



Building Positive Relationships

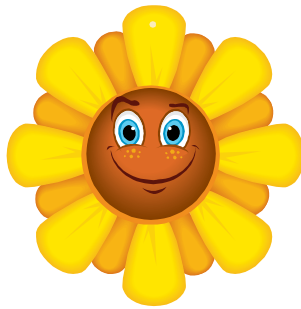
Highland Council Psychological Service



TRANSITION



Transition



Written by Sandra Gray

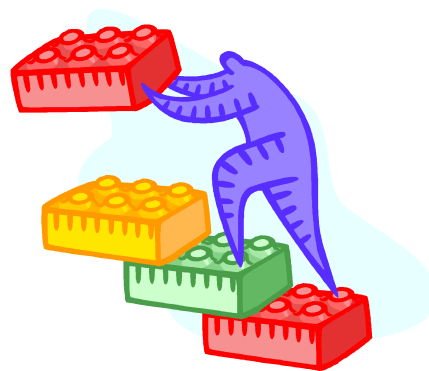
Based on materials from:

Bridging the Circle by Ann Cowling and Penny Vine (Positive Press)

Jenny Mosley Circle Time Games

The Passport Program, A Journey through Emotional, Social, Cognitive and Self-Development by Ann Vernon (Research Press)

With thanks to the staff and, in particular, the children in Caithness primary schools for their valuable contributions during the piloting of the materials.



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Introduction

Lesson 1: Looking back - What have I achieved?

Lesson 2: Looking forward - What have I achieved?

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Lesson 5: Continuing developing independence and responsibility.

Lesson 6: Ending and beginning.



Introduction

The purpose of this pack is to provide pupils with the skills and confidence to facilitate transition from primary to secondary school. It is therefore targeted at those children in their final year of primary school and is best introduced in the final term prior to transition.

The pack comprises a series of six lessons which are intended to be used as an integrated programme and are not intended to be used on an individual lesson basis.

The lessons are best carried out on a half-class basis but can be undertaken with the whole class if necessary. Each session involves pupils sitting in a circle and is designed to last around 50 minutes. It is important that there is a good area of space as some of the games require room to move freely.

Each session comprises the following elements:

- Greetings and Introduction/Review
- Game
- Warming Up - Silent Statements
- Opening Up - Round
- Open forum
- Calming Down

All game descriptions, scenarios and exemplars are provided.

In some sessions, pupils are invited to cross the circle. This entails crossing the circle from where they are sitting to another seat opposite. If, however, there is no vacant seat opposite they can choose any other one. If only one child crosses the circle, then the adult should change seats with the child.

Major influences in the development of this pack include:

Bridging the Circle

The Clapping Game
High School Opportunities
Walking Tall Game
When I Leave this Class

Quality Circle Time by Jenny Moseley www.circle-time.co.uk

Fruit Salad (Oranges and Lemons)
Pass a Handshake (adapted from Pass a Smile)
Five Pins
Afloat in a Boat

Other

Launch

A-Z quiz

In addition to the specific transition lessons, it has been found to be useful to learn to read and understand timetables and to introduce the idea of a diary during the final term of primary school in preparation for secondary. The use of the "diary" is to highlight those subjects or activities where advanced organization is required, the times that these take place (on a week-by-week basis) and what has to be done. For example, the times of swimming periods throughout the term should be noted and then items such as towel, trunks, shampoo etc listed. Similarly, the times when technology takes place may be put in the diary with notes of newspapers, kitchen towel roll holders etc if required to be brought from home.

Sample diary pages are included for photocopying and assembly.

Whilst it is intended that this transition programme is undertaken during the final term of the children's primary schooling, it is important that pre-transition preparation is carried out well in advance of this, perhaps from term 2 onwards. Key features of this may include:

- Information gathering for all children. From within school (class teacher, support for learner teacher, pupil support teacher etc), outside agencies where appropriate (speech and language therapist, occupational therapist, autism outreach service, children's service worker etc) and documentation from Staged Approach.
- Specific meetings to address Individual Education Programme (IEP) transition targets for certain children. Such meetings must include appropriate secondary school staff.
- Consultation meetings between **all** relevant primary staff (all those working directly with the class or individual children in it) and secondary colleagues to identify transition needs.
- Supplementary orientation visits for specifically identified pupils, the number of which may vary depending on pupils needs.

Sandra Gray

Pupil Support Teacher

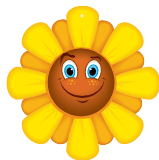
February 2009

	Mornings	Afternoons	After School
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Name: _____



Diary



Transition

Primary Lesson Plan 1 – overview

Aim: To look back at everything we have achieved

Activity	Resources	Rationale	Knowledge/ Skills/ Attitudes
Greetings and Introduction Game The Clapping Game	Flipchart Marker	Pupils to become aware of the different things they have achieved.	To know and understand the meaning of achievement.
Warming Up-Silent Statements Crossing the circle in response to statements.	None	To help pupils recognise some of the different things they have learnt.	As above.
Opening Up - Round 'Something I have learnt which I really value is.....'	Talking object	To understand what has been most important to them that they have learnt.	I can identify something that I value which I have learnt. I understand how important it is for me to learn.
Open Forum Discussing the pupil's achievements in their widest sense.	Child's scenario	Pupils will understand that 'achievements' are social and behavioural as well as academic.	I know/understand that achievement can be non academic. I value my achievements.
Calming Down Pass a smile, pass a handshake.	None	Fun winding down game.	I co-operate with others.

Transition

Primary Lesson Plan 1

Aim: To look back at everything we have achieved

Greetings and Introduction

The group will know that we are meeting to discuss their Transition to High School. Explain that we will be looking at all aspects of this in a fun way where there will be some games and rounds but most importantly the opportunity to discuss our hopes and fears concerning High School.

Introduce some group rules for the meetings. These will come from the pupils and may include ideas such as:

- Sit properly without fidgeting
- Listen to who is speaking
- Don't shout out
- No put downs
- Confidentiality

Note their suggestions on a flip chart for typing up and displaying at a later date.

It would be advantageous to ask the pupils to 'sign up' to the rules. Having done so this makes it easier to remind them of their decisions, especially confidentiality and put downs. Display these beside the rules.

Game

Before starting the game have a short discussion about their different achievements since starting school.

Clapping Game

The game starts by the whole class making two claps. Then the first person mentions any one achievement, e.g. listening. The class then claps twice again and the second person mentions an achievement and so the game goes on. If a child cannot think of a word they can just say 'achievement'.

Warming Up-Silent Statements

See contents page for explanation of 'crossing the circle'.

Stand up and cross the circle if:

- You remember your first day at school
- making new friends
- playing with someone you didn't already know
- the Golden Rule of being honest
- finding something hard to understand

Draw attention to the fact that not everyone crossed the circle for each statement and that this is perfectly acceptable as we all have different memories of things.

Opening Up - Round

Remember the most important thing that you have learned.

