

Moving On Well

Workshops Overview

	Session Objectives	Link to Resilience Framework
1	Introduction to Emotional Resilience Reflecting on past achievements	Learning – <i>Developing life skills</i> Learning – <i>Highlight achievements</i>
2	Uniform requirements and expectations Emotional literacy Physical coping strategies	Belonging & Core Self – <i>Understanding feelings</i> Coping – <i>Calming down & self-soothing</i>
3	Traveling to school Making New Friends Resolving Arguments	Coping - <i>Solving Problems</i> Belonging – <i>Healthy relationships</i> Belonging – <i>Keep relationships going</i>
4	Healthy Sleep Understanding our responsibilities Making good choices	Basics – <i>Enough sleep</i> Belonging – <i>Responsibilities and obligations</i> Core Self– <i>Taking responsibility</i>
5	Finding your way around school Developing problem solving techniques Using breathing techniques to relax and calm down	Coping - <i>Solving Problems</i> Coping - <i>Solving Problems</i> Coping - <i>Calming down and self-soothing</i>
6	Reading a timetable Support Tree Review	Learning - <i>Organise themselves</i> Coping - <i>Lean on others when necessary</i>

Moving On Well Workshop 1

Session Objectives

Introduction to Emotional Resilience

Reflecting on past achievements

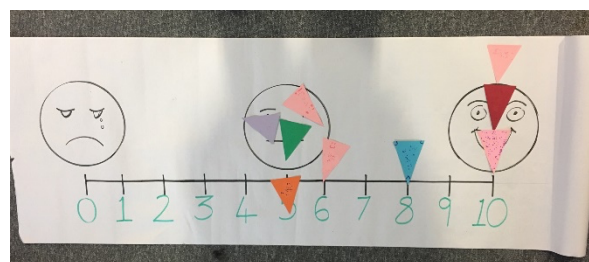
Pupil Outcomes

Children think about their basic emotional and physical well-being and understand some of the 'building blocks' that support emotional resilience.

Reflecting on past achievements allows the pupils to have pride and builds self-esteem and confidence in preparation for their next step.

You will need:

- Large paper scale 0-10
- Individual named markers for each child
- Blob tree question sheet (photocopiable resource)
- Tumbling tower with building blocks labelled.
- Bunting triangles on coloured paper/card (photocopiable resource)
Pre-cut with holes punched in top corners
- Ribbon or string to hang bunting



Time Activity

5 minutes

Welcome

Introduce yourself and other members of the team to the group.
If an ice-breaker is needed ask the students to tell you their name and their favourite thing to do at the weekend?

Introduction

Starting Secondary School is scary for everyone and some of us feel more ready than others. And that's OK!

These sessions are going to help us get more ready, so that when you start in September you can feel ready, confident and hopefully have a great start to the next step of your learning journey.

During these sessions we're going to be looking at some practical things that will help you get ready for high school like, how to read a timetable, how to get to school, how to pack a bag.


We're also going to be looking at some things around emotional well-being and coping strategies – that will help build something we call resilience!

What is Resilience?

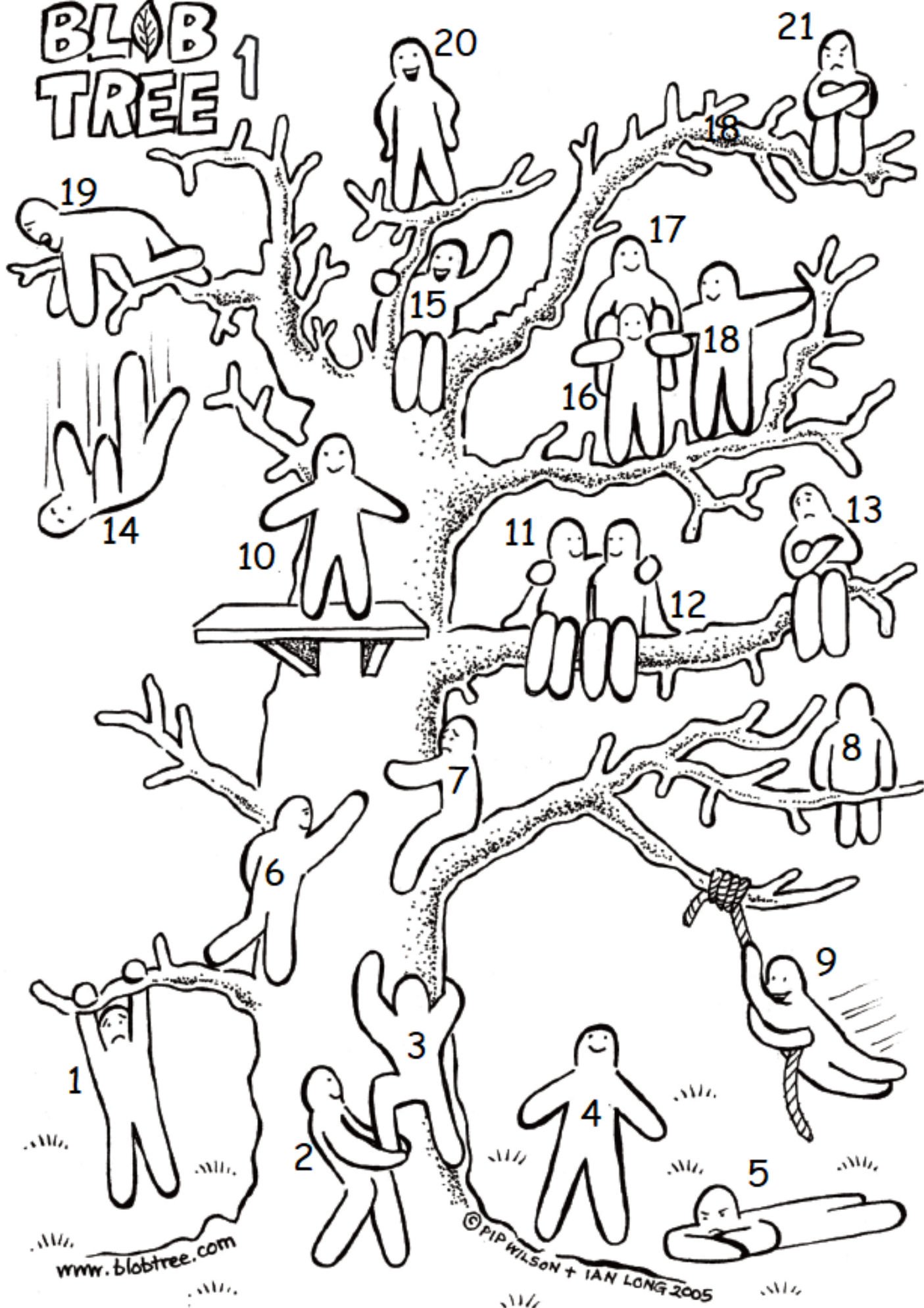
Allow for some suggestions.

Resilience is the ability to pick yourself up and keep going when things go wrong or when something is hard or challenging. Resilience is about coping with the ups and downs of life.

