Year 6 Transition Package Lesson Plans

Session	core or optional	Title	Objective
1	core	**Celebrating Primary School**	Share and celebrate memories and achievements.
1a	optional	**This is Me!**	Reflect on and celebrate their own individual qualities and characters.
2	core	**Same and Different**	Compare their primary and secondary school and identify what will stay the same and what will be different.
3	core	**Using a School Map**	Learn how to understand and use a map of their own primary school.
3a	optional	**Secondary School Map**	Understand and use a map of their secondary school.
4	core	**Timetable**	Experience using a sample secondary school timetable to interpret information about where they need to be and when.
4a	optional	**Dinner Time**	Experience using a secondary school lunch menu and identify how they can access food/drink in their new school.
5	core	**Independence**	Start to plan the new and independent daily skills and tasks they will need for secondary school.
6	core	**Solving Problems and Creating Solutions**	Share possible ways of solving potential problems, including who and where to go to and what they can do independently.
6a	optional	**Making Mistakes and Strategies to Support**	Discuss the importance of a growth mindset and how to address mistakes or difficulties
7	core	**Making and Helping Friends**	Share ideas and develop skills to build relationships and initiate conversations with new people.
7a	optional	**Hopes and Dreams - Aim high, achieve and believe**	Plan hopes, dreams and goals for the future.

Session 1 (core): Celebrating Primary School

Objective: Share and celebrate memories and achievements.

Whole Class Input	Tasks

Start by explaining that before we move on i.e., to secondary school, we need to celebrate what has come before i.e., our time in primary school. Today we are going to celebrate the time we have spent in school with friends, classmates, teachers and teaching assistants and anyone who has supported us along the way!
 	
Class teacher to speak aloud and model some of their own memories with the class over the past year. Members of staff could be invited to share their memories too.
 	
Activity 1 – group work (15mins)
Ask the children to think about their time at school and write down on a large piece of paper. This can be a mind map, under headings. drawn as pictures, etc.
• What have they achieved?
• Who have they met?
• Where have they been? School trips, residential, etc.
• What have they overcome? Challenges with learning, new teachers and friendship groups.
• What is their favourite memory?
 	
Some children might need their memory jogging/teasing out achievements. It can be academic achievements, representing the school for sports, being a team captain, learning to read etc. You could even show pictures that have been taken during events.
 	
Ask the groups to feed back some of their memories and achievements.
 	
Activity 2 – individual work (30mins) However, this can be extended depending on the activities carried out.
Explain to the children that they are now going to record and celebrate their memories and achievements from their time in school.
 	
Plenary – Encourage the children to share their memories and achievements. What made you choose that memory/achievement?
	Activity 1
	Children will need a large piece of paper to record on.
	
	Activity 2 (Choose which activity to do)
	• Use any of the following templates:
	  ○ 1 All About Me
	  ○ 2a My memories
	  ○ 2b Memories symbols
	  ○ 3 I am an Amazing Person (stars)
	  ○ 4 I am an Amazing Person (frame)
	
	• Have a large piece of paper and draw and create their own poster.
	
	• Provide paints and paper to re-create a memory and/or achievement.
	
	• Print some photos taken from the child/ren's time in school and make a collage.
	
	• Use Scratch or a similar IT programme to create an interactive animation of a memory and/or achievement.
	
	Additional activity could be making friendship bracelets.
	
	Collect the memories and achievements for Yr6 leaver assembly / yearbook / time capsule.

Session 1a (optional): This is Me!

Objective: Reflect on and celebrate their own individual qualities and characters.

Whole Class Input	Independent Task

Begin by playing *'This is Me'* from The Greatest Showman and ask the children to listen to the words. While they are listening, ask them to think about what qualities are being celebrated in the song. www.youtube.com/watch?v=CjxugyZCfuw **(3mins 49secs)**
 	
Collect ideas from the children and write up on the board/large piece of paper (Courage, strength in the face of criticism, being proud, self-acceptance, perseverance, finding your place in the world and authenticity).
 	
Explain that we know how amazing each and every person in our class is and that they all have various skills that contribute/make them who they are. However, it is not WHAT they can do that is important – it is WHO they are and what they are like as a person. After all, we don't stay friends with people simply because they are good at football or good at knowing their times tables – we stay friends with people because of their qualities and character.
 	