Give some examples of what these may be ie:

- times tables
- the rules of football
- how to make friends and not fall out
- to settle down to work

Round:

'Something I have learnt which is really important to me is

Open Forum

The teacher speaks (use **Child's Scenario** here) about a child who has just joined the school and who has no good feelings about his/her achievement.

Child's Scenario

When speaking to her new teacher Abbie got upset and told her that she was so stupid. She said she was useless at maths and couldn't even remember her easy times tables. She couldn't spell or write stories and her reading was poor. She had not managed to pass her National Tests at level (whichever is suitable) with the rest of her class. She said she didn't know any good things about herself.

Questions:

- Does she think achievement is only good if it is academic?
- What about her relationships with others?
- Is she good at helping others?
- Can you think of anything she may have achieved?

Round: 'I am good at.....'

Calming Down

Pass a smile, pass a handshake.

The teacher turns to the child on her left and shakes their hand whilst smiling at them. That child then turns to the one on his/her left and passes on the handshake and smile. This continues round the circle until the handshake and smile is passed back to the teacher.

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Primary Lesson Plan 2 - overview

Aim: Looking forward to what I can achieve

Activity	Resources	Rationale	Knowledge/ Skills/ Attitudes
Greetings and Review Game High School Opportunities	Paper, pens, list	To look at changes they will encounter.	I know and understand some of the changes I will notice. I can work in a team.
Warming Up-Silent Statements Crossing the circle in response to statements.	None	To encourage discussion about their hopes and fears.	I know/understand I can feel hope/excitement/ and fear at the same time. I can identify some of these hopes and fears.
Opening Up - Round 'I look forward to.....'	Talking object	To encourage pupils to look positively to the future.	I can identify my positive feelings about the future. I value my own thoughts and feelings and those of others.
Open Forum Discussing worries about going to High School.	None	Through problem solving pupils will support each other.	I know/understand what I am not looking forward to. I can offer and accept help from others.
Calming Down Pass a handshake.	None	Fun winding down game.	I co-operate with others.

Transition

Primary Lesson Plan 2

Aim: Looking forward to what I can achieve

Greetings and Review

Game

High School Opportunities

Ask the children to think of all the different things that they may encounter at high school, eg new teachers.

Divide the class into groups of four. Each group needs one piece of paper, a pencil and a clip board. Choose one child to be the leader of each group. Have a list prepared of ten opportunities that children may experience.

The leaders of each group (chosen randomly or someone who draws well and quickly) come to the front of the class and the teacher whispers number one from the list.

The children return to their group and draw the opportunity. When the group has guessed correctly from the picture, the leader again runs to the teacher and gets the next item on the list.

The wording need not be exactly the same as on the list but must convey the correct meaning. The first group to draw all 10 opportunities, and have them correctly guessed, is the winner.

Opportunity list:

1. making new friends
2. learning a new language
3. new teachers
4. lots of different homework
5. using the computer room
6. moving from room to room
7. more choices in the dining room
8. more sports
9. doing science
10. enjoying home economics

Warming Up-Silent Statements

Stand up and cross the circle if.....

- You're looking forward to meeting new people
- You're not looking forward to losing old friends
- You're looking/not looking forward to newer, harder work
- You're looking/not looking forward to taking more responsibility for yourself
- You're looking/not looking forward to doing science

Remind the pupils that we all make different choices and this is as it should be. Discuss the fact that they will not necessarily be losing old friends but rather that they may just not see them as often as they did or be as close to them as they were. Why might someone not be looking forward to science? Mention fear of the unknown.

Opening Up - Round

'I am looking forward to.....'

Open Forum

Ask the pupils if anyone is not looking forward to High School and which aspect of it is the problem.

In discussion about these concerns, ask the group if they have any suggestions they could make to help solve them.

For example:

Concern:

I'm worried about going to High School on my own on the first day.

Suggestion:

Someone could come and meet you or call for you and you could go together. It could be somebody who does not live far away from you.

Calming Down

Pass a handshake

Pass a handshake round the circle. Whilst shaking hands, encourage good eye contact and body language and ask them to say, 'I hope you.....'

For example - I hope you make lots of new friends, I hope you enjoy science, I hope you like netball, etc.

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Primary Lesson Plan 3 - overview

Aim: To recognise own character and how it can change.

Activity	Resources	Rationale	Knowledge/ Skills/ Attitudes
Greetings and review Game Fruit salad.	None	To look at changes they will encounter.	I know and understand some of the changes I will notice in myself.
Warming Up-Silent Statements Crossing the circle in response to statements.	None	To encourage discussion about their emotions.	I know/understand I can feel a range of emotions. I value my own feelings and those of others.
Opening Up - I am.... Personal statements	Line on floor. Large personal statements	To encourage pupils to develop a sense of who they are.	I can identify my thoughts and feelings in relation to others. I value my own thoughts and feelings and those of others.
Open Forum Discussing choices and knowing yourself	None	To encourage pupils to acknowledge who they are, what they think, how they feel.	I know/understand that I can make choices and express opinions which may be different but valid.
Calming Down Afloat in a boat	None	Fun winding down game.	I co-operate with others.

Transition

Primary Lesson Plan 3

Aim: To recognise own character and how it can change.

Greetings and Review

Game

Fruit Salad

Choose three fruits and go round the circle giving each child the name of one in turn, e.g. apple, orange, banana, apple, orange, banana and so on until everyone in the group has a name. When you call one of the fruits everyone with that name has to quickly change places in the circle. They may not return to their own seat immediately but must find another one. The last person to find a seat may call the next name. (Just watch out that nobody hangs around just to 'call'.) If you call 'Fruit Salad' then everyone changes seats. This is a fun, warming up game and also serves to mix up the class so that good friends are not always beside one another.

N.B. The names can be changed to suit any topic so in this instance could have been Geography, History, Maths and the group movement could be All Subjects.

Warming Up-Silent Statements

Stand up and cross the circle if.....

- you were happy when you came to school today
- you were angry when you came to school today
- you get jealous of your friends
- you sometimes feel sad
- you ever feel left out
- you enjoy making new friends

Do not make personal comment about responses but do make general observations about them.

Examples:

- Most of us are happy a lot of the time although it is not always possible to be happy all of the time
- Some things make some people angry whilst others do not bother
- We have to learn to deal with jealousy in an appropriate way, maybe by admitting to ourselves we are jealous and why. This may need further discussion.

Opening Up - I am....

Procedure:

Discuss with pupils whether they think they will change as they grow older and whether some things will remain constant over the years.

Make a line across the floor (masking tape is a good medium). Stand at the head of the line. Ask the pupils to stand on it one behind the other facing you. Hold up each pair of statements - one from Saver and one from Spender e.g. **Prefers to be alone/Prefers to be in a group.**

Ask the pupils to stand to the relevant side depending on how they see themselves in relation to the statements displayed. Encourage pupils to notice where they are standing relative to others in the group.

