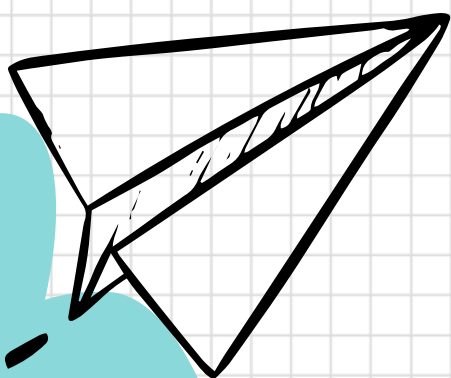




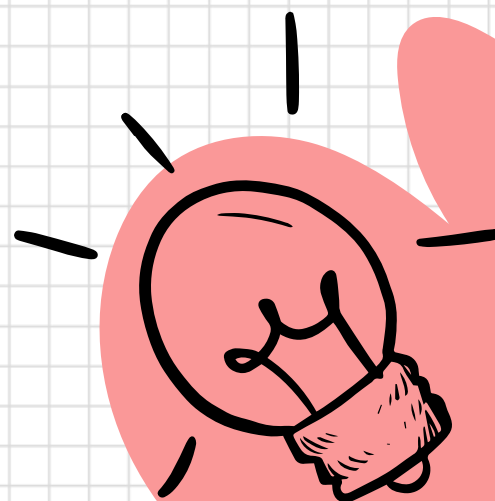
SMOOTH MOVES

to secondary school

FACILITATORS NOTES



PRIORITY 1-54



INTRODUCTION

This guide is designed to help primary school staff or external facilitators deliver the "Smooth Moves" Year 6 workshop. It provides activity breakdowns, timing guidance, and facilitation tips. The workshop is structured to be fun, engaging and inclusive, and aims to support children in feeling more confident about the move to secondary school.

Overall Goals:

- To explore the feelings and emotions involved in moving to secondary school
- To encourage open discussion about worries
- To help children develop strategies for managing change
- To build peer connection and a sense of belonging

Facilitator Notes:

- Maintain a positive, calm, and encouraging tone throughout.
- Reassure children that it's normal to have mixed feelings.
- Make time for pair and group discussion - these are key to peer support.
- Adjust pacing depending on the group's energy and engagement.
- Children should have their copy of the Smooth Moves Year 6 Booklet with them during the workshop.

This workshop is part of a broader set of Smooth Moves resources designed to support children through the transition to secondary school. All related materials, including handbooks, slides, and facilitator guidance, can be downloaded from our website www.priority154.com. These resources can be used by primary schools to support Year 6 throughout the year, by transition leads from secondary schools when visiting primaries, during transition taster events, or as part of a transition summer camp.

The resource pack also includes supporting transition related graffiti artwork for a more creative approach, as well as the Transition Ambassador training programme designed to extend peer support into secondary school settings.

ACTIVITIES

1. Introduction (5 minutes)

Slide: Smooth Moves

Purpose: To welcome children and help them understand what the workshop is about.

Delivery Notes:

- Introduce yourself and explain the purpose of the session.
- Acknowledge that people may feel excited, nervous, even sad, or all three — and that's okay!
- Go over the day's structure, group agreement, timings.

Facilitator Tip: Personalise your introduction with something from your own school experience - this will help build trust.

2. Group Agreement (10 minutes)

Slide: Group Agreement

Purpose: To co-create a respectful, inclusive space for open sharing and listening.

Delivery Notes:

- Ask children: "What helps people feel comfortable and safe when talking in a group?"
- Collect responses and highlight 3 key agreements, which includes:
 - **Respectful Spaces** – We help everyone feel welcome and included. Discuss confidentiality – What's said in the room stays in the room (unless someone is unsafe).
 - **Respectful Listening** – We give people time and attention.
 - **Respectful Speaking** – We speak kindly and honestly, without judgment.

Facilitator Tip: You can write these on a flipchart or use pre-prepared slides. Revisit them as needed if group dynamics shift.

3 Park It For Later (5 minutes)

Slide: Park It

Purpose: To create space for questions that may be important but slightly off-topic.

Delivery Notes:

- Explain sometimes questions come up that are important but may not be on-topic.
- Introduce the "Park It" space (a section of the board or a large sheet of paper). Invite children to write down their questions on post-it notes and place them in the "Park It" space.
- Let them know you'll return to these questions at the end of the workshop if time allows - or follow up separately if needed.

Facilitator Tip: Use this to acknowledge and value all questions, even when they can't be answered immediately. It helps maintain focus while respecting curiosity.

