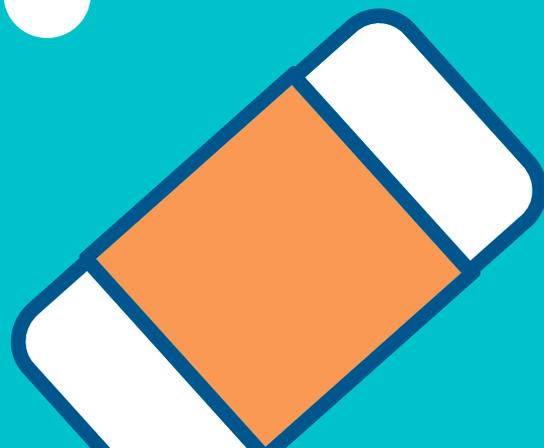
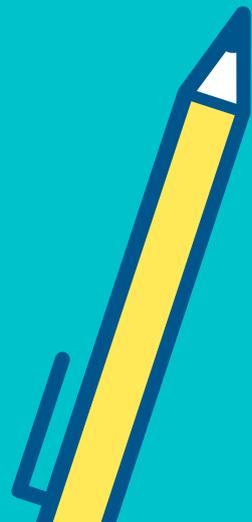
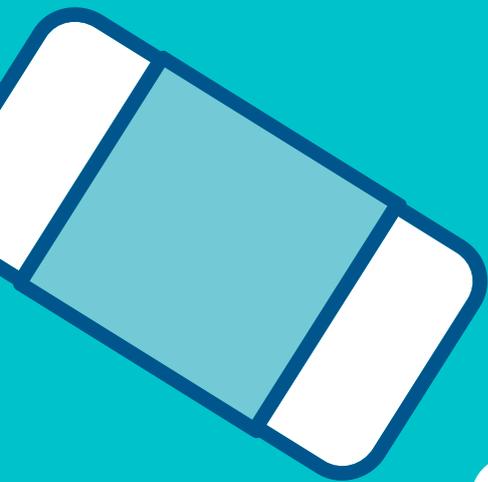
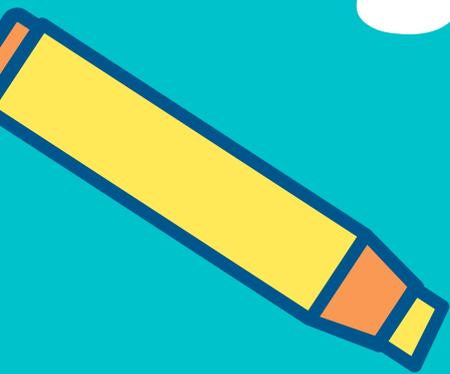


# SMOOTH MOVES TO SECONDARY SCHOOL



PRIORITY 1-54

# About this resource

Moving up to secondary school is the start of a really exciting stage in your life.

There'll be loads of new things to do and enjoy, including making new friends, more independence and new lessons. But as exciting as it is, you've probably got a load of questions and maybe some worries too.

This resource offers lots of practical activities to explore some of these issues, so you feel better prepared for starting secondary school.

## What is transition?

Transition is the process of making a change, say from childhood to adolescence or moving from one place to another, such as from primary school to secondary school.

## What children said...

We asked Year 6 children to tell us about their thoughts and worries about moving to secondary school.



60%

of children said they were excited about moving to secondary school



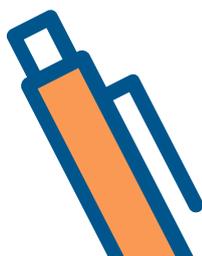
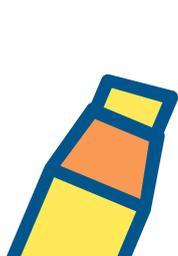
23%

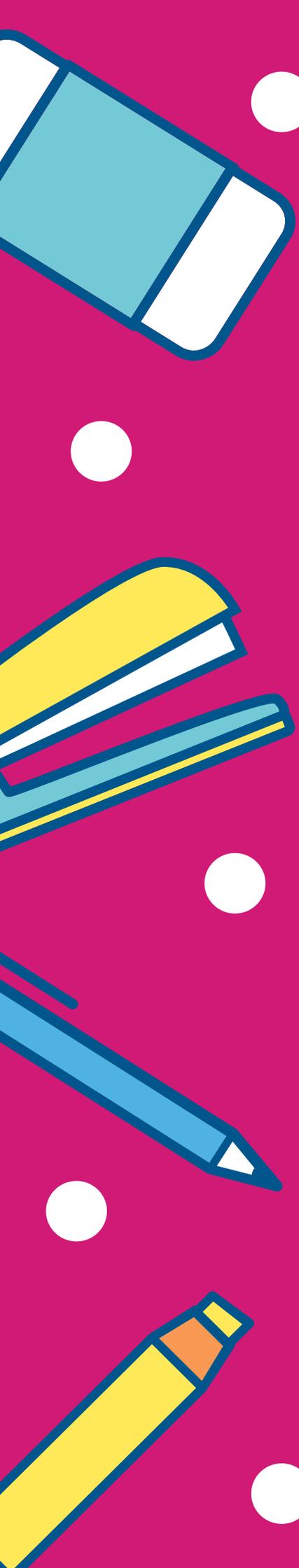
of children wanted extra support with their wellbeing to help with their move