Character is about YOU – are you kind, funny, helpful, determined, hardworking, patient, nurturing, playful? It's what makes you, you! You might be good at maths/English or a talented artist but why? You're probably good at things because of your hard work and determination – celebrate those and not just the skill.
 	
Activity 1 – paired/group work (5mins)
Ask the children to get together to share qualities about each other. The class teacher could go around the children and tell them the qualities they have seen/know about them. Depending on time, the children could visit staff around school to ask them or invite staff to the lesson.
 	
Activity 2 – individual work (30mins) However, this can be extended depending on the activities carried out.
Explain to the children they are going to be doing an activity focusing on their own qualities and character. Show and explain the range of activities they can do.
 	
Plenary: Play a game of 'Guess who?' Class teacher to choose some of the children's work, read out the qualities and attributes and see if the children can guess who it is.
	Activity 1
	Children can have a whiteboard or piece of paper to write down the qualities that their friends think about them. This can be used as a reference for independent work.
	
	Activity 2 (Choose which activity to do)
	• Use any of the following templates:
	  ○ 1 My qualities
	  ○ 2 What makes me special?
	  ○ 3 Qualities and attributes – Widgit cards
	  ○ 4 Jigsaw puzzle outline – add qualities
	
	• Create a self-portrait based on an artist e.g., Andy Warhol. Then write their qualities around the painting.
	
	• Create selfie cubes – enlarge and use a net for a cube. On each side draw an illustration or write a sentence to describe the quality of the child.
	
	• Take a photo of the child, print out and stick on an A3 piece of paper. Label with the attributes of the child.

Session 2 (core): Same and Different

Objective: Compare their primary and secondary school and identify what will stay the same and what will be different.

Whole Class Input	Independent Task
Activity 1 – whole class discussion (15mins) Discuss with the class what they think will be the same and different when moving to secondary school. Have a pre-drawn table, with the titles 'same' and 'different', written on the whiteboard and write the children's answers down. Questions to prompt the children: How will you get to school? What will your uniform look like? How will you pay for your food? Are any of your friends going with you? What lessons do you think you might have? Who are your teachers going to be? Etc. **Activity 2 – paired/group work (40mins)** Tell the children that they are going to use the school's website to find out some information to help them with the transition to secondary school and to see what might be the same or different. • What is the name of the Headteacher? • What will the school day/daily timetable look like? • When does school start and finish? • What uniform will you have to wear? What are the colours? • What food will you be able to buy at lunchtime? • Are there any lunchtime and after-school clubs? • What P.E kit do you need? (These are examples that can be expanded upon depending on time. Also, additional lessons can be added to continue to find more information on specific areas of the school.) **Plenary:** Discuss the children's findings and refer back to the 'same' and 'different' table that was discussed at the beginning of the lesson. Do you think more things will be different or the same at the secondary school? What things are the same? What things are different? Explore their answers and give them some reassurance. For example, there may be changes in the food you can have and the time you have it, but you will still be able to sit with friends and have time afterwards to spend time together in the yard, on the field or at a lunchtime club. You will have different teachers, but you will still have that daily contact with your form tutor, just like you do with your class teacher/with me now at primary school. Etc.	**Activity 1** If needed, individuals or groups of children or even the whole class can sort Widgit cards or word cards under headings 'same' and 'different'. This can be supported by an adult or done independently. ○ 1 Similarities and difference (word cards) ○ 2 Similarities and differences (Widgit cards) ○ 3 Widgit sentence prompt sheet **Activity 2** Children to have access to an IPAD or computer and a sheet to record their answers. For some children, this information will already need to have been found, printed off and made accessible e.g., a copy of the dinner menu, pictures of the uniform, timetable, etc. ○ 4 Secondary school information ○ 5 Similarities and differences secondary school booklet with Widgits. Link to Social Story for any children who may benefit from this: https://reachoutasc.com/wp-content/uploads/2023/03/When-Things-Change-I-Can-Be-Okay.pdf

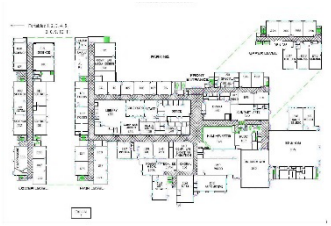
Session 3 (core): Using a School Map

Objective: Learn how to understand and use a map of their own primary school.

