

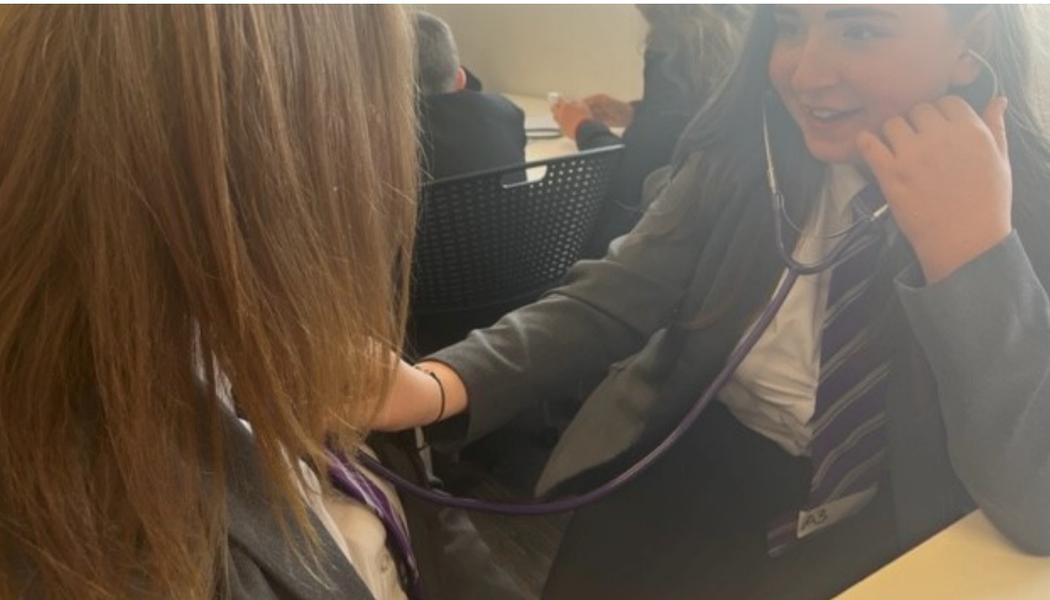
STEM EVENT AT TEESSIDE UNIVERSITY

On Tuesday 4th July, twelve year 9 students attended a STEM event at Teesside University (MCS Raising Aspiration)

The students were involved in: The Robotics Challenge, The E-Fit Challenge, The Vehicle Challenge, The Medical Diagnosis's Challenge.

Two of the girls, Phoebe and Layla won the robotics challenge.

The students had an amazing time and represented the academy wonderfully.



INFLATABLES ARE BACK!

The inflatables are back for some last day of term fun!

Criteria that must be met to take part:

100% attendance from 19/06/2023 - 14/07/2023

Fewer than 20 negative points between

19/06/2023 - 14/07/2023



Upcoming Events

Day	Year 7	Year 8	Year 9	Year 10
Monday				Careers Interviews Careerwave
Tuesday				
Wednesday				
Thursday				
Friday	Inflatables reward and achievement assembly	Inflatables reward and achievement assembly	Inflatables reward and achievement assembly	Inflatables reward and achievement assembly

KOHIMA SERVICE OF REMEMBRANCE

On Thursday 6th July, one of our Y9 students Henry V attended the Kohima Commemoration Service of Remembrance in York. Henry is an army cadet with Chester le Street ACF detachment and attended the service in full military uniform to pay respect to a family member who served in this battle. Henry was able to meet one of the veterans who served in the battle who was 102 years old! A very proud moment for Henry and his family and for all of us here at NDA.



Y5 OPEN EVENING

On Monday evening, we invited year 5 pupil and their parents and carers to visit NDA to experience our Carnival.

Each department showcased their amazing areas of the academy with a vast array of engaging and interactive activities. Children were given the opportunity to dance, sing, play drums, trampoline, create maps, experience medieval banquets, make colour wheels, make gifts, hook a duck, do target shooting, learn the art of fireworks, visit the Rio carnival and even, go to a Spanish Fiesta.