53%

of children wanted a peer mentor to help them settle into secondary school





# What's in this resource

Activity 1:	About me
Activity 2:	Things that make me unique
Activity 3:	What I Believe in
Activity 4:	Goodbye primary school
Activity 5:	Feelings about secondary school
Activity 6:	Thinking about secondary school
Activity 7:	How worried are you
Activity 8:	A solution focused approach
Activity 9:	What makes a good teacher?
Activity 10:	I learn best when...
Activity 11:	Things I have achieved
Activity 12:	Help with school work
Activity 13:	How I make friends
Activity 14:	Qualities that make a good friend
Activity 15:	My resilient assets
Activity 16:	My family/my team
Activity 17:	Asking for support
Activity 18:	Are you school ready?
Resources:	Feelings about secondary school
	What makes a good teacher?
	Qualities that make a good friend

# ABOUT ME

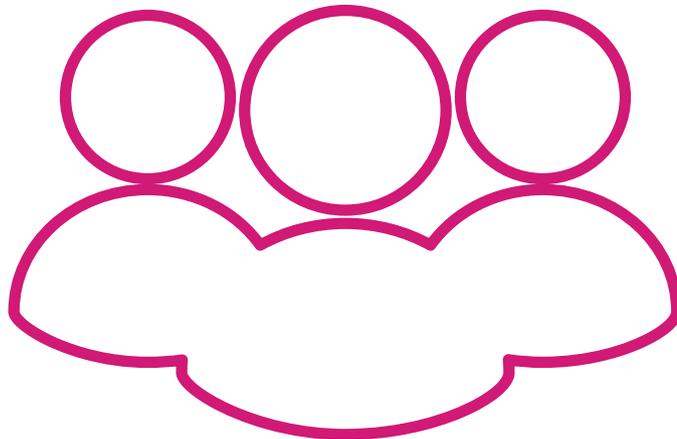
Name

Primary school

Secondary school:

Three things I like to do outside of school

When I leave school/college/university, I want to be a:



# Things that make me unique

I really enjoy.....

I am a very good at.....

**Things that make me unique:**

**In school I am good at:**



**Things I have done at home I am proud of:**

**Things I have done at school I am proud of:**

# What I believe in

Values are principles that guide our behaviour and the choices we make in life.

You might need a dictionary or thesaurus to check the meaning of some of the words. Start by ticking all of the values below that are important to you. You can tick as many as you want. Now circle your top five values. Finally, choose the one value that is most important to you.

- |                |                       |                |                       |                 |                       |
|----------------|-----------------------|----------------|-----------------------|-----------------|-----------------------|
| Achievement    | <input type="radio"/> | Fun            | <input type="radio"/> | Privacy         | <input type="radio"/> |
| Acceptance     | <input type="radio"/> | Happiness      | <input type="radio"/> | Reflection      | <input type="radio"/> |
| Being the best | <input type="radio"/> | Helpfulness    | <input type="radio"/> | Reliability     | <input type="radio"/> |
| Belonging      | <input type="radio"/> | Honesty        | <input type="radio"/> | Reputation      | <input type="radio"/> |
| Bravery        | <input type="radio"/> | Humour         | <input type="radio"/> | Resourcefulness | <input type="radio"/> |
| Calmness       | <input type="radio"/> | Imagination    | <input type="radio"/> | Respect         | <input type="radio"/> |
| Caring         | <input type="radio"/> | Independence   | <input type="radio"/> | Risk taking     | <input type="radio"/> |
| Challenge      | <input type="radio"/> | Individuality  | <input type="radio"/> | Security        | <input type="radio"/> |
| Competition    | <input type="radio"/> | Intelligence   | <input type="radio"/> | Self-control    | <input type="radio"/> |
| Confidence     | <input type="radio"/> | Kindness       | <input type="radio"/> | Selflessness    | <input type="radio"/> |
| Control        | <input type="radio"/> | Leadership     | <input type="radio"/> | Self-reliance   | <input type="radio"/> |
| Coolness       | <input type="radio"/> | Learning       | <input type="radio"/> | Self-respect    | <input type="radio"/> |
| Cooperation    | <input type="radio"/> | Love           | <input type="radio"/> | Sensitivity     | <input type="radio"/> |
| Courage        | <input type="radio"/> | Loyalty        | <input type="radio"/> | Sharing         | <input type="radio"/> |
| Creativity     | <input type="radio"/> | Money          | <input type="radio"/> | Stability       | <input type="radio"/> |
| Curiosity      | <input type="radio"/> | Motivation     | <input type="radio"/> | Status          | <input type="radio"/> |
| Daring         | <input type="radio"/> | Musicianship   | <input type="radio"/> | Strength        | <input type="radio"/> |
| Determination  | <input type="radio"/> | Neatness       | <input type="radio"/> | Success         | <input type="radio"/> |
| Excitement     | <input type="radio"/> | Outrageousness | <input type="radio"/> | Support         | <input type="radio"/> |
| Fairness       | <input type="radio"/> | Patience       | <input type="radio"/> | Teamwork        | <input type="radio"/> |
| Family         | <input type="radio"/> | Passion        | <input type="radio"/> | Thoughtfulness  | <input type="radio"/> |
| Fame           | <input type="radio"/> | Peace          | <input type="radio"/> | Trust           | <input type="radio"/> |
| Forgiveness    | <input type="radio"/> | Perfection     | <input type="radio"/> | Truth           | <input type="radio"/> |
| Freedom        | <input type="radio"/> | Popularity     | <input type="radio"/> | Understanding   | <input type="radio"/> |
| Friendship     | <input type="radio"/> | Power          | <input type="radio"/> | Winning         | <input type="radio"/> |

# Goodbye primary school

List three things you're going to miss about your primary school:

1 .....

