



# 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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## How to use this workbook

The aim of this workbook is to help you stay positive and manage your emotions throughout your time spent in isolation with your household, as well as to support you with your upcoming transition up to high school.

This workbook has been designed so that you can see the pages on your screen(or on a page), but you can do all of the activities on paper.

You will need:

- An exercise book, notebook or pieces of paper
- A pen
- Coloured pencils

Try to make it as neat and colourful as you can as it may be useful for you to look back on the work you have done another time.

*Look out for the purple text. This text will give you the instructions for an activity.*

# About Me

*Create an 'all about me' page. Include the things that make you unique, as well as some of the following ideas*

My name

My Birthday

The people who live with me

The other important people to me

My hobbies  
are

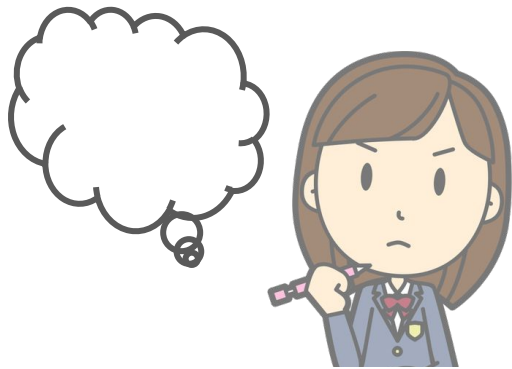
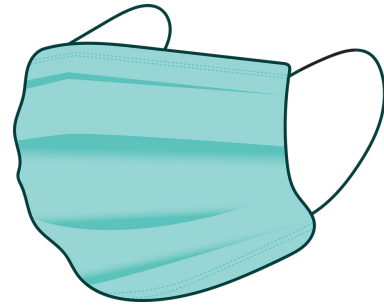
What I want to  
do when I'm  
older

My favourite  
place to be

# 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

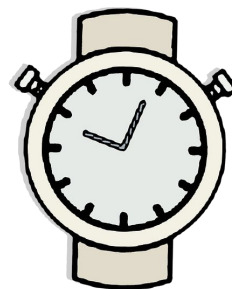


**Things that you had planned haven't gone to plan**

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

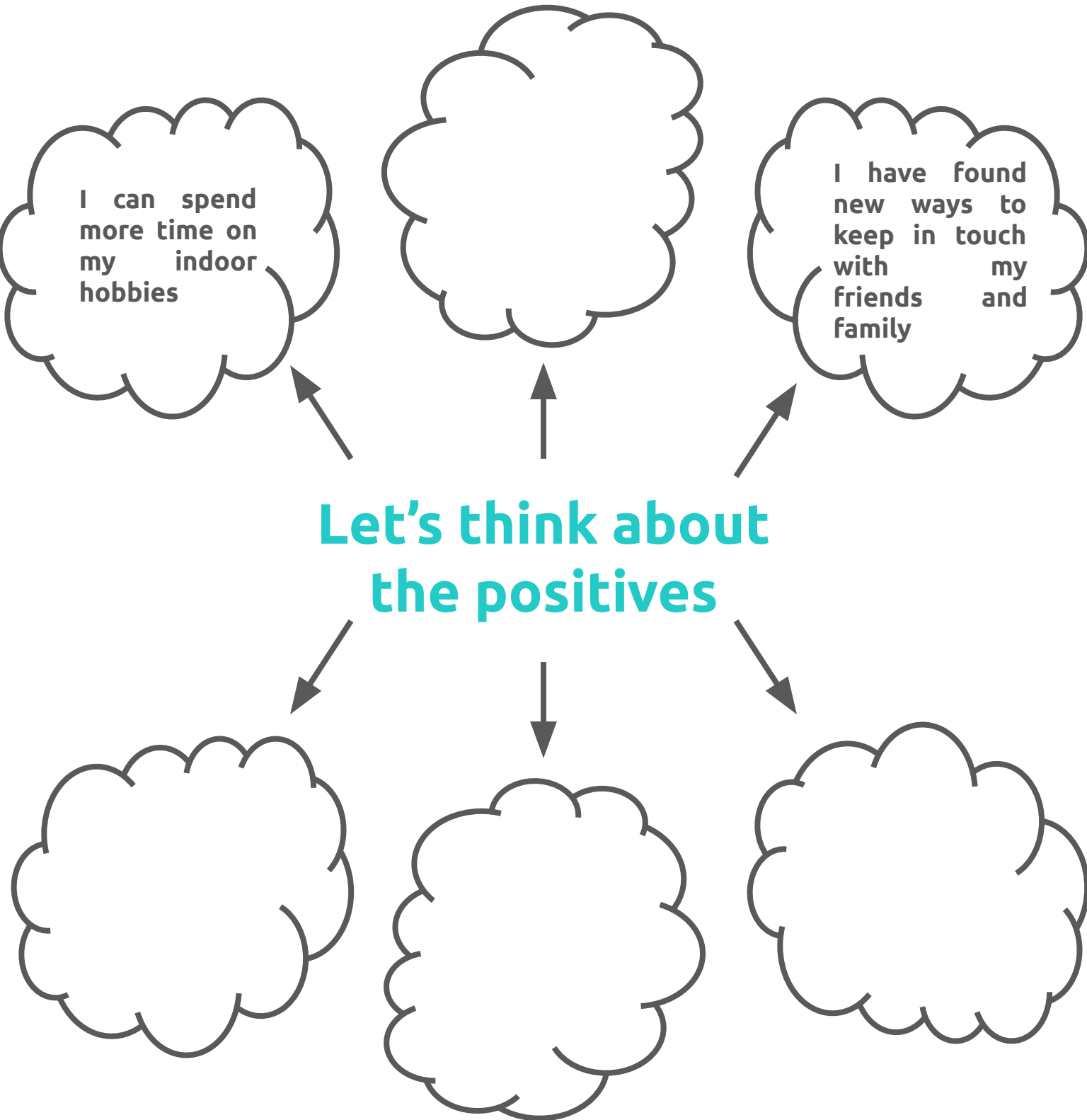
**Your family's daily routine looks very different**

