



# Park Hall Academy

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@ParkHallAcademy



## Park Hall Academy's Hard Work Hall of Fame

- |                               |                                     |
|-------------------------------|-------------------------------------|
| ➤ Sophie Mariott – PE         | ➤ Abi Baldock – Food                |
| ➤ Samantha Randle – PE        | ➤ Jassica Colliton – Food           |
| ➤ Leah Mccaffery – PE         | ➤ Shayma Haraoui – Food             |
| ➤ Bushra Akhtar – PE          | ➤ Daniel Nita – Food                |
| ➤ Jessica Bell – PE           | ➤ Isabel Reeves – Food              |
| ➤ Ellie May Harwood – PE      | ➤ Abi Stokes – Food                 |
| ➤ Evie Lilley – PE            | ➤ Faizaan Waqri – Food              |
| ➤ Abbit Southwell0Burke – PE  | ➤ James Francis – Food              |
| ➤ Milly Kent – PE             | ➤ Aiden Riley – Food                |
| ➤ Destiny Hayden – PE         | ➤ Louis Hawes – Food                |
| ➤ Millie-Mae Pym – PE         | ➤ Parish Bishop – Food              |
| ➤ Lacey Harrison – PE         | ➤ Jack Lane – Food                  |
| ➤ Katelyn Taylor – PE         | ➤ Taylor Smith – Food               |
| ➤ Lyla Shore – PE             | ➤ James Lund – Food                 |
| ➤ Aamina Sadiq – Geography    | ➤ Isabelle Cramp – Food             |
| ➤ Charlie Lane – Geography    | ➤ Nikki Wallbank – Food             |
| ➤ Alfie Allen – Geography     | ➤ Emilia Wilson – Computer Science  |
| ➤ Benjamin Willis – Geography | ➤ Lilly Harrison – Computer Science |
| ➤ Jacob Brownhill – Geogrpahy | ➤ Luke Findlay – Spanish            |
| ➤ James Francie – Food        | ➤ Libby Alexander – Spanish         |
| ➤ Millie-Mae Pym – French     | ➤ Kelsey-Leigh Hagans - Spanish     |
| ➤ Jacob Webley – French       | ➤ Charlotte Johnson – Spanish       |
| ➤ Jessica Bell – French       | ➤ Grace Blackwell – Spanish         |
| ➤ Evie Lilley – French        | ➤ James Hill                        |
| ➤ Kye Woakes – French         |                                     |

## Join Us in OUR Very Own Weekly Challenge

Each week, we will set you tasks to do, as a challenge. Can you do it all? Can you do more? This will range from physical challenges, to mental challenges.

Record what you can do each week. We may even repeat this, so you can see how well you do week on week.

### Week 7: Mental Health

Last week was Mental Health and Awareness Week. But it should not be left to a week for it to be recognised. This week, I challenge you to focus on your Mental Health further, and do 20 minutes off something you enjoy every day. Whether this is reading, running, singing, dancing... It does not matter. This week, prioritise YOU!





## SPECIAL MENTION



Kindness is defined as the quality of being friendly, generous, and considerate. Affection, gentleness, warmth, concern, and care are words that are associated with kindness.

Kindness improves our quality of life in the workplace as well as in the community. It brings people together. Doing good for others feels good. Showing kindness to others is just as rewarding as receiving it from someone else.

It's a phrase every child is used to hearing while growing up, "treat others as you would like to be treated." However, being kind goes far beyond benefiting the person who received a kind act, it can also have a wonderful impact on a person's mental health!

Many people reading this probably think "well kindness is going to take me now where" or "well I've just shown kindness now what ". Kindness only takes a few seconds and it will make yourself and the person happier and it has great impact.

Kindness during the coronavirus outbreak



This week has been **Mental Health and Awareness Week.**

It has been great to see so much media on this, especially during these times.

A **BIG THANKYOU** and Special Mention to Luvleen Purewal in Year 8 for this amazing poster.

Is there anyone we should **BIG UP** and give a **Special Mention** to? Are you doing something amazing right now? Let us know! Email your Form Tutor or Miss Bartlett at [cbartlett@parkhall.org](mailto:cbartlett@parkhall.org)

### Time for generation lockdown to write.

Many of the best writers are inspired when their lives have changed or turned upside down. Students across the year groups at Park Hall are taking on this challenge to enter a national creative writing competition- 'Generation Lockdown Writes'. For some, they are writing personal stories about how lockdown has affected them. Others are inspired by sci-fi or adventure, and have created fictional worlds and characters that reflect their experience. Have the last few weeks been a poetic fairy tale, or an unsettling pause in life's waiting room? Whatever 'lockdown' means for you, if you can write about it in under 700 words, you should get involved. Competition ends Friday 17<sup>th</sup> July. Check out <https://generationlockdown.co.uk/> or contact your English teacher for more information.