Personal Statements List

Saver	Spender
Prefers to be alone	Prefers to be in a group
Likes being with a few friends	Likes being in a crowd
Likes to be active	Likes quiet activities
Risk taker	Not a risk taker
Likes sports	Likes band, orchestra, choir
Likes to read	Doesn't like to read
Would rather live in a city	Would rather live in the country
Usually argues	Usually gives in
Cares about standard of work	Doesn't care about standard of work
Learns by doing (hands on)	Learns by listening
Cares what others think	Doesn't care what others think
Accepts authority	Doesn't accept authority
Prefers to work alone	Prefers to work in a group

Open Forum

Discuss **Opening Up** by asking questions such as:

- Was it difficult to decide where to stand?
- Were some issues easier than others?
- How did it feel to have a different opinion to others?
- How easy is it to have a different opinion from your friends?
- What have you learned about yourself from this activity.
- Might your position/ideas change over time?

Calming Down

Afloat in a boat

Using the talking object to pass round (as in pass the parcel) everyone says, **'There were (number in circle) men afloat in a boat. There was a loud bang and one fell out.'**

The person left holding the talking object on the word 'out' then sits on the floor in the middle of the circle. This person now makes a guess as to whom the object will finish with next time round.

The game restarts with the same words although the number will be one less.

If the child in the middle has guessed correctly he/she will take the place of the child with the object. If he/she is wrong, both children sit in the middle and so the game continues with each person choosing who will have the talking object at the end of the round.

Each child may choose the same person (or not) to end up with the object the next time and if correct all children rejoin the circle, if not they remain seated in the middle until they do guess correctly or the game stops.

Prefers to be alone

1

Prefers to be in a group

1

Likes being with a few
friends

2

Likes being in a crowd

2

Likes to be active

Likes quiet activities

Risk taker

4

Not a risk taker

Likes sports

5

Likes to read

6

Doesn't like to read

6

Would rather live in a city

**Would rather live in the
country**

Usually argues₈

Usually gives in₈

**Cares about standard of
work**

9

**Doesn't care about
standard of work**

9

Learns by doing (hands on)

10

Learns by listening

10

Cares what others think

11

**Doesn't care what others
think**

11

Accepts authority

12

Doesn't accept authority

12

Prefers to work alone

13

Prefers to work in a group

13

Transition

Primary Lesson Plan 4 - overview

Aim: To develop independence and responsibility and deal with fears

Activity	Resources	Rationale	Knowledge/ Skills/ Attitudes
Greetings and Review Game Five pins	None	To take responsibility and think independently for the game to be able to take place.	I know and understand the necessity for self discipline.
Warming Up-Ice Breaker Finding someone with similar feelings about transition.	None	To encourage discussion and recognise and value differences of opinion.	I know/understand I can have a range of opinions. I value my own opinions and those of others.
Opening Up - What I am looking forward to/not looking forward to in High School is..... Working in pairs to discuss feelings about Transition.	Flip Chart with the headings highlighted opposite.	To allow pupils to discuss fears they may have associated with change.	I know and understand some positive and negative aspects of change. I value my own opinions and those of others.
Silent Statements Crossing the circle in response to statements.	None	To develop knowledge of change and feel positive about it.	I know/understand how much change affects me. I can think of someone who can help if I need it.
Open Forum Role playing 'looking forward to' scenarios.	None	To encourage pupils to acknowledge their thoughts and feelings about transition.	I know/understand that I can make choices and express opinions which may be different but valid.
Calming Down Walking Tall Game.	Beanbags	Fun winding down game.	I am proud to be me and show it in my body language.

Transition

Primary Lesson Plan 4

Aim: To develop independence and responsibility and deal with fears

Greetings and Review

Game

Five pins

The teacher explains that she is going to say 'Five Pins' and when she does five pupils have to stand in the middle of the circle. The pupils have to decide for themselves when they will stand in the middle. If more than five stand then they also make the personal decision to sit down so that the number is correct. When there are five the teacher says, 'Pins Down' at which they all sit down. She again says, 'Five Pins' and the process continues with the pupils making their own decisions when to move. However, the teacher must be aware of the children who are 'hogging' the game and also the ones who are not participating.

This game can be quite chaotic initially but is very enjoyable.

Warming Up-Ice Breaker

Find someone who...

- worries about their work
- enjoys making new friends
- likes being responsible for themselves
- has good friends
- has moved house since being at this school
- has lost something special

The pupils will have to move around the group for this. After each statement they should sit down beside the person or people who fulfil the statement requirements before the next one is said.

Opening Up -

What I am looking forward to/not looking forward to in High School is....

This should be done in pairs with both children agreeing on their looking forward to/not looking forward to thoughts. Give them a little time to talk about this.

Using the **round** format ask the children to state one of each thought from each pair.

Record statements made by the children.

Keep this and use to type up each statement so that they can be cut and given separately to groups in lesson 5. (Some may need to be duplicated so that everyone is involved.)

The teacher should talk briefly about his/her experience of change. Make the pupils aware that it is quite normal to experience negative and positive feelings at the same time. The teacher might tell of getting a new job - feeling excited but worried at the same time for various reasons.

Silent Statements

Stand up and cross the circle if:

- you are able to think of a trusted adult you could approach if needing help
- you are not keen on change
- you think you will be able to organise yourself for all the different subjects in High School
- you think you are the only one who has mixed feelings about going to High School.

Discuss some ideas/solutions in relation to the above statements after they have been made.

Open Forum

Pick up on what the children have said in 'opening up'. Discuss these through asking the children to role play, preferably in trios, the different scenarios from the 'looking forward to' column.

Calming Down

Walking Tall Game.

