

SESSION 4

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
Keeping organised - • Importance • Looking after your stuff • Routine board – put it in order	- Organised for school routine board – cut up	To support pupils in understanding the importance of organisation and taking responsibility for their own organisation	- Talk to the pupils about how you keep organised and what strategies you use. Have a discussion around the importance of organisation what might happen if you don't keep organised - Talk about why it is important to look after your things. What might be the consequences if you keep losing stuff? - Use the cut up pictures and ask the pupils to put it in the most logical order for how they would get organised for school, for the next day.	20 mins
Talking About Secondary School scenarios x 3	Pictures and scenarios - School Bag - After School Club Cancelled - Dinner Hall	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
Question and Answer session	Pupil's items from home (this was the homework set!)	To support pupils in asking relevant questions, taking an interest in their listener and responding appropriately	- One or two pupils to take their turn before the break - Pupils stand at the front and tell the group all about their special item - Once they have finished, support the group to ask questions to find out more information - The adult can ask questions too!	10 mins
BREAK				

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Question and Answer session (continued)	Pupil's items from home (this was the homework set!)	To support pupils in asking relevant questions, taking an interest in their listener and responding appropriately	- Pupils stand at the front and tell the group all about their special item - Once they have finished, support the group to ask questions to find out more information - The adult can ask questions too!	20 mins
Confidence Scales and feed back	- Confidence scales (1 per person) and pens - 1 A3 Confidence Scale	To establish change in pupils' confidence in different aspects of secondary school	- Each pupil fills in their own confidence scale - When all of the pupils have completed, take each pupil in turn and invite them to talk about their worries now, compared to the start of the sessions - Use the same A3 confidence scale (from Session 1) to re-map all pupils onto the one sheet. Talk about how there is an increase/ decrease in confidence now. - Allow pupils to elaborate and engage in discussion	20 mins
What will help me – make a poster for your parents / teachers	- I am READY activity - Pens	To support pupils in sharing their own strengths and needs as well as what helps them	- Support each pupil to make a poster of what will be helpful for them at secondary school. Each pupil can choose if they would like to use the Communication Passport sheet as a template, or get creative with making a poster on a plain piece of paper	20 mins
Compliments		To support pupils in giving and receiving positive feedback To support pupils' self-awareness and self-esteem	- As in previous sessions	5 mins