



Key Stage 4/5 Transition to School Programme (TSP)

Supporting pupils after lockdown

Year 10, 11 and 12 Resources

Education Inclusion Support Service May 2020

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Transition questionnaire for parents and carers

This form aims to collate information from pupils and their parents/carers regarding their preparedness to transition to school after a prolonged shutdown.

Please complete all sections and return it to the school as soon as possible. Thank you.

	Strongly Agree	Agree	Disagree	Strongly Disagree
How ready is your child to return to school? Please supply as much relevant detail as possible to help school prepare. Please use an additional sheet is necessary.				
Academically				
Socially				
Emotionally				
In terms of organisation and independence				
In your opinion as parents or carers, were the following activities useful during the school closure				
Email communications from the school				
Telephone communications with the school				

Thank you for taking the time to give us your feedback.

Session 1

Welcome back and keeping us all safe

Purpose

- For pupils to learn about the social distancing measures in place within school.
- To signpost pupils to services within the school.
- To share stories about their time in lockdown.

Activity 1: Social distancing measures – 10 to 15 minutes

Preparation

Ensure resource sheet is edited to accurately reflect social distancing measures in your school.

Have wall posters ready for display in the room.

Process

- Reiterate measures that have already been communicated through communications to parents/students.
- Introduce additional measures adopted and their purpose.
- What if social distancing and keeping safe measures are flouted?
- Who can students with worries go to?

Activity 2: Open forum – 15 to 20 minutes

Preparation

Flip chart and pens/IWB

Meme/clip poised

Print and issue copies of the Initial Self-Assessment for each pupil.

Process

- Open a whole group chat exploring their experience of lockdown:
 - Emotions, events, achievements, regrets
 - Be aware to stress and celebrate our personal uniqueness and explore as many positive stories as possible.
 - Try to avoid focus on academic progress in this initial chat.
- At the end of the discussion, each student should complete an initial self-assessment form.

Initial self-assessment

Name of student _____

Form group _____

1. I feel happy being back at school

0		1	2	3	4	5
No idea!						I'm there!

2. I feel confident about the social distancing measures set up within my school

0	1	2	3	4	5
No idea!					I'm there!

3. I feel comfortable sharing my thoughts and feelings about the lockdown and the 'new normal'

0	1	2	3	4	5
No idea!					I'm there!

4. I know where I can go to ask for help.

0	1	2	3	4	5
No idea!					I'm there!

5. I am aware of calming down strategies I can use when I get worried or stressed.




0	1	2	3	4	5
No idea!					I'm there!

(resource adapted from National strategy – pedagogy in practice – unit 10 – small group work)

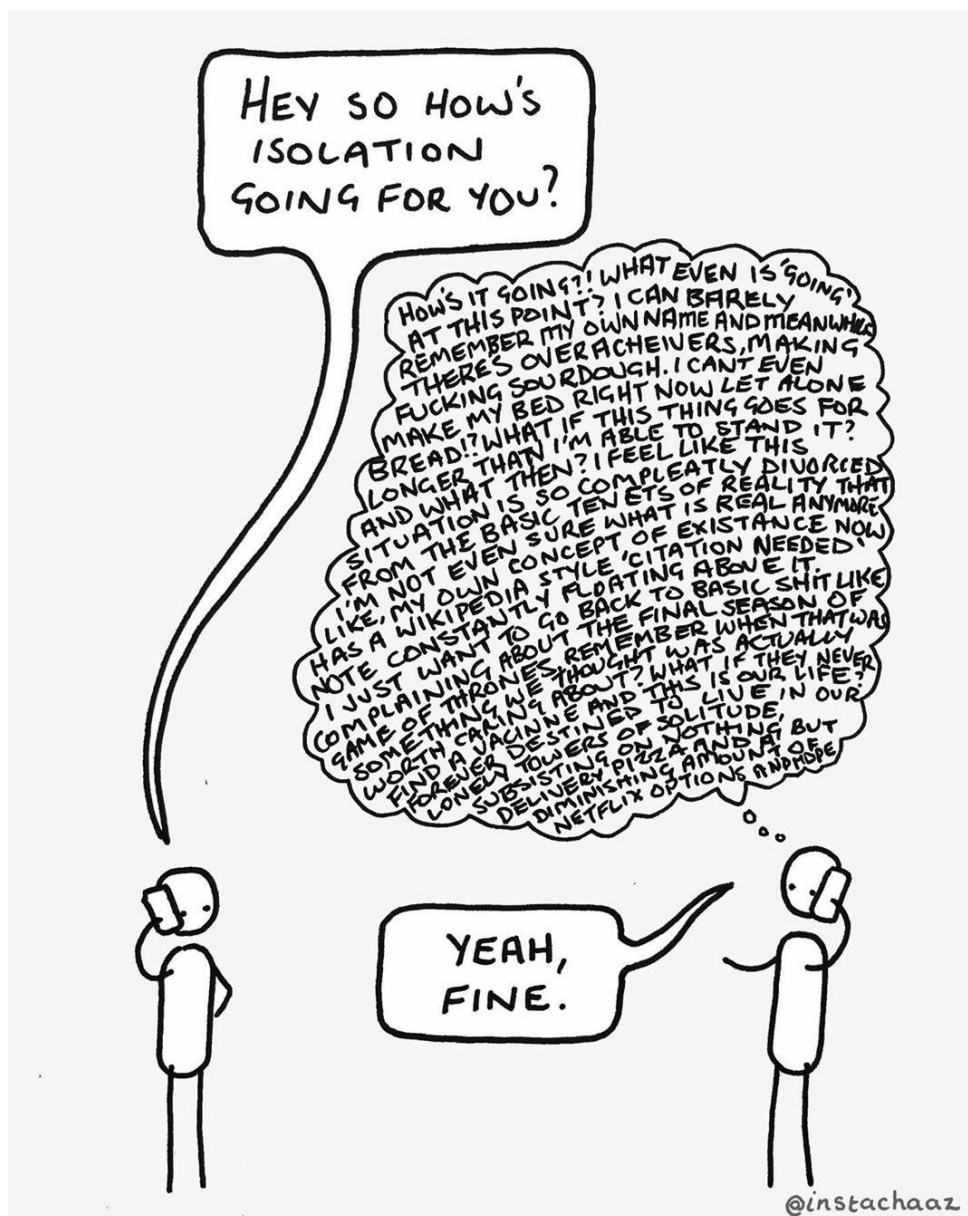
Resources: Social distancing measures at our school

(Update/edit/add to suit your setting)

- Staggered start times
- A social distanced queue
- Arrangements for dropping off children coming by car
- Encouragement to walk rather than use public transport
- Physically changed classroom space – tables, chairs, etc.
- Outdoor classrooms
- Arrangements for safe movement around school – corridors, halls, toilets, one way systems, etc.
- Hand sanitizers available throughout the school at key locations
- Increased handwashing, including when children come into school in the morning and before they leave
- School meals – staggered lunches (also staggering of staffing over a longer lunch period)
- School cleaning in line with PHE recommendations
- Mental Health/Pastoral Support – guidance on settling to learn in another ‘new normal’
- Online learning would need to continue for many children for all or part of the week
- Continued availability of/absolute need for testing for any key worker or a member of their household