



Getting ready to transfer from Primary School to High School

Name: _____

Primary School: _____

High School: _____

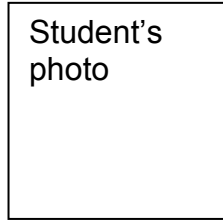


Outline of Additional Needs

Name:

Additional Needs:

-
-
-
-
-
-



Areas of Strength:

-
-
-
-
-
-

Areas of Greatest Difficulty:

-
-
-
-
-
-

Practical Strategies.

-
-
-
-



Checklist

This checklist has been collated as a list of support and preparation that has been useful for pupils with a social & communication difficulty.

Not all the strategies are suitable or necessary for all pupils. Mark off the ones that are agreed as being suitable and who is the best person to facilitate the support. Or use a blank checklist to make a personalised list.

Support Strategies	Primary School	Secondary School	Parents
Getting to know school			
Extra visits			
Identify key places			
Make a photo book			
Get a map of school			
Collate information- facts about school			
Collate information- school routines			
Complete Transition Pack			
Meet new staff			

Getting to know pupil			
Pen portrait			
Visit from staff to pupil at primary school			
Identification of key worker for pupil			
Key worker meeting pupil at primary school			
In-service training for staff on ASD			
In-service training on pupils particular needs			

New routines			
Make equipment lists for each lesson			
Make a list for what to pack each day			
Time set aside each day to inform of change			
Laminate pocket size timetables			
Organise a colour coded system for lessons and books			
Organise a homework system			
Homework provided in written form			
Homework on dictaphone			
Support in identified lessons			



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Support moving between lessons			
Support at beginning and end of lessons			
Facility to leave lessons early			
Support at break times and lunch times			



Planned communication system between home and school			
Practise new route to school			
Established routines at home for new term			
Established homework routines			
Opportunities to learn new skills e.g. writing notes for homework			
Planned system for how pupil can access support when needed			

Social skills			
Identify 'safe haven' for pupil			
Identify an alternative place to eat lunch			
Provide opportunities for relaxation suitable to the individual pupil			
Opportunity for pupil to download any issues			
Develop peer support			
Social skills lessons			
Social skills interpreter			



Goodbye Primary School, Hello High School.

Contents

My New School

Photo Shoot

Going to High School. How do you feel?

A solution-focused approach



My New School



When you know which School you are going to go to in September, it is a good idea to find out as much information as you can before you start.

The name of the School is _____

The address is _____

The telephone number is _____

The e-mail address is _____

The website address is _____

The name of the head teacher is _____

Photo Shoot

Your High School is going to look very different from your Primary school. When you visit your High School it is a good opportunity to record what it looks like by taking photographs.

It would be good to make a booklet or presentation to share with your friends about the visit. It could look like this:



This is the canteen.

You can buy:

1. _____
3. _____
5. _____
7. _____
9. _____

2. _____
4. _____
6. _____
8. _____
10. _____



Going to High School

How do you feel?

These could be useful to think about when you think about changing school.

Use two different coloured highlighters, highlight the phrases that you are looking forward to in one colour; use a different colour for those you are worried about. Or cut them out and stick them into the boxes on the next page.

Making new friends	Learning a new timetable
Dinner time	Taking a shower
Having a different uniform	Being on time
Finding way around	Break times
Getting to school	Learning new subjects
Meeting others my own age	Joining clubs
Being with friends	School rules
Homework	Meeting my new tutor
Meeting my new teachers	Being able to do the work
Being with older pupils	Getting changed for sport / PE

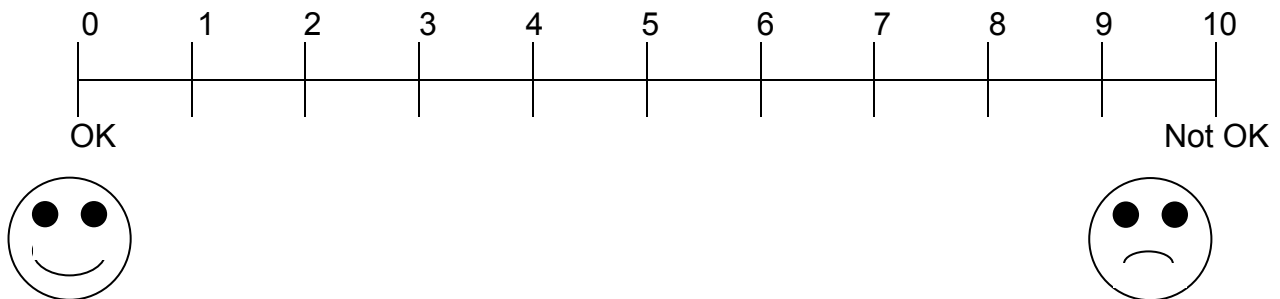


If you have cut out the phrases from the previous page, paste them into the appropriate box.

Worries	Happy

A solution-focused approach

Think about something that worries you about moving to High School.



What is the worry? _____

On the scale of 0 to 10 how worried are you? _____

Think of a time when you have been worried before _____

What helped you move down the scale that time? _____

Where on the scale would you like to feel in a month, 6 months and in a year? _____

What would help you move one point nearer? _____

What will have changed so you know you are less worried? _____



My High School

Contents

High School question sheet

Finding your way around

School Staff

School **Uniform**

When I visit my High School

After visiting your new school



High School question sheet

High School: _____

Address of School: _____

Telephone Number: _____

Questions about how the School works	Best way to find out	Answer
What time does School start/ finish?		
What times are break-times and lunch time?		
What sort of food is sold? How much do things cost?		
Where do students go at lunch time?		
What snacks can you buy?		
How much homework do you get?		
What happens if it isn't done?		
Where can I do my homework in my free time?		



