

Getting ready

to transfer from
Primary School to Secondary School



Name: _____

Primary School: _____



My New School

Find a picture or photo of your new school and stick it here.

When you know which School you are going to go to in September, it is a good idea to find out as much information as you can before you start.

The name of my new School is _____

The address is _____

The telephone number is _____

The e-mail address is _____

The website address is _____

The name of the head teacher is _____

Going to Secondary School

How do you feel?

These could be useful to think about when you think about changing school.

Use two different coloured highlighters, highlight the phrases that you are looking forward to in one colour; use a different colour for those you are worried about. Or cut them out and stick them into the boxes on the next page.

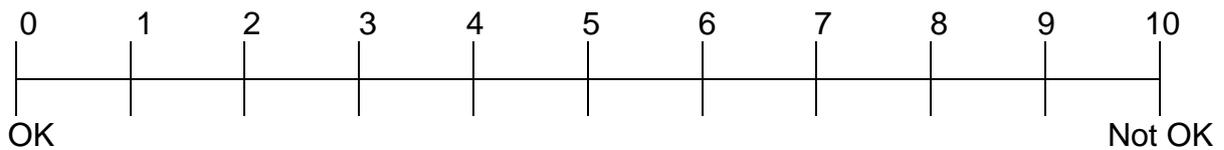
| | |
|----------------------------|--------------------------------|
| Making new friends | Learning a new timetable |
| Dinner time | Taking a shower |
| Having a different uniform | Being on time |
| Finding way around | Break times |
| Getting to school | Learning new subjects |
| Meeting others my own age | Joining clubs |
| Being with friends | School rules |
| Homework | Meeting my new tutor |
| Meeting my new teachers | Being able to do the work |
| Being with older pupils | Getting changed for sport / PE |

If you have cut out the phrases from the previous page, paste them into the appropriate box.

| Worries | Happy |
|---------|-------|
| | |

A solution-focused approach

Think about something that worries you about moving to Secondary School.



What is the worry? _____

On the scale of 0 to 10 how worried are you? _____

Think of a time when you have been worried before _____

What helped you move down the scale that time? _____

Where on the scale would you like to feel in a month, 6 months and in a year? _____

What would help you move one point nearer? _____

What will have changed so you know you are less worried? _____

Secondary School question sheet

Secondary School: _____

Address of School: _____

Telephone Number: _____

| Questions about how the School works | Best way to find out | Answer |
|---|-----------------------------|---------------|
| What time does School start/ finish? | | |
| What times are break-times and lunch time? | | |
| What sort of food is sold? How much do things cost? | | |
| Where do students go at lunch time? | | |
| What snacks can you buy? | | |
| How much homework do you get? | | |
| What happens if it isn't done? | | |
| Where can I do my homework in my free time? | | |
| What happens if I get into trouble? What are the punishments? | | |
| Who's the best person to talk to if I am having problems? | | |
| How am I rewarded for my work? | | |

| Questions about getting to School | Best way to find out | Answer |
|---|-----------------------------|---------------|
| Where is the School? | | |
| How will I get there? | | |
| Can I take a bike? Where can I put it? | | |
| How much is the bus fare? Which number bus would I take? | | |
| Are there friends who will be going to the same school I can walk with? | | |
| How long will it take to get there? | | |
| What time will I have to get up? | | |
| Is this better or worse than now? | | |

| Questions about School Uniform and equipment | Best way to find out | Answer |
|--|-----------------------------|---------------|
| What do people wear to School? | | |
| Where can I buy it? | | |
| What sports kit will I need? | | |
| Do I need my own pens and pencils? | | |
| What kind of bag will I take my School equipment in? | | |
| Is there any other equipment that I need? | | |

| Questions about Who's Who | Best way to find out | Answer |
|---|-----------------------------|---------------|
| Name of your form tutor | | |
| Name of your Head of Year | | |
| Name of the Head Teacher | | |
| Name of the Deputy Head | | |
| Who else do you need to know? What do they do and when will you see them? | | |

| Questions about the timetable and learning opportunities in School | Best way to find out | Answer |
|---|-----------------------------|---------------|
| How does the timetable work? | | |
| What subjects will I be able to study? | | |
| What facilities does the School have (e.g. sports equipment, science laboratories)? | | |
| What happens if I find the work hard? | | |
| Is there support in lessons? | | |
| Does it offer anything after school? | | |
| What other activities are offered? | | |
| Which could I join? | | |

| Any other questions I have | Best way to find out | Answer |
|-----------------------------------|-----------------------------|---------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

