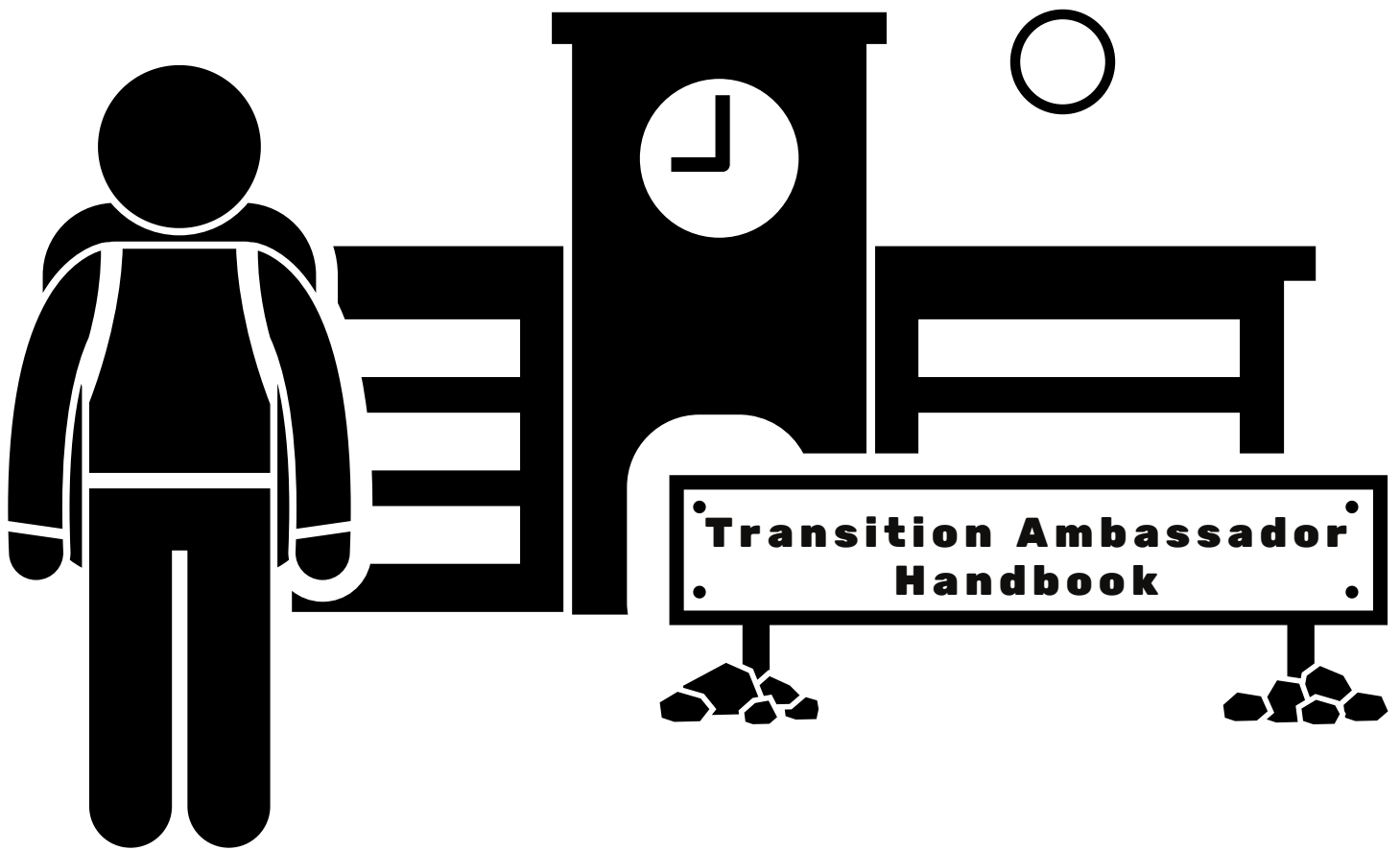


SMOOTH MOVES

TO SECONDARY SCHOOL

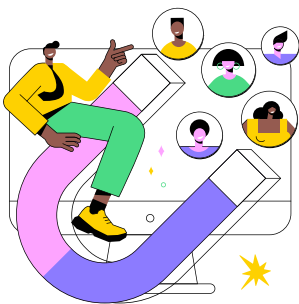


PRIORITY 1-54

Ice breaker - Emotions Bingo

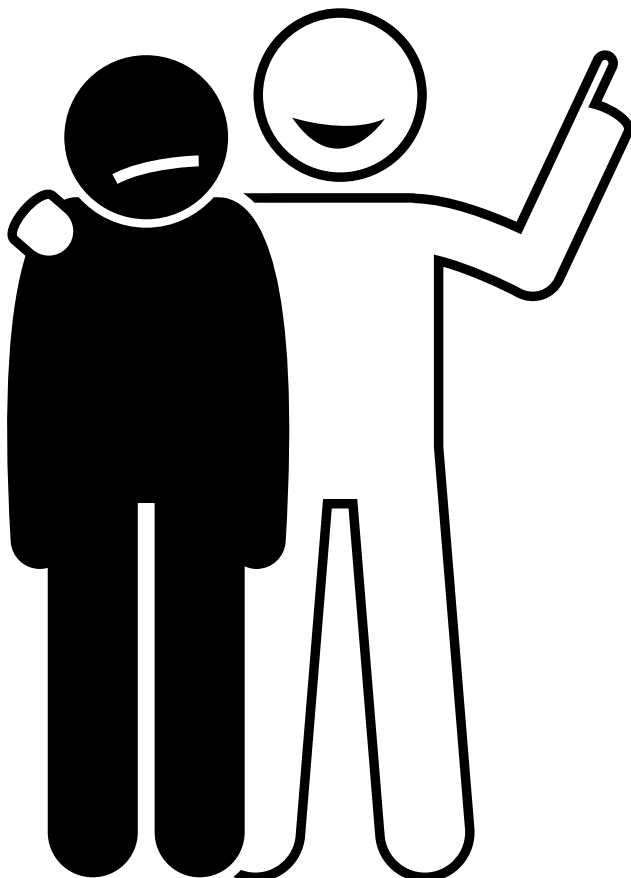
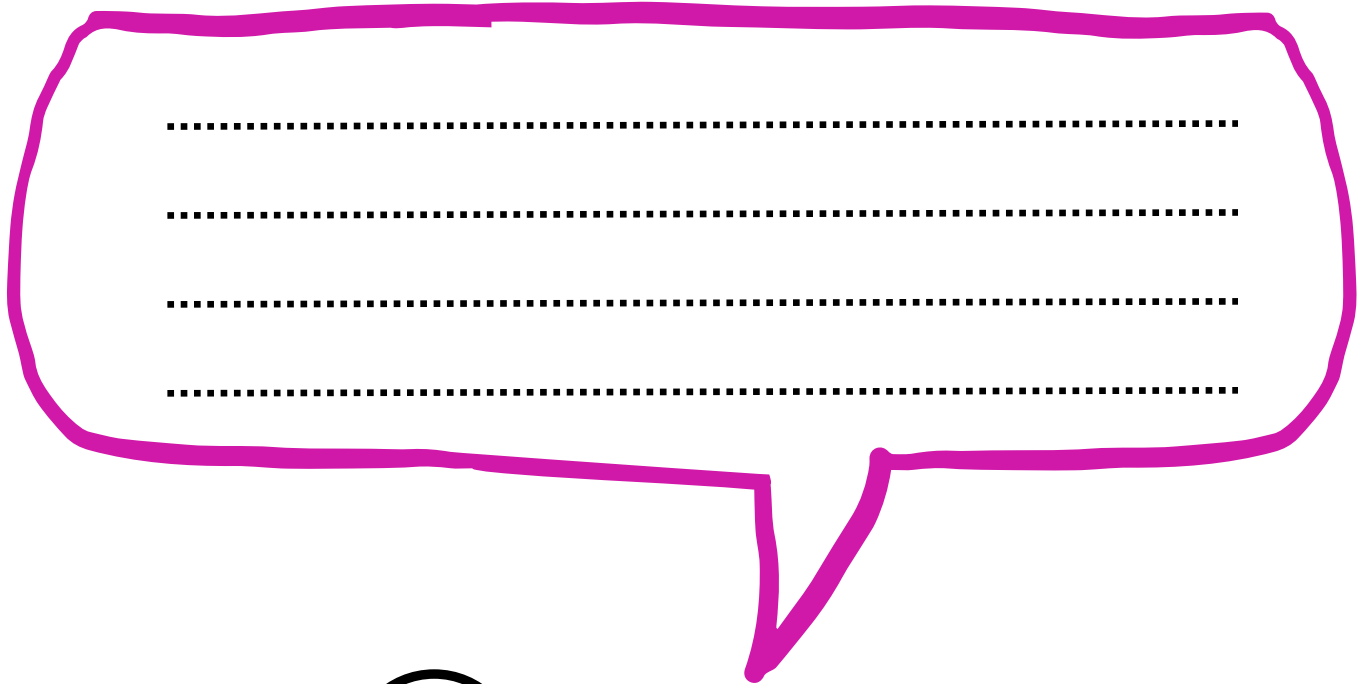
The aim of the ice-breaker is to complete the bingo sheet by finding someone in the room who is experiencing or has experienced one of the emotions listed in the last few days. You might want to ask them why.