## Our Weekly Recommended Reads

Being stuck inside all day can be frustrating (but remember it won't last forever). One way you can help yourself is to read. Reading isn't just good for your mind, it's a brilliant way to relax and unwind. Whilst we are meant to be avoiding busy places at the minute, there are plenty of free books online. Have a look at our recommendations below...

**A Monster Calls** by Patrick Ness – The plot centres around Conor, a teenager who has the same dream, or nightmare, every night. But this time, when he wakes up, there's an otherworldly creature from his dream, right outside his window. The creature demands on thing... the truth about everything.

**Skellig** by David Almond – When a move to a new house coincides with his baby sisters' illness, Micahel's world seems suddenly alone and uncertain. But one Sunday afternoon, he stumbles into something magical in the garage of his new home. A strange creature, part owl, part angel. But, it needs Michael's help if he is to survive. With his new fiend Mina, Michael nourishes Skellig back to health,

## Park Hall Academy's Top Readers This Week

**DRUM ROLL PLEASE..... WE HAVE NEW NAMES ADDED TO THIS WEEKS LIST! Well done to the following students for reading the most this week! Can you make it in our Top 15 next week?**

Student	Word Count
Abigail Whitehouse	730,096
Timothy Jarvis	390,694
Oliver Martin	345,659
Oliver Martin	286,702
Madason Moran	284,246
Jessica Bell	145,375
Harrison Cleaver	115,183
Emily Poulton	105,828
Molly Beddow	88,885
Amelia Lowers	88,885
Joe Jeffry	84,799
Cain Davies	77,325
Georgia-Rose Bowen	67,651
Luvleen Purewal	51,229
Houdhaifa Mansouri	37,568
Jack Vanes-Maud	32,595
Gracie Smith	30,644
Millie Tasker	28,527
James Shrimpton	25,077
Tyler Sturdy	11,963
Lillianne Wilkes	11,817
Kale'A Martin	9,392



**Let's Bake!** Hi everyone, it is Mrs. Salter here from the Park Hall Food Department, wishing you all good health in these unprecedented times. This week, I took a culinary trip to Mexico, enjoying a variety of dishes. A keen family favourite is chicken fajitas. Everyone went up for seconds.

#### **INGREDIENTS**

- 500g chicken breasts
- 1 red onion, finely sliced
- 1 red pepper, sliced

**For the marinade** (or you can use packed seasoning)

- 1 heaped tbsp smoked paprika
- 1 tbsp ground coriander
- Pinch of ground cumin
- 2 medium garlic cloves, crushed
- 4 tbsp olive oil
- 1 lime, juiced
- 4-5 drops Tabasco

#### **To serve**

- 6 tortillas
- Big mixed salad
- Tub fresh salsa

**EQUIPMENT:** Pan and Foil

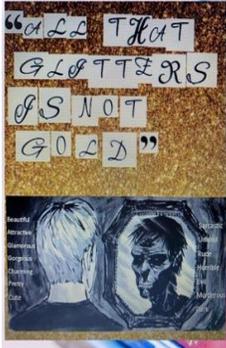
#### **METHOD**

1. Heat oven to 200C/180C fan/gas 6 and wrap 6 medium tortillas in foil.
2. Mix 1 heaped tbsp smoked paprika, 1 tbsp ground coriander, a pinch of ground cumin, 2 crushed garlic cloves, 4 tbsp olive oil, the juice of 1 lime and 4-5 drops Tabasco together in a bowl with a big pinch each of salt and pepper.
3. Stir 2 finely sliced chicken breasts, 1 finely sliced red onion and 1 sliced red pepper into the marinade.
4. Heat a griddle pan until smoking hot and add the chicken and marinade to the pan.
5. Keep everything moving over a high heat for about 5 mins using tongs until you get a nice charred effect. If your griddle pan is small you may need to do this in two batches.
6. To check the chicken is cooked, find the thickest part and tear in half – if any part is still raw cook until done.
7. Put the tortillas in the oven to heat up and serve with the cooked chicken, a bag of mixed salad and one 230g tub of fresh salsa.

Send pictures to [dsalter@parkhall.org](mailto:dsalter@parkhall.org) or **TAG** us in your photos on Social Media!

# Your Fantastic Work

Shakespeare competition winner!



Alfie Hawes  
8bEn1

Year 12 BTEC Applied Psychology students who have completed all of their work, were asked to 'Make Something for May' linked to previous learning.

**Ty Jarrett** created a range of activities including Milgram's 450 Voltage Box, Bandura's Bo-Bo Doll, Diagrams of the Central Nervous System and Peripheral Nervous System, as well as a Rat Box. **Renae Gardner** has incorporated cooking with Psychology, baking delicious cakes. She also drew a rat to link to the theory. **Well done to both students on their consistent effort and love of learning. Mrs Williams.**

Make Something for May

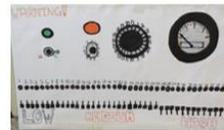
For the 'Make Something for May' assignment I chose to do the Biological Approach and the Behavioural Approach. This was challenging to find out a way to get creative with my work. As you can see below this is all of my work presented together, I will show you individual close ups of each creation.



