



# CHALLONER CHANNEL

Edition No. 5

Friday 26<sup>th</sup> June 2020

A message from Mrs Anderson

This is the last Challoner Channel of the academic year and term will finish for the majority of you on Wednesday 8th July. We will be welcoming our Years 4 and 5 back to school from Monday 6th July for one week and we hope to see everyone in September. Years 7, 8 and 9 have the opportunity for a face-to-face meeting with your Form Tutor or Head of Section if you would like to do so.

What a strange term this has been. You should feel proud of the way that you have persevered and shown resilience during this pandemic and well done for the part that you have played in keeping everyone safe. It is of course important to continue to maintain social distancing, and to carry out necessary hygiene requirements at all times.

It is unfortunate that we have not had the opportunity to mark the end of the term specifically for our Years 6, 11 and 13 and we hope to be able to recognise and thank you for your time with us in the near future. I am of course delighted that we will be seeing many of our Year 6 in the Autumn Term when they join year 7. We are also looking forward to our returning Year 11 joining our Sixth Form.

I wish you all a restful summer break when school term finishes.

I would like to finish with this prayer;

Dear Lord

We give thanks for this day and for everyone and everything that has brought us here.

We are grateful for all the gifts we have been given this school year.

We bless ourselves, our families, our school community, and all those in need of a blessing today.

May we use our hands our minds and our hearts to touch life with reverence and gratitude.

May we always reach out with care and compassion to others, and may we receive care and compassion also.

May the shelter of love enfold us in all life's difficulties, and keep us from fear.

May the light of God go before us to show us the way, shine above us to lighten our world, lie beneath us to bear us up.

Walk with us to give us companionship, and glow and flow within us to bring us joy.

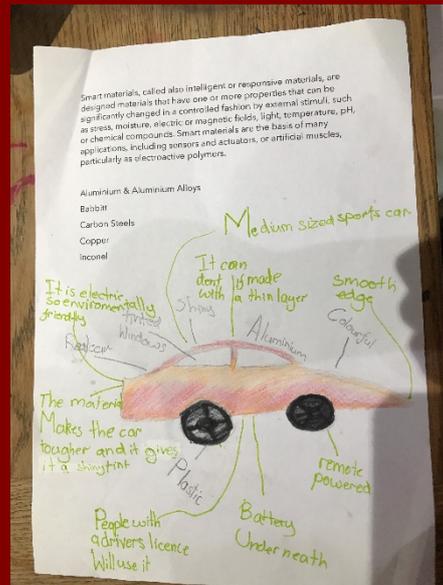
Amen

**PE Challenge  
update on  
page 13**

**This Week's Good News  
on page 4**

## Keeping Busy

It has been great to see and share so much of your work over the past few months, you have all been working very hard at home.



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Eleanor (Y10) is donating 16 inches of her amazing hair to a charity making wigs for children who have lost their hair due to cancer treatment or alopecia and is also fundraising for the charity. Here is the link to her JustGiving page:

<https://www.justgiving.com/fundraising/eleanor-gray>



As our key worker children begin to rejoin their groups, we wish to congratulate them on their ability to adapt to a new learning environment and continuing their on line learning. In addition, the children enjoyed researching 'how pollution affects our oceans' - this followed on from World Ocean Day on 8th June. The children created a factual and creative display.

Mrs Green & Mrs Andrews



Anxiety is a normal emotion and the right amounts of anxiety can be useful.

## Child Anxiety

Children can feel anxious about different things; the common anxieties are:

- Around 6 months to 3 years - separation anxiety
- Preschool-age may develop specific fears or phobias
- Going to a new school or before tests and exams
- In social situations
- Panic attacks
- Obsessive thoughts and behaviours

## Child anxiety

**PS: Look beyond the behaviour – search for the feelings behind it**

**BEHAVIOUR - Anxiety**



**FEELINGS:**

Ashamed  
Disgusted  
Hurt  
Helpless  
Regret  
Rejected  
Sad  
Grief  
Lonely  
Confused  
Jealous  
Stuck  
Embarrassed

There are numerous variables that might have caused a child to develop anxiety including genetics, life events, learning from parents or others and past coping experience.

