



My Transition Plan

For year 6 pupils moving towards year 7

Developing mental toughness,
overcoming isolation and thriving after
after our time apart

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About Me

My name is _____

and my Birthday is _____

The people who live with me are:

The other important people to me are:

My hobbies
are:

When I'm
older, I want
to:

My favourite
place to be is:

So what does Covid 19 mean for you?

Many things have changed due to coronavirus

School is closed and you have to stay at home to keep everybody safe and well



Things that you had planned haven't gone to plan

Like school trips, parties, exams, sports days and spending time with friends

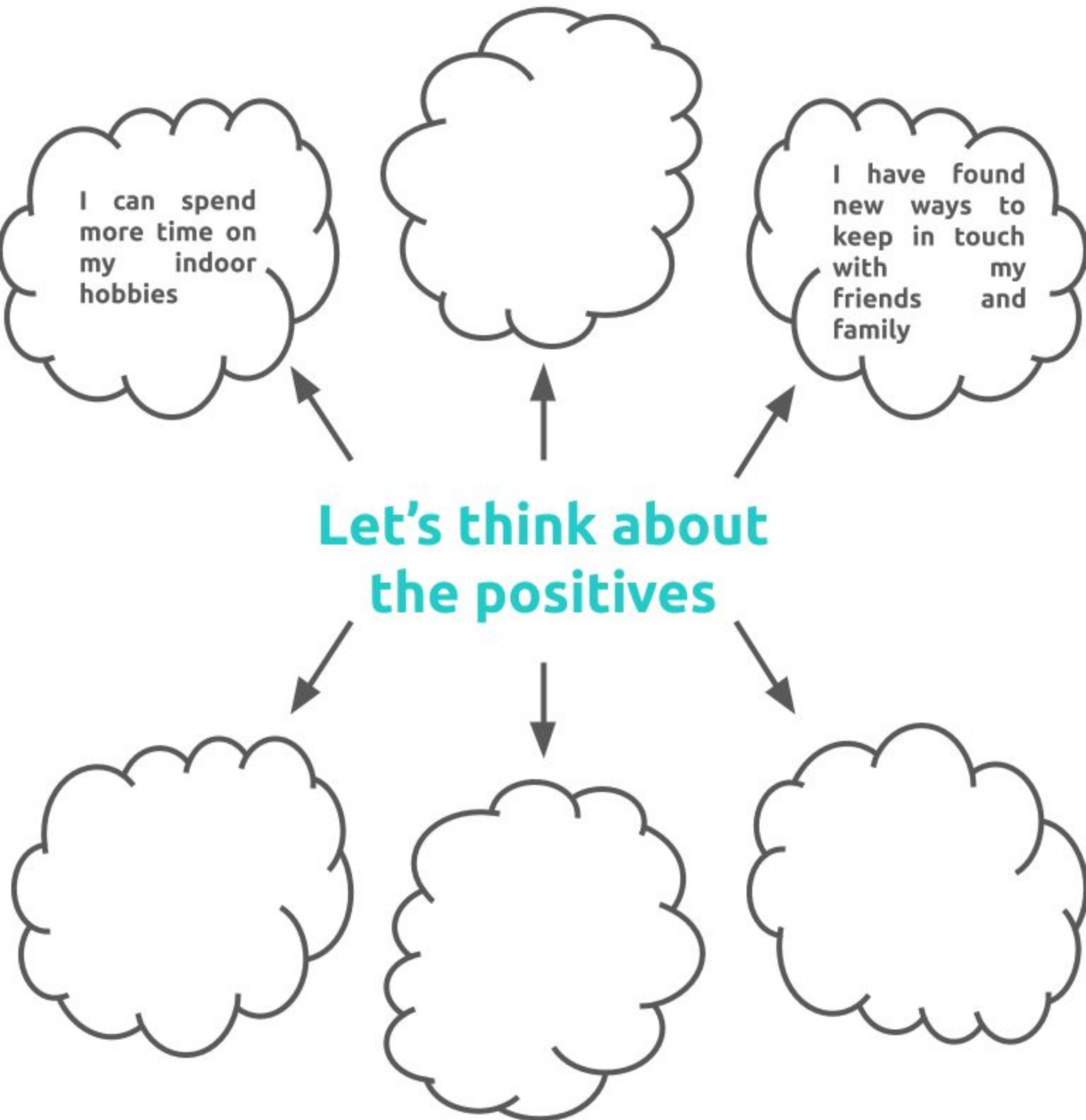
Your family's daily routine looks very different