Whole Class Input	Independent Task
Discuss with the class that over the years they have become familiar with and confident about the layout of the school. They feel comfortable in their surroundings and easily find their way around the school. However, when they move to secondary school in September, it will be bigger, have a new layout, have more rooms and long corridors, more children moving about, etc. To begin with, this may make you feel anxious about finding your way and the possibility of getting lost. Ask the children to close their eyes and raise their hands if the question applies to them. Hands up if, you are worried about getting lost in school? You know what to do if you got lost? You know who to ask if you got lost? Reassure the children that this is ok, and most children feel this way when starting a new school, not just secondary. Show a video of some children who discuss their experiences and how they got used to the size of their new school and offer tips on finding your way round. Ask the children to hear out for some top tips. www.bbc.co.uk/bitesize/articles/zbq6kmn **(Stop at 2mins)** Ask the children to share some of the top tips and write their answers on the whiteboard (This will be the beginning of a Top Tips sheet for finding your way around school). One of the top tips from the video was to use the map that the secondary school will give you. It will help you navigate around the building. Have pictures on the whiteboard of an aerial view of the school and a map of the school. Discuss some of the features. What is different/the same? Using both maps, identify rooms and areas around school. Model colour coding and labelling the map of the school. **Activity 1 - paired/group work (10mins)** Colour code and label a map of the school. **Activity 2 - paired/group work (20-30mins)** Use the colour coded, labelled map to find 'treasure' around the school. **Plenary:** What word did they unscramble? How did they find using the map?	**Activity 1** In mixed ability pairs, colour code a copy of a plan of the school, develop a key and label rooms and areas. For example, dining hall, library, classrooms, reception/entrance, playgrounds, field, Forest School, etc. **Activity 2** Pre-prepare a key word e.g. transition, secondary, and place each letter individually in a key place around school. Label the position on the map, thus, creating a letter treasure hunt map. Each pair are to be given the letter treasure hunt map and challenged to go and find each of the letters hidden in the places around school. They can use their own colour-coded map to help them. When they return to the classroom can they unscramble the letters to create the key word?

Session 3a (optional): Secondary School Map

Objective: Understand and use a map of their secondary school.

Whole Class Input	Independent Task
Explain that now they can use the school map and are orienteering experts, they are going to look at the map of the secondary school they will be attending. Display a copy of a map of a building in a secondary school and model the process of looking for key places and rooms (This can be an actual map of one of the secondary schools the children are going to or an image of one – see resource). Colour code the departmental rooms, cafeteria, sport facilities, toilets, etc. and label information e.g., bus bays, car parks, entrance. Are there one or two levels? Support the children in identifying the images for doors, stairs, etc.  **Activity 1 – (20-30mins)** Children to colour code and label the map of their secondary school. With the whole class, use the map/image previously used at the beginning of the lesson and ask the children questions to help them navigate the map. For example, I arrive at school and need to go to Foods 122. I am in Bear Gym and need to go to the office to collect an ice pack. I am in Science 293 and need to go to the library to get a book on World War II. Etc. **Activity 2 – (10mins)** Children to use their secondary map and answer questions specific to their school. **Plenary:** Complete the Top Tips for finding your way around school from the previous lesson. What else can we add to help navigate your new surroundings and how to seek help if you get lost? For example, • Always have your timetable with you so you know where you are supposed to be next. • Don't be afraid to ask for help if you are lost. Ask someone walking near/past you. • You'll get lots of practical help: transition days in the summer where you will be shown around the school and might start using a map. • Don't expect to remember it all at once, or to know everything on the first day.	**Activity 1** Group the children according to the secondary school they are going to. Ask them to colour code and label a map of their secondary school. The children could have access to iPads/computers and use Google Maps to find an aerial view of the school to help them too. **Activity 2** Provide the children with pre-written questions about their school and allow them time to explore the map together and navigate around the school. For example, the assembly in the school hall has finished and your next lesson is in English E2. You are in a lesson in the Dance Studio room, and you begin to feel unwell. Your teacher allows you to go to the First Aid room. ○ 1 Questions template to navigate a map Once the children have finished, allow them to ask each other questions to help navigate the map. **Alternative activity** For some SEND children, they could have pictures of rooms and areas taken from their secondary school to stick on a large piece of sugar paper and then label. Adult to prompt discussion to decipher what they can see and might find. In addition to this, the pictures could be added to a transition social story.

Session 4 (core): Timetable

Objective: Experience using a sample secondary school timetable to interpret information about where they need to be and when.

