

SMOOTH

MOVES

TO SECONDARY SCHOOL



Designed by

**PRIORITY 1-54**

# ABOUT PRIORITY 1-54

Priority 1-54 is a CIC based in Brighton. We offer creative youth and community engagement projects and social action activities that inform, inspire and empower children and young people.

Our work recognises children and young people's enjoyment and engagement in creative arts is not only essential to stimulate creativity, learning and critical thinking skills but an invaluable life-enhancing tool to build resilience, wellbeing and positive mental health.

## About this resource

Priority 1-54 is proud to have created this resource. We invite professionals, teachers, parents and carers and most importantly young people, to share their comments and feedback on how we can improve the design and content. Please email John Khan at: [john.khan@priority154.com](mailto:john.khan@priority154.com) with any feedback you might have.

If you would like to include this handbook in your organisation's and school's core curriculum, we ask that you contact John to discuss this in the first instance.

## About the Artwork

The artwork has been produced by our resident artists specifically for this resource. We ask that the artwork is not reproduced elsewhere without the express permission of Priority 1-54.

Welcome to your Smooth Moves to Secondary School Passport, which is loaded with activities and artwork so you can express your thoughts and feelings about moving to secondary school.

Moving up to secondary school is the start of a really exciting stage in your life. There'll be loads of new things to do and enjoy, like making new friends, more independence and new lessons. But as exciting as it is, you've probably got a load of questions about what it's going to be like and maybe some worries too.

## What's inside this pack?

We've included loads of activities to get you thinking about your new school. For example, what are you most looking forward to about your new school? Are you excited about having new subjects?

## Express yourself with art

Use pens, pencils, paints or felts for colouring in your artwork. You can mix them together or use them separately. Try experimenting!

Remember there is no wrong or right way to do the artworks, just your own unique style, that's what we're looking forward to seeing!.

We are all unique and individual, but what makes you, you? What do you like doing? Are there things that make you feel happy or help you to relax when you are worried? Fill in each of boxes below.


**Three words that best describe me!**

1) .....

2) .....

3) .....

**My one superpower**



.....

.....

**My favourite**

**TV show** .....

**Food** .....

**Colour** .....

**Book** .....

**Movie** .....

**Activity** .....

**My Perfect Day**

In the morning, I would .....

In the afternoon, I would .....

At night, I would .....

**One person that I most look up to and why**

.....

.....

.....

.....



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

1 .....

2 .....

3 .....

List three things you're not going to miss about your primary school:

1 .....

2 .....

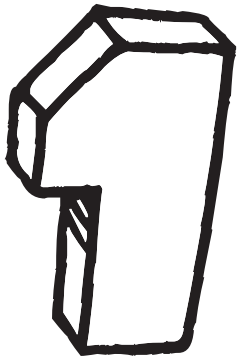
3 .....

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

.....

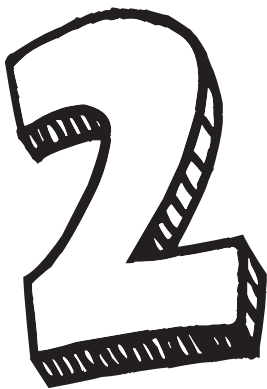
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In one word describe how you are feeling about secondary school?

.....

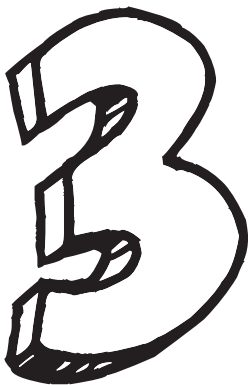


Say 2 things you might be worried about at secondary school.

1 .....

2 .....

**Remember** - it's absolutely normal for young people to worry about moving to secondary school.



List 3 things you are most looking forward to about secondary school.

1 .....

2 .....

3 .....

# Thinking about secondary school 5

**What do I do:** For this activity, you are going to need **Resource One** on page 29, scissors and a glue stick. Resource One is a list of all the changes and new things you might already be thinking about related to your new school.

Some things you might be looking forward to while other things you might be worried about. Start by cutting out all of the phrases and glue them under the columns below.

