Lifecentre

Year 6 Workshops - Teacher's Guide

MOVING ON WELL

Ready-to-use lesson plans and resources for Year 6 transition workshops

MOVING ON WELL

Teacher's Guide

Introduction

This Moving On Well guide is designed to equip teachers to deliver a series of workshops that support Year 6 pupils and help develop their resilience skills as they prepare to start secondary school. It is relevant for all pupils regardless of their academic ability and their personal circumstances. The focus is on transition but the workshops contain activities to develop resilience skills that are life-long.

Why is transition so important?

Transitioning from primary school to secondary school is a key time of change that all pupils have to navigate. For the majority of pupils, it is an exciting time and many will successfully navigate the transition with the general support that is already around them.

However, for some children and their families, transitioning to secondary school can be more stressful. Pupils that experience high levels of stress and anxiety during school transition have difficulty adjusting to their new environment. This can lead to low attainment, poor attendance and greater social, emotional and mental health (SEMH) needs once they start at secondary school. For some this in turn leads to problems with challenging behaviour, EBSA and in some cases suspensions or permanent exclusions.

DfE statistics show that the national number of exclusions in both primary and secondary schools has been rising steadily year on year with a surge post-pandemic. Recent data shows that in 2023/24 exclusion rates spiked with a 40 per cent increase in suspensions from the previous year and a 34 per cent increase in permanent exclusions.

The Timpson Review of School Exclusion (May 2019) concluded: *'The literature consistently notes that certain vulnerabilities, individually or combined, increased a child's risk of exclusion. These included: SEND, including social emotional and mental health (SEMH) needs, poverty, low attainment, being from certain minority ethnic groups, being bullied, poor relationships with teachers, life trauma and challenges in their home lives.'*

We believe that greater transitional support for pupils across the board will positively affect pupils' SEMH needs and the impact this has on their educational outcomes and future prospects.

Preparing for transition

The Moving On Well workshop are evidence-based sessions designed to give Year 6 pupils the opportunity and time to think through the anticipated changes and voice their worries and concerns. The workshops allow pupils to reflect on their own emotions and their individual 'high school readiness' in order to strengthen and prepare where necessary.

Within the sessions, pupils look at some of the very practical aspects of moving to secondary school and how these may impact on them individually. This includes uniform expectations, traveling to and from school, reading a timetable, organising homework and packing a bag.

In addition to the practical aspects, each workshop contains activities to help pupils with social and emotional wellbeing aspects of moving school in order to build resilience. The activities focus on emotional literacy, coping strategies, identifying their support network, making friends, resolving arguments, and problem-solving techniques.

The majority of the discussions and activities within the workshops have been designed around the Resilience Framework with each activity focussing on a particular portion of the Framework. Many of the tasks have been inspired by the Smart Moves resources produced by Eikon, and The Lemonade Project's Interactive sessions for building emotional resilience.

Emotional Resilience

Resilience is described as the ability to overcome challenges in life when things go wrong or in adverse circumstances. It is often referred to as the ability to 'bounce back'. Many of us have been able to develop some level of resilience, and find that we are more resilient in certain situations.

All young people have the ability to develop resilience, however levels of resilience within an individual child will vary due to certain factors within their life's circumstances. Helping young people to acquire and develop skills that build resilience increases their chances of having a successful transition to secondary school as well as enabling them to become happier, healthier and more resilient as they go on in life. Academic resilience refers to a pupil's ability to achieving good educational outcomes despite adversity.

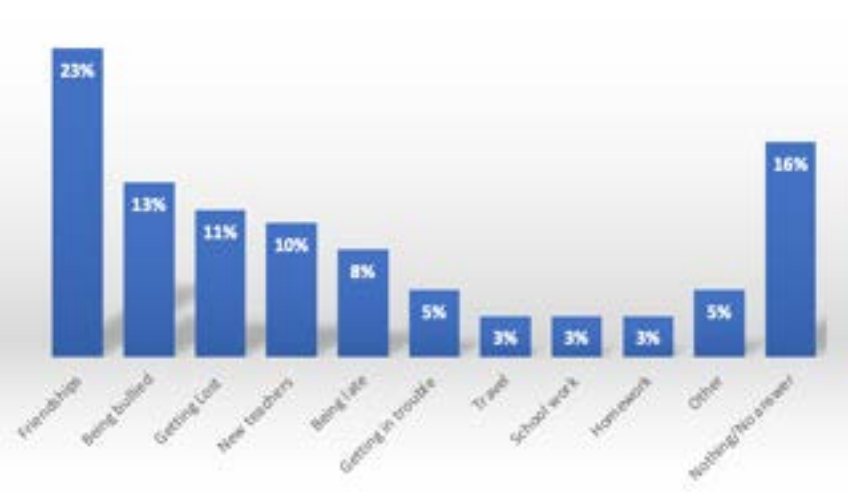
The Resilience Framework is based on a body of research called Resilient Therapy. The Resilience Framework is evidence-based and breaks down this research and puts it into a practical format which is easy to use. Professor Angie Hart along with Derek Blincow and Helen Thomas developed the framework to support children and young people develop their resilience.

The framework is split into 5 sections; Basics, Belonging, Learning, Coping and Core Self. Evidence suggests that these are the building blocks to developing resilience in a young person's life. Most of the activities within the 'Moving On Well' workshops are linked to at least one of these building blocks.

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk					
	BASICS	**BELONGING**	**LEARNING**	**COPING**	**CORE SELF**
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
		Help child/YP understand their place in the world			
	Enough money to live			Being brave	
		Tap into good influences	Engage mentors for children/YP		Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going		Solving problems	
		The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Access & transport	Take what you can from relationships where there is some hope			
				Fostering their interests	
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself		Help the child/YP take responsibility for her/himself
		Responsibilities & obligations		Calming down & self-soothing	
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Enough sleep	Make sense of where child/YP has come from			
				Lean on others when necessary	
	Play & leisure	Predict a good experience of someone or something new	Develop life skills		There are tried and tested treatments for specific problems, use them
	Being free from prejudice & discrimination			Have a laugh	
		Make friends and mix with other children/YPs			
NOBLE TRUTHS					
ACCEPTING		**CONSERVING**	**COMMITMENT**		**ENLISTING**

What do young people say?

In June 2021 we surveyed a cohort of Year 6 pupils from 6 different primary schools. The chart represents the main worries and concerns that this cohort of pupils had about starting secondary school:



The survey identified that 'Friendships', 'Being bullied' and 'Getting lost' were the 3 highest concerns for pupils. Ainsley Darwent agrees that during transition most pupils are focused on emotional and social issues (Friendships), as well as safety issues (Getting lost and being bullied) rather than issues around teaching and learning. Unfortunately, pupils will struggle to engage with the teaching and learning areas of transition, if they feel unsafe and their social and emotional needs are not being met. Darwent argues the importance of getting all three areas right for pupils to have a successful transition. *

How to use the Moving on Well workshop plans

The 6 session plans in this handbook have been created for any teaching staff member to pick up and use with minimal preparation. The workshops can be delivered to a whole class or a targeted small group and are expected to take around 1 hour. The workshops build on each other and are designed to be used as a whole series. Each workshop contains two main foci; a practical focus to improve high school readiness, and a wellbeing focus to help build resilience. The majority of the activities are interactive and discussion based, and are intended to be accessible for all abilities, with minimal written work.

Getting started - Many of the activities are done in small groups or partners. It is worth taking some time before you start to think about how best to facilitate this in your setting to enable pupils to be open and honest with one another. For larger groups it may be worth considering having additional staff members to help facilitate positive discussions and ensure all pupils have opportunities to express their thoughts and feelings focusing on those pupils who require additional support.

It is important to set up a safe place reminding pupils from the outset that there is no right or wrong answer and not to judge one another but to support one another through the various tasks. For many children it will

be about identifying and acknowledging the emotional and practical changes they are going to experience, as much as recognising that they are not alone and can alleviate potential anxiety through peer support.

Equipment and materials - There is a list of resources at the beginning of each plan and you will find all the printable resources at the end of each plan. There is also a slideshow presentation that accompanies each workshop along with links to BBC Bitesize videos used within the sessions. Some of the activities will require a few additional materials but this has been kept to a minimum.

