

Transition Support Programme

Lesson Plan



Strengthening Minds

Programme: Transition Support	Lesson: 1. New School New You	
Class:	Date:	Duration of Lesson: 60-minutes

Learning Outcomes



Students will explore what life at secondary school entails, identifying concerns they may have. Students will expel some of the myths surrounding these fears and leave the session with a greater understanding of secondary education and the fantastic support that is in place. The lesson is designed to improve self-confidence and to encourage students to embrace the brilliant opportunities that secondary education can bring.

Teacher Tips/Differentiation



1. During the **Time to Talk** activity, students should be encouraged to attempt the '**Challenge Questions**', focusing on providing answers that relate to any personal worries they have about starting secondary school.
2. During the **Catch Confidence game**, discussions should be kept brief and succinct after each round. This is because students will be encouraged to explore and learn about the answers during the activity that follows the game, so deeper feedback should be reserved for this point in the session.
3. During the final **Written Activity**, students should be given ample time to complete the 'New School/New You' task. If appropriate, allow students to work in pairs/small groups, giving them plenty of time to feed back to each other after the activity is complete.
4. During the **Target Setting** task, students should be encouraged to provide honest feedback about the session and set relevant targets to aid further progression.

Session Stages

Discussion



- **Intro Movie** – a short film introducing the session/programme
- **Check-in** – students are given time to reflect on how they feel.
- **Fact or False**– students will participate in a game that will expel some of the myths they may have heard about secondary school, alleviating their worries and helping them to recognise the brilliant support structures that are available within the school.
- **Time to Talk** – students will explore any personal concerns or worries that they may have in relation to starting secondary school.

Action



- **Catch Confidence Game** – students will play an **interactive game** to identify the top 6 benefits of secondary school, further encouraging excitement around the start of this new journey.
- **New School/New Me**– for this activity, students will have the opportunity to note down any questions they may have in relation to how their new school works. Students will move on to explore the importance of a fresh start, identifying the type of student they want to be and outlining all of the great things they would like to learn.

Reflection



- **Target Setting** – students will set themselves **two targets** for the week ahead. One will be a **Group Target**, which will be based around the content of this session and the other will be a **Personal Target** in which they will focus on an area of personal development that they will work on throughout the week.

Interactive Game Answers

1. A fresh start
2. Make new friends
3. New opportunities
4. Better life chances
5. Learn new things
6. After school clubs



Links to Academia

- **Written work** in books
- **Communicative skills** - verbal expression



Resources Needed

- Workbooks
- Writing equipment



A4L Strategies

Strategic Questioning - during feedback sections, students should be questioned deeper and further about their responses. If they have revealed that they worry about getting detention, perhaps ask them "**Why do you think that is?**" or even, "**What can you do in the classroom to help avoid getting detention?**"





LESSON PLAN

Programme: Transition Support	Lesson: 2. Finding Friends	
Class:	Date:	Duration of Lesson: 60-minutes

LEARNING OUTCOMES



Students will begin to explore how positive relationships are formed whilst at secondary school, identifying what makes a good friend and how support can be gained from peers. Students will explore myths and facts associated with friendship and will identify 6 qualities in a friend that will form the basis for the rest of the session. The lesson is designed to help students form bonds with classmates and to use these bonds as avenues of support throughout secondary school.

TEACHER TIPS/DIFFERENTIATION



1. During the **Time to Talk** activity, students should be encouraged to attempt the '**Challenge Questions**', focusing on answers that relate to the role friendships will play at secondary school
2. During the **Fact or False** task, emphasis should be applied to the concept that friendship does not have to be life-long and considerable for it to be meaningful.
3. During the **Post-Game Written Activity**, students should be encouraged to spend time on the final column of the table, finding ways in which positive traits of friendship can be exhibited at secondary school.
4. During the **Target Setting** task, students should be encouraged to provide honest feedback about the lesson and set relevant targets to aid further progression.

LESSON STAGES

DISCUSSION

- **Check-in** – students are given time to reflect on how they feel.
- **Target Review** – students will review their targets from the previous week.
- **Fact or False** – students will participate in a game that explores myths and facts about making friends.
- **Time to Talk** – students will explore the concept of friendship, breaking off into deeper discussions around the importance of honesty in friendships and the role that friends play in offering support through secondary school.