10 minutes	<p>Are you ready for Secondary School? – Self-Evaluation</p> <p>Ask the pupils: On a scale of 0-10 how ready do you feel for Secondary School?</p> <p>Explain that this may be different from day to day, that it doesn't matter if you feel less ready today than yesterday - you may have days when you feel more ready and other days when you don't feel ready at all. All are ok. Just focus on how you are feeling in this moment.</p> <p>Laying the large paper scale out across a central table or on the floor, ask pupils to place their own named marker on the scale.</p> <p>Blob Tree communication Tool</p> <p>Introduce the Blobs. Explain how the Blobs can represent how we are feeling. Imagine the tree as 'starting high school'. Pick out a couple of Blobs and ask the group how the Blob may be feeling about starting high school. Ask the pupils to try and explain why they think the Blob is feeling that way. Ask the pupils to think about how they are feeling about starting high school and which Blob best represents how they are feeling.</p> <p>Run through the questions on the question sheet and ask pupils to complete on their own.</p> <p><i>This activity helps pupils to be more aware of how they are feeling and acknowledge if they are feeling worried, apprehensive or not. We will do this activity again at the end of the 6 sessions and hopefully many of the pupils will feel more confident about their transition to High school.</i></p>
20 minutes	<p>Tumbling Towers (Jenga)</p> <p><u>Demonstration</u></p> <p>Having good resilience is a bit like this 'Tumbling tower'. When we play this game we start with a tower that has all the building blocks in place. The tower is strong and sturdy. When we have all the tools we need, we are strong and resilient and we can cope a lot better with change or when things don't go as planned, or they are a little bit difficult.</p> <p>If we start to take away some of these blocks – what happens? The tower becomes less strong. The more we take away the wobblier and more unstable it becomes until it eventually might collapse.</p> <p>Our plan, over the next few weeks, is to give you tools that will help you feel more ready. That will make your resilience tower stronger, so that when you start secondary school you feel more prepared for what is ahead</p> <p><u>Game</u></p> <p>In small groups the pupils can play the Tumbling Towers game. As they take it in turns to remove a block they may pick a block that has one of the resilience tools written on them. The group can discuss together why they think this tool might be important.</p>
10 Minutes	<p>Discussion: Reflect on Primary School Achievements</p> <p>Before you move on to something new or move on to a new season, it's always good to look back at what you have achieved in the season that's coming to an end.</p> <p>Think about when you started here at your Primary School. How old were you? I bet you've learnt a lot of things since then. When you were 3 or 4 you might not have been able to dress yourself, or read a book, or even write your own name. Now, you're in Year 6, I bet there are so many things you can do now, some many things you have learnt, so many things you have become.</p> <p>What can you look back at and say I'm proud of that?</p> <p>Encourage the students to share their achievements ensuring that value is placed on big and little achievements. Use the following to prompt further thought and discussion:</p> <ul style="list-style-type: none"> - Friendships and relationships - Attitude or behaviour - Achievements in class work

	<ul style="list-style-type: none"> - Physical/sport achievements - Interests, hobbies or passions - What simple things that you do every day can you be proud of?
20 minutes	<p>Activity: 'Big Yourself Up' Bunting</p> <p>Give each pupil 3 (or more) bunting triangles. Ask them to write or draw things they are proud of on each of the triangles. Decorate the bunting as much as time allows.</p> <p>Thread the bunting through on the ribbon or string and hang up the bunting as a reminder of all their amazing achievements, however big or small.</p> 
	<p>Closing Remarks</p> <p>We have just seen with the 'Big yourself up bunting' that your past achievements are already things that you can be proud of. Being proud of the things we have achieved helps to build up our self-esteem and confidence. This will help you as you move to high school.</p>

BLOB TREE 1



BLOB TREE QUESTIONS

Look at the Blob Tree picture. Think about how you are feeling at this moment in time and answer these questions:

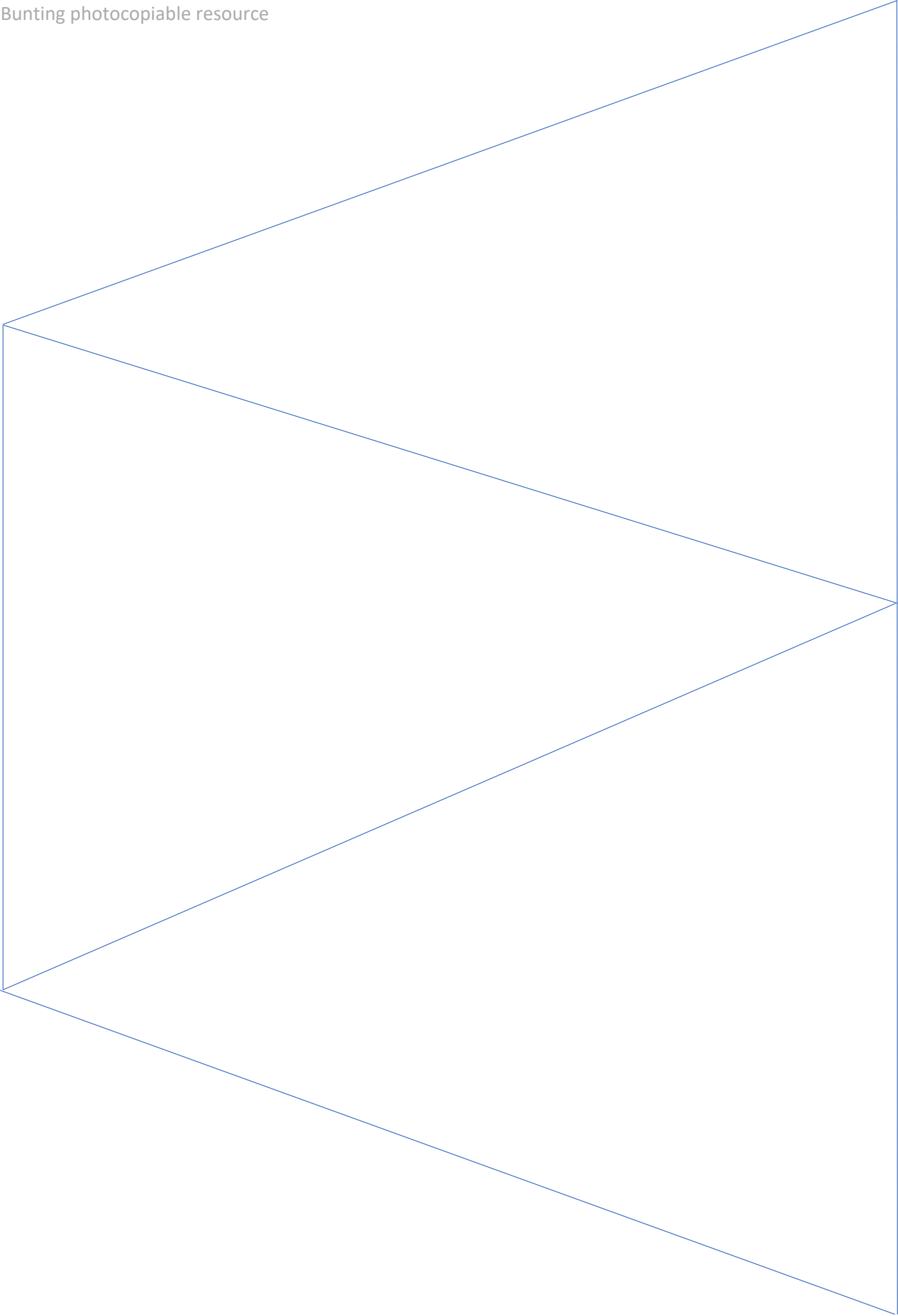
Q.1	Which blob best shows where you are now when thinking about starting Secondary School?
	Number:

Q.2	Why have you chosen that blob? Can you describe how you are feeling?