Self - Evaluation - Each session starts by asking the children to self-evaluate their 'high school readiness' in a particular area. This is helpful for two reasons; firstly, it gives the children opportunity to assess and be aware of how they are feeling and if this has changed by the end of the session. Secondly, it gives you an indication of which children are really struggling with a particular aspect of transition and may need further follow up support. Being honest is the key here and some pupils my struggle with this in front of their peers or are simply not self-aware enough. It is important to look out for pupils that indicate they feel more worried or less 'high school ready' by the end of the session. This is likely to be because they have been exploring or discussing an area of transition they have not yet considered. Despite signs of initial worry and stress, giving all pupils opportunity to work through the practical and emotional implications will help them further down the line.

The workshops also include 'A Blob Tree' feelings self-evaluation in the first session and the final session. This communication tool helps pupils to identify how they are feeling about the move and to recognise how this has changed through the course of the workshops.

Safeguarding - Be aware that in this environment and through the various activities pupils may be more likely to make a disclosure. Any response must follow the safeguarding procedures of the school. It is important to signpost throughout the workshops where pupils can go if they want to access further support or who they can go to if there are things they want to talk about but don't feel comfortable during the session. Also, keep in mind CLA, young carers, SEN children or those with greater SEMH needs. Change and transition can be particularly challenging for these children and will need to be well supported through the various activities.

Useful Tips

- Keep the sessions fun and positive.
- Encourage contributions but don't force them.
- Don't rush helpful conversations.
- Spend more time on areas of concern if needed.
- End each session with a plenary using the Moving On Well toolbox.
- Recap the previous session with the same toolbox at the beginning of the next.

MOVING ON WELL

Teacher's Guide

Workshop 1: Understanding Emotional Resilience

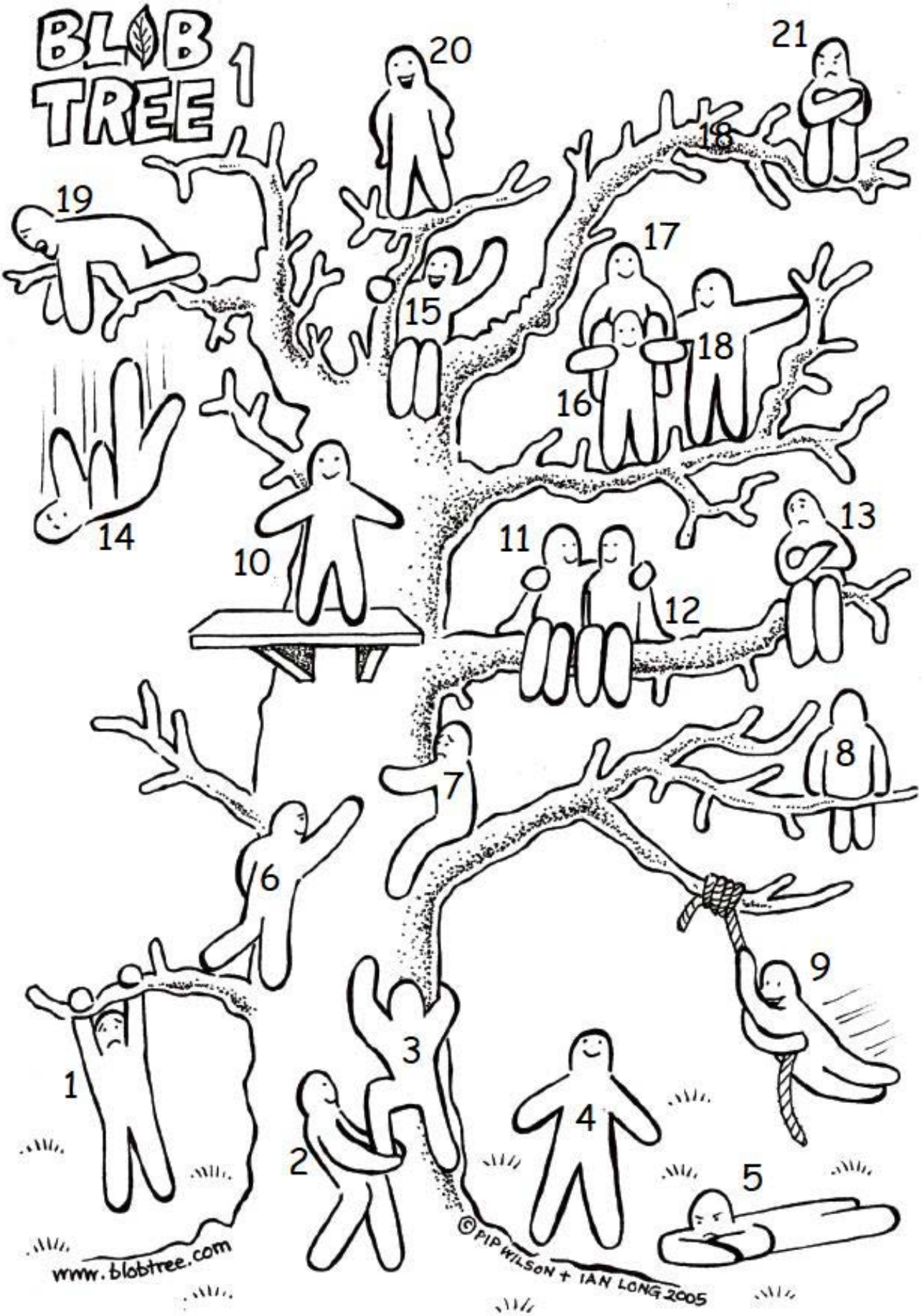
Session Objectives	Pupil Outcomes
Introduction to Emotional Resilience	Children think about their basic emotional and physical well-being and understand some of the 'building blocks' that support emotional resilience.
Reflecting on past achievements	Reflecting on past achievements allows the pupils to have pride and builds self-esteem and confidence in preparation for their next step.

Resources: Blob tree question sheet, Tumbling tower with labelled building blocks, Bunting triangles on coloured card, Ribbon or string

Activity	Teacher's Guide	Resources
Introduction *5 minutes*	Tell pupils that starting secondary school can be both exciting and nerve-racking. Some of us can 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.	

Self-Evaluation *10 minutes*	Ask pupils: On a scale of 0-10 how ready do you feel for secondary school? 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. Ask pupils to indicate how ready they feel by holding up the number of fingers on their hand. '0' being not ready at all. '10' being very ready. **Blob Tree communication Tool** Introduce the Blobs. Explain how the Blobs can represent how we are feeling. Imagine the tree as 'starting secondary school'. Pick out a couple of Blobs and ask the group how the Blob may be feeling about starting secondary 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 secondary school and which Blob best represents how they are feeling. Run through the questions on the question sheet and ask pupils to complete on their own. *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 with the hope that many of the pupils will feel more confident about their transition to High school.*	**Blob Tree & Question sheet**
Tumbling Towers *20 minutes*	This demonstration helps pupils to understand the building blocks that make up their own resilience. Having good resilience is a bit like this 'Tumbling tower'. When playing 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. 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. 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 **Game -** As a whole or 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 for their resilience.	**Tumbling Tower game**
Reflections *5 minutes*	Say: 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. Think about when you started primary school. How old were you? I bet you've learnt a lot of things since then. When you were 3 or 4 years old 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. What can you look back at and say 'I'm proud of that'? Encourage pupils to share their achievements in pairs or small groups ensuring that value is placed on big and little achievements. Use the following to prompt further thought and discussion: ● Friendships and relationships ● Attitude or behaviour ● Achievements in class work ● Physical/sport achievements ● Interests, hobbies or passions ● What simple things that you do every day can you be proud of? End the discussion by reminding pupils of why 'being proud' is important for strengthening our self esteem.	
'Big Yourself Up' Bunting *15 minutes*	Give each pupil a selection of card triangles. Ask them to write or draw things they are proud of on each of the triangles. Decorate the triangles. Thread the triangles through on the ribbon or string to create bunting. Hang up the bunting as a reminder of all their amazing achievements, however big or small.	**Triangle cards** **Ribbon or string**
MOW Toolkits *5 minutes*	Through these sessions we will be adding more items to our Moving On Well tool kit. These tools will help you to move on well to secondary school. 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. Being proud is something that you can put in your toolkit. We will put more things in our toolkits over the sessions.	**MOW presentation slides**


BLOB TREE 1
20
21
18
19
17
15
18
16
14
13
10
11
12
8
7
6
9
3
1
4
2
5
www.blobtree.com
©PIP WILSON + IAN LONG 2005

MOVING ON WELL

Self - Evaluation

Look at the Blob Tree picture. Think about how you are feeling about starting secondary school? Which blob best represents how you are feeling?