**Looking forward**

**Worried about**

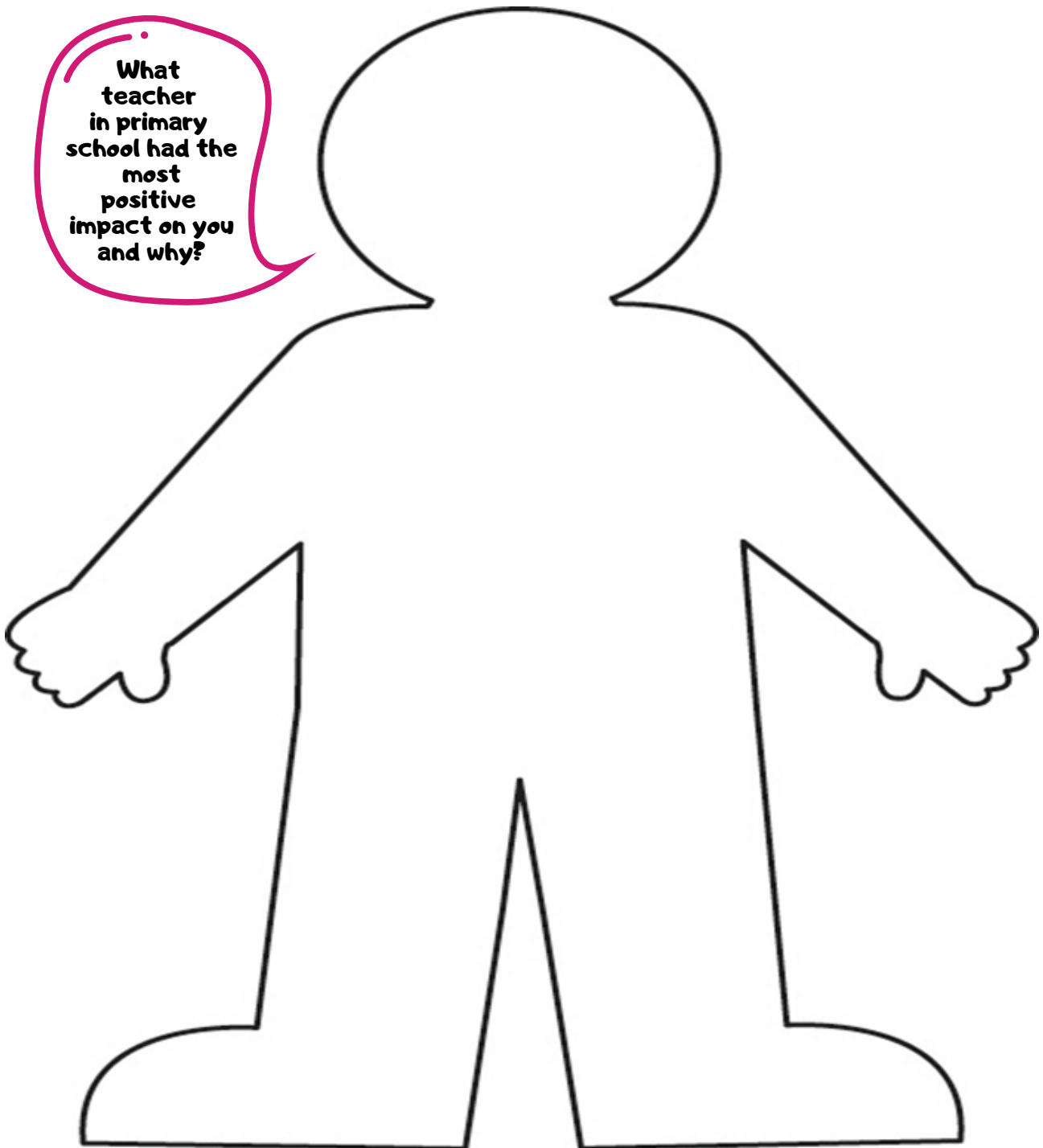


ESCOLA SECUNDARIA  
SOCIETY

Teachers play an important role in helping children settle into their new school, but what makes a good teacher?

**What do I do:** For this activity, you're going to need scissors, a glue stick and **Resource Two** on page 31 that lists all the qualities of what makes a good teacher. Cut out and stick the qualities you think make a good teacher inside the figure and the least important qualities around the figure.

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



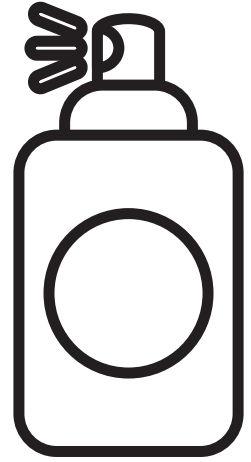
Developing a positive, trusting and respectful relationship with your new form tutor and teachers is key to getting on at school and feeling like you belong.

But getting to know them will take time. Here's a few questions that can help you find out more about them.

- 1 **Where was I born?** .....
- 2 **Do I have any pets? If so, which?** .....
- 3 **What is my favourite food?** .....
- 4 **How many pairs of shoes do I own?** .....
- 5 **What is my favourite colour?** .....
- 6 **What kind of music do I like listening to?** .....
- 7 **How many years have I been teaching?** .....
- 8 **If I could travel anywhere, where would I go?** .....
- 9 **How many siblings do I have?** .....
- 10 **What do I like to do in my free time?** .....

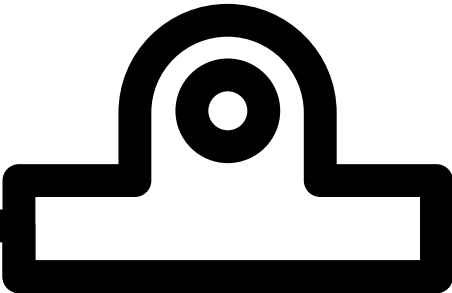
You can start by practicing some of these questions on your current teacher or other adults in school, but remember not all teachers might be happy to share their personal details.

Excited



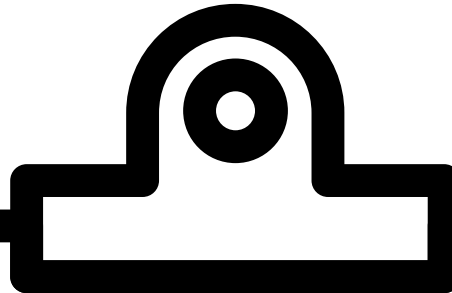
Growth

All young people learn in different ways. Think about the ways you like to learn and why you like to learn things this way. For example, some people learn best when they read or talk about a subject or it might be when the class is quite and you're not being distracted.



I learn best when.....  
.....  
.....  
.....

Because.....  
.....  
.....  
.....



I learn best when.....  
.....  
.....  
.....

Because.....  
.....  
.....  
.....



Can you think of 3 pieces of your work you are proud of or 3 things you have achieved at primary school?

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



Example 1: .....  
.....  
.....