Q.3	Which blob would you like to be?
	Number:

Q.4	Why would you like to be that blob?

Q.5	Is there anything that you can think of that would help you to be the blob you want to be?



Moving On Well

Workshop 2

Session Objectives

Uniform requirements & expectations

Emotional literacy

Physical coping strategies

Pupil Outcomes

Pupils discuss concerns around the school uniform requirement, and understand the reasoning behind uniform expectations and consequences.

Pupils are able to label and express their own feelings and recognise feelings in others, thus being able to better manage emotional responses.

Pupils can identify certain activities that can help them to respond positively when feeling overwhelmed or when emotions are heightened.

You will need:

- Large paper scale 0-10
- Individual named markers for each child
- Large piece of paper (from a roll)
- Marker pens
- Emoji Handout (photocopiable resource)
- Emotion Cards (photocopiable resource)
- Bag

Time Activity

0-5
minutes

How ready are you for secondary school? – Self Evaluation

Ask the pupils: On a scale of 0-10 how confident do you feel about the uniform rules and expectations at Secondary School?

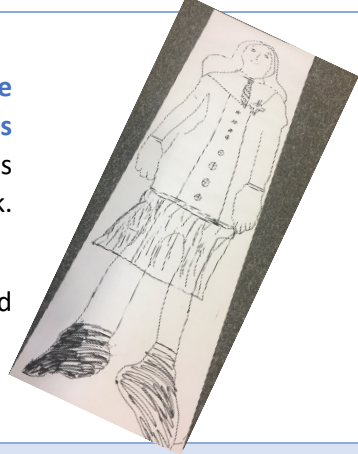
Laying the **large paper scale** out across a central table or on the floor, ask pupils to place their own **named marker** on the scale.

05-20
minutes

Uniform

Discuss the differences between the uniform in primary school and the uniform at high school:

- What is your uniform like at your primary school?
- What do you know about the uniform at high school?
- What about hairstyles? Make up? Jewellery?
- Do you always wear the correct uniform at primary school? What happens if you do not wear the correct uniform?
- Do you think this will be different at high school?
- Who is responsible for you wearing the right uniform at primary school? At secondary school?
- Why is it important to wear uniforms?

	<p>Activity: Dress the student</p> <p>As a group (or in groups), students draw round a volunteer on a large piece of paper. They then have 5 minutes to draw with marker pens as much of the All Hallows uniform as they know. They must include as many items as they can. Give them 5 minutes to complete the task. Give each group opportunity to feedback on their uniform.</p> <p>Option: To make it more competitive, judge the final pictures and choose the group with the best uniform.</p> 
20-30 Minutes	<p>Discussion: Emotions/Feelings</p> <p>Uniform is one of the things that will be different when you go to Secondary school. Some of you might be excited about wearing a new uniform and some of you might be feeling nervous about it. Can you tell me some things you are excited about going to Secondary school? Can you tell me some things you are nervous or worried about going to Secondary school? Give the students opportunity to volunteer a few examples.</p> <p>Feeling excited or nervous or worried are all normal emotions to feel. And there are many other emotions that you may feel too. How you feel is never wrong. We're going to take some time to think about how we might express our feelings and how others might express their feelings. Feelings tell us important things about ourselves and about others. It is important that we listen to our feelings especially when we are going through a big change like moving to high school. Let's start by seeing if we can name some feelings. Being able to know and say what it is your feeling will help you understand what's going on inside of you a bit better.</p> <p>Emoji Bingo</p> <p>Handout to pairs/small groups the Emoji Handout. Ask them to discuss and write down what feelings the emojis symbolise. First pair/group to complete them all shout out BINGO! After a few minutes get some feedback from the pairs. What are the obvious ones? Other words to describe that feeling? Any that you couldn't name?</p>
30 - 40 Minutes	<p>Game: Emotion Chair</p> <ul style="list-style-type: none"> - Place a chair in the middle of the room and introduce the 'Emotion Chair'. - Using the Emotion Cards in a bag, pupils draw out an emotion. Check the student understands that emotion. - They must walk around and sit in the chair using their bodies and faces to express the emotion e.g., if the emotion is nervous, they might have a tense and worried expression, be shaking a little or biting their nails - The rest of the group must decide what they think the emotion was. - Repeat with other pupils until all the emotion cards are used up.
40-55 minutes	<p>Coping Strategies</p> <p>We are always feeling something. Sometimes we might feel our emotions are positive (happy, excited, content) or sometimes we might feel our emotions are negative (sad, angry, frustrated). Sometimes our emotions can feel so strong that we can be overwhelmed and we don't know what to do. Do you ever feel like that sometimes?</p> <p>I want us to talk a little about what we can do when we feel like that. These can be called 'coping strategies' and they can help us to recognise our emotions and manage them so we don't feel unable to cope and even have a meltdown. Has that ever happened to you? Yes, me too!</p>

	<p>Being resilient means, we can understand our feelings and say ‘wait a minute, I know what I’m feeling right now. Before it takes over me, I can do something positive to calm down or help me feel better.’ Look at the different examples of Physical, Creative, Comfort and Constructive strategies. Talk about how we are all different and different things will help us in different situations with different emotions. Go through and try out an example from each category:</p> <p>PHYSICAL – sometimes when feeling angry with someone or something doing something physical can really help, like doing some sit ups or running. Choose one to do together as a group.</p> <p>CREATIVE – when you’re feeling anxious or worried it might help to do something creative to help your mind to focus on other things. Have a go at doodling or scribbling on paper.</p> <p>COMFORT – if feeling sad, upset or embarrassed something from the comfort list might help. Try imaging your cuddling a pillow or a soft toy.</p> <p>CONSTRUCTIVE – you might be the kind of person that finds doing something constructive helps. Many of these we can’t do here, but we could try 12 – Writing a list of positive things in your life. Let’s try writing 3 things each now.</p> <p>Facilitate a discussion whereby pupils can discuss which strategies they have tried and which ones they think might help them.</p>
55-60 Minutes	<p>Closing Remarks</p> <p>We all feel emotions – it’s good to feel, but it’s also good to recognise what we are feeling. We now have some coping strategies that we can use when our emotions are overwhelming us (too much to handle). Only you will know which coping strategies work best for you.</p> <p>Self -evaluation: How ready are you?</p> <p>Go back to the self-evaluation tool used at the beginning of the session. Ask the pupils to reflect once more and think about, on a scale of 0-10 how confident they feel about the uniform rules/expectations policy?</p> <p>Has it changed?</p> <p>Has today’s session made them feel any more ready?</p> <p>Do they feel even less ready? If so, why?</p>

EMOJI BINGO

Write down a different emotion or feeling for each emoji.



