Happy	Anxious	Scared	Sad
Surprised	Excited	Disappointed	Confused
Pride	Stressed	Annoyed	Amused



Advice to my Year 6 self...

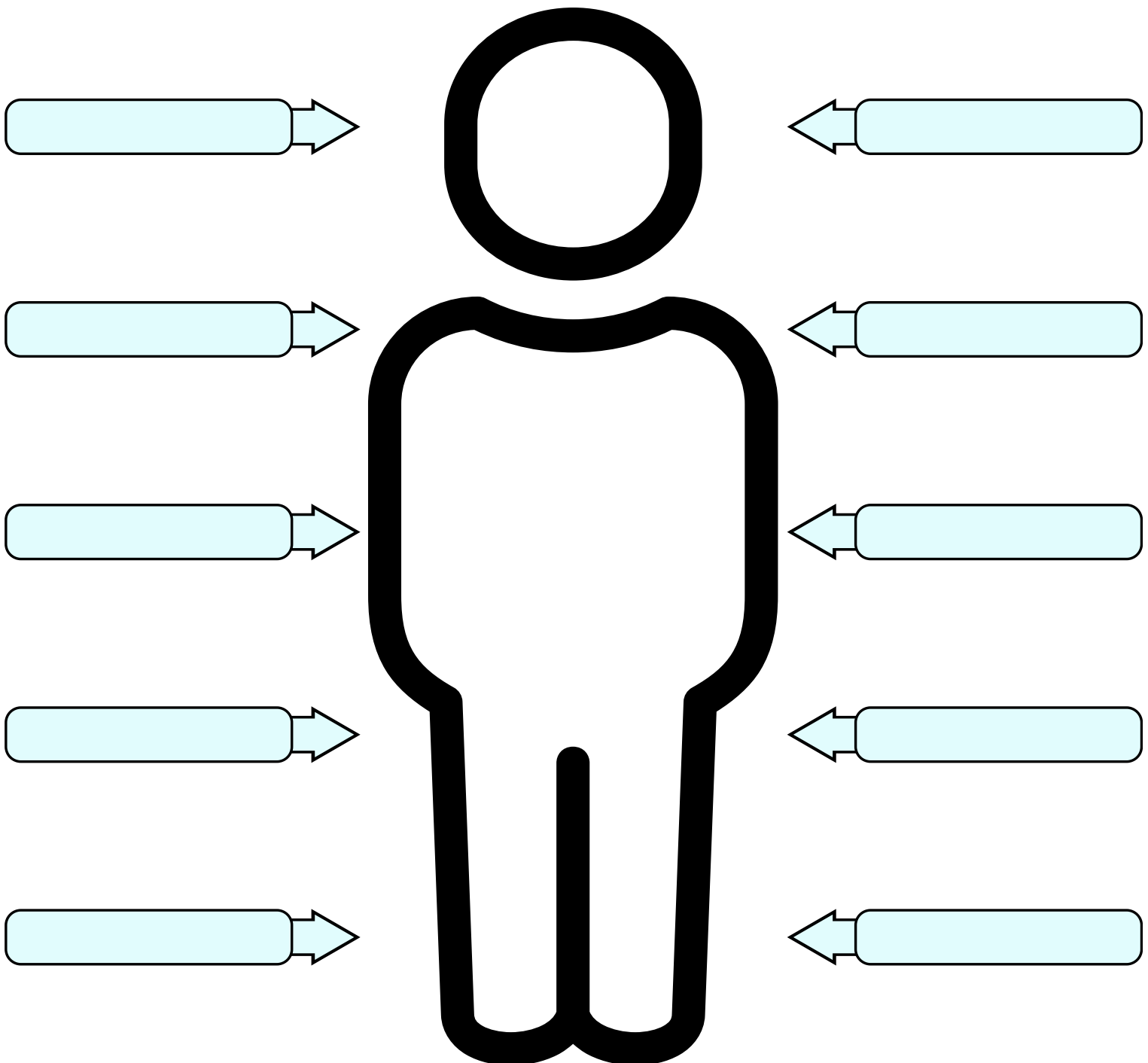
Think back to when you were in Year 6. Knowing what you know now about moving to secondary school, what advice would you give yourself?



