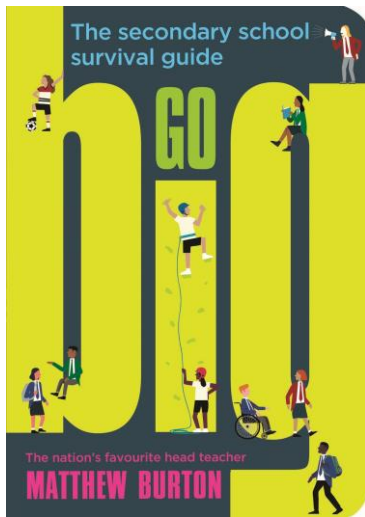


Go Big: The Secondary School Survival Guide

Matthew Burton



A secondary school self-help and survival guide, from the nation's favourite Head Teacher and star of *Educating Yorkshire*. *Go Big* will help readers navigate exams, overcome peer pressure and start building toward their future goals. Whether children are about to land at secondary school or still settling in, Mr Burton is here to guide them through their journeys - worry-free.

9781526362353 PB £7.99

Four ideas for the secondary school transition

Notes for KS2 and KS3 teachers

The four ideas included in this Teachers' Pack are accompanied by corresponding discussion questions and activities. Together with the *Go Big* assembly, they prompt important discussions around transition, embracing change, celebrating individuality, friendships and fallouts, and looking to the future. Suitable for children in Years 5-7.

Teacher's Pack created for Hachette Schools by Shapes for Schools.



CONTENTS

- **IDEA 1: Transitions**

Objectives: Identify important 'tools' that can help us during transitions; write a letter to your future self with advice on how to cope with the challenges we face during transitions.

Subjects: Literacy, RSHE, Citizenship

- **IDEA 2: Embrace your Weirdness**

Objectives: Have a 'Weird Competition' with your partner to discuss what makes you unique; create a leaflet entitled 'The Dangers of Being Normal!' giving advice and support to Year 6 students who will soon be going to secondary school.

Subjects: Literacy, RSHE, Citizenship, Art, Design and Technology

- **IDEA 3: Friendships and Fallouts**

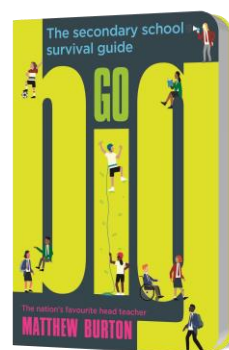
Objectives: Reflect on Mr Burton's 'Top Tips' of how to create a good impression and make new friends; write and perform a script exploring the theme of walking away from negative relationships.

Subjects: Literacy, RSHE, Citizenship, Drama

- **IDEA 4: Leaping into the Future**

Objectives: Share fears about your future school years and discuss how to combat these fears; decide on positive steps you can take to become the person you want to be in the future.

Subjects: Literacy, RSHE, Citizenship, Art, Design and Technology, Drama



IDEA 1: TRANSITIONS

**Be nice,
work hard,
bounce back,
and all will
be fine.
Go get 'em!**



DISCUSSION QUESTIONS:

- What does the word 'transition' mean? When have you heard this word used before?
- Why do we think about moving from primary to secondary school as a transition?
- What do you think is the most challenging thing about transitioning to secondary school?
- Why is it important to be able to 'bounce back'? How do we grow from this experience?
- Why are transitions a necessary part of life? Give examples.
- What is difficult about change? How can it be exciting too? What feelings can it lead to?
- How might the advice and illustration above help you when facing transitions in the future?
- What other advice might you give yourself and others?



ACTIVITIES:

ACTIVITY 1: TOOLS FOR SCHOOL

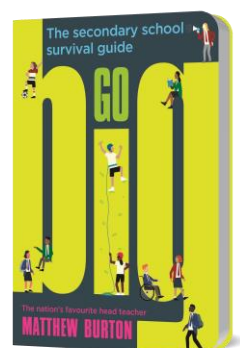
Subjects: Literacy, RSHE, Citizenship

- On pages 57–63, Mr Burton lists bouncebackability, kindness, and effort and enthusiasm, as three important tools for school. As a class, agree on definitions for each of these tools and discuss how they can help when starting secondary school as well as in other instances.
- Then, fill in the ‘Tools for School’ worksheet by adding in other qualities and personal traits that you think are helpful when making the transition from primary to secondary school, as well as when you face change in other areas of your life. For each tool, draw a symbol to represent the tool, give a definition of what it is and note down at least one explanation and example of why it is useful. One of Mr Burton’s tools has been filled in as an example for you.


