

SESSION 2

Activity	Equipment	Aim	Method	Timing
Talk through timetable / structure of session / re-cap listening rules	- Time table, pictures and arrow for session - Blue tac - Listening cue cards	To support pupils in understanding the structure of the session 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
Stand up if you ...	- Instructions	To support group cohesion and understand similarities and differences between members of the group	- Each pupil (and staff member!) takes it in turns to say a 'stand up if you...' statement. For example, 'stand up if you like Minecraft'. Whoever likes Minecraft stands up. If not, they remain seated	5 mins
I am worried about...	- Flip chart and pens - Problem Planner (one per pupil) - How big is my problem	To explore secondary school worries further and agree on solutions To encourage responsibility for solving a range of problems	- Think about some of the common worries that arose from the Confidence Chart in activity in Session 1. Have discussions around how big this problem may be (use how big is my problem resource) and discuss how this problem might be solved (use problem planner). There may be several options that are all appropriate. What would the pupils do? - Are there any other worries or problems that the pupils would like to discuss?	30 mins
Introducing timetables • What is a timetable? • What does it show us? • When do we use one? • Why is it useful?	Examples of secondary timetables (from local schools that pupils will be attending) BSP What might my timetable look like activity	For pupils to be able to read a week level secondary school timetable	- Be prepared that many children find this activity challenging at first. Look at the timetable (in the activity) together and discuss how you read it. - Work in pairs or as a group to answer the questions. Add some more of your own to extend this activity. - Next, look through the timetables that are specific to the secondary school pupils are going to. What do pupils understand already? What is tricky to understand? What would make the timetable easier to read	30 mins
BREAK				

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Talking About Secondary School scenarios x 3	Pictures and scenarios - Uniform - Homework - Timetables	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
Planners	- Academic year planner (one each -for the pupils to take home and keep) - Blank weekly planner page	To develop awareness of planners and how to use them	- Give each pupil their own academic year planner and support them to fill it out with dates that are relevant and important to them, e.g. birthday, start of term, important family dates, important events in the year - Next, give each pupil a blank weekly planner page. Inform them that you are going to give them some homework and that they need to listen carefully. Their homework is to bring an item from home that is special to them, that they can talk about in front of the group. You need to inform them that they should do this for session 4 – e.g. ‘On Thursday you need to...’ - Support pupils to record this accurately on their planner page. Do they need to practice asking for help in relation to this task (use seeking clarification cue cards from Session 1 if necessary)	
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