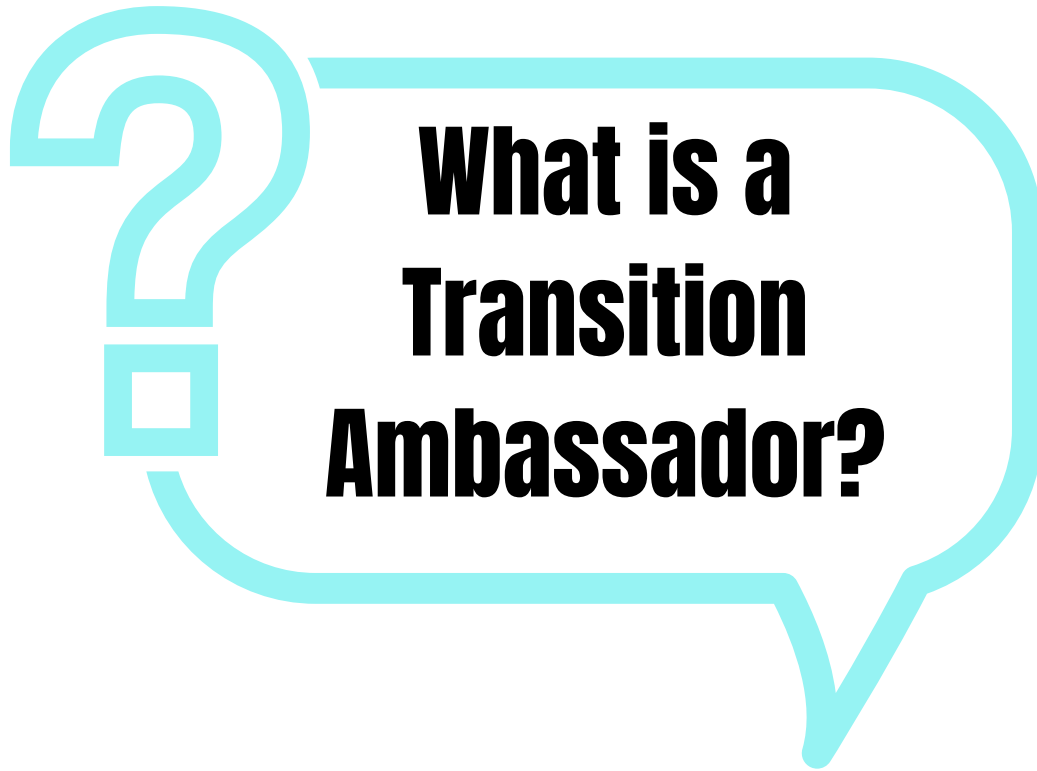
Moving up to secondary school

What kind of things might a Year 7 need help with? Write these down in the boxes below. Think back to when you first started secondary school.

On the inside of the figure, write down how a Year 7 might be feeling about each of the issues you've identified.



The role of a Transition Ambassador



Discuss and then write down what you think the role of a Transition Ambassador is?

.....