Blob number:

Why have you chosen this blob? Can you describe how you are feeling?

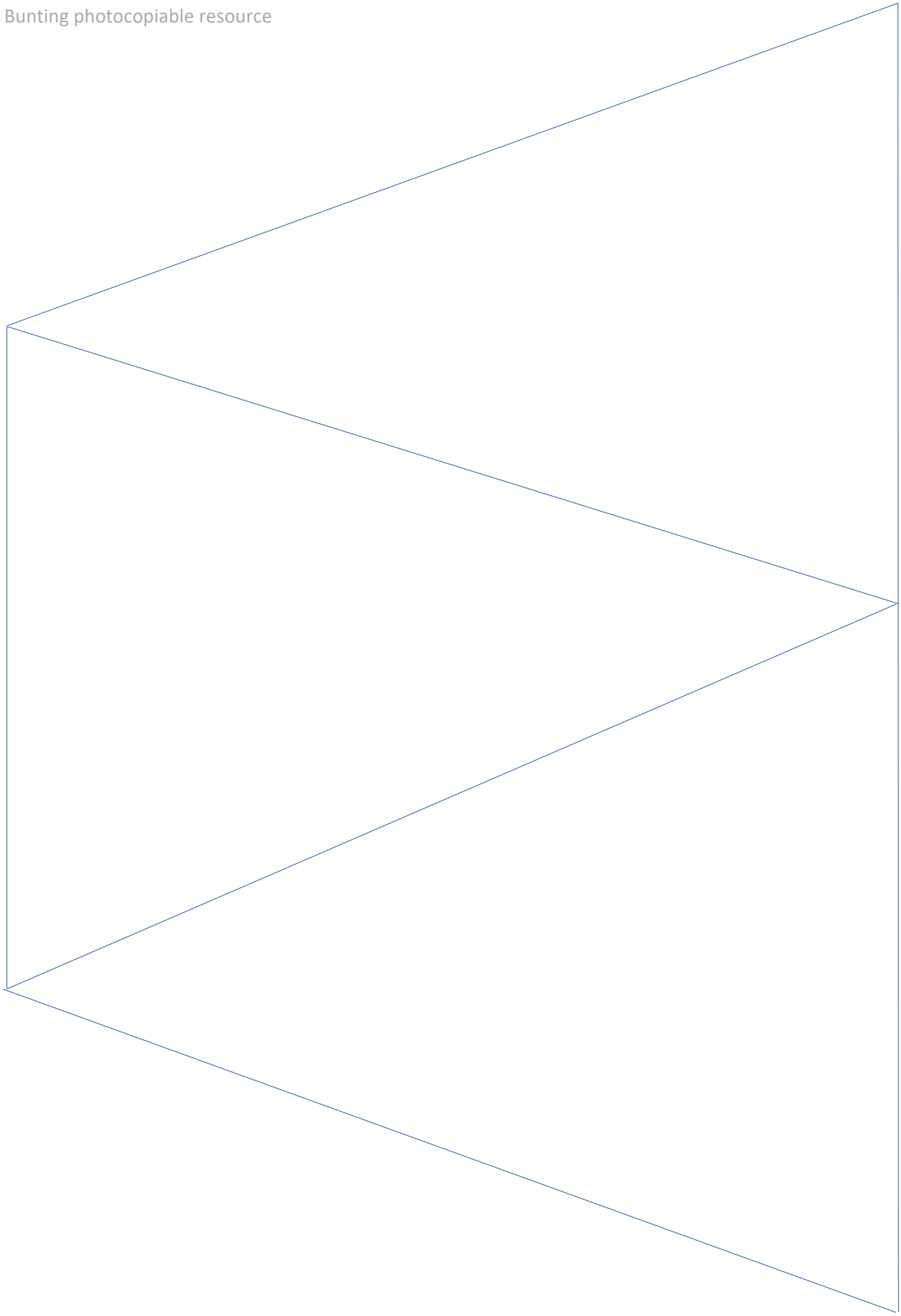
If you could be any blob, which blob would you like to be?

Blob number:

Why do you think you would like to be this blob?

What do you think might help you to be the blob you want to be?

Bunting photocopiable resource



Resilience Words

Making friends

Healthy diet

Have a laugh

Coping strategies

Being brave

Exercise

Being safe

Calming down

Belonging

Hobbies

Self-esteem

Organised

Solving problems

Responsibilities

Positive friendships

Enough sleep

MOVING ON WELL

Teacher's Guide

Workshop 2: Developing Coping Strategies

Session Objectives	Pupil Outcomes
Uniform requirements & expectations	Pupils discuss concerns around the school uniform requirements, and understand the reasoning behind uniform expectations and consequences.
Emotional literacy	Pupils are able to label and express their own feelings and recognise feelings in others, thus being able to better manage emotional responses.
Physical coping strategies	Pupils can identify certain activities that can help them to respond positively when feeling overwhelmed or when emotions are heightened.

Resources: Large roll of paper, Marker pens or thick felt pens, Emoji Handout, Coping Strategy printouts.

Activity	Teacher's Guide	Resources
Recap *2 minutes*	Remind the children of the MOW Toolkit that we looked at last week and ask if they can remember the 'tool' that was added. How does self-esteem help us be more ready for secondary school.	**MOW presentation slides**
Self-Evaluation *3 minutes*	Ask the pupils: On a scale of 0-10 how confident do you feel about the uniform rules and expectations at secondary school? Ask the pupils to indicate how confident they feel by holding up the number of fingers on their hand. '0' being not confident at all. '10' being very confident.	

Group Drawing Activity *10 minutes*	In smaller groups, pupils draw around a volunteer pupil on a large piece of paper. Using marker pens have each group draw on a secondary school uniform. Focus on the differences between primary and secondary uniforms. They can include items that they might take with them to secondary school too. Option: To make it more competitive, judge the final pictures and choose the group with the best uniform.	**Large piece of paper for each group** **Marker Pens**
Discussion *10 minutes*	Allow the groups to feedback and discuss some of 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?	
Emoji Bingo *5 minutes*	Handout to pairs the Emoji Handout. Ask them to discuss and write down what feelings the emojis symbolise. First pair to complete them all shout out BINGO! Get feedback from the pairs. What are the obvious ones? What other words could you use to describe that feeling? Are there any that you couldn't name?	**Emoji Bingo Handout**
Coping Strategies *25 minutes*	Say: 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. Feeling excited or nervous about moving to secondary school are normal emotions to feel. And there are many other emotions that you may feel too. Can you think of some other emotions that pupils in Year 6 could be feeling? It's important to remember how you feel is never wrong. 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? When we feel like that it's helpful to find positive ways to manage our emotions. These are 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. 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.'	