2. *Adaptation* – the ability to change in response to the environment.









Lonely

Hurt

Confused

Scared

Angry

Bored

Nervous

Disappointed

Excited

Frustrated

Happy

Embarrassed

Worried

Sad

Moving On Well Workshop 3

Session Objectives

Traveling to school

Making new friends

Resolving arguments

Pupil Outcomes

Pupils can plan their route to secondary school. They can identify potential problems and offer solutions.

Pupils identify different types of friends and the qualities of a good friend

Pupils develop strategies for resolving arguments.

You will need:

- Large paper scale 0-10
- Individual named markers for each child
- Whiteboard/flip chat
- BBC Bitesize video <https://www.bbc.co.uk/bitesize/articles/znhf7nb>
- Set of Resolution flashcards per group (photocopiable resource)
- Role play situation cards (photocopiable resource)

Time Activity

0-5 minutes

How ready are you for secondary school? – Self Evaluation

Ask the pupils: On a scale of 0-10 how confident do you feel about making friends when you start at Secondary school?

Laying the **large paper scale** out across a central table or on the floor, ask pupils to place their own **named marker** on the scale.

5-15 minutes

Game: Pictionary Race

Split the group into 2 or 3 teams.

Explain that one person in the group will be given a word. They have to go back to their group and draw a picture of the word for the team to guess – without writing any letters/symbols and without saying anything.

Words:

Car	Boat	Bicycle	Train
Aeroplane	Walking	Truck	Bus

When they have guessed the first word a second person from their group comes up to get the second word by giving the answer to the first and so on until the last word is guessed.

15-25 minutes

Discuss

Does anyone know what all the words have in common? *They are modes of transport.*

Which mode of transport can we use to travel to school?

	<p>Which mode of transport do you use to travel to school now? Do you know which mode of transport you will use to get to Secondary school? Do you know people who are travelling with you or who are already going that way?</p> <p>Using a whiteboard/flip chart, create a mind map and discuss possible problems and solutions; bus late, missed stop, getting lost, lost bus pass.</p> <p>Link: You may travel to school with friends from primary school, you may travel by yourself or you may make new friends who are going the same way as you.</p>
25-30 minutes	<p>Video: Making new friends Some of you might be coming to All Hallows with your friends, some of you might not really have any friends coming with you. You will all have the opportunity to make new friends. What qualities would you say is most important for you in a friend?</p> <p>Watch the BBC Bitesize video to see how Malachi and Libby found new friends at secondary school. https://www.bbc.co.uk/bitesize/articles/znhf7nb</p>
30-35 Minutes	<p>Discussion: Making new friends Discuss as a group what things they noted from the video that would help them to make friends and discuss other ideas for making friends as they start at Secondary school. Questions to facilitate discussion:</p> <ul style="list-style-type: none"> - What did Malachi and Libby suggest for making friends? - What do you think makes a good friend? - What kind of people might be a bad influence? - What things could you say to or ask a new friend? <p>Discuss as a group or in pairs which qualities make a good friend and why.</p>
35-55 Minutes	<p>Resolving arguments: What is an argument? How is it different from just having an opinion? We can disagree and not argue. But sometimes we argue....</p> <ul style="list-style-type: none"> • Hands up who has ever had an argument with a friend? • What types of things do young people argue about? • What emotions do people feel when they argue? <p>Activity: What can you do when someone is annoying you? Hand out a set of Resolution flashcards to groups of 2 or 3. Ask each group to sort the cards into two categories; good ways to handle the situation, bad ways to handle the situation..</p> <p>Hand out a Role-play situation card to each group and ask them to work together and act out what they might do to resolve the argument or situation. If each groups feels comfortable, they can act out their role-play to the whole group or they can describe how they resolved the situation.</p>
55-60 minutes	<p>Closing Remarks Who can you go to at Secondary school? There are always safe places; form tutor, or any teacher will be able to help you. Head of Year, Welfare staff, Reception staff.</p>

Finish by reminding the group that the best thing they can do is just 'be you'. Everyone coming in Year 7 is in the same position - all wanting to make new friends. It doesn't matter if you make lots of friends or just one or two close friends. Make good choices when it comes to new friends, those that will encourage you, help you and be kind.

Self -evaluation: How ready are you?

Go back to the self-evaluation tool used at the beginning of the session. Ask the pupils to reflect once more and think about where they would place their marker on a scale of 0-10.

How confident do you feel about making new friends at Secondary school?

Has it changed?

Has today's session made them feel any more ready?

Do they feel even less ready? If so, why?

Ignore them		Ask them to stop	
Walk away and cool off		Say sorry	
Make a deal		Ask a teacher for help	
Talk to them about it		Hit them	
Laugh at them		Call them names	
Tell everyone else how horrible they are		Never come back to school	

Situation #1 (for 3 people)

Lydia comes to the canteen and sees two of her friends, Clarissa and Ivy, sitting in different parts of the canteen. They both wave at her to come and sit with them. Lydia walks over and sits with Ivy. Clarissa feels very upset that Lydia didn't sit with her. Create a role-play that shows how the friends can work out a solution.

Situation #2 (for 3 or more people)

At break time, a group of friends are playing basketball and another boy, Henry, wants to join them. Some of the boys in the group are friends with Henry and want to include him in their game and some do not want him to play. Create a role-play that shows the friends can work with the group to successfully include Henry in their basketball game.

Situation #3 (for 3 people)

Lucas is walking to his next class with his friend Hayden. The hallways are very busy while everyone is getting to their next class. Jason is messing around and accidentally pushes Lucas really hard. Lucas trips and falls to the floor. Jason doesn't notice what he has done. Hayden is angry and shouts at Jason. Create a role-play that shows how to manage this situation.

Situation #4 (for 4 people)

Aisha and Danielle enjoy doing all the same things: they like to play football, they like to read, and they love science. Sarah and Ruby like football, but they like to dance and listen to music. When the four friends are together and they are tired of playing football, it is sometimes difficult for them to find something they all like to do. Create a role-play that shows how the friends can figure out what to do together.

Moving On Well Workshop 4

Session Objectives

Healthy Sleep

Understanding our responsibilities

Making good choices

Pupil Outcomes

Pupils understand the importance of sleep, can identify things that help or hinder sleep and how to improve their own sleep.

Pupils discuss the responsibilities they have and understand how this helps them to have a greater sense of belonging.

Pupils understand the choices that they have and can point out consequences of their choices. Making good choices helps them to be organised and feel proud.