### **Things that parents/carers do that might have contributed to the child's anxiety**

- Demonstrate anxious behaviour
- React to the child in an anxious way
- Become very involved and protective – maybe too much?
- Reassure them – maybe too much?
- Do not encourage them to try/do things

### **Positive things we can do as parents/carers**

- Become aware of our own anxiety responses and those around us
- Model calm, brave behaviour to your child
- Avoid constant reassuring so that they can learn to manage their own worry
- Normalise anger and negative emotions by learning to understand them and coping with them

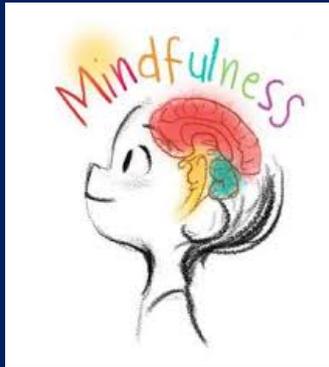
## Well-being

- Recognise and understand physical symptoms of anxiety and manage them e.g. with coping activities such as relaxation
- Be confident in your child and show them to do things for themselves
- Encourage them to have belief that they can do it!
- Accept their struggle and tolerate it
- Give them choices e.g. choosing own clothes, making breakfast, being responsible for own bedroom
- Give clear and specific praise for good behaviour paying more attention to good behaviour than to what we think is less desirable behaviour

### Useful reading

BOOK: Creswell, C. and Willetts, L (2010). *Overcoming your child's fears and worries: A guide for parents using cognitive behavioural techniques*. London: Constable and Robinson Ltd.





### What's in the jar?

Jars are fascinating for young children – the big, solid, mason jar type affair with a screw or hinged top are eternally interesting to open, fill, refill and close. Children exercise their learning “schemas” through the use of jars and children can be clearly seen learning and exploring with these open-ended treasures. They are generally quite safe, but do be mindful of glass and educate your child on safe usage.

You might like to explore the idea of an emotions jar with your child, using the mind jar recipe on the next page. Talk to your child about how they feel when angry and shake the jar hard. Perhaps use the jar as a calming support at the end of the day with soft lighting – watch the glitter swirl and move and twinkle to relax body and mind.

What not try a “kindness jar” at home? This is something the whole family can get involved in. Use little labels to record acts of kindness and at the end of the week, allocate a specific time where you sit down as a family and read the entries for that week; discussing and applauding each other’s efforts. Positive reinforcement is key in behaviour modification for all ages, not just Early Years – why not give it a try? In a world full of worry and uncertainty being kind is more important than ever.

Ms Ludlam

Head of Nursery / EYFS Co-ordinator

Please remember that you can contact Ms Ludlam on [eludlam@bcswb.co.uk](mailto:eludlam@bcswb.co.uk) if you wish to discuss any concerns in regards to your nursery child.

**Do not forget to follow the Nursery on Twitter  
for news and updates – @NurseryBC**



**For this you will need:**

X1 empty jar with a lid and no labels  
Some hot water (be careful and

ask a grown up to help you)  
2 tbsps of glitter glue

**How to make it**

Pour the hot water into the jar and add the glitter glue.  
Put the lid on and shake up the jar.  
Watch the bits of glitter swirl around – these are like all the thoughts and feelings in your very busy brain.  
See how when you keep the jar still the glitter starts to settle down – just like your thoughts and feelings will if you sit still and calmly breathe for a moment.

**Top Tip!**

Next time you feel upset or angry give the jar a good shake – then sit, be still and wait for the glitter to settle. This will also help you calm your mind.



I am kind when I...

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# Junior News



Dear Junior School Children,

Since our last newsletter we have been able to welcome back many of our children in Years 2 and 3. It has been wonderful to have you back with us and a huge THANK YOU for the positive, happy and sensible way that you have returned.

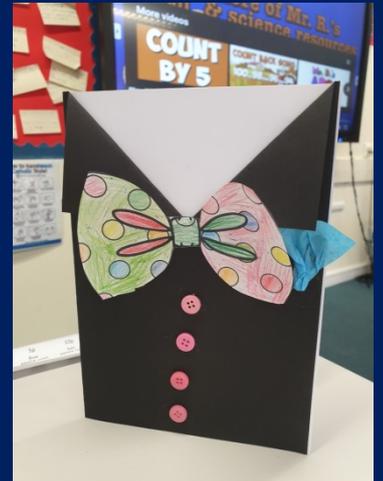
It has been delightful to see some of the work that has been produced this week and so much creativity across the school. I know that we cannot visit other classes at the moment so I thought I would share with you some of the things that have been happening. Reception Class have been making model whales as part of their Under the Sea theme and Year 1 have been making lighthouses, while reading The Lighthouse Keeper books. Year 6 are making puppet theatres with the puppets to follow next week and many of you have made Father's Day cards for lucky Dads! I hope you spoiled them all last Sunday!

Years 4 and 5, we are hugely looking forward to seeing you on 6th July.

Until then, stay happy and safe.