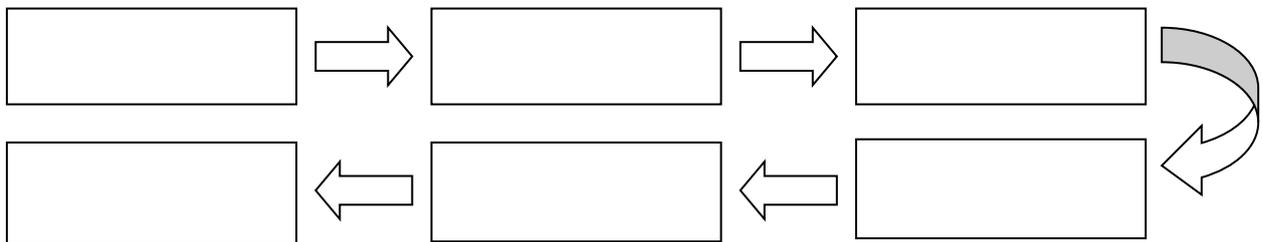
Finding your way around

It can be difficult to find your way around a new environment. Before you visit the secondary school, get a map of it. Mark on rooms in different colours.

You may want to mark on

- Your Form room
- The Student Support Centre (SSC)
- Different subject rooms e.g. English room, Science labs, Art room, Computer suite
- The canteen
- The toilets
- The main office
- Student's entrance

Plan a route for your visit to school that will take you to some of the places marked on the map.



Draw your route on the map. Try and follow this route when you visit your School.

School Staff

There are many teachers in a secondary school, not all of them will teach you, but may be important to you in a different way. As well as being a teacher, they may have another job in school. The different names for these jobs are helpful to learn.

Written below are some of the jobs that adults in your secondary school may have.

Try and find out if there are adults in your secondary school who do this job, what they do and when you may see them.

The name of your Form Tutor _____

What do they do? _____

When may you see them? _____

The name of the Head of Year 7 _____

What do they do? _____

When may you see them? _____

The name of the Head Teacher _____

What do they do? _____

When may you see them? _____

Is there anyone else who might help you?

What is their name? _____

What do they do? _____

When may you see them? _____

School Uniform

It is important to wear the right clothes when you start at Secondary School.

Find some photographs of students at school. You may find pictures on the website, in the school prospectus or you may know someone who already goes to the school who can show you.

Find out what the school uniform is. Are there any clothes or jewellery you are not allowed to wear?

Is there anything you need to practice?

- Tying a tie?
- Changing quickly for PE?
- Tying shoelaces?

List some of the clothes you might wear to school. Remember to think about appropriate shoes.

1. _____

2. _____

3. _____

4. _____

5. _____

Make sure you buy a bag that can hold A4 folders, textbooks, equipment and that is comfortable to carry.

You will need different clothing for P.E. Make a list

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Make sure you buy a bag that is suitable for carrying your P.E. kit, and that is comfortable to carry.

After visiting your new school

Describe what you did and saw.

What did you like at secondary school?

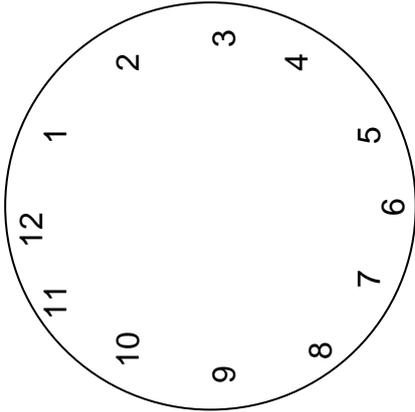
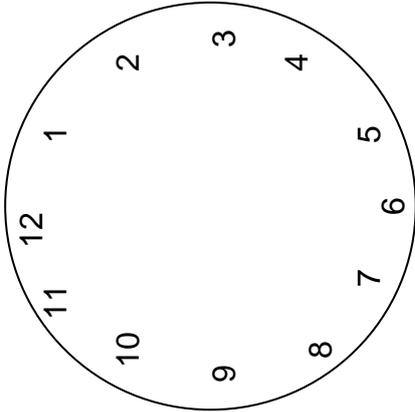
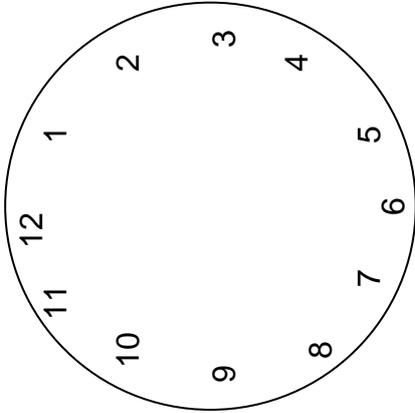
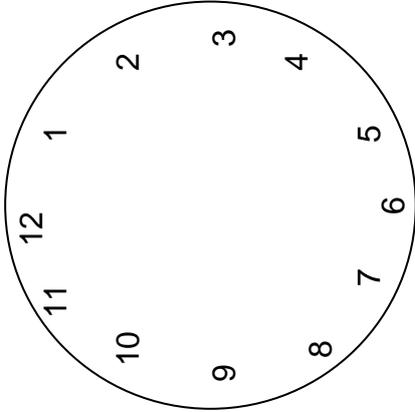
What didn't you like?