2 .....

3 .....

What three things won't you miss about primary school?

1 .....

2 .....

3 .....

If you had to do primary school all over again, what would you do differently?

.....

.....

.....

.....

# Feelings about secondary school?

For this activity you are going to need **Resource One**, scissors and a glue stick. Worksheet One is a list of all the changes and new things you might already be thinking about related to your new school.

Some might be looking forward to these changes, while others might be worried. Start by cutting out all of the phrases and glue them under the columns below.

**Looking forward**

**Worried about**



# Thinking about secondary school

Say in one word how you are feeling about secondary school:

.....

Can you describe the feelings you have about going to secondary school?

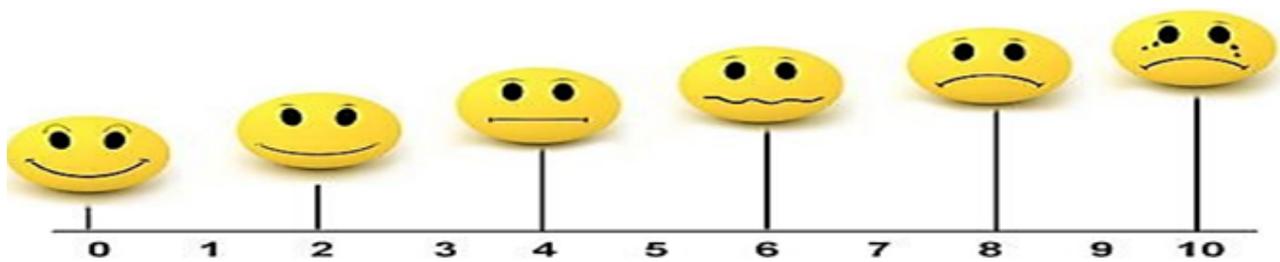
.....

.....

.....

It's absolutely normal for children to worry about moving to secondary school.

Can you say, on a scale of 1-10, how worried you are?



**Not worried**

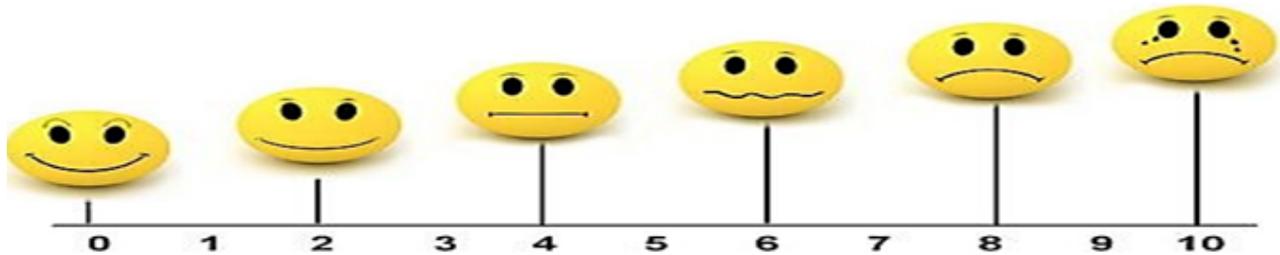
**Very worried**

# A solutioned focused approach

Think about something that worries you about moving to secondary school. What is the worry?

.....

On a scale of 1-10, how worried are you?



**Not worried**

**Very worried**

Can you think of a time when you have been worried before?

.....

.....

What helped you to feel less worried that time?

.....

.....

What would help you to feel less worried, even if it's by just by one point?

.....

.....