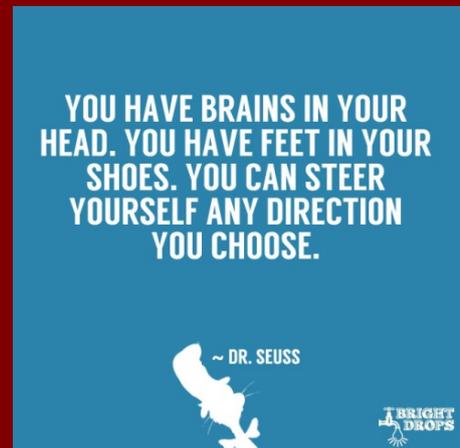
With love

Ms Barker



### Can you crack the codes?

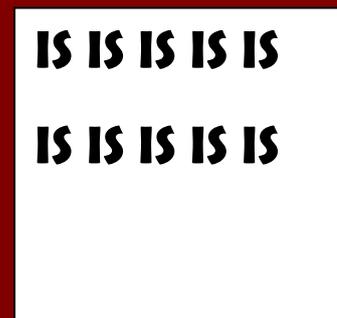
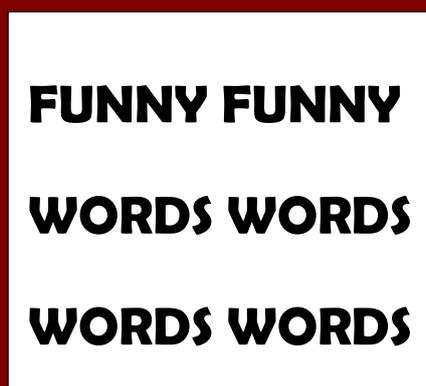
- 24 H in a D =
- 26 L of the A =
- 7 D of the W =
- 18 H on a G C =
- 5 T on a F =
- 90 D in a R A =
- 15 P in a R T =
- 11 P in a F T =
- 12 M in a Y =
- 8 T on a O =
- 64 S on a C B =
- 1000 Y in a M =



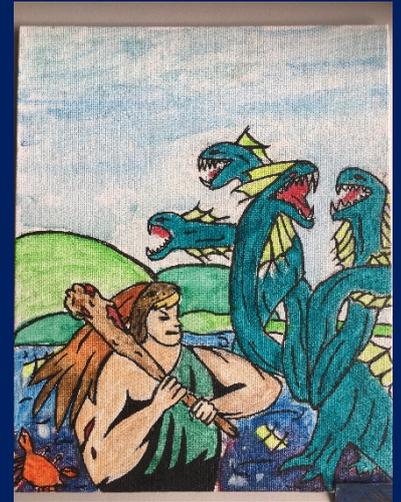
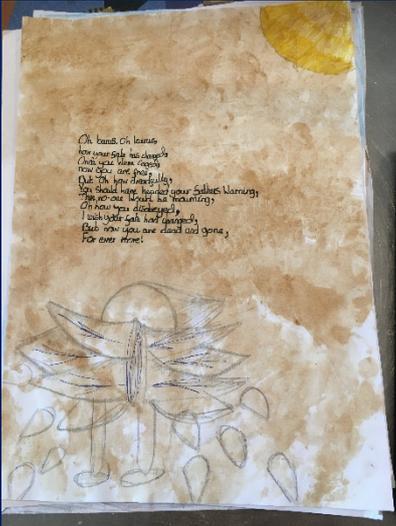
### Can you solve the riddles?

- What goes up but never comes back down?*
- What five-letter word becomes shorter when you add two letters to it?*
- What travels around the world but stays in one spot?*
- I am an odd number. Take away a letter and I become even. What number am I?*

### Dingbats



Answers to last week's 'Identify the location' and these Brainteasers on page 23.



For the second year running, Bishop Challoner pupils have received awards in the international "Minimus" competition. This annual event invites entries responding to mythology stories either through art or creative writing. Our congratulations go to:



Kaela (Y5) - Level 1 Creative Writing, 3rd prize

Amelie (Y6) - Level 2 Art, 3rd prize

Philippa M (Y6) - Level 2 Art, 3rd prize



The judges commented:

'Please thank all the students for their marvellous entries.

The children clearly have a good level of familiarity with the myth and it was a pleasure to see their different interpretations. We were impressed by all those who entered.

Kaela has written a poignant poem told after the death of Icarus. This is a short but effective piece of writing. Rhyme is used to good effect and words are chosen carefully to fit the meaning rather than a line being written because a word rhymes with the line before or after it. The repetition of Oh Icarus! Is effective and sets the tone well. A well written piece - well done.

Philippa produced a very menacing painting showing Herakles and Iolaus and the Hydra's heads.'

The successful entries will appear on the competition website soon and we hope that our winners will enjoy spending their winning booktokens!