You will need:

- Large paper scale 0-10
- Individual named markers for each child
- Time cards (2 per child)
- Agree and Disagree signs
- 'Bad Day' comic strip
- Set of Activity Flashcards per person (photocopiable resource)

Time Activity

0-5
minutes

Recap

Using slide 2, remind the group of the last session. Remind them of the *Moving on Well* toolkit. What did we put in our toolkit during the last session?

How ready are you for secondary school? – Self Evaluation

Ask the pupils: On a scale of 0-10 how confident do you feel about being organised and managing your homework when you start at All Hallows?

Laying the **large paper scale** out across a central table or on the floor, ask pupils to place their own **named marker** on the scale.

05-20
minutes

Discussion: Enough Sleep

Ask the children to think about what time they usually wake up and go to sleep on a normal school day. The children can write these down on the **Time Cards**. Look at these together and discuss as a group:

- Are your sleep times similar?
- Why is sleep important?
- How much sleep does a young person need?
- Describe how someone might feel after a bad night's sleep?
- What is going to change with your sleep times when you start at All Hallows?

Activity: The sleep quiz

Place AGREE and DISAGREE signs at opposite sides of the room. Using the slideshow (slides 4-22), read the quiz questions out and pupils must decide which sign to stand by. Tell them the correct answer and discuss.

Quiz Questions

-2°C is the perfect room temperature to help you get a good night's sleep?

FALSE: The perfect room temperature is 18-22°C

The average teenager needs around 9 hours sleep per night?

TRUE: Teenagers need more sleep than adults because their bodies and brains are still growing and rapidly changing.

Eating cheese before you go to bed gives you nightmares.

FALSE: There is no evidence that eating cheese before you go to bed makes you have nightmares. Heavy food before bed can make you dream more.

6 months is the longest time anybody has gone without sleep.

FALSE: 11 days and 25minutes is the world record for not sleeping. During this time the record holder experienced moodiness, problems with concentration, short-term memory loss, paranoia and hallucinations. We clearly need sleep.

People who get enough sleep are better at learning.

TRUE: Enough sleep helps us to remember things better, think more clearly, and concentrate better. Research shows that tired teenagers don't do as well in school as they could.

It is a good idea to catch up on sleep over the weekend.

FALSE: It is better to stick to a routine. A lie in might feel good but it confuses your body making it harder to sleep when Monday comes around. It's much better to go to bed and get up at the same time every day.

It's good to stretch before going to sleep.

TRUE: Stretching helps release tension and lowers levels of stress hormones in your body.

Screen time before bed helps you to sleep better.

FALSE: The blue light from TV's and devices stimulates your brain and keeps you awake.

Reading a book or listening to music helps you to sleep better.

TRUE: These activities help you to wind down and drift off to sleep more easily.

20-40
minutes

Responsibilities

We've talked about the responsibility we have to get good, healthy sleep, but what other things are you responsible for in your life.

Ask the children to discuss in groups or pairs:

Things I am responsible for myself - brushing my teeth, going to bed, eating

Things I am responsible for at school - turning up on time, being clean and tidy, listening in lessons

Things I am responsible for where I live - not being noisy, being tidy

Things I am responsible for in the world - not polluting, recycling, not wasting electricity, Covid restrictions

Activity: Bad Day

Hand out 'Bad Day' comic strip. In pairs, ask the pupils to discuss what has gone wrong for this boy.

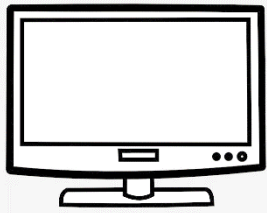
After a couple of minutes get some feedback from the pairs.

Ask the pupils to discuss in pairs what could the boy have done to have had a better day?

Get feedback from the pairs. Focus on how being organised could have helped him.

Ask the whole group - Was there things that the boy could not change? Why?

	<p>Discuss:</p> <ul style="list-style-type: none"> - What things will you need to organise for secondary school? - Is it easy to be organised? Can you learn to be organised? Who thinks they are already an organised person? - How does being organised help you to cope better and be less stressed? - What things would you like to get better at organising?
40-55 Minutes	<p>Activity: Good choices, bad choices</p> <p>Give each pupils a set of flashcards and ask them to think about a typical evening at home after school. How would they organise their time? What do they usually do? (Flashcards include: Watch TV, Play on Screens, eat dinner, help at home, play outside, sports clubs, hang out with friends, go to bed) Blank cards can also be used for pupils to make write/draw their own activities.</p> <p>Now add two more flashcards – Do homework, Pack bag for school. At High school we have more responsibilities. Where would you put these two flashcards when making good choices? Discuss feedback from some volunteers.</p>
55-60 Minutes	<p><i>Moving On Well Toolkit</i></p> <p>As we move to high school, we are given more responsibility. When we make good choices around sleep, doing homework and being organised the consequences mean we can feel proud! Bad choices will lead to us feeling stressed, embarrassed and unable to cope.</p> <p>Self -evaluation: How ready are you?</p> <p>Go back to the self-evaluation tool used at the beginning of the session. Ask the pupils to reflect once more and think about where they would place their marker on a scale of 0-10. How confident do you feel about being organised and managing your homework when you start at Secondary school?</p> <p>Has it changed? Has today's session made them feel any more ready? Do they feel even less ready? If so, why?</p>



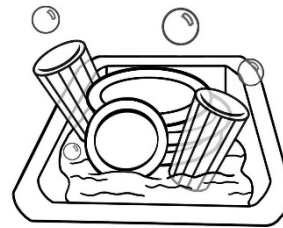
Watch TV



Play on screens



Eat dinner



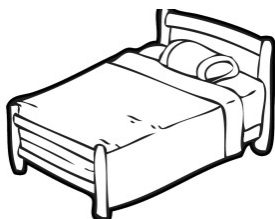
Help at home



Play outside



Sports or clubs



Go to bed



Hang out with friends



Do your homework



Pack your school bag

Moving On Well Workshop 5

Session Objectives

Finding your way around school

Developing problem solving techniques

Using breathing techniques to relax and calm down

Pupil Outcomes

Pupils are more familiar with the school layout and have practical strategies for when they get lost or are unsure where to go.

Pupils develop skills to solve problems and discuss who they can speak to if they need help.

Pupils are introduced to 2 breathing techniques which can be used when feeling nervous, anxious or stressed.