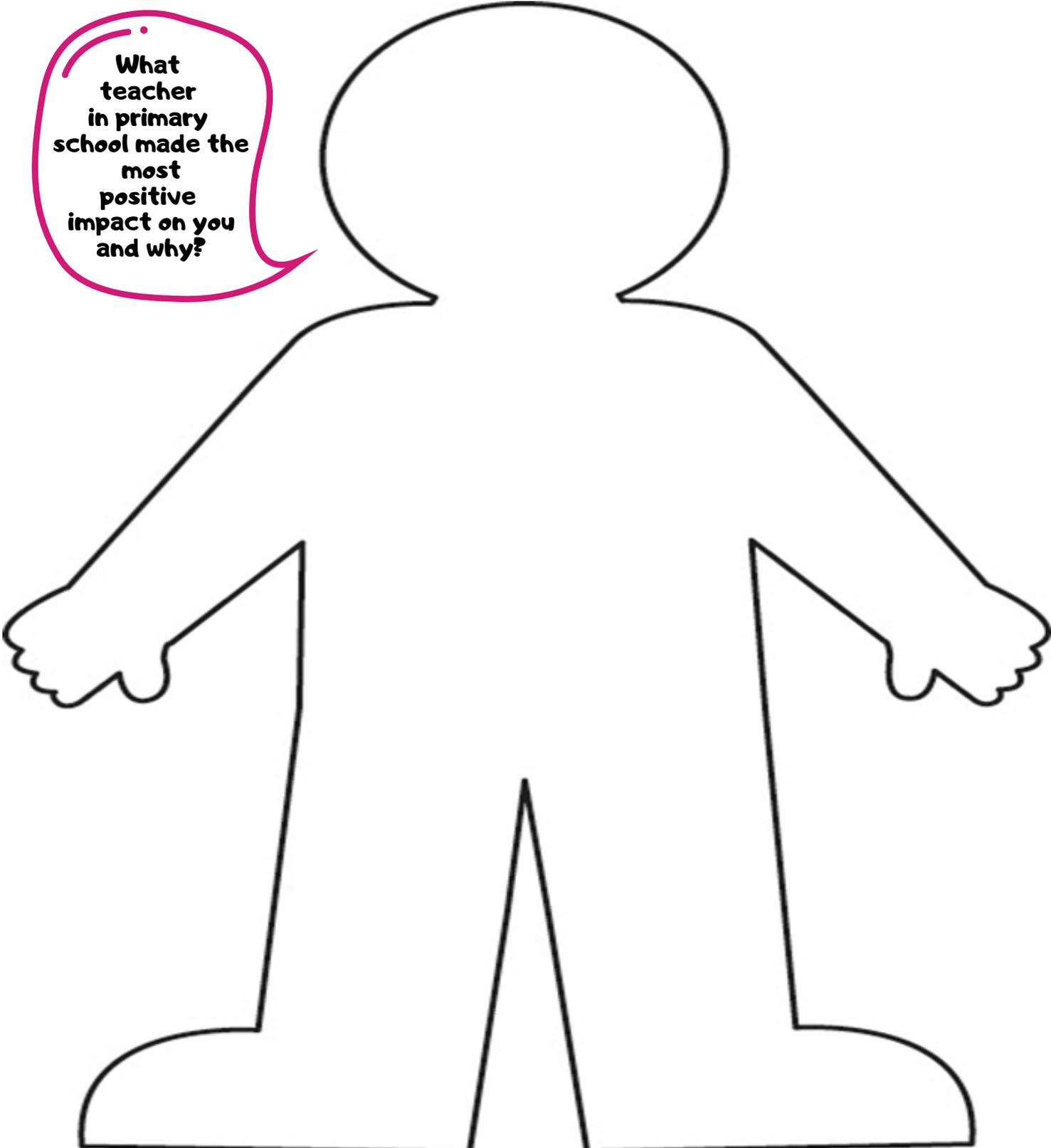
What will have changed so you know you are less worried?

.....

.....

# What makes a good teacher?

Teachers play an important role in helping children settle into their new school, but what makes a good teacher? For this activity you're going to need scissors, a glue stick and **Resource Two** that lists all the qualities of what makes a good teacher. Cut out and stick the qualities you think make a good teacher inside the figure and the least important qualities around the figure.



What teacher in primary school made the most positive impact on you and why?

# I learn best when...

All young people learn in different ways. Think about the ways you like to learn and why you like to learn things this way.

I learn best when e.g. it is quiet

.....

**Because** .....

I learn best when e.g. lessons are fun and interesting

.....

**Because** .....

## Goals I want to achieve at secondary school

Think about the things you are looking forward to about secondary school and the goals you want to achieve.

Write down three goals you would like to achieve in secondary school.

Goal 1 .....

Goal 2 .....

Goal 3 .....

**Can you say why these goals are important to you?**

# Things I have achieved

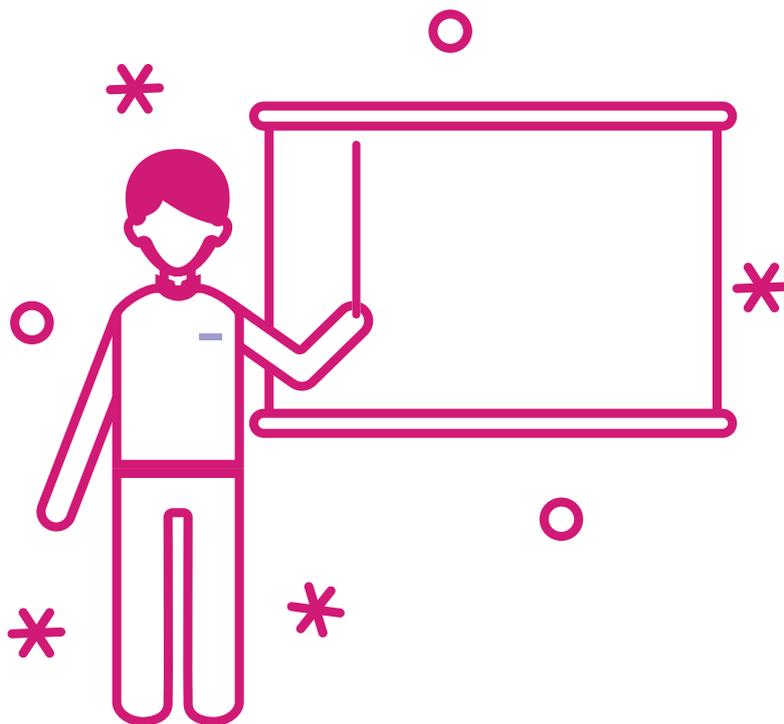
Can you think of three pieces of your work you are proud of or achievements you have accomplished at primary school?