Mrs Newbould

## Mr Raveney, Head of Key Stage 3

With the end of term fast approaching it is very strange to end the year remotely without our usual end of term celebrations. We would usually be having our Key Stage 3 celebration assembly praising pupils for their efforts, attendance and academic excellence during the year. Well done to the following pupils who have achieved the most credits during remote learning.

7A Deborah	7& Isabella
8A William	8& Sofia
9A Nsikan	9& Ohemaa

Well done to 7A who achieved the most credits during the remote learning period. A great effort.

I would like to congratulate Year 9 for all you have done during Key Stage 3; it has been a pleasure getting to know you all and working with you as Head of Key Stage during the last 3 years. I will still be seeing a lot of you around the school but I wish you the best as you begin your GCSEs next year. Over the last couple of weeks I have enjoyed speaking with many parents of pupils joining Year 7 next year and look forward to welcoming them into the senior school.

I would like to thank the Key Stage 3 Form Tutors for all their efforts and most importantly thank all the pupils in Key Stage 3 for how well they have adapted and worked during these challenging times. I wish all pupils in Key Stage 3 an enjoyable summer break when it arrives and encourage you to stay safe and remain active over the summer holidays. I look forward to working with you once again next academic year.

### Noticeable performances

Mrs Saul has been very impressed with current Year 9 pupils registered for GCSE Computer Science next year. All of them attended an online welcome meeting last week and their approach towards the subject is very positive already. As well as this she has been encouraged by the efforts shown by pupils during their computing lessons with her this term where the majority of pupils have been producing some excellent work and attending the live lessons. Mrs Brown was extremely pleased with the progress Kweku has made this term and a special mention must go to his annotated design during the recent DT task.

Yasmin from Year 8 has produced some excellent work in French preparing her Little Miss book over the last couple of lessons.

Finally, Ashvin has impressed Dr Piccio with his recent science project which he has been working on during the science lessons.

Well done to all these pupils for their excellent effort and performances over the last fortnight.

### Running Challenge update

Well done for all of those pupils who have added more miles to their class totals. The 9Alpha class are still leading the way; only those who have contributed miles for the tutor group will be rewarded with the prize when we arrive back to school. Ted from 10A still leads the way in the mile count completing around 300 miles which is a fantastic effort. Well done to all pupils who have contributed to their forms; your efforts are encouraging and should help you improve your fitness. Do try to keep this up over the summer break. The final day for submitting your miles is Friday 3<sup>rd</sup> July so please send through your distances run to Mr Oliver by the end of next week. It would be great if every pupil from Key Stage 3 has submitted at least one mile of exercise for their tutor group.

### Fact of the week

This week is world wellbeing week. World Wellbeing Week provides the opportunity for participants worldwide to promote an overall awareness for the wide-ranging aspects of wellbeing, including social, physical, emotional, financial, career, community and environmental wellbeing. At this challenging time wellbeing is vitally important for you all and it is important for you to try these easy actions which have been proven to improve your wellbeing (<https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>).

#### 1 Connect

#### 2 Get Active

#### 3 Take notice

#### 4 Keep Learning

#### 5 Give to Others

Why not try to implement these 5 things in the remainder of this week and every week. It is really important to take time out on a daily basis and think about your own personal wellbeing. The following website provides some ideas and activities which may be of interest to you not only this week but every week. Please remember that your form tutors, class teacher and I are always available to support you.

<https://www.mentalhealth.org.uk/coronavirus/looking-after-your-mental-health-during-coronavirus-outbreak>

### Weekly Challenge

The answers from last editions challenge can be found below.

- A. What is full of holes but still holds water? **Sponge**
- B. How many letters are in The English Alphabet? **18 – The=3 English=7 Alphabet=8**
- C. What question can you never answer “Yes” to? **Are you asleep?**
- D. What word is spelled Wrong in the dictionary? **Wrong**
- E. Meggie has 5 girl puppies, and each of these puppies has a brother. How many puppies does Meggie have? **6 – each of Meggie’s girl puppies has the same brother!**

Your Challenge over the Summer holiday is to try and stay as active as possible. I wish you all a restful and enjoyable summer holiday and look forward to welcoming you all back when we return.

## Looking for some inspiration as we begin the “New Normal”

Dear Year 10,

It has been wonderful to welcome so many of you back to school and back into lessons with your teachers. You have all impressed us greatly with how you have taken all the changes in your stride, to say that we are proud of you would be an understatement. It is great to be back in school but as you will have experienced, it is not “school” as we know it!

During these strange times it could be very easy to watch the news or read through Twitter and get lost in a stream of negativity, but if you look closely, there is always something good or positive to take from the negative. Take for example the death of Dame Vera Lynn – ‘the Forces Sweetheart’. Of course any death is sad, whether we knew the person directly or not, but when somebody dies we often hear about how they inspired others and the impact that they had in life. There is so much we can learn from others that can inspire us, who are the people you look up to? Who are your inspirations or who do you inspire?

