



the bbg bulletin

This week we wanted to draw attention to the 'Time to Talk' initiative. Time to Talk Day was launched in 2014 by Time to Change, a campaign to end mental health stigma and discrimination, which was run by Mind and Rethink Mental Illness.

The day is all about creating supportive communities by having conversations about mental health with family, friends, or colleagues. We all have mental health, by talking about it we can support ourselves and others. The aim of the initiative is to support communities up and down the country to have more mental health conversations than ever before. We know that conversations about mental health have the power to change lives. The recent research, by Time to Talk shows how important open conversations in communities are to support everyone's mental wellbeing.

Here are some of the tips we shared with students.



Ask questions and listen

Asking questions can give the person space to express how they're feeling and what they're going through, and it will help you to understand their experience better. Try to ask questions that are open and not leading or judgmental, like "how does that affect you?" or "what does it feel like?"

Think about the time and place

Sometimes it's easier to talk side by side rather than face to face. So, if you do talk in person, you might want to chat while you are doing something else. You could start a conversation when you're walking, cooking or stuck in traffic. However, don't let the search for the perfect place put you off!



Don't try and fix it

It can be hard to see someone you care about having a difficult time but try to resist the urge to offer quick fixes to what they're going through. Learning to manage or recover from a mental health problem can be a long journey, and they've likely already considered lots of different tools and strategies. Just talking can be really powerful, so unless they've asked for advice directly, it might be best just to listen.

Treat them the same

When someone has a mental health problem, they're still the same person as they were before. And that means when a friend or loved one opens up about mental health, they don't want to be treated any differently. If you want to support them, keep it simple. Do the things you'd normally do.



Be patient

No matter how hard you try, some people might not be ready to talk about what they're going through. That's ok - the fact that you've tried to talk to them about it may make it easier for them to open up another time.



Students were reminded that if they feel they need to talk to someone but don't know how, there are some postcards in their forms. All they have to do is fill them in and put them in the post box in the heart space and someone will discretely support.

Or they can use the email; tellsomeone@bbgacademy.com

BBG PATHFINDERS



You'll feel better once you get started!

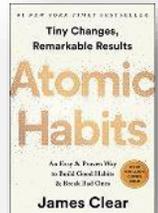
One of the key things that we have been speaking to the year 11s about (pretty much feels like forever, but definitely since the beginning of the year!) is the importance of **ACTIVITY**. You need to get **DOING** on your **TO-DO** list – it won't take care of itself.

Action, and completion of activities, can take many forms. It is found in the choice to practise memorising quotations with flashcards, to convert information from a book to a mind map, to write out an exam question and then to look and see where marks would be given in the mark criteria for that question. It is found in the choice to complete homework, to finish Seneca, to do the Sparx assignment. It is also found in the choice to take time for yourself.

At our Late Night, we learned just how important it is to give your brain breaks – and those breaks can be in the form of physical exercise **AND** meditation.

Physical activity is so, so important when you are revising. It can help re-set your brain when you have been doing a lot of learning, and it can also boost your performance when you've finished. It isn't important that your physical activity is strenuous – it doesn't need to be! It is important, however, to do **SOMETHING**.

I promise – no matter what – you'll feel better once you get started!



PHYSICALLY ACTIVE STUDENTS HAVE MORE ACTIVE BRAINS

YOUR BRAIN FUNCTIONS WELL AFTER EXERCISE SO TRY CARRYING OUT SOME REVISION AFTERWARDS.

You should be aiming to do 60 minutes of physical activity a day. Ideally focus on these three areas:

- Cardiovascular - benefits your heart, circulatory system and lungs.
- Strength and muscle endurance - benefits you by making you stronger and/or giving you better endurance, so you can do things longer.
- Flexibility - aimed at giving you greater range of motion in joints and more suppleness in your body.

You don't need to complete 60 minutes a day all at once so think about how this could be broken down in smaller chunks such as:

10 min walk to school

10 min walk at lunch time

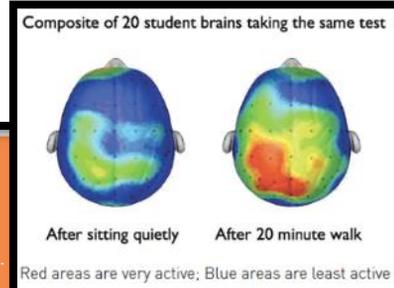
30 min after school sports club/gym/swim

10 min stretching/flexibility

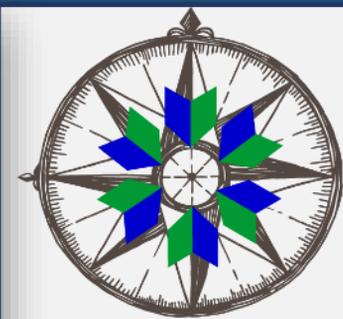
Use the following tips to help you plan out how you can keep active on a daily basis:

FIT TIPS:

1. Plan your weekly workouts.
2. Have a morning stretching routine e.g. yoga poses, meditation, seated stretching exercises.
3. Walk or be active to or from school.
4. Get some fresh air at break and lunch times.
5. Carry out some exercises whilst sitting down e.g. arm stretches, leg lifts, shoulder rolls etc.
6. Carry our strength exercises at least twice a week such as bicep curls, squats, press ups, sit ups or lunges etc.
7. Carry out housework or tidy your bedroom.
8. Push yourself to work harder each time.
9. Plan to do 30 minutes of cardio exercise at least three days a week.
10. Do something you enjoy so you will keep doing it and stay motivated!



BBG PATHFINDERS



#LEADTHEWAY

PIXL 
Power
to Perform

COD FISHCAKE AND CHIPS



Some of the most straightforward supports for students as they prepare for exams are also the most fundamental – sleep, food, relaxation. We can help you with FOOD – in our series showing you the Pixl ‘Power to Perform’ recipes that are brain boosting AND delicious!

Power
to Perform

COD FISHCAKE, MINTY PEAS, YOGURT TARTARE SAUCE, ‘OVEN’ CHIPS. THIS IS A BAKED FISHCAKE, WITH BAKED OVEN CHIPS, JUST A HEALTHIER VERSION OF A CHIPPY DINNER! MAKES ENOUGH FOR 4.



FOR THE CHIPS:

4 large potatoes, Maris Pipers work well, washed, skin on and cut into 8 lengthways
3 tablespoons of vegetable oil

METHOD:

Boil a large pan of salted water, cook the potatoes for 8-10 minutes, drain well, toss in the vegetable oil. Place on a baking tray and cook at 200°C for 20-25 minutes, turning occasionally to get them all crispy and golden.

FOR THE YOGHURT ‘TARTARE’:

125ml of plain Greek yoghurt
3 tablespoons of chopped gherkins
Juice of ½ lemon

METHOD:

Just mix everything together.

TO MAKE THE FISHCAKES:

275g potatoes, preferably Maris Pipers, peeled and cut into rough 3cm chunks
400g cod, unskinned, fresh or frozen
1 bay leaf
½ lemons, finely zested
4 spring onions, trimmed and finely sliced
Vegetable oil, for spraying
1 large egg
50g fresh wholemeal breadcrumbs
Lemon wedges, to serve

METHOD:

Put the potatoes in a pan of cold water and bring to the boil. Reduce the heat slightly and simmer for 15 minutes or until the potatoes are soft but not falling apart. While the potatoes are cooking, put the fish fillets in a large saucepan, placing the thicker fillets on the bottom of the pan. Cover with cold water and add the bay leaf. Put a tight-fitting lid on the pan and gently bring to a simmer, then immediately take the pan off the heat. Leave the fish to stand for 5 minutes.
Drain the potatoes well in a colander, tip them back into the pan and mash them until smooth or pass them through a potato ricer. Put the mash in a large bowl and season with salt and black pepper.

Drain the fish well in a colander and break it into large chunks, discarding the skin and any bones as you go. Put the fish in the same bowl as the mashed potato and stir in the lemon zest and spring onions with a large wooden spoon trying not to break up the fish too much.

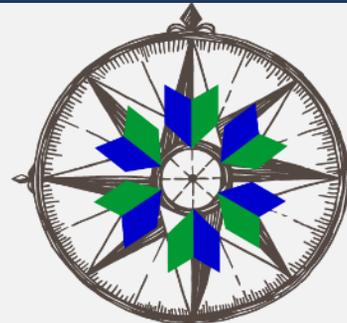
Divide the mixture into 4 balls and flatten each ball to about 3cm thick. If the mixture is too soft to shape into balls, cover and leave it to cool for a while. The potato will stiffen up as it cools. Lightly oil a baking tray.

Beat the egg in a shallow bowl. Mix the breadcrumbs in a large bowl. Dip a fishcake into the egg, coating it on all sides. Gently shake any excess egg off and then place it in the breadcrumbs, turning and pressing to get an even coating of crumbs. Place the fishcake on the greased tray and prepare the rest in the same way. Leave them to chill in the fridge until you’re ready to cook.

To cook the fishcakes, place in the oven at 200°C for 20 minutes. Mist the fishcakes with the oil and bake them for 15-20 minutes until crisp and golden brown. Serve with chips, tartare and some lemon wedges for squeezing.

Cook the peas in boiling water for 5 to 6 minutes before adding a knob of butter and some freshly torn mint leaves.

BBG PATHFINDERS



#LEADTHEWAY

February Mock 2023

Week 1 – commencing Monday 20th February 2023

SUBJECT	LENGTH	DAY	TIME
Psychology Paper 1	1.45	Monday	8.30
Sociology Paper 1	1.45	Monday	8.30
PE (GCSE) Paper 1	1.00	Monday	12.50
Business Paper 1	1.30	Monday	12.50
Computer Science Paper 1	1.30	Monday	12.50
Food and Nutrition	1.30	Monday	12.50
Maths (Non- Calculator)	1.30	Tuesday	8.45
Science Trilogy - Biology Paper 2	1.15	Tuesday	12.50
Biology Paper 2	1.45	Tuesday	12.50
English Language Paper 1	1.45	Wednesday	8.30
French Listening and Reading	Up to 1.45	Wednesday	12.50
Maths (Calculator)	1.30	Thursday	8.45
Science Trilogy - Chemistry Paper 1	1.15	Thursday	12.50
Chemistry Paper 1	1.45	Thursday	12.50
English Language Paper 2	1.45	Friday	8.30
History Paper 1	2.00	Friday	12.50
Geography Paper 1	1.30	Friday	12.50

Week 2 – commencing Monday 27th February 2023

SUBJECT	LENGTH	DAY	TIME
English Literature Paper 1	1.45	Monday	8.30
PE (GCSE) Paper 2	1.00	Monday	12.50
Business Paper 2	1.30	Monday	12.50
Computer Science Paper 2	1.30	Monday	12.50
Maths (Calculator)	1.30	Tuesday	8.45
History Paper 2	1.00	Tuesday	12.50
Geography Paper 2	1.30	Tuesday	12.50
English Literature Paper 2	2.15	Wednesday	8.45
French Writing	Up to 1.15	Wednesday	12.50
Science Trilogy - Physics Paper 1	1.15	Thursday	8.30
Physics Paper 1	1.45	Thursday	8.30
Psychology Paper 2	1.20	Thursday	12.50
Sociology Paper 2	1.45	Thursday	12.50
Geography Paper 3	1.15	Friday	8.45

Book Review: Shatter Me



Reporter:
Cerys Barson

The *Shatter Me* series by Tahereh Mafi, is a set of eleven books, six novels and five novelettes: *Shatter Me*, *Destroy Me*, *Unravel Me*, *Fracture Me*, *Ignite Me*, *Restore Me*, *Shadow Me*, *Defy Me*, *Reveal Me*, *Imagine Me*, and *Believe Me*. It is one of my favourite series ever- I have many favourite books! The series follows a girl whose touch has the ability to kill. She is imprisoned for murder in the first book but is suddenly released to be weaponised for the coming war. Eventually, she meets others who are like her, learns about a group of rebels and falls in love with the person she thought was the monster.