How was it different from your primary school?

Is there anything else you want to find out?

School times

Organisation at school

| School starts at: | Break time is at: | Lunch time is at: | School finishes at: |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |

Morning Break

At the end of a lesson you need to pack your bag, check you have all your belongings and will leave the classroom in order to go to your next lesson in a different classroom. At some time in the morning, you will have a longer break, giving you time for a snack and to meet up with your friends.

Start Finish Length of break

Where can I go and what can I do at morning break?

| Place | What you are allowed to do |
|-------|----------------------------|
| | |
| | |
| | |

What snacks can I buy at School?

1. _____
2. _____
3. _____
4. _____

Lunch Break

The lunch break is between morning and afternoon lessons. It is a time when you can mix with your friends, go to a lunchtime activity, and eat your lunch.

Start Finish Length of break

Where can I go and what can I do at lunchtime?

Most Secondary Schools have a canteen system, or you can bring a packed lunch.

Make a list of some of the different types of food you can buy in the canteen:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

REMEMBER you might need to bring in money.

If you bring in a packed lunch you will need to find out

Where can you eat it? _____

What time do you eat it? _____

Can you buy a drink at school? _____

What sort of drinks or containers
are you allowed to bring into school? _____

Places to go- there are often different places you can go during your lunch break

| Place | What you are allowed to do |
|-------|----------------------------|
| | |
| | |
| | |
| | |

Choosing what to eat from the canteen

Find a menu from school with the prices. Plan out what you would like to eat over the week and how much it would cost.

| Day of the week | Food | Price |
|--------------------|------|-------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Total for the week | | |

Discuss the menu you have chosen with your teacher or your parents.

- Have you chosen a variety of foods?
- Have you included fruit and vegetables in your choices?
- Are there at least 2 days that you have chosen healthy options?

Expectation in Secondary School

Think about how you are expected to behave in School and the reasons for this.

Fill in the chart below. If you cannot think of some reasons, there are some suggestions below.

| School expectations | Positive results if I do the things in column 1 | Negative results if I do not do the things in column 1 |
|--|--|---|
| Attend classes | | |
| Work hard | | |
| Produce work on time | | |
| Co-operate with others | | |
| Get a good qualification and a good recommendation from School | | |

These are some positive and negative statements to help you.

| | |
|---|---|
| <p>People will think I am productive. Other students may ask for my help.</p> | |
| | <p>Tutors and family will be concerned that I am not achieving my full potential.</p> |
| <p>People will think I am conscientious, I will feel satisfied with my studies.</p> | |
| | <p>Tutors will be concerned if I disrupt the group and stop other students from working. People who disrupt other students' work are often asked to leave the school.</p> |
| <p>I am likely to get an interesting and rewarding job. I will feel happy.</p> | |
| | <p>Tutors and family will worry about me. Tutors will not be able to their job of teaching and helping me.</p> |
| <p>People will think I am reliable. I will feel good.</p> | |
| | <p>I am unlikely to get a good qualification and so will have less employment choices available to me. I may not earn enough money to pursue my interests.</p> |
| <p>People will think I am good to work with.</p> | |
| | <p>Tutors and family will worry about me. They may feel I am not taking full responsibility for my work, and not asking for help when it is needed.</p> |