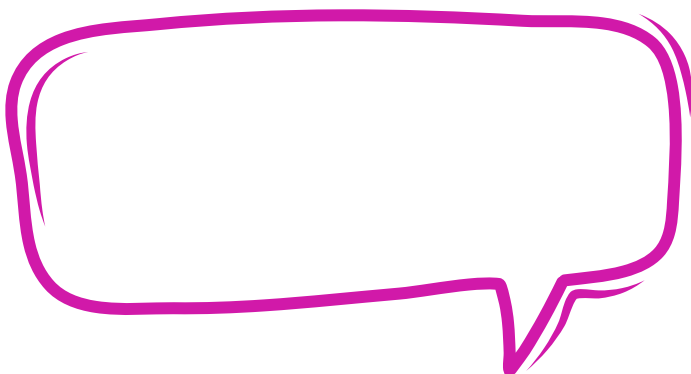
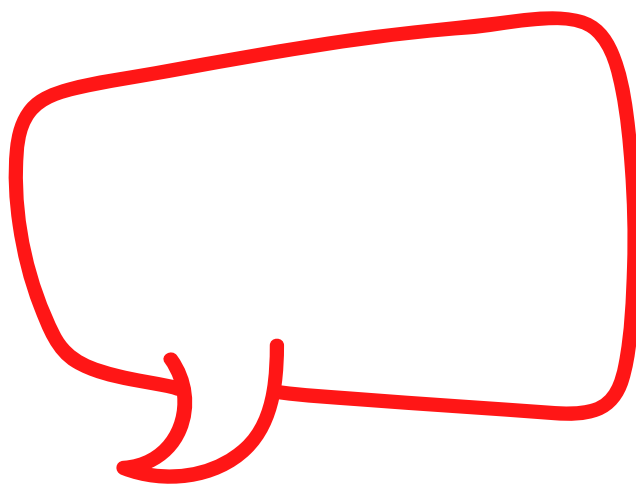
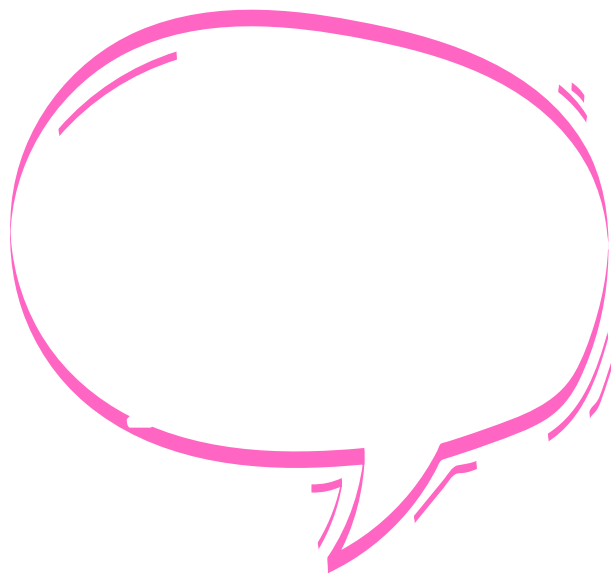
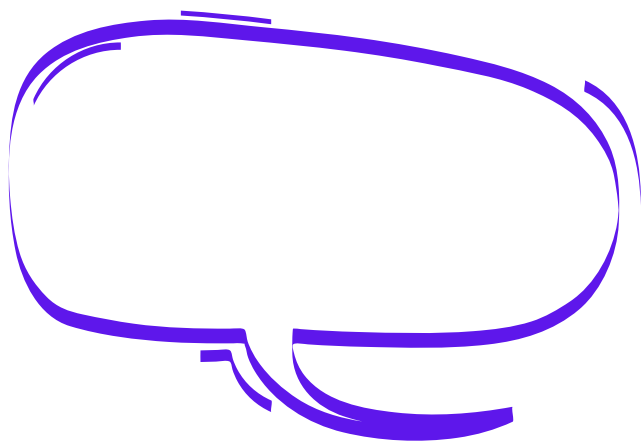
.....

.....

.....

The role of a Transition Ambassador

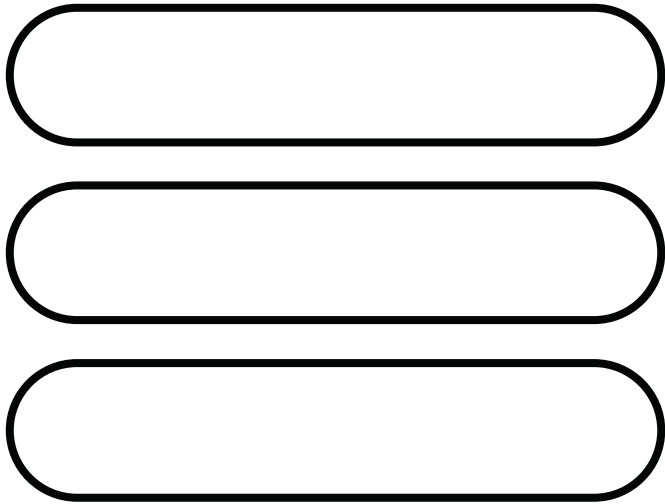
In the speech bubbles below, write down what type of things a Transition Ambassador can do to support Year 7 students in school.