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What happens if I get into trouble? What are the punishments?		
Who's the best person to talk to if I am having problems?		
How am I rewarded for my work?		



Questions about getting to School	Best way to find out	Answer
Where is the School?		
How will I get there?		
Can I take a bike? Where can I put it?		
How much is the bus fare? Which number bus would I take?		
Are there friends who will be going to the same college I can walk with?		
How long will it take to get there?		
What time will I have to get up?		
Is this better or worse than now?		

Questions about School dress and equipment	Best way to find out	Answer
What do people wear to School?		
Where can I buy it?		
What sports kit will I need?		
Is there a dress code for School?		
What kind of bag will I take my School equipment in?		



Is there any other equipment that I need?		

Questions about Who's Who	Best way to find out	Answer
Name of your form tutor		
Name of your Head of Year		
Name of the Head Teacher		
Name of the Deputy Head		
Who else do you need to know? What do they do and when will you see them?		



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Questions about the timetable and learning opportunities in School	Best way to find out	Answer
How does the timetable work?		
What subjects will I be able to study?		
What facilities does the School have (e.g. sports equipment, science laboratories)?		
What happens if I find the work hard?		
Is there support in lessons?		
Does it offer anything after school?		
What other activities are offered?		
Which could I join?		

Any other questions I have	Best way to find out	Answer
1.		
2.		
3.		
4.		



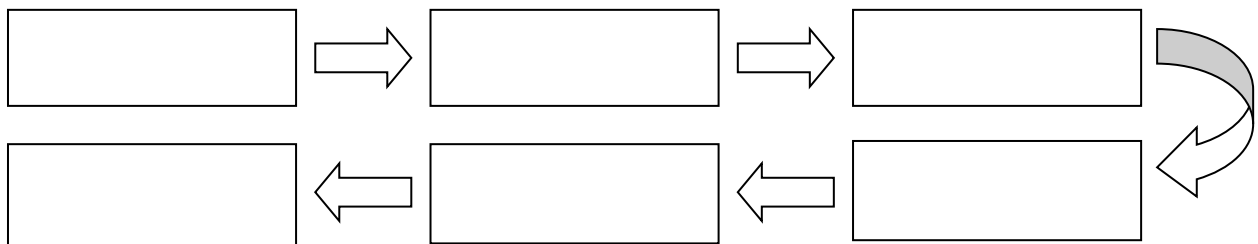
Finding your way around

It can be difficult to find your way around a new environment. Before you visit the High School, get a map of it. Mark on rooms in different colours.

You may want to mark on

- Your form room
- The library
- Different subject rooms e.g. English room, Science labs, Art room, Computer suite
- The canteen
- The toilets
- The main office
- Student's entrance

Plan a route for your visit to school that will take you to some of the places marked on the map.



Draw your route on the map. Try and follow this route when you visit your School.



School Staff

There are many teachers in a secondary school, not all of them will teach you, but may be important to you in a different way. As well as being a teacher they may have another job in school. The different names for these jobs are helpful to learn.

Written below are some of the jobs that adults in your secondary school may have.

Try and find out if there are adults in your secondary school who do this job, what they do and when you may see them.

The name of your form tutor _____

What do they do? _____

When may you see them? _____

The name of the Head of Year 7 _____

What do they do? _____

When may you see them? _____

The name of the assistant Head of Year 7 _____

What do they do? _____

When may you see them? _____

Is there anyone else who might help you?

What is their name? _____

What do they do? _____

When may you see them? _____



School Uniform

It is important to wear the right clothes when you start at High School.



Find out the school dress code.

Are there any clothes or jewellery you are not allowed to wear?

Is there anything you need to practice?

- Tying a tie?
- Changing quickly for PE?



- Tying shoelaces?

List some of the clothes you might wear to school. Remember to think about appropriate shoes.

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

Make sure you buy a bag that can hold A4 folders, textbooks, equipment and that is comfortable to carry.

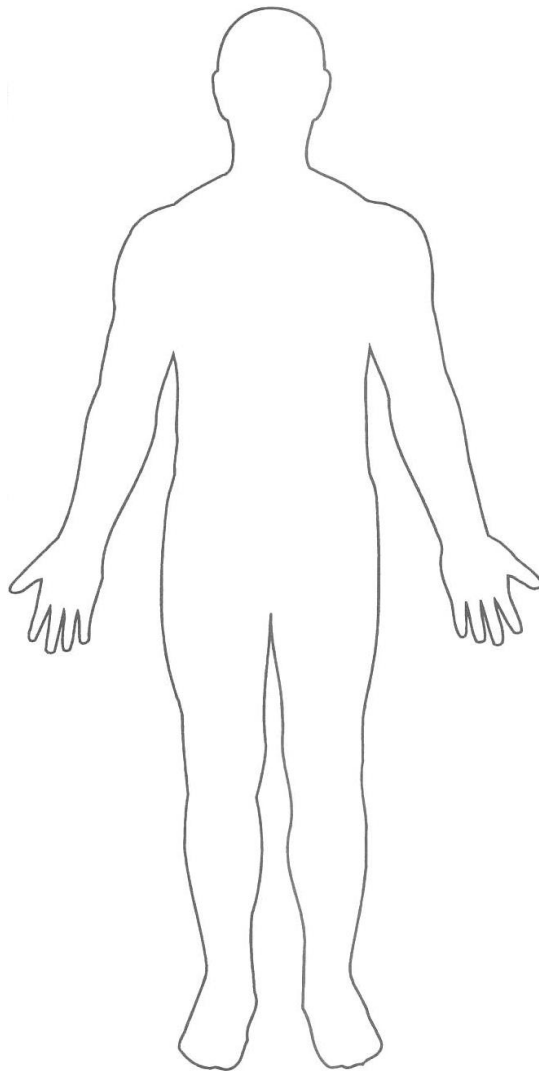
You will need different clothing for P.E. Make a list