Dame Vera Lynn was a famous singer songwriter who died a few days ago at the age of 103. She was most famous for her song “We’ll Meet Again” which lifted people's spirits during the Second World War. Prime Minister Boris Johnson said Dame Vera had a "magical voice" that "uplifted our country in some of our darkest hours.....Her voice will live on to lift the hearts of generations to come,"



Vera Lynn's music was so popular among army troops during the war, that she was nicknamed the 'Forces' Sweetheart'. During the conflict, Vera travelled thousands of miles to meet soldiers at the front lines near to where battles took place.

Dame Vera broke a number of records including the following :

- In May, Dame Vera became the oldest artist ever to secure a top 40 album in the UK. Outselling both the Arctic Monkeys and the Beatles.
- In 2010 she made history as the oldest living artist to have a number one album.
- Dame Vera is also the only recording artist in the world to have had songs in the pop charts since the 1940s all the way to the 21st century.

When the Queen addressed the nation in April of this year regarding the Coronavirus pandemic she referenced Dame Vera's lyrics. She told people who had to stay home and could not see their relatives: "We'll meet again."

We have not been able to have the same jubilant celebrations that ended the war as we are still in the middle of the pandemic but we look forward to when we can and we seek inspiration from uplifting people such as Dame Vera.

Unsurprisingly when I need inspiration I often look towards religious thinkers, saints or philosophers. Here I am going to share some inspirational quotes for you to think about and reflect upon.

1. **Spread love everywhere you go. Let no one ever come to you without leaving happier. St. Mother Teresa**
2. **A scrap of knowledge about sublime things is worth more than any amount about trivialities. St. Thomas Aquinas**
3. **Who except God can give you peace? Has the world ever been able to satisfy the heart? St. Gerard Majella**
4. **For Faith is the beginning and the end is love, and God is the two of them brought into unity. St. Ignatius of Antioch**
5. **If God sends you many sufferings it is a sign that He has great plans for you. St. Ignatius of Loyola**
6. **Nothing great is ever achieved without enduring much. St. Catherine of Siena**
7. **All the darkness in the world cannot extinguish the light of a single candle. St. Francis of Assisi**
8. **Pray, Hope, and Don't Worry. Padre Pio**
9. **The nation doesn't simply need what we have. It needs what we are. St. Teresa Benedicta**
10. **If you are what you should be, you will set the whole world ablaze! St. Catherine of Siena**

As this is the final Challoner Channel, I will wish you all a happy, safe and blessed summer holiday and I look forward to seeing you all in September! Think carefully about the sources of your inspiration – but also about how you can be an inspiration to others.

God bless  
Mrs Shields

## Sixth Form

As we are coming to the end of a very unusual year, it is nice to reflect over some of the amazing things that have happened. None of us thought we would have spent months in lockdown, school exams would be cancelled, and we would still be unsure what will happen next year – but there is no denying that we have had lots of fun times, many interesting form discussions and a plethora of opportunity.

Year 13 – this is not the way we wanted to say goodbye to you and wish you luck for your futures, but perhaps we can organise something for you before you head off to university in September.

Our advice is best summed up in the following short poem:

You have to dance while you are able  
Do the Can-Can on the table  
Grab each change that flashes past  
For life goes by awfully fast.

Pam Ayres

We know you all will, but just go out there, grab every opportunity that comes along and enjoy life! We will miss you so much. Do stay in touch and keep us updated about how you are getting on.

From Mr Bryson and Mrs Miotti

### Head Pupil election

Normally by now we would have held our Head Pupil elections and the new incumbents would be in place preparing their speech for Prize Day.

Due to the present situation, Joe Waight and Martha Clifford must be wondering when they can pass on the baton. So, it is with great excitement that I can announce that we will be holding our Head Pupil election towards the end of term. We have three worthy candidates, named here in no order:



Sahand



William



Lucas

All three of these would make a brilliant Head Pupil, so the decision will be tough! Form tutors will be showing the candidates' speeches during their Teams Form meeting over the next week to help you decide. Then you will all get the chance to vote via Microsoft Forms.

Lastly we would just like to thank you all for your hard work this year. Keep reading, have fun, and enjoy the holidays!



### Oxbridge Applications 2020-2021

This year the school is preparing three sixth form students for Oxbridge applications. Meredith is hoping to read Biomedical Sciences at Oxford, Sahand will be applying to read Maths and Computer Science at Oxford and William is hoping to read History and Politics at Cambridge.