You will need:

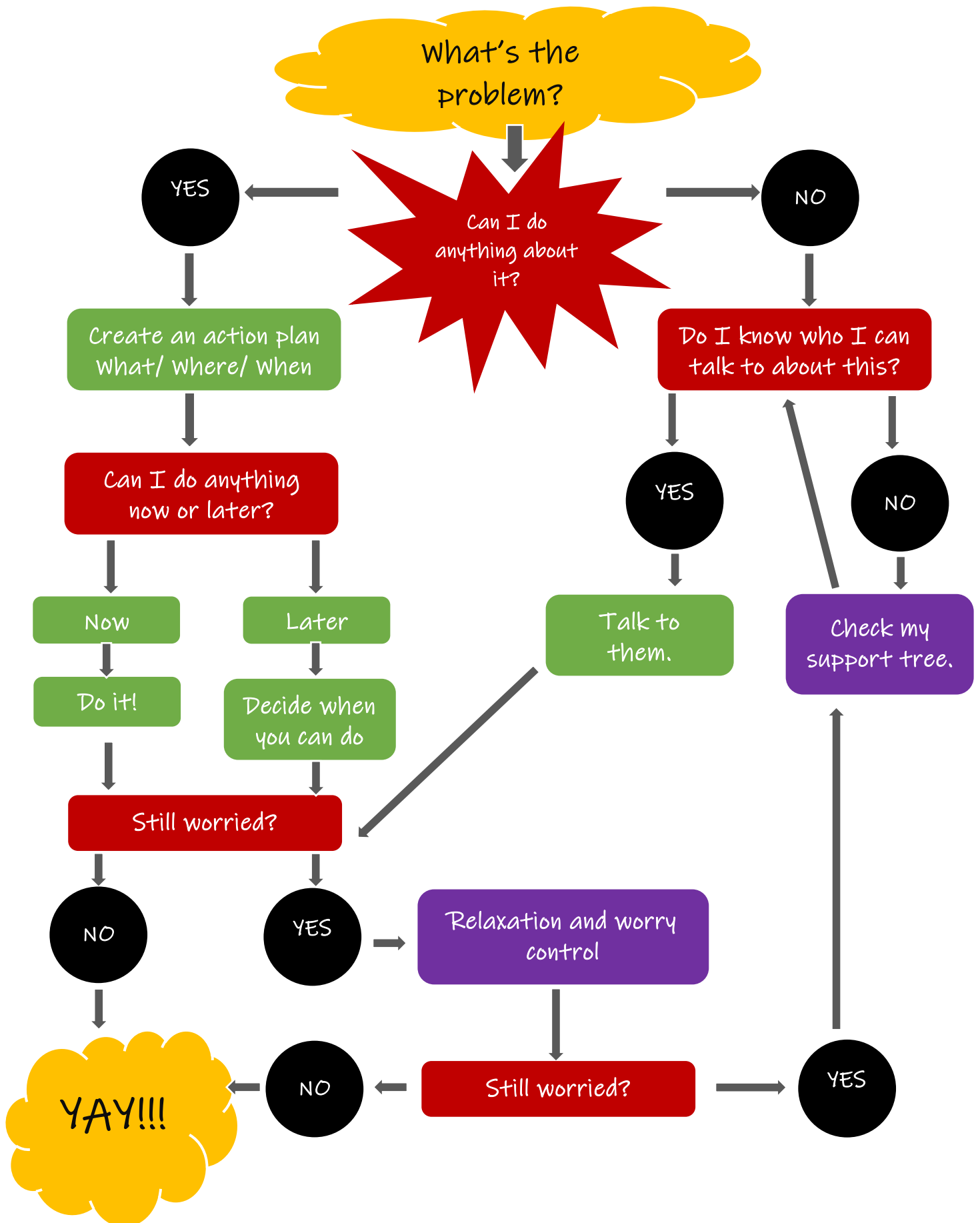
- Large paper scale 0-10
- Individual named markers for each child
- Sample School Map (Photocopiable Resource)
- BBC Bitesize Video <https://www.bbc.co.uk/bitesize/articles/zbq6kmn>
- Problem Flow Chart Handout (Photocopiable resource)

Time	Activity
0-05 minutes	<p>How ready are you for secondary school? – Self Evaluation</p> <p>Ask the pupils: On a scale of 0-10 how worried are you about getting lost at All Hallows?</p> <p>Laying the large paper scale out across a central table or on the floor, ask pupils to place their own named marker on the scale.</p>
05-20 minutes	<p>Introduction</p> <p>One of the things that worry Year 6 pupils the most about going to High School is getting lost and not being able to find all the different classrooms. It can be quite scary going from your small Primary School that you know very well and you tend to stay in one classroom, to a much bigger school where you have to move around from classroom to classroom.</p> <p>Game: Finding your way</p> <p>Give each group/pair a copy of the sample school map. Go through the map and point out different areas.</p> <p>Ask a volunteer from each group/pair to imagine they are at the entrance of the school. How would they find their way to the 'Sports Hall'?</p> <p>Using a list of different location one group member must describe how they would get to a location on the list. Take it in turns to describe how to get to different locations. They can change the starting position if they wish.</p>

	<p>Option: Timetable Using a sample timetable get students to describe going from one class to another on a certain day/ at a certain time.</p>
20 -25 minutes	<p>Video: Getting lost Show the video and ask the students to listen out for any tips they hear. BBC Bitesize Video https://www.bbc.co.uk/bitesize/articles/zbq6kmn</p>
25-30 minutes	<p>Discussion</p> <ul style="list-style-type: none"> - What were the top tips mentioned in the video? - What things can you do if you don't know the way to your next class? - What can you do if you get lost? <p>Focus on: Asking others (classmates, teachers), following other classmates, giving yourself time at break and lunch times to find your classrooms.</p> <p>Learning your way around will take time (but actually not that long). It's OK to not be sure where you are going.</p>
30-35 Minutes	<p>Introduction: Problem Solving Getting lost is a problem – but as we have already discussed it is a solvable problem. Using slide 5, decide whether 'getting lost' is a small, medium or large problem. We may face other problems when we start at Secondary school. Ask volunteers to categorise the following problems into small, medium or large. Different students will have different responses</p> <ul style="list-style-type: none"> - Being bullied - A friend is being bullied - It's bedtime and you haven't done your homework - You are worried a friend doesn't like you anymore <p>Additional Discussion Think of a time when you solved a problem, discuss with your partner. What happened and what did you do? Discuss as a group the following questions:</p> <ul style="list-style-type: none"> - How does it feel when someone solves a problem? - How does solving problems make someone feel more resilient?
35-45 Minutes	<p>Problem flow chart Introduce the problem flow chart (slide 6 and Problem Flow Chart Handout). Work through the chart together using the 'Getting Lost' problem. Give each group a problem to solve (using the above problems discussed earlier) and work through the problem flow chart. Ask them to think about an action plan and feedback to the whole group. (Inform the pupils that we will look at 'Relaxation and worry control next in the session.)</p>
45-55 minutes	<p>Relaxation and worry control Problems like this can cause us to feel worried or stressed. Hands up if you have ever felt like that. Sometimes there are problems that we cannot solve, or there are things we don't have any control over. What do you do when you're feeling worried or anxious? (We looked at some coping strategies in Workshop 2)</p> <p>I would like us to have a go at doing some breathing exercises that are really good for when we are feeling worried or stressed. They are very quick and easy, and you can do them anywhere. You can do</p>

