

SESSION 1



Activity	Equipment	Aim	Method	Timing
Discussion around transition to secondary school group and plan for the sessions	- Time table, pictures and arrow for session - Blue tac - Listening cue cards (provided – or use school's own)	To support pupils in understanding the purpose of the group and the importance of getting ready for secondary school	- Set up and talk through the visual timetable for the session - Use the arrow to move along activities as time progresses - Talk through the listening rules and expectations for behaviour during the group	5 mins
Introductions - • Name (if pupils don't know each other) • A hobby • Secondary school going to?		To introduce group members and create the feeling of a group	- Take it in turns to inform each other of name, secondary school and a hobby	5 mins
Who Am I	Who Am I TALKABOUT cards	To develop group cohesion, to find out more about others and to respond appropriately	- Take it in turns to take a 'Who am I' card. Each card contains a question that the person then answers - You can then offer the question to other members of the group too	15 – 20 mins
Confidence Scales and feed back	- New School Confidence Chart (1 per person) and pens - 1 x New School Confidence Chart enlarged to A3	To establish a baseline for pupils' confidence in different aspects of secondary school and to show that others may share the same worries	- Each pupil fills in their own confidence scale - When all of the pupils have completed, take each pupil in turn to share their ratings - Use the A3 confidence scale to map all pupils onto the one sheet. Talk about how there is shared confidence and worries between the group. - Allow pupils to elaborate and engage in discussion	30 mins
BREAK				

SESSION 1

Talking About Secondary School scenarios x 3	Pictures and scenarios - Hard Work - Bullying - Getting Lost	To think about problems that may arise at secondary school and how to solve them	See instruction sheet for completing the Talking About Secondary School scenarios	20 mins
When classwork gets tricky	BSP When classwork gets tricky activity	To further discuss and explore personal strategies for when the work becomes hard	Complete activity as outlined and allow time for discussion regarding good and bad strategies	15 mins
Asking for help	- Seeking Clarification Cue cards (a set for each pupil to keep) - Scenarios	For pupils to understand appropriate and different ways to seek clarification	- Read a scenario to the group and ask them to decide which seeking clarification method they would choose (use the cue cards to help) - Are there any differences in opinion? Discuss	10 mins
Compliments		To support pupils in giving and receiving positive feedback To support pupils' self-awareness and self-esteem	- Adults to model giving specific positive feedback to a pupil, e.g. 'I like how you listened well to the opinions of others' - Next, pupils take it in turns to choose somebody they would like to give a compliment - Make sure that everybody has something positive said about them	5 mins