Oxbridge applications require additional requirements to be met in addition to UCAS so all three pupils have been busy preparing for this highly competitive process. Please see below a few comments from the students about the work they have already started in preparation for the October deadline. Thank you to all the teachers that are supporting the students, especially during these unique times.

Miss Holley

I will be applying for a 4 year Biomedical Science degree at Oxford University. Competition for places is tough, so I am extremely grateful for all the help I have received so far, including Miss Holley for working with me on how to choose a college, writing my personal statement, what to expect during interviews and giving insight into general university life, as well as Dr Samuel who is helping me prepare for the BMAT entrance exam. A degree from a university such as Oxford can open many doors for your career, and I am excited to start the process.

By Meredith

I aspire to join the University of Cambridge next year. Cambridge is one of the most prestigious universities in the world and my intention is to further my education to the next level, learning from some of the most well-renowned academics in the world. To bolster my application I will be completing an EPQ with the help of Miss Holley and as a result I am researching and reading around the topic of History and Politics - this being the course I am applying to. I am really enjoying researching my EPQ especially as I believe that the self study skills I will pick up from it, will be applicable to University life.

By William

## Fascinating Maths: Puzzles and Reviews

In the last Challoner Channel, I set some themed puzzles which I hope you found enjoyable solving. As promised, the solutions to the puzzles which were from the UKMT Junior Maths Challenge can be found on page 23. As this is the last edition, I thought I would do a brief review of some books about mathematics that you might find enjoyable to read over the summer holidays. On behalf of the Mathematics Department, wishing you all a fantastic summer holiday, and hope to see you all back in school very soon (when it is safe).

### Book Reviews

#### **The Simpsons and Their Mathematical Secrets by Simon Singh**

The Simpsons is the longest running animation series, and according to Simon Singh, ‘arguably the most successful television show in history’. When watching this popular long running show (it has been translated into many other languages), there are lots of mathematical concepts that, in a very subtle manner, have been dropped into the show. The reason for this, according to Simon Singh, is because ‘many of the writers of The Simpsons are deeply in love with numbers, and their ultimate desire is to drip-feed morsels of mathematics into the subconscious minds of viewers’. The show contains many jokes where mathematics is at the heart of the punch line.



‘The Simpsons and their Mathematical Secrets’ provides a nice easy introduction to various mathematical concepts, including  $\pi$ ,  $e$ , infinity, prime numbers, probability, topology and Fermat’s Last Theorem, to name but a few. In addition to this, Singh also discusses the reason why and how some of these concepts have appeared in this popular television show. The more complex mathematical concepts are covered in the appendices, such as Fractals and Fractional dimensions. Fractals are self-replicating patterns at every scale, that is, the pattern appears to look the same regardless of the level of magnification.

Included with the various biographies of the great mathematicians are the biographies of scriptwriters who have a strong interest and enthusiasm for mathematics. All these writers have followed a very similar career path: maths team at school, read maths or physics at Harvard and a postgraduate degree in maths or a related subject from Harvard, Berkley or Princeton before being lured away by the idea of becoming a scriptwriter in Hollywood.

This book is a thoroughly interesting read, shines a light on mathematical concepts that are not studied in school as well as a brief history of mathematics. It is a must read to anyone who is a fan of The Simpsons, mathematics or both.

**Professor Stewart's Cabinet of Mathematical Curiosities by Ian Stewart**

**Professor Stewart's Hoard of Mathematical Treasures by Ian Stewart**

**Professor Stewart's Casebook of Mathematical Mysteries by Ian Stewart**

These books are the type that you do not have to read from front to back to follow the path or story that the author has pre-determined, but a book that you can dip into now and again, perfect for the summer holiday. There is something in these books for everyone to engage with.

Professor Stewart started keeping notebooks from the age of fourteen in which he recorded all manner of things that he found interesting. The set of notebooks grew to a total of six, and over spilled into a filing cabinet, mainly due to the invention of the photocopier. There are various aspects that we do not get to explore in school, and much of it is fun and interesting, which is a viewpoint and as a fellow mathematician, I happen to whole heartedly agree with.

Throughout these books, amongst the various puzzles and factoids, are short essays, in which the author has adopted an informal and non-technical approach to explore some of the more complex aspects of Mathematics, such as the Four-colour problem, Chaos Theory and Fractals. These books also contain, in the words of the author, 'some shorter snappy sections' that explore various discoveries such as  $\pi$ , prime numbers and Pythagoras' theorem. In these books, anecdotes about famous mathematicians are also included, as well as their 'endearing foibles', which not only gives the reader an historical perspective about the subject but also weaves a sense of humour into the book.