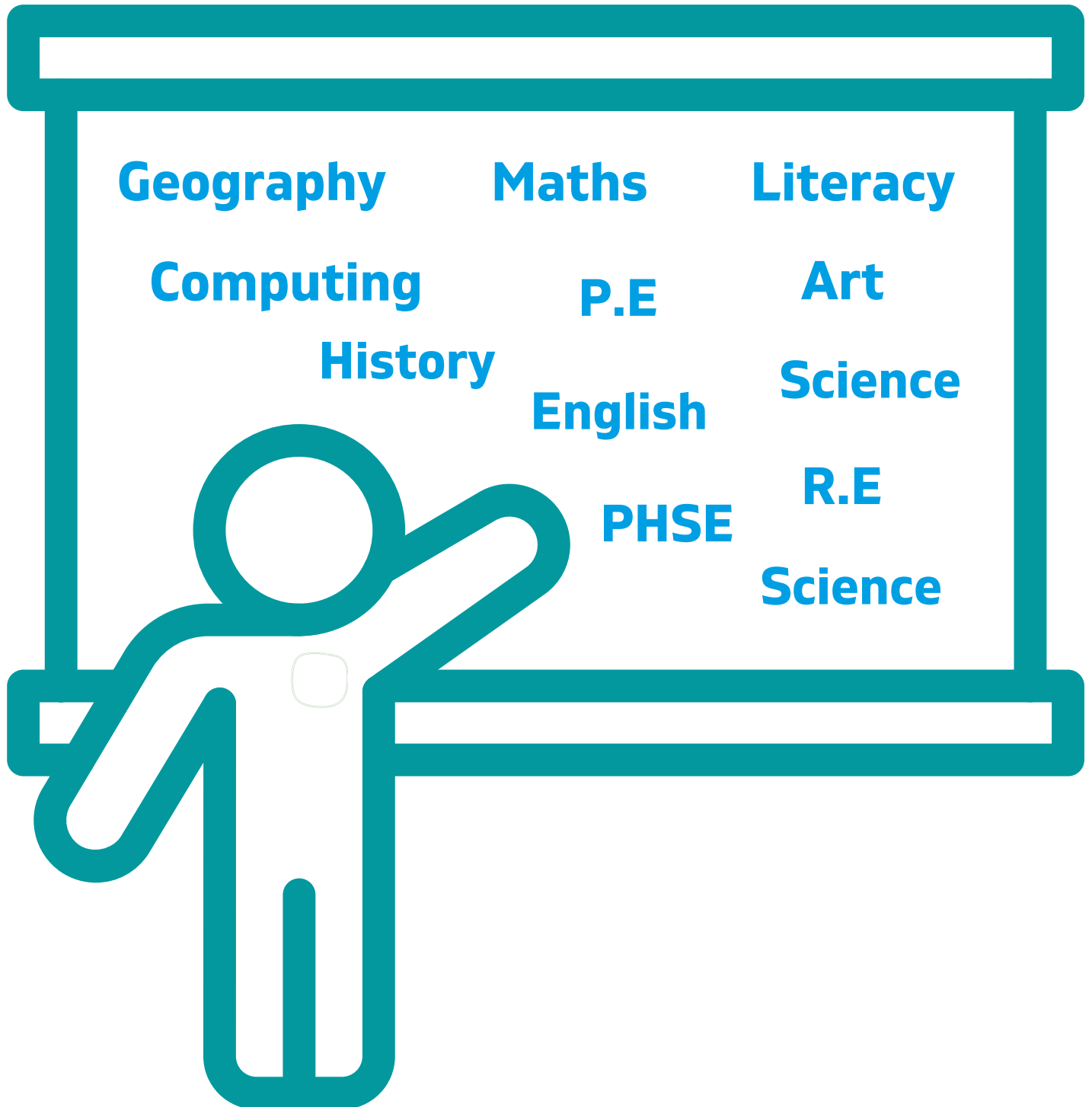


Example 2: .....  
.....  
.....



Example 3: .....  
.....  
.....

Look at the subjects below. Circle the ones you think you might need extra support with when you move to secondary school. You can circle as many as you like.



**Geography**      **Maths**      **Literacy**

**Computing**      **P.E**      **Art**

**History**      **English**      **Science**

**PHSE**      **R.E**

**Science**



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

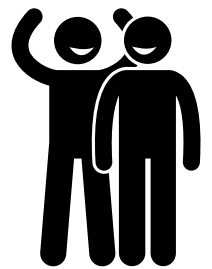
Take a few minutes to rate yourself on each one. When you're done, choose one or two skills you want to improve on.

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

Not often       Sometimes       Most of the time

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

Not often       Sometimes       Most of the time



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

Not often       Sometimes       Most of the time

I suggest things to do that other people think are fun

Not often       Sometimes       Most of the time



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

Not often       Sometimes       Most of the time

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

Not often       Sometimes       Most of the time

**I apologise when I accidentally upset someone**

Not often       Sometimes       Most of the time



I do 'random acts of kindness for friends and others

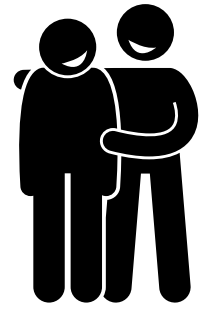
Not often       Sometimes       Most of the time