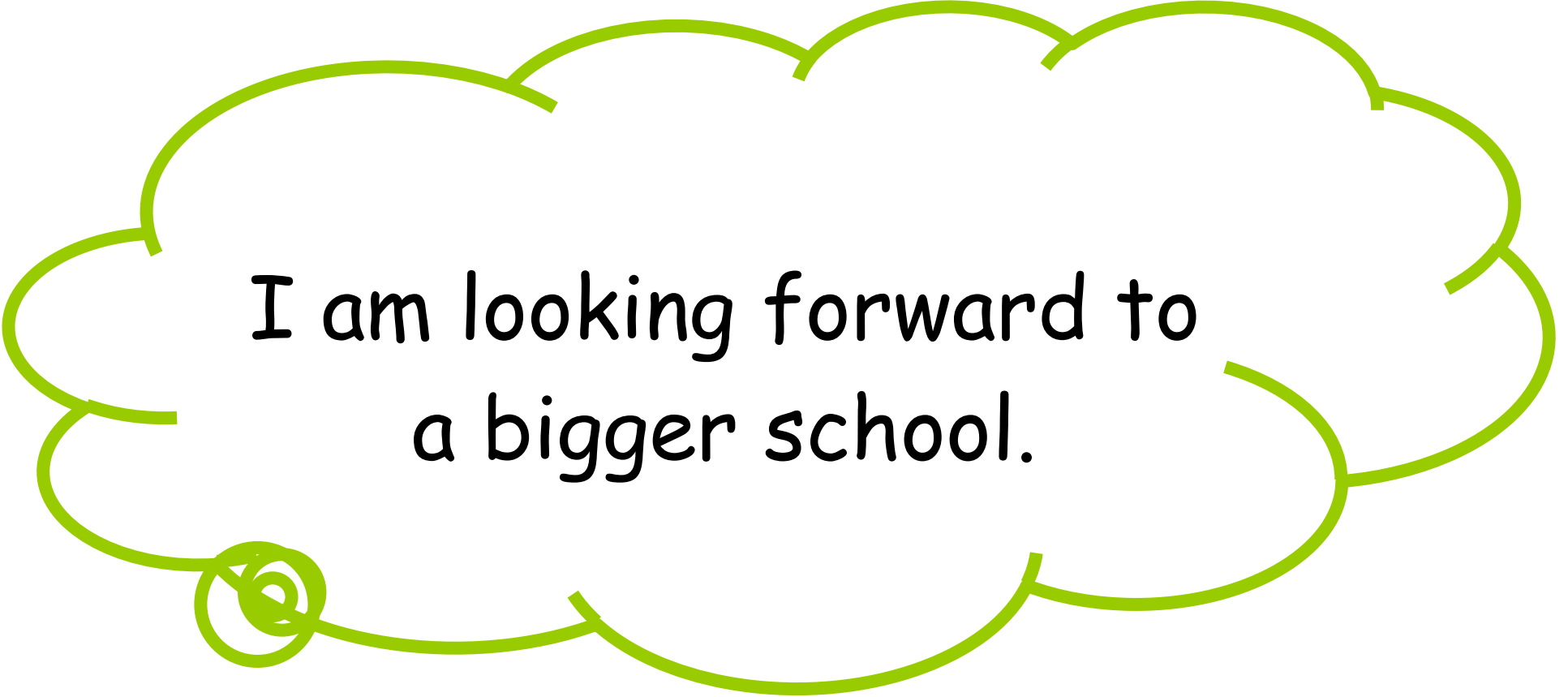
Each child walks around the circle (possibly to calm music) with a bean bag on their head. If the bean bag comes off the child stands still and waits for someone else to pick it up for them and replaces it on their head for them without they themselves dropping their beanbag.

Remind the children that they are walking tall and showing pride in themselves.

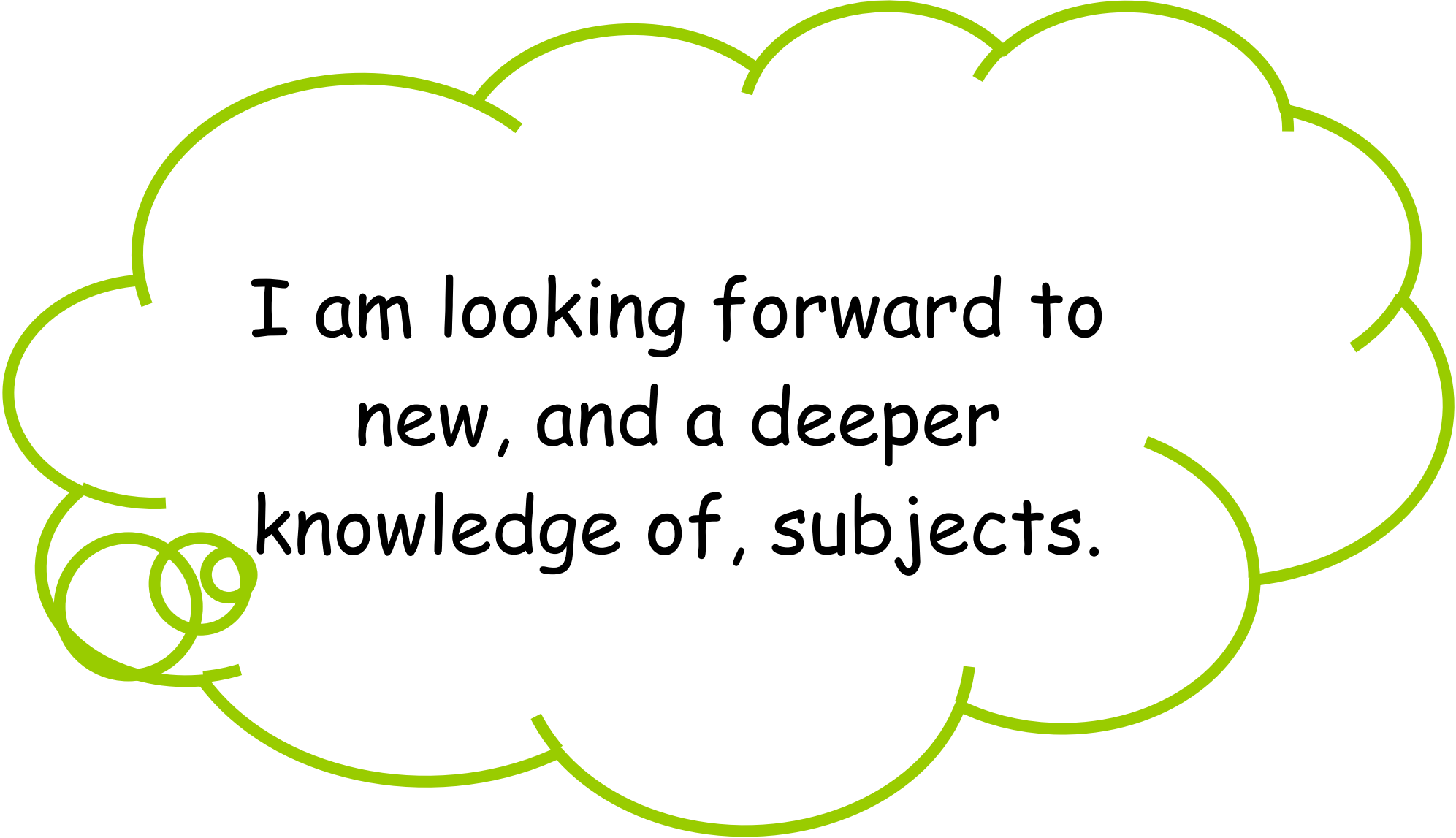
N.B. The statements supplied are originals from a P7 class and are, at your discretion, for use or as guidelines only.