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!



*Create your own mind map and 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

*Write down a list of 3 long term goals for the isolation period on a piece of paper*

(Think about what you would like to achieve by the end)

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

1

2

3

Remember to tick them off once they're completed

# My activity checklist

*Create your own activity checklist, then try to tick off three activities each day. Use this example to help you.*

**Tidy my room**

**Watch a new film**

**Do something helpful**

**Call/video chat with a friend**

**Do my schoolwork**

**Read**

**Draw something**

**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**

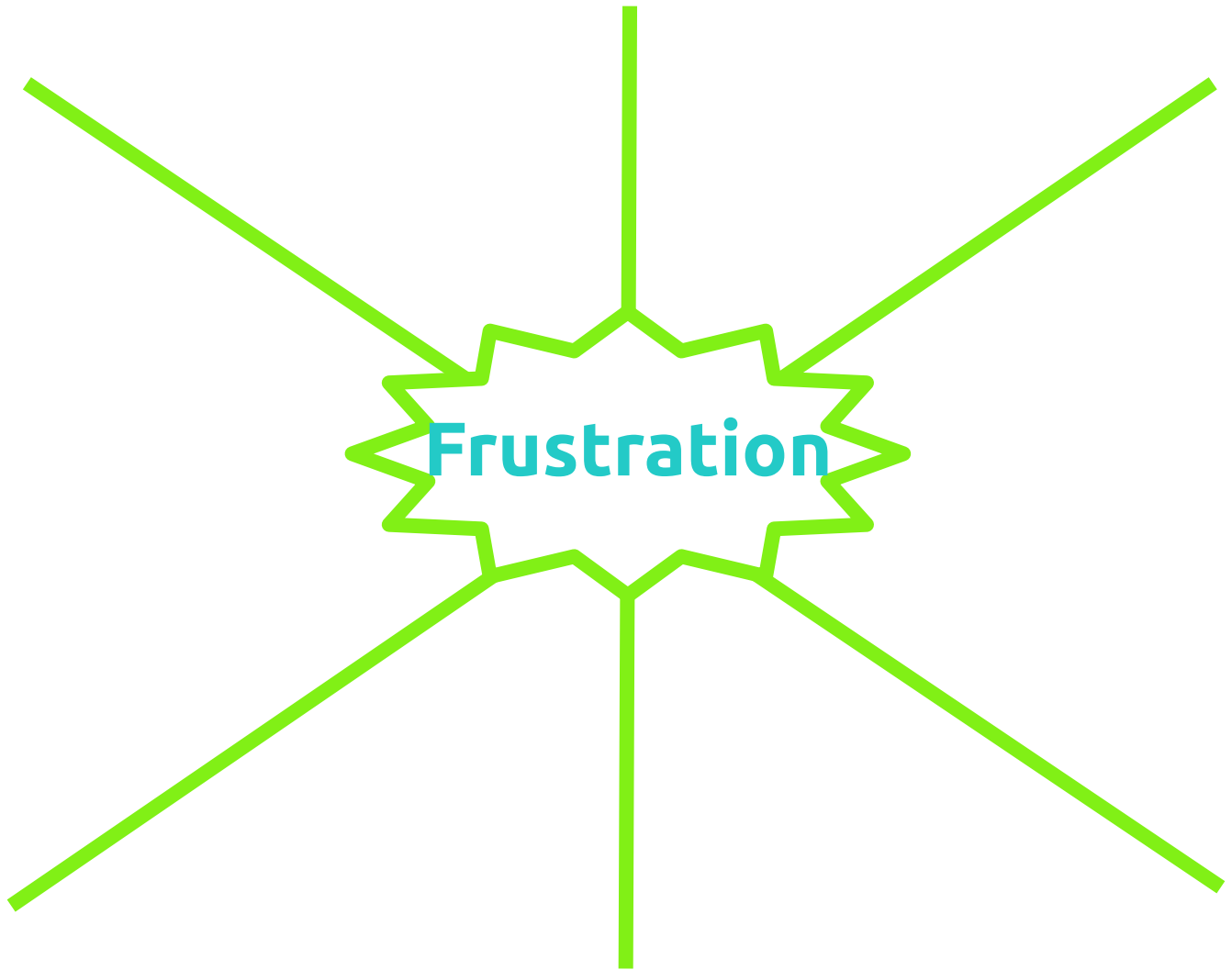
   

**Follow a recipe**

**Do something kind**





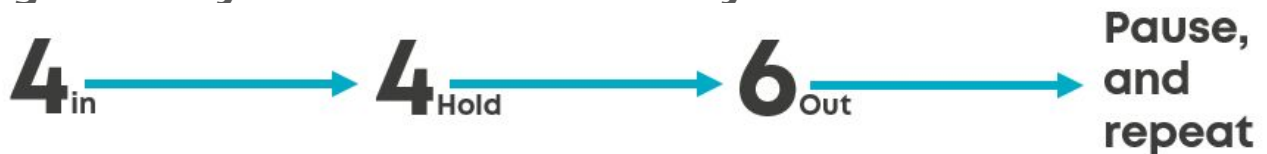
- 1. Create your own frustration mind map.***
- 2. In each section, write down the things that you feel angry or frustrated about as a result of Coronavirus. It's okay to feel angry.***
- 3. Scribble out the ones you can't do anything about (this might be all of them). If any are left, try to focus your 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

1. *Create your own conflict resolution table on a piece of paper.*
2. *Fill in the table with your own examples.*

	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.

*Choose which affirmation you would like to use, then write it down 5 times to help you remember*