The first book is called *Shatter Me*. It is about a seventeen-year-old girl called Juliette who is locked in a cell by The Reestablishment, a harsh dictatorship in charge of a crumbling world. But Juliette isn't an ordinary teenager- one touch from her can kill. The Reestablishment wants to use her as a weapon, but Juliette has other plans. After a lifetime without freedom, she finally finds the strength to fight back and forge a future with the one person she thought she had lost forever.

I absolutely love the first book! It is amazing! I adore the character building Juliette goes through; you can tell how she slowly starts to become more confident in herself and her abilities. The book is unusual in that it contains passages and lines that have been crossed out like a diary entry. Tahereh Mafi uses this to represent the chaos in Juliette's mind. The following books do not have this in, to show how she becomes surer of her decisions and thoughts. In the last three novels, the point of view switches between the main characters, which also has a profound effect, as we can see the feelings of the other characters, other than Juliette.

~~I have a curse.~~
I HAVE A GIFT.

~~I'm a monster.~~
I'M MORE THAN HUMAN.

~~My touch is lethal.~~
MY TOUCH IS POWER.

~~I am their weapon.~~
I WILL FIGHT BACK.

The main message of the first book is about trying to understand and be yourself in a society that tries to tell you who to be. It conveys a message that many people struggle with today. People feel they can't do the job they want or be who they want because of what society constitutes the normal.



Tahereh Mafi is an American writer, born on November 9th, 1988. Tahereh Mafi is a number one internationally bestselling and National Book Award-nominated author of books for children and young adults. Her most recent book is called *This Woven Kingdom* and it is already on my book wish list!

When asked about how she came up with the idea of *Shatter Me*, Tahereh said: "I was sitting at my desk, drinking a cup of tea, when this lonely, isolated girl

walked into my head. So, I opened up a new word document and started writing her down." I'm so glad she did, as the book is so brilliant!

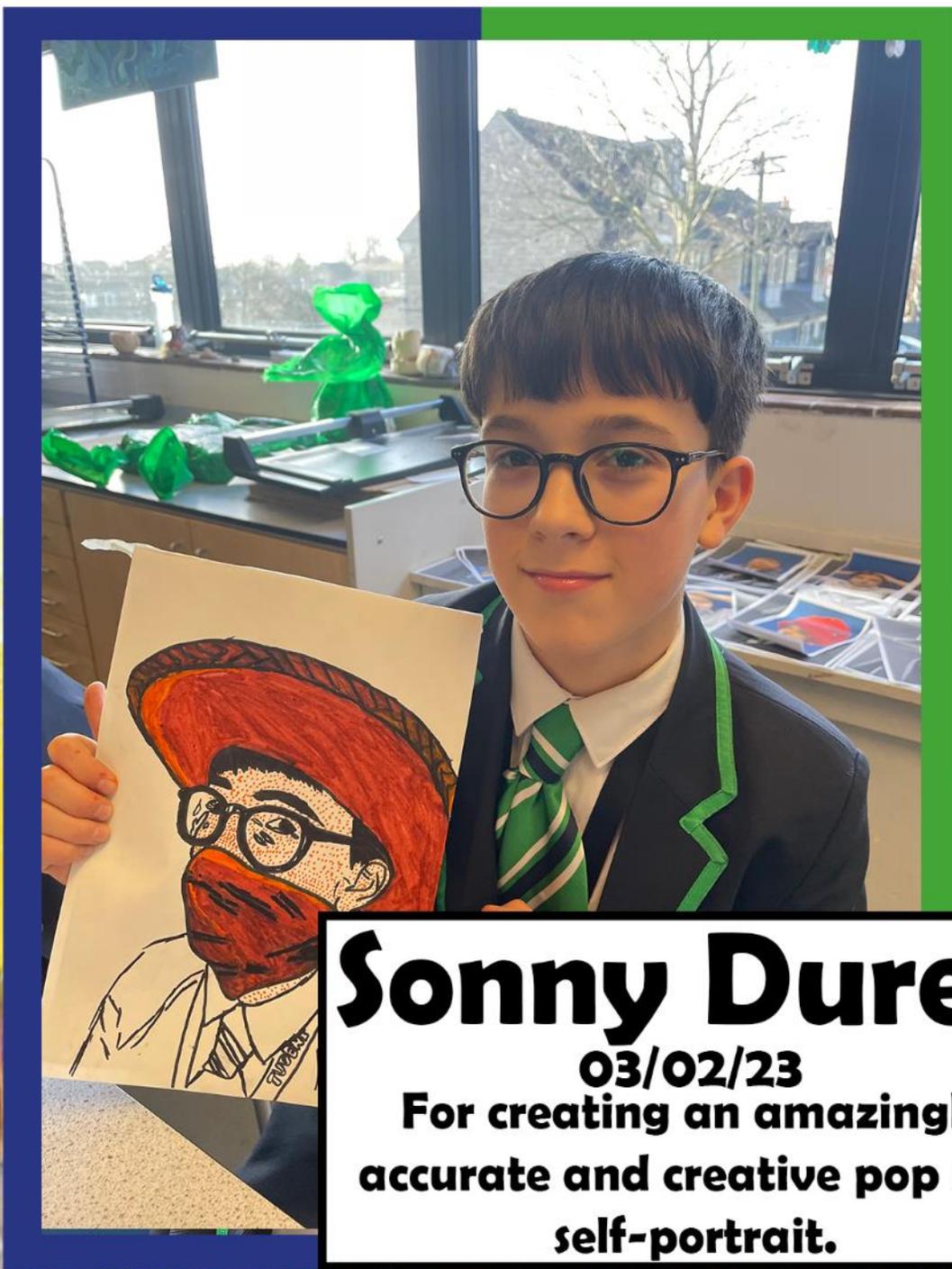
I would highly recommend this series! I fell in love after reading the first chapter! If you enjoy high action, dystopian fiction and drama, then this series is for you!

Year 7

Artist



OF THE WEEK



Sonny Duree

03/02/23

For creating an amazingly accurate and creative pop art self-portrait.

Year 7

Resilience Artist

OF THE WEEK



Ethan Brooke

03/02/23

For working incredibly hard on his pop art portrait and putting in 100% effort.

Contextual Curriculum

Geography

In their Geography based lesson, students have continued their virtual exploration around the world where they are looking at specific ways climate change has affected key locations! This week we 'visited' The Alps, where it is predicted that by 2030 50% of all the ski resorts will have closed down due to the lack of snow! In some classes students were given the challenge of trying to create their own future proof ski resort! The picture to the right was taken in 2020, showing the lack of snow in Slovenia.



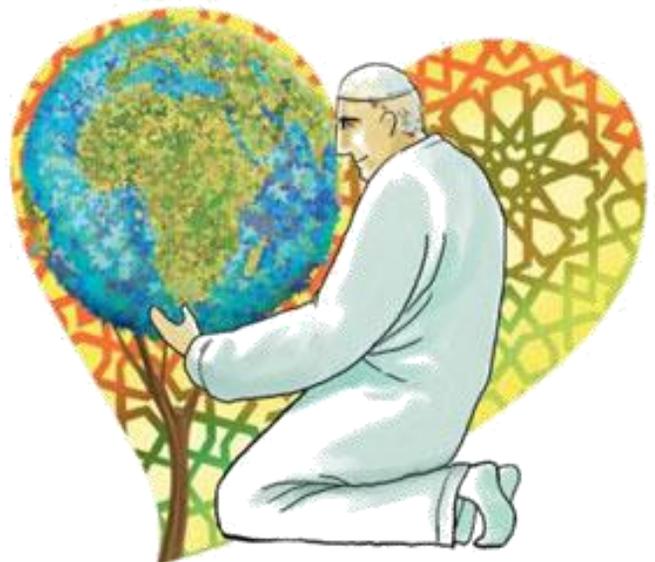
History

In History, students have been exploring the question of 'How have we survived plague through time? In our previous lessons that explored the Doomsday Clock, underinvestment in biological threats was highlighted as a potential cause of 'The Burning Planet'. COVID-19 revealed vulnerabilities in every country and the world's collective ability to prepare for, respond to, and recover from infectious disease outbreaks. Our lessons this week outlined on the importance of learning from the epidemics of the past pursued an optimistic historical perspective of how over time, we have developed science and technology which can enable us to be better prepared for future biological threats.



Religious Studies

In their Religious Studies lessons students have been looking at the concept of stewardship as taught through Islam. Muslims believe that humans should act as guardians, or khalifah, of the planet, and that they will be held accountable by God for their actions. This concept of stewardship is a powerful one and was used in the Islamic Declaration on Climate Change to propel change in environmental policy in Muslim countries.