Route to school

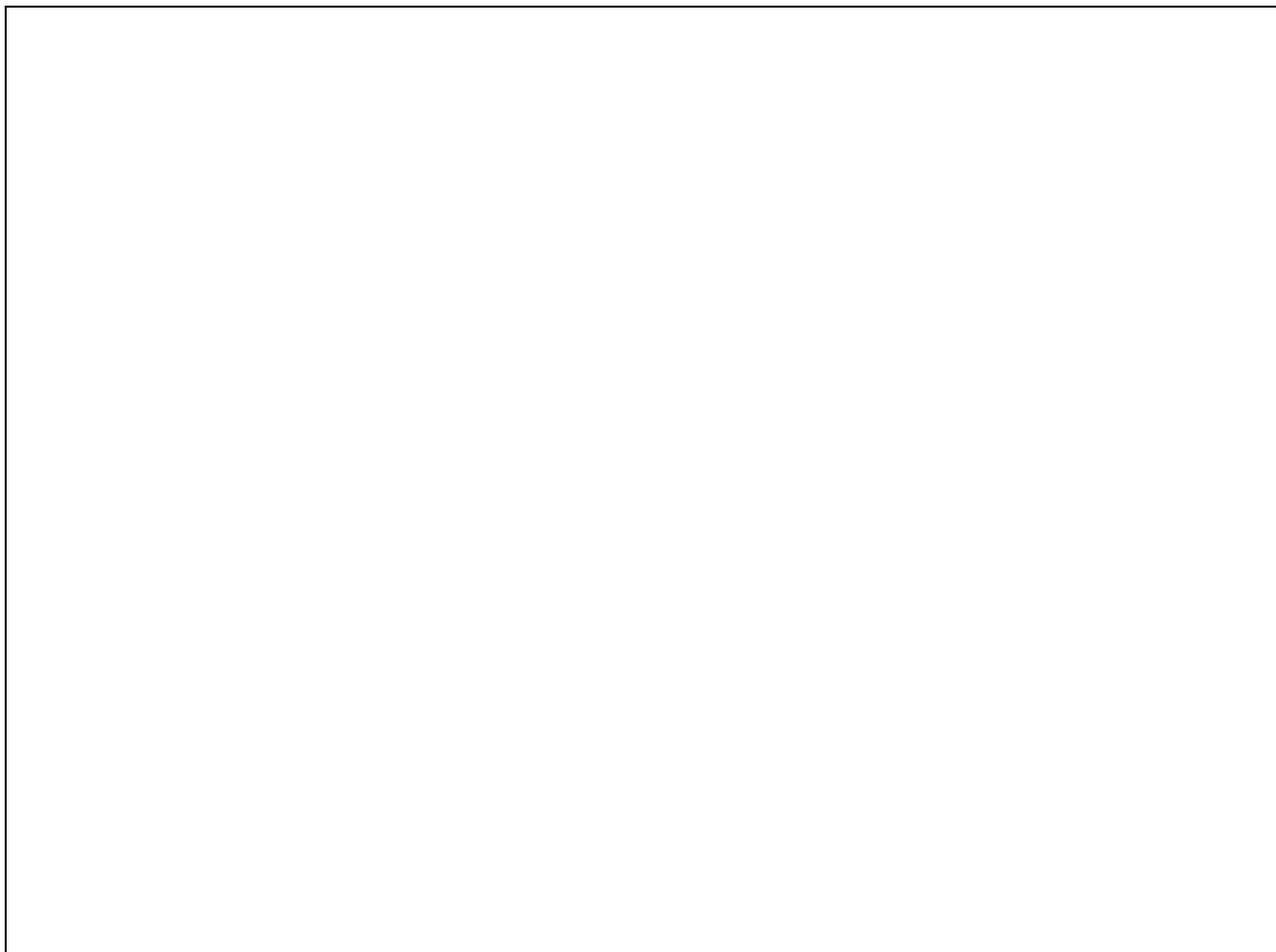
How are you going to get to School? _____

How long will it take? _____

If you are catching the bus, what time does it leave? _____

What time will you need to leave home? _____

Find a map that shows both where you live and your Secondary School.
Photocopy the map and draw on your route to School or your route to the bus stop.



How will I get there?