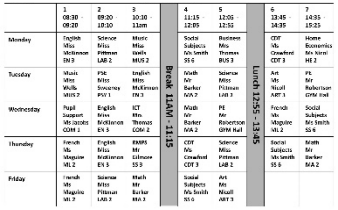
Whole Class Input

Have you had experience of reading and using a timetable before? What were they for? Show examples of different types of timetables/schedules. How are they helpful? What is the purpose of them?

Explain that when they go to secondary school, they will have a timetable to follow. This is the same as primary school, but the difference is that they will need to be independent in reading the timetable, following it and making sure they move around the school to get to lessons.

Watch www.bbc.co.uk/bitesize/articles/z46qmsg **(2mins 46secs)** What subjects are you looking forward to? Why? What did the children from the video clip do, if they got lost? But hopefully, you won't because we have spent the previous lesson/s looking at maps!

On the whiteboard, have an example of a school timetable (see PowerPoint timetable examples). Explain that some schools do 1-week timetables, while others do 2-week. Some have the days of the week going vertically, while some go horizontally. Some have the initials of the teachers and others don't. How can I make it easier to follow? Model the children's ideas e.g., colour coding, adding pictures.



Activity 1 (15-20mins)
Children to adapt their secondary school timetable to make it accessible.

Bring up the timetable that was previously used in the lesson. Explain that now we are going to spend some time reading and understanding the information. Ask questions such as, what days will I be having English, maths, music etc? What lesson comes after ___ on a Friday period 3?

Activity 2 (15-20mins)
Children to use their secondary timetable and answer questions specific to their school.

Plenary: Share children's timetables. What will they magpie to help them in September, when they are given their timetable? How useful has the exercise been?

Independent Task

Activity 1
Group the children according to the secondary school they are going to. Give them a sample timetable of their school and ask them to make it more accessible using ideas from the group discussion. If a school timetable is not available, give them a sample timetable.

- 1 The Transition Journey

https://leedsforlearningdirect.co.uk/Page/10027

Alternative activity could be using Widgits to create a timetable.

- 2 Secondary subjects (Widgits)

Look at PowerPoint timetable examples and https://library.sheffieldchildrens.nhs.uk/how-to-make-your-childs-secondary-school-timetable-accessible/

Activity 2
Provide the children with pre-written questions about their school timetable. Otherwise, use the pre-written questions from 'The Transition Journey' https://leedsforlearningdirect.co.uk/Page/10027

- 3 Questions timetable to navigate timetable

Alternative activity

- 4 *'Going to Secondary School Timetable'* game.
- 5 Blank *'Going to Secondary School Timetable game'* where children can insert their own questions from their sample timetables and others can play.

Session 4a (optional): Dinner Time

Objective: Experience using a secondary school lunch menu and identify how they can access food/drink in their new school.

Whole Class Input	Independent Task
Discuss what the children do for school lunches at primary school e.g., packed lunch or school dinner. What do you normally eat? Explain that at secondary school children can also have packed lunches or school dinners but there is a much larger variety of food choices. Discuss with the children – what do you already know about the food available at the school you are going to? Model going onto a school website to find the lunch menu and information. Explain that not all schools have it on their website and some have it on boards in/near to the dinner hall. **Activity 1 (15-20 mins):** Children to work in pairs, according to the secondary school they are going to, and find what food and drink choices are available in their school by looking at the school website. Explain that when they choose food and drink at secondary school, they need to be aware of the cost of items. I am sure you will have been given a budget! What do they think is a reasonable daily budget? Share an example menu with costings and model choosing lunch and how to work out the cost, as well as keeping within a budget. Encourage critical thinking: 'If you buy a dessert every day, can you afford a main meal each day?' (See resource 3). **Activity 2 (15-20mins):** Children to make food choices and work out costings. **Plenary** Ask some of the following questions. What did you learn about spending money? Did you run out of money? Were your meals balanced? What was difficult about staying in budget? Children to share their top tips for managing their money for food/drinks in secondary school. Additional Information on school lunches can be found at: www.schoolmeals.derbyshire.gov.uk/secondary-food-central/secondary-food-central.aspx Additional information on managing money can be found at: https://www.young-enterprise.org.uk/what-we-do/resources	**Activity 1** Children to have access to computers laptops or iPads to research information to answer questions about what foods that are available in their new secondary School. Complete the food research sheet (Check this is available on the school website in advance, if not request a paper food menu). ○ 1 Secondary school food research **Activity 2:** Children to use the secondary school's prices from their website or paper copies. If not available, use the sample menu and costings. Complete the table. ○ 2 Budget task ○ 3 Budgeting and Costing Menu **How to differentiate:** • Children could just focus on one day and this could also be pre-filled with options for them to find the prices. • Children to price for one week. • Ask children to choose meals for each day (Mon – Fri) while staying within a budget set by you (all children could have a differing amount). **Alternative activity:** Get a paper plate and some materials and create a balanced meal for the day.

