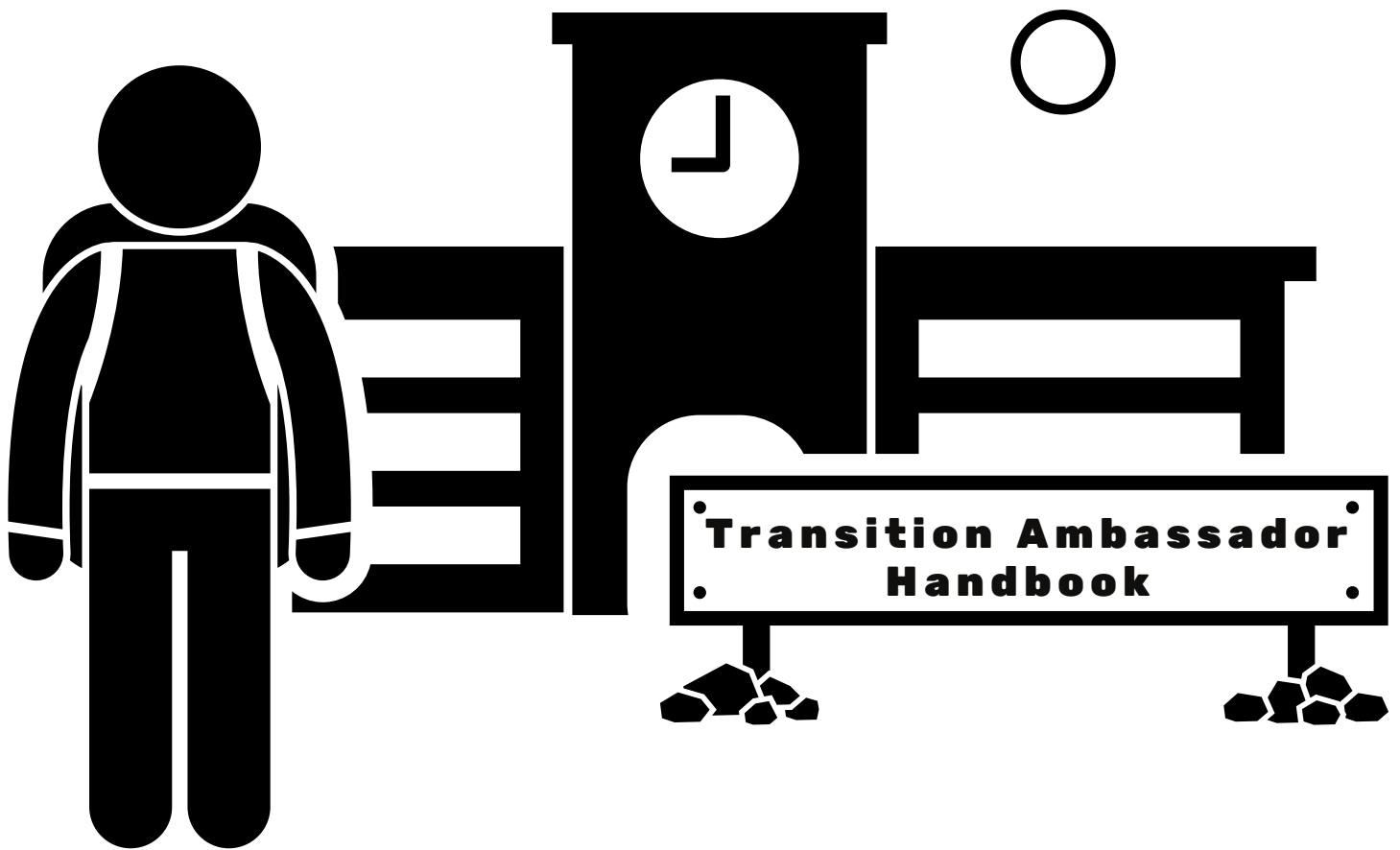


# SMOOTH MOVES

## TO SECONDARY SCHOOL



PRIORITY 1-54