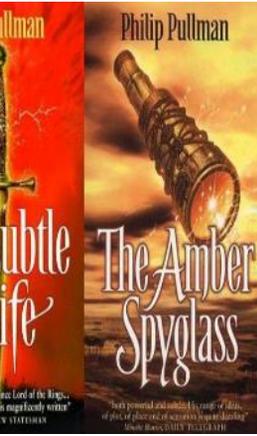
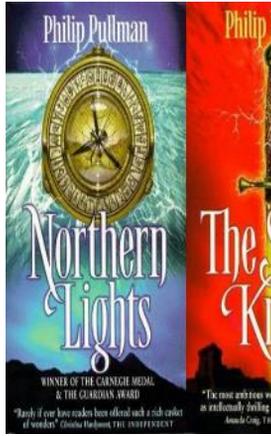
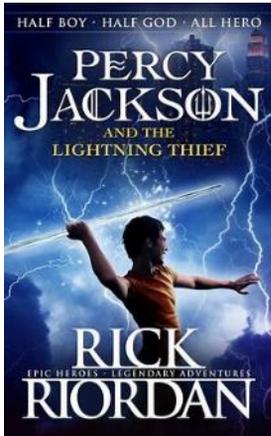
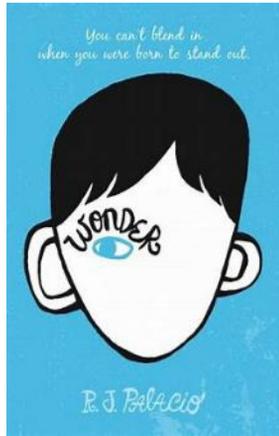
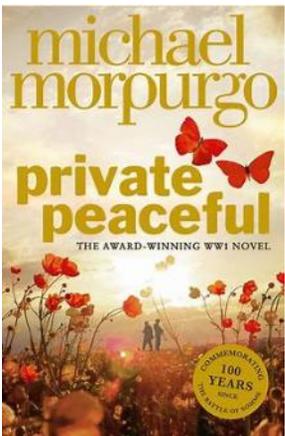
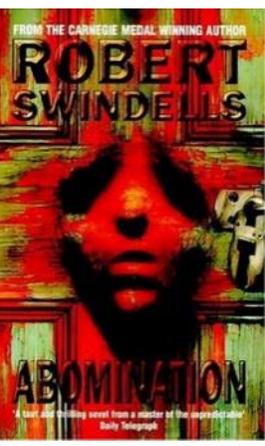
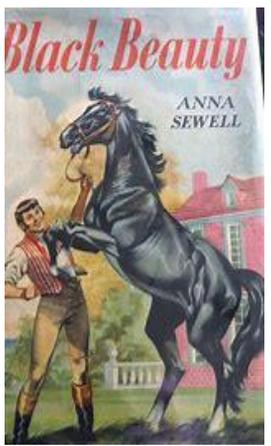
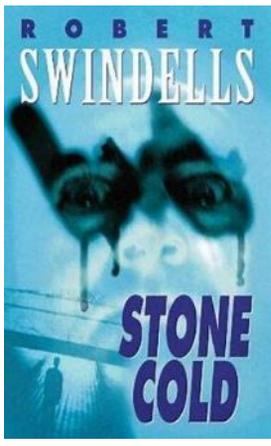
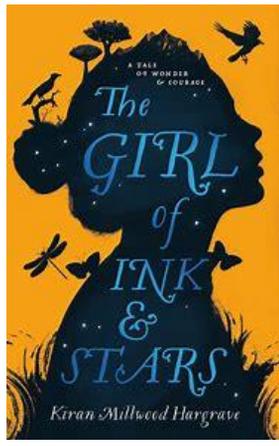
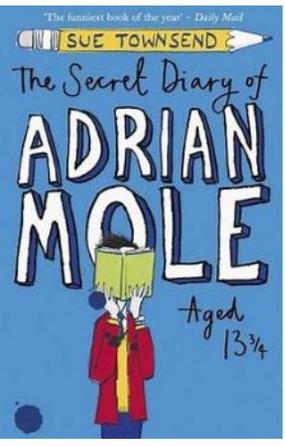
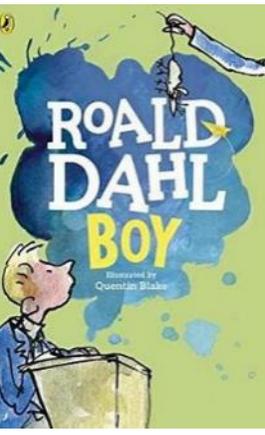
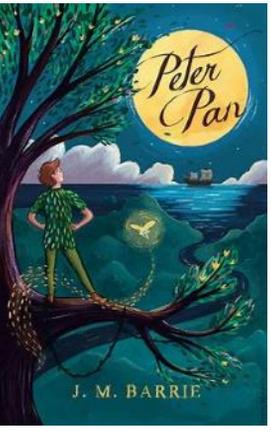
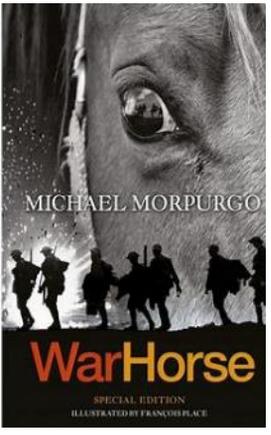
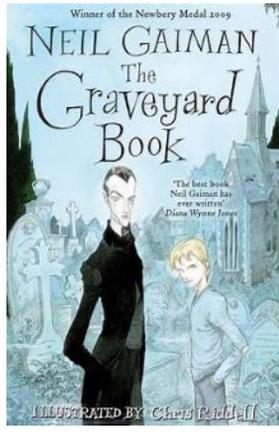
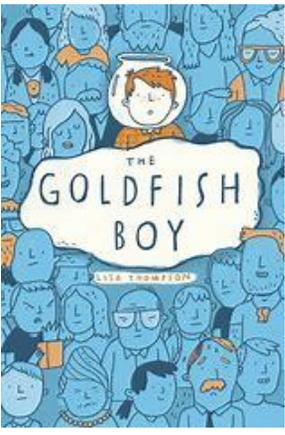


ENGLISH

The BBG Bookcase recommendations for children to read and make progress when reading. Statistically students that read independently do better at school. Please encourage your children of all ages to continue reading daily – 10 minutes before bedtime as a minimum will make all the difference.

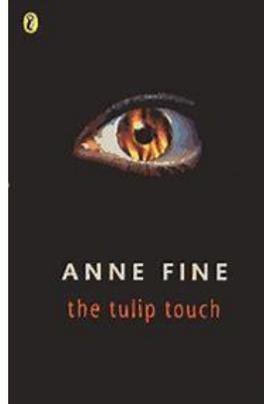
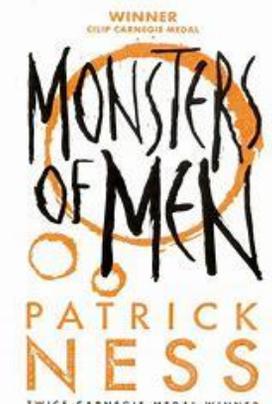
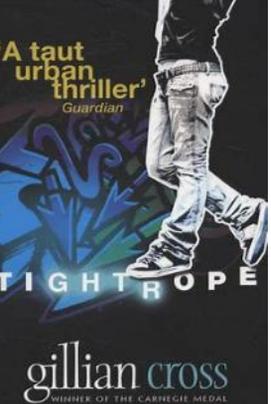
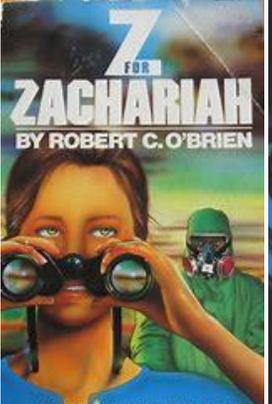
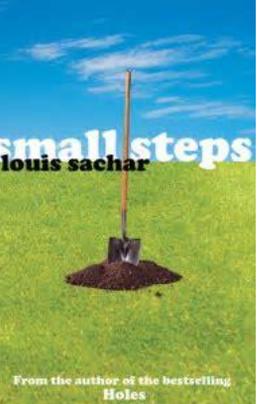
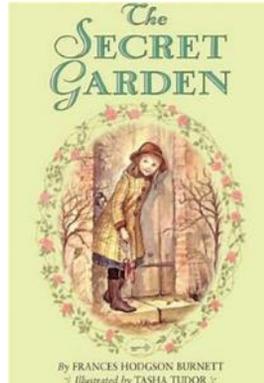
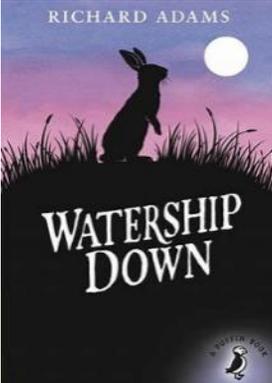
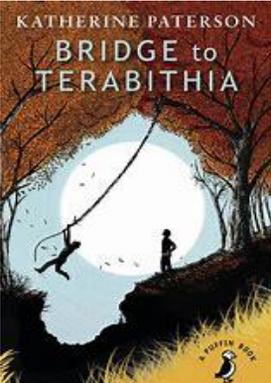
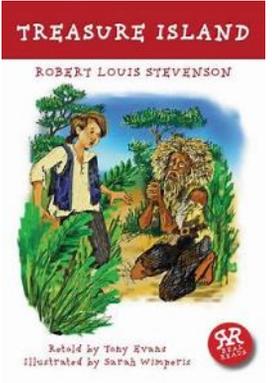
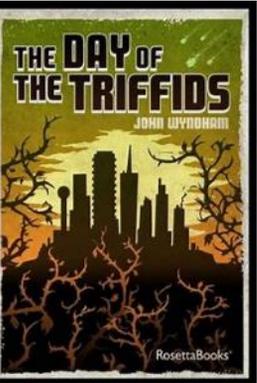
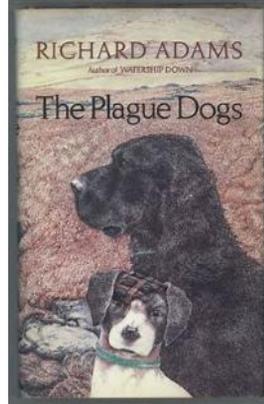
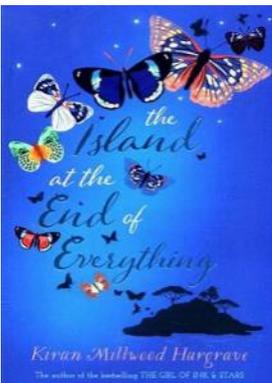
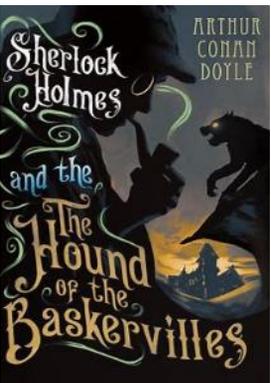
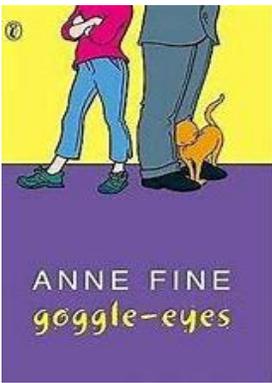
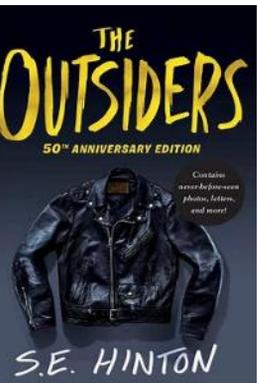
NB for parents/carers: Please check online reviews if you have any queries about the suitability of a book before your child reads it.