Session 5 (core): Independence

Objective: Start to plan the new and independent daily skills and tasks they will need for secondary school.

Whole Class Input	Independent Task
Ask the children what being independent means? Do they think they have a lot of independence at the moment? Ask the children to think about examples of their independence both at home and at school and share. Do they think this will change when they go to secondary school? How do you think this will change? Why do you think this might not change? Watch www.bbc.co.uk/bitesize/articles/zhb9382 **(1min 21secs)** which is a video on *'Things I wish I'd known before starting secondary school'* and ask them to look out for things that the children would/might have to do independently. For example, pack their bag, make sure they go to bed at a reasonable time, get to lessons on time, make sure they have some breakfast. Explain that at secondary school the children will have to be more independent – this can be scary at first, but they will soon be able to do this. What type of things do you think you will have to do independently OR want to do independently? Ask for suggestions. You may need to give prompts such as getting to school in the morning i.e. remembering books/equipment on certain days, completing homework the night before, walking to the bus/school on their own or calling for a friend, etc. **Activity 1 (10 minutes)** In groups, children to think about and write down the things they will have/want to do independently when going to secondary school. Explain to the children that it is important to get into a routine and we are going to look at a possible evening routine for a Yr7 pupil. Share a routine on the whiteboard (resource PowerPoint Example Yr7 evening routine) Is there anything you would add or have somewhere else e.g., morning routine? **Activity 2 (20-30mins)** Children to write a checklist for school to help organise themselves. **Plenary:** Children to share their checklists for others to magpie ideas for their own routines for secondary school.	**Activity 1** In mixed ability pairs, brainstorm on a large A3 piece of paper. **Activity 2** Give the children an A4 piece of paper and get them to plan either a morning and evening routine or do both, if time permits. ○ 1 Examples school checklist with pictures (You could use Widgits). **Alternative activity** ○ 2 My plan to help me get to school – words and pictures. Get the child to cut out the words and pictures, match, then sequence. ○ 3 Routine and timing myself. You could get the child to practice and time themselves at home. ○ 4 Routine and times. Plans times when tasks need to be done/ done by. Instead of using the analogue clock, replace with digital. ○ 5 Routine and timeline. Cut out the pictures, order and insert the number of minutes it will take to do a task. The child could use this to practice at home. Link to Social Story for any children who may benefit www.reachoutasc.com/wp-content/uploads/2023/03/Getting-Ready-For-School.pdf

Session 6 (core): Solving Problems and Creating Solutions

Objective: Share possible ways of solving potential problems, including who and where to go to and what they can do independently.