**I keep secrets**

Not often  Sometimes  Most of the time

I keep the promises I make

Not often  Sometimes  Most of the time

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

Not often  Sometimes  Most of the time

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

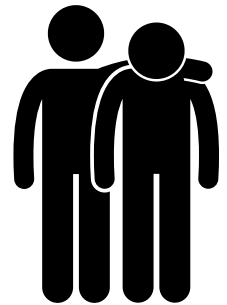
Not often  Sometimes  Most of the time

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

Not often  Sometimes  Most of the time

I reach out to people who seem lonely

Not often  Sometimes  Most of the time

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

Not often  Sometimes  Most of the time

I am a kind person

Not often  Sometimes  Most of the time

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

Not often  Sometimes  Most of the time

If a friend is upset, I try to avoid them

Not often  Sometimes  Most of the time

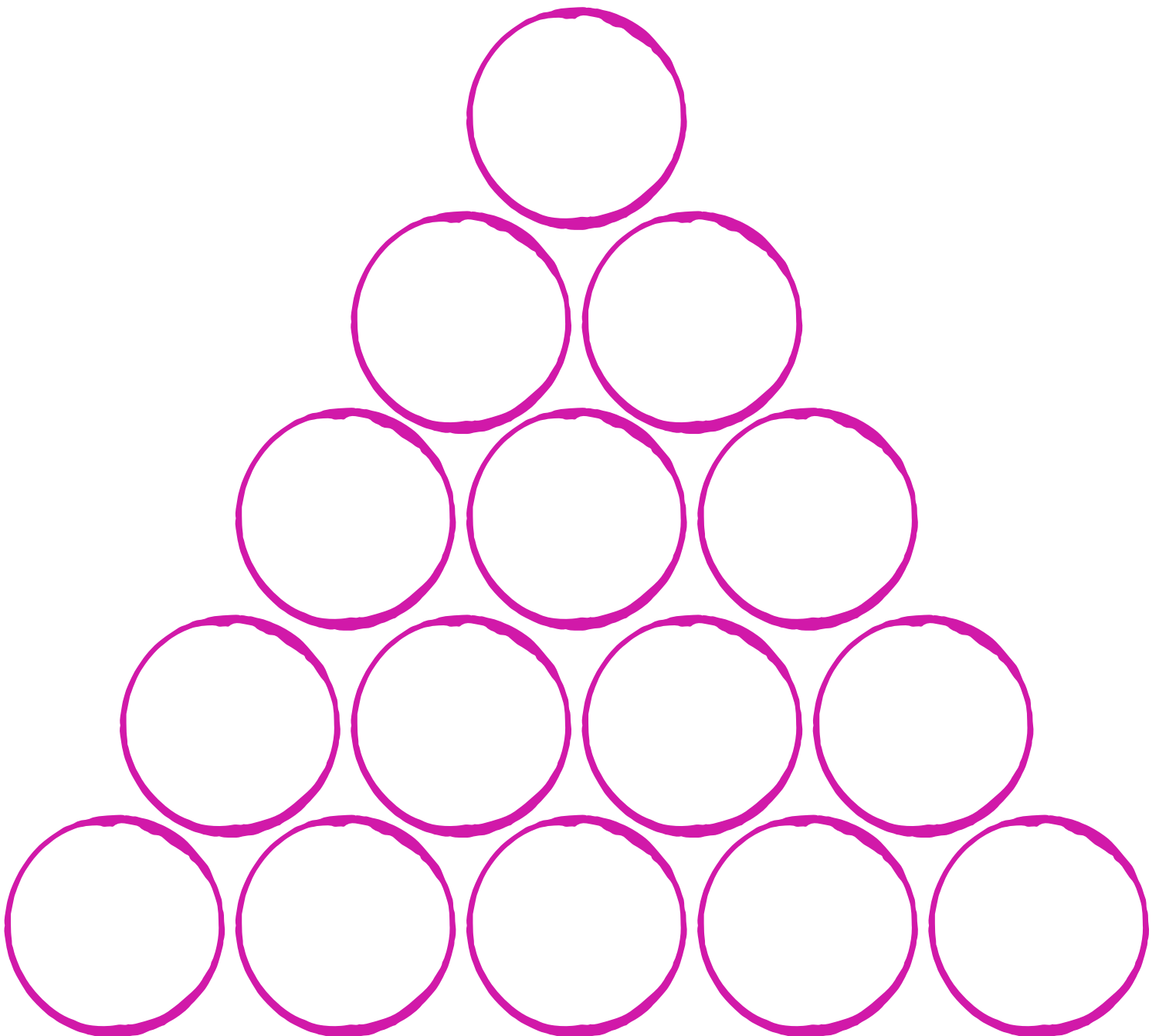
**I try to forgive people when they do something wrong**