Maybe your family members are working from home, you're doing school work from home, and you're having to find things to keep you busy indoors



It's important to remember...

Children all over the world are having the same feelings as you. Although this is not what you had planned, there are lots of positives we can find from this situation. And it won't last forever!



Write down as many good things as you can about what's going on right now due to Coronavirus. There are some examples already there to start you off.

My Action Plan

What are my long term goals for the isolation period?

(what would I like to achieve by the end?)

1. _____
2. _____
3. _____

Some Ideas might be..

- Finish reading a book (then start another)
- Complete all schoolwork
- Get better at drawing or football
- Learn to cook/bake
- Keep a good routine
- Keep in touch with my friends



Completed?

My activity checklist

Try to tick off 3 every day. When you run out of spaces, create your own

Tidy my room

Watch a new film

Do something helpful

Call/video chat with a friend

Do my schoolwork

Read

Draw something

Make something from the recycling

Exercise

Throw/give away things I don't need

Clean the house

Dance

Play a game in the garden

Watch a documentary

Learn a new skill from youtube

Follow a recipe

Do something kind



Frustration

1. In each section, write down the things that you feel angry or frustrated about as a result of Coronavirus. It's okay to feel angry.
2. Scribble out the ones you can't do anything about (this might be all of them). If any are left, try to focus your thoughts and energy on those things

Managing my emotions

Spending such a lot of time at home with your family, missing out on normal things and being uncertain about what's happening next can lead to lots of negative emotions. Here are a few top tips:

1. Controlled breathing

The most important thing to remember when you're trying to get your breathing back to normal when you feel angry, stressed or worried, is to make sure your outward breath is longer than your inward breath. Try this:



2. Make a fist

This is a good exercise to try if your body is feeling very tense. Start by sitting comfortably...

1. Squeeze your right hand in a fist, getting slowly tighter, for 10 seconds
2. Slowly relax it for 10 seconds
3. Repeat with your left hand. Keep going, squeezing and relaxing each hand one at a time, until you feel a bit calmer



Managing my emotions

3. Progressive muscular relaxation

This works well if you are feeling very tense.

1. Lie down and close your eyes, somewhere in your home that you feel most comfortable and safe.
2. Start by slowly tensing up your forehead, hold that feeling for 5 seconds, then slowly relax it for 10-15 seconds
3. Work your way through all of your body parts, tensing then relaxing each one, from your head to your toes.

4. Talk about it

It's really important to not 'bottle things up' when something is bothering you. If you are worried or upset about something, you will probably feel much better after talking about it with a friend or family member.



If you're angry or annoyed with someone in your family. It's important to try and resolve the problem and not make it worse. Follow the guidelines on the next page.

Resolving disagreements

It's very normal to disagree with others, especially with those in your family. It's important to communicate fairly and effectively so that everyone understands each other and the disagreement doesn't escalate into an argument and hurt each others' feelings. Try to avoid the following mistakes:

Blaming - "It's YOUR fault" "you caused this problem"
"you started it"

Magnifying - making a HUGE deal about a small issue that isn't that important

Global labels - "you ALWAYS do that" "you're so selfish"
"you Never listen"

Mind reading - Assuming you know what someone is thinking "you don't care"

Demanding - expecting someone to act or feel the way you want them to

Stonewalling - not listening, ignoring someone or giving them the 'silent treatment'

Resolving disagreements

	Pick: Blaming, Magnifying, Global labels, Mind reading, Demanding or Stonewalling	Give an example of a situation when this has happened	How could it have been resolved better?
A mistake I sometimes make			
A mistake I sometimes make			
A mistake others make that bothers me			

Top tip: Try to use “I” statements when explaining how something makes you feel. So Instead of saying: .