	<p>them in your room, when you're outside, even in school. And they are good techniques to help us calm down quickly.</p> <p>You might find yourself in a stressful situation, you've got lost, or you're nervous about a class or seeing a teacher and to help you calm down you can use these breathing techniques. They scientifically help you to calm down, because they slow your heart beat down and when you breathe in deeply it helps you get more oxygen to your brain.</p> <p>Let's have a go:</p> <p>First get yourself in a good position. Sit up, back straight, both feet on the floor. Your body needs to be relaxed and open so you can breathe deeply, not scrunched up or bent over.</p> <p>Hot Chocolate breathing.</p> <p>Imagine you have a hot mug of chocolate in your hands. Take a deep slow breath in and imagine you are smelling the delicious chocolate smell. Pause. Now slowly breathe out like you are blowing the hot chocolate to cool it down before you take a sip. Repeat 4 times.</p> <p>5 Finger breathing</p> <p>Hold your hand out with your fingers spread apart. Using a finger from your other hand trace the outline of your hand. Start at the base of your thumb and inhale as you trace up the thumb, pause at the top, exhale as you trace down the thumb, pause at the bottom. Repeat on all fingers.</p>
<p>55-60 Minutes</p>	<p>Closing Remarks</p> <p>Remember when you are starting at High school there will be many others in the same position as you. When you face problems, like getting lost or you are worried about things like homework or friendships, you can use the problem flow chart.</p> <ul style="list-style-type: none"> - What's the problem? - Can I do anything about it now? Or later? - Is there someone who can help me? <p>And if you still find you are worried or stressed. They you can use some of the breathing techniques to help you calm down and relax.</p> <p>Self -evaluation: How ready are you?</p> <p>Go back to the self-evaluation tool used at the beginning of the session. Ask the pupils to reflect once more and think about where they would place their marker on a scale of 0-10.</p> <p>How worried are you about getting lost at Secondary school?</p> <p>Has it changed?</p> <p>Has today's session made them feel any more ready?</p> <p>Do they feel even less ready? If so, why?</p>

PROBLEM SOLVING



Moving On Well Workshop 6

Session Objectives

Reading a timetable

Support Tree

Review

Pupil Outcomes

Pupils learn how to read a lesson timetable and pack a bag ready for the school day.

Pupils identify people within their own support structure and will understand the importance of asking for support to overcome challenges.

Pupils identify tools they possess that will help them through their transition to secondary school.

You will need:

- Large paper scale 0-10
- Individual named markers for each child
- School bag with example books, PE kit, equipment
Photocopiable flashcards available.
- Timer
- Support Tree Handout
- Blob Tree Question Sheet

Time

Activity

0-05
minutes

How ready are you for secondary school? – Self Evaluation

In this last workshop we will go back to the first question we asked at the very beginning of the workshops. Ask the pupils: On a scale of 0-10 how ready are you for secondary school.

Laying the **large paper scale** out across a central table or on the floor, ask pupils to place their own **named marker** on the scale.

05-30
minutes

Introduction: Reading a Timetable/packing a bag

When starting at Secondary school one of the big changes is getting used to a timetable and being responsible for your own school books and equipment.

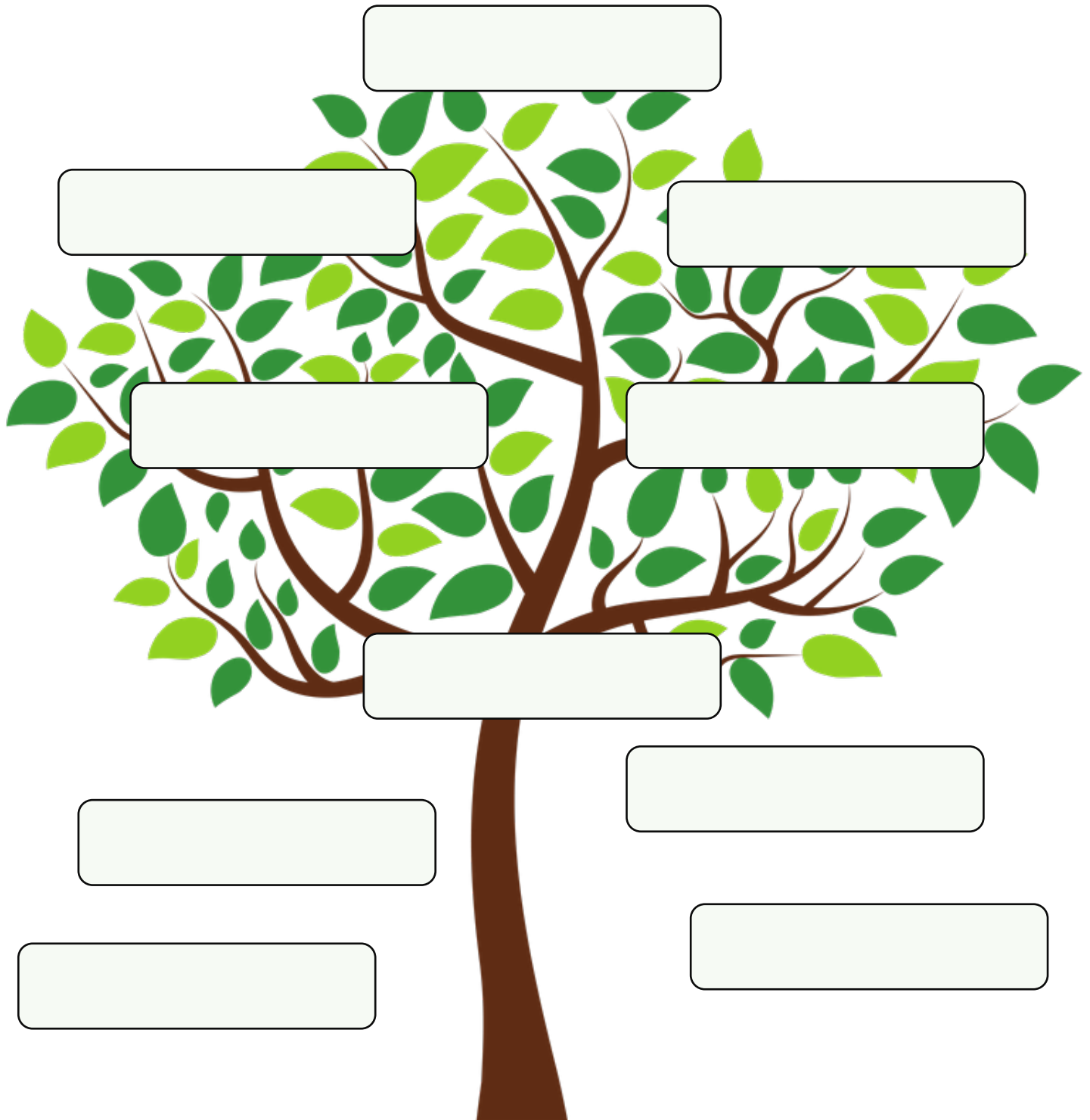
We've already had a look at a Secondary school timetable and we've discussed packing your bag at home. When did you decide was the best time to pack your bag?