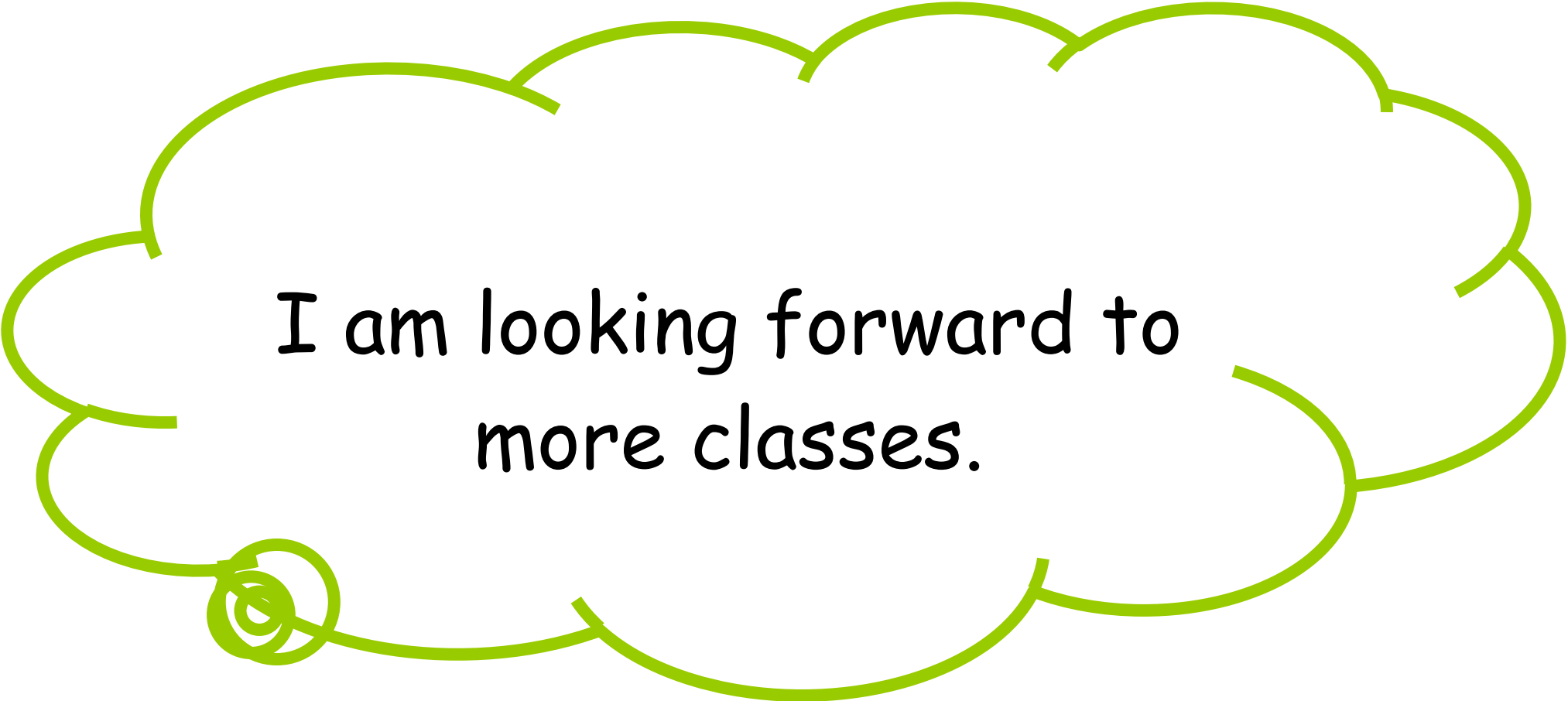
I am looking forward
to good grades.




I am looking forward to
a bigger school.




I am looking forward to
new, and a deeper
knowledge of, subjects.



I am looking forward to
more classes.



I am looking forward to
looking around High
School.



I am looking forward to
more work.




I am looking forward to
change.

