



L4. COPING SKILLS

Y6



LAUGHOLGY
HAPPY-CENTRED
SCHOOL PROGRAMME



LESSON 4 QUESTION: How will I cope with secondary transition?



YOU WILL NEED:

A3 paper and pens; if possible, some Year 7 students or the Head of Year 7 from a local secondary school.



DIRECT TEACHING INPUT:

- > Ask the children, in groups, to make lists of all the things that they are looking forward to when they transfer to secondary school. Share these and point out how many exciting new things there are to anticipate.
- > Now ask the groups to list the things that they are more worried about. The most common things are: travel arrangements, difficulty of work, making new friends/ not being with old friends, homework, rules, consequences, detentions, bullying, lunch arrangements, getting lost, new teachers.
- > If you have managed to get some Year 7 students or the Head of Year 7 from a local secondary school in, encourage the children to share their worries and ask for advice on how they should cope in any challenging situations.
- > In groups, the children should produce mind-maps. In the middle of their mind-map, they should write 'Secondary Transition' and on each branch one of their potential worries. From each branch, they should draw further branches with a range of solutions, e.g. Travelling to school – practise the journey, travel with others, check the timetables, plan to get there too early rather than just on time in case the bus is late, keep travel documents in the same, safe place etc.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > The children should leave their mind-maps and rotate round the other tables to see what other groups have produced.
- > Explain that, if they would like to magpie any ideas from other groups, this is fine.
- > Tell the children that being slightly apprehensive about a new, unknown situation is perfectly normal. However, from their mind-maps, they have lots of ideas as to how they can make things less stressful for themselves and lots of strategies to cope.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Coping, Strengths, Success, Co-operation, Friendships, Aid, Guide, Listen, Model, Together, Teamwork, Community, Compassion, Reassurance, Giving, Comfort, Thoughtfulness, Grit, Determination, Can-do, Attitude, Together, Standing tall, Breathing, Relaxation

> DIFFERENTIATION AND EXTENSION:

If you have arranged for Year 7 pupils to come in to speak to the children, you may like to brief them prior to the session, about the kinds of questions that they will get. It would help if their answers are honest but positive.

You may like to expand on some of the solutions that the children come up with. For example, you could bring in bus timetables so that they can discuss which is the best bus to get, in order to feel calm when they arrive at school.

Some children may benefit from a personalised secondary transition package which includes things like travel training. They may be able to share what they have learnt with their peers.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...