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

Make sure you buy a bag that is suitable for carrying your P.E. kit, and that is comfortable to carry



My school uniform

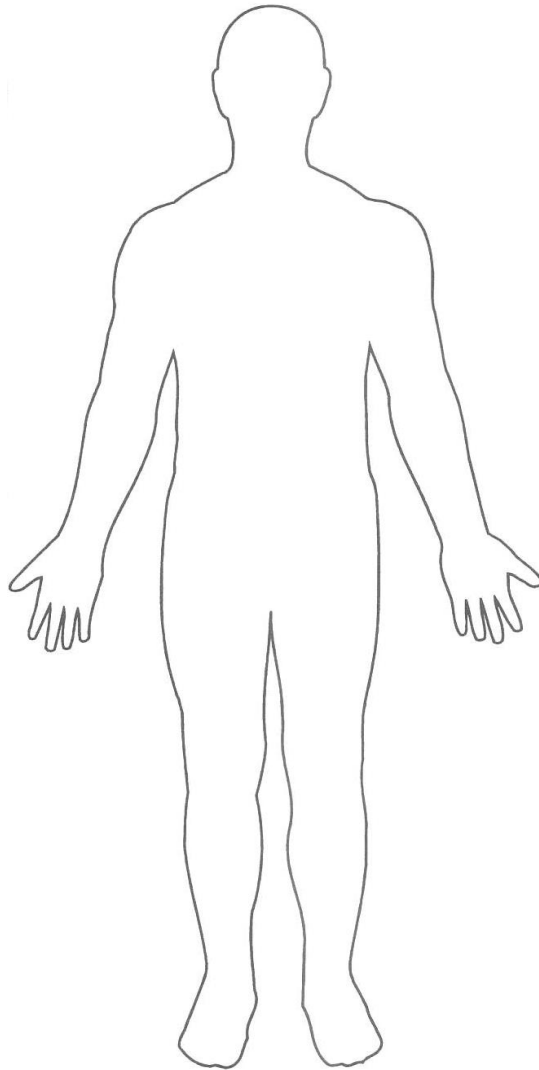


Find a picture of the school uniform you will be wearing. You can look in the school brochure, or print one off the website.



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My P.E. kit



And again for the P.E. kit.



When I visit my High School

Date of visit _____

Time _____

Who will I go with _____

How will I get there _____



My questions	Best way to find out	Answer



After visiting your new school

Describe what you did and saw.

What did you like at the School?

What didn't you like?

How was it different from your Primary school?

Is there anything else you want to find out?



Organisation at school

Contents

School times

Morning Break

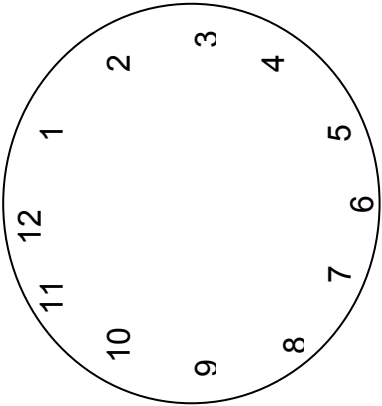
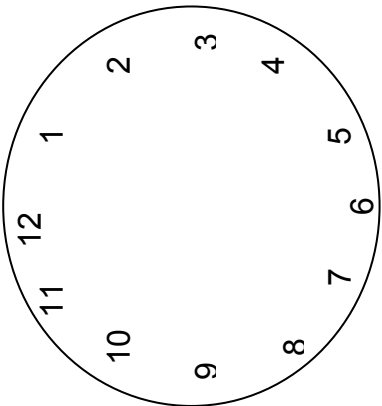
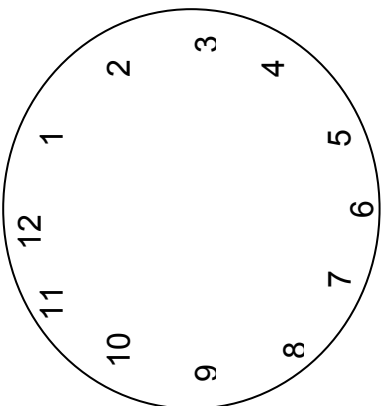
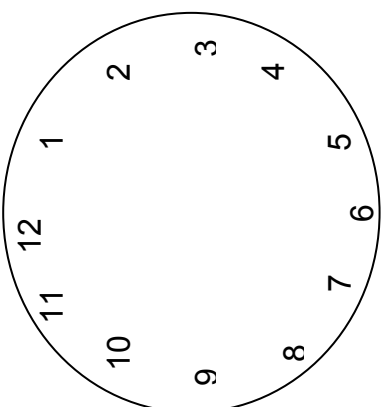




Lunch Break

Choosing what to eat from the canteen

Coping in High School

School times



School starts at:	Break time is at:	Lunch time is at:	School finishes at:
			
			



Morning Break

At the end of a lesson you need to pack your bag, check you have all your belongings and usually you have to leave the room in order to go to your next lesson. At some time in the morning you will usually have a longer break in which you have time for a snack and to meet up with your friends.

Start Finish Length of break

Where can I go and what can I do at morning break?

Place	What you are allowed to do

What snacks can I buy at School?

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



Lunch Break

The lunch break is between morning and afternoon lessons. It is a time when you can mix with your friends, go to a lunchtime activity, and eat your lunch.

Start Finish Length of break

Where can I go and what can I do at lunchtime?

Most High Schools have a canteen system or you can bring a packed lunch.