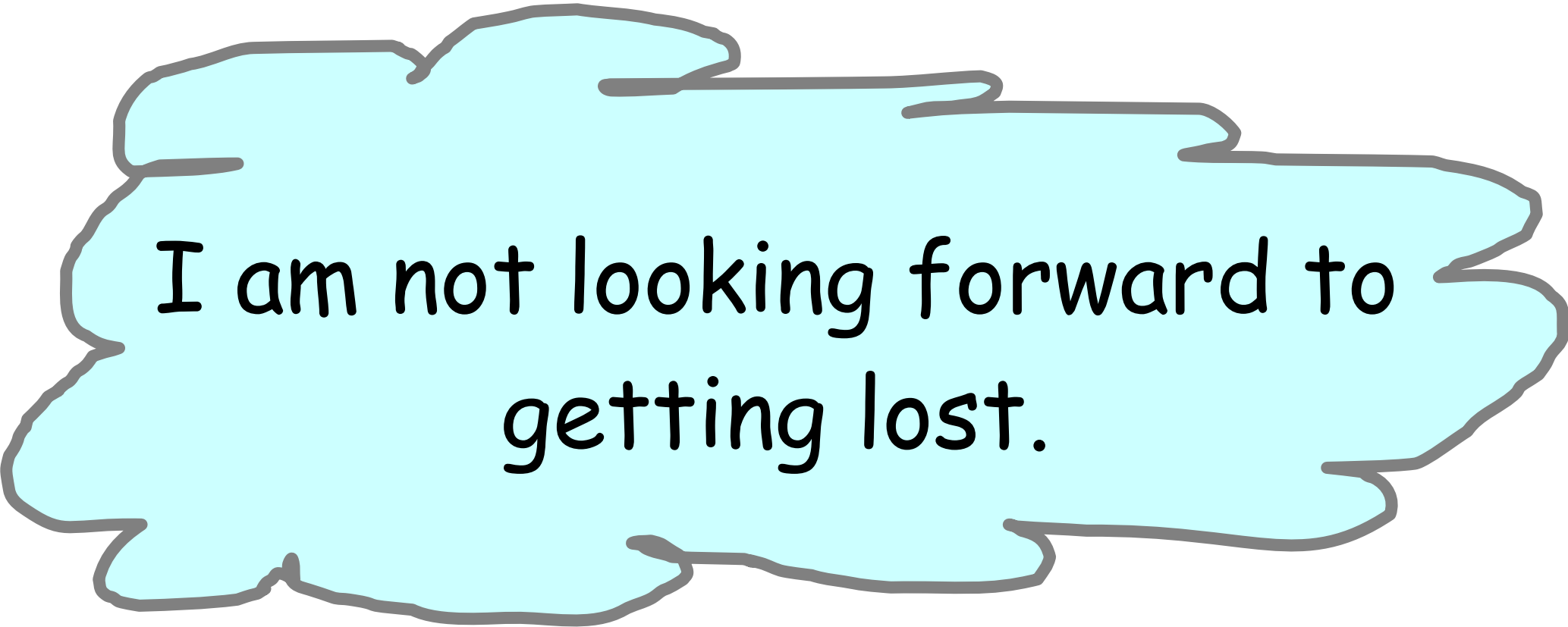




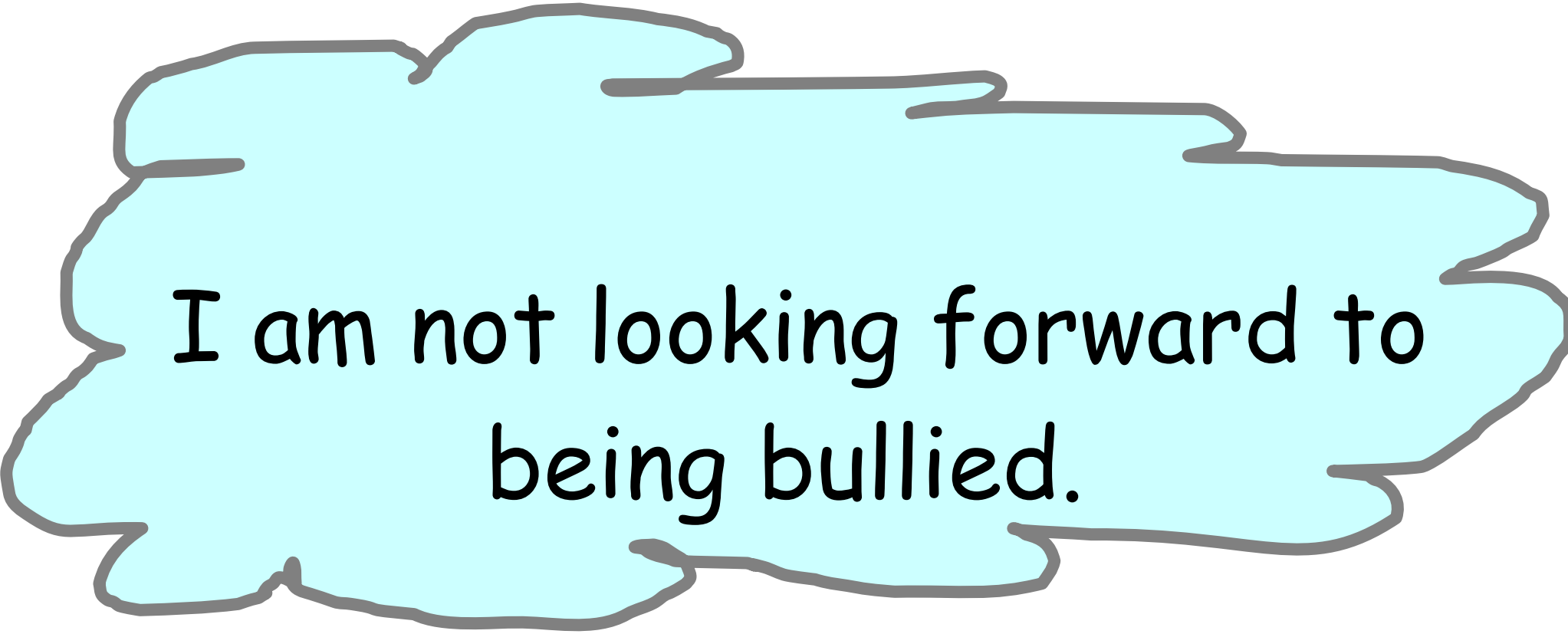
I am looking forward to
meeting new people and
teachers.



I am not looking forward to
losing primary friends.



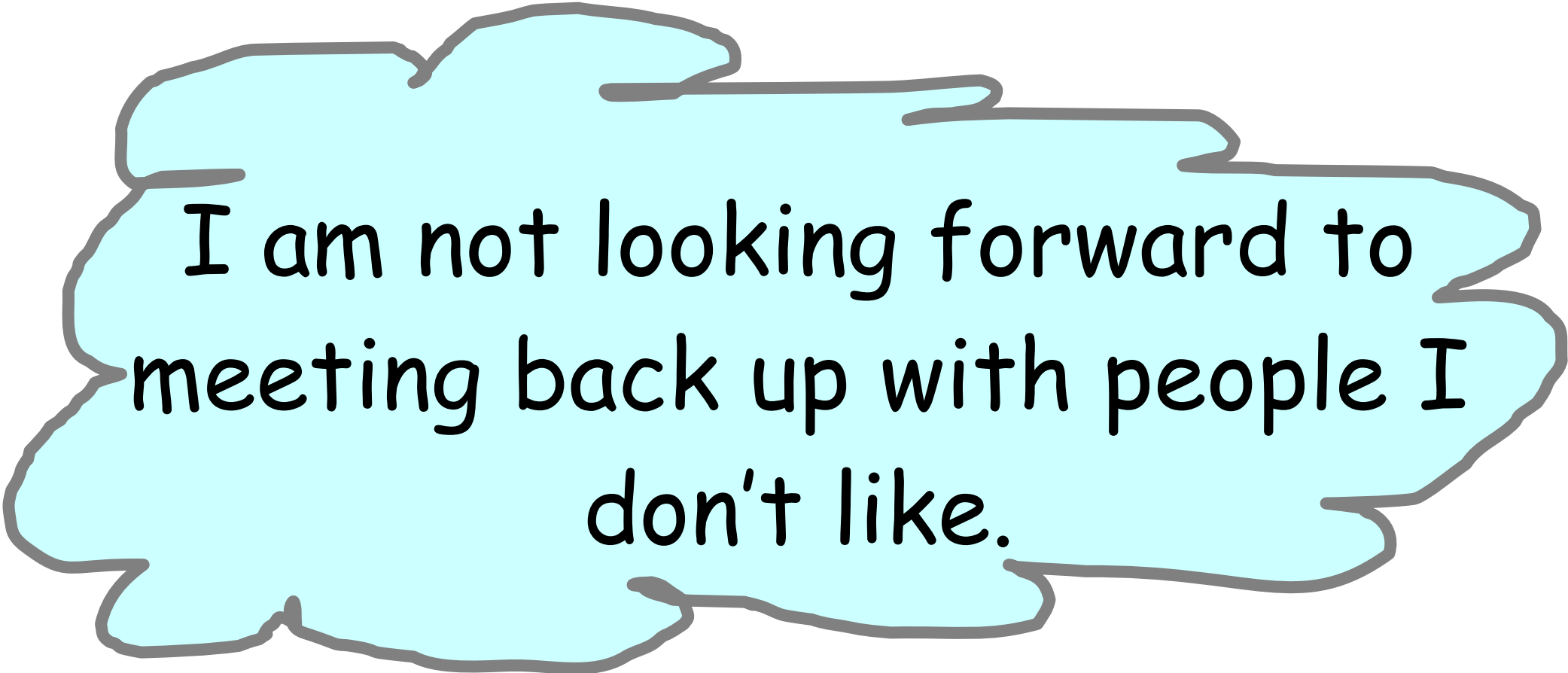
I am not looking forward to
getting lost.



I am not looking forward to
being bullied.



I am not looking forward to
meeting people I don't know.