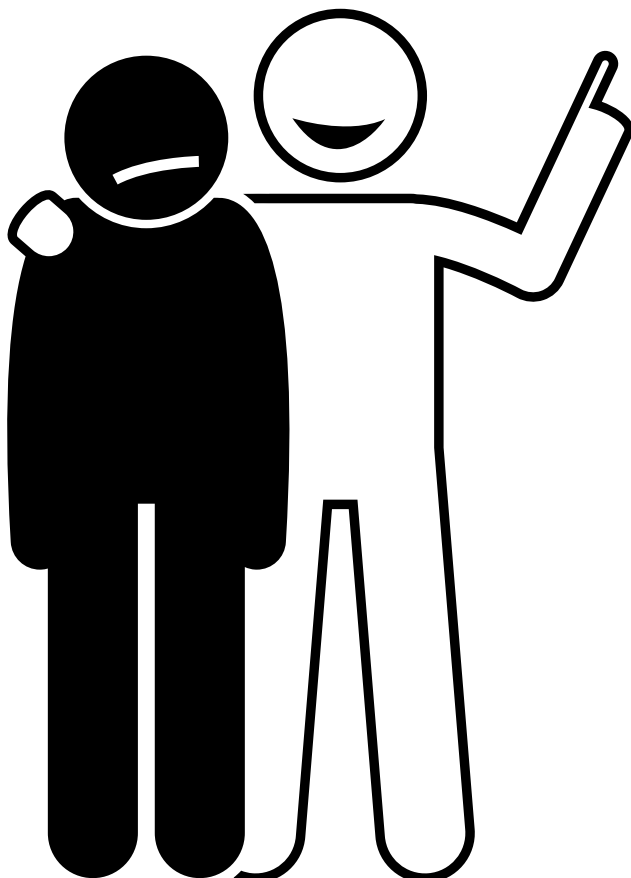
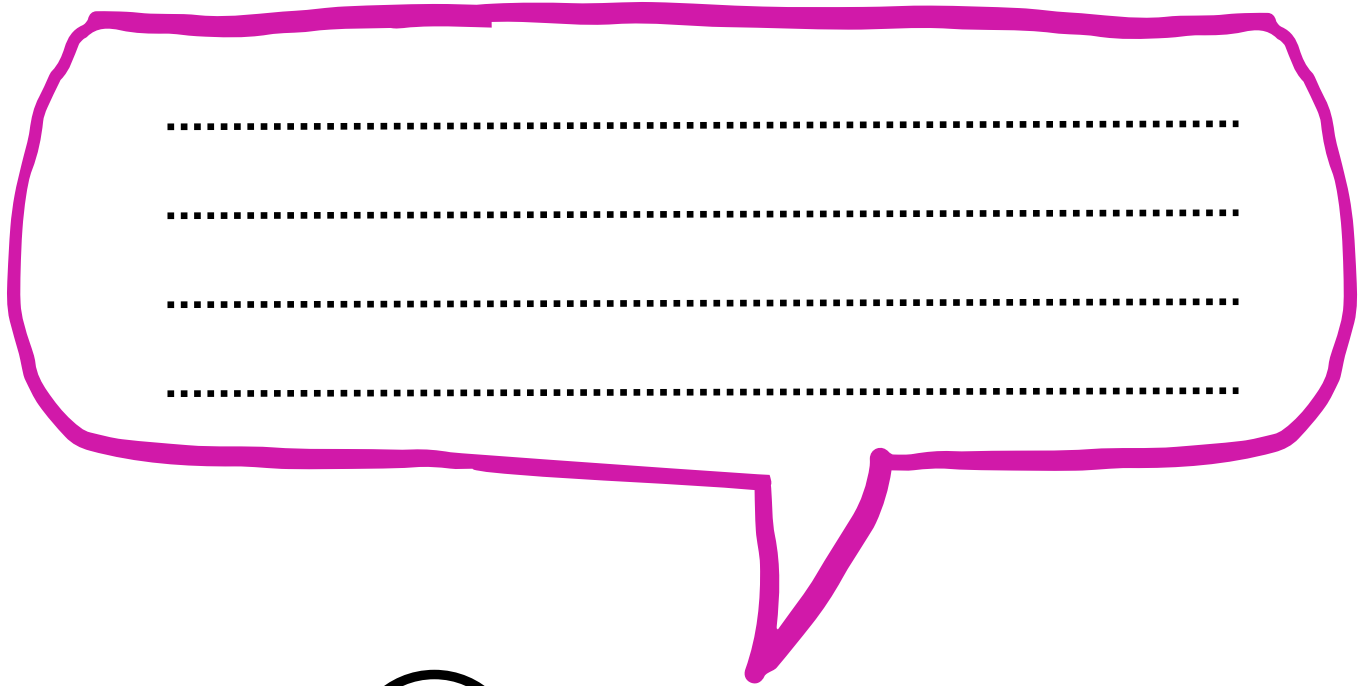
# Transition Bingo