ACTION



- **Catch Confidence Game** – students will play an **interactive game** to identify the top 6 qualities of a good friend, noting down each answer in their workbooks and completing a table of questions afterwards.
- **Friendship Bingo** – for this activity, students will be working from the Friendship Bingo page in their workbook. The class will move around the room, trying to find classmates that can help them complete their bingo card, encouraging positive relationships between students and allowing them to discover new things about their classmates.

REFLECTION



- **What Did You Learn?** – students will reveal something exciting that they found out about someone else in the classroom.
- **Target Setting** – students will set themselves **two targets** for the week ahead. One will be a **Group Target**, which will be based around the content of this lesson and the other will be a **Personal Target** in which they will focus on an area of personal development that they will work on throughout the week.

INTERACTIVE GAME ANSWERS

Six Qualities of a good friend -

1. Caring
2. Kind
3. Supportive
4. Honesty
5. Non-Judgemental
6. Respectful



LINKS TO ACADEMIA

- **Written work** in books
- **Communicative skills** - verbal expression



RESOURCES NEEDED

- Workbooks
- Writing equipment



AFL STRATEGIES

Exit Ticket – compile a list of short questions based around the lesson's topic. At the end of the lesson, ask students to answer these questions to achieve an 'exit ticket', enabling them to leave the classroom first.





LESSON PLAN

Programme: Transition Support	Lesson: 3. Less Stress	
Class:	Date:	Duration of Lesson: 60-minutes

LEARNING OUTCOMES



Students will discover popular ways to manage stress at school, identifying how physical and mental activities can help to alleviate the common stresses of secondary school and life in general. Students will think about what aspects of school makes them feel stressed and will then apply stress management strategies to help reduce the impact each particular stress has on their academic careers. 6 popular stress reducing activities will be attempted by the group in total.

TEACHER TIPS/DIFFERENTIATION



1. During the **Time to Talk** activity, students should be encouraged to attempt the '**Challenge Questions**', focusing on providing answers that relate to any particular stresses that may be experienced at secondary school.
2. During the **Fact or False** task, time should be spent exploring the idea that some stress can help a person focus and perform better. However, the dangers of unmanaged stress should be highlighted to provide balance.
3. During the **Post-Game Written Activity**, the Hint Button will provide examples of a completed table to the class, which can help those who are finding the task difficult.
4. During the **Practice Makes Perfect** task, students should be encouraged to work with a partner whilst coming up with ways in which the strategy can be used at secondary school.

LESSON STAGES

DISCUSSION

- **Check-in** – students are given time to reflect on how they feel.
- **Target Review** – students will review their targets from the previous week.
- **Fact or False** – students will participate in a game that explores myths and facts about stress.
- **Time to Talk** – students will explore the concept of stress, breaking off into deeper discussions around identifying stress in others and contemplating whether all stress is bad.

ACTION

- **The Stress Test** – students will be presented with 6 common stress triggers at secondary school. They will then move from one side of the room to the other, depending on whether the particular statement causes them stress or not.
- **Memory Mayhem** – students will play a game to test their memory, discovering the 6 most common ways to reduce stress.
- **Practice Makes Perfect** – students will practice using the 6 stress reduction strategies established in the previous game.

REFLECTION



- **Positive Changes** – students will return to a stress they identified earlier in the lesson and come up with a strategy to reduce it.
- **Target Setting** – students will set themselves **two targets** for the week ahead. One will be a **Group Target**, which will be based around the content of this lesson and the other will be a **Personal Target** in which they will focus on an area of personal development that they will work on throughout the week.

INTERACTIVE GAME ANSWERS

Six ways to manage stress -

1. Deep Breathing
2. Exercise
3. Talking About It
4. Healthy Eating
5. Getting Enough Sleep
6. Listen to Music



LINKS TO ACADEMIA

- **Written work** in books
- **Communicative skills** - verbal expression



RESOURCES NEEDED

- Workbooks
- Writing equipment



AFL STRATEGIES

Think-pair-share – after stress reducing strategies have been established, ask students to work with the person next to them, thinking about ways in which the stress management strategy could be used at secondary school. Ask students to share their findings with group as part of **structured feedback**.