**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.**

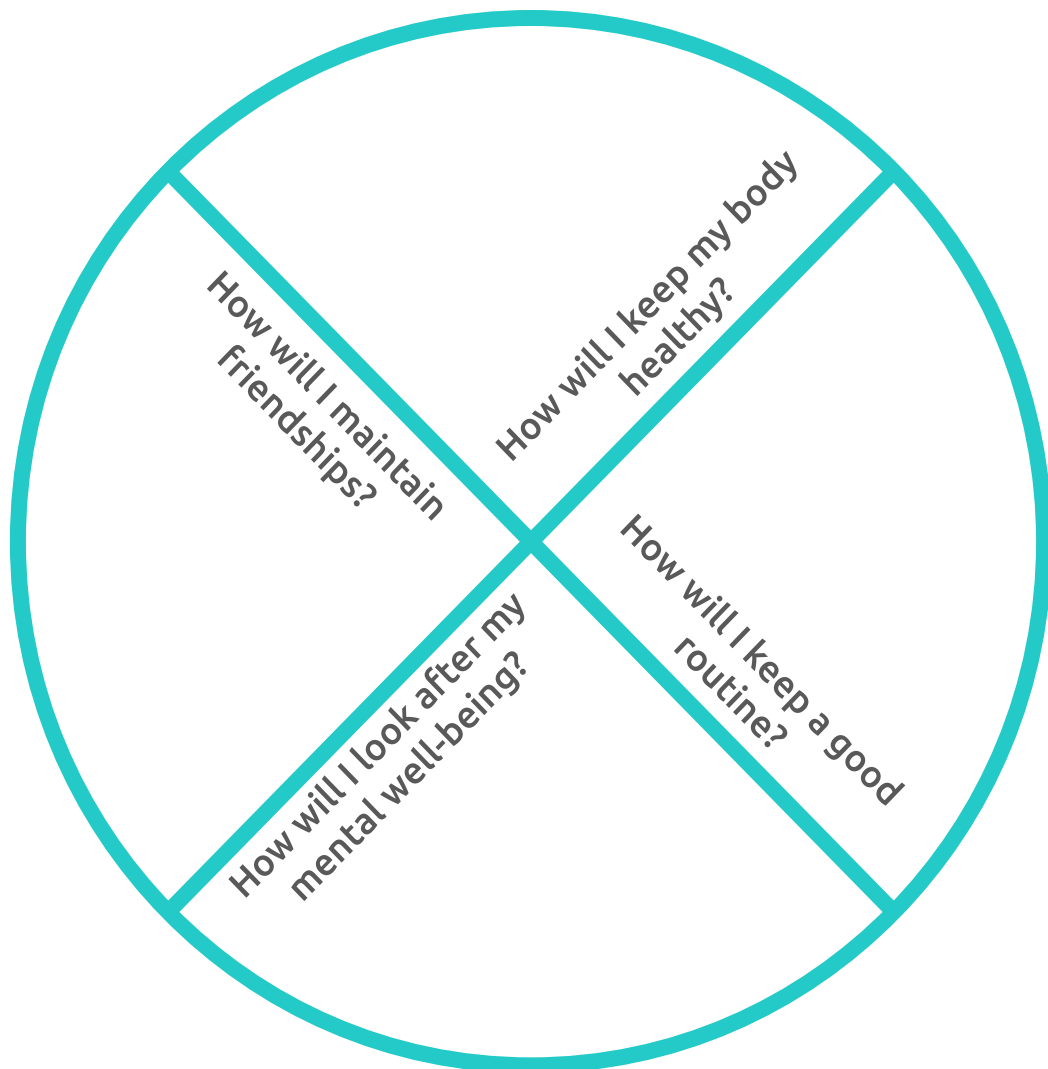
**I have lots of exciting things to look forward to.**