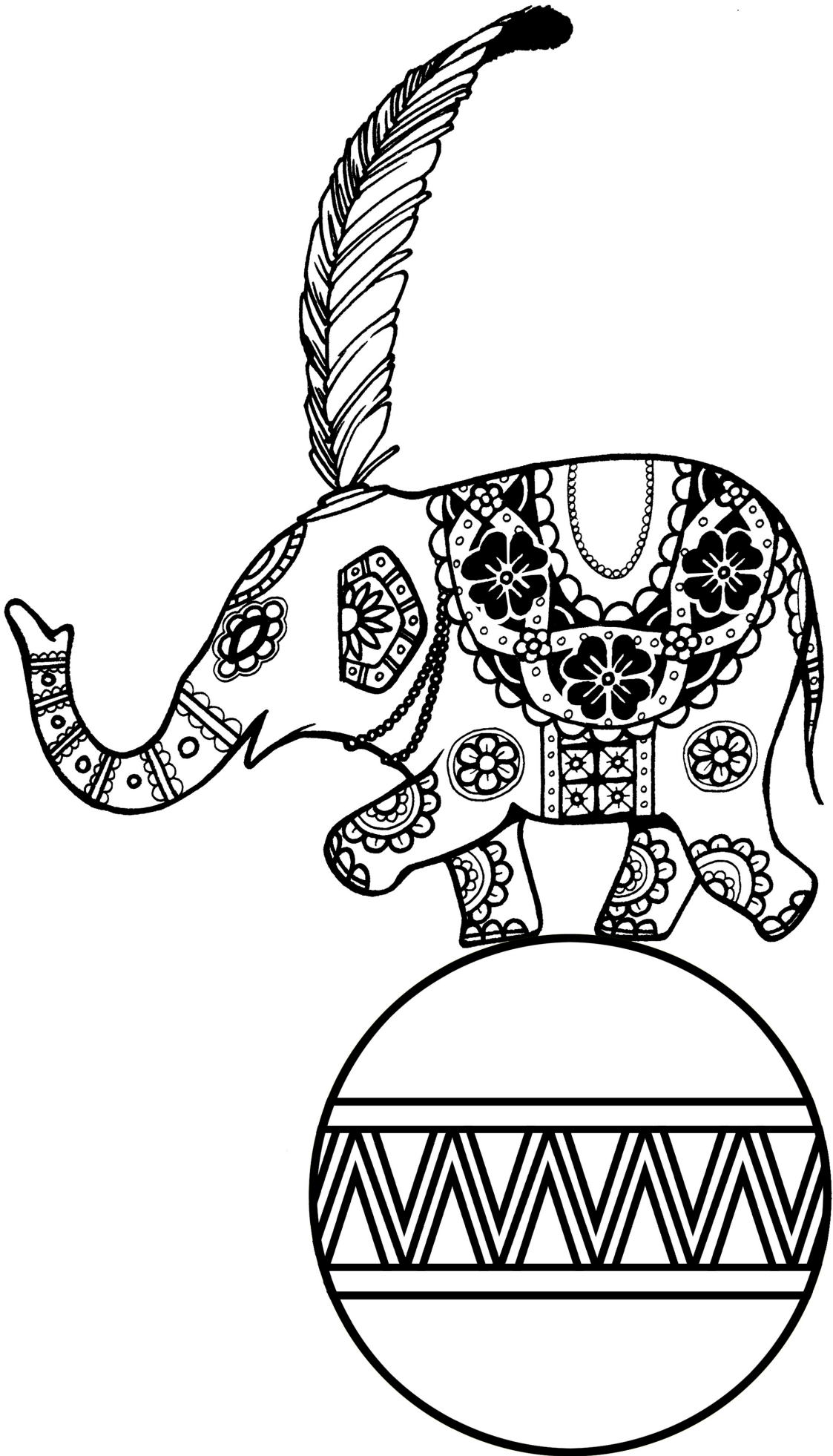
Not often  Sometimes  Most of the time



For this activity, you are going to need scissors, a glue stick and **Resource Three** on page 33 outlining the qualities you think make a good friend.

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





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

## WHERE I BELONG

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

## SCORE:

## BOUNDARIES AND EXPECTATIONS

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

## SCORE:

## ADULT SUPPORT

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

## SCORE:

## WHAT I BELIEVE IN

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

## SCORE:



**MY COMMUNITY**

o I spend three hours or more per week in music, theatre, or other arts.

o I spend three hours or more per week in sports, youth group, clubs, organisations at school, and/or in community organisations.

o I play in a local sports team.

o I go out with friends with nothing special to do no more than two nights per week.

**SCORE:****SOCIAL SKILLS**

o I know how to plan ahead and make choices.

o I have empathy, sensitivity, and friendship skills.

o I know and get along with people of different cultural/racial/ethnic backgrounds.

o I can resist negative peer pressure and dangerous situations.

o I seek to resolve conflict non-violently.

**SCORE:****GETTING ON AT SCHOOL**

o I am motivated to do well in school.

o I am actively engaged in learning.

o I read for pleasure three or more hours per week.

**SCORE:****MY IDENTITY**

o I feel I have control over things that happen to me.

o I have high self-esteem i.e. I like who I am.

o I believe my life has a purpose.

o I am optimistic about my future.

**SCORE:****YOUR RESILIENT ASSETS PROFILE**

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

**Adult Support** =

**Boundaries and Expectations** =

**What I Believe In** =

**Where I Belong** =

**My Community** =

**Getting On At School** =

**Social Skills** =

**My Identity** =

**Total**

**31-40 Fantastic resilience qualities!**

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

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

**0-10 Ok, let's really get to work to improve your resilience score**

A coping skill is a way that you choose to respond to things if you are feeling stressed or worried. There are two types of coping skills - **healthy** and **unhealthy**. Let's start by focusing on your healthy coping skills.

## HEALTHY COPING SKILLS

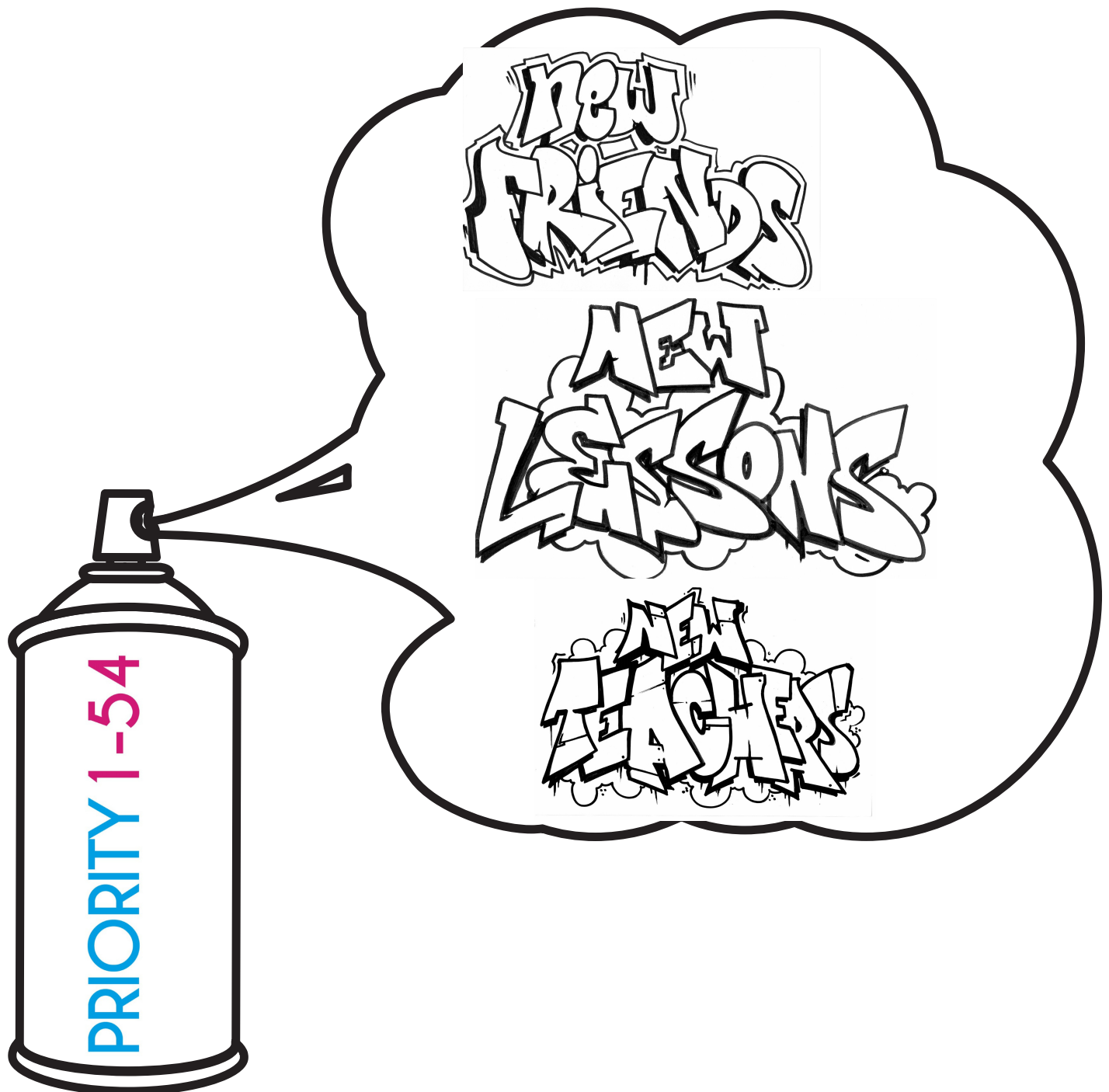
A healthy coping skill is a way of coping that doesn't harm you or other people physically or emotionally and doesn't lead to a negative consequence.