4. Ice-breaker: Transition Bingo (15 minutes)

Slide: Transition Bingo

Purpose: To break the ice and explore shared feelings about transition.

Delivery Notes:

- Children will find the Transition Bingo activity in their booklet — ask them to use it directly during the task.
- Children walk around to find peers who match each statement.
- Aim is to fill in as many boxes as possible.

Facilitator Tip: Debrief with questions like “What did you notice?” or “Did anything surprise you?”

5. Quiz: Moving to Secondary School (20 minutes)

Slides: Quiz slides

Purpose: To get children talking about common experiences when moving to secondary school.

Delivery Notes:

- Children work in pairs to choose an answer and explain their choice.
- Use each question as a discussion prompt before revealing the correct answer.

Facilitator Tip: Use humour and reassurance – it’s not a test!

6. Dealing With Change (15 minutes)

Slides: Change

Purpose: To explore the different types of change that happen when moving to secondary school.

Delivery Notes:

- Start by showing the film Dealing With Change: <https://www.youtube.com/watch?v=sl7-4cSgLZo>
- Ask children: What changes they might encounter when starting secondary school?
- Discuss new routines, new friends, different rules, school layout, multiple teachers, and physical/emotional changes like puberty.
- Record suggestions visibly (whiteboard or flipchart) to show shared experiences.

Facilitator Tip: Use this moment to reassure children that many others share the same feelings.

7. Exploring Worries (20 minutes)

Slides: Dealing With Worries

Purpose: To help children identify their worries and consider how to manage them.

Delivery Notes:

- Handout copies of the Worry Cards
- In pairs ask children to choose three worries they think are most common for children **before** moving to secondary school. Research suggests these are: Bullying, Homework and Fitting In.
- Show the ABA film defining bullying behaviour: <https://www.youtube.com/watch?v=xMRDI79vgTQ>
- Now ask them to identify the top three things children might continue to worry about in Year 7. Research suggests these are: Losing Friends, Fitting In and Homework.
- The “**Before**” and “**After**” prompts show how worries can change over time.

Facilitator Tip: Emphasise that worries are normal and manageable. Use examples from your own experience or those of past students to make it real.

8. The Importance of Friendships (25 minutes)

Slides: Friendship Survey and Friendship Qualities.

Purpose: To explore what makes a good friend and how to keep friends.

Delivery Notes:

- Prompt Questions:
 - Why are friends important when moving to secondary school?
 - What can make friendships tricky when moving to secondary school?
- Ask children complete the friendship survey in their booklet.
- Use the friendship quality cards to explore the qualities that make a good friend.
- Have children arrange the cards to form a pyramid with the most important quality of a friend at the top and the least important qualities at the bottom.
- Go around the group and have them say what is at the top and bottom.
- Are there any common themes?
- Discuss how friendships can change and grow during transition.
- Use the friendship scenarios to have children explore different friendship problems and how they might overcome these.

Facilitator Tip: Link the discussion to empathy and inclusion.

9. Belonging (25 minutes)

Slide: This or That

Purpose: This or That activity to help children notice commonality and difference.

Delivery Notes:

- Have the group stand in two lines facing each other.
- When a statement is read out have them stand on the side which best describes them.
- For example: Morning person or night time person.
- Work your way through the list then ask the group: "Did anyone find someone who made the same choice as they did when you didn't expect it?"

Slide: *Finding Your Twin*

Purpose: Promote connection by helping children find similarities with those around them.

Delivery Notes

- When a statement is read out, young people have to find someone in the room who shares the same thing as you. For example: Same Eye Colour. Work your way through the list.
- Ask the group "Why do you think activities like this help people feel more included?", or 'How might it feel if you didn't find your twin?'

Slide: Defining Belonging

Purpose: Why belonging matters and how they can create it.

Delivery Notes:

- In pairs or small groups ask '**What do you think belonging means?**'
- Share the definition: Belonging means = Feeling accepted, included, respected and like you're part of something.
- Ask, in school or at home '**What small things make a big difference**' to make people feel like they belong?

10. My Personal Goals (20 minutes)

Slide: My Personal Goals

Purpose: To help children identify and reflect on goals for secondary school, and to encourage a sense of direction and motivation.

Delivery Notes:

- Ask each child to choose three goal they want to achieve at secondary school.
- Remind them these don't need to be academic in nature, they can include making new friends, joining a after school club.
- Complete three parts: the goal, why it matters, and what success looks like.
- Share an example to model the process.
- Children should complete the 'My Personal Goals' section directly in their Handbook.

Facilitator Tip: Some children may want to draw instead of write. Celebrate all contributions.

