREEN EDGE

## Why?

We are in an environmental crisis. No corner of the globe, from the Arctic to the Amazon, is left untouched.

At PiXL, we believe that every individual has the power to make a difference. That is why we are launching the Green Edge, produced in collaboration with the Environmental Agency. If we wish to sustain our planet for future generations to come, it is now no longer an option or a choice to be environmentally conscious. We must take collective action by making individual, local changes to be in with a chance of reversing the detrimental effects of climate change.

The Green Edge will provide students with a range of activities that can be completed to benefit both the environment and their own awareness. Each activity will be supported by a stimulus sheet. Upon completion of the required number of activities per level, students will be rewarded through accreditation.

## What?

The Green Edge is a platform that not only helps you to systematically track your students' green progress across the LORIC attributes, but also gives you a practical way of accreditation. The Character programme gives you the material to teach LORIC, the foundational

structure on which everything else is built. Teaching a skill or an attitude is one thing – seeing that become a reality in your students is a whole other. If character education is just seen as a theory, transformation will not happen. However, as students put into practice what they are learning and experiencing, their thought processes will begin to change. If they feel noticed and valued, and receive positive reinforcement, this will begin to change behaviour; we know that this will impact not only academic results, but life outcomes too. The Green Edge is a systematic means to develop the attributes of leadership, organisation, resilience, initiative and communication, through the lens of the environment.

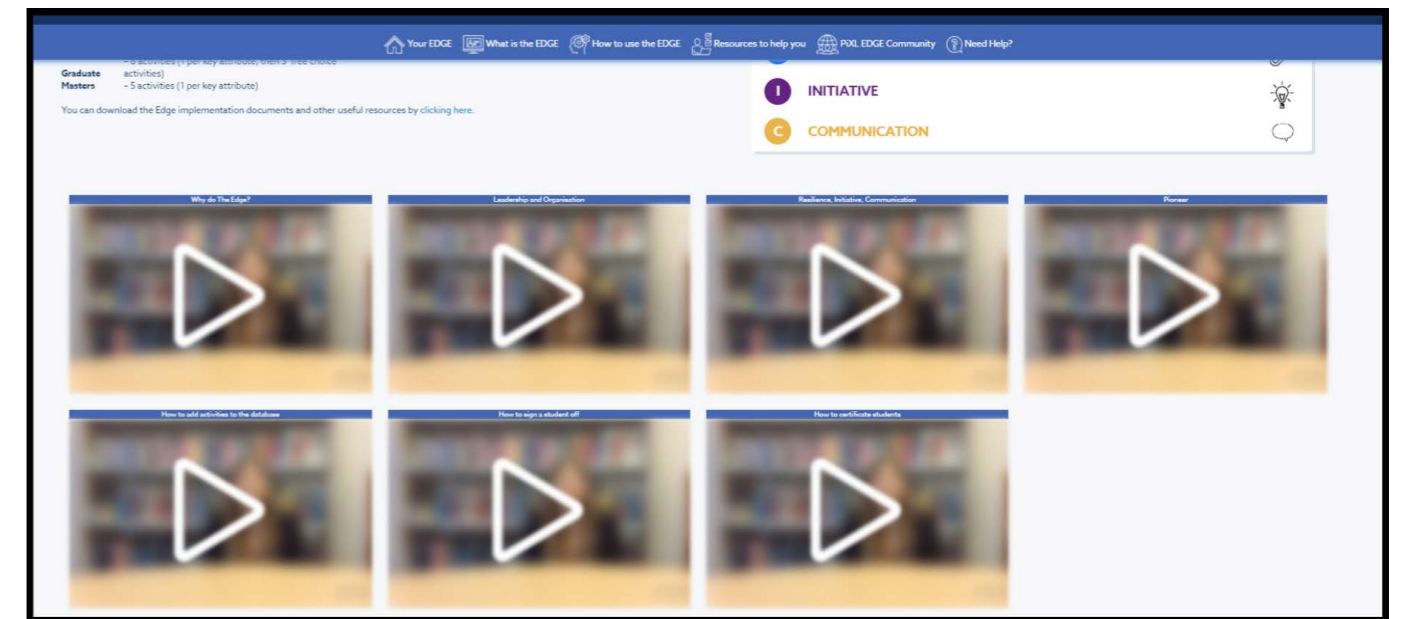
## How?

- Students/users will be able to use their standard PiXL Edge logins when accessing the Green Edge. If students/users do not already have these, they will need to be imported and distributed.
- Track student progress on the 'Student List', where each student has a progress bar in relation to the completion of activities under each LORIC attribute.
- Nominate the LEC and monitor engagement.
- Pre-Launch or Post-Launch Guidance.

**“Young people often report feeling powerless in the face of the climate crisis we face, which will no doubt play a big part in their futures. The introduction of the Green Edge, in partnership with the Environment Agency, means that not only will they learn about the issues at hand, but can start working on practical ways to make a difference and empower themselves and others to bring about change.”** – Rachel Johnson, CEO of PiXL

# SPOTLIGHT ON THE EDGE WEBSITE

We understand that many of you do not have the time to read all the guidance and support that is available and some of you prefer to see how something is done. This is why we have provided a range of videos based on the feedback we were given about what people wanted to see. You can find these videos by logging in and clicking 'Resources to help you'.



