

Talk Relationships: Transition to secondary school

Designed for final year of primary school

+ Lesson overview

This lesson, designed for the final year of primary school, explores the conflicting feelings that young people may have about starting secondary school and teaches them ways to express these feelings and manage this transition positively.

It accompanies the three *Talk Relationships* lessons that are designed for the beginning of secondary school.

Learning objective

To learn about the opportunities of starting secondary school and how to manage feelings about it.

Learning outcomes

Young people will be able to:

- Explain some of the opportunities and challenges that secondary school can offer, and how people can make the most of these
- Identify some of the different feelings people might have about starting secondary school
- Describe or demonstrate some positive ways to manage feelings people might have about starting secondary school, including asking for help
- Identify where and how to get reliable information about starting secondary school.

Resources

- Box or envelope for anonymous questions
- Resource 1: *Starting secondary school* (1 per person)
- Resource 2: *Match the fact* (1 per pair)
- Resource 3: *Dear Sam* (1 per pair)

Lesson summary

Activity	Description	Timing
Baseline assessment	Individuals record ideas and questions about starting secondary school on a grid.	10 mins
Introduction	Introduce the learning objective and outcomes and reinforce ground rules.	5 mins
Finding information and help	As a class, create a list of sources of support and help to recommend to characters who have questions about secondary school.	10 mins
Match the facts	Pairs identify facts which characters would find useful for their concerns and worries.	10 mins
Dear Sam	Young people offer advice to those starting secondary school who have worries and concerns about it.	15 mins
Reflection and endpoint assessment	Individuals revisit the grid from the baseline to add new ideas and questions and edit their existing ones.	5 mins
Signpost support	Remind the class who to talk to and where to find information about starting secondary school.	5 mins

Climate for learning

Ensure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on establishing ground rules, the limits of confidentiality, communication, and handling questions effectively.

Keywords

transition, change, secondary school, expectations.

Baseline assessment

➤ Baseline assessment – 10 mins

Agree, or remind the class about ground rules and draw attention to the question box, explaining that they can put questions in the box during or after the lesson. They can do this anonymously if they wish or add their name if they would like you to follow up with them.

Ask the class to think about the different aspects of starting secondary school. Explain that there might be a range of feelings someone experiences, challenges they might face, opportunities that may come up and questions they might have. Ask young people to work independently to complete the grid on *Resource 1: Starting secondary school*.

Then encourage the class to feedback their ideas, record these on the board and leave them up to refer to later. Ensure you make a note of any common challenges or questions the class identify and answer these throughout the lesson. Ask the class to set their work aside to be returned to at the end of the lesson.

➤ Introduction – 5 mins

Share the lesson objective and outcomes. Explain that a life change such as moving on to secondary school can cause mixed feelings such as excitement and feelings of opportunity, but also worry and uncertainty. In this lesson they will discuss these kinds of feelings and the reasons behind them.

Core activities

➤ Finding information and help – 10 mins

Refer to the challenges and questions recorded from the baseline assessment; groups discuss where someone could find information about what secondary school is like.

Take feedback and create a class list of information sources, which may include: older siblings/cousins, neighbours and friends who go to secondary school, teachers, school website, school open evenings and transition days, parents, websites for children such as Childline.

Ask which sources are likely to be the most reliable and helpful. Take a vote for which sources the class would be most likely to use and highlight this on your class list by circling the top three.

Show the questions from other young people in their last year of primary school on slide 11 and ask the class to suggest who/where each person could go to for help and advice and why that would be the best source of information and help for them.

➤ Match the facts – 10 mins

Hand out *Resource 2: Facts cards* and *Resource 3: Dear Sam* to pairs. Ask them to read through the emails and decide which fact cards the character in each email would find most useful.

Once they have finished, ask pairs to share which facts and emails they decided to match up. As a class go through the answers on slides 12 to 15.

Explain that there is lots of information available about what secondary school is like. It can be helpful to find out some facts before starting, to feel more prepared for the change.

Support: Individuals can either match three emails of your choice with facts rather than all six, or they could talk through the emails and facts and match them with adult support.

Challenge: Ask individuals to consider facts which they think are commonly known and those that surprised them. Ask them to share this with a partner and compare their answers.

➤ Dear Sam - 15 mins

Explain to young people that they will now work in pairs to reply to one of the emails from *Resource 3: Dear Sam*. They should choose one character and offer advice and reassurance, using everything they have learnt in the lesson so far. Prompt them by asking:

- What information will be helpful to include?
- How can you reassure the writer?

Support: Ask individuals to bullet point their key bits of advice: one thing the person needs to know and one place they could find out more.

Challenge: Ask pairs who have finished to join up and compare their replies and identify what they liked about the advice offered and how it would be helpful. Is there anything else they think could be added?

Plenary/assessment for end of learning

➤ Reflection and endpoint assessment – 5 mins

Ask young people to think about what they have learnt during the lesson and using a different coloured pen or pencil, to add to, or amend each box on the grid from *Resource 1: Starting secondary school*. For example, they might want to amend some of the 'feelings', or they might be able to answer some of the questions they had at the start of the lesson.

Ask the class to all identify one thing they are excited about or looking forward to about starting secondary school.

If anyone still has unanswered questions about starting secondary school, they could share these with the class at this stage or put them in the question box to be addressed in a subsequent lesson.

➤ Signposting support – 5 mins

Remind the class of all the sources of support that they have explored in the lesson, including their parents or family members, older friends, teachers, school websites, open evenings, or transition days and that they can refer to these for further information as they prepare to go to secondary school.

Remind the class that support can also be accessed through www.childline.org.uk

Extension activity

Ask young people to consider the information about moving to secondary school explored during this lesson. Explain they will be creating a multiple-choice quiz for the others in their class to complete. Give them the following examples to work from, adding their own questions and multiple answers to create their own quiz.

How can someone find out which subjects they'll learn about in secondary school before they start?

- a) Talk to their friends
- b) Check the school's website
- c) Go to the local library to look for information

Does everyone have to wear the school uniform?

- a) Only on some days
- b) It's important to follow the school's uniform rules and wear what is listed

c) Most of it but young people can wear any trainers they want to

Young people can swap their completed quiz with others and try answering each other's.