For example, you may be proud of piece of artwork or friends you've made. You may like to add an explanation to your answers.

1 .....

2 .....

3 .....



# Help with school work

**English**

**Science**

**Maths**

**History**

**Geography**

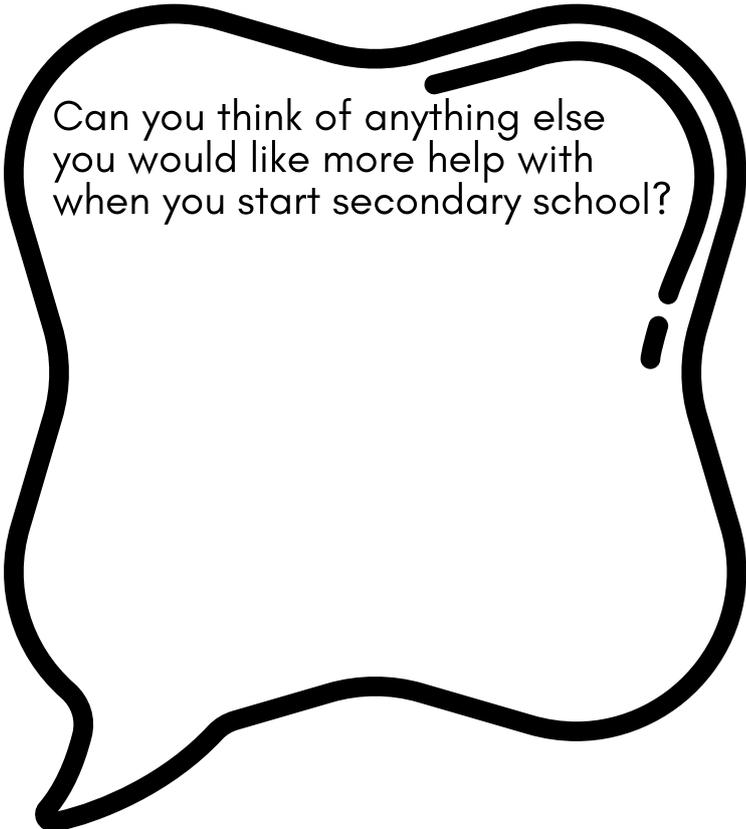
**Art**

**Computing**

**R.E**

**RSE/PHSE**

Look at the subjects on the left. Circle the subjects that you think you might need extra help with when you move to secondary school. You can circle as many as you like.



Can you think of anything else you would like more help with when you start secondary school?

# How I make friends

Do you make new friends easily? Do you feel you do a good job of keeping friends? This exercise lists the skills and characteristics that can help you make and keep friends.

Take a few minutes to rate yourself on each one. When you're done, choose one or two skills you want to improve on.

**I try to say hello to people even if I don't know them very well**

**Not often**       **Sometimes**       **Most of the time**

I listen as much as I talk when I'm with my friends

Not often       Sometimes       Most of the time

**I try to help my friends meet other people they might like**

**Not often**       **Sometimes**       **Most of the time**

I suggest things to do that other people think are fun

Not often       Sometimes       Most of the time

**I don't repeat gossip or hurtful comments about others**

**Not often**       **Sometimes**       **Most of the time**

I know when my friends are angry, frustrated, or feeling left out - even if they don't say anything