	Coping Strategies - 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: 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. 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. COMFORT – if feeling sad, upset or embarrassed something from the comfort list might help. Try imaging your cuddling a pillow or a soft toy. CONSTRUCTIVE – you might be the kind of person that finds doing something constructive helps. Have a go at writing a list of positive things in your life. Facilitate a discussion whereby pupils can discuss which strategies they have tried and which ones they think might help them. Have them think about their Top 3 Strategies.	**Coping Strategy Handouts** **or** **MOW presentation slides**
MOW Toolkits 5 minutes	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. Remind the pupils of the Moving On Well Toolkit. The 'tools' from this session can be added to our toolkit.	**MOW presentation slides**

EMOJI BINGO

Write down a different emotion or feeling for each emoji.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

COPING STRATEGIES

CREATIVE

- Singing
- Knitting
- Sewing
- Crocheting
- Origami
- Drawing or painting
- Playing a musical instrument
- Writing poetry, journals, letters, stories etc.
- Doodling or scribbling
- Learning song lyrics

CONSTRUCTIVE

- Doing school work or homework
- Writing a to do list
- Untangling necklaces, string or wool
- Sorting your room or clothes
- Cleaning
- Organising your books or toys
- Stamping on cans for recycling
- Cooking or baking
- Reading a book
- Painting your nails
- Gardening
- Building lego
- Writing a list of positive things in your life

PHYSICAL

- Exercise - Sit ups etc.
- Going to the gym
- Punching a punch bag
- Having a pillow fight with a wall
- Shouting and screaming
- Ripping up paper into small pieces
- Popping bubble wrap or balloons
- Playing with a stress ball
- Taking your anger out on a soft toy
- Throw socks against the wall
- Dancing
- Stamping your feet (with boots on)
- Play catch with a ball
- Swimming
- Going for a bike ride/walk/run

BEING WITH OTHERS

- Hugs
- Visiting friends
- Helping someone
- Calling a friend
- Generally being with people
- Going to a public place
- Talking about your problems with someone close to you that knows you well

INSPIRING

- Yoga or Tai chi
- Looking at works of art
- Watching a candle burn
- Meditating
- Watching fish, birds or butterflies
- Looking up into the sky, cloud watching or star gazing
- Picking an object like a shell or rock and focusing on it very closely

COMFORTING

- Cuddling a soft toy/ pillow
- Allowing yourself to cry
- Taking a shower or a bath
- Wearing your pyjamas and watching TV
- Massaging your own feet and hands
- Drinking hot chocolate
- Playing with a pet
- Sleeping

PHYSICAL

- Exercise - Sit ups etc.
- Going to the gym
- Punching a punch bag
- Having a pillow fight with a wall
- Shouting and screaming
- Ripping up paper into small pieces
- Popping bubble wrap or balloons
- Playing with a stress ball
- Taking your anger out on a soft toy
- Throw socks against the wall
- Dancing
- Stamping your feet (with boots on)
- Play catch with a ball
- Swimming
- Going for a bike ride/walk/run

CREATIVE

- Singing
- Knitting
- Sewing
- Crocheting
- Origami

- Drawing or painting
- Playing a musical instrument
- Writing poetry, journals, letters, stories etc.
- Doodling or scribbling
- Learning song lyrics

CONSTRUCTIVE

- Doing school work or homework
- Writing a to do list
- Untangling necklaces, string or wool
- Sorting your room or clothes
- Cleaning
- Organising your books or toys
- Stamping on cans for recycling
- Cooking or baking
- Reading a book
- Painting your nails
- Gardening
- Building lego
- Writing a list of positive things in your life

BEING WITH OTHERS

- Hugs
- Visiting friends
- Helping someone
- Calling a friend
- Generally being with people
- Going to a public place
- Talking about your problems with someone close to you that knows you well

INSPIRING

- Yoga or Tai chi
- Looking at works of art
- Watching a candle burn
- Meditating
- Watching fish, birds or butterflies
- Looking up into the sky, cloud watching or star gazing
- Picking an object like a shell or rock and focusing on it very closely

COMFORTING

- Cuddling a soft toy/ pillow
- Allowing yourself to cry
- Taking a shower or a bath
- Wearing your pyjamas and watching TV
- Massaging your own feet and hands
- Drinking hot chocolate
- Playing with a pet
- Sleeping

My Top 4 Coping Strategies

1.
2.
3.
4.

My Top 4 Coping Strategies

1.
2.
3.
4.

My Top 4 Coping Strategies

1.
2.
3.
4.

My Top 4 Coping Strategies

1.
2.
3.
4.

MOVING ON WELL

Teacher's Guide

Workshop 3: Developing Positive Friendships

Session Objectives	Pupil Outcomes
Travelling to school	Pupils can plan their route to secondary school. They can identify potential problems and offer solutions.
Making New Friends	Pupils identify different types of friends and the qualities of a good friend
Resolving Arguments	Pupils develop strategies for resolving arguments.

Resources: BBC Bitesize video: Making New Friends, Resolution flashcards, Role play situation cards

Activity	Teacher's Guide	Resources
Recap *2 minutes*	Remind pupils of the MOW Toolkit looked at in the last session and ask if they can remember the 'tool' that was added.. Ask pupils if they have had an opportunity to try out any of the coping strategies looked at in the last session.	**MOW presentation slides**
Self-Evaluation *3 minutes*	Ask pupils: On a scale of 0-10 how confident they feel about making friends when they start at secondary school? Ask pupils to indicate how confident they feel by holding up the number of fingers on their hand. '0' being not confident at all. '10' being very confident.	

Pictionary Race *10 minutes*	Divide the group into teams of 5-6 pupils. Explain that one person in the group will be shown 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 or symbols and without saying anything. The rest of the team must try to guess what is being drawn. Words: Car, Boat, Bicycle, Train, Aeroplane, Walking, Truck, Bus When the group have successfully guessed the first word a second person from the group comes up to see the second word by giving the answer to the first and so on until all the words are guessed.	**Pictionary words**
Discussion *15 minutes*	Introduce different modes of transport used to travel to and from school: ● Which mode of transport can we use to travel to school? ● 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? **Discuss with a partner -** Allow pupils time to discuss with a partner how they expect to travel to and from their secondary school. Pupils can include additional information like, what time they will have to get up in the morning, what time they will leave the house, how long is the journey, what time will they get home after school. Ask pupils to also discuss possible problems they may encounter and any solutions they may have for these problems. Take feedback regarding the kinds of problems they discussed and create a mind map on a whiteboard or Flipchart of possible problems and solutions e.g. late bus, missed stop, getting lost, lost bus pass, walking alone. Encourage pupils to discuss travel plans further with parents/carers and to schedule time to practice the journey if needed.	
Video *5 minutes*	Remind pupils that some of them may be starting secondary school with friends, some may not. Either way there will be lots of opportunity to make new friends. Now watch the BBC Bitesize video to see how Malachi and Libby found new friends at secondary school.	**BBC Bitesize:** https://www.bbc.co.uk/bitesize/articles/znhf7nb
Discussion *5 minutes*	Discuss as a group what things they noted from the video that would help to make friends Discuss other ideas for making friends as they start at secondary school. Questions to facilitate discussion: ● 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? Discuss as a group or in pairs which qualities make a good friend and why.	

Resolving arguments *15 minutes*	What happens when friendships go wrong. Ask: What is an argument? How is it different from just having an opinion? We can disagree and not argue. But sometimes we argue.... · 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? **Activity 1 -** What can you do when someone is annoying you or you are finding them difficult? 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 a situation and bad ways to handle a situation. **Activity 2** - 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 time allows groups can act out their role-play or simply describe how they resolved the situation.	**Resolution flashcards** **Role-play situation cards**
MOW Toolkits *5 minutes*	Encourage pupils 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. Remind pupils of the Moving On Well Toolkit. The 'tools' from this session can be added to the toolkit.	**MOW presentation slides**

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 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 with everyone getting to their next class. Jason is messing around and accidently pushes Lucas. 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 best 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

Teacher's Guide

Workshop 4: Good Choices

Session Objectives	Pupil Outcomes
Healthy Sleep	Pupils understand the importance of sleep, can identify things that help or hinder sleep and how to improve their own sleep.
Understanding our Responsibilities	Pupils discuss the responsibilities they have and understand how this helps them to have a greater sense of belonging.
Making Good Choices	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.

Resources: Agree and Disagree signs, Bad Day Comic Strip, Good Choices Handout

Activity	Teacher's Guide	Resources
Recap *2 minutes*	Remind pupils of the MOW Toolkit looked at in the last session and ask if they can remember the 'tool' that was added. Ask pupils what they can remember from the last session and what they found most useful.	**MOW presentation slides**
Self-Evaluation *3 minutes*	Ask pupils: On a scale of 0-10 how confident they feel about being organised and managing their homework when they start at secondary school? Ask pupils to indicate how confident they feel by holding up the number of fingers on their hand. '0' being not confident at all. '10' being very confident.	