Make a list of some of the different types of food you can buy in the canteen:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

REMEMBER you might need to bring in money or a card / voucher (eg: a “Smartcard”)

If you bring in a packed lunch you will need to find out

Where can you eat it? _____

What time do you eat it? _____



Can you buy a drink at school? _____

What sort of drinks or containers
are you allowed to bring into school? _____



Lunch time activities- there are often different activities that occur at lunchtime

Make a list of the different activities you could do:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Places to go- there are often different places you can go during your lunchbreak

Place	What you are allowed to do



Choosing what to eat from the canteen

Find a menu from school with the prices. Plan out what you would like to eat over the week and how much it would cost.

Day of the week	Food	Price
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Total for the week		

Discuss the menu you have chosen with your teacher or your parents.

- Have you chosen a variety of foods?
- Have you included fruit and vegetables in your choices?
- Are there at least 2 days that you have chosen healthy options?



Coping in High School

Think about how you are expected to behave in High School and the reasons for this.

Fill in the chart below. If you cannot think of some reasons there are some suggestions below.

School expectations	Positive results if I do the things in column 1	Negative results if I do not do the things in column 1
Attend classes		
Work hard		
Produce work on time		
Co-operate with others		
Get a good qualification and a good recommendation from School		

These are some positive and negative statements to help you.

People will think I am productive. Other students may ask for my help.	
---	--



	Tutors and family will be concerned that I am not achieving my full potential.
People will think I am conscientious, I will feel satisfied with my studies.	
	Tutors will be concerned if I disrupt the group and stop other students from working. People who disrupt other students' work are often asked to leave the school.
I am likely to get an interesting and rewarding job. I will feel happy.	
	Tutors and family will worry about me. Tutors will not be able to their job of teaching and helping me.
People will think I am reliable. I will feel good.	
	I am unlikely to get a good qualification and so will have less employment choices available to me. I may not earn enough money to pursue my interests.
People will think I am good to work with.	
	Tutors and family will worry about me. They may feel I am not taking full responsibility for my work, and not asking for help when it is needed.



Organisation at home

Contents



Morning **routine**

Route to school

How will I get there?

Planning your journey

Looking after **yourself**

Money management

Home help

School equipment



Morning routine

Before leaving for School there are a lot of things to think about, starting from the night before.

Things to think about in the morning. Put them in the right order.

- Get dressed
- Check you have the correct equipment in your bag
- Check your timetable
- Wash
- Check you have got your homework
- Clean your teeth
- Say "Goodbye"
- Check you have the correct money
- Wake up
- Eat your breakfast
- Leave for School

Any others?

- _____
- _____

Plan your morning routine with approximate times.

Time	What to do



Route to school

How are you going to get to School? _____

How long will it take? _____

If you are catching the bus, what time does it leave? _____

What time will you need to leave home? _____

Find a map that shows both where you live and your High School.
Photocopy the map and draw on your route to School or your route to the bus stop.

How will I get there?

How will you get to School? _____

You might **walk** or **cycle** sometimes, if you do then answer these questions:



Do I know the way?	
Will I have a friend to walk or cycle with?	
Where will I put my bike?	

You might go by **car** sometimes, if you do then answer these questions:

Will I go by car every day?	
Who will drive me?	
Will I get a lift home as well?	



You might go by **bus** or **train** sometimes, if you do then answer these questions:



Where is the bus stop or train station?	
What time is my bus/train to School?	
What number is the bus?	
Will I need money for the fare?	
What time is my bus/train from School?	

Answer these questions whether you will **walk**, **cycle**, go by **car**, **bus** or **train**.

How long will my journey take?	
What time must I leave home?	
What time will I get home?	



Planning your journey

It is important to plan your journey by bus or train so that you get to school on time.

Use a bus or train timetable to plan your journey.

Questions to ask	Answers
What written material do I need?	
Where do I want to go?	
Which buses go there? Or Where is the nearest train station?	
When do I want to arrive?	
How long will the journey take?	
Which bus/ train will get me there in time?	
How long will it take me to get to the bus stop or train station?	
What time do I need to leave my house?	
Can I get a discount with a student card?	
Can I buy a travelcard for a week or a month's journeys?	
How much will the journey cost?	

Remember it is important to also plan your return journey.

Looking after yourself

Keeping fit



- Get plenty of sleep
- Do some physical exercise at least once a week

Keeping clean

- Shower or bath and wash your hair regularly, probably at least 3 or 4 times a week. This can depend on how greasy your hair gets.
- Clean your teeth at least every morning and night
- Use deodorant every morning
- Change your underwear every day.



Looking smart



- Brush your hair every day and have your haircut regularly.
- Make sure your uniform is clean.
- Look in the mirror to check that you are tidy every day before you leave home.
- Clean your shoes regularly



Money management

Now that you are at high school you will be responsible for managing your money on a daily and a weekly basis.

The amount of money I have each week is £____. ____

Some of this money needs to be spent on a daily basis.

Items to be bought	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
Snack						
Lunch						
Travel expenses						
Daily total						
Weekly Total						

In addition to the money spent on a daily basis some money will need to be saved each week in order to buy bigger items.

Items	Cost
Books	
Stationary	
Clothes	
Footwear	
Total cost	



Home help

Give this sheet to your Mum or Dad, or whoever helps you get ready for school

Ideas for helping your son/ daughter at home

The most important help you can give is continual encouragement and praise.

Talk

Encourage your son/ daughter

- To talk about School- likes/ dislikes, what they are good at, what they are worried about...
- To talk about books, films, hobbies etc.

Don't pressure them they will talk when they are ready.