Not often       Sometimes       Most of the time

**I apologise when I accidentally upset someone**

**Not often**       **Sometimes**       **Most of the time**

I do 'random acts of kindness' for friends and others

Not often       Sometimes       Most of the time

**I keep secrets**

**Not often**       **Sometimes**       **Most of the time**

I keep the promises I make

Not often

Sometimes

Most of the time

**I can disagree with someone without getting angry or resorting to name calling**

**Not often**

**Sometimes**

**Most of the time**

I stand up for what I think is right, even if my friends do not agree

Not often

Sometimes

Most of the time

**I encourage my friends to do their best**

**Not often**

**Sometimes**

**Most of the time**

I reach out to people who seem lonely

Not often

Sometimes

Most of the time

**If I say I will do something, I almost always try to do it**

**Not often**

**Sometimes**

**Most of the time**

I am a kind person

Not often

Sometimes

Most of the time

**If a friend is upset, I try and talk to them about it**

**Not often**

**Sometimes**

**Most of the time**

If a friend is upset, I try to avoid them

Not often

Sometimes

Most of the time

**I try to forgive people when they do something wrong**

**Not often**

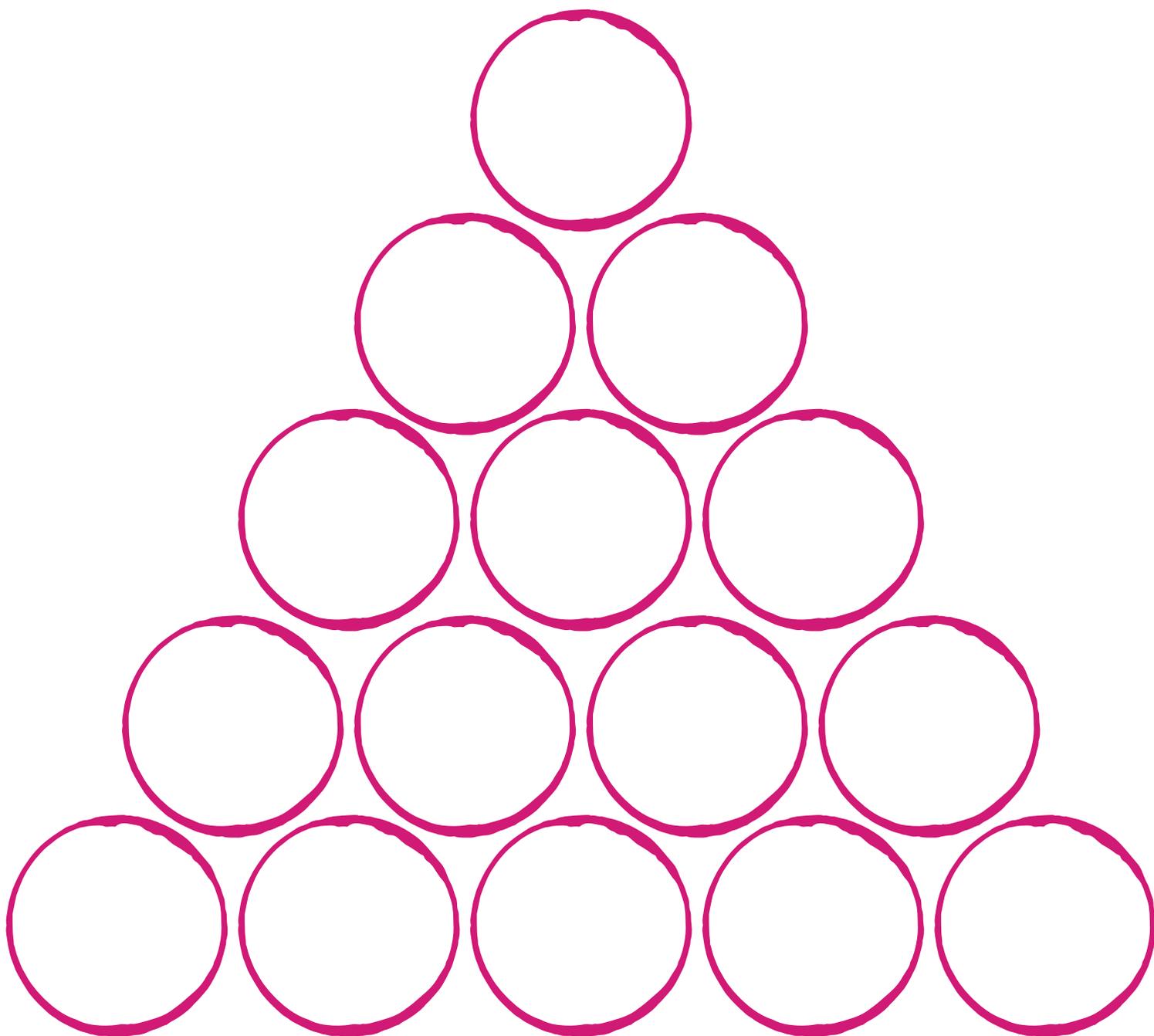
**Sometimes**

**Most of the time**

# Qualities that make a good friend

For this activity you are going to need scissors, a glue stick and **Resource Three** outlining the qualities you think make a good friend.

Cut out the qualities and arrange them from the most important quality at the top to the least important qualities at the bottom. Once you think you have them in the correct order, glue them on the page.



# My resilient assets

Tick each statement that is true for you and then count them up to get a score for each section. This exercise will help you identify the things in your life that will help you cope with change. The scores will show you your strengths and areas for improvement.

## WHERE I BELONG

- I believe that adults in my community care and value young people.
- Young people are given useful things to do in my community.
- I help out in my community for one hour or more per week.
- I feel safe at home, at school, and in my neighbourhood.

## SCORE:

## BOUNDARIES AND EXPECTATIONS

- My family has clear rules and consequences, and always tries to know where I am.
- My primary school provides clear rules and consequences.
- My neighbours look out for young people and take care of them in need be.
- Parent/carer and other adults model positive and responsible behaviour.
- My friends model responsible behaviour.
- Both my parent/carer and my teachers encourage me to do well.

## SCORE:

## ADULT SUPPORT

- I receive lots of love and support from my family/carer
- My parent/carer and I communicate positively, and I go to them for advice.
- I go to them for advice.
- I receive support from three or more adults who are not my parent/carer.
- I have caring neighbours.
- My parent/carer are actively involved in helping me succeed in school.

## SCORE:

## WHAT I BELIEVE IN

- I place a high value on helping other people.
- I place a high value on promoting equality and reducing hunger and poverty.
- I act on and stand up for my beliefs.
- I tell the truth even when it is not easy.
- I accept responsibilities and take personal responsibility for my actions.
- I believe it is important for young people to discuss things that worry them with a trusted adult.

## SCORE:

## MY COMMUNITY

- o I spend three hours or more per week in music, theatre, or other arts.
- o I spend three hours or more per week in sports, youth group, clubs, organisations at school, and/or in community organisations.
- o I play in a local sports team.
- o I go out with friends with nothing special to do no more than two nights per week.