## 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.

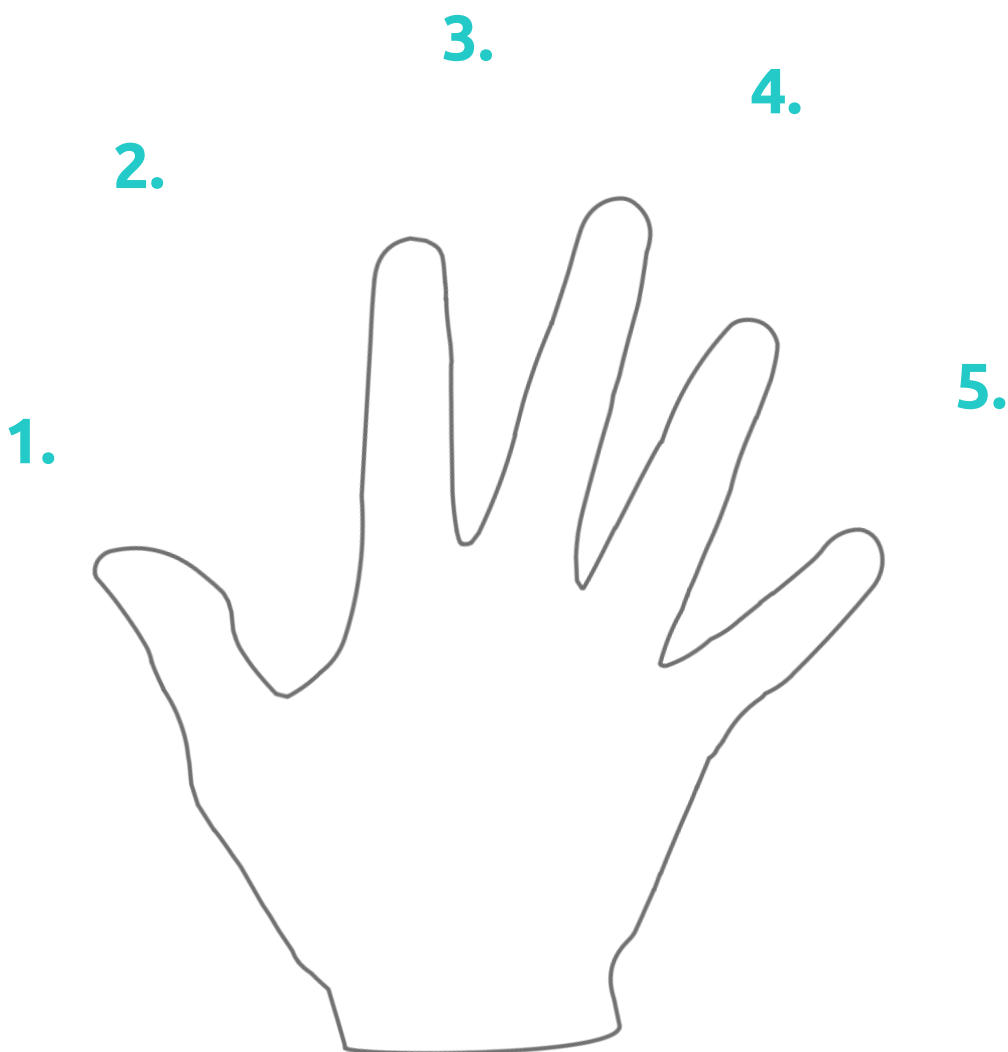
What will your healthy habits be?

*Create your own habits wheel on a piece of paper, then fill in your answers*



## 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?



*On a piece of paper, draw around your hand, then for each finger, write down one of your strengths at school. You can decorate it once you've finished.*



## 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.



*On a piece of paper, write down 4 things that you are hopeful for...*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Moving up to high school

*On a piece of paper, write down your answers to these questions.*

If you like, you can write your answers in different shapes or bubbles. It might help you to talk about your answers with a friend or someone in your family.

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?

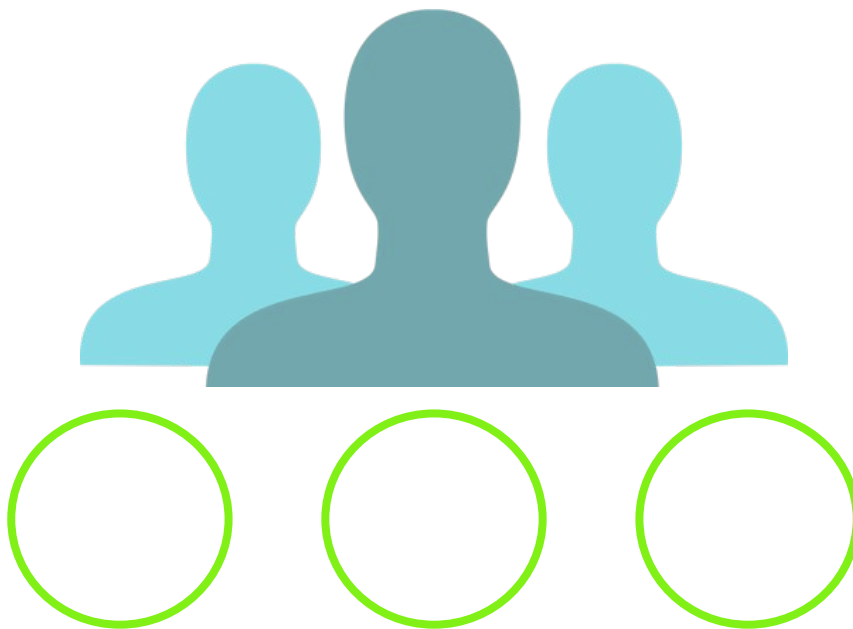
What are you  
most looking  
forward to?