Organisation

- Encourage them to make a large copy of their timetable
- Display it in a prominent place
- Refer to it to remind them what lessons they have each day
- Make lists of what they need each day
- Encourage them to pack their bag with everything they need for the next day
- Encourage them to check it against the list for that day
- Don't pack their bag for them
- Encourage them to get into a routine and do things in a similar sequence

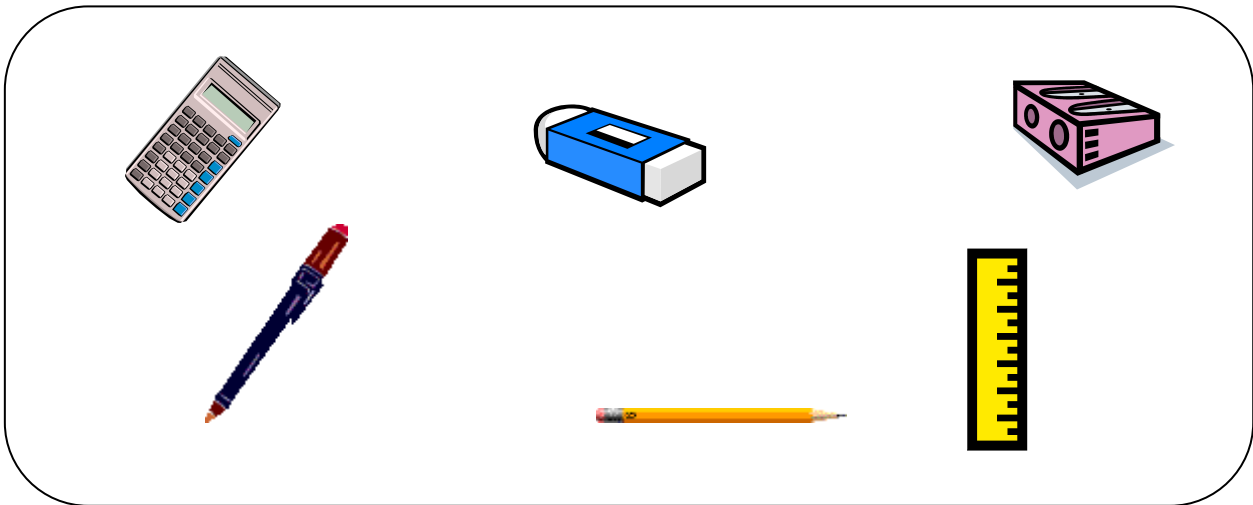
Coursework

- Help plan out extended pieces of coursework over a period of days or weeks
- Check their homework diary each day
- Encourage them to have a set time to do their homework
- Help with homework
- Don't do their work for them
- Keep an eye on the time they spend on their work. Check they do not spend too long or too little time on each piece.

School equipment

Things I need to bring every day

Every day you will need your writing equipment. Circle the equipment you need in your pencil case. Draw in anything else you need.



Some days you will need extra equipment. This will depend on the lessons you have that day. Look at your timetable and work out the additional equipment you need each day.

Day	Things I will need to bring
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



Making and keeping friends

Contents

Getting to know you

Friendship skills

How to be a friend

Making new friends

Teasing and **Sarcasm**

Joining-in

Joining-in Situations

Being with friends



Sharing information

Getting to know you

My favourite place is.....

My favourite food is.....

My interests are.....

I don't like.....

I like to listen to

My favourite band/music is.....

My favourite sport is.....

My favourite programme is.....

My favourite colour is.....

I like to wear

I would most like to be.....

I am looking forward to

I am most relaxed when.....

I worry about.....



I am happiest when.....

I get angry when.....

Friendship skills

Vocabulary practice

Choose the right word to match the definitions.

advocate disagree trust respect empathy confidential
compliment advice command secret support apologise

1. _____ an opinion or recommendation you make about what someone should do
2. _____ to say you're sorry for something you said or did
3. _____ private or secret
4. _____ someone who defends and supports you
5. _____ to have a different opinion from someone
6. _____ to say something nice about someone
7. _____ information that's not meant to be shared with others
8. _____ to stand behind or encourage others
9. _____ understanding what someone feels
10. _____ to rely or have confidence in someone



11. _____

to hold someone in high esteem

12. _____

a direct order to do something

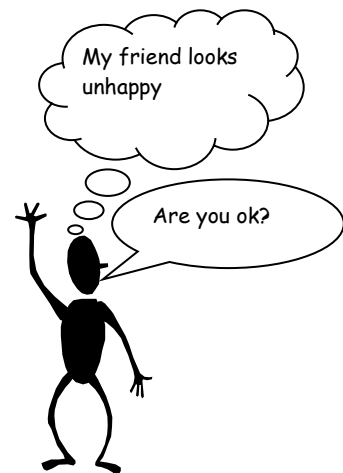
How to be a friend

Here are some positive things friends do for each other to keep their friendship strong.

- **Empathise.** Put yourself in your friend's situation to understand what they're going through.
- **Support.** You can show your support for your friends by just listening when they want to share.
- **Compliment.** Everyone likes to receive a compliment. Compliment your friend on a new hairstyle, a great score on a test, a smooth football move. Be specific and keep it simple. Choose the right moment to give the compliment.
- **Respect privacy.** Sharing secrets is a fun part of a friendship. It's hard to regain your friend's trust if you tell secrets you weren't supposed to share.
- **Encourage.** Use encouraging statements like, "You can do it".

When you wonder if you are being a good friend,
ask yourself this question:

Am I treating my friend like I want my friend to treat me?





Making new friends

At High School there are likely to be students from other schools. There will be opportunities to make new friends. It can be difficult to get to know someone new.

It may help to act out meeting new people and use some of these suggestions.

- Smile when you say **“Hello”**.
- Start the conversation by asking a question about what they are doing
“What are you doing?” or **“What are you reading?”**

or about something you have in common

“So how do you like this lesson?”

- Introduce yourself
“By the way my name is _____, what’s yours?”
- Ask some other questions to find out about them. Suitable topics may be:

School: **What are you studying?**
Who is your teacher?

Home: **Where do you live?**
How do you get to School?

Interests: **What do you like doing?**
What’s your favourite TV programme?