Whole Class Input	Independent Task
Please note, depending on how much you would like to spend on the content of this lesson, you may want to deliver it over two lessons. **Problems with school.** Explain that not everything goes to plan at school, and it is important we know what we can do to help ourselves, as well as asking others for help. Give the children a scenario. For example, you have been unwell over the weekend and your homework is due tomorrow. It will not be done in time. Ask the children to work in pairs/groups to use their problem-solving skills to see how they would manage the problem. Share, discuss and model the children's ideas/responses (See resource PowerPoint Secondary Scenarios). **Problems with friends, relationships and how I am feeling at school.** Although we all try our best to get along with everybody, sometimes conflict happens. There are ways of dealing with conflict that are not confrontational (aggressive and challenging) and that also don't involve going straight to an adult. In groups, ask the children to discuss what conflict means and to give examples. Share. Also explain that, sometimes we may have fallouts with friends and may not be happy because of other people's actions. Give the children a scenario. For example, a pupil behind you keeps kicking the back of your chair. It is annoying you. Share, discuss and model the children's ideas/responses (See resource PowerPoint Secondary Scenarios). **Activity 1 (20-30mins)** Children to problem solve scenarios. **Plenary:** As we grow up, we need to remember to look at ourselves – manage your emotions; try to solve the problem; make a decision; understand the feelings of others and know when to ask for help. Ask each group/pair to share a scenario and discuss what responses could be taken.	**Activity 1** Put the children into mixed ability pairs and get them to problem solve scenarios together. It may be appropriate to assign the scenarios to the children so that all can be discussed which will support the discussion during the plenary. ○ 1 Secondary scenarios **Alternative activities** ○ 2 Young Minds find your feet pupil resource. Children can put the problem/worry at the centre puzzle piece, then add other puzzle pieces to represent the strategies / solutions. The full resource can be found at https://www.youngminds.org.uk/media/151j4yqc/pupil-resource.pdf ○ 3a and 3b play a game designed by ELSA – What if game board and cards. https://www.elsa-support.co.uk/worry-cards/ ○ Look at and discuss transition scenario cards. www.twinkl.co.uk/resource/transition-to-secondary-school-what-could-possibly-go-wrong-scenario-cards-t-lf-2549811 or www.twinkl.co.uk/resource/t-s-2591-secondary-transition-scenarios ○ Anti-bullying scenario activities. www.antibullyingpro.com/resources/anti-bullying-scenarios-activity

Session 6a (optional): Making Mistakes and Strategies to Support

Objective: Discuss the importance of a growth mindset and how to address mistakes or difficulties.

Whole Class Input	Independent Task
Children (and adults!) with a **growth mindset** believe that intelligence and abilities can be developed through effort, being persistent, trying different strategies and learning from mistakes. Watch and discuss your choice from 5 case studies of young people talking about growth mindset https://www.bbc.co.uk/teach/class-clips-video/articles/zpc4vwx For example, *Rachel – Take Notice* **(2mins 14secs).** Explain how Rachel is part of the UK Youth Parliament (www.nya.org.uk/ukyp/) and has taken notice of, listened to and supported her friends, family, teachers and community. This has helped with her mental health and her growth mindset. Through campaigning and volunteering she has learned about perseverance and resilience by facing difficulties and making mistakes. However, she did not stop – she carried on. Close your eyes: hands up if you've ever made a mistake? Most hands should be up, even the teacher! Mistakes are part of life and provide us with learning opportunities. Ask the children to think about what mistakes they've made today and model your own mistakes – it could be that you forgot your lunch/that it was a PE day/woke up late/made an error in maths – but ask the children what they learned from that mistake! Prompt them if they are not sure. Watch www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-what-is-a-good-mistake/zd9c6v4 **(3mins 59secs).** What do you notice about the two characters? I.e., Tom starts with a fixed mindset and is wary of taking risks and fears the consequences of making mistakes. Caitlin is the opposite. She has a growth mindset and feels happy and confident when taking risks. What did you notice by the end of the video? I.e., He moves from a fixed mindset to a growth mindset. He learned by carrying on and being persistent, trying something new and learned from his mistakes.	**Activity 1** Paired speaking and listening activity. Written prompts could be written on the whiteboard. For example, how did I feel when I made the mistake? Who could I have spoken to about this? What skills or strategies did I use to help me? What can I learn from the mistake? What could I do differently to avoid/minimise the risk of the mistake? **Activity 2:** Children to work in mixed ability pairs. ○ 1 Making mistakes – secondary scenarios. **Alternative activity:** Using the given example, make a visual representation of how mistakes can make you feel and what you can do about it. ○ 2 Making mistakes - feelings and strategies (pictures).

Session 6a (optional): Making Mistakes and Strategies to Support - Continued

Objective: Discuss the importance of a growth mindset and how to address mistakes or difficulties.