Skills of a Transition Ambassador

Using the skill cards discuss with your partner what you think the key qualities and skills of a Transition Ambassador are.

Can you identify your top 3?

Three empty rounded rectangular boxes stacked vertically, intended for writing the top three skills identified by the user.

Non-judgemental

Empathetic

Good listener

Approachable

Reliable

OPEN MINDED

Confident

Trustworthy

Friendly

My listening habits

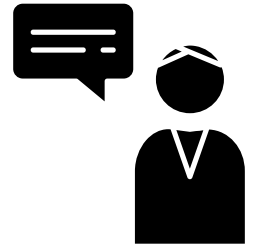
Have you ever thought about how you communicate or listen to people? If not, this next activity will give you some insights to help you improve your listening skills. Try and be as honest as you can when answering the questions below.

When you listen to friends or other people, do you:	Rarely	Sometimes	Mostly
Position yourself so that you can see and hear the other person clearly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain eye contact with the person talking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think about your, and the person's, body language and what this might be saying?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continually think about what the person is trying to say?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make judgements about the person's appearance or how they are speaking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think about your own prejudices that might be influencing your listening?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel like you have to have the last word?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage people to continue talking by saying 'yes' or 'okay'?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to the feelings being expressed and reflect these back to the person to show you understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Active listening skills

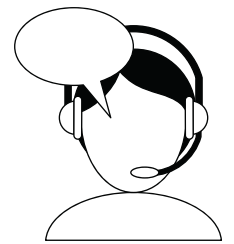
1. What is active listening?

.....
.....



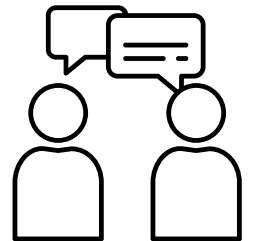
2. What is a closed question?

.....
.....



3. What is an open question?

.....
.....



4. What is paraphrasing?

.....
.....



“ So what you are saying is... ”

“ Just so I understand you correctly... ”

“ Can I just check..... ”

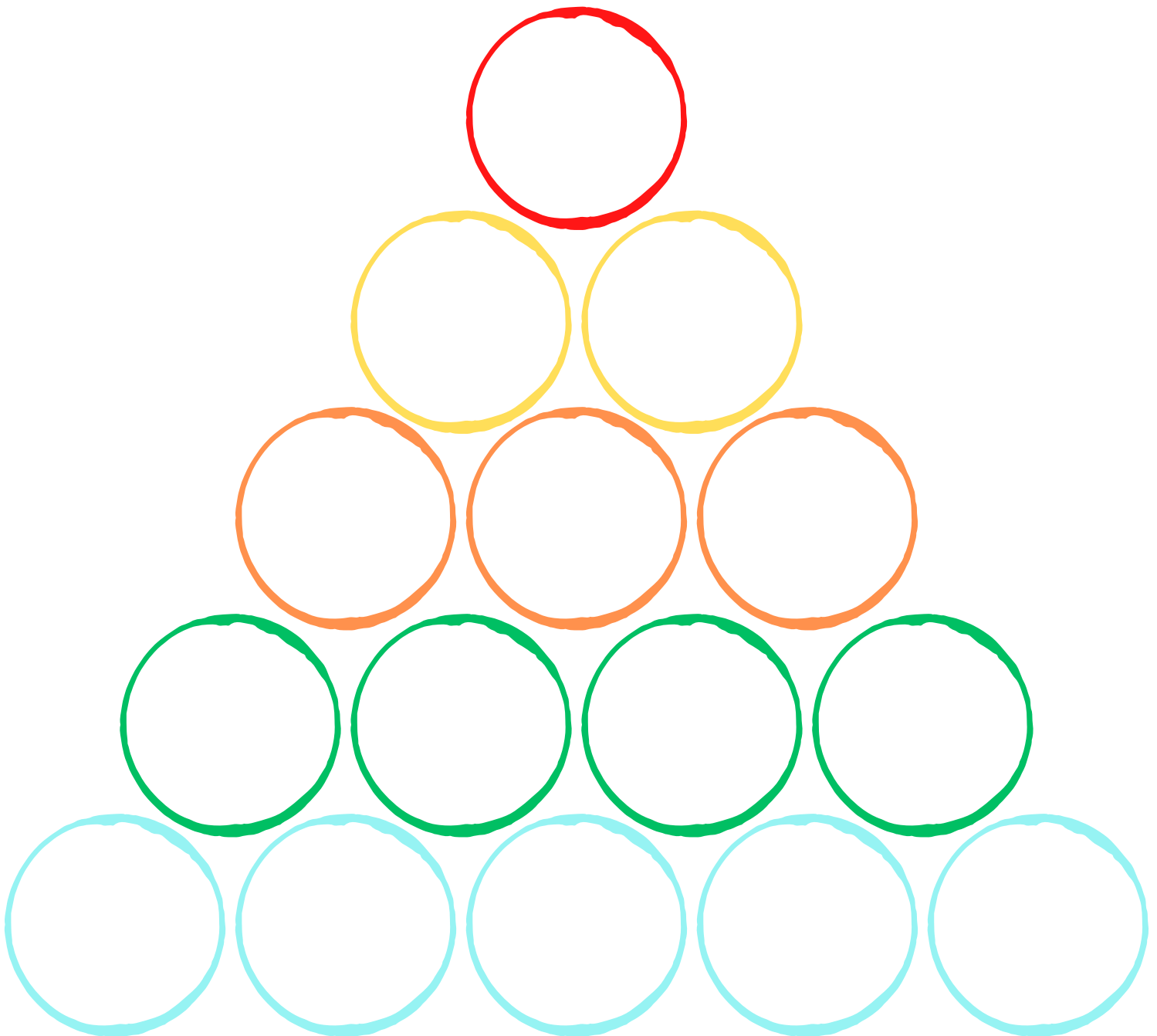
“ So let me understand... ”