Activity	Teacher's Guide	Resources
The Sleep Quiz *10 minutes*	Place AGREE and DISAGREE signs at opposite sides of the room. Read the quiz questions out and pupils decide which sign to stand by. To adapt for larger groups use stand up/ sit down or thumbs up/thumbs down to agree or disagree. Discuss the correct answer to each question encouraging pupils to consider healthy sleep options. **Quiz Questions :** -2°C is the perfect room temperature to help you get a good night's sleep? DISAGREE: The perfect room temperature is 18-22°C The average teenager needs around 9 hours sleep per night? AGREE: 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. DISAGREE: 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. DISAGREE: 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. AGREE: 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. DISAGREE: 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. AGREE: Stretching helps release tension and lowers levels of stress hormones in your body. Screen time before bed helps you to sleep better. DISAGREE: 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. AGREE: These activities help you to wind down and drift off to sleep more easily.	**AGREE and DISAGREE signs**
Enough Sleep *10 minutes*	**Discussion -** Ask pupils to think about what time they usually go to sleep and wake up on a normal school day. Have pupils discuss the following questions in pairs or small groups. ● Are your sleep times similar? ● Why is sleep important?	**MOW presentation slides**

	• 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 secondary school?	
Responsibilities Activity *15 minutes*	Discuss as a whole group other responsibilities we have. Say 'we've talked about the responsibility we have to get good, healthy sleep, but what other things are you responsible for in your life?' Discuss the the four different spheres of responsibility we have: • 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 or water.* **Bad Day -** Hand out 'Bad Day' comic strip. Ask pupils to look at what has happened to the bot throughout his day and discuss in pairs what things have gone wrong. Get some feedback and ask pupils to discuss in pairs again what could the boy have done to make his day better. Get feedback and focus on being organised, packing a school bag the night before and doing homework at set times. Ask pupils to identify some of the things that the boy could not change. Remind pupils that we cannot change all situations, only the things we have responsibility for ourselves. **Discuss Further** - 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?	**'Bad Day' Comic strip**
Good Choices, Bad Choices *15 minutes*	Ask pupils to think about a typical evening at home after primary school. How do they organise their time? What do they usually do? Give out the handout and have pupils do the first task on the handout. Direct pupils to cut out the first set of flashcards and create a timeline for themselves of a typical evening after school. Optional blank cards are available for activities that are not included in the general list. Once pupils have completed the first task, ask them now to think about what responsibilities will change once they start at secondary school. Emphasis the importance of being organised, doing homework, and managing their own books and equipment. These things are likely to be significantly different to their responsibilities at primary school . Have pupils do the second task on the handout. Cut out the two additional flashcards and decide where they will place them in their timeline. Maybe other activities will need to change. Have pupils tell a partner what they have decide.	**Good Choices Handout**

MOW Toolkits *5 minutes*	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. Remind pupils of the Moving On Well Toolkit. The 'tools' from this session can be added to the toolkit.	**MOW presentation slides**

Bad day

Good Choices

Task 1: Cut out the after-school activities. Which of these activities do you do on a typical evening after school. Draw your own if you do something that's not here.
Once you've got your activities place them in the order that you do them with "Go to bed" last.

Watch TV	**Play on screens**	**Eat dinner**
Help at home	**Play outside**	**Sports or clubs**
Go to bed	**Hang out with friends**	

Task 2: Think about the extra responsibilities you will have once you start secondary school. Add these two additional activities into your after-school time. When is going to be the best time to do your homework and pack your school bag?

Do your homework	**Pack your school bag**	

MOVING ON WELL

Teacher's Guide

Workshop 5: Problem Solving

Session Objectives	Pupil Outcomes
Finding your way around school Developing problem solving techniques Using breathing techniques to relax and calm down	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.

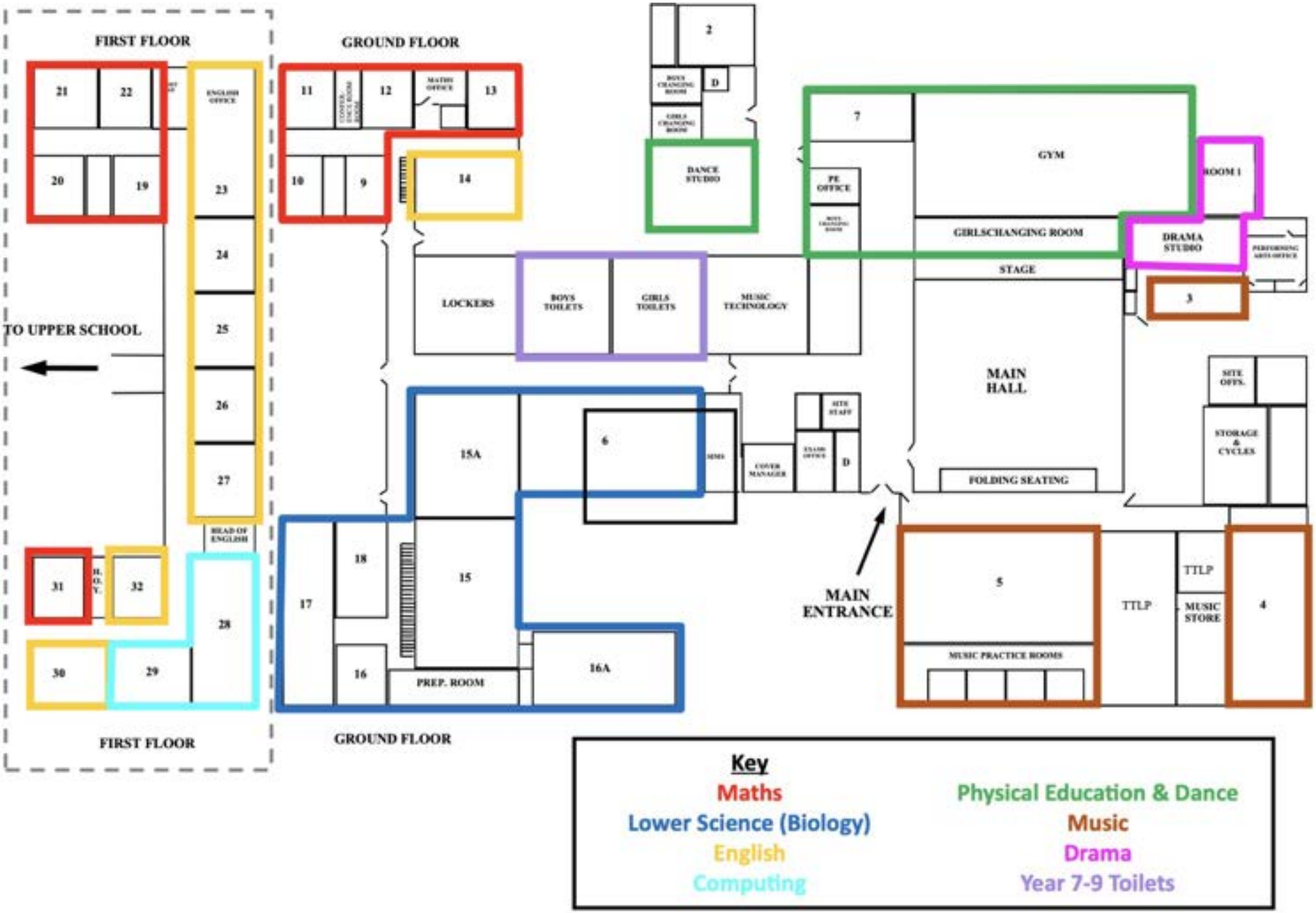
Resources: Sample School Map, BBC Bitesize Video; The Size of the School, Problem Flow Chart, Problem Solving cards.

Activity	Teacher's Guide	Resources
Recap *2 minutes*	Remind pupils of the MOW Toolkit looked at in the last session and ask if they can remember the 'tool' that was added. Ask pupils what they can remember from the last session and what they found most useful.	**MOW presentation slides**
Self-Evaluation *3 minutes*	Ask pupils: On a scale of 0-10 how worried are you about getting lost at secondary school? Ask pupils to indicate how worried they feel by holding up the number of fingers on their hand. '0' being very worried, '10' being not worried at all.	