How will you get to School? _____

You might **walk** or **cycle** sometimes, if you do then answer these questions:



| | |
|---|--|
| Do I know the way? | |
| Will I have a friend to walk or cycle with? | |
| Where will I put my bike? | |

You might go by **car** sometimes, if you do then answer these questions:

| | |
|---------------------------------|--|
| Will I go by car every day? | |
| Who will drive me? | |
| Will I get a lift home as well? | |



You might go by **bus** or **train** sometimes, if you do then answer these questions:



| | |
|---|--|
| Where is the bus stop or train station? | |
| What time is my bus/train to School? | |
| What number is the bus? | |
| Will I need money for the fare? | |
| What time is my bus/train from School? | |

Answer these questions whether you will **walk**, **cycle**, go by **car**, **bus** or **train**.

| | |
|--------------------------------|--|
| How long will my journey take? | |
| What time must I leave home? | |
| What time will I get home? | |

Planning your journey

It is important to plan your journey by bus or train so that you get to school on time.

Use a bus or train timetable to plan your journey.

| Questions to ask | Answers |
|--|---------|
| What written material do I need? | |
| Where do I want to go? | |
| Which buses go there? Or Where is the nearest train station? | |
| When do I want to arrive? | |
| How long will the journey take? | |
| Which bus/ train will get me there in time? | |
| How long will it take me to get to the bus stop or train station? | |
| What time do I need to leave my house? | |
| Can I get a discount with a student card? | |
| Can I buy a travelcard for a week or a month's journeys? | |
| How much will the journey cost? | |

Remember it is important to also plan your return journey.

Looking after yourself



Keeping fit

- Get plenty of sleep
- Do some physical exercise at least once a week

Keeping clean

- Shower or bath and wash your hair regularly, probably at least 3 or 4 times a week. This can depend on how greasy your hair gets.
- Clean your teeth at least every morning and night
- Use deodorant every morning
- Change your underwear every day.



Looking smart



- Brush your hair every day and have your haircut regularly.
- Make sure your uniform is clean.
- Look in the mirror to check that you are tidy every day before you leave home.
- Clean your shoes regularly

Money management

Now that you are at secondary school, you will be responsible for managing your money on a daily and a weekly basis.

The amount of money I have each week is £ ____ . ____

Some of this money needs to be spent on a daily basis.

| Items to be bought | Mon | Tues | Wed | Thurs | Fri | Total |
|---------------------|-----|------|-----|-------|-----|-------|
| Snack | | | | | | |
| Lunch | | | | | | |
| Travel expenses | | | | | | |
| | | | | | | |
| Daily total | | | | | | |
| Weekly Total | | | | | | |

In addition to the money spent on a daily basis some money will need to be saved each week in order to buy bigger items.

| Items | Cost |
|------------|------|
| Books | |
| Stationary | |
| Clothes | |
| Footwear | |
| | |
| | |
| Total cost | |

I will try and save £ ____ . ____ every week.

Home help

Give this sheet to your Mum, Dad, or Carer, or whoever helps you get ready for school.

Ideas for helping your son/ daughter at home

The most important help you can give is continual encouragement and praise.

Talk

Encourage your son/ daughter

- To talk about School- likes / dislikes, what they are good at, what they are worried about...
- To talk about books, films, hobbies etc.

Don't pressure them, they will talk when they are ready.

Organisation

- Encourage them to make a large copy of their timetable
- Display it in a prominent place
- Refer to it to remind them what lessons they have each day
- Make lists of what they need each day
- Encourage them to pack their bag with everything they need for the next day
- Encourage them to check it against the list for that day
- Don't pack their bag for them
- Encourage them to get into a routine and do things in a similar sequence