**SCORE:**

## SOCIAL SKILLS

- o I know how to plan ahead and make choices.
- o I have empathy, sensitivity, and friendship skills.
- o I know and get along with people of different cultural/racial/ethnic backgrounds.
- o I can resist negative peer pressure and dangerous situations.
- o I seek to resolve conflict non-violently.

**SCORE:**

## GETTING ON AT SCHOOL

- o I am motivated to do well in school.
- o I am actively engaged in learning.
- o I read for pleasure three or more hours per week.

**SCORE:**

## MY IDENTITY

- o I feel I have control over things that happen to me.
- o I have a high self-esteem i.e. I like who I am.
- o I believe my life has a purpose.
- o I am optimistic about my future.

**SCORE:**

## YOUR RESILIENT ASSETS PROFILE

How did you do? Write down the scores you got for each section below.

**Adult Support** =

**Boundaries and Expectations** =

**What I Believe In** =

**Where I Belong** =

**My Community** =

**Getting On At School** =

**Social Skills** =

**My Identity** =

**Total**

**31-40** Fantastic resilience qualities!

**21-30** Really good resilience qualities.

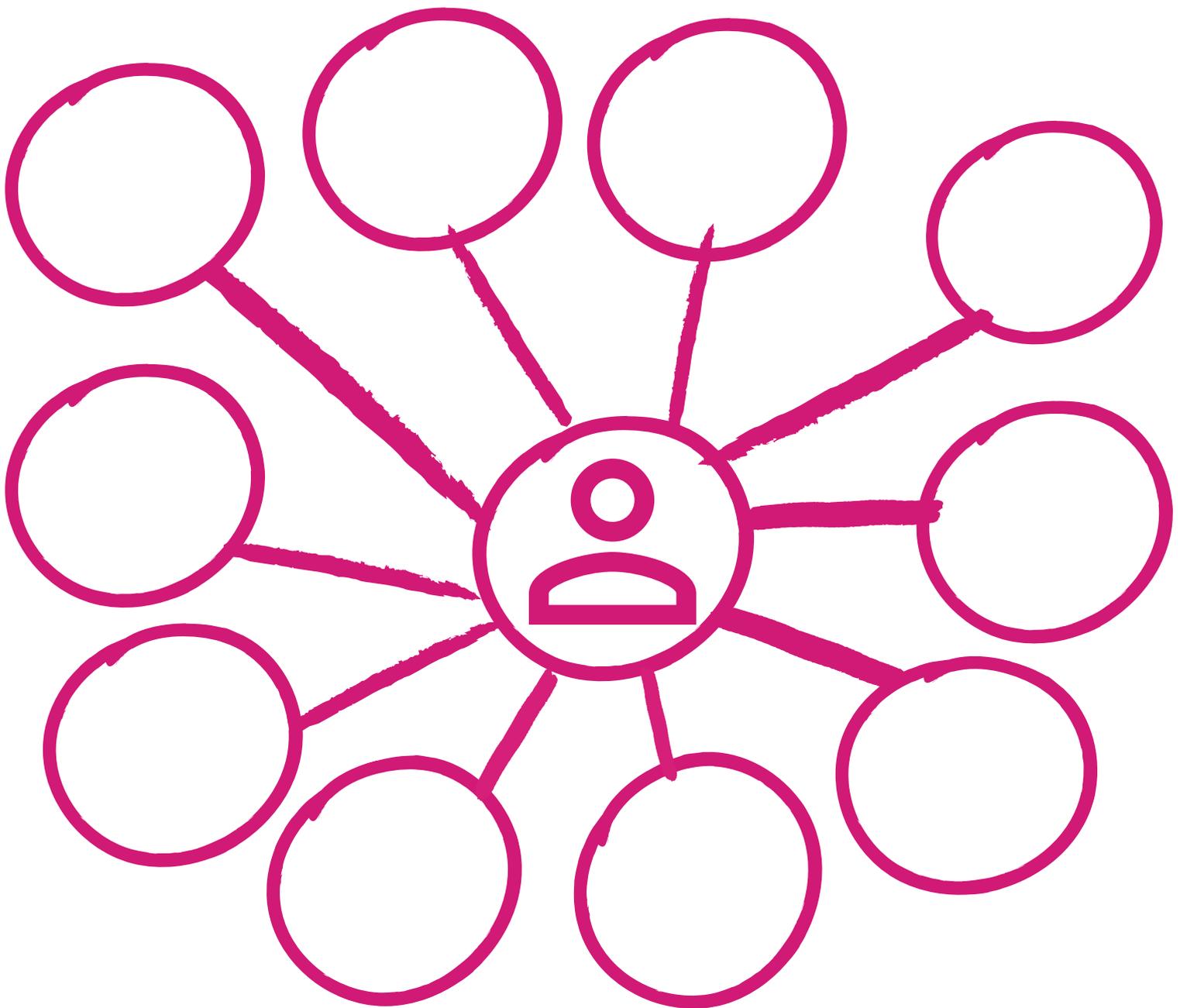
**11-20** Some work to do on developing better resilience.

**0-10** Ok, lets really get to work to improve your resilience score

# My family/my team

Map your family/team mentioning all the important people in it. Include all those you might turn to for support e.g. parents, carers, brothers, sisters, grand parents etc.

Now add all non-family adults who look out for you. Think of adults you go to when you need help e.g. teachers or sports coach.