Year 7



ENGLISH

Year 8



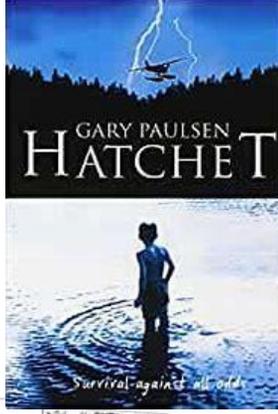
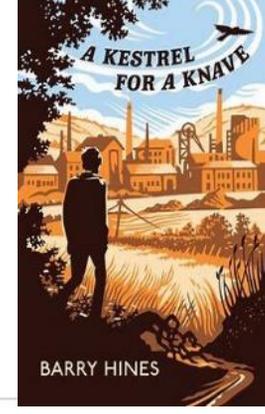
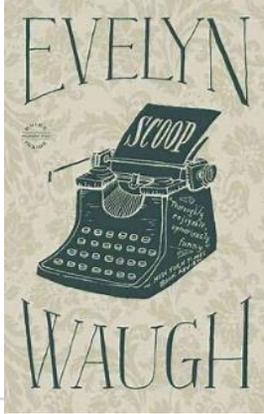
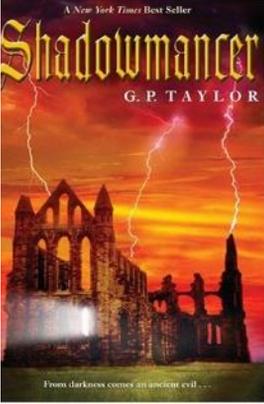
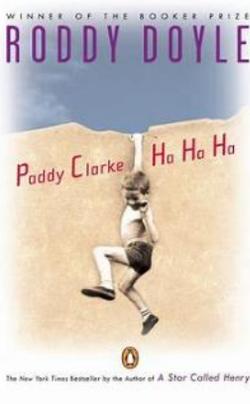
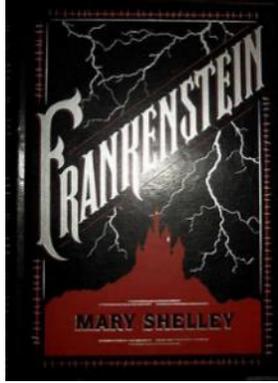
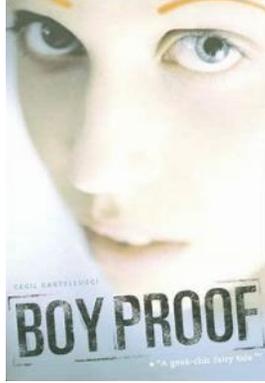
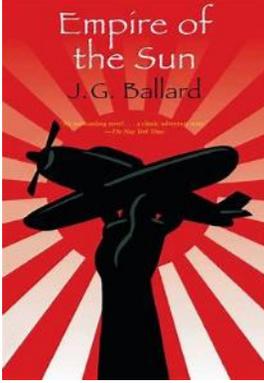
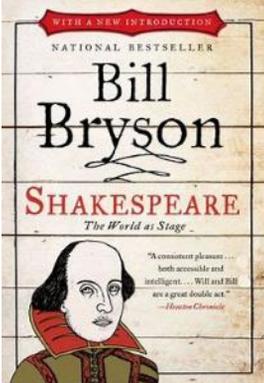
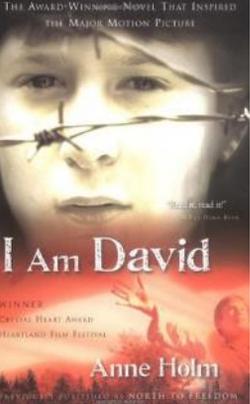
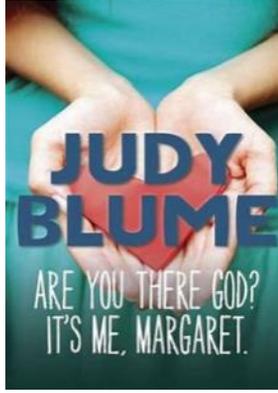
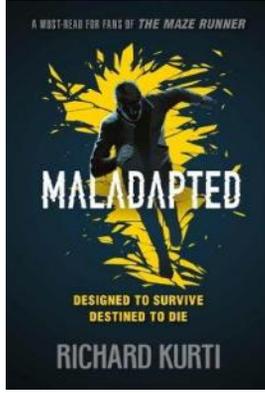
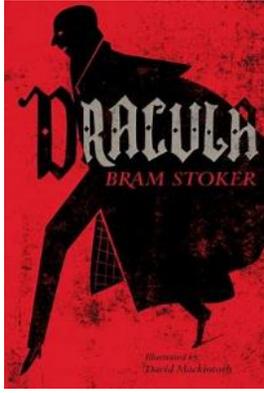
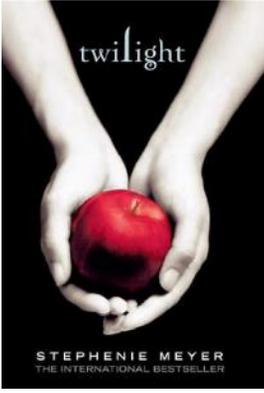
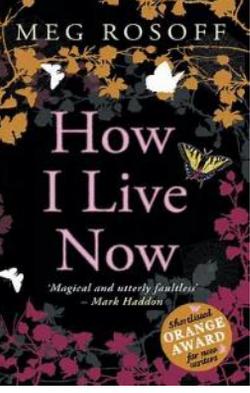
BBG BOOKCASE



NB for parents/carers: Please check online reviews if you have any queries about the suitability of a book before your child reads it.

ENGLISH

Year 9



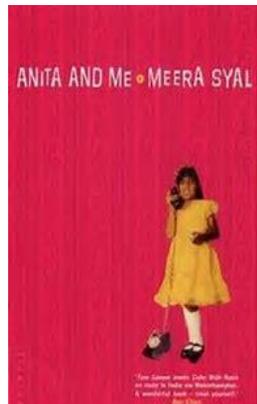
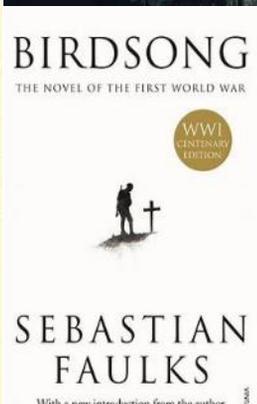
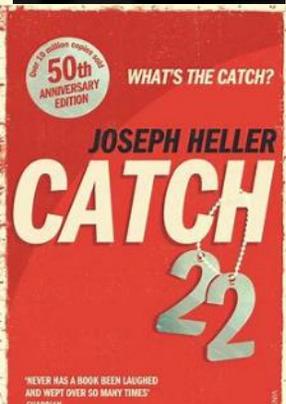
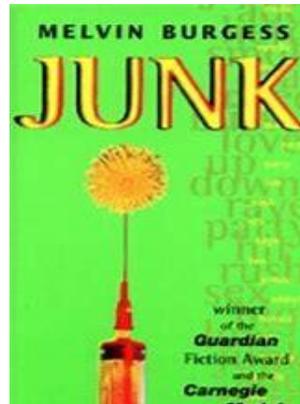
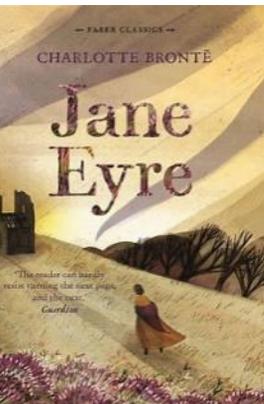
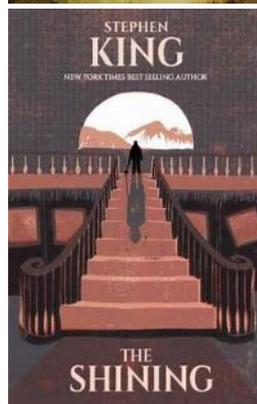
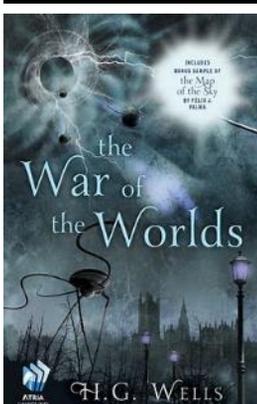
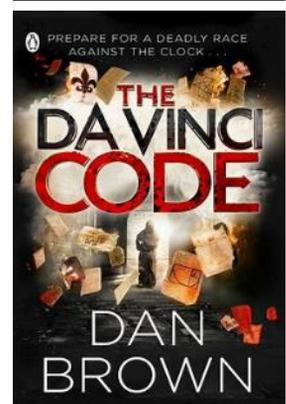
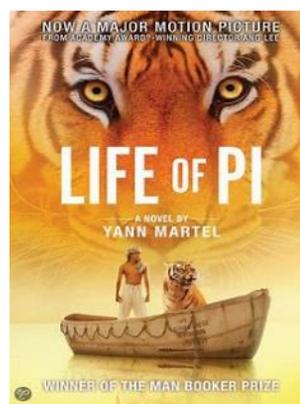
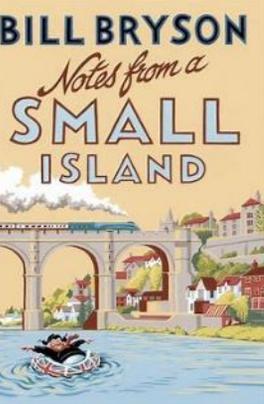
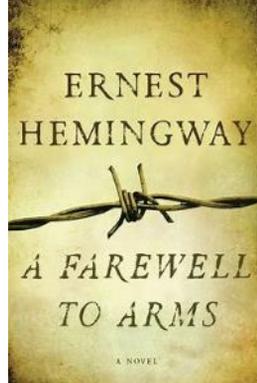
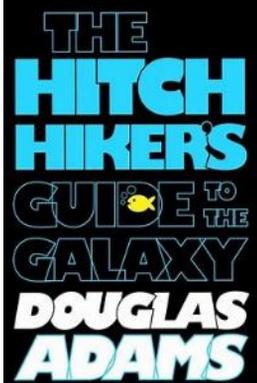
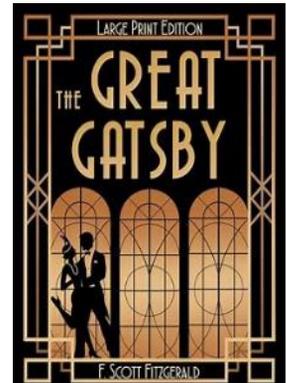
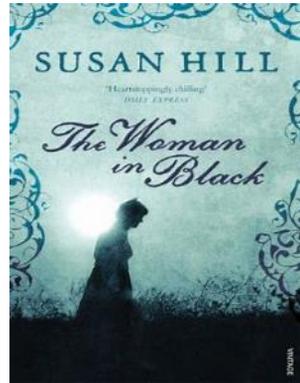
BBG BOOKCASE