“You always take my things without asking, you’re so inconsiderate and you don’t respect my things.”

Try saying: “I feel frustrated when you borrow my things without asking. I would like it if you asked me first next time.”

My Positive affirmations

To keep an optimistic, positive mindset, using affirmations can be really useful. When you choose an affirmation, try to say it 5 times in a row every day, either out loud or in your head, and let the words sink in.

Put a tick next to the one that you think will be most helpful to you. Remember to use it every day.

I will not stress over things I cannot control.

I am a kind and loving person.

It's okay that I feel frustrated and angry.

My life is full of love.

I will be happy and calm today.

All of my feelings are okay.

I can take things one day, or one hour, at a time.

When I go with the flow, my life is easy and filled with joy.

I appreciate my life and find things to be grateful for.

One day, everything will go back to normal

I let go of what I can't change and do my best with what I can.

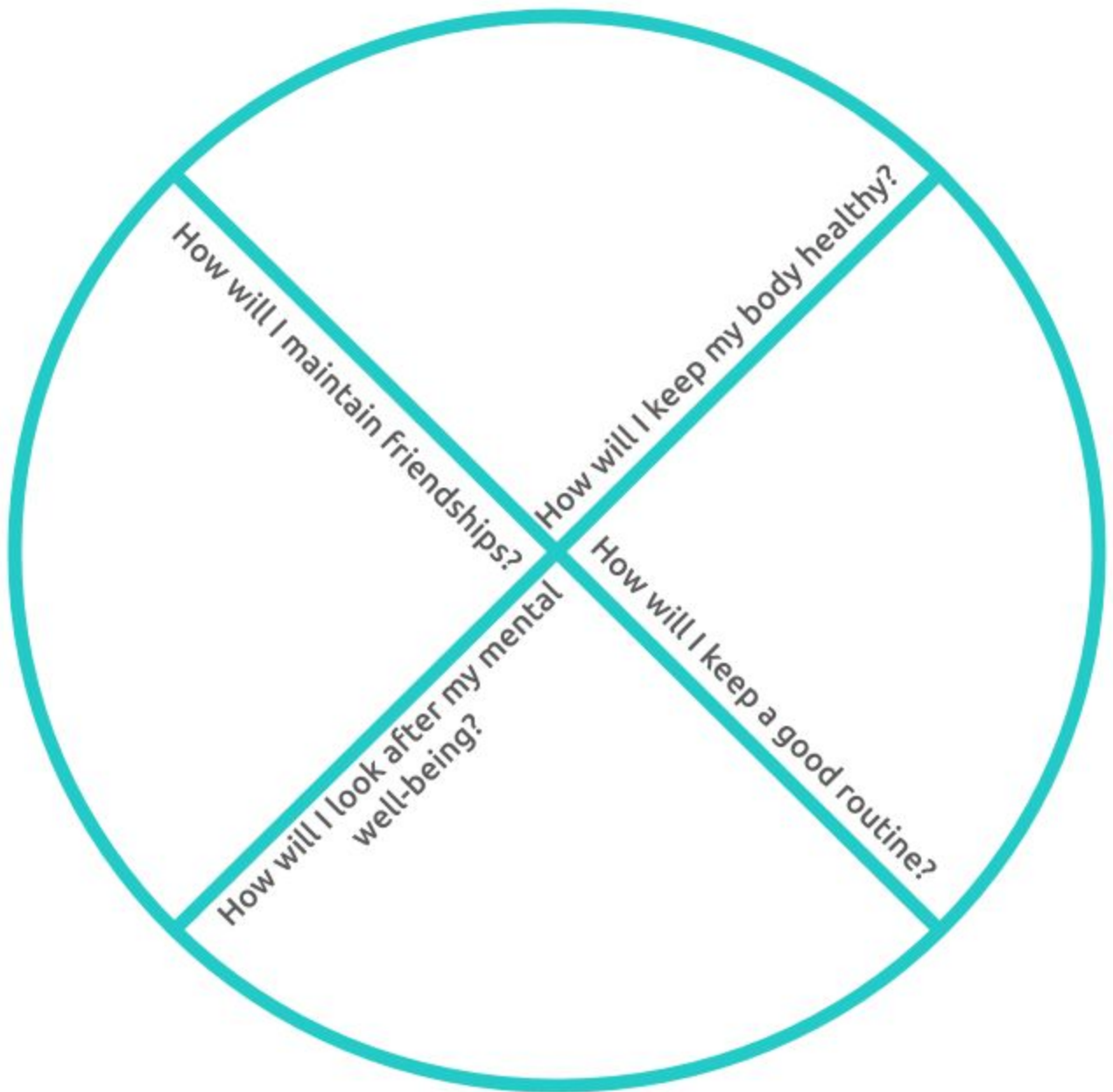
This is hard, and I can do hard things.