Look at the timetable on slide 3. Ask some questions:

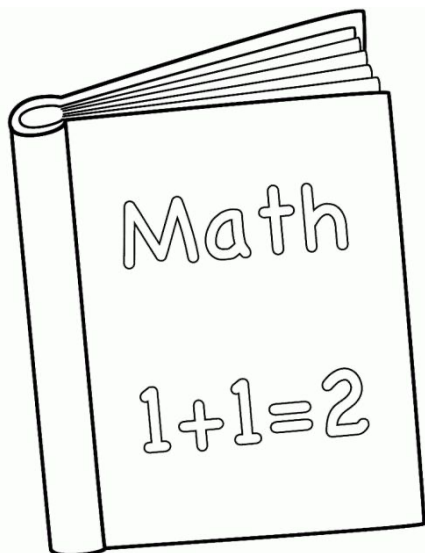
- How many lessons a day?
- How many lessons before lunch? After lunch?
- How long is each lesson?
- What time is lesson X?
- What lessons are on day X?

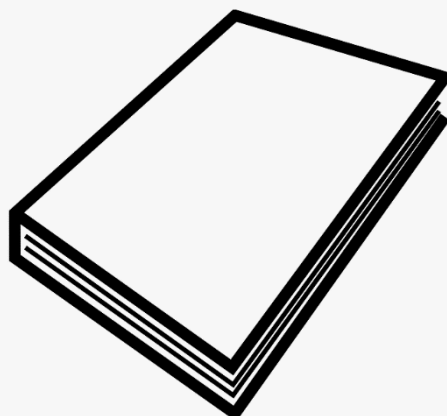
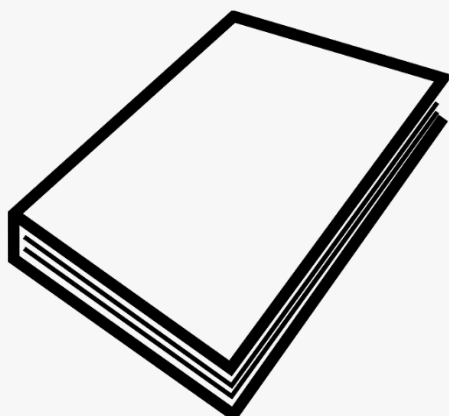
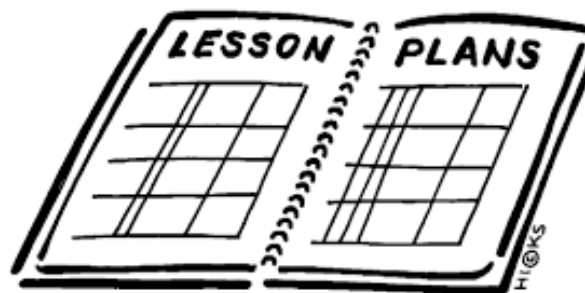
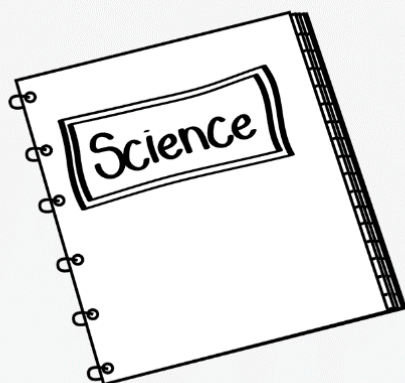
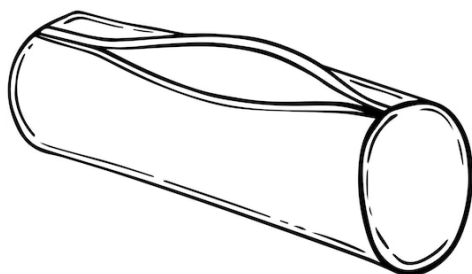
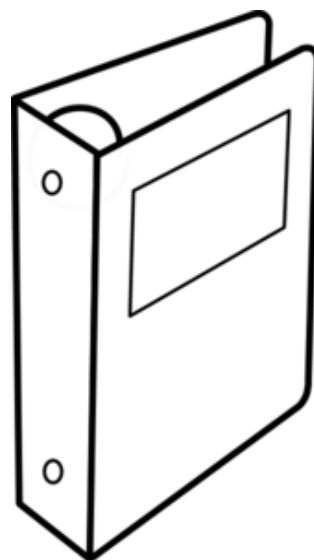
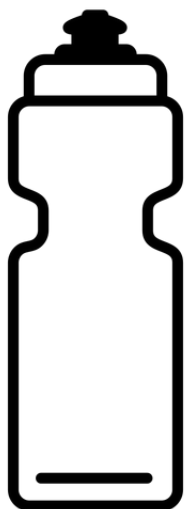
	<p>Show the school bag with example books, PE kit and equipment. Talk through what you would put in a bag for a Monday and get a volunteer to pack the bag. <i>If real examples are not available use the photocopyable resource.</i></p> <p>Game: Team Race Create teams of 3 or 4s and time each team to get the bag ready for a certain day using the example timetable. Fastest team wins.</p>
35-45 minutes	<p>Support Tree Remind the group of the Problem Flow Chart we looked at last session and draw their attention to the box that says 'Check my Support Tree'. We are going to look at our own support trees.</p> <p>Give a Support Tree Handout to each pupil. Ask pupils to write friends, family and other adults they can count on in the tree branches and roots. (Slide 7) Ask them to mark with a star:</p> <ul style="list-style-type: none"> - A person who I can confide in is..... - A person I can talk to about a problem is..... - A person who I will call if I am in a difficult situation is..... - A person who I can just sit with when I am feeling upset is..... <p>Discuss together/in groups</p> <ul style="list-style-type: none"> - How can other people help someone cope when things are challenging? - What kind of support can other people give? <p>Thinking about secondary school and new teachers and friends:</p> <ul style="list-style-type: none"> - What type of person is a good person to ask for support? - What qualities do they need?
45-55 Minutes	<p>Blob Tree Communication Tool Remind the pupils of the Blob Tree exercise they did at the very first session. We are going to do these questions again. Remember the Blobs represent how we feel. If we think of the tree as representing starting high school, which Blob best shows how you are feeling now.</p> <p>Give out the Blob Tree question sheet and run through the questions. Give pupils 5 minutes to complete.</p>
55-60 Minutes	<p>Closing Remarks We've had a chance to think through and identify who is in our support tree, who we can go to when we need help, have a problem or feel upset or worried about things. We've all got names on our support tree and it's good to know that those people are there to help us and support us. AND it's never weak to ask for help.</p> <p>Self -evaluation: How ready are you? Finally, let's do our scale of 0-10 one last time. How ready are you for high school?</p> <p>Has this changed from the beginning of the sessions? Do you feel more or less ready? Have these sessions helped you to prepare for going to high school?</p>

My Support Tree



What type of person is a good person to ask for help?





BLOB TREE QUESTIONS – Final session

Look at the Blob Tree picture. Think about how you are feeling at this moment in time and answer these questions:

Q.1	Which blob best shows where you are now when thinking about starting Secondary School?
	Number:

Q.2	Why have you chosen that blob? Can you describe how you are feeling?

Q.3	During these Transition workshops what has helped you the most?

Q.4	Is there anything that you are still worried about when you start at All Hallows?

Q.5	Is there anything that you can think of that would help you feel more ready for starting at All Hallows in September?