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ENGLISH

Year 11



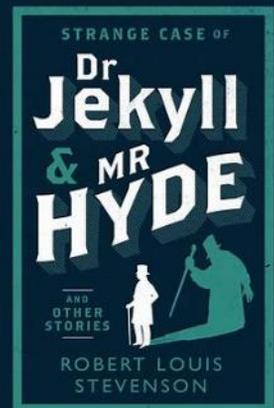
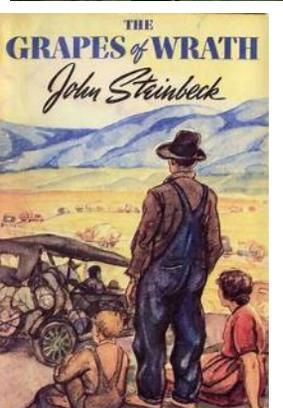
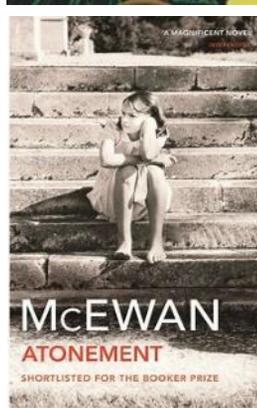
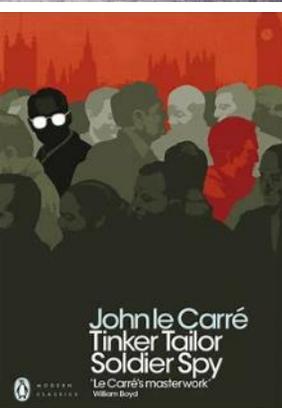
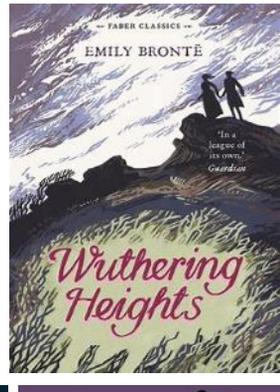
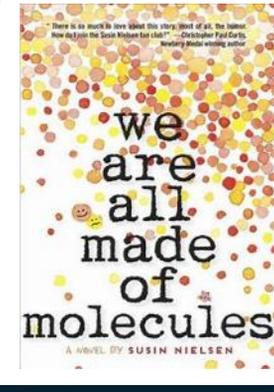
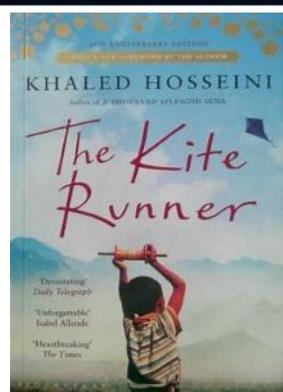
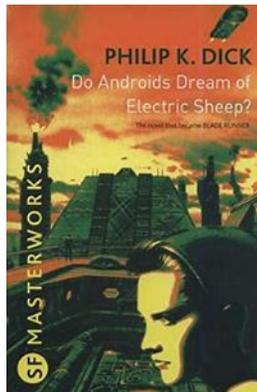
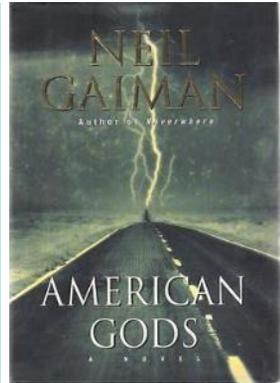
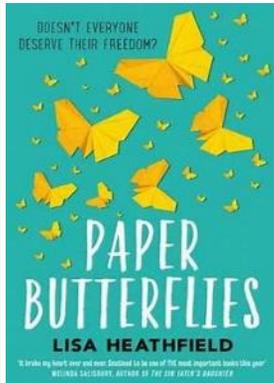
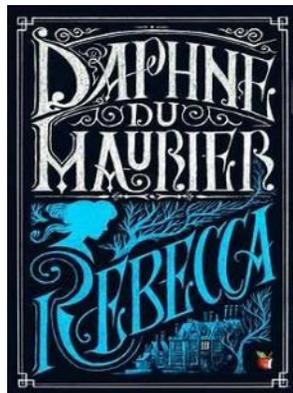
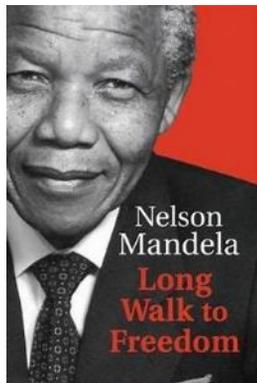
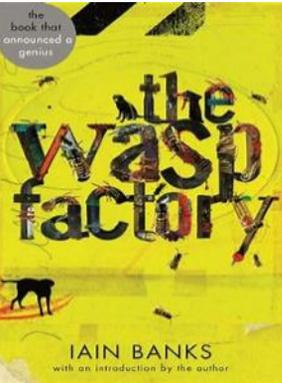
BBG BOOKCASE



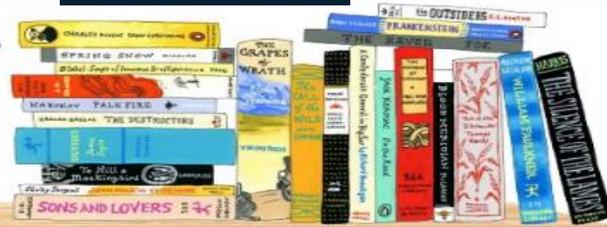
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ENGLISH

Year 10



BBG BOOKCASE



NB for parents/carers: Please check online reviews if you have any queries about the suitability of a book before your child reads it.

Geography

Year 9



Over the last term, our Year 9s have been on a virtual holiday around the world, starting close to home in Blackpool and venturing as far as a Caribbean holiday in Jamaica, followed by slum tourism in a Kibera. We have been continuously impressed with Year 9's engagement with the topic and the development of their geographical skills in their ability to snowball their points and link to previous topics. This week, our Y9s are sitting their end of topic assessment on Tourism before moving onto their new topic of Coasts next week.

Year 10

Sustainability... an important part of our modern world. This week Year 10 have been learning about not only sustainable transport (how this can not only reduce traffic congestion, but also has a positive impact on people's social and economic well-being), but also investigating a city in Germany, Freiburg, that has taken massive steps towards sustainable urban living. Students have been able to evaluate the positives and negatives of these strategies and develop their own opinions of what they think is most effective.



Next week Year 10 will be sitting their end of topic assessment, incorporating the exam skills they have been picking up along the way.

Year 11

As discussed with many students and parent/carers at parents evening, other than Paper 3 preparation, Year 11 have now completed all content for their GCSE. Our focus now is on supporting students with their exam technique in order for them to 'show-off' to the examiner about their knowledge. This week, students are continuing to work on their 9-mark structure where they have to be able to make their points and snowball alongside evaluative words.

All Year 11 students have received a revision schedule which they can use to help them in preparation for their exams. Please let your teacher know if you would like any further support with this or if you complete any revision/exam answers you would like us to mark and feedback for you.

GCSE GEOGRAPHY - WEEK BY WEEK REVISION SCHEDULE (2023) tutor2u

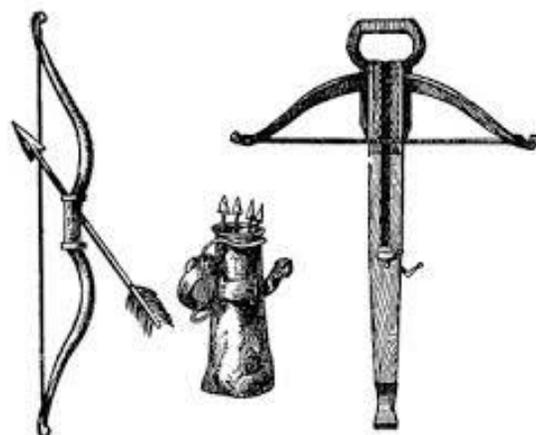
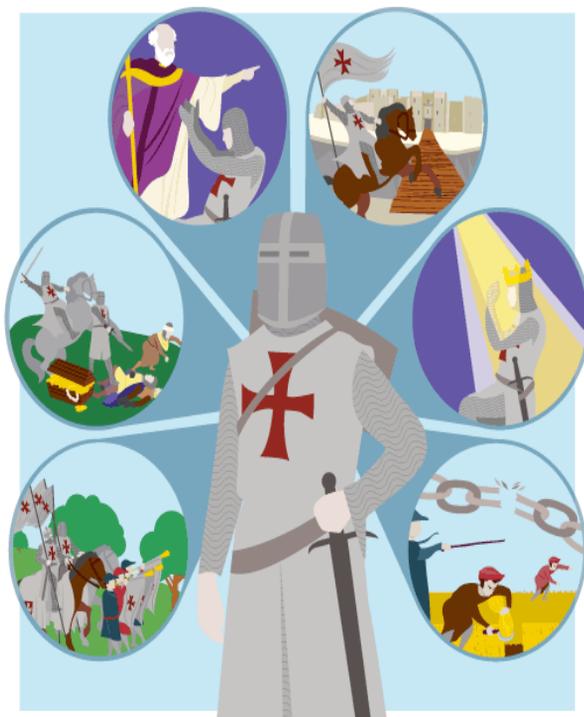
Paper 1 - Monday afternoon - 22nd May (1hr 30)
 Paper 2 - Friday morning - 9th June (1hr 30)
 Paper 3 - Friday afternoon - 16th June (1hr 15)

WEEK	TOPICS	RE-VISIT WORK	SUGGESTED ACTIVITIES
WEEK 1 30 th JAN	TECTONIC HAZARDS NATURAL HAZARDS (1A)	<ul style="list-style-type: none"> Distribution of earthquakes and volcanoes. Processes at destructive, constructive and constructive margins. Types of volcanoes. Primary and secondary impacts of earthquakes. Immediate and long-term responses to earthquakes. Mitigating risk of earthquakes - monitoring/prediction, protection and planning. Key details about contrasting HIC/LIC earthquakes Japan vs Haiti 	<ul style="list-style-type: none"> Try to draw the plate margin diagrams from memory - how many labels can you remember? Explain how economic development affects hazard resilience. Sketch examples of MP3 that mitigate the risk of earthquakes.
WEEK 2 6 th FEB	WEATHER HAZARDS NATURAL HAZARDS (1A)	<ul style="list-style-type: none"> Global atmospheric circulation. Tropical storm structure and formation. Primary and secondary impacts of tropical storms. Typhoon Haiyan Immediate and long-term responses to tropical storms Typhoon Haiyan Mitigating risk of tropical storms - monitoring/prediction, protection and planning. What affects UK weather? Key details about tropical storm and UK extreme weather case study BEAST FROM THE EAST 	<ul style="list-style-type: none"> Produce a diagram to show how global atmospheric circulation works. Create a recipe for a tropical storm - what are the key ingredients? Create a concise fact file for each of the extreme weather events. Argue both sides of this statement - "Weather in the UK is becoming more extreme".
WEEK 3 13 th FEB	CLIMATE CHANGE NATURAL HAZARDS (1A)	<ul style="list-style-type: none"> Evidence for climate change over time. Natural and human causes of climate change. 	<ul style="list-style-type: none"> Draw the greenhouse effect diagram from memory. Produce a whole topic mind map - patterns over time, causes, effects



Year 7 History: The Crusades

This week, Year 7 have expanded upon their understanding of the importance of religion during the Middle Ages. This was when kings and knights from Christian countries mounted military expeditions called Crusades to try to conquer the Holy Land and Jerusalem in particular. Students discovered that in 1095, Pope Urban II promised the knights of Europe forgiveness of their sins if won back Jerusalem for Christianity. They also explored the reasons why individuals may choose to join this cause. The History department looks forward to seeing what students have learned on this topic in their forthcoming assessment.