What are you  
most nervous  
about?

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

## Making new friends

- 1. Write down on a piece of paper, three qualities you have that make you a good friend.*



### 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

- 2. Write down what you could do at high school to help you make new friends*

## 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

**OK**

**Not Sure**

**Not OK**

**1. Draw the above three headings or boxes, then sort the following items under each heading.**



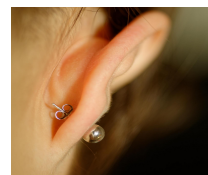
**Nail  
Varnish**



**Trainers**



**Hair Dye**



**Stud  
earrings**



**Hats/Caps**

**2. Add any other items you can think of. If you have put anything under 'Not Sure', either check the school website, or remember to ask about it when you next have contact with a member of staff from your new school.**

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

*On a piece of paper write down the list of timings on the left, then next to each one, write down which event it matches up with. Choose from the list on the right. Check the next page to see if you got it right.*

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...

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

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 26, imagine you are packing your bag for Tuesday, week 1.

*Draw your backpack, then write or draw inside it which items you think you'll need, chosen from the list below. Check the next page to see if you got it right.*

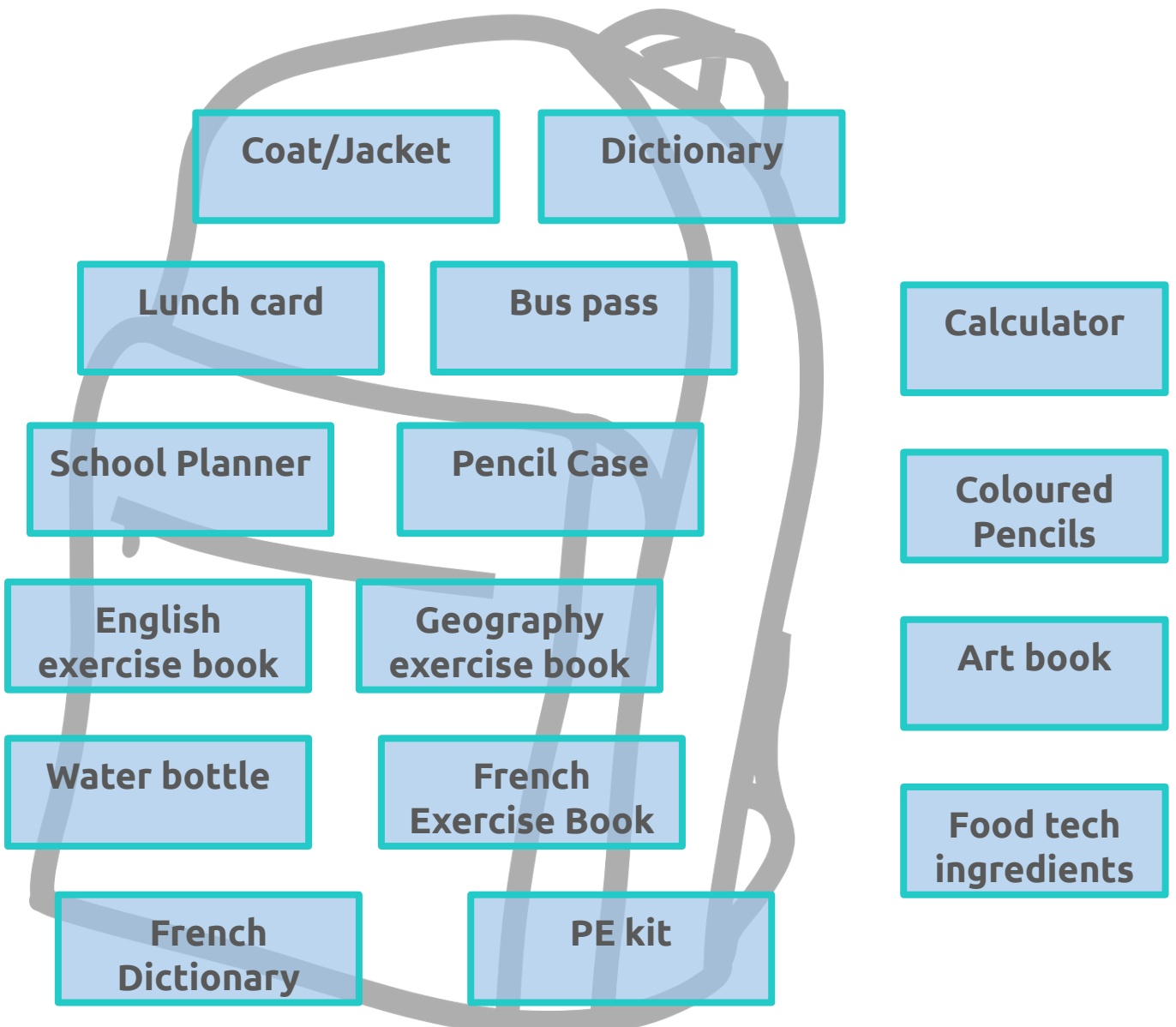
**Calculator****Art book****Coloured  
Pencils****PE kit****School Planner****Coat/jacket****Pencil Case****Geography  
exercise book****English  
exercise book****Dictionary****Water bottle****Bus pass****French  
Dictionary****Lunch card****Food tech  
ingredients****French  
Exercise Book**



