

Moving Forwards Transition Booklet

Teacher Guidance Document



Staffordshire Educational Psychology Service

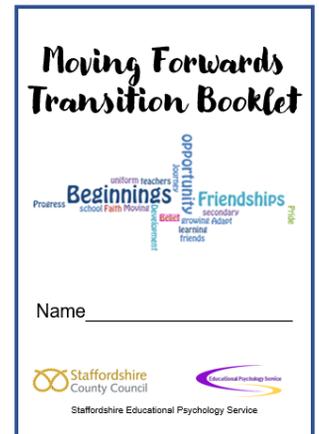
Moving Forward... A Teacher's Guide

The aim of the Moving Forward resource pack is to help children feel prepared for their transition to secondary school. The booklet will try to help them recognise the strengths that they have and also help them to work out how they can deal with any challenging situations and change they may face.

Most of the activities in the accompanying booklet are designed to encourage the children to think positively about the 'next steps' they face and are based within solution focussed principles (Ajmal & Rees, 2001).

You may wish to contact outside agencies to support you with any issues that might arise from this work. The outside agencies could include:

- The Educational Psychology Service (EPS)
- Child and Mental Health Services (CAMHS)
- Behaviour Support
- Specialist Support Teams



Contents

Guidance Notes	3-7
Lesson Plans	8-13
Additional Resources	14

Guidance Notes



Each of the sections are indicated with an owl or a star. The owl indicates that children can complete the activity independently.



The star suggests that children may require additional support to complete these tasks or they may be used as part of a structured teaching/learning session (see lesson plan ideas)

All About Me

This page is an introductory page aimed at encouraging children to begin thinking about their strengths and what is important to them.

Positivity Post-it

This page is designed to help children recognise their strengths and to think positively, which will help them when they have to face challenging situations. They are also given the opportunity to add their own descriptive words if the children can think of any additional positive attributes.

*You may like to use post it notes and complete the activity as a group/whole class using a display board.

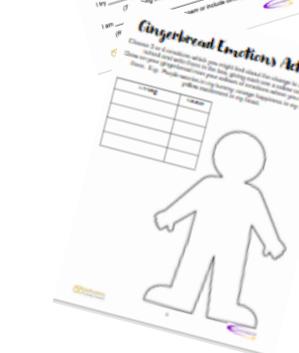
Positivity Poem

This page leads on from the previous activity, and encourages the child to think positively about themselves and their upcoming transition. Make sure the children focus on their positive attributes and not any negative ones.

*Poems could be word processed to enable children to select fonts, colours and images which reflect their emotion.

Gingerbread Emotions Activity

Identifying feelings and emotions (related to transition) by drawing colours/shapes related to various emotions. This activity also offers the chance to identify where feelings may be felt in the body. Pupils may also wish to share how they are feeling and discuss any concerns.



Guidance Notes cont'd

Pizza Pie Feelings Activity

An alternative to the gingerbread man activity: Divide the pie up into slices of emotion, choosing different colours/designs for each piece related to the individual's feelings/emotions. Pupils can choose how big or small each piece of pie is, related to the size of their feeling, giving the opportunity for further discussion.



Special, Safe Place Ideas

Activity resource for lesson 2: Think of a special, tranquil, and serene place. Pupils can use the table of ideas as a supporting resource or generate their own.



Happiness Box Ideas

A Happiness Box has been promoted by the work of Barry Carpenter and is a useful tool to have in every classroom. The purpose is to help children remain calm, self-regulate and build their emotional resilience. It may take a while to build the box up while the children think about the type of things they want to put in there. For best outcomes, the happiness box needs to be readily available in the classroom. With use, it can be prompted by a member of staff when it is noticed that a child is becoming agitated or low in mood. The goal is for the child to recognise when they may need to use the happiness box and to request it. If being used in the classroom, you could explain to the child that they may have the box for a certain amount of time, with the use of a timer, if it is felt that the child may be unlikely to return to their previous activity. The explanation to be provided to children is:

'This is unique to you there's no right or wrong way to make it. You can use a shoe box as it has a lid, or you can make it out of an old sweet tin or use a cotton bag or anything to keep it safe. The importance is that it's your box and it belongs to you. Creating this box helps to highlight the inner strength and resources you have to help manage big feelings. It might be useful to look at this box over the summer holidays because when changes are happening it's normal to feel a lot of emotions such as being nervous or excited or sad about leaving people but also happy for the new things that can happen at your next school. This box can grow with you as your interests and hobbies change but it will be there to remind you of the good times and that you have overcome a lot!'