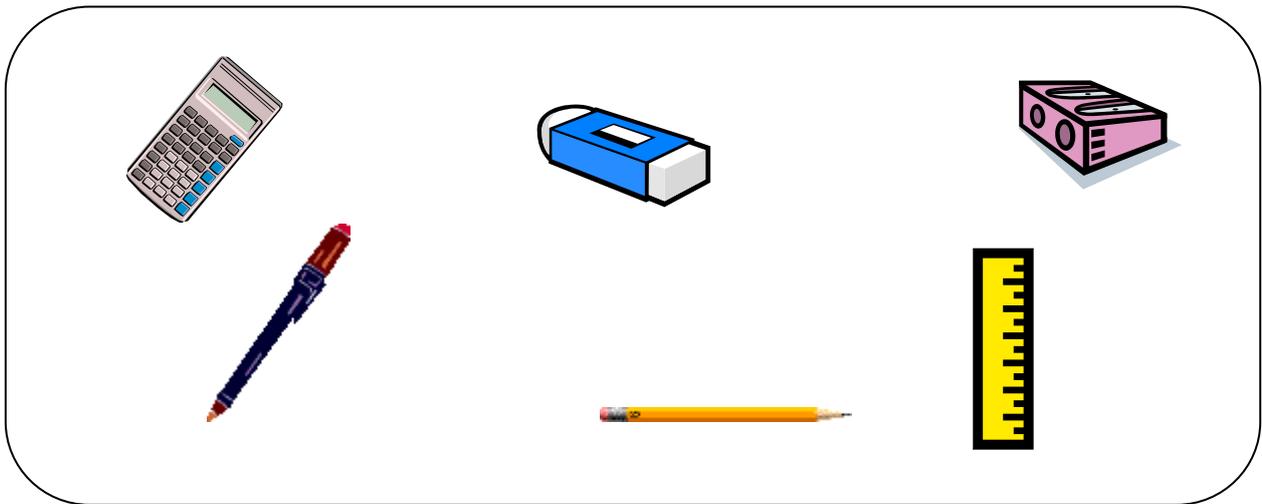
Coursework

- Help plan out extended pieces of coursework over a period of days or weeks
- Check their homework diary each day
- Encourage them to have a set time to do their homework
- Help with homework
- Don't do their work for them
- Keep an eye on the time they spend on their work. Check they do not spend too long or too little time on each piece.

School equipment

Things I need to bring every day

Every day you will need your writing equipment. Circle the equipment you need in your pencil case. Draw in anything else you need.



Some days you will need extra equipment. This will depend on the lessons you have that day. Look at your timetable and work out the additional equipment you need each day.

| Day | Things I will need to bring |
|-----------|-----------------------------|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |

Friendship skills

Vocabulary practice

Choose the right word to match the definitions.

advocate disagree trust respect empathy confidential
compliment advice command secret support apologise

1. _____ an opinion or recommendation you make about what someone should do
2. _____ to say you're sorry for something you said or did
3. _____ private or secret
4. _____ someone who defends and supports you
5. _____ to have a different opinion from someone
6. _____ to say something nice about someone
7. _____ information that's not meant to be shared with others
8. _____ to stand behind or encourage others
9. _____ understanding what someone feels
10. _____ to rely or have confidence in someone
11. _____ to hold someone in high esteem
12. _____ a direct order to do something

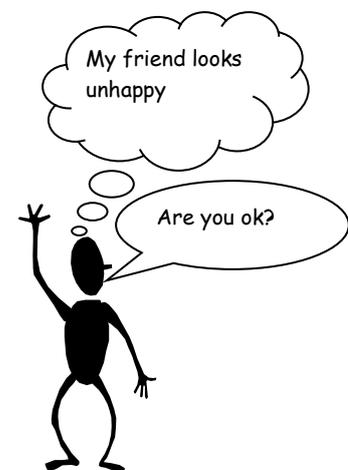
How to be a friend

Here are some positive things friends do for each other to keep their friendship strong.

- **Empathise.** Put yourself in your friend's situation to understand what they're going through.
- **Support.** You can show your support for your friends by just listening when they want to share.
- **Compliment.** Everyone likes to receive a compliment. Compliment your friend on a new hairstyle, a great score on a test, a smooth football move. Be specific and keep it simple. Choose the right moment to give the compliment.
- **Respect privacy.** Sharing secrets is a fun part of a friendship. It's hard to regain your friend's trust if you tell secrets you weren't supposed to share.
- **Encourage.** Use encouraging statements like, "You can do it".

When you wonder if you are being a good friend,
ask yourself this question:

Am I treating my friend like I want my friend to treat me?



Making new friends

At secondary school there are likely to be students from other schools. There will be opportunities to make new friends. It can be difficult to get to know someone new.

It may help to act out meeting new people and use some of these suggestions.

- Smile when you say **“Hello”**.
- Start the conversation by asking a question about what they are doing
“What are you doing?” or **“What are you reading?”**

or about something you have in common
“So how do you like this lesson?”

- Introduce yourself
“By the way my name is _____, what’s yours?”
- Ask some other questions to find out about them. Suitable topics may be:

School: **What are you studying?**
Who is your teacher?

Home: **Where do you live?**
How do you get to School?

Interests: **What do you like doing?**
What’s your favourite TV programme?

Family: **Have you any brothers and sisters?**

- If they answer your question respond to some of the information they have told you. If you can, ask another question.
“That’s my favourite lesson too. I enjoyed working on the computers. What did you like doing?”
- Do not ask about sensitive topics. These are topics that could make the other person upset.
- Don’t ask about something that makes the person look or sound different.
- Don’t ask about any problems he or she may have.