Use different coloured pens to indicate who your biggest cheerleader is or people who help you formulate a winning plan.

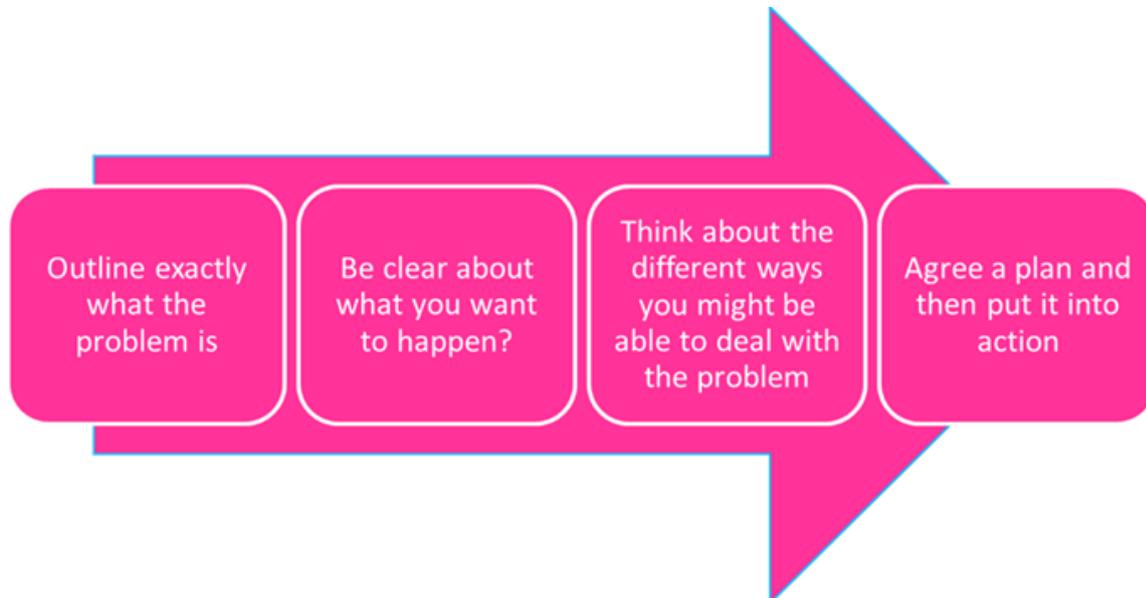
Is there anyone missing from your team? Are there any adults you would like to recruit?

# Asking for support

There may be many different reasons why you might need to ask for support or help when you move to secondary school.

Remember, there's nothing wrong with asking for support or help when you need it.

By following a few simple steps, you might be able to deal with the problem yourself or at least be better prepared when you ask for help.



# Are you school ready?

Read each of the scenarios to find out how ready you are for your new school. Try to find two solutions to each situation. You are not allowed to use the same solution twice.

A friend from primary school has started hanging out with other people in school. What could you do?

.....  
.....



Your friend loses their phone between arriving at school and breaktime. What could you do?

.....  
.....



You've been given way more homework than you're used to getting, and by Sunday night you haven't completed everything. What could you do?

.....  
.....

You see someone you know from your primary school being pushed around by some older students. What could you do?

.....  
.....





A friend tells you they are feeling upset because their parents have just split up and they are having problems sleeping at night. They ask you not to tell anyone. What could you do?

.....

.....

You forget to bring your equipment to your English lesson. What could you do?

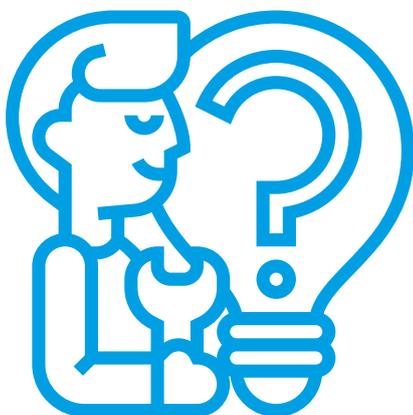
.....

.....

Someone in your class says something unkind about you on class WhatsApp group chat and you feel real upset. What could you do?

.....

.....



Your phone goes off in class for a second time and is confiscated by the teacher. What could you do?

.....

.....

# Resource One

## Feelings about secondary school?

Break times

Lunchtime

School rules

Getting bullied

Homework

New teachers

Being able to do the work

New timetable

Losing my old friends

Getting on with teacher

School dinners

Uniform

Being with friends

Size of the school

Journey to and from school

Being on time for school

Finding my way around

Being around older pupils

New subjects

Fitting in

New form tutor

# Resource Two

## Qualities of a good teacher?

**Organised**

**Good discipline**

**Talks to students**

**Fun**

**Encourages students**

**Gives clear instructions**

**Gives short instructions**

**Knows my name**

**Helpful**

**Asks questions about me**

**Friendly**

**Positive**

**Cool**

**Laughs**

**Fair**

**Kind**

**Trusting**

**Understanding**

**Answers questions**

# Resource Three

## Qualities of a good friend

Cares about what I think

Does not talk behind my back

Someone who is popular

Is good looking

Does not show off to friends

Is a good laugh to be with

Is clever

Accepts me for who I am

Tells me how they feel

Has lots of friends

Listens to me

Has the same interests as me

Wants to spend time with me

Someone I can trust

Someone I am proud to be with