Activity	Teacher's Guide	Resources
Finding your way *10 minutes*	Say: One of the things that worry Year 6 pupils the most about going to secondary 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 where you tend to stay in one classroom, to a much bigger school where you have to move around from classroom to classroom. Give each group/pair a copy of the sample school map. Go through the map and point out different areas. 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'? Using a list of different locations 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. **Option: Timetable -** Using a sample timetable get students to describe going from one class to another on a certain day.	**Sample School Map**
Video: Getting lost *10 minutes*	Show the video and ask the students to listen out for any tips on how to find your way around a new school. **Discussion -** 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? Focus on: Asking others (classmates, teachers, older pupils), following other classmates, giving yourself time at break and lunch times to find your classrooms. Remind pupils that learning your way around will take time - but actually not that long! It's OK to not be sure where you are going.	**BBC Bitesize Video** **https://www.bbc.co.uk/bitesize/articles/zbq6kmn**
Problem Solving *15 minutes*	Say: Getting lost is one kind of problem but there are things that you can do to prevent getting lost and there are things you can do if and when you do get lost. There are problem solving techniques we can use. Ask pupils to give a show of hands as to whether they think 'getting lost' is a small, medium or large problem. It will be different for different pupils. 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: ○ You are 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 **Problem Solving flow chart -** Hand out the Problem Solving Flow Chat Work through the flow chart together using the 'Getting Lost' problem as an example. In small groups or pairs have pupils discuss some problems and use the flow chart to decide on an action plan. Pupils can make up their own problems or pick from the following: ○ It's bedtime and you haven't done you homework for tomorrow. ○ A friend in your form is being bullied. ○ The maths teacher is really scary and you are finding maths hard. You dread every lesson. ○ You have forgotten your packed lunch and you don't have any money for lunch.	**Problem Solving Handout** **MOW presentation slides** **or**

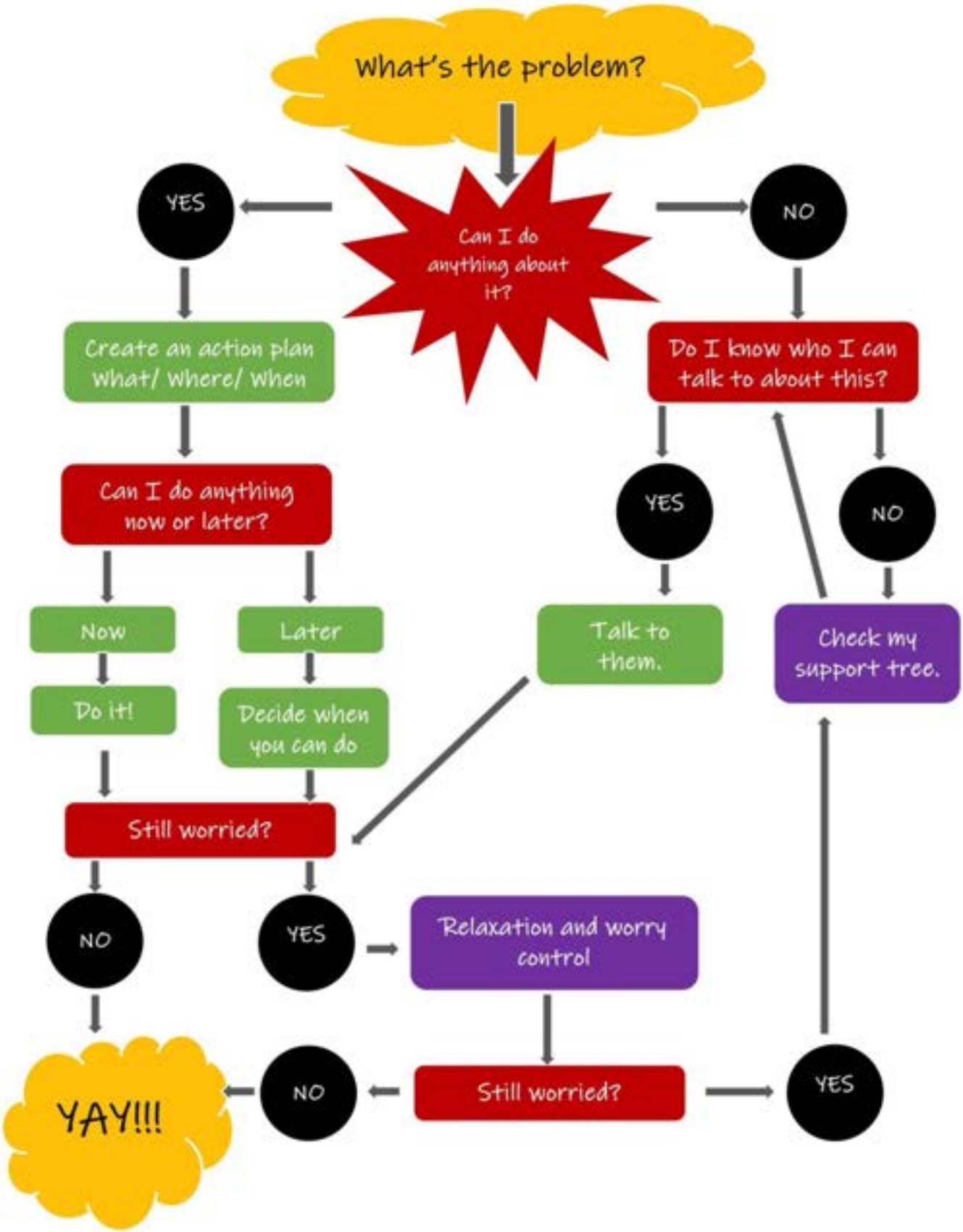
	○ You have lost you bus pass. ○ You are worried that one of you best friends does not like you anymore. ○ You have left your trainers somewhere in the school and next lesson is P.E. ○ It's the middle of the afternoon and you have a bad headache. Refer pupils to 'Check my Support Tree' on the flow chart. This is looked at in the next session.	**Problem Solving Cards**
Activity *15 minutes*	**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? 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 them in your room, when you're outside, even in school. And they are good techniques to help us calm down quickly. 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. Let's have a go. 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. **Hot Chocolate breathing -** 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. **5 Finger breathing -** 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.	
MOW Toolkits *5 minutes*	Remember when you are starting at secondary 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: What's the problem? Can I do anything about it now? Or later? Is there someone who can help me? 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. Remind pupils of the Moving On Well Toolkit. The 'tools' from this session can be added to the toolkit.	**MOW presentation slides**

Sample School Map (Workshop 5)



MOVING ON WELL

Problem Solving Flow Chart



MOVING ON WELL

Problem Solving cards

1. It's bedtime and you haven't done your homework for tomorrow.	2. A friend in your form is being bullied.
3. The maths teacher is really scary and you are finding the work too hard. You dread every maths lesson.	4. You have forgotten your packed lunch and you don't have any money for lunch.
5. You have lost your bus pass.	6. You are worried that one of your best friends does not like you anymore.
7. You have left your trainers somewhere in school and next lesson is PE.	8. It's the middle of the afternoon and you have a bad headache.

MOVING ON WELL

Teacher's Guide

Workshop 6: Support Tree

Session Objectives	Pupil Outcomes
Reading a Timetable Identifying a Support tree Review	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

Resources: Sample Timetable, School bag with example books, PE kit, equipment etc. or photocopiable resource, Support Tree Handout, Blob Tree Question Sheet

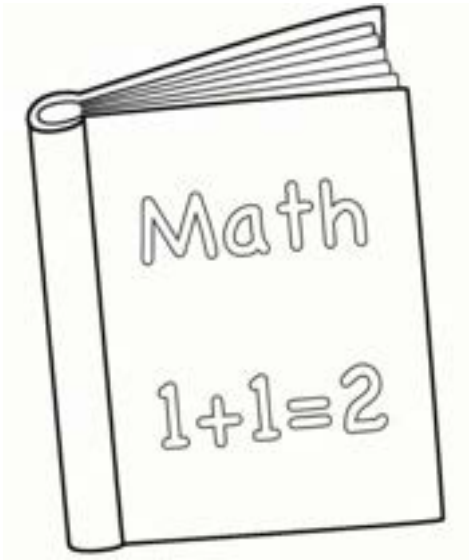
Activity	Teacher's Guide	Resources
Recap *2 minutes*	Remind pupils of the MOW Toolkit looked at in the last session and ask if they can remember the 'tool' that was added. Ask pupils what they can remember from the last session and what they found most useful.	**MOW presentation slides**
Self-Evaluation *3 minutes*	Ask pupils: On a scale of 0-10 how confident do you feel about reading a timetable and being organised with their school equipment when they start at secondary school? Ask pupils to indicate how confident they feel by holding up the number of fingers on their hand. '0' being not confident at all. '10' being very confident.	
Reading a Timetable *25 minutes*	Remind pupils that when starting at secondary school one of the big changes to get used to is reading your own timetable and being responsible for your own school books and equipment. It's important to know how to read a timetable. Hand out sample timetables (or use presentation slides) and have pupils look together. Ask some retrieval questions checking pupils can read and understand the content of the timetable: ○ How many lessons a day? How many lessons before lunch? After lunch? ○ How long is each lesson? ○ What day and time is lesson X? ○ Where is lesson X? ○ What does X stand for?	**Sample Timetable** **or** **MOW presentation slides**