The aim of the ice-breaker is to complete the bingo sheet by moving around the room and find people who match each of the statements in the box.

Was nervous about moving to secondary school	Had a brother or sister already at the school	Was excited to try new subjects like science or drama.	Met someone kind or helpful on their first day
Was the only one from their primary going to their new school	Was looking forward to making new friends	Was worried about how hard the lessons would be	Was excited to wear their new uniform
Was worried about getting lost at school	Felt sad about leaving their primary school	Was worried about break or lunchtime	Was excited to start secondary school

# 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 speech bubbles below. Think back to when you first started secondary school.

Then, 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?



# 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?

**Doesn't judge**

**Empathetic**

**Good listener**

**Approachable**

**OPEN MINDED**

**Reliable**

**Confident**

**Trustworthy**

**Friendly**

# My listening habits

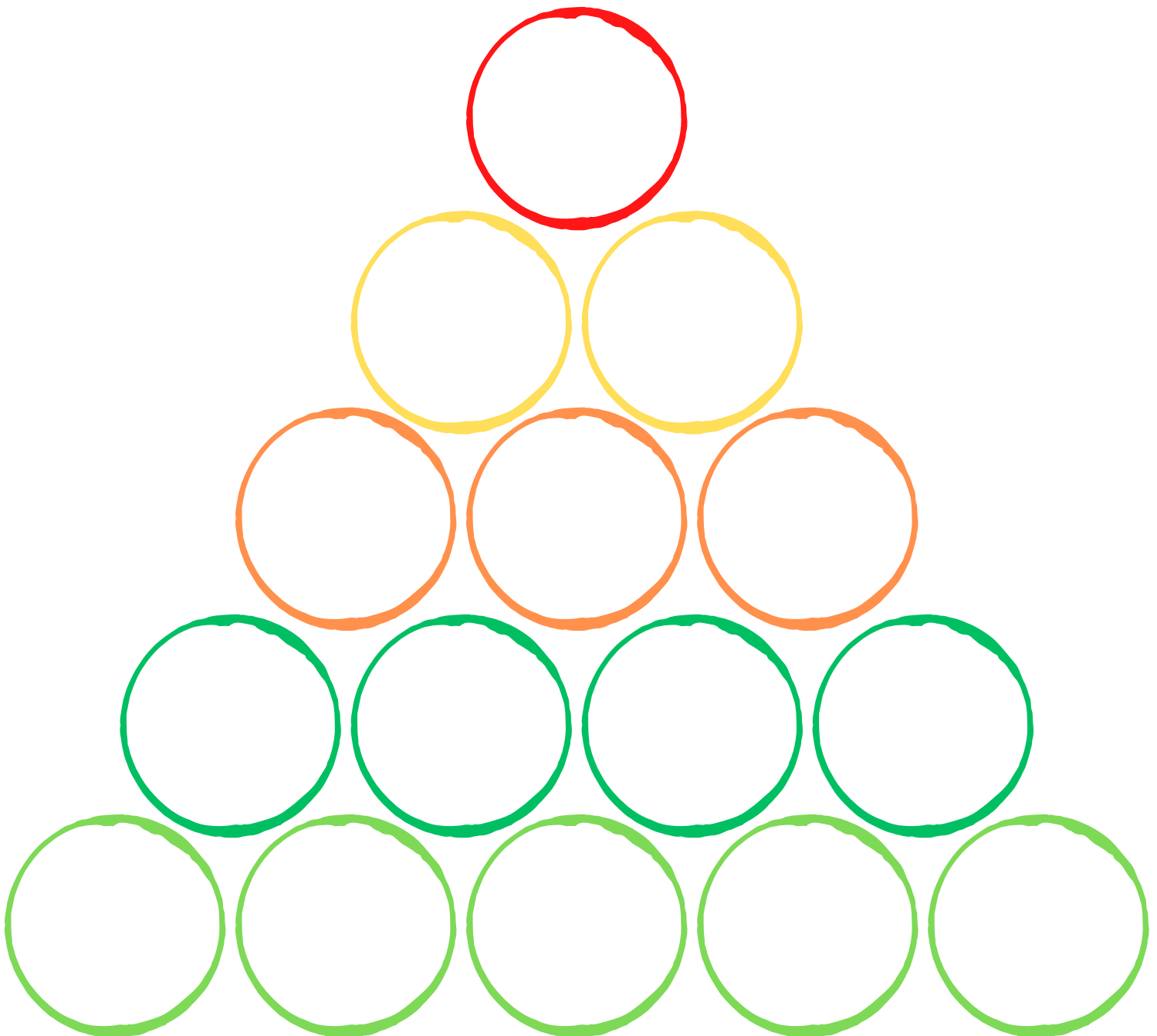
Have you ever thought about how you communicate or listen to people? If not, this next activity will give you some tips to help you improve your listening skills. Try and be as honest as you can when answering the questions below.