Tick the ones you do now, circle the ones you might want to try and cross off the ones that don't work.

- Deep breathing
- Taking time out
- Going for walk
- Going for a walk
- Exercising
- Counting
- Talking to a friend
- Listening to music
- Drawing or painting
- Doing yoga
- Start a new hobby
- Talk kindly to yourself
- Block out noises
- Take a mindful walk
- Gaming or screen time
- Think of your favourite place
- Getting the right amount of sleep
- Sharing your feelings
- Hang out with your friends
- Resolving the problem
- Remember the words to your favourite song
- Other (please say) .....
- Other (please say) .....

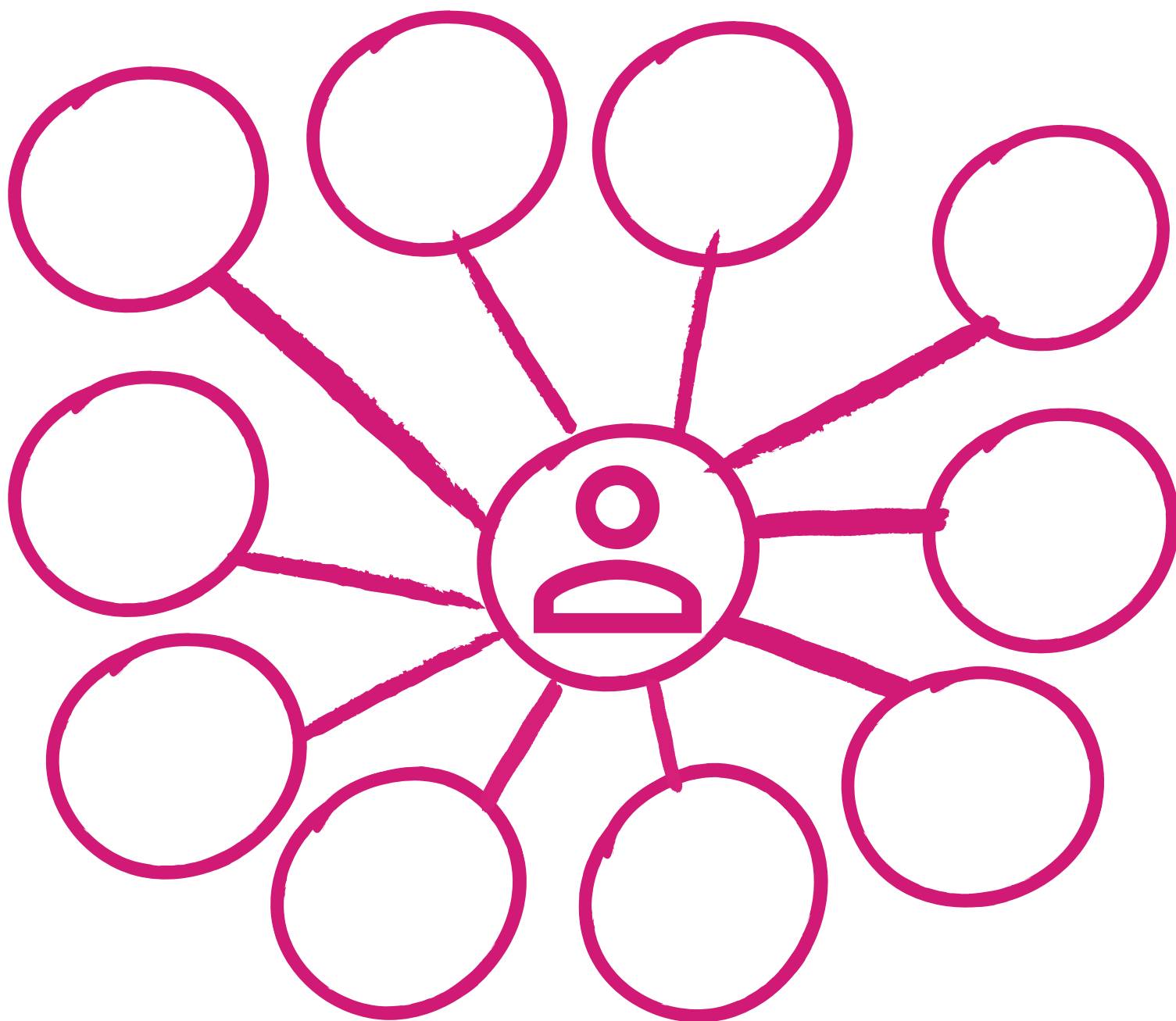
An unhealthy coping skill might make you feel better in the moment but can lead to negative consequences and can be harmful to you and others.