One of my favourite pieces in 'The Cabinet of Mathematical Curiosities' is the 'Six Degrees of Separation'. In 1967, Stanley Milgram prepared 160 letters with the name of his stockbroker on the envelope, but none of the envelopes had addresses on them. He 'lost' the letters so that random members of the public could find them, and hopefully send them on. When the letters had arrived at the stockbroker's office, they had done so in at most six steps. This led Milgram to the idea that everyone on the planet is connected by five intermediaries at most which gives the six degrees of separation. The concept behind this is that there are some people who are incredibly well connected that form the connections to allow smaller networks to be linked together. There is a similar idea linking famous actors/actresses to Kevin Bacon as he has been in a large number of films. Anyone who has been in a film with Kevin Bacon has a Bacon number of 1. An actor/actress with a Bacon number of 2 would have been in a film with an actor/actress who has been in a film with Kevin Bacon, and so on (see [oracleofbacon.org](http://oracleofbacon.org) for more information). The challenge here is to see if you can break the six degrees of separation, and again, I will leave it to you to read the book to discover more about the six degrees of separation.

During the summer holidays, find time to dip into these wonderful books to widen your mathematical knowledge - you may find some new amazing 'trick' or factoids to amaze and astound your family and friends.



# SOLUTIONS



## UKMT Problems Solutions:

1. E

For it to be possible to draw a figure without taking the pen off the paper and without drawing along an existing line, there must be at most two points in the figure at which an odd number of lines meet. Only E satisfies this condition.

2. B

$$\frac{2}{40} = \frac{1}{20} = 5\%$$

3. C

In terms of length, 1 arm = 2 forearms = 4 hands = 8 middle fingers = 16 thumbs. So 4 arms have the same total length as 64 thumbs

4. A

$$\begin{array}{l} \text{Consider the third column:} \quad 2♣ + ♥ = 13 \quad [1] \\ \text{Consider the second row:} \quad ♠ + 2♥ = 11 \quad [2] \\ 2 \times [2] - [1] \quad \quad \quad 3♥ = 9, \text{ so } ♥ = 3 \end{array}$$

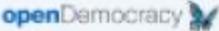
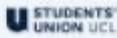
(Although their values are not requested, it is now straightforward to show that ♠ = 5, ♦ = 4.)

## Visions of a world after COVID-19



Tell us about your vision for the world after COVID-19 for a chance  
to win!

[www.opendemocracy.net/worldaftercovid](http://www.opendemocracy.net/worldaftercovid)

### "Never waste a good crisis"

This competition, run by UCL openDemocracy, launches today, and is open to school and university students (aged 14 and up) to share their vision of the future, with prizes of £200, £100 or £50 in book tokens plus the chance for personal mentoring from the panel of some of the world's foremost thinkers and some fantastic work experience with either UCL or openDemocracy.

Entrants can submit either a written article, short video or image that describes their vision for the world after the coronavirus crisis has passed.

For more information, click [here](http://www.opendemocracy.net/worldaftercovid).



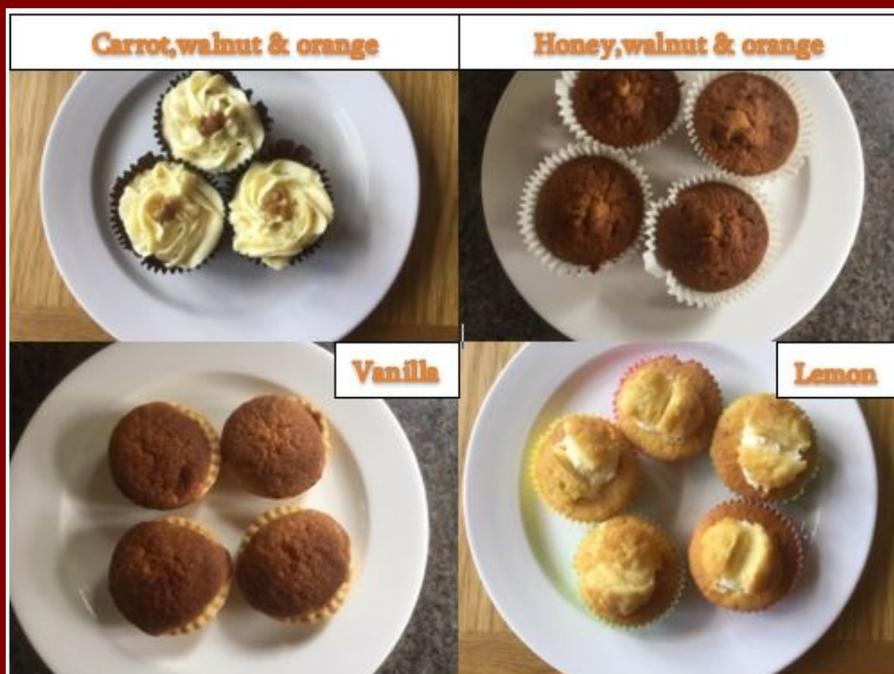
Well done to Helen in Year 7 for making some banana muffins. They look extremely tasty.