I have lots of exciting things to look forward to.

My healthy habits

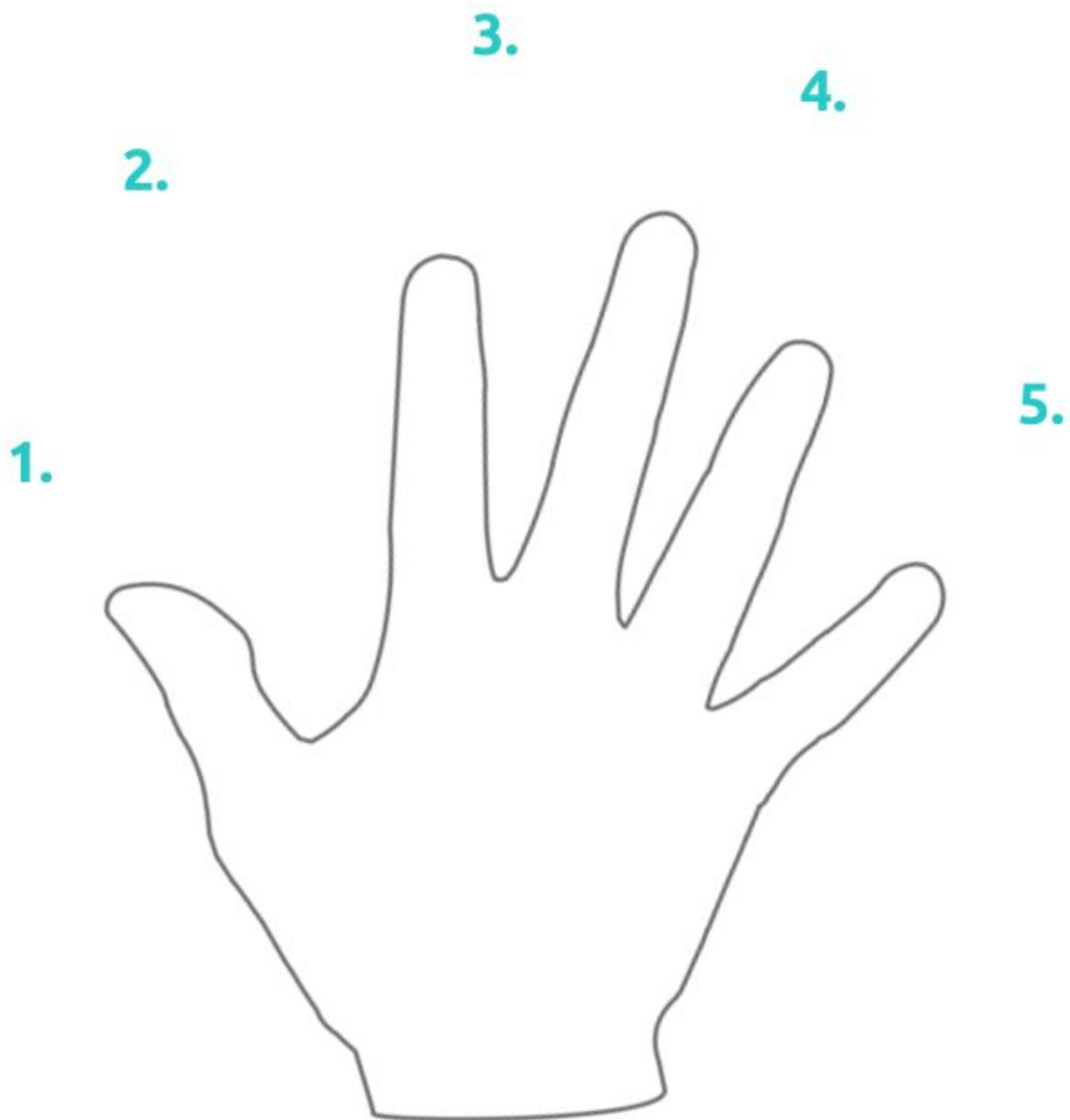
It's very easy to get into unhealthy routines when you're at home, but it's important to keep to good habits to maintain your physical and mental well-being, and to help you transition easily back into your school routine when the time comes.