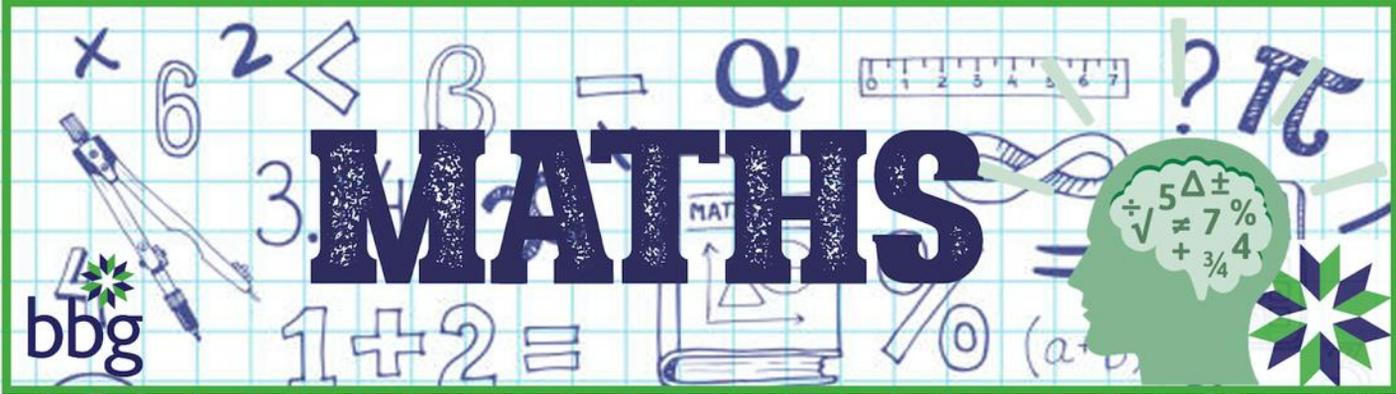
Geography-History Film Club Presents



NATIONAL TREASURE

Wednesday 25th February, 2.30 pm, F16.

POPCORN/ SNACKS INCLUDED!



Here is a reminder of the competition on 1st Class Maths for students studying the Higher Tier. Visit the link to find out more. The question to the right is an example.

Write the following in order of size. Start with the **smallest**.



NO Calculator

$\left(\frac{27}{8}\right)^{-\frac{2}{3}}$, $\frac{\sqrt{20}}{\sqrt{5+4 \times 10}}$, $\cos(60^\circ)$, $2\frac{2}{5} + 5\frac{1}{3}$, $\frac{\text{HCF}(84, 175)}{\text{HCF}(135, 300)}$

Spicy Question #15

[SPICY QUESTIONS | 1st Class Maths](#)

Proud to be a

Sparx Maths School

Year 7	Year 8	Year 9	Year 10
Jayden Taylor	Matthew Addison	Isaac Dale	Cameron Moorhouse
Matthew Mitchell-Hood	Harrison Grainger	Bailey Drewett	Izzy Dawson
Maisy Bryant	Freddie Paver	Harry Goulding	Emily Woodrow
Eliza Stevens	Oscar Hills	William Pennington	Keani Hughes
Henry Tate	Lydia Palmer-Williams	Jess Hill	Bradley North
Freya Virr	Muhammad Ali	Lily Evans	Rosemary Warrington
Megan Bates	Eva Lau	Noah Jackson	Mia Hutton
Jack Steward	Allegra Podesta-Atkin	Imogen Atkinson	Lily-Mae Cox
Spencer Wilkins	Jacob Shuttleworth	Nathan Bromley	Jason Catton
Isaac Atkin	Gracie Revell	Pheobe Mortimer	Max Burnett

January 2023
Here are the students who gained the most XP points on Sparx in January.

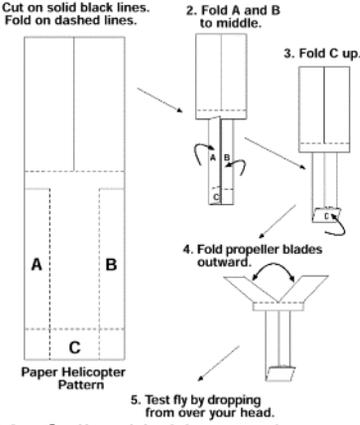
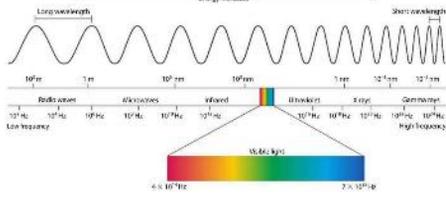
Well done & keep up the hard work!

BBG SCIENCE

Year 9 have been modelling the structure of DNA using many different types of media. Using the materials provided they were able to show the structure and label different aspects of the double-helix and how the information found in our DNA makes us unique.



Year 11 students were continuing to investigate the types and effects of electromagnetic waves and their effects on the human body.



Year 8 Students have been learning how everyday metals are mined and extracted from their ores using different methods.



Year 10 Students have been learning about energy and ways in which energy can be conserved within the home to improve efficiency and save money.

Mr. Colbeck's Year 7 class were testing the effects of wing length on the time taken for paper helicopters to fall to the ground, modelling seed dispersal. Students created their own methods and decided how to test their hypothesis.

If you would like to get involved and create your own paper helicopters at home then follow the link for some instructions and templates. - <https://www.rafmuseum.org.uk/app/uploads/2021/06/RAFMHelicopters.pdf>



Travel & Tourism



Cameron Burston
Great independent
coursework



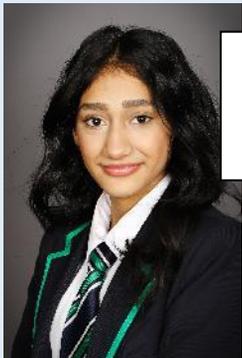
Molly Thurstan
Great independent detail on
itinerary task



Bradley John
Impressive work rate and
focus on itinerary task



Poppy Rylands
Great independent
coursework



Misba Iqbal
Putting in a lot of time at
home to make progress on
itinerary task



Jack Jones
Putting in a lot of time at
home to make progress on
merit task



Paige McMurray
Great attitude towards
learning



Niamh Hutchison
Great progress and focus in
lessons

BBG Year



STARS OF THE WEEK



OLIVER LONGSTAFF
For working hard and
being thoroughly lovely



FLETCHER WILKINS
For being an all round
superstar, working hard
and being an example to
others



POLA KACPRZAK
For working hard,
contributing to
discussions and being
kind to others



MIA FORTUNE
For working hard to turn
things around

**CONGRATULATIONS
TO YOU ALL!**



LILY RUSH
For being **AMAZING** in
music lessons and
helping others to achieve



ELIZA DUFFIN
For coping with
challenges with an extra
big smile



ANDREW BIRD
For doing the right thing
and speaking out for
others



CERTIFICATES AWARDED TO



Georgia Coulson

Georgia has had a brilliant week and I have noticed an improvement in her attitude towards school. She is making good progress in her lessons and is polite and well-mannered on the corridors.



Junior Alton

Junior is always polite, he is a mature young man who is progressing well through school. He has received some brilliant feedback from a number of subjects.



Oakley Powles

Oakley has had a fantastic week. His attitude to school is always good and he has shown this, especially this week. Oakley is receiving lots of stamps from various subjects which means he is positively contributing to all his lessons.

YEAR 9



STARS OF THE WEEK



BAILEY DREWETT

For getting an enormous number of stamps. He also struggled through this week when he wasn't feeling 100%. Well done!



MADDISON AYRES

For achieving 100% in her Geography assessment and working incredibly hard in all lessons. Your hard work hasn't gone unnoticed!



MERCEDES TROTT

Much improved in recent weeks and a more settled return. Well Done!



JESSIE BROWN

Incredibly conscientious and strives for perfection at all times



KAYDEE WAKERLY

For being helpful in form

MISS BLACKBURN'S STARS OF THE WEEK YEAR 10

Always doing
the right thing
and working
hard in
lessons

ALFIE WRIGHT



Always working
hard in all areas
of school

OLLY FARRAR



LUCY DODSWORTH
FANTASTIC PERFORMANCE ON
RECENT SCIENCE MOCK

Trying really
hard in all areas
of school

ROSIE HIRST



Working hard
in all areas of
school

ELIANNA HARPER



Being a lovely,
polite
member of
Year 10

LUCAS STEAD



Making a
great start to
the new term

OLIVIA HAWKSHAW



Always willing
to help others

JACOB JONES



Fantastic effort
levels in school
and in extra
curricular

HAYDEN HARTLEY





STARS OF THE WEEK

KIERA VOYCE, MIA BOSTOCK AND ALI SHAH
NOMINATED BY MR ELCOCK



Kiera has developed massively in confidence in Science over the last half term. Her attitude to her learning is outstanding and I often catch her teaching and coaching her peers too. Amazing to see.

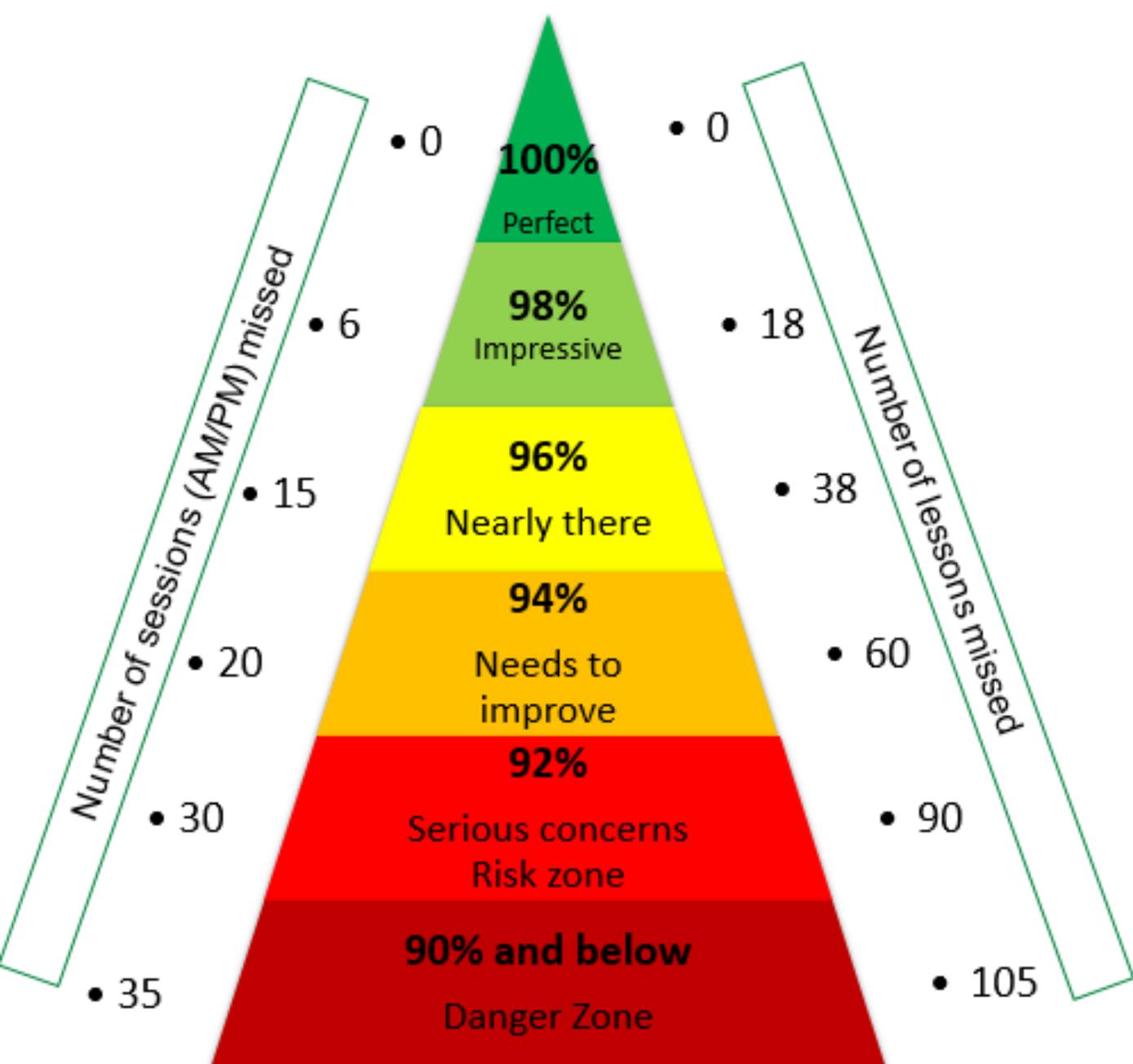
Mia exemplifies what we have come to term 'quietly awesome'. Her work ethic is outstanding and she appears to have struck the perfect work-life balance. Incredible to see at this point of the year.