ACTIVITY 2: A LETTER TO MYSELF *Subjects:*

Literacy, RSHE, Citizenship

- Think about a time of transition that you are facing at the moment or will soon be facing at school. It might be that you will soon be moving to secondary school, or you are already there but are still finding your way and adjusting.
- Write a letter to future self giving yourself advice, reassurance, and motivation to face the challenges ahead. It might be you mention some of the tools you came up with in Activity 1 or give specific examples of what you have learned in today’s lesson and how it will help you.
- Try to make your letter as personal as possible, no other students need to see it! At the end of the lesson, take it home and keep it somewhere safe. When your future self feels like giving up, take out your letter and give yourself a supportive pep talk!



Tools for School

TOOLS FOR SCHOOL	WHAT IS IT? GIVE A DEFINITION	HOW WILL THIS BE USEFUL? GIVE AN EXAMPLE
	Enthusiasm – being super positive or energetic about a subject or activity	If you go into a lesson with a negative mindset, it makes it really hard to enjoy what you're doing or succeed! Enthusiasm helps your classmates and teacher too because it is infectious!



IDEA 2: EMBRACE YOUR WEIRDNESS

More important than anything else,

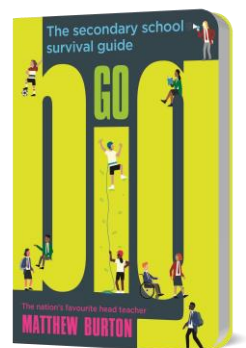
**you should be
YOURSELF.**



'Normal' is a clear, shiny paint people put on things to keep us feeling okay. It's the version of ourselves that gets shown to the outside world. Everyone's version of that is different. So if we let go of 'normal' being a thing, and realise that every single person is battling through some stuff, then we will start to realise that this person, you, reading this book - yes, **YOU** - is a brilliantly unique person. Let's do that, shall we? Good!

DISCUSSION QUESTIONS:

- What does the word 'normal' mean to you? Do you think you are normal? Explain why or why not.
- Mr Burton describes normal as a 'clear, shiny paint'. What do you think he means by this?
- Where does the pressure to be normal come from? How does this pressure feel?
- What does it mean to 'be yourself'? Why can this be tricky sometimes?
- Why do you think Mr Burton writes that you need to 'embrace your weirdness'?
- What is weird or unique about you? Do you always embrace this part of yourself?
- Can you think of any inspirational people who have achieved success but aren't 'normal'?
- What can we do to make people feel accepted for who they are?



ACTIVITIES:

ACTIVITY 1: COMPETITION TIME

Subjects: RSHE, Citizenship

- Get into pairs with someone you feel comfortable opening up to. Sit on your chairs back to back so that you aren't facing each other. Take a minute to think of all the different ways in which you are unique and even weird! You are now going to have a competition with your partner!
- Take it in turns to tell your partner something about you that makes you different or feel like you're not 'normal' – whatever that means! For example, it could be the way you eat a sandwich or a dance you do in the shower when you're getting ready in the morning. Remember, the weirder your examples, the better! Keep going until one of you can't think of anymore. The person with the weirdest qualities is the winner!
- Afterwards, as a class, take it in turns to feedback one of your unique or weird qualities. Remember, it's OK to laugh because we all have them and we are all weird in our own way. By sharing what is different about you, you are embracing your weirdness together as a class!

ACTIVITY 2: THE DANGERS OF BEING NORMAL

Subjects: Citizenship, Art, Design and Technology

- Imagine that you have been asked by your primary school to create a leaflet to help prepare Year 6 for their transition to secondary school in a few months' time.
- Design a leaflet entitled, 'The Dangers of Being Normal!', encouraging students to embrace their weirdness and be themselves when they start their new school in September. Here are some ideas for sub-headings or themes in your leaflet:
 - Explore the idea of being 'normal', i.e. what does this mean? What do we lose when we try to be 'normal'?
 - The pressures of starting a new school, i.e. why might we want to be 'normal'? Why might you feel self-conscious?
 - Embrace your weirdness, i.e. why should we do this? How can we do this? Why can it be tricky sometimes?
 - Being yourself, i.e. why is this important? How can we help others to be themselves too?
 - Life lessons, i.e. how does this advice help prepare you for life throughout and after secondary school too?