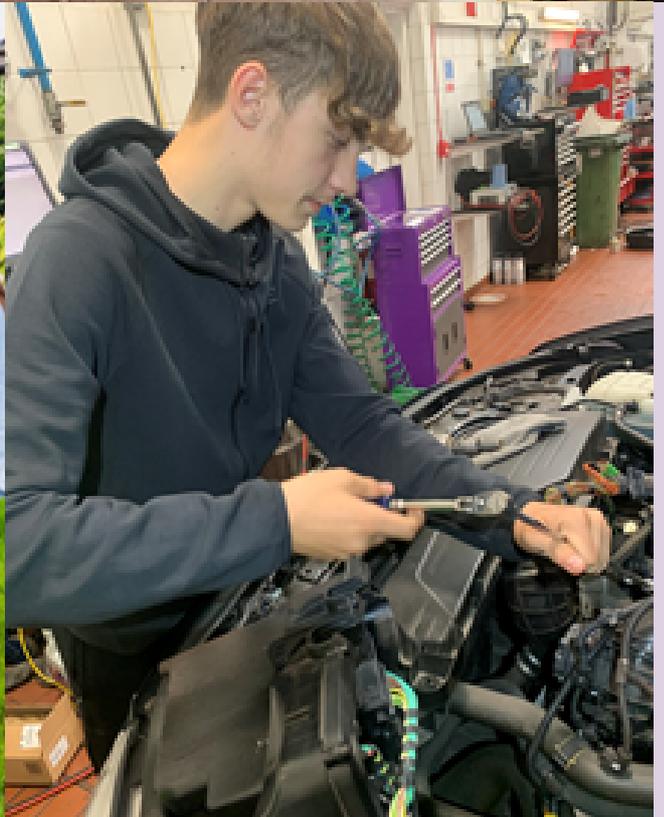
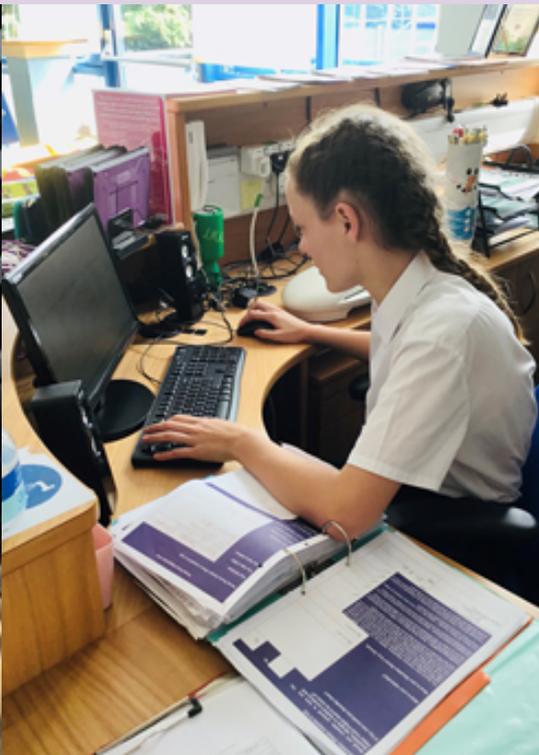
We also had DJ Lee on the decks and street food for all to enjoy!

Mr. Gray talked to all parents about our academy and our expectations. Everyone had a great time and we look forward to welcoming parents and children back again in September!



Y10 WORK EXPERIENCE

Year 10 students took part in work experience, both in and outside of the Academy doors this week. Students visited a range of employers including local primary schools, dog grooming facilities, Westway Veterinary Practice, Beamish Museum, local factories including Marmax Recycling Products and many more! Those who remained at NDA completed work experience with Burberry designing some interesting new clothing for their customers, as well as taking part in an employability workshop with Mrs Graham. We would like to thank all of the businesses who hosted our students and I have included some of the amazing images and feedback which we have received!



SAFEGUARDING ADVICE FOR PARENTS & CARERS

Summer holidays are fast approaching; combine this with good weather you will see our teenagers going out more; either independently or with friends. This is a natural development and one we encourage, both as parents and as teachers.

But with increased independence comes a worry ... their safety. We can no longer protect our children 24/7 and the baton has now been passed to them.

So, what advice can we give? There is the obvious practical stuff...

Make sure you are with a friend and/or in a group.

Ensure a fully charged mobile phone.

Be mindful of where you go, and what times you go there.

Let others know of your plans.

Personal safety is more than a few individual tips and suggestions. It's about decision-making and reconnecting your child with the 3 I's: Instinct, Intuition, and Intelligence. Children's minds are hardwired to spot danger and move to safety. This survival instinct has been with us since the beginning of time, and has kept us alive over the years.

As the world has become historically safer, we have stopped listening to our 'instincts & intuition' and have, therefore, disconnected from this all-important safety mechanism. Often children are more connected to technology or mobile phone devices which reduces the opportunities for them to identify risks.

Lets re-connect our children to their survival system. The easiest way to explain the 3 I's is: Have you ever been somewhere or met someone and it just feels 'wrong'? From this experience, have you had a bad feeling? This is your 'instincts & intuition' giving you a 'red flag', a warning sign to be aware. It doesn't use words to communicate, it uses 'feelings' that manifest in the body as:

A coldness on the heart.

A lump in the throat.

Butterflies in your tummy.

Our role, as parents and teachers, is to get our children (and ourselves) to listen to this feeling and act upon it. There is no downside to choosing safety. For example, your child is at a party and gets a bad feeling, there is something wrong about the atmosphere. They phone you and you pick them up. This is an excellent and proactive personal safety decision, and your child remains SAFE!

Worrying about our children will not make them safer. They need practical, simple but effective skills which can be easily integrated into their everyday lives.

For more personal safety advice for parents visit: www.bestreetwise.co.uk

Summer STEAM 2023

HOT LUNCH PROVIDED

Age 7-14



9AM - 3PM



Microscopes and DNA | Drones
Constructable Ride Ons | Bushcraft
Compressed Air Rockets
Ride-on Hovercraft | Robotics
Vacuum Forming | 3D printing |
Fan-powered Cars
and much more!!

2 FULLY BOOKED FULLY BOOKED FULLY BOOKED FULLY BOOKED FULLY BOOKED

31st July to 4th Aug
7th to 11th Aug
14th to 18th Aug
21st to 25th Aug
29th Aug to 1st Sep

Park View (North Lodge)
Consett Academy
UTC South Durham
Wellfield School
North Durham Academy

Book Online! www.STEAMAheadEducation.co.uk/book

FUN & FOOD

Holiday activities
with healthy food



What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the 'AI friend' or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to other successful platforms soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.

LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.

CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.

Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



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