Guidance Notes cont'd

Ideal School Day

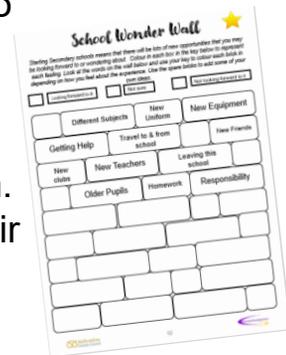
This activity helps children to visualise a positive day at their new school so that they feel happy about moving on. Encourage them to be as positive as possible and to think about a variety of things, e.g. uniform, the lessons they attend, the teachers etc.

*This activity could form part of an Art lesson with access to paints, pastels etc. for the children to use to create their piece of work.



School Wonder Wall

Any areas where the child highlights that they are 'not looking forward to it' should be discussed with the child 1:1, if they want to talk about them. Additionally, you could ask the child which member of staff they would like to talk to if they needed to, and encourage them to go to that person when they have a problem. NB: Let the member of staff know that the child has chosen them. Or suggest to the child a person who might be able to answer their question for them, if you do not know the answer yourself.



*This activity could be completed in groups or as a whole class using a large sheet of backing paper

My New School

Students require internet access for this activity. If possible one laptop/ tablet per student, however, if students are going to the same school they could pair up. For classes who are particularly close, it might be helpful for students to pair up and work together where they are going to different schools. Students should use their secondary school's website to find the answers to the questions on the sheet. They should work their way around the sheet, they can either draw or write their answers for example, for the uniform question students may choose to draw and colour in the uniform rather than describe it.



Guidance Notes cont'd

School Map

In some cases, a map of the school may be available on the website. If not, you should request a copy of the map from the relevant secondary schools. Students should shade in areas of importance on the map using the key. Students can add to the key with any other relevant areas such as SEN department.



Stay Connected

This page is designed to give children an opportunity to think about staying connected with friends that may not be joining them at their new school. It also provides them with a space to consider how they feel about making new friends.



My First Day

Be mindful that students may not be able to complete some of the prompts as these will need to be completed with the family. Therefore, this sheet should also be taken home however, it will provide the opportunity to have discussions with the class about their first day.



Question Sheets

Students should think of questions they would like to ask their new teacher. They can then take this sheet to any transition meetings or their first day. You should advise the students on questions to ask you might be able to answer some of them.

Students should also think of what they would like to ask their parents for example, what time they will need to wake up. These sheets can then go home and be a reminder for the family.



Guidance Notes cont'd

The Emotion Tracker Activity

The Emotion Tracker is based upon the Child Outcome Rating Scale (CORS) which was developed to look at children's psycho-social functioning across their life. The lines measures 10cm so measuring where their mark is placed on the line will provide a score for each area. The use of the Emotion Tracker allows children to notice how they're feeling and provide them with the opportunity to reflect. The measures can be used to track whether changes take place over time. The Emotion Tracker could be used at the beginning of the transition work and then again at the ending or can be used as a stand alone measure. Pay attention if a child is rating low scores towards the sad face, under 5 on each line. Please use these scores to discuss with the child how they are feeling and help facilitate a problem solving or solution focused model of how the can improve their scores. See lesson plans for ideas of how to support children with their emotions such as the use of a worry box or using the happiness box.

Emotion Tracking Activity

How are you doing? How are things going in your life? Please make a mark on the scale to let us know. The closer to the smiley face, the better things are. The closer to the frowny face, things are not so good.

Me
(How am I doing?)

Family
(How are things in family?)

Current School
(How am I doing at school?)

School in September
(How am I doing at school?)

Everything
(How is everything going?)

Dave Stewart, Barnardo's (Time 4 Me) Your Essential PCCMS Guide
Adapted from Duncan, Miller and Egan, 2005

 CC BY-NC-SA

15



Activity Ideas

This sheet has lots of different ideas for activities to help children navigate the transition between primary and secondary school. The activities are grouped according to the time they take to complete. The shorter activities could be used as starters or plenaries.



Lesson Plans

Session 1: Recognising feelings

L.O. To be able to discuss and share feelings related to change (moving to a new school)

Before beginning the sessions share ground rules:

- 1) Confidentiality – what is said in the room stays in the room
- 2) Respect
- 3) Active listening
- 4) Empathy

Resources:

- 1) Worry box or secure teacher/student email account set up
- 2) Gingerbread emotions activity resource
- 3) Pizza pie emotions resource
- 4) Animation video <https://youtu.be/thnoUraeoGs> Moving Up! The transition to secondary school (SUBTITLED) – YouTube

Intro (Whole Class):

Question the class: How do you feel about being in the last year of Primary School? Draw out positives - take contributions, drawing out the security and confidence which has been built by knowing teachers and peers well; knowledge of daily routines; having had the time to build friendships over the years, etc. Relate to the analogy of being “A big fish in a small pond”? Security, confidence, happy? etc. Note contributions from class on the board.