Family: **Have you any brothers and sisters?**

- If they answer your question respond to some of the information they have told you. If you can, ask another question.
- Do not ask about
“That’s my favourite lesson too. I enjoyed working on the computers. What did you like doing?”
- Do not ask about sensitive topics. These are topics that could make the other person upset.
- Don’t ask about something that makes the person look or sound different.
- Don’t ask about any problems he or she may have.



Teasing and Sarcasm

Some teasing is done in good-natured fun, but when teasing gets out of control it can be hurtful. Before jokingly teasing a friend, ask yourself these questions:



Is this an okay subject to tease someone about?

Will my friend understand that I'm teasing?

Have I been teasing my friend a lot lately?

Will this get on my friend's nerves?

If you are teased and you don't like it, resist the urge to hit or push your friend. You can ignore the teasing and simply walk away, or you can respond to the teasing by trying to diffuse the situation. Try making statements like these:

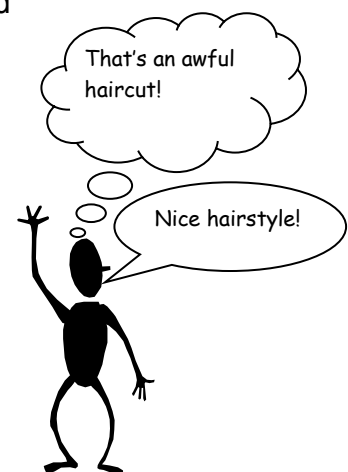
- "And your point is...?"
- "I've heard that one in primary school"
- "Tell me when you get to the funny part"
- "Can't you think of anything important to say?"
- "I'm sorry, were you speaking to me?"

Sarcasm can be a form of teasing. The words in this kind of teasing are nice, but the way the words are spoken adds to the teasing of sarcasm. When you use nice comments to be sarcastic, you exaggerate the expression in your voice and on your face. Say each phrase on the left in a sarcastic tone to show the meaning on the right.

"Yeah, whatever"	means:	You are not bothered
"Ah ,well done"	means:	That's stupid
"Pizza face"	means	Spotty face

Before you tease someone, ask yourself this question:

Am I treating this person the way I would like to be treated?





Joining-in

Joining in conversation or a group activity can be scary. However, it is one way to make new friends. Try these strategies for joining in.



Watch and listen. Observe what the group is doing. Listen to what the people are saying. Don't interrupt.



Make a friendly comment or gesture. Nod your head and smile. Make comments like, "That's a good idea", or "That looks great".



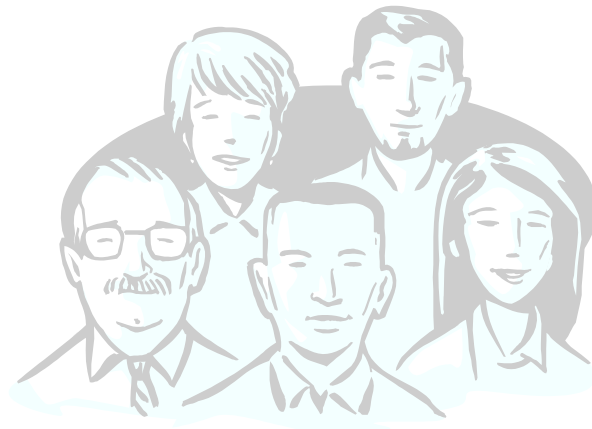
Find something you have in common with the group. Think about your own experiences. You could say, "I saw that movie", or "I have that game at home". Keep your comments short.



Ask to join the group. Wait for a pause in the conversation. You could say, "Can I walk with you?" "Do you need any help?" or "Can I play?"



Accept 'no' for an answer. Sometimes people don't want you to be part of the group. Don't argue or complain. Go and ask someone else.





Joining-in Situations

Here are some situations you might want to join in with. Try and plan what you may say or do. You could try acting these situations out.

1. You see three of your classmates playing football after school. You know one of them pretty well. You don't know the other two. You're quite good at being in goal.

What could you do? _____

What could you say? _____

2. You hear two classmates talking about the latest playstation game. You were playing on it last night.

What could you do? _____

What could you say? _____

3. Two classmates you know are gathered around a phone. A third classmate is calling a local radio station to try to win a contest. You think you may know the answer.

What could you do? _____

What could you say? _____

4. Four classmates are looking at a text message they have received from a friend. They are laughing. You're sitting at the same lunch table. You like sending text messages.

What could you do? _____

What could you say? _____

5. Two classmates are asking the teacher for permission to work on an art project during lunch hour. Art is your best subject and your project is already on display.

What could you do? _____

What could you say? _____



Being with friends

Sometimes you have to think carefully about how you act with different people and whom you can share information with.

Getting it right

It is important to behave differently with different people.

Using the concentric circles sheet, work out who you would act in these ways with. You may choose more than one group of people.

1. Who would you hug?
2. Who would you use swear words with?
3. Who could you tell what to do?
4. Who can you argue with?
5. Who can you share your sweets with?

Make up your own: _____

Sharing information about yourself

It is important to talk to people to share an event, achievement or tell them about a problem. Sometimes you have to be careful whom you talk to. Some people may tease you if you are not good friends or they may not keep the information to themselves and share it with others.