Hopefully you find these videos useful and they will support what you are doing, but if there is a further video that you would like us to produce then please do get in touch with us on [edge@pixl.org.uk](mailto:edge@pixl.org.uk) and we will try our best to produce what you ask for.





# EVENTS IN JUNE

1st – 30th June 2021

## 5th June WORLD ENVIRONMENT DAY

### LORIC opportunities

**Resilience:** Take part in a project that has a positive impact on the environment.

**Initiative:** Research Ecosystem Restoration and create your own presentation to share with others.

**Further resources:** <https://www.decadeonrestoration.org/what-ecosystem-restoration>

## 5th – 13th June BIKE WEEK

### LORIC opportunities

**Resilience:** Cycle/part cycle to school every day.

**Communication:** Deliver a speech to your peers about the benefits of cycling.

**Further resources:** <https://www.cyclinguk.org/bikeweek>

## 8th June WORLD OCEANS DAY

### LORIC opportunities

**Leadership:** Lead an activity to raise awareness of ocean pollution.

**Organisation:** Organise a beach clean.

**Initiative:** Create your own poster to raise awareness of ocean pollution.

**Communication:** Speak to your peers about the damage pollution is doing to our oceans.

**Further resources:** <https://www.wwf.org.uk/>

## 17th June CUPCAKE DAY

### LORIC opportunities

**Leadership:** Lead a cupcake sale to raise money for charity.

**Organisation:** Organise a cupcake event.

**Initiative:** Create and make your own cupcake.

**Communication:** Design your own cupcake recipe book.

**Further resources:** <https://www.alzheimers.org.uk/cupcake-day>

## 23rd June INTERNATIONAL WOMEN IN ENGINEERING DAY

### LORIC opportunities

**Leadership:** Research women that have led the way in the field of engineering.

**Initiative:** Research jobs in engineering.

**Further resources:** <http://www.inwed.org.uk/>

# NEXT MONTH...

1st – 31st July 2021



## 1st-31st July PLASTIC FREE MONTH

### LORIC opportunities

**Leadership:** Lead an event to promote Plastic Free Month.

**Organisation:** Organise an activity to help reduce plastic waste.

**Initiative:** Come up with a creative way to reduce plastic waste.

**Further resources:** <https://www.plasticfreejuly.org/>

## 5th July ANNIVERSARY OF THE LAUNCH OF THE NHS

### LORIC opportunities

**Initiative:** Create a poster to promote the anniversary of the launch of the NHS.

**Communication:** Produce a presentation about the history of the NHS.

**Further resources:** <https://www.lhch.nhs.uk/media/5967/nhs70-facts.pdf>

## 5th July NATIONAL HYGIENE WEEK

### LORIC opportunities

**Organisation:** Organise an event to raise money for National Hygiene Week.

**Communication:** Produce a poster to raise awareness of National Hygiene Week.

**Further resources:** <https://thehygienebank.com/national-hygiene-week-2021-save-the-date/>

## 18th July NELSON MANDELA DAY

### LORIC opportunities

**Initiative:** Research the achievements of Nelson Mandela.

**Communication:** Talk to your class or family about the life of Nelson Mandela.

**Further resources:** <https://www.mandeladay.com/>

## 30th July INTERNATIONAL DAY OF FRIENDSHIP

### LORIC opportunities

**Organisation:** Arrange to meet some friends that you have not seen for a long time.

**Communication:** Send a card to a friend that you have not spoken to for some time.

**Further resources:** <https://www.un.org/en/observances/friendship-day>

# PIXL EDGE ON TWITTER!

**PIXL Club** @PiXLclub · 17 May  
 Are you listening to Series 2 of @RachelPiXL's Leadership Bookclub?  
 So far, episodes have covered 'Essentialism' by @GregoryMcKeown and 'Legacy' by James Kerr.  
 Listen to the latest episode here 🎧  
 Spotify: [ow.ly/jQ0u50EKYjD](https://open.spotify.com/track/ow.ly/jQ0u50EKYjD)  
 Apple: [ow.ly/T4Xw50EKYjC](https://open.spotify.com/track/ow.ly/T4Xw50EKYjC)

**prentonhigh** @prentonhigh  
 Congratulations to Ellie in Yr9 who has made history by becoming the first ever Prenton student to achieve the @PIXLEdge Apprenticeship Award! Ellie has created a real buzz about the award and we have already issued the second certificate! #MakingADifference #Leadership #loric



**TRS Careers Department** @TRSCareers · 7 May  
 A massive congratulations to Nimra and Malaika who were awarded their #Organisation @PiXL Edge LORIC by Mrs Maidman in Maths today! 🎉 #LifeSkills #FutureReady #WholeSchoolApproach #KeyAttributes

**TRS\_Wellbeing** @TRS\_Wellbeing · 11 May  
 🌟🌱 Day 2 of #MentalHealthAwarenessWeek and 8I/CV4 got out and about in our Hardial Hayer Legacy Garden (Garden of Hope) to experience nature first hand! It was great to see them also developing their @PIXLEdge LORICS! #LifeSkills #FutureReady #Connect #Wellbeing 🌱🌿

**River Tyne Academ** @rtagateshead  
 As part of our @PIXLEdge project with @birkheads\_wild Forest School, our Year 10 learners virtually met HRH The Earl of Wessex! The learners were thrilled and loved talking about how they are building resilience and leadership skills! #RTAcharacter #dreambig #LORIC 🎉👍👍

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