Question: Is there a mixture of different feelings which someone may have about being at the end of Primary? How might they feel about the change to a new school? How might someone starting a new school feel? (Use 3rd person to de-personalise constructions).

Talk partner time:

Give talk partner time (approx. 3-4 minutes) then bring class together to share contributions and discuss feelings related to change: Note/scribe possible feelings on board. E.g. They might feel.... Happy, anxious, worried, nervous, excited, scared - developing reasons why, etc. Discuss these as a *rainbow of feelings*.

Explain that someone undergoing a big change in their life may experience a variety of feelings. E.g. They might feel excited to be going to a new school and happy to learn new things, have a bigger playing field and to make new friends. However, could they also be unsure and uncertain about what it will be like? What types of worries or concerns might they have?

Lesson Plans cont'd

Talk Partner time:

Can you think of any other worries or concerns someone might have about starting a new school?

Bring class back together and share concerns a person might have. Note on board. Explain that this is perfectly normal. Most people feel this way and have a mixture of feelings when starting something new/there is a big change in their life.

Introduce the animation clip: <https://youtu.be/thnoUraeoGs> [Moving Up! The transition to secondary school \(SUBTITLED\) - YouTube](#) of some children starting a new school, sharing how they felt.

Pause the animation at 'The First Week'

Take any questions/discuss the 'What if...?' worries which the children on the animation shared. Draw out similarities and differences to those noted on the board from talk/pair/share activity.

Show gingerbread man emotions activity on the board. Model completing the gingerbread man activity using different colours for feelings and identifying where the feeling may be felt in the body. The object of the activity is to identify emotions related to the change and where they may be felt. E.g. Purple squiggles in the tummy for worries; red circles in the heart for happiness; yellow triangles in the head for anxious about making new friends, etc., drawing them inside the gingerbread man outline.

Also **show pizza pie activity** and discuss as an alternative to the gingerbread man activity. The object of the activity is to choose different colours for each piece of pie related to a feeling. Explain that the children can choose how big or small each piece of pie is, related to the size of their feeling.

Plenary:

Share gingerbread emotions/pizza pie emotions with the class or in pairs. Offer the opportunity for children to post any private worries in a worry box/jar or if available through a secure school email account on. Stress the privacy of this box. (Any worries can then be shared with the new teacher at Secondary school or addressed in the next session in an anonymised manner).

Play the rest of the animation clip. [Moving Up! The transition to secondary school \(SUBTITLED\) - YouTube](#)

Discuss outcomes from the clip. Question: How did the children cope/resolve worries? Speaking to teachers; making new friends; joining clubs, etc.

Lesson Plans cont'd

Session 2: Identifying relaxation/coping strategies Session

L.O. To be able to develop an emotional toolkit of ideas and coping strategies which could be used to help starting a new school.

Resources:

[How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg - YouTube](#) video clip.

'Safe Place' table of ideas resource

Art/craft materials

Introduction:

Remind children of the previous session 1 outcomes – refer back to the types of feelings the thought of moving to secondary school evokes.

Discuss that today's session will help to build a set of emotional tools to combat negative feelings/worries.

Introduce the term '*mindfulness*'. Question children's understanding and discuss experiences e.g. mindful colouring, etc. Explain that this a technique can help with combatting worries. Anxieties can be caused by how we think and to be able to cope with any concerns or worries we need to change the negative thoughts into positive ones; by thinking differently and acting differently. With mindfulness we can choose what we will focus on and bring into action and what we will gently let go of. Mindfulness empowers us to make positive choices.

Watch clip: How [Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg - YouTube](#)

Question: What did the wolves represent? (Negative emotions/actions and positive emotions/actions).

Question: What did the elder say we should do with the angry wolf representing the negative thoughts? Kindly pay attention to them but deny they have the right answer.

Question: Who did the elder say she should feed? The kind wolf, representing the peaceful positive thoughts.

Explain that in today's session (and optional additional sessions - which can be used if time allows) the children will be shown some self-help skills to help combat negative thoughts.

Lesson Plans cont'd

Activity 1: Imagining a tranquil, serene place.

Ask children to think about a special, tranquil, and serene place where they are at their happiest. Share ideas and take contributions. Show table of examples. Explain that children can use these ideas or generate their own.

Give **talk partner time** (3/4 minutes) to think of ideas for own safe place and associated feeling.

Bring class back together and share ideas for tranquil places/feelings using the stem sentence below (extend reasoning and discussion, where appropriate):

I am (describe place), **feeling**(emotion words)

Examples:

'I am in a woodland glade, feeling wrapped in a blanket of love'

'I am in another universe, feeling protected by a guardian angel'.