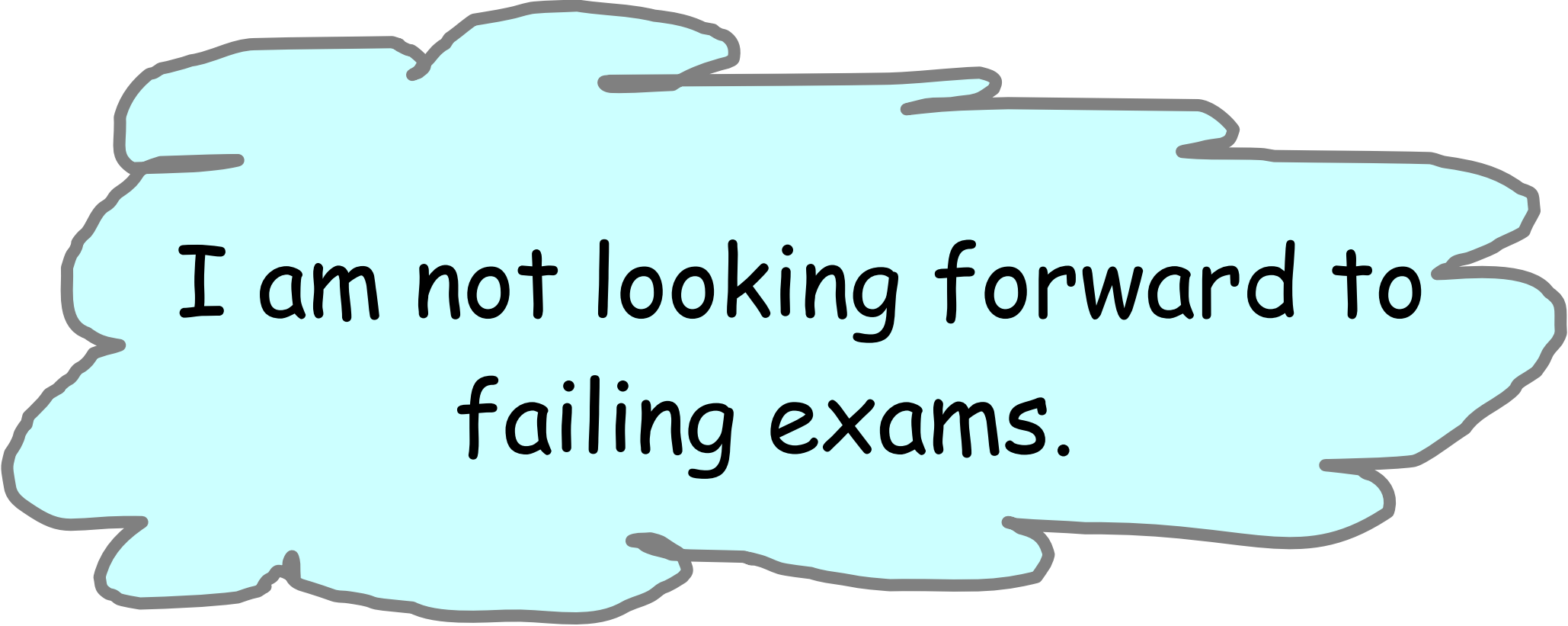
I am not looking forward to
meeting back up with people I
don't like.



I am not looking forward to
new teachers.



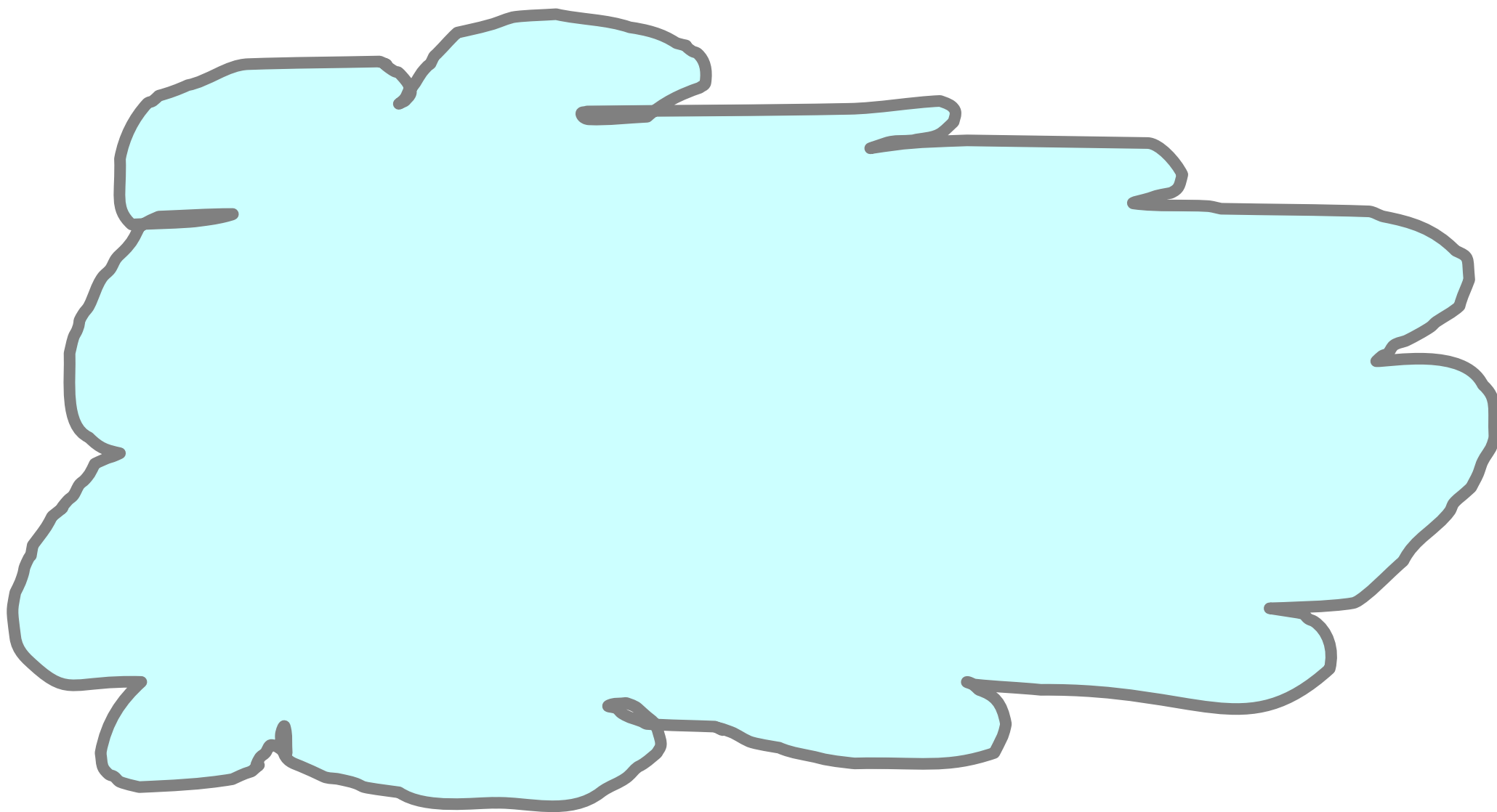
I am not looking forward to
lots of homework.



I am not looking forward to
failing exams.



If desired this sheet could be photocopied and used for writing statements in lesson 4 rather than using a flipchart.



If desired this sheet could be photocopied and used for writing statements in lesson 4 rather than using a flipchart.

Transition

Primary Lesson Plan 5 - overview

Aim: To continue to develop independence and responsibility and to recognise when help is needed.