“ In other words... ”

Qualities of a friend

Friends and friendship groups play a big role when young people move to secondary school. Can you think why?

For this activity, we're going to explore the qualities that make a good friend. In pairs or small groups, 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.



Understanding confidentiality

What is the definition of confidentiality?

.....

.....

Why is confidentiality important when supporting Year 7s?.....

.....

.....

— “ —————

Can you keep everything that a Year 7 tells you confidential?

————— ” —

“
When do you need to tell someone?
”

“
WHO MIGHT YOU NEED TO TELL?
”

When to break confidentiality!

Feeling worried or concerned by anything a Year 7 tells you is an important sign that you need to share the information with an adult in school.

If a Year 7 says or does something that makes you feel...

Anxious

Worried

Sad

Stressed

Concerned

Confused

Nervous

Fearful

Or any other negative emotion

Safeguarding case study

Read through the scenario below. Highlight any part of the text that concerns you.

A Year 7 seems to be in a bad mood during one of your sessions. You ask them what's wrong. They are usually quiet and happy but they reply angrily that they are fed up with things at home. You ask them what has been going on. They tell you that their mum and dad are fighting a lot.

They say that they have tried to speak to their mum but she tells them that it's all fine. They say they sometimes get scared at night when they hear them fighting. They are worried that their dad is hurting their mum. As soon as they blurt it out, they seem to regret telling you and asks you to keep it private. They are worried it will make things worse.