What will your healthy habits be?



My strengths

Being away from school for a long time, it's important not to lose confidence in the things that you're good at. Which parts of school do you feel that you're good at?



If you like, you can also do this on paper by drawing around your hand, writing your strengths on each of the fingers, then decorating it.

My hopes for the future

What happens next feels like a bit of a mystery. There will be lots of fun and exciting experiences to come when things get back to normal (which might be when you're in year 7), we just don't know what they are and when they'll happen.



Write down 4 things that you are hopeful for...

1. _____
2. _____
3. _____
4. _____

Moving up to high school

Which School are you going to?

Was this school your first choice?

Are any of your friends going to your new school? if so, who?

What are you most looking forward to?

What are you most nervous about?

Is there anything you're unsure about that you'd like to know?

Making new friends

What qualities do you have that make you a good friend? You could ask your family to help you.



Advice for making friends at high school:



- Try and join clubs so you meet people who have similar interests to you
- Smile and be friendly
- Chat to your new classmates even if you feel shy
- Be patient, building new friendships takes time
- Don't just stick with your primary school friends
- Try to invite others to join you if they are on their own

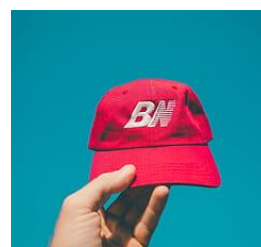
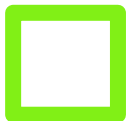
To make new friends, I could _____

My Uniform

It is a good idea to look at your new school's website to find out exactly what uniform you will need. Secondary schools usually have strict rules about what you can't wear. These include:

- No excessive makeup (natural makeup is fine, brightly coloured eyeshadow and lipstick is not)
- No nail varnish or false nails
- No excessive jewellery - Plain stud earrings and a watch only
- Plain black shoes only, and no trainers.
- No unnatural looking hair colours, and no hats unless worn outside and appropriate for the weather

Put a  for the items that are allowed, and a  for the items you aren't allowed to wear at high school.



A day in the life of a high school pupil...

Match the timetable event to the timings by drawing a line.

8:00am
8:30 – 8:50am
8:50 – 9:50am
9:50am – 10:50am
10:50am – 11:10am
11:10am – 12:10pm
12:10pm – 1:10pm
1:10pm – 1:50pm
1:50pm – 2:50pm

Lesson 1
LUNCH
School Opens
Lesson 4
Lesson 5
Lesson 3
Lesson 2
Form Time
BREAK

A day in the life of a high school pupil...