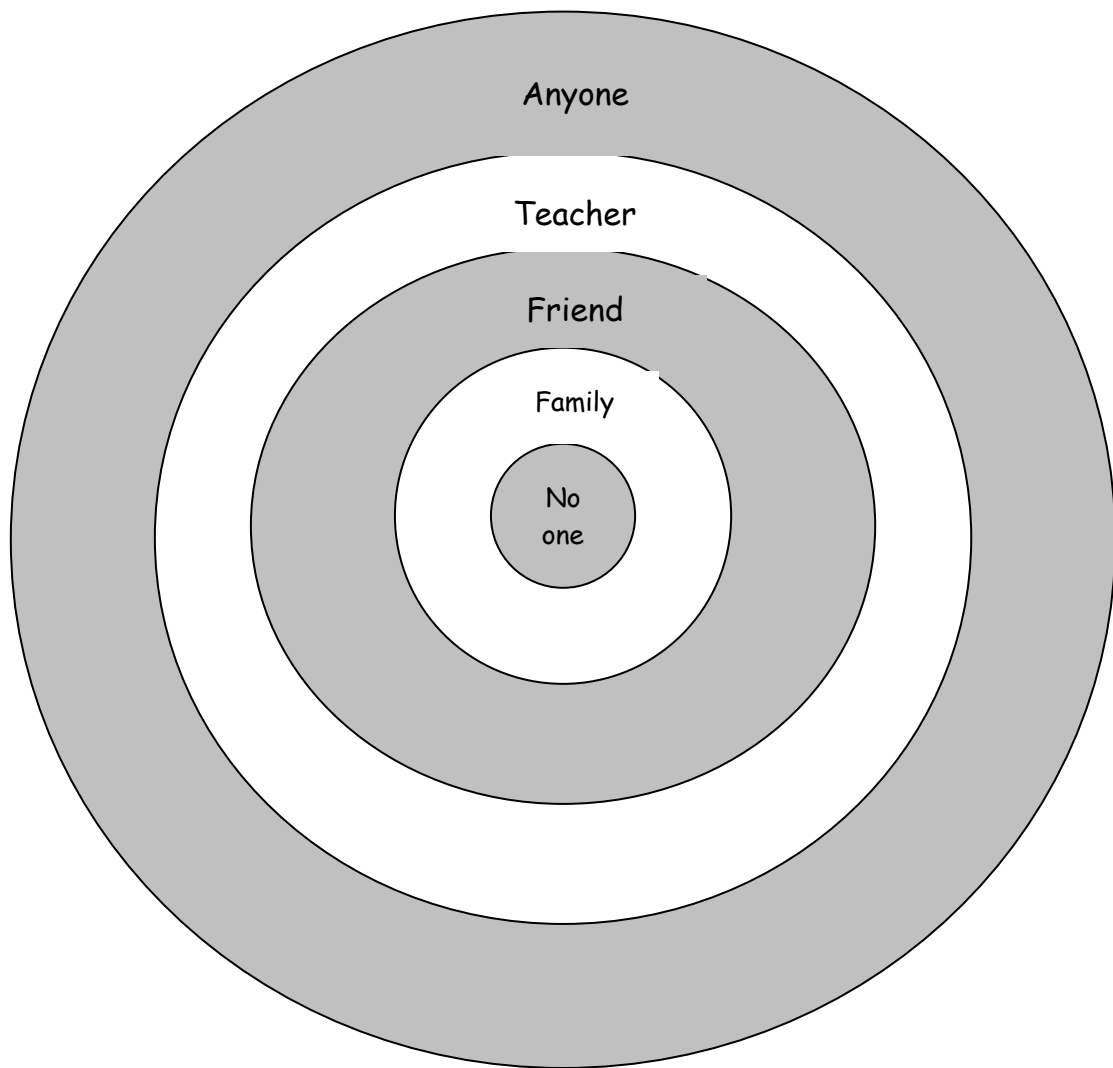
Who would you tell these things to? Use the concentric circles to decide who you would share the information with.

1. You still cuddle your teddy at night.
2. You fancy the girl or boy next door.
3. You have won a competition.
4. You have not done your homework.
5. You hate peas.

Make up your own: _____



Concentric Circles





Sharing information

Sometimes friends will tell you information. It can be OK to tell other people some bits of information. Other information you should tell no one, these are considered to be secrets.

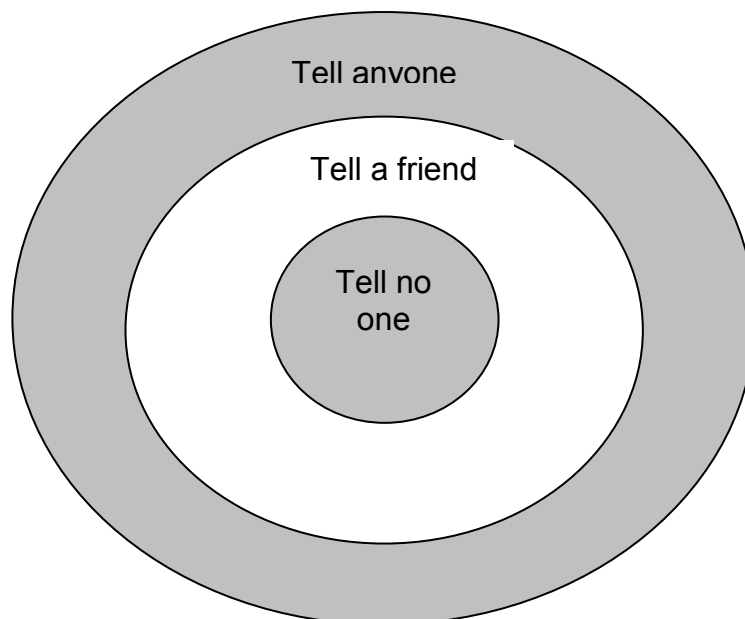
It can be tempting to share secrets, but think:

- How will my friend feel if I share this secret?
- How will this affect our friendship?
- How would I feel if my friend shared a secret like this about me?

Who could you tell these things to?

1. Your friend says that they like Sam.
2. Your friend says their Dad is in jail.
3. Your friend says they are going to watch a film tonight.
4. Your friend says they hate wearing school uniform.
5. Your friend says he smokes.