A background image showing a large group of graduates in white gowns and mortarboards, celebrating with their caps in the air.

Amazing commitments to both lessons and Period 7s. Ali always has something to contribute in his subjects and in form time where he can be very insightful.



Attendance Matters



Maximise your potential – attend everyday

Students across the Rodillian Multi Academy Trust at this level of attendance have historically achieved

Significantly above national average progress
Above national average progress
National average progress
Below national average progress
Significantly below national average progress
Very significantly below national average progress

STREATERIES



**INCREDIBLE
INDIA**



**AMERICAN
Diner**



**Home
STYLE**



ASIAN



**John
Dory**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

American Mustard & Crispy Onion Hot Dog Wedges

Chicken Shawarma & Pickled Red Cabbage

Glazed Gammon Carvery with Gravy

Jamaican Jerk Chicken Wings

Hand Battered Fish

Jalapeno Loaded Mac N Cheese

Harissa Roasted Cauliflower & Chickpea Salad

Cheese & Onion Slice

Curried Chickpea & Kale Chana

Homemade Cajun Bean Burger

BBQ Beans

Tabbouleh Cumin Roasted Carrots with Lemon & Honey

Roasties Roasted Roots

Wholegrain Rice & Peas Fry Bodi (Caribbean Green Beans)

Chips Peas



EMAIL INFO@ASPENS-SERVICES.COM
WEB ASPENS-SERVICES.COM



BBG ACADEMY

PRELOVED UNIFORM SHOP

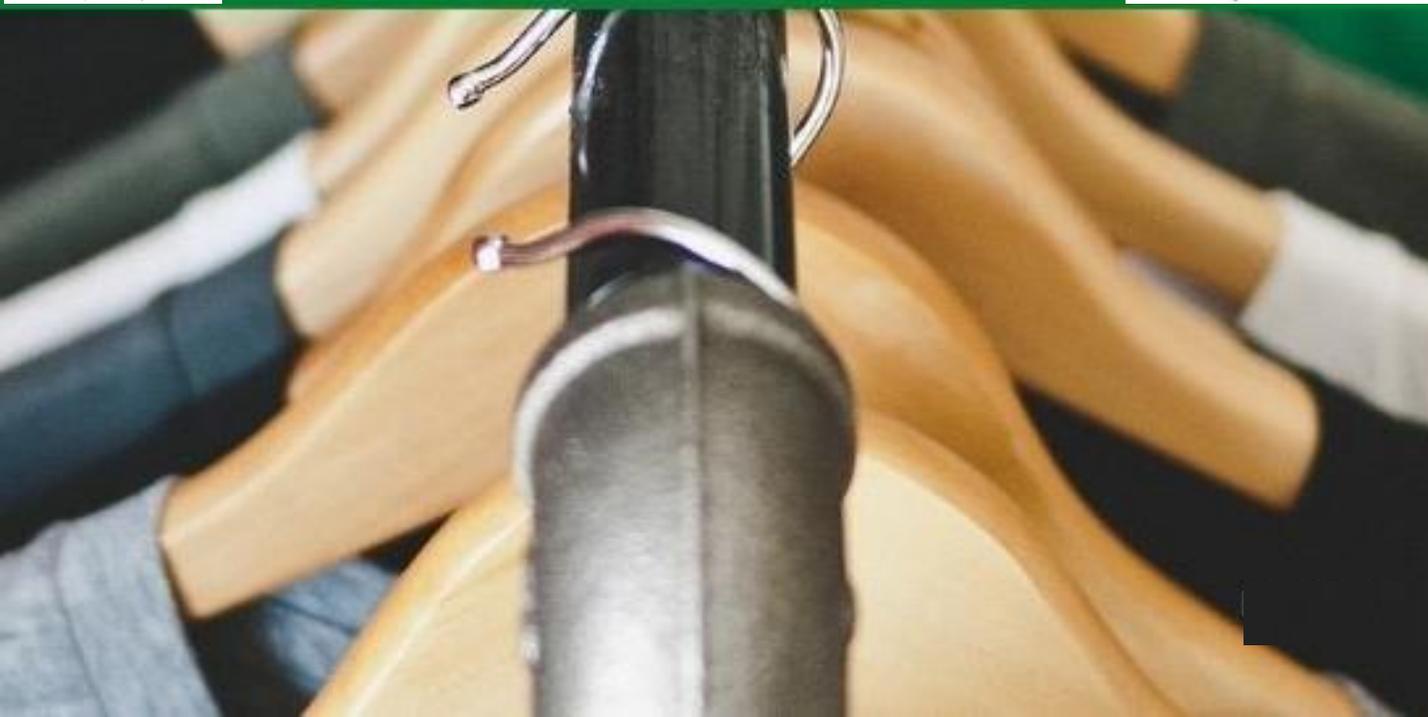
**Available to all students
Fully washed and ironed
Please contact reception**

Options:

Get new (used) items

**Swap for a larger/smaller size Donate old
uniform**

Please email: uniform@bbgacademy.com





My mates
have fallen out with
me.



I'm stressed
about exams.



Things are
tough.

We are here to listen.

Whatever your worry, tell someone if you want to talk. We have trained staff who are here to listen. Email them directly at:

Tellsomeone@bbgacademy.com

#TEAMBGG



TWEETS of the WEEK



BBG Academy @BBGAcademy · 5m
BBG Year 10 students loving their day at YBS head office in Bradford
#YBS #NAW #EmergingTalent



julie morland @julsm50 · 21h
@BBGAcademyPE @BBGAcademy our winner is Noah who made strawberry tart with runners up, Tommy, Harvey, Connor Well done everybody fab week



Sarah Wharton @sarahew76 · Jan 29
Frasier enjoyed an art session with his dad this afternoon in the style of Romero Britto. Super pictures! 🍷❤️ @LaycockArt @BbgYear7 @BBGAcademy



bbg BBG Academy PE @BBGAcademyPE · 17h
Two more netballing wins this week, this time for our Year 7 and 8 teams against Beckfoot! Well done to Y7 POM Gaby Rowan, and joint Y8 POMs Phoebe and Ava 🍀🏐💙

BBG Academy @BBGAcademy · 20h
The Community Champions have been getting ready for #ChildrensMentalHealthWeek by designing postcards for the community. Following the theme of #LetsConnect, they each designed half an image and then completed each other's design. #TheRodillianWay #TeamBBG 🍀💙💚



BBG Academy @BBGAcademy · Feb 2
It is 'Time to Talk' Day today - we are all making sure we make time to talk... please join us! #TimeToTalkDay #TeamBBG #TheRodillianWay

Mr Laycock @LaycockArt · 19h
Year 7 transforming their portrait images into pop art this morning taking inspiration from #RoyLichtenstein! @BbgYear7 @BBGAcademy 💙💚💙



time to talk day
02/02/23

THOUGHT OF THE FORTNIGHT

Beginning 30 January 2023

transquote #322

“It's just a pronoun...'
No. It's not. Trust me,
some of the smallest
things can make a
world of difference..”

Submitted by Samantha
transquotes.tumblr.com/

Discussion points

February is LGBT History month. During this month it gives us an opportunity to reflect on how we treat other people who might not identify the same as each other. One way in which people differ is through the pronouns they use. Most people are aware of pronouns and the way in which they can be used as personal pronouns but not many people know about Neo-pronouns.

Neo-pronouns means a new pronoun, especially one that is intended to avoid using he, she or they. [Watch this clip](#)

Why is it important that people use the correct pronoun when talking to another person?

How might that person feel if they are not having the correct pronouns used to address them?

Pronouns are protected under the Equality Act 2010, “Intentional refusal to use someone's correct pronouns is equivalent to harassment and a violation of one's civil rights.” – Do you think it is right that they are protected?

**THINK ABOUT WHO YOU
ARE TALKING ABOUT/TO
BEFORE YOU SPEAK**

FORTNIGHTLY EVENTS

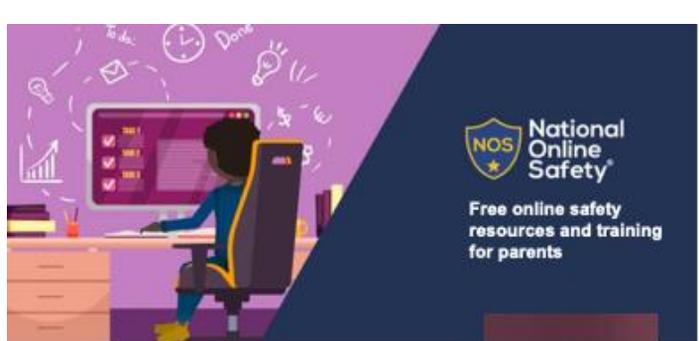
8th Internet Safety Day
Children's Mental Health Week
Time to Talk Day
Dignity Action Day
NSPCC Numbers Day
World Cancer Day

EVENTS HAPPENING THIS MONTH

- LGBT History Month
- Raynauds Awareness Month

THIS WEEK IN HISTORY





Create an account to sign up online resources, weekly guides and free training at <http://nationalonlinesafety.com/enrol/bbg-academy> and complete your details. Once you're set up you'll be able to set 'parent/carer' as your user type.



Presented by Mylene Klass



Be #OnlineSafetySavvy

Keep up with the latest apps games and tech your children are using, with the worlds most comprehensive online safety app for parents.

On the National Online Safety app you'll find:

- ✓ Hundreds of online safety guides on the topics you need to know about – from screen addiction, fake news and trolling to hacking, social media influencers and sexting;
- ✓ An online safety training course for parents – developed by our experts and delivered by online safety ambassador Mylene Klass;
- ✓ A user-friendly interface with increased functionality – find exactly what you need, when you need it;
- ✓ The option to get notifications to your phone as soon as new content becomes available – so you can stay up-to-date with the latest online crazes (and risks);
- ✓ An in-app voting system so you can help determine the subjects you'd like us to cover in future;
- ✓ The facility to personalise your content by favouriting key resources.

Download the free app today



Scan to download on Apple App Store | Scan to download on Google Play Store

or search for 'National Online Safety' in the store



10 Top Tips for Keeping Children Safe From Cyber Crime

Published: 16th February 2021

This week's free online safety guide focuses on 10 top tips for keeping children safe from cyber crime. We all want to ensure being informed and inspired by the ever-changing capabilities of the internet. This guide takes a look at a range of top tips such as backing up your data, how to spot phishing text and how to recognise warning signs.