Teasing and Sarcasm

Some teasing is done in good-natured fun, but when teasing gets out of control it can be hurtful. Before jokingly teasing a friend, ask yourself these questions:



Is this an okay subject to tease someone about?

Will my friend understand that I'm teasing?

Have I been teasing my friend a lot lately?

Will this get on my friend's nerves?

If you are teased and you don't like it, resist the urge to hit or push your friend. You can ignore the teasing and simply walk away, or you can respond to the teasing by trying to diffuse the situation. Try making statements like these:

- "And your point is...?"
- "I've heard that one in primary school"
- "Tell me when you get to the funny part"
- "Can't you think of anything important to say?"
- "I'm sorry, were you speaking to me?"

Sarcasm can be a form of teasing. The words in this kind of teasing are nice, but the way the words are spoken adds to the teasing of sarcasm. When you use nice comments to be sarcastic, you exaggerate the expression in your voice and on your face. Say each phrase on the left in a sarcastic tone to show the meaning on the right.

| | | |
|------------------|--------|----------------------|
| "Yeah, whatever" | means: | You are not bothered |
| "Ah, well done" | means: | That's stupid |
| "Pizza face" | means | Spotty face |

Before you tease someone, ask yourself this question:

Am I treating this person the way I would like to be treated?



Joining-in

Joining in conversation or a group activity can be scary. However, it is one way to make new friends. Try these strategies for joining in.



Watch and listen. Observe what the group is doing. Listen to what the people are saying. Don't interrupt.



Make a friendly comment or gesture. Nod your head and smile. Make comments like, "That's a good idea", or "That looks great".



Find something you have in common with the group. Think about your own experiences. You could say, "I saw that movie", or "I have that game at home". Keep your comments short.



Ask to join the group. Wait for a pause in the conversation. You could say, "Can I walk with you?" "Do you need any help?" or "Can I play?"



Accept 'no' for an answer. Sometimes people don't want you to be part of the group. Don't argue or complain. Go and ask someone else.



Joining-in Situations

Here are some situations you might want to join in with. Try and plan what you may say or do. You could try acting these situations out.

1. You see three of your classmates playing football after school. You know one of them pretty well. You don't know the other two. You're quite good at being in goal.

What could you do? _____

What could you say? _____

2. You hear two classmates talking about the latest playstation game. You were playing on it last night.

What could you do? _____

What could you say? _____

3. Two classmates you know are gathered around a phone. A third classmate is calling a local radio station to try to win a contest. You think you may know the answer.

What could you do? _____

What could you say? _____

4. Four classmates are looking at a text message they have received from a friend. They are laughing. You're sitting at the same lunch table. You like sending text messages.

What could you do? _____

What could you say? _____

5. Two classmates are asking the teacher for permission to work on an art project during lunch hour. Art is your best subject and your project is already on display.

What could you do? _____

What could you say? _____

Being with friends

Sometimes you have to think carefully about how you act with different people and whom you can share information with.

Getting it right

It is important to behave differently with different people.

Using the concentric circles sheet, work out who you would act in these ways with. You may choose more than one group of people.

1. Who would you hug?
2. Who could you tell what to do?
3. Who can you argue with?
4. Who can you share your sweets with?

Make up your own: _____

Sharing information about yourself

It is important to talk to people to share an event, achievement or tell them about a problem. Sometimes you have to be careful whom you talk to. Some people may tease you if you are not good friends or they may not keep the information to themselves and share it with others.

Who would you tell these things to? Use the concentric circles to decide who you would share the information with.

1. You still cuddle your teddy at night.
2. You fancy the girl or boy next door.
3. You have won a competition.
4. You have not done your homework.
5. You hate peas.

Make up your own: _____

Facts about bullying

Bullying:

- Is any behaviour by an individual or a group that deliberately harms another.
- Can be physical or involve threats of physical harm.
- Can be name-calling or spoken teasing.
- Can be demanding money or things, or making someone do something they do not want to do.
- Can involve excluding someone (deliberately leaving someone out of an activity, ignoring them etc.)
- Is usually repeated over a period of time.
- Takes place when one person or group has more power than the person or group being bullied.

Bullying is not:

- An accidental bump or jostle, in the school corridor, for example.
- An argument with a friend.
- A friend being nasty over something specific.
- A one-off fight or argument.

Why do people bully?