8:00am	School Opens
8:30 – 8:50am	Form Time
8:50 – 9:50am	Lesson 1
9:50am – 10:50am	Lesson 2
10:50am – 11:10am	BREAK
11:10am – 12:10pm	Lesson 3
12:10pm – 1:10pm	Lesson 4
1:10pm – 1:50pm	LUNCH
1:50pm – 2:50pm	Lesson 5

In high school you will be in a different classroom for each of your lessons. You'll get a timetable to tell you where you need to be. You'll always have form time in the same room with the same teacher - you can ask your form teacher if you're unsure of anything.

My school bag

A big difference between high school and primary school is that in high school you have to take everything you will need with you, and you can't leave it in a tray. You will have to pack your bag before school every day. Most high schools recommend that you have in your bag:

- Pencil case
- Pens
- Pencils
- Ruler
- Rubber
- Homework journal/school planner
- Either a packed lunch, a lunch payment card, or lunch money.

Other items to consider:

- PE kit
- Dictionary
- Calculator
- Waterproof jacket
- Bus pass
- Water bottle
- Exercise books



Top tip: make sure your bag is big enough to hold an a4 exercise book, and that it closes securely (e.g. with a zip) so your things don't get stolen or fall out easily.

My school bag

Using the timetable on page 25, imagine you are packing your bag for Tuesday, week 1. Tick which items you will need to take.

Coloured Pencils	<input type="checkbox"/>
------------------	--------------------------

Calculator	<input type="checkbox"/>
------------	--------------------------

Art book	<input type="checkbox"/>
----------	--------------------------

Pencil Case	<input type="checkbox"/>
-------------	--------------------------

School Planner	<input type="checkbox"/>
----------------	--------------------------

Coat/jacket	<input type="checkbox"/>
-------------	--------------------------

Water bottle	<input type="checkbox"/>
--------------	--------------------------

English exercise book	<input type="checkbox"/>
-----------------------	--------------------------

Dictionary	<input type="checkbox"/>
------------	--------------------------

Food tech ingredients	<input type="checkbox"/>
-----------------------	--------------------------

French Dictionary	<input type="checkbox"/>
-------------------	--------------------------

Lunch card	<input type="checkbox"/>
------------	--------------------------

PE kit	<input type="checkbox"/>
--------	--------------------------

Geography exercise book	<input type="checkbox"/>
-------------------------	--------------------------

Bus pass	<input type="checkbox"/>
----------	--------------------------

French Exercise Book	<input type="checkbox"/>
----------------------	--------------------------



My school bag

Below are the correct answers.

In real life this may be quite different. Your teacher might not ask you to bring in dictionaries, and you might not always have your exercise book if your teacher has it for marking.

Coloured Pencils	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Art book	<input type="checkbox"/>
Pencil Case	<input checked="" type="checkbox"/>	School Planner	<input checked="" type="checkbox"/>	Coat/jacket	<input checked="" type="checkbox"/>
Water bottle	<input checked="" type="checkbox"/>	English exercise book	<input checked="" type="checkbox"/>	Dictionary	<input checked="" type="checkbox"/>
Food tech ingredients	<input type="checkbox"/>	French Dictionary	<input checked="" type="checkbox"/>	Lunch card	<input checked="" type="checkbox"/>
				PE kit	<input checked="" type="checkbox"/>
				Geography exercise book	<input checked="" type="checkbox"/>
				Bus pass	<input checked="" type="checkbox"/>
				French Exercise Book	<input checked="" type="checkbox"/>