Evidence Insight: Research shows that when we set clear goals, we're much more likely to achieve them. Goal setting helps us focus, stay motivated, and notice progress - even if the steps are small.

10. Feedback & Wrap-Up (10 minutes)

Slide: Feedback

Purpose: To reflect on the session and gather insights.

Delivery Notes:

- Invite children to share one key takeaway from the session.
- Ask children to complete the feedback form on the final page of their Booklet or they can write down their thoughts on a post-its.
- Celebrate their effort and bravery in sharing.

Facilitator Tip: End on a positive note - this is just the beginning of their secondary school journey.

WORRY CARDS

Getting Lost

and finding your way around school.

Making New Friends

and worrying about whether you will find people to talk to.

Being Bullied

by older students or peers.

Homework and Schoolwork

and the fear that lessons will be harder or they'll struggle to keep up with homework.

Not Knowing Anyone

or going to a different school than all your friends.

Getting Into Trouble

and worries about stricter rules.

Dealing With Change

e.g. adjusting to new routines, uniforms, teachers, and expectations.

Fitting In

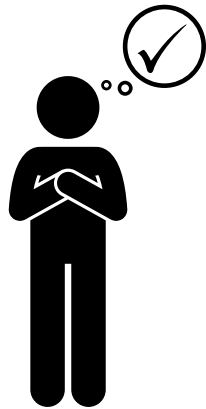
and being accepted for who you are.

Losing Existing Friends

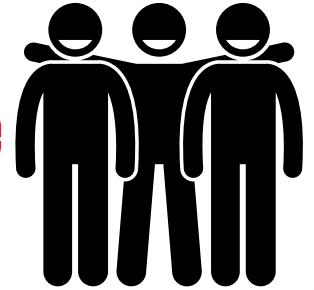
e.g. the fear of primary school friends moving on or finding new friends.

FRIENDSHIP QUALITIES

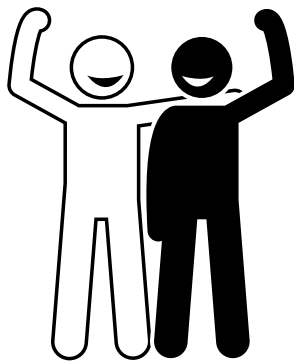
**Cares
about what
I think**



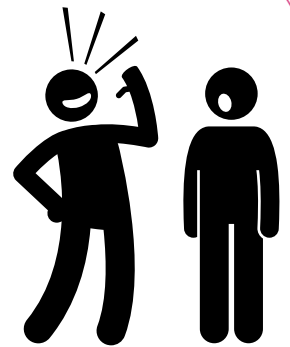
**Wants to
spend time
with me**



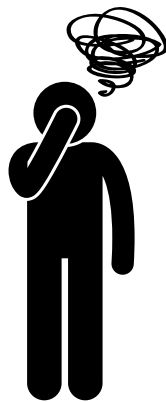
**Accepts
me for
who I am**



**Does not
show off to
friends**



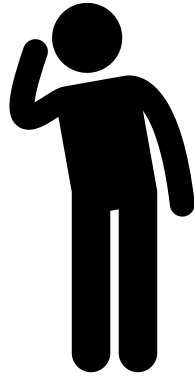
**Is not afraid
to show me
how they
feel**



**Has the
same
interests
as me**



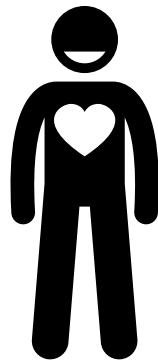
**Is a good
listener**



**Respects my
boundaries**



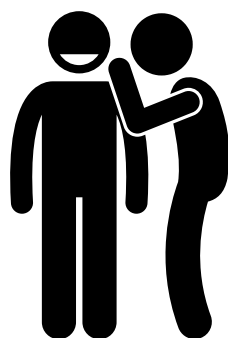
**Someone
I can trust**



**Someone
who is
popular**



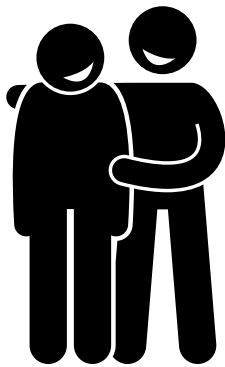
**Does not
gossip**



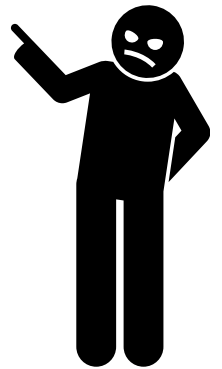
**Does not
talk
behind my
back**



**They are
kind**



**They don't
judge other
people**



**They are
loyal**