Activity	Teacher's Guide	Resources
Cont.	Tell pupils that they will each be given their own, individual timetable and the importance of keeping it safe, making copies etc. Ask pupils what equipment they are likely to need each day, including a stacked pencil case, school books, reading book, planner, P.E. Kit, water bottle. Using the Timetable, talk through what you would put in a bag for a Monday and get a volunteer to pack the bag. (*If real examples are not available use the photocopiable resource).* **Team Race -** Choose a volunteer team of 3 or 4 pupils and time them getting the bag ready for a certain day using the timetable. Have teams race against each other to see who can pack the bag correctly the fastest.	**Example school bag and equipment.**
Discussion *10 minutes*	**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'. Talk about the importance of knowing who is around you. Who is in '*your tribe'?* Talk about those at home, family members, trusted friends, adults at school or at youth/faith/sports groups that you can talk too. Give each pupil a Support Tree handout. Ask pupils to write friends, family and other adults they can count on in the spaces provided. Ask them to mark with a star: ○ A person who I can confide in. ○ A person I can talk to about a problem ○ A person who I will call if I am in a difficult situation. ○ A person who I can just sit with when I am feeling upset. Discuss together or in groups: How can other people help someone cope when things are challenging? What kind of support can other people give? Thinking about secondary school, new teachers and friends: What type of person is a good person to ask for support? What qualities do they need? **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. The people on our support tree are there to help us and support us. It's never weak or silly to ask for help.	**Support Tree Handout**
Activity *10 minutes*	**Blob Tree Communication Tool** Ask pupils to think back to the first workshop and the question asked right at the very beginning. On a scale of 0-10 how ready are you for secondary school? Can they remember the number they felt back then. Has it changed? As they get closer to the end of their time at primary school, do they feel more or less ready? Ask pupils to indicate how ready they feel by holding up the number of fingers on their hand. '0' being not confident at all. '10' being very confident. Remind the pupils of the Blob Tree exercise they did in the first workshop. Look at the Blob Tree again and have pupils work through the questions taking note of those pupils that have grown in their 'high school readiness' and those that are still not feeling prepared.	**Blob Tree Question Sheet**

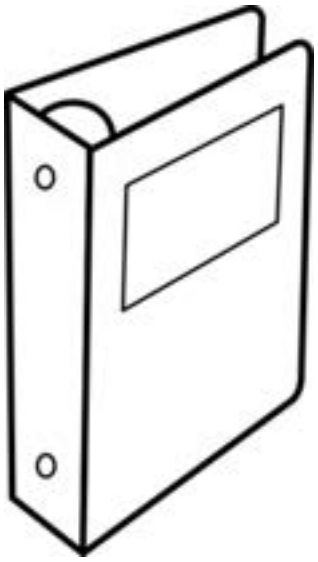
MOW Toolkits *5 minutes*	Review the Moving On Well Toolkit and remind pupils of all the tools added to the tool kit over the 6 workshops: ○ Being proud of primary school achievements ○ Understanding the blocks to build resilience ○ Identifying coping strategies ○ Traveling to and from school ○ Making and having good friendships ○ The important of healthy sleep ○ Knowing our responsibilities and making good choices ○ Developing problem solving techniques ○ Breathing exercises when we need to relax & calm down ○ Reading a timetable and being organised ○ Who's in my support tree	**MOW presentation slides**

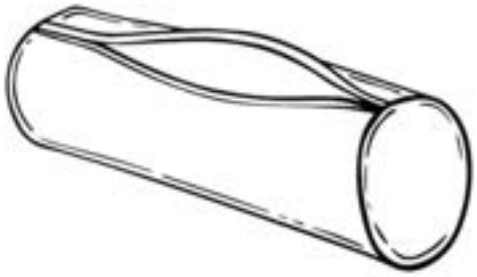
MOVING ON WELL: YEAR 7 TIMETABLE

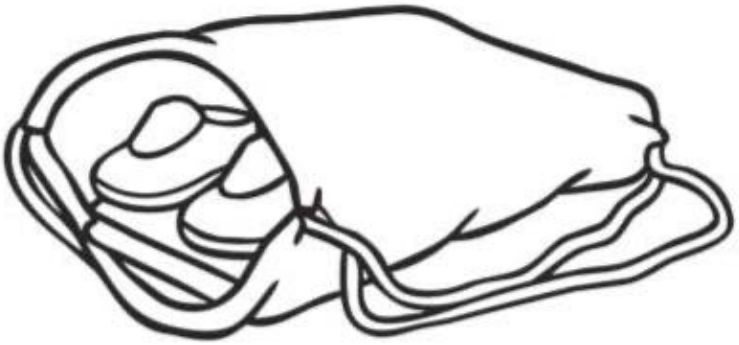
	Monday	Tuesday	Wednesday	Thursday	Friday
08:30 - 08:55	Form Time	Form Time	Form Time	Form Time	Form Time
08:55 - 09:45	English AA S7	PE JH Gym	English AA S7	English AA S7	IT DGH F12
09:45 - 10:35	Spanish RM F17	PE JH Gym	PD MWR F6	Geography JP F14	Food Tech PEW G11
Break					
10:50 - 11:40	History DG F14	RE LS F3	Maths DT G15	Maths DT G15	Maths DT G15
11:40 - 12:30	RE LS F3	English AA Library	Science TM S16	History DG F14	Geography JP F14
Lunch					
1:20 - 2:10	Science TM F3	Music GH F21	IT DGR F12	Spanish FM F17	English AA S7
2:10 - 3:00	Maths DT G15	Design & Technology DF G3	Art JEB F2	Science TM S16	Science TM S16