VIEW THE GUIDE | VIEW ALL TRAINING

7 Top Tips for Supporting Children to Express Themselves Safely Online

Published: 3rd February 2021

This week's free online safety guide focuses on supporting children to express themselves safely online. The past year has left many children feeling uncertain and unsure, so this year's Children's Mental Health Week has adopted the theme of 'express yourself'. The guide takes a look at a range of top tips on cultivating their identity, supporting their interests and enabling emotional expression.

VIEW THE GUIDE | VIEW ALL TRAINING

What Parents Need to Know About WeChat

Published: 27th January 2021

This week's free online safety guide focuses on WeChat. WeChat is an all-in-one communications app for text, messaging, voice and video calls, photo sharing and games. The guide takes a look at how to enable a range of parental risks such as adult content, strangers and drug dealing.

VIEW THE GUIDE | VIEW ALL TRAINING

www.nationalonlinesafety.com | Call: 0800 368 8061 | Email: hello@nationalonlinesafety.com
 Twitter: @natonlinesafety | Facebook: /nationalonlinesafety | Instagram: @nationalonlinesafety

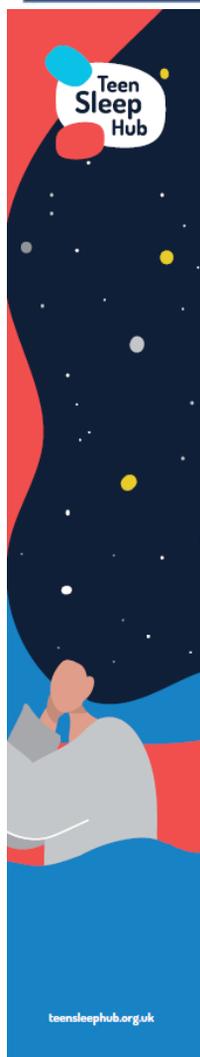


TOO MUCH TECH TIME?

GUESS WHAT... IT'S IMPACTING YOUR SLEEP. WANT TO KNOW WHY?

JOIN THE CONVERSATION
TEENSLEEPHUB.ORG.UK

#TEENSLEPMATTERS



WELCOME

HOW TO IMPROVE THE SLEEP OF YOUR STUDENTS

In Autumn last year, we launched our new Teen Sleep Hub, as part of our Teen Sleep Matters campaign, and it has been an amazing success so far with so many of you getting involved in sharing the information we supplied. We have also had lots of support from the Mental Health Foundation and Royal Society for Public Health.

Covid-19 continues to impact on the health and wellbeing of young people, in particular around their sleep and mental health. Even with the return to school, we are still living in uncertain times and young people are still suffering with isolation, learning at home with bubble closures, out-of-school activities suspended and routines being altered dramatically, it has been, and remains, extremely challenging.

Since we last made contact we have been working hard to continue to push this campaign and we have now launched a Live Chat service on our **Teen Sleep Hub**. This facility is available on Tuesday and Thursdays from 6-8pm so young people can chat about any issues they are having with their sleep with one of our trained sleep practitioners. Please do direct your students to this and even inform parents of this service.

In this second pack you will find

- A selection of NEW posters promoting the Live Chat that can be emailed out to students and parents and, when normally resumes, can be printed and put up in classrooms, toilet facilities and other communal areas
- Social media graphics that you can use on your social channels and website to direct students and parents to the Teen Sleep Hub

As a reminder, the Teen Sleep Hub is a hive of information around sleep aimed at teens (not their parents) and includes a downloadable eBook and a series of top tips videos. We were supported on this project by our amazing Youth Advisory Panel, made up of young people aged between 13 and 19, across the country. It has been a great success so far with over **17,000 downloads of the eBook**, proving that young people want the knowledge to help them improve their sleep.

Thank you for your support. Please do get in touch if you have any questions or would like to know more.

Lisa Artis

Lisa Artis
 Deputy CEO
 The Sleep Charity

Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time: they could be considering how to phrase something specific, or they may be gauging your reaction.

BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

REMAND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect house: spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

Meet Our Expert

Rebecca Jennings of RAISE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RSE curriculum.



NOS
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#WakeUpWednesday



SPORTS STAR OF THE WEEK



Thomas Ellis

Great progress this week in volleyball. Tom is starting to implement some skills into game situations.



Abbie Wilkinson

For giving some great answers in Pre-option PE showing her knowledge and confidence improving.



Seb Walker

Massive improvements in pre-option PE.



Isaac Graham

Great leadership skills during academy time.



SPORTS STAR OF THE WEEK



Maisie Pye

Great effort and resilience when learning to somersault in trampolining



Harry Goulding

Great attitude and application of new skills at Golf on Thursdays



Daisy Watts

Great effort in dodgeball



Phoebe Johnson

Great effort in football



SPORTS STAR OF THE WEEK



Amelia Lavin

Superb progress in GCSE
PE



Henry Bingham

Fantastic work in PE this
week. Great resilience when
learning new skills and
techniques in a new sport.



Jack Ratnik

Brilliant first volleyball
lesson. Some great
progress made and
fantastic effort as
always, well done Jack.



Nathan Smith

Great effort and
progress when learning
about dribbling in
handball



SPORTS STAR OF THE WEEK



Aoife Sugden

Great determination and progress in GCSE PE trampolining and a POM performance for the netball team



Spencer Hartley

Great contribution to the rugby match against Whitcliffe Mount



Joe Batley

Great effort in GCSE PE

Jake Howard

Showed great resilience and made a very positive contribution to his first rugby academy lesson.

EXTRA-CURRICULAR HIGHLIGHTS



On Monday, the year 7 and year 9 netball team hosted Parkside at BBG. The year 7s won 17-0 and the year 9 had a 19-4 win. Students responded to feedback throughout the games and concentrated on using different channels and driving forward for the ball, in order to keep possession. Massive shout out to Gaby Rowan and Nel Enright who achieved 'Players of the Game'!



BBG took on Spen Valley on Monday 30th January. BBG took both U13 and U15 teams who have been on a recent winning streak. First was the U13 game, where they came out the better of Spen with a score of 14 – 6, the U1's game was slightly closer however BBG closed the game out and were worthy winners, with a final score of 21 – 16.

#TEAMBGG



FIXTURES AND RESULTS



Girls Football v Rodillian Monday
27th February

U15 Spen Valley 7 aside 8th
February TBC

Basketball

U13 & U15 v Manor Croft
Wednesday 22nd February

WC 6th February
Year 7 v Woodhouse Grove

Year 10 v Rodillian in Yorkshire
Cup

2nd February – Year 7 & 8 Vs
Beckfoot (A)



Basketball

U13 v MFG

U15 v MFG

U13 v Spen Valley
Won 14-6

U15 v Spen Valley
Won 21-16

Year 9 v Crossley Heath
Won 15-0

Year 10 v Crossley Heath
Won 47-10

Y7 BBG VS Parkside – Won 17-
0

Y9 BBG Vs Parkside – Won 19-4

SPORTS - IN THE - COMMUNITY

RECRUITING NOW



Year 3 to Seniors
birkenshawbells@outlook.com



Under 12s to Under 18s
www.gffc.co.uk/contact



Under 7s to Under 18s
www.cleckheatonrufc.com/contact

WE'RE RECRUITING

JOIN US

Batley Girls are currently recruiting players
U11's (year 5&6) U18's (year 7&8)

Old and New players welcome, no experience needed. If interested and want to give us a try and want to know more please contact us on Facebook, Instagram or 07971854960

Batley Girls RUFC Batley girls

**EXTRA CURRICULAR TIMETABLE
AUTUMN TERM 2022**

MONDAY

Times	Club/Activity	Year Group	Teacher	Venue
2.30-3.30	Netball	Years 8-11	All PE colleagues	Changing room meet
2.30-3.30	Running Club	Years 7 -11		
2.30-3.30	Rugby	Year 9 Boys		
2.30-3.30	KS3 Performing Arts	Years 7 - 9	Miss Roumelioti	Drama Room G29
2.30 - 3.30	Art Club (Drawing)	Years 7 - 9	Mr Laycock	F6
2.30 - 3.30	Design Club	Years 7-19	Mrs Gill	Workshop
2.30 - 3.30	Chess Club	Years 7 - 8	Mrs. Luffman	Heart Space
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30 - 4.30	Year 10 Study Group	Year 10	Mrs Sullivan	F9
2.30 - 3.30	Books into Film	Years 7-11	Mrs Fitzsimons	F55 (starts 19.09.22)
2.30-3.30	Library	Years 7-11	Mr Smith	LRC
2.30-3.30	Prep	Years 11	Rotation	F15

TUESDAY

2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30-3.30	Baking club *	Year 7	Mrs. Denwood	Booked students only
2.30 - 3.30	Library	Years 7 - 11	Mr Smith	LRC
2.30-3.30	Prep	Year 11	Rotation	F15

WEDNESDAY

7:15-8:00	Netball S & C	Years 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	Rugby	Year 8		
2.30-3.30	Girls Football	Years 7 - 11		
2.30-3.30	Badminton	Years 8-11		
2.30-3.30	Football	Years 9 -11		
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30 - 3.30	Maths Puzzles	Years 7 - 8	Miss Headley	G14
2.30 - 3.30	Creative Writing	Years 7-10	Mr Young/Mr Alam	G45
2.30 - 3.30	Film Club (Hist/Geog)	Years 7-9	Mr Moulds/Mr Myerson	F16
2.30-3.30	E-Sports	Year 10	Mr. Suggitt	F13
2.30 - 3.30	'Step Up to Post 16' theoretical approaches to Literature.	Year 11	Mrs Voyce	G46
2.30 - 3.30	Library	Years 7-11	Mr Smith	LRC
2.30-3.30	Prep	Year 11	Rotation	F15

THURSDAY

2.30-3.30	Girls Rugby	Years 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	Rugby	Years 7		
2.30-3.30	Basketball	Years 7 - 11		
2.30 - 3.30	Trampolining	GCSE PE Only	Miss Blackburn/Mrs Barker	Gym
2.30-3.30	BBG Press	Years 7- 9	Mr. Smith	LRC
2.30 - 3.30	Library	Years 7-11	Mr Smith	LRC
2.30 - 3.30	KS4 French Speaking Club	Year 10,11	Mrs Clough	G49
2.30-3.30	Science Club *	Years 7 - 8	Science Colleagues	F34
2.30 - 3.30	Art Club (3D)	Years 7-9	Mr Laycock	Workshop
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30 - 3.30	Fashion and Textiles	Years 7-9	Miss Dixon	G7
2.30-3.30	Prep	Year 11	Rotation	F15

FRIDAY

2.30-3.30	Netball	Year 7	PE colleagues	Changing room meet
2.30-3.30	Football	Years 7- 8		
2.30-3.30	Rugby	Year 10		
2.30-3.30	Choir	Years 7 - 11	Miss Sanderson	Drama Room G29
2.30-3.30	Board Games	Years 7-9	Mrs Shahid	G19
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30-3.30	Library	Years 7-11	Mrs Luffman	LRC
2.30-3.30	Prep	Year 11	Rotation	F15