- Very few people who are happy with themselves bully others
- Sometimes bullies have been bullied themselves - they are looking for someone to take their anger out on.
- Sometimes bullies are jealous.
- Bullying can make people feel strong, respected and powerful, but they often feel bad too.

What to do about bullying

What can you do if you are bullied?

- Keep being positive; say positive things about yourself and other people.
- Be proud of who and what you are (we all belong to different groups and are all equally valuable).
- Don't keep it to yourself: Always tell someone- a teacher, a parent or another adult.
- Think about the consequences of the different ways you might deal with bullying.
- Some ways of dealing with it are:-
 - Ignoring it or staying relaxed, fogging (see next page)
 - Being assertive- using your body language, eye-contact, tone of voice, words you say.
 - Remember why people bully.

Six good reasons to tell:

- You have the right to live without the stress or fear of being bullied.
- Taking action is better than doing nothing.
- There is nothing embarrassing about being bullied- think how many people it happens to.
- It is braver to tell than to hide it.
- If you think there is something wrong with you, is it because the bullies have made you feel this way? This is a common effect of being bullied and **IT IS NOT TRUE**.
- Bullying does not say anything about **YOU**. It says a lot about the **BULLY**. (If you call me a hippopotamus does it mean that I am one?)

Asking for help

Sometimes at school things may be difficult or may go wrong. These things could be small:

- not knowing what the homework is
- not being able to find your way around

Or could be bigger:

- getting into trouble
- finding the work hard.

There are many people who could help you, but they won't know that you need help unless you tell them.

Friends Ask friends or other students if you don't know where to go. You can ask them what the homework was if you are not certain. They can also help to work out new situations like going to the cafeteria.

Teachers Ask your teachers if you don't know what to do in class or for homework. They will also be able to help you if you have forgotten something or don't know where to go.

People at home People at home will be able to help you plan and organise your equipment and homework. They will want to know if you have any problems. They will be able to help you work out the best person to ask if you have problems with work or may try and contact someone in school and ask them to help you.

Try and work out whom you would approach in these situations:

- You don't know where your next lesson is.
- You cannot read your homework notes.
- You have got into trouble for forgetting your course book several times.
- In the lesson you did not understand what the teacher wanted you to do.
- You have not got a pencil which is needed to complete your work.

REMEMBER TO ASK FOR HELP!

Doing the right thing

If you do break a school rule or behave in a way that upsets or hurts someone then you can show you are sorry by apologising. Sometimes this can be hard as it can be difficult to admit that you are wrong.

Here are some examples of times when you may need to say sorry.

When you forget something

- If you forget something, it is not a big problem. Everyone forgets things and it is always a good idea to say you are sorry.
- Imagine you have forgotten something. Practise saying the right words with a partner and then it will be easier when it does happen.

For example:

“I am sorry Sir / Miss. I’m not used to my timetable yet and I’ve forgotten to bring the right book. I will remember it for the next lesson.”

When you make a mistake

- Mistakes can sometimes happen because you did not really understand what the teacher meant. Some things may be different from what you are used to and if you pretend that you understand when you don’t the teacher will not know that you need help.
- Think up a situation in which you have not understood exactly what the teacher meant and discuss this with a partner. Take turns to explain to the teacher what has happened.

For example:

“I am sorry Sir / Miss, I have been listening, but I don’t understand. Please could you tell me again.”

Settling into Secondary School

(and how to solve the problems you might face)

Sometimes something can happen at school that makes you upset or anxious. A lot of people feel like this especially when they are starting somewhere new.

- **Keep calm.** Tell yourself, "I can solve this problem if I stay calm."
- **Decide what the problem is.**
 - Are you frustrated because you could not do something you wanted?
 - Are you upset because someone did something to you?
 - Are you worried because something has gone wrong?
- **Think about possible solutions.**
- **Think about the consequences.** What will happen if you try different solutions?
- **Pick the best solution.**

Talk with a friend about what you would do in each of these situations in school.

1. You haven't done your homework.
2. You have forgotten your student planner.
3. You are in a crowd going upstairs and you think someone pushed you.
4. You think you are lost.
5. You see someone being bullied.
6. You find someone crying in the corridor.
7. You've lost your purse/ wallet.
8. You see someone stealing money from someone's bag.
9. You find someone's purse.
10. You've ripped your trousers/ skirt.

If you have any questions about anything in this
booklet just ask your
Form tutor, teachers or peer mentor.

We look forward to seeing you in September!

**Goodbye Primary
School,
Hello Secondary
School!**