- Being unkind to others
- Shutting down
- Avoiding the problem
- Emotional eating
- Pretending not to care
- Blaming others
- Being unkind to yourself
- Saying unkind things on social media



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

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

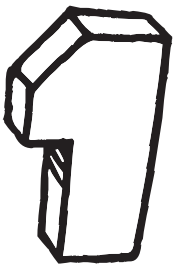


Is there anyone missing from your team? Are there any adults you would like to recruit?

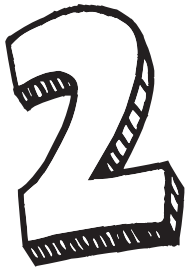
There may be many different reasons why you might need to ask for support or help when you move to secondary school.

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

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



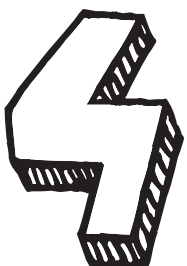
**Outline exactly what the problems is**



**Be clear about what you want to happen**



**Think about different ways you might be able to deal with the problem**

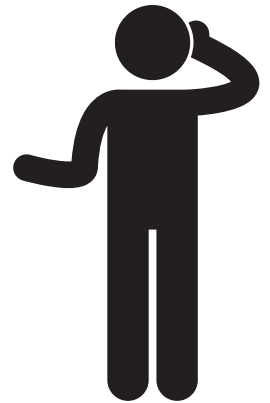


**Agree a plan and put it into action**

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

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

.....  
.....



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

.....  
.....



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

.....  
.....

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

.....  
.....



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

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

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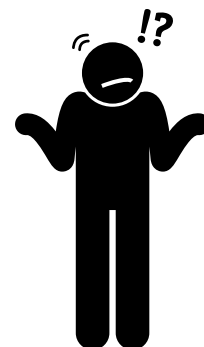
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You forget to bring your equipment to your English lesson. What could you do?

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

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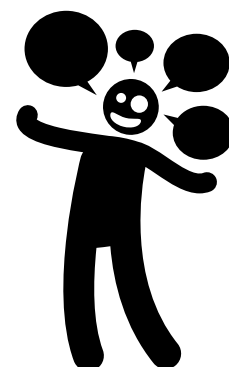
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Your phone goes off in class for a second time and is confiscated by the teacher. What could you do?

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Use this section to write down any questions or thoughts you have about your move to secondary.

You can refer back to these questions when you visit your new secondary school.