Example Timetable

1	Mon	Tue	Wed	Thu	Fri
1	Biology JC Lab1	Geography MT G3	History JL H6	Art GC A2	Maths KH M3
2	Maths KH M3	IT FF I2	Maths KH M3	Textiles RM T1	Biology JC Lab1
3	French MC F1	English RK E4	Music JS M2	IT FF I1	Physics HY Lab6
4	Textiles RM T1	French MC F1	Chemistry DF Lab4	English RK E3	Geography MT G3
5	English RK E4	PE JJ SH	Physics DR Lab7	French MC F1	PE JJ Gym

Lesson number

Teacher's initials

Subject

Room code

Week 1/week 2

2	Mon	Tue	Wed	Thu	Fri
1	Maths KH M3	Chemistry DF Lab4	Biology JC Lab1	PE JJ Gym	French MC F1
2	Music JS M2	English RK E4	Geography MT G3	French MC F1	History JL H6
3	History JL H6	Physics DR Lab7	Maths KH M3	PSHE GD E4	English RK E4
4	English RK E4	IT FF I2	Music JS M2	English RK E4	PSHE GD E4
5	PE JJ SH	French MC F1	French MC F1	History JL H6	Maths KH M3

High schools often have a 2 week timetable. You'll get used to knowing if its week 1 or week 2. If you're unsure, you can ask or check the school website.

Keeping organised

Keep your timetable safe and keep it with you at all times when you're at school. Take a picture of it in case you lose it.

Some people find it helpful to colour code each subject. How might you do yours?

1	Mon	Tue	Wed	Thu	Fri
1	Biology JC Lab1	Geography MT G3	History JL H6	Art GC A2	Maths KH M3
2	Maths KH M3	IT FF I2	Maths KH M3	Textiles RM T1	Biology JC Lab1
3	French MC F1	English RK E4	Music JS M2	IT FF I1	Physics HY Lab6
4	Textiles RM T1	French MC F1	Chemistry DF Lab4	English RK E3	Geography MT G3
5	English RK E4	PE JJ SH	Physics DR Lab7	French MC F1	PE JJ Gym

2	Mon	Tue	Wed	Thu	Fri
1	Maths KH M3	Chemistry DF Lab4	Biology JC Lab1	PE JJ Gym	French MC F1
2	Music JS M2	English RK E4	Geography MT G3	French MC F1	History JL H6
3	History JL H6	Physics DR Lab7	Maths KH M3	PSHE GD E4	English RK E4
4	English RK E4	IT FF I2	Music JS M2	English RK E4	PSHE GD E4
5	PE JJ SH	French MC F1	French MC F1	History JL H6	Maths KH M3

Consequences

High schools have different behaviour policies (which you can usually find on the school website). They usually, however, have the same types of consequences.

Detention

A detention is where you will have to sit in a classroom, in what should normally be your free time. Detentions can be at lunch time or after school.

Behaviours that can get you a detention are:

- Consistently being late for school or class
- Being disruptive in class (some schools have a 'three strikes' warning system)
- Being rude to a member of staff
- Wearing incorrect uniform
- Not completing work

Isolation

Isolation is when you aren't allowed in your normal classes or to go out at lunchtime, and you have to stay in the same room all day.

Behaviours that can get you into isolation are:

- Not attending detentions
- Bullying
- Consistently breaking school rules
- Vandalism or theft
- Abusive language
- Possession of prohibited items

Consequences

Report cards

If you have consistently disruptive behaviour in lessons, you may be given a behaviour report card. Your teachers will have to fill it in after each of your lessons so your behaviour can be tracked. You'll have to keep using it until your behaviour improves.

Exclusion

If your behaviours continue after you've been given an isolation, or if you have a very serious behaviour incident, you may be given a fixed term or permanent exclusion.

Fixed term exclusion - you will not be allowed to school for a few days.

Permanent exclusion - you cannot go back to school. You would then have to go to another school or a Pupil Referral Unit (PRU).

Is there anything about high school consequences that you're still unsure about?

Problem solving

You're in a maths lesson and you don't understand the work. 5 minutes have passed since the teacher explained it. The teacher seems really strict. What would you do?