This was the best that I could re-create the Bobo Doll from Bandura's experiment of imitation. This was quite difficult to get the right shape out of paper but in the end, I was able to make it stand up. The Bobo Doll was a toy used within the experiment to study the ways of imitation through a role model treating the toy in a certain way.



This was a 2D re-creation of Skinner's Rat. This experiment was to see if behaviour could be repeated with positive and negative reinforcements. This was a bit difficult to re-create so I decided to draw it instead.



This is a re-creation of the Milgram Experiment. I tried to recreate this as accurately as I could there was some difficulty with distinguishing what some of the dials were, but after quite some time I was able to distinguish what they were. This also took a long time due to the number of switches and lights that were on the box.

This is a small amount of the Biological Approach and there were many parts of this approach to choose from so I chose the CNS (Central Nervous System), the PNS (Peripheral Nervous System) and the chemicals that are in our brain. The difficulty of this was drawing an outline of the human body for the PNS and the brain for the CNS. This helped me remember what happens in the brain and what types of chemicals are released in certain situations.



Ty Jarrett

Make Something for May

As part of 'Make something for May' I selected an activity from the general ideas section and the behaviourism perspective/learning theories section. The psychologist I based my project on was Skinner and my psychological concept was operant conditioning.



The first thing I decided to do was to make some cupcakes. To do this I used the following ingredients to make the cupcake mixture:  
7 Cupcake cases  
150g Margarine (5 oz)  
150g Caster Sugar (5 oz)  
5ml Vanilla Extract (1 tsp)  
150g Plain Flour  
7.5g Baking Powder (1 1/2 tsp)  
3 Medium Eggs

The first thing I did was set the oven to 160°C fan and put my 7 cupcake cases onto a tray, I then added the margarine and caster sugar into a bowl and mixed these together. After this I added in my eggs and vanilla extract and mixed it all together again. Next, I had to sift in the flour and baking powder and carefully fold this into my mixture. Once my mixture was ready, I scooped it into the cupcake cases and put it in the oven for around 20 minutes. Then I left these on a plate to cool down ready to be iced.

To make the icing:  
600g icing sugar, sifted  
300g unsalted or salted butter, softened  
2 teaspoons of milk  
Pink food colouring

Firstly, I mixed together the icing sugar and butter. Then I added in my 2 teaspoons of milk and some pink food colouring. Then because I didn't have any piping bags, I took a plastic sandwich bag, filled this with my icing, twisted into the shape of a piping bag and cut the corner off. Then I iced my cupcakes. Once they were iced I decorated them with silver chocolate sprinkles I gave the name of 'Skinner'.



The second thing I did was sketch out a drawing of a rat as this was listed under the behaviourism perspective section. I did this by googling 'how to draw a rat step by step'. After I drew the rat and shaded it in, I coloured a white box in inside the box, black, cut the rat out then stuck it inside the box. The rat in the box represents Skinner's experiment, the 'Skinner box'.

Burrhus Frederic Skinner was an American psychologist, behaviourist, author, inventor, and social philosopher.

Skinner believed in operant conditioning and this is a method where you learn through punishments and rewards. In 1948 Skinner studied operant conditioning by using animals, such as rats, and placing them in a 'skinner box'. He placed a hungry rat into the box which had a lever for the rat to press to release its food. This shows the conditioning process to be complete. Pressing the lever gained a reward of food, therefore this is an example of positive reinforcement. In a second experiment, Skinner put a rat in a box and would electrify the box, causing the rat some discomfort. As the rat ran around the box, it accidentally pressed a lever. This lever stopped the electric current in the box. After a few trials the rat would go straight over to the lever to stop the electric current. This is an example of negative reinforcement.

The key strength of Skinner's study is that it had practical application. This meant that it could be used in places such as schools and prisons to shape behaviour. Another strength of Skinner's study was that it used scientific methods and these are high in control and standardisation making the study reliable. However, a weakness of Skinner's study is that it doesn't take cognitive factors into account making it an incomplete explanation of learning. Another weakness is that the use of animals, in this case a rat, is an issue when you generalise the results of the study to humans and also using animals can be unethical as they are caused distress.

Renae Gardner



At Park Hall Academy, we are extremely lucky to have so many young talented students. Here comes a special mention to a wonderfully talented young man in Year 9, Luca Smallwood. Since being in lockdown he has used his Performing Arts lessons to write and record 27 songs including the one linked below.

[https://www.youtube.com/watch?v=zQA\\_jqTZek0&feature=youtu.be](https://www.youtube.com/watch?v=zQA_jqTZek0&feature=youtu.be)