IDEA 3: FRIENDSHIPS AND FALLOUTS

**‘WALK AWAY FROM
FRIENDSHIPS
THAT MAKE YOU
FEEL SMALL AND
INSECURE, AND SEEK
OUT PEOPLE WHO
INSPIRE YOU AND
SUPPORT YOU.’**



*Michelle Obama - American lawyer, author, activist and
former First Lady of the United States*

DISCUSSION QUESTIONS:

- Why is friendship so important, especially when we are experiencing changes in our lives?
- Do you have any friends you have known since you were very young? Why are these friendships so special?
- How can the transition from primary to secondary school test our friendships? Give examples.
- Have you ever experienced falling out with a friend? How did it make you feel? How did you resolve the issue?
- How can fallouts sometimes lead to bullying? Why do people bully one another? Explain your ideas.

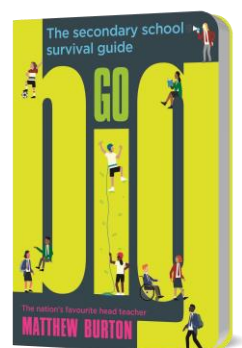


- What would you advise a student to do if they're being bullied?
How might a new school make it harder for them to know what to do?
- What is Michelle Obama's message about friendship? Why is this such good advice?
- What challenges might Michelle Obama have faced in her friendships over the years? Why is she a good person to listen to?

ACTIVITIES

ACTIVITY 1: MR BURTON'S TOP TIPS *Subjects: Literacy, RSHE, Citizenship*

- On your 'Top Tips' worksheet, look over Mr Burton's 'Top Tips for Making a Good Impression and Meeting People Like you' taken from page 86 of the text. Read over his tips and tick the points that you are confident with and think you do already. Then, look at the tips that are left unticked. Highlight or underline them and discuss them on your tables. Why haven't you ticked off this point? Is it something you find difficult? Do your group have many points in common that are left unticked? Are you surprised by anyone's list? What have you learned about each other from this exercise?
- Then, in your groups, see if you can create at least another 3 top tips for making and keeping friendships and note them down in the blue box on your worksheet. Feedback as a class and make a note of any other tips you like and think may be useful in the green box. Finally, in the yellow star, make a note of 1 top tip that you are going to try and focus on and work on throughout the next term. Challenge accepted? Let's do this!



MR BURTON'S TOP TIPS FOR MAKING A GOOD FIRST IMPRESSION AND MEETING PEOPLE LIKE YOU

- 1) Be you - people want honesty from their friends!
- 2) Don't be afraid to make conversation
- 3) Be nice - smile and look up!
- 4) Go to clubs that are to do with your interests - you'll bond with people there
- 5) Give it time - it takes time to make friendships!
- 6) Don't force it - some things are not meant to be!
- 7) Be comfortable - meet people where you'll both be comfortable and can properly chat
- 8) Use your lessons - if you're sitting next to someone, use it as a chance to chat (**BUT NOT WHEN THE TEACHER IS!**)



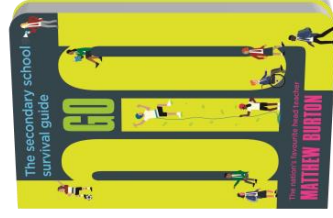
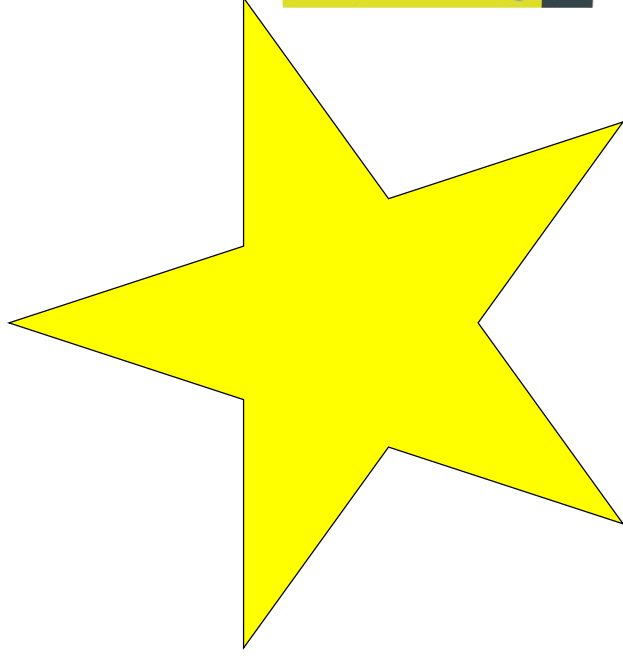
3 MORE TIPS BY! ME