It's lunch time and the friends you usually hang around with are in a class detention. You see a person you sometimes chat to in form time, but they are with their friends. What would you do?

You are packing your bag for the next day and you can't find your timetable. You aren't sure if you have PE the next day or not. What would you do?

You find the classroom you are supposed to be in for your next lesson, but no one is there. What would you do?

Problem solving advice

You're in a maths lesson and you don't understand the work. 5 minutes have passed since the teacher explained it. The teacher seems really strict. What would you do?

1. Try asking the person sitting next to you for help
2. Put your hand up and ask for help. Your teacher will be more angry if you do no work all lesson - and the teachers won't be as scary as you think.

It's lunch time and the friends you usually hang around with are in a class detention. You see a person you sometimes chat to in form time, but they are with their friends. What would you do?

1. Go and chat to the person you know from form time and ask if you can eat your lunch with them

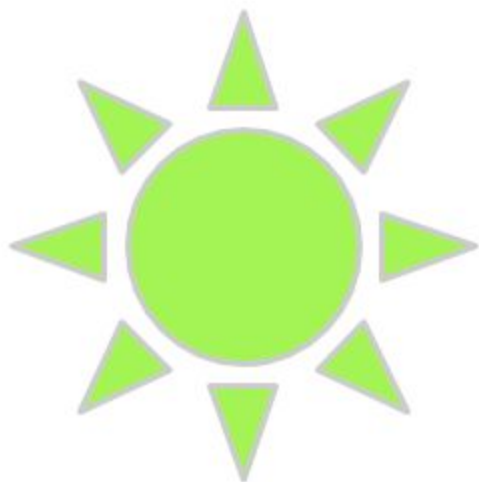
You are packing your bag for the next day and you can't find your timetable. You aren't sure if you have PE the next day or not. What would you do?

1. Text a friend who is in the same PE class to see if it's on
2. Bring your PE kit to school anyway and get to school early so you can ask the office for a new timetable

You find the classroom you are supposed to be in for your next lesson, but no one is there. What would you do?

1. Check the time, you might be there early
2. Show someone your timetable and ask if you're in the right place
3. Go to the school office and check to see if there's been a room change
4. Apologise to your teacher if you're late

What happens in form time?



Form time happens every morning. It is usually 30 minutes but is shorter if you have an assembly.

Because form happens every day, and is more informal than regular classes, you will get to know the other people in your form really well.



Your form teacher will take the register every morning, and let you know anything you need to know.

Need to know...

- **Practice your route to school.** To ease your nerves and make sure everything goes smoothly on your first day, practice walking or getting the bus to your high school.
- **Ask for help.** If you don't know where your next lesson is, or if you get lost, ask a teacher. You won't be expected to know where everything is and how everything works straight away!
- **Wear correct uniform.** Don't panic about this on the first day, but be aware that high schools give out detentions for wearing the wrong footwear or wearing too much makeup.
- **Be organised.** You'll need to check your timetable every time you pack your bag for school so that you know which books, homework and kit you'll need.
- **Be kind.** Whether you're finding starting high school really easy, or a bit of a challenge, it's important to help each other and be the best that you can be.
- **Understand the school rules.** The rules at high school might be different at high school, so listen to them carefully.

...Continued

- **Tell Someone.** If someone is being unkind to you, you should try and ignore them. If it carries on, tell a teacher.
- **It's ok to get it wrong.** It's good to get involved in your lessons, try your best and answer questions. Your teachers don't mind if you don't know something.
- **Get plenty of sleep.** You'll find it much easier to make new friends and get used to high school if you're not tired all the time.

My life after lockdown

What am I most looking forward to?

What am I most nervous about?

What will I miss about self-isolating?

What will I have learned after the isolation period?

What do I feel uncertain of?

How might things be different to before?

Useful links

www.bbc.com/startingsecondaryschool

<https://www.kooth.com/>

<https://onlinesupport.42ndstreet.org.uk/>