Special safe place (I am)	Emotions (I feel...)
In a magical, crystal cave	Protected by a magic cloak/shield
Under a waterfall	Sprinkled with droplets of love and kindness
In another galaxy	Protected by a guardian angel
Inside a castle or fortress	Warm and cosy
On a desert island	Invincible and guarded
Under the sea	Cared for
On the top of an ice-capped mountain	Wrapped in a loving blanket
Inside a giant bubble	Secure and sheltered
Floating on a cloud	Wrapped in layers of care and kindness
Lying on a sandy beach	Cherished by friends and family/pets
In a shady, woodland glade	Protected by a guardian angel
Bouncing on bubbles	Light as air
Under the starry sky	Anything is possible
In a tent	The dazzling warmth of a million stars
Floating in a turquoise sea	Safe and tranquil

Lesson Plans cont'd

Bring class back together and share ideas for tranquil places/feelings using the stem sentence below (extend reasoning and discussion, where appropriate):

I am (describe place), **feeling**(emotion words)

Examples:

'I am in a woodland glade, feeling wrapped in a blanket of love'

'I am in another universe, feeling protected by a guardian angel'.

Children then draw/sketch/paint/collage their special place. You may like to play calming music during the activity. Whilst completing the artwork ask them to think about:

- 1) What you might:
 - a) See?
 - b) Hear?
 - c) Smell?
 - d) Touch?

How might you travel to your tranquil space?

E.g. Do you swim? Fly? Ride?

What on? For example, a dragon, a rocket, an air balloon, a dolphin, a magic carpet, an aeroplane, an elephant or a butterfly's back?

Or is there an object which magically transports you there? (E.g. a special pencil, toy, garden swing?)

Do you go through a door? Cave, over a bridge or do you float there through swirly mist?

Plenary

Bring class back together and explain that visualising your own special place can be used anytime to develop calming/positive thoughts when worries begin to surface. It is a good coping strategy to have in your wellbeing toolkit. Question: How does this relate to the Native American mindfulness technique in the animation video? Take contributions from the class and discuss focusing on the positives.

Optional extension activities/Summer holiday activities:

Write a description of travelling to your special place and explaining what you can see, hear, smell and touch. Describe how you feel and imagine being in the moment. Take a photo of your artwork and print it onto a keyring, pencil case or keep a copy in your planner/journal.

Lesson Plans cont'd

Additional Session ideas for well-being tools

1. Create a happiness box

As well as having your own special place to go to in your mind, you could also create a happiness box which draws on the 5 senses to create a positive/calming mood.

1. Breathing and relaxation activities

Paying attention to our breathing can help bring calm and peace. Share these activities with your class to give a tool which can quickly calm and regulate emotions.

[Hand Breathing Relaxation and Regulation Tool by Dr Karen Treisman - YouTube](#)

[An intro into some rhythmic relaxation ideas including a butterfly hug by Dr Karen Treisman - YouTube](#)

1. Sensory Scavenger Hunt – find time in nature

Spending time in the outdoors is calming. Extend this experience by suggesting to pupils they pay attention to their surroundings and specifically search for given items.

For example, they could search for: A blade of the greenest grass; a special twig; the smoothest pebble; a patch of blue sky; a butterfly in flight, a gnarled tree. Ask the children to pay attention to each object, carefully. Can they find a special item of their own choice? Why is it special?

Additional Resources

Resource Links

[Mental health animation toolkit for teachers and schools | Young people mental health \(annafreud.org\)](https://www.annafreud.org)

<https://www.annafreud.org/schools-and-colleges/resources/supporting-childrens-transition-to-secondary-school-guidance-for-parents-and-carers/>

[Moving Up! The transition to secondary school \(SUBTITLED\) - YouTube](#)

[How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg - YouTube](#)

[Hand Breathing Relaxation and Regulation Tool by Dr Karen Treisman - YouTube](#)

[An intro into some rhythmic relaxation ideas including a butterfly hug by Dr Karen Treisman - YouTube](#)

[Wheel of Emotions \(Children\) \(Worksheet\) | Therapist Aid](#)

[Free Resources and Tips | Supporting and Celebrating Neurodiversity \(supportingneurodiversity.co.uk\)](#)

Publications:

Presley the pug relaxation Activity book, Karen Treisman (2019)
Jessica Kingsley Publishers

SEN Resources

[End of Year Review | Communication Friendly Environments \(glowscotland.org.uk\)](#)

[Transition to High School Support | Communication Friendly Environments \(glowscotland.org.uk\)](#)

https://www.autismeducationtrust.org.uk/wp-content/uploads/2021/03/AET_Supporting-learners-with-autism-during-transition.pdf