During lockdown I had the opportunity to make a few treats and started to work my way through a muffin book that was given to me as a gift. Here are a few of the delights! I always like to adapt a recipe and add my own ingredients rather than following a recipe exactly as it appears.

I hope that you will have an opportunity to make some of your favourite recipes during the summer holiday. Please send me your photographs and we can share recipes.

Here are a few of my baked products.



# ANSWERS

## Identify the location (last edition)

- |   |                            |    |                          |
|---|----------------------------|----|--------------------------|
| 1 | Climbing net on trim trail | 8  | Trim trail               |
| 2 | School mini bus            | 9  | Clock in main hall       |
| 3 | Iron staircase             | 10 | Holy water in chapel     |
| 4 | Forest School              | 11 | Front of school          |
| 5 | Fort in infant playground  | 12 | Chapel                   |
| 6 | Tap in junior playground   | 13 | Junior photocopying room |
| 7 | Ms Barker's office         | 14 | Swing on trim trail.     |

## Can you crack the codes? (page 10)

- 24 H in a D = 24 hours in a day  
26 L of the A = 26 letters of the alphabet  
7 D of the W = 7 days of the week  
18 H on a G C = 18 holes on a golf course  
5 T on a F = 5 toes on a foot  
D in a R A = 90 degrees in a right angle
- 15 P in a R T = 15 players in a rugby team  
11 P in a F T = 11 players in a football team  
12 M in a Y = 12 months in a year  
8 T on a O = 8 tentacles on an octopus  
64 S on a C B = 64 squares on a chess board  
1000 Y in a M = 1000 years in a millennium

## Can you solve the riddles? (page 10)

What goes up but never comes back down?

**Your Age**

What five-letter word becomes shorter when you add two letters to it?

**short**

What travels around the world but stays in one spot?

**A stamp**

I am an odd number. Take away a letter and I become even. What number am I?

**Seven**

## Dingbats (page 10)

Too funny for words

Head over heels

Tennis!

## Puzzles and riddles (last edition)

- |                                |   |
|--------------------------------|---|
| 1. An egg                      | 10. Money   |
| 2. A promise                   | 11. A river   |
| 3. She was born on February 29 | 12. The letter E  |
| 4. Your right elbow            | 13. Your legs!  |
| 5. A needle                    | 14. A comb  |
| 6. Noon                        | 15. A bank  |
| 7. A candle                    | 16. Your age.   |
| 8. A piano or a keyboard       | 17. Three - you took them away with you and left four behind. |
| 9. Grandfather, dad and son    |   |



# RESILIENCE CALENDAR: JUMP BACK JULY 2020



SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



**We can't control what happens to us, but we can choose how we respond**

5 Avoid saying "must" or "should" to yourself today

6 Put a problem in perspective and see the bigger picture

7 Shift your mood by doing something you really enjoy

8 Get the basics right: eat well, exercise and go to bed on time

9 Help someone in need and notice how that gives you a boost too

10 Don't be so hard on yourself. It's ok not to be ok

11 Reach out to someone you trust and share your feelings with them

12 When things go wrong, be compassionate to yourself

13 Challenge negative thoughts. Find an alternative interpretation

14 Set yourself an achievable goal and make it happen

15 Go for a walk to clear your head when you feel overwhelmed

16 When things get tough, say to yourself "this too shall pass"

17 Write your worries down and save them for a specific 'worry time'

18 Let go of the small stuff and focus on the things that matter

19 Notice something positive to come out of a difficult situation

20 Ask yourself: What's the best thing that can happen?

21 If you can't change it, change the way you think about it

22 Make a list of 3 things that you can feel hopeful about

23 Remember that all feelings and situations pass in time

24 Choose to see something good about what has gone wrong

25 Notice when you are feeling judgemental and be kind instead

26 Get back in touch with a supportive friend and have a chat

27 Write down 3 things you're grateful for (even if today was hard)

28 Catch yourself over-reacting and take a deep breath

29 Think about what you can learn from a recent challenge

30 Ask for help from a loved one or colleague. Be specific

31 Remember that you are not alone. We all struggle at times



**ACTION FOR HAPPINESS**



[actionforhappiness.org](http://actionforhappiness.org)

Daily actions to look after ourselves and each other as we face this global crisis together

**Keep Calm · Stay Wise · Be Kind**



Enjoy the summer holidays!



We look forward to seeing you in September. To those of you who are leaving Bishop Challoner this year, we wish you the very best of luck. Stay in touch!