Activity	Resources	Rationale	Knowledge/ Skills/ Attitudes
Greetings and Review Game: When I leave this class....	None	A fun warm up.	I can think independently. I can take part in a whole group exercise. I can help others appropriately.
Warming Up-Silent Statements Crossing the circle in response to statements.	None	To encourage pupils to show their anxieties about transition.	I can express my anxieties about transition.
Opening Up - A good idea might be.... Discussing 'not looking forward to' statements.	Typed statements	To encourage pupils to help one another solve their problems.	I can work with a partner to find solutions. I can understand and respond to the needs of others.
Open Forum Problem solving how to help one another and self when in difficulty.	None	To encourage pupils to recognise why/when they need help. To know what to do and who to approach if help is needed.	I know the importance of asking for help.
Celebrations Round Giving compliments for good work/suggestions during lesson.	None	To summarise and compliment others on their suggestions.	I can express appreciation of someone else's ideas. I can give compliments appropriately.
Calming Down Launch	None	Fun winding down game.	I can take responsibility for myself.

Transition

Primary Lesson Plan 5

Aim: To continue to develop independence and responsibility and to recognise when help is needed.

Greetings and Review

Game

When I leave this class....

The first person begins by saying, "When I leave this class I will take... (pupils name something in the class e.g. a desk) and it goes round the circle with the next person repeating this and adding another object. If anyone finds it very difficult to remember what has gone before the others can help them.

Warming Up-Silent Statements

Stand up and cross the circle if you think some people worry.....

- about bullying when they go to High School
- about not having friends at High School
- about getting lost at High School
- about what their new teachers will be like
- about the amount of homework
- about losing old friends

Remind the group of 'no put downs'.

Discuss the reasons why some people may have some of these concerns but do not name anyone.

Remind them of some of the problem solving ideas from previous lessons.

Opening Up - A good idea might be....

Briefly recap on the 'looking forward to' statements from lesson 4 and explain to the class that we are going to look at the 'not looking forward to' statements today.

Give these typed out statements to pairs of pupils.

Explain that they will have 2 minutes to discuss the problem.

The pupils will then be asked to offer good ways forward using the starter statement 'It might be helpful if.....'

For example:

'It might be helpful if I (or another friend) meet them at the lunch hall at dinner time?'

Open Forum

Tell the group of a pupil who is finding high school difficult and is not doing his/her homework, getting into trouble for bad behaviour during lessons and missing classes. Use the following questions to stimulate discussion.

- Why is this pupil disrupting the lessons?
- How do you think this pupil is feeling?
- What might happen if the pupil continues to behave as at present?
- Why might this pupil want to hide his/her problems with learning?

The pupils are then asked if they can give suggestions to help this pupil. What would/should you do if this were you?

Round

As a round the children give praise to the person sitting on their left about some contribution they have made to the lesson starting it with:

'Something has done in this session is.....'

Example:

'Something David has done in this session is to suggest how to ask a friend for help.'

Calming Down

Launch

Everyone stands in front of their chair in the circle.

You start a countdown starting with the number of people in the circle ie if there are 16 in the group say 16 and then sit down.

Any pupil can then say the next number below (which is now the number standing and in this example would be 15) and sit down.

This continues until everyone is sitting.

The pupils have the responsibility of choosing when to say a number but if more than one speaks at a time then the game starts again.

Start slowly with this and if time permits, try again - faster!

Transition

Primary Lesson Plan 6 - overview

Aim: Ending and Beginning

Activity	Resources	Rationale	Knowledge/ Skills/ Attitudes
Meeting Up - Game Speed Quiz - an A-Z about school life	None	A fun warm up.	What I have learnt about high school.
Warming Up-Silent Statements Crossing the circle in response to statements.	None	To allow pupils to express their current state of mind about the transition to high school.	I am ready for my move to high school.
Game: Interview Recognising subjects in High School	None	A game which thinks about the different people there are in secondary school.	I know the different people I will meet in High School.
Opening Up - How we are feeling about moving to High School. 'I am feeling.....'	None	I can recognise my feelings.	I am aware of my feelings.
Open Forum Giving compliments to friends.	Paper, Pencils	To build self-esteem and confidence.	I can be positive about the good qualities of others. I am aware of the good qualities others see in me.
Calming Down Round: 'For the class I wish....' To pass good wishes to the class for High School.	Marbles in a container and one empty container.	Fun winding down game to raise awareness and self-esteem.	I can look positively to the future.

Transition

Primary Lesson Plan 6

Aim: Ending and Beginning

Greetings and Review

Tell the group that this will be your final meeting and is their opportunity to discuss anything which still concerns them about moving on to High School.

Game

Speed Quiz - an A-Z about school life.

Put the pupils into trios. Give each trio the A-Z quiz sheet and tell them that they have to fill in a word starting with each letter of the alphabet. The word must be related to something they might encounter at High School.

They may have to have some licence with the more difficult letters e.g. Z where they could use zebra for zebra crossing or loosely connected with any study of animals.

The first trio finished stops the group.

Have a quick review of their answers and praise all groups for trying, ingenuity, etc.

This sheet is at the end of the lesson for photocopying.

Warming Up-Silent Statements

Stand up and cross the circle if.....

- You are looking forward to the summer holidays
- You'll be getting organised for high school during the holidays
- You've got plans for the holidays
- You feel confident about going to high school
- You are feeling excited about going to high school
- You know what to do if you have a problem at high school
- You are ready to move to high school now

Most of the pupils should be crossing the circle for these statements.

Game:

New Teacher

Ask children to quickly think of someone they will meet at high school. (New people and not by name.) Tell them to think of three statements, or fewer, which will give a clue as to who they are. They give the three statements and the rest of the pupils have to guess who they mean.

For example:

This person talks about maps and places.

This person tells the names of rivers.

This person lets you know about different countries.

The answer is a geography teacher.

The person who answers goes next or someone else who is ready with three new statements.

Opening Up - How we are feeling about moving to High School.

'I am feeling.....'

If any child gives a feeling of concern discuss this at the end of the round.

Open Forum

Each child is given a piece of paper and asked to write their name at the top.

Explain that they are going to write a compliment for each person.

The process will be that all pupils will stand, leaving their own paper with their name on it on their seat.

They will move one place to the left and on arrival at the new seat will write a compliment about them on that person's paper.

They will then move one more place and write an appropriate compliment for the new person.

This continues round the circle until they arrive back at their own seat and paper.

They then read all the compliments they have received and some may wish to read theirs out to the group.

Have a short discussion about the feelings of the new teachers who will be meeting so many new faces.

Discuss first impressions.

Calming Down

'For the class I wish....'

The teacher places a set of marbles in a container in the centre of the circle along with an empty container. The pupils are asked to make wishes for their classmates and themselves and as they do so they are invited to take a marble from the set and place it in the other container. They can do this in random order but are all encouraged to try to make at least one wish.

For example:

The teacher, going first, rises and might say, "I wish that you all have great success at High School." as she moves one marble from the set to the new container.

At the end the teacher lifts the box which now has all the 'wishes' marbles in it and comments on how many good wishes the pupils have wished for each other.

This makes a nice ending to the programme and the children enjoy this.

Speed Quiz - an A_Z about High School life

Think of words to do with moving to High School for each letter of the alphabet.

You can start with any letter you wish.

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z