## 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.



# Example Timetable

<b>1</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
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

Week 1/week 2

Room code

<b>2</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
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	Art GC A1	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?

*Draw your own timetable, then colour it in with a different colour for each subject*

<b>1</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
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

<b>2</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
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).

*Write down on your paper anything about consequences you are still unsure about. Then, you can either check the school website, or remember to ask about it when you next have contact with a member of staff from your new school.*

## Problem solving

*On a piece of paper, write down your answers 1-4.*

**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**

---

**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?**

**2**

---

**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?**

**3**

---

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

**4**

---

## 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

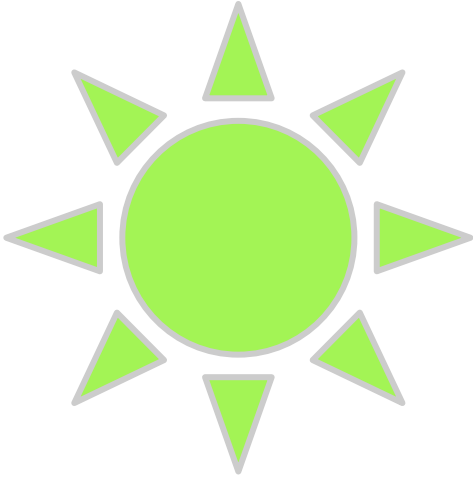
**You are packing your bag for the next day and you can't find your timetable. You aren't sure if you have PE the next day or not. What would you do?**

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?**

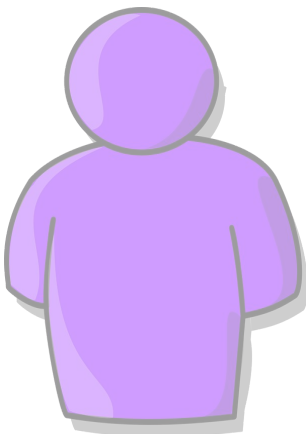
1. Check the time, you might be there early
2. Show someone your timetable and ask if you're in the right place
3. Go to the school office and check to see if there's been a room change
4. Apologise to your teacher if you're late

## 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

*On a piece of paper, write down your answers to these questions.*

If you like, you can write your answers in different shapes or bubbles. It might help you to talk about your answers with a friend or someone in your family.

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](http://www.bbc.com/startingsecondaryschool)

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

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

## Some quick questions for you

We would like to know what the biggest concerns about high school are for children your age. By clicking the link and completing this form, you will help us understand this a bit more, so that we can provide more helpful information:



<https://forms.gle/rXqxxqENU9C4xyZKd7>