Make up your own: _____





Awkward Situations

Contents

Facts about bullying

What to do about **bullying**

Fogging

Asking for help

Saying sorry

Settling into High School



Facts about bullying

Bullying:

- Is any behaviour by an individual or a group that deliberately harms another.
- Can be physical or involve threats of physical harm.
- Can be name-calling or spoken teasing.
- Can be demanding money or things, or making someone do something they do not want to do.
- Can involve excluding someone (deliberately leaving someone out of an activity, ignoring them etc.)
- Is usually repeated over a period of time.
- Takes place when one person or group has more power than the person or group being bullied.

Bullying is not:

- An accidental bump or jostle, in the school corridor, for example.
- An argument with a friend.
- A friend being nasty over something specific.
- A one-off fight or argument.

Why do people bully?

- Very few people who are happy with themselves bully others
- Sometimes bullies have been bullied themselves - they are looking for someone to take their anger out on.
- Sometimes bullies are jealous.
- Bullying can make people feel strong, respected and powerful, but they often feel bad too.



What to do about bullying

What can you do if you are bullied?

- Keep being positive; say positive things about yourself and other people.
- Be proud of who and what you are (we all belong to different groups and are all equally valuable).
- Don't keep it to yourself: Always tell someone- a teacher, a parent or another adult.
- Think about the consequences of the different ways you might deal with bullying.
- Some ways of dealing with it are:-
 - Ignoring it or staying relaxed, fogging (see next page)
 - Being assertive- using your body language, eye-contact, tone of voice, words you say.
 - Remember why people bully.

Six good reasons to tell:

- You have the right to live without the stress or fear of being bullied.
- Taking action is better than doing nothing.
- There is nothing embarrassing about being bullied- think how many people it happens to.
- It is braver to tell than to hide it.
- If you think there is something wrong with you, is it because the bullies have made you feel this way? This is a common effect of being bullied and **IT IS NOT TRUE**.
- Bullying does not say anything about **YOU**. It says a lot about the **BULLY**. (If you call me a hippopotamus does it mean that I am one?)



Fogging

Fogging is a technique that you can use if you feel you are being bullied.

- Remind yourself that the bully has said this to many other people - what they say tells us more about the bully than about you.
- The bully wants to see your reaction - don't give them that satisfaction.
- Imagine a huge cloud of fog around you that swallows up insults so that they cannot affect you.
- Use a normal bored-sounding voice.
- Say something neutral:
 - "Yeah, whatever"
 - "If you say so"
 - "Well, you could be right"
 - "maybe"
 - "Ummm"
 - "Yes that's true, I do wear glasses"
- Make sure your body language, tone of voice and the words you use all give the same message:

'I'm really not bothered by anything you say or do'

Stick with it. It might not work the first time.



Asking for help

Sometimes at school things may be difficult or may go wrong. These things could be small:

- not knowing what the homework is
- not being able to find your way around

Or could be bigger:

- getting into trouble
- finding the work hard.

There are many people who could help you, but they won't know that you need help unless you tell them.

Friends Ask friends or other students if you don't know where to go. You can ask them what the homework was if you are not certain. They can also help to work out new situations like going to the cafeteria.

Teachers Ask your teachers if you don't know what to do in class or for homework. They will also be able to help you if you have forgotten something or don't know where to go.

People at home People at home will be able to help you plan and organise your equipment and homework. They will want to know if you have any problems. They will be able to help you work out the best person to ask if you have problems with work or may try and contact someone in school and ask them to help you.

Try and work out whom you would approach in these situations:

- You don't know where your next lesson is.
- You cannot read your homework notes.
- You have got into trouble for forgetting your course book several times.
- In the lesson you did not understand what the teacher wanted you to do.
- You have not got a pencil which is needed to complete your work.

REMEMBER TO ASK FOR HELP!



Saying sorry

If you do break a school rule or behave in a way that upsets or hurts someone then you can show you are sorry by apologising. Sometimes this can be hard as it can be difficult to admit that you are wrong.

Here are some examples of times when you may need to say sorry.

When you forget something

- If you forget something, it is not a big problem. Everyone forgets things and it is always a good idea to say you are sorry.
- Imagine you have forgotten something. Practise saying the right words with a partner and then it will be easier when it does happen.

For example:

“I am sorry Sir / Miss. I’m not used to my timetable yet and I’ve forgotten to bring the right book. I will remember it for the next lesson.”

When you make a mistake

- Mistakes can sometimes happen because you did not really understand what the teacher meant. Some things may be different from what you are used to and if you pretend that you understand when you don’t the teacher will not know that you need help.
- Think up a situation in which you have not understood exactly what the teacher meant and discuss this with a partner. Take turns to explain to the teacher what has happened.

For example:

“I am sorry Sir / Miss, I have been listening, but I don’t understand. Please could you tell me again.”



Settling into High School

(and how to solve the problems you might face)

Sometimes something can happen at school that makes you upset or anxious. A lot of people feel like this especially when they are starting somewhere new.

- **Keep calm.** Tell yourself, "I can solve this problem if I stay calm."
- **Decide what the problem is.**
 - Are you frustrated because you could not do something you wanted?
 - Are you upset because someone did something to you?
 - Are you worried because something has gone wrong?
- **Think about possible solutions.**
- **Think about the consequences.** What will happen if you try different solutions?
- **Pick the best solution.**

Talk with a friend about what you would do in each of these situations in school.

1. You haven't done your homework.
2. You have forgotten your student planner.
3. You are in a crowd going upstairs and you think someone pushed you.
4. You think you are lost.
5. You see someone being bullied.
6. You find someone crying in the corridor.
7. You've lost your purse/ wallet.
8. You see someone stealing money from someone's bag.
9. You find someone's purse.
10. You've ripped your trousers/ skirt.