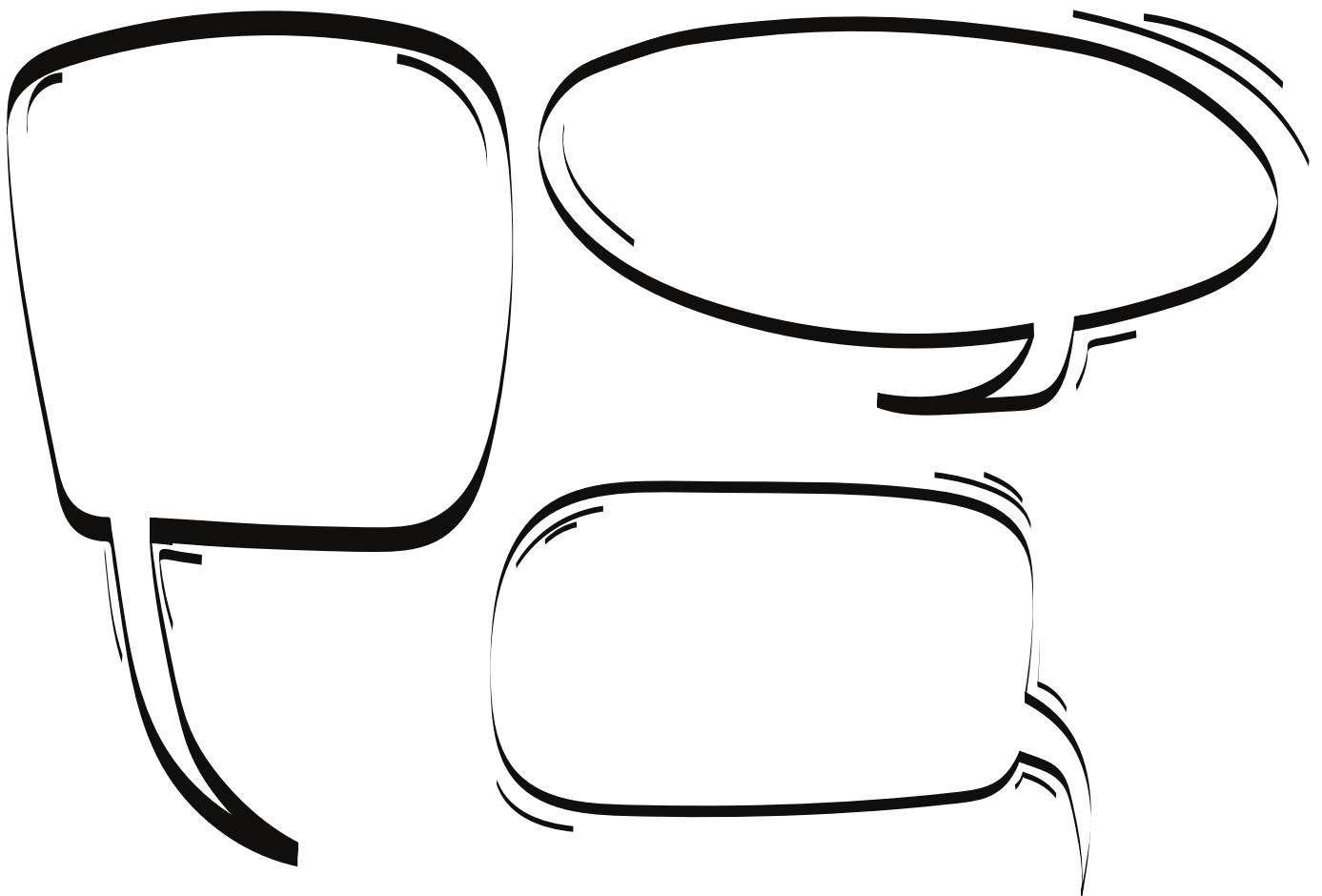


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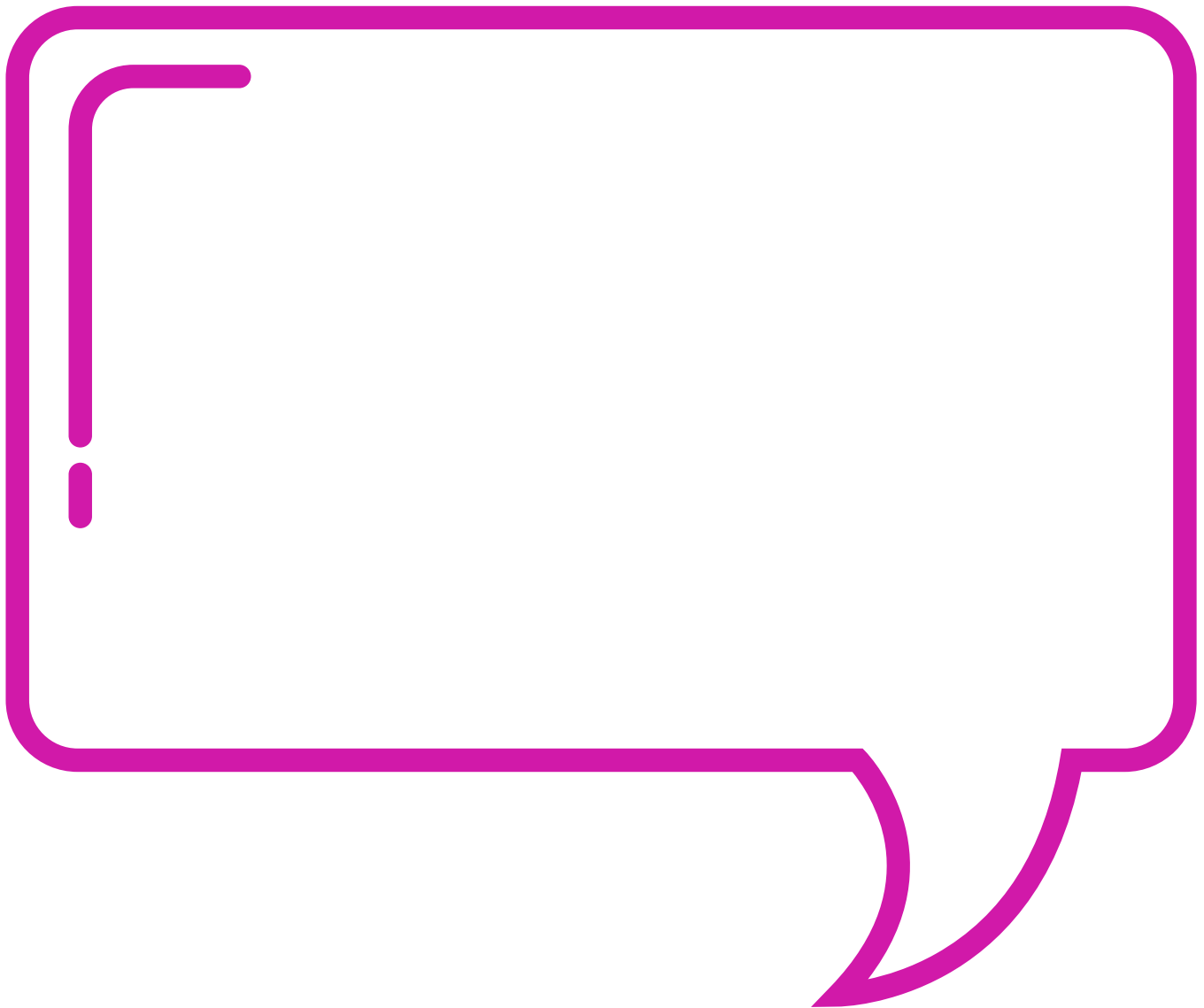




Think about the things we've talked about in today's workshop. Let us know in the speech bubble below, one thing schools or adults can do to improve your move to secondary school.

For example, it could be:

- More opportunities to talk about moving to secondary school
- Extra support if you are feeling worried about your new school
- More visits to your secondary school





# Resource One: Feelings about secondary school

.....  
**Break times**  
.....

.....  
**Lunchtime**  
.....

.....  
**School rules**  
.....

.....  
**Getting bullied**  
.....

.....  
**Homework**  
.....

.....  
**New timetable**  
.....

.....  
**Fitting in**  
.....

.....  
**Losing my old friends**  
.....

.....  
**Getting on with teacher**  
.....

.....  
**Journey to/from school**  
.....

.....  
**School dinners**  
.....

.....  
**Uniform**  
.....

.....  
**Being with friends**  
.....

.....  
**Size of the school**  
.....

.....  
**New teachers**  
.....

.....  
**New subjects**  
.....

.....  
**New form tutor**  
.....

.....  
**Finding my way around**  
.....

.....  
**Being able to do the work**  
.....

.....  
**Being on time for school**  
.....



**Helpful**

**Gives clear instructions**

**Positive**

**Gives short instructions**

**Friendly**

**Asks questions about me**

**Fun**

**Understanding**

**Knows my name**

**Trusting**

**Encourages students**

**Laughs**

**Organised**

**Cool**

**Good discipline**

**Talks to students**

**Kind**

**Fair**

**Answers questions**

Empty box for additional quality

Empty box for additional quality



**Cares about what I think**

**Someone who is popular**

**Does not talk behind my back**

**Is good looking**

**Does not show off to friends**

**Is a good laugh to be with**

**Is clever**

**Accepts me for who I am**

**Tells me how they feel**

**Has lots of friends**

**Listens to me**

**Has the same interests as me**

**Wants to spend time with me**

**Someone I can trust**

**Someone I am proud to be with**