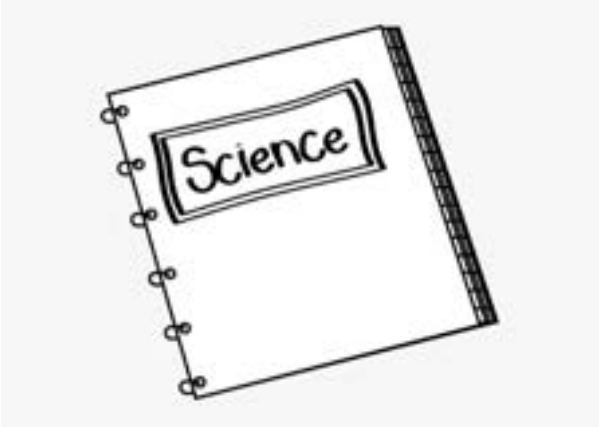

Math
1+1=2

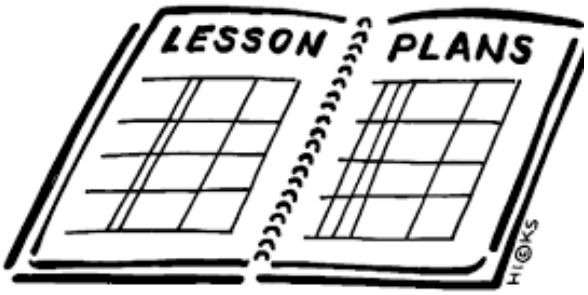
ENG





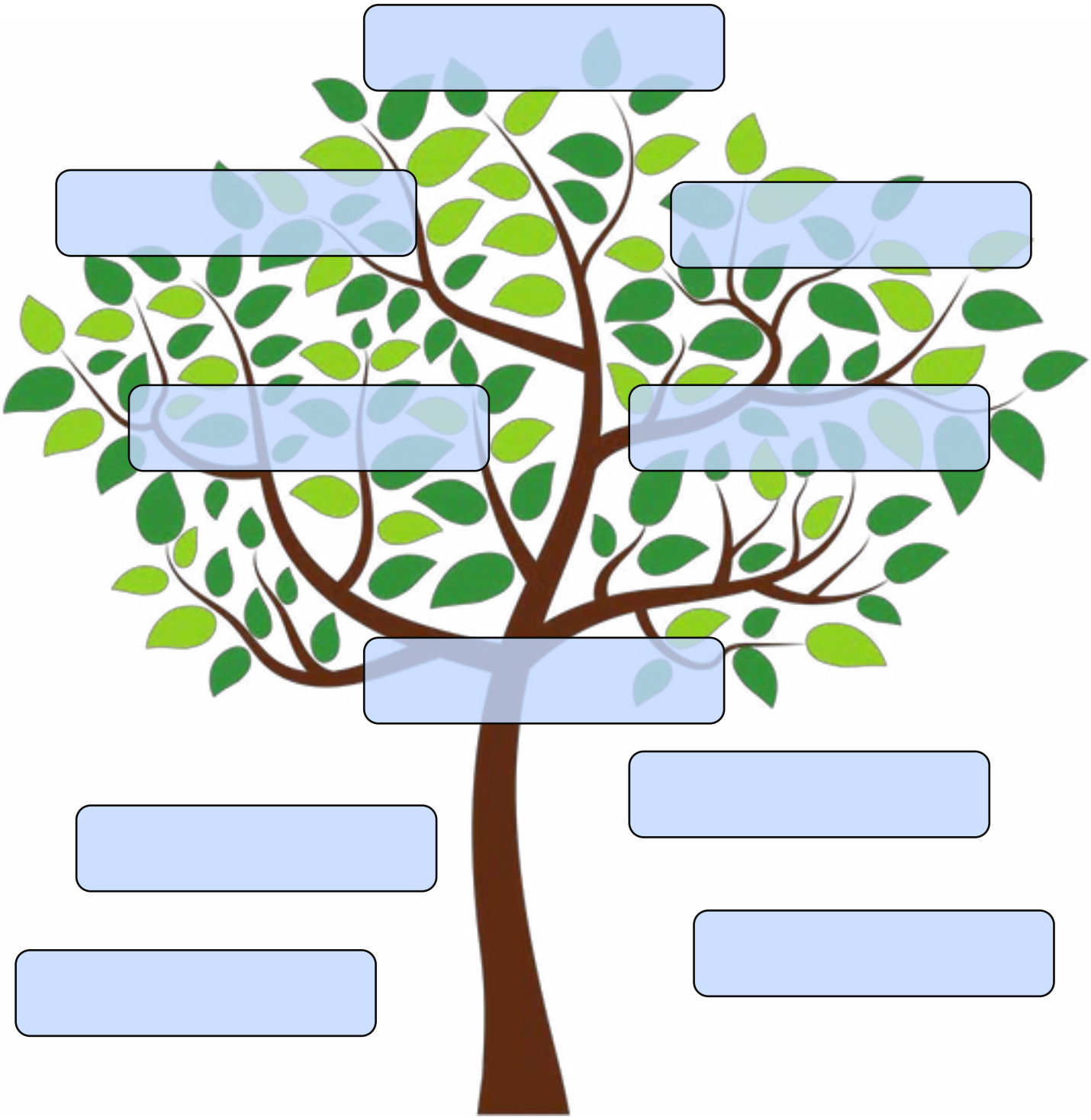



Science

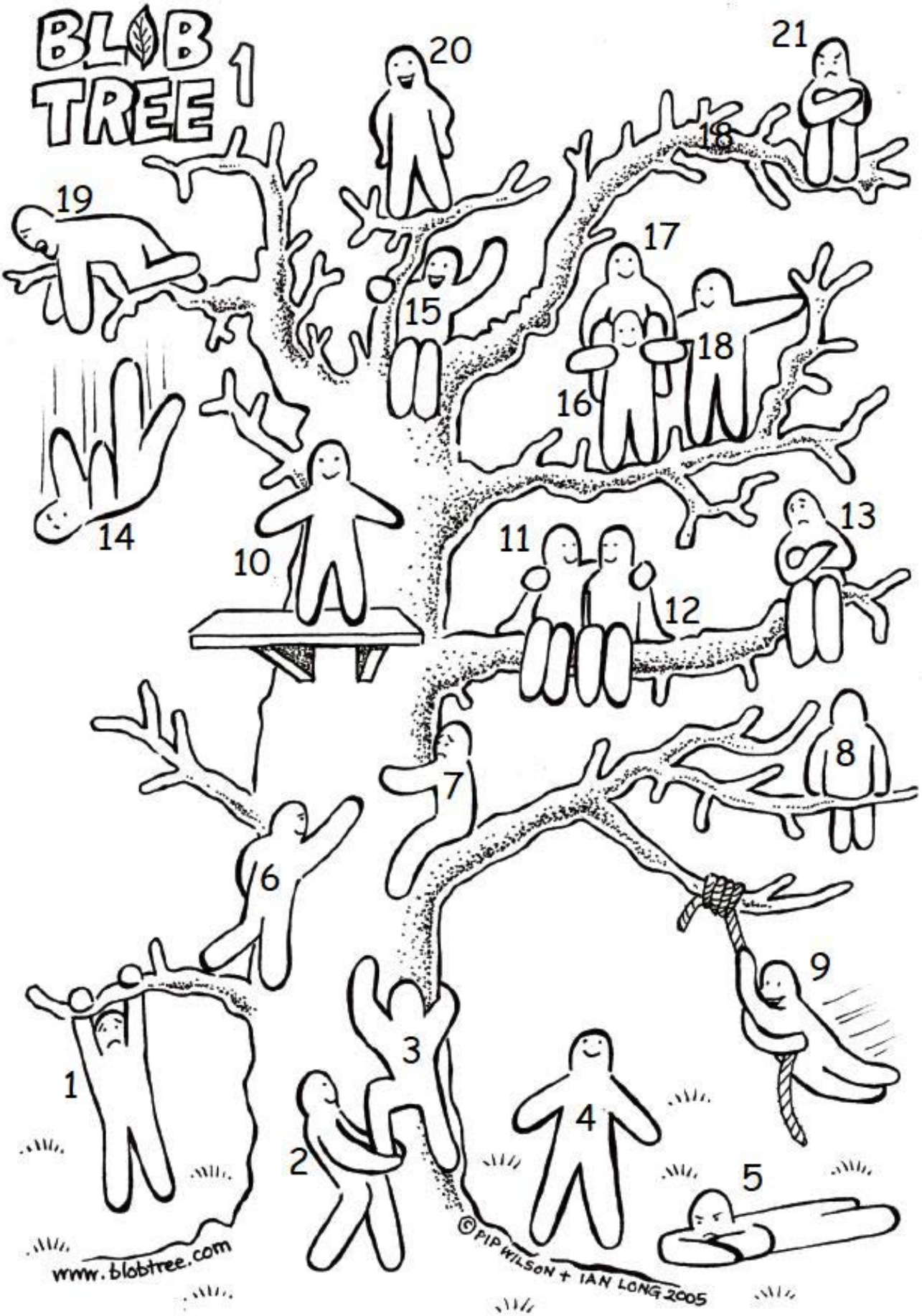

LESSON PLANS

MOVING ON WELL

My Support Tree



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


BLOB TREE 1
20
21
18
19
17
15
18
16
14
13
10
11
12
8
7
6
9
3
1
4
2
5
www.blobtree.com
©PIP WILSON + IAN LONG 2005

MOVING ON WELL

Pupil Self - Evaluation

Look at the Blob Tree picture. Think about how you are feeling about starting secondary school? Which blob best represents how you are feeling?

Blob number:

Why have you chosen this blob? Can you describe how you are feeling?

During these transition workshops what has helped you the most?

Is there anything that you are still worried about when you start secondary school?

Have these transition sessions helped you feel more ready for secondary school?

- ☐ Yes
- ☐ No
- ☐ Don't know

MOVING ON WELL

The Moving On Well project offers help and support to Year 6 pupils and their families as they prepare to leave primary school and take the next step to secondary school.

Produced by

Lifecentre Salford

Partnered with

Salford CVS
Making a difference in Salford

Salford
Integrated Care Partnership

Healthy Schools Fund
Partnership Challenge

Lifecentre
UK Registered Charity

0161 736 7644
www.lifecentre.org.uk
219 Langworthy Rd, Salford, M6 5PW