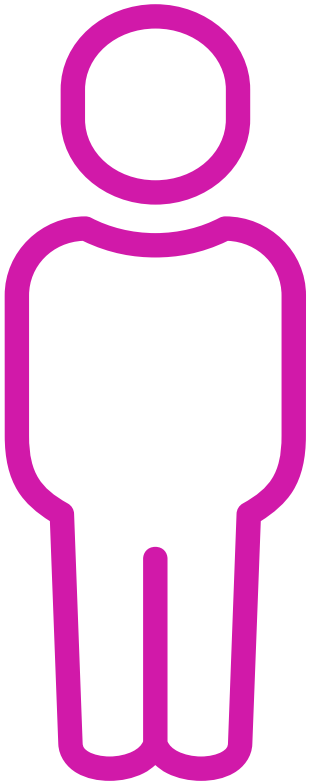
**“
CAN YOU PROMISE
TO KEEP IT
CONFIDENTIAL?
”**

**“
WHAT MIGHT
YOU SAY TO
THE YEAR 7
AT THE TIME?
”**

**“
WHAT WOULD YOU NEED
TO DO?
”**

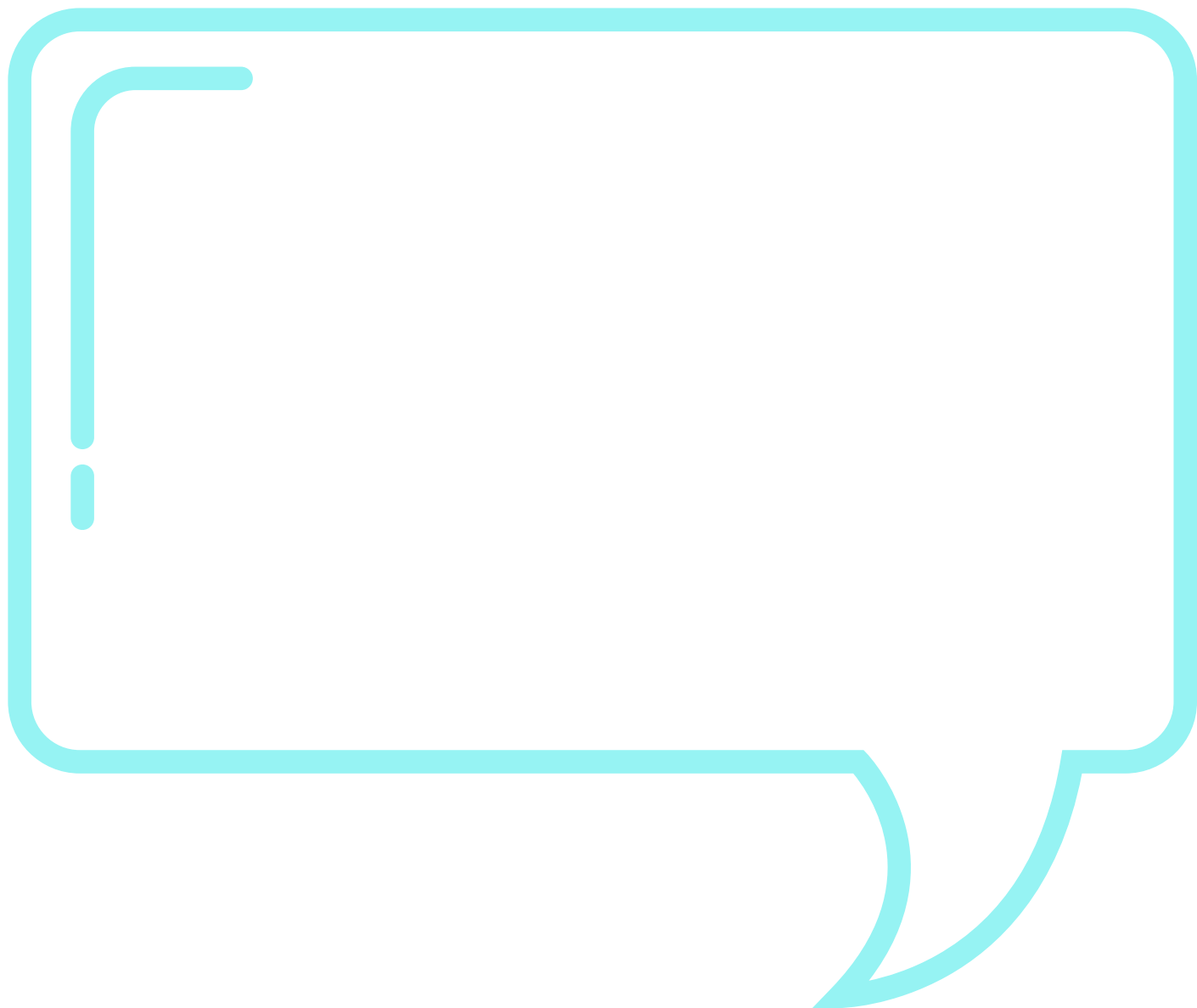
My 3 trusted adults in school

Identify three trusted adults in school you would go to if you were worried about a young person in your school.



Your views matter

Think about the things we've talked about when moving to secondary school. Can you identify one thing that your school can do to improve Year 7s move to secondary school?



YOUR FEEDBACK IS REALLY IMPORTANT TO US.

1. Overall, how would you rate the training?

Excellent Good Fair Poor Very poor

2. I felt respected and listened to in the training

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

3. I feel better equipped to deal with challenging situations

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

5. Do you feel more confident to support other students because of the training?

A lot more A little more No difference Unsure

4. Did you learn any new skills/information which will be useful to you in the future?

A lot more A little more No difference Unsure

7. Do you feel better able to influence the type of support available to students in your school?

A lot more A little more No difference Unsure

What did you enjoy most about the training?

.....
.....