Whole Class Input	Independent Task
Activity 1 (5mins) In pairs discuss and reflect on a mistake they have made and explain what they have learned – what will they do differently next time? Share with the class. Explain to the children that mistakes will be made at school and this is ok. It is how we react and what we do that is important. This will help towards your growth mindset. Have on the whiteboard an example of a possible mistake that might happen in secondary school. For example, I keep arriving later to my lesson after lunchtime. Discuss and model the children's ideas/responses (See resource PowerPoint Secondary Mistakes). **Activity 2 (20-30mins)** Children to look at possible mistakes that could happen in secondary school. **Plenary:** Share some of the comments and advice on: https://www.youngminds.org.uk/young-person/blog/tips-for-coping-with-making-mistakes/ It is also a good opportunity to explore the website with the children so they can independently access it, if needed.	**Possible homework project or alternative activity:** Explain that the 'Five Ways to Wellbeing' are actions that can help people improve their mental and physical well-being. They are: Connect, Be Active, Take Notice, Keep Learning, and Give. Children to make their own 5 ways to well-being poster or calendar. Here are some examples: ○ Visit https://www.elsa-support.co.uk/5-ways-to-wellbeing/ for posters. ○ Visit www.actionforhappiness.org/ for a monthly calendar. ○ Visit www.twinkl.co.uk/resource/the-five-ways-to-wellbeing-t-tp-2550434 for an example of a plan.

Session 7 (core): Making and Helping Friends

Objective: Share ideas and develop skills to build relationships and initiate conversations with new people.

Whole Class Input	Independent Task
Some children may be worried that they won't know many people in their tutor groups or classes. Explain that this is completely normal. You might want to discuss your own personal experience e.g. going to secondary school/going to university/starting a job. However, there are some skills we can develop to help us make friends. Remember that a lot of other children will be feeling the same. For example, 1) Be interested in other people by listening to what they have to say. 2) Smile, nod or laugh in response 3) Remember and call people by their name names – it may take you a few times to remember when you first meet somebody. 4) Be a good listener – look and face towards them and ask questions. 5) Ask them questions about their own interests. **Activity 1 (5 - 10mins)** In groups brainstorm what skills they think they will need to make friends. With the whole class, share ideas and begin writing a Top Tips sheet. Explain to the children, that they are now going to play a game to practice some of the questions they can ask others to help make friends. **Activity 2 (5-10mins)** Complete the bingo activity where children find out about one another. Afterwards, allow the children some time to discuss some of the things they have in common. The teacher could model by finding something in common with class TA or a pupil. For example, favourite food is pizza. **Activity 3 (5-10mins)** Children to complete a 'Things in Common' activity. **Plenary:** Refer back to the Top Tips sheet. Is there anything further to add?	**Activity 1** Paired speaking and listening activity. Children can record their ideas down on a piece of paper or whiteboard. **Activity 2** Children to find one person who matches each statement and write their name on the box. For example, Plays Minecraft, can ride a bike, supports Chelsea FC, etc. This can be adapted. The person who collects all of them says 'bingo' and is the winner! ○ 1 'Find someone who…' Bingo sheet. **Activity 3** Choose from the following: ○ 2 Things I have in Common ○ 3 My Friend & I ○ 4 Making New Friends at Secondary School Children could also design and create their own poster to help them initiate questions and interactions with new people.

Session 7a (optional): Hopes and Dreams - Aim high, achieve and believe

Objective: Plan hopes, dreams and goals for the future.

Whole Class Input	Independent Task
It is important to have hopes and dreams and goals to work towards. Teacher to share what their hopes and dreams were at their age but also state that at any age we can have them. Share what your hopes and dreams are now and whether they have changed. Link back to first session and discuss previous achievements – everybody has achieved some amazing things during their time in primary school, but we now need to look forwards to the future and the next step in our lives. Explain that goals need to be **SMART!** **S** – specific. **M** – measurable: how will you know you've achieved it? **A** – achievable: something challenging but still achievable. **R** – realistic: sadly, you won't be able to be Prime Minister when you're 13 as there are rules! **T** – timescale; give yourself a time frame to achieve the goal in. Ask the children what their hopes/aspirations/dreams/goals are for the future, including secondary school – some might not have many ideas, but you can prompt them and develop their ideas. Share ideas. **Activity 1 (30-40mins)** Children to record their own hopes, dreams and goals for the future. **Plenary:** Play stand up/sit down using some of the following examples. Who would like to be famous? Would you like your own house? Do you want to learn how to drive? Would you like to go to a different after school club at secondary school? Would you like to represent your secondary school at a sports competition? You could even make up silly ones too!	**Activity 1** Children to record their hopes, dreams and goals for the future and think what they might need to do to get there. These could be recorded as a class PowerPoint, a class book of hopes and dreams, written as decorated quotes or bunting and used for the Yr6 leaver assembly / yearbook / time capsule. www.twinkl.co.uk/resource/hopes-and-dreams-bunting-us-cm-1655945015 (Bunting) Otherwise, allow the children to use their own imagination and create a poster.

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