

Activity 5 – Transitioning Experience

The **feelings** I had before transitioning from primary school to secondary school:

- ❖ Mixed emotions
- ❖ Excited
- ❖ Scared
- ❖ Nervous
- ❖ Lonely
- ❖ Worried
- ❖ Eager
- ❖ Panicky
- ❖ Comfortable
- ❖ Happy
- ❖ Grown up

The **concerns** I had about Year 7/secondary school:

- Not being able to making friends.
- Being bullied.
- Older students pushing or bossing me around.
- Not getting the right support from any of the teachers.
- Meeting new and different people that I am not usually around, comfortable around or not used to.
- Learning new things with new teachers and not being able to understand it.
- Getting lost around the school.
- Getting into trouble.

The **coping strategies** I used to cope with the concerns I had:

- When it comes to making friends, meeting new people or learning with new teachers, you could try to not avoid the situation and face up to it.
- Talking to people is a way to cope with making friends, new teachers or meeting new people. This also includes not isolating yourself.
- If you get bullied or picked on, you should talk to someone, if that's a friend, a family member or a teacher. Telling someone always helps so you can stop it before it gets any worse.
- When getting lost around the school or when it comes to learning new things with new teachers, you could just ask for help or when getting lost ask for directions or help because there won't be anybody that will not help you. Someone will always help you.
- If you are worried about learning with new teachers, although you may not understand what they are teaching you, you should just think that the teachers here are always here to help and they could potentially be better teachers than your primary school teachers.
- You need to realise that secondary school WILL be different to primary school and it is not scary, it's a good thing. But you need to be able to accept it being different to not worry yourself. This links to the last bullet point about teachers being better at teaching.
- Be positive! If you be positive or optimistic then all your worries will not be worries anymore. (*Make sure your glass is half full not half empty*)
- If you are just worried about the whole transition, talk to an older sibling who has been through it all or to a family member or parent to put your mind at ease.

- Go out of your comfort zone, face your fears. You need to be brave and do things you have never done before. Talk to new people, ask questions, and make contributions in the class.
- Find people with the same hobbies or interests as you, then you will always have someone who you can be yourself around and you will make friends much easier. You could do this by joining any afterschool clubs.
- Don't be afraid to...
 - Speak your mind
 - Be different
 - Be focused on your work (you will get far in life)
 - Be independent

The thing I was **looking forward to** the most:

- I looked forward to being grown up.
- Making new friends.
- I loved the new teachers and learning new things.

Extra:

- As you go through the school years, from year 7 to year 11, I kept meeting new people, made new friends, learnt new things, and it all changed as I got older. It got better as I got older. Remember, it may be tough in the start, it was for me too but it got a lot better and I loved it!

Top tips for exams

While at home!

- Breathing techniques – breathe in through nose for 3 seconds, breathe out for 5 seconds through mouth – repeat this 3 times and calm yourself.
- Time management on your revision – revision timetable (then you know what to revise and when).
- Revising – ask for help if you need it and for revision sources.
- Reassurance from family.
- Practice tests – This will help you know what it will be like in the real SATs so you will not worry as much.
- Sleep well – get enough sleep for your brain to be at its best.
- Eat well – eat brain food like fruit such as bananas to make sure your brain is at its best – including breakfast... VERY IMPORTANT as it gets your brain ready for the day!
- Prepare a pencil case the night before – forgetting stationary can make you panic.

In the SATs test!

- Breathing techniques.

- Time management – keep your eye on the time to make sure you don't spend too much time on one question and get everything that you can done!
- Don't stay on one question if you cannot do it, move on and come back to it!
- Read the question 2 or 3 times to make sure you understand what the question is asking you to do.
- Do not rush the questions!
- Take a bottle of water in with you

Resilience workshop

Resources needed:

Powerpoint provided

Prizes such as a small pack of haribos

Bingo cards provided

Personal strengths cards provided

2 different colour marbles

2 pots

Top tips hand-outs provided

Feelings, concerns and coping strategies sheet provided

Large amount of paper

Start

Put on the song happy by Pharrell Williams- Ask pupils how the song makes them feel and what the song is about.

Activity 1- Pressures and resilience

Resources-

1 pot with 1 colour marbles (30 approx)

1 pot with 1 other colour marbles (30 approx)

- Ask pupils what are pressures or stresses? (slide 1)

Pressures are things that cause emotional stress and can build up to make it hard to cope. (slide 2)

- Ask pupils what is resilience? (slide 3)

Resilience is the ability to bounce back after dealing with pressures (slide 4)

- Ask pupils what stresses they have (give prompts such as homework, friends, family)
- When a pupil gives a stress let them take 1 marble from 1 pot and tell them to put it in 1 of courses (you are demonstrating a balance scales. It can be you, another member of staff or a pupil)

- Repeat pupils giving stresses and putting the marbles in 1 hand and exaggerate falling to 1 side.

- Ask pupils what resilience methods they have (self-care)

Give prompts such as reading a book, going for a walk, listening to music, taking a bath.

- When a pupil gives resilience method, get them to take a different colour marble from the other pot and get them to put this in the other hand and repeat this until you are balanced with stresses and resilience's
- Explain stresses and pressures are normal but if you are resilient and take care when you are stressed then you can bounce back and be happy again (slide 5)

Activity 2- Feelings thermometer (slide 6 then slide 7)

- Give pupils an angry situation such as someone taking your football then ask some pupils to point to the intensity of the feeling on the thermometer.
- Ask how they would deal with this situation such as telling a teacher, and then get them to point to the thermometer after they have solved the problem.
- Repeat with other feelings and situations such as sad when someone is being mean.
- Explain that the intensity of feeling can go down if dealt with correctly

Activity 3- Facial expressions bingo (slide)

Resources-

Bingo cards

- Give pupils bingo cards

- Put the slides on with the emojis on and give prompts if needed such as happy
- Play bingo and go until winner and check answers then give prize to the winner

Activity 4- Transition (slide 9 and 10)

Resources-

The sheet of feelings, concerns and feelings

- Have a class discussion on pupils feelings, concerns and coping strategies and use the sheet provided to help prompt.
- Put up Chloe and Yasmin's story

Activity 5- SATS and emotions and physical feelings

Resources-

Big paper

Top tips hand outs

- Draw around a pupil on the paper to have a body shape
- Get pupils to write emotions on the body where they feel the feelings.
- Go through top tips and hand them out (slide 12, 13, 14)

Activity 6- Personal strengths card game

Resources-

Cards

Prizes (10 approx)

- Split into 3 groups of 10
- Give every child a card, faced down
- Demonstrate how to play with a pupil at the front (1 person has a card then others can guess the strength such as friendly without saying the strength by giving clues and acting; the quickest team wins a prize each.

Summary-

- We've looked at pressures and how they can build up, and that we need to put things in place to relieve some of the pressure and resilience and being able to bounce back from difficulties.

- We learnt what mental health is and what mental health problems are.
- We looked at feelings and how we can make the intensity of them to go down if we deal with them well.
- We've learned more about emotions and what they look like.
- We've also covered SATs stress and transitioning to Year 7 and coping strategies.
- We also learned that we all have personal strengths.