- 1)
- 2)
- 3)

OTHER USEFUL TIPS AND IDEAS FROM CLASS DISCUSSION

-
-
-
-
-
-
-
-
-
-

NEXT TERM I WILL FOCUS ON:



ACTIVITY 2: WALKING AWAY

Subjects: Literacy, RSHE, Citizenship, Drama

- In groups of 3 or 4, look back over Michelle Obama's quote together. Can any of you think about a time you've had to 'walk away' from a friendship that made you 'feel small and insecure'? You don't need to go into specifics if you don't want to but talk about some of the details of what happened and most importantly how it made you feel.
- Between you, decide upon a scenario of someone having to walk away from a friendship, then have a go at writing a script of this scenario together.

Here are some ideas to help you get started:

- An old friend lets you down at your new school
- A new friend isn't who they first appear to be
- A fallout with a friend turns nasty
- A friend turns into a bully
- You confide in someone about being bullied

Things to consider:

- Who will play what role? Some examples: the person who walks away, the friend who lets you down/bully (they could be separate people), another friend stuck in the middle, a teacher, a parent, someone you confide in, an onlooker who witnesses what happens
- The beginning (when times are good), The Middle (something changes for the worse), The End (how is it resolved? Who helps?)

- When you have written your script have a go at performing it. Those confident to can be asked to perform theirs in front of the rest of the class and use this to discuss the themes of friendship, fallouts, bullying, walking away, and challenging bullying in more detail.



IDEA 4: LEAPING INTO THE FUTURE

**'FEAR IS JUST AN
EMOTION. YOU CAN'T
LET YOUR EMOTIONS
RULE YOUR LIFE ... YOU
JUST HAVE TO DO WHAT
YOU WOULD DO IF YOU
WEREN'T AFRAID AND
THEN GO FROM THERE.'**



Venus Williams - American tennis player



DISCUSSION QUESTIONS:

- How do you feel about your future days, months, and years at secondary school? What concerns or worries do you have?
- What about your future beyond secondary school? How do you feel about that?
- Do you have an idea of what you would like to do or be when you are older? Give examples.
- What are the dangers of planning too far ahead? Why is it important to live in the present too?
- What is Venus Williams' message about fear? What fears might she have had to overcome in her life?



- Can you think of other inspirational people who have had to conquer their fear in order to be successful? Give examples.
- What fears do you have about the future? How does fear affect you and make you feel?
- How can we overcome our fears to reach our goals and take on new challenges?

ACTIVITY 2: BOX OF FEARS

Subjects: Literacy, RSHE, Citizenship

- Close your eyes for a moment and reflect on the things that are worrying you. If you are in Year 6, think about fears you have about going to secondary school. If you're in Year 7, consider fears you have about this school year or future years at secondary school. What are these fears? What other emotions do you feel?
- Choose the biggest fear that you have and write it down on a small piece of paper. Fold it up and put it in a box that your teacher will walk around with. No need to put your name on your fear, it should be anonymous!
- One by one, your teacher will ask students to pick a fear out the box and read it out. That student will then try to give some advice about how to deal with this fear. Other students from the class can also chip in with ideas. As you are going through them, think about; what are the most common fears in the box? Why is this do you think? Why is it important to confront and share our fears? What happens when we do this? Whenever it seems that your fears are getting the better of you, remember, as Venus says, 'fear is just an emotion!'



ACTIVITY 2: TAKING POSITIVE STEPS

Subjects: Literacy, Art, Design and Technology, RSHE, Citizenship, Drama

- Spend a few moments talking to a partner about what the future means to you. Try to think about the future in a positive way, for instance, all the things you'd like to achieve and do. Some of them may be short-term, like winning a school football or netball match next week. However, also think of some long-term goals too, such as; future skills you'd like to learn; personal traits you'd like to develop; qualifications you'd like to achieve; experiences; careers; and anything else that comes to mind!
- Use these ideas to fill in the 'Positive Steps' worksheet, writing a positive action, mindset, or achievement that will help you to evolve into the person you want to be. Remember, this isn't just about careers, it's about who you want to become and the steps that will help you get there. For example, your steps could include facing a fear, going through a transition, changing your outlook on friendships and fallouts, taking more time to think about the future, or living more in the present.
- Put your worksheet somewhere safe to inspire and motivate you to be the best that you can be! As your goals and plans change over time, you can cross out and add in new steps along the way. That's life, it's always changing!



POSITIVE STEPS