<b>When you listen to friends or other people, do you:</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Mostly</b>
Face the person so I can see and hear them clearly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Look at the person when they're talking?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notice body language – mine and theirs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Try to understand what they're trying to say?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes judge them based on how they look or sound?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Check if my own opinions are getting in the way of listening properly?</b>	<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"/>
<b>Show I'm listening by saying things like "yeah" or "okay"?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to their feelings and try to show I understand them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# 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 does confidentiality mean? .....

.....

.....

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?**  
”

# Safeguarding case study

Read through the scenario below and then discuss each of the questions below.

A Year 7 who normally comes to the lunchtime drop-in has stopped turning up. One day, they show up late and hang back after the group finishes. You check in with them and ask if everything's okay.

They hesitate, then say quietly, ***"I don't want to come to school anymore because a group of older students keep laughing at me in the corridor. Yesterday one of them shoved me and called me names. I told my form tutor but nothing's changed."***

They look down and then say, ***"Please don't tell anyone else."***

“What are the possible safeguarding concerns in this situation?”

“Why might the Year 7 be asking for it to be kept private?”

What would you say to this young person in the moment?

Who could you talk to in school if you were worried?



# My 3 trusted adults in school

Write the names of 3 adults in school you would feel comfortable going to if:

- You were worried about a friend.
- You needed support or advice with someone in Year 7.
- Something didn't feel right.





# 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?

A large, empty green speech bubble outline with rounded corners and a tail pointing towards the bottom right. It is intended for students to write their response to the question above.

## 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 understand the role of a Transition Ambassador and what it involves.

Strongly agree     Agree     Neither agree nor disagree     Disagree     Strongly disagree

4. I feel more confident to support Year 7s because of the training.

A lot more     A little more     No difference     Unsure

5. I understand what belonging means and how I can help others feel included.

A lot more     A little more     No difference     Unsure

6. I feel more aware of how to be a good listener and support someone who might be struggling to settle into school.

A lot more     A little more     No difference     Unsure

7. I feel more equipped to deal with challenging situations, like if someone shares a safeguarding concern.

A lot more     A little more     No difference     Unsure

Finally, what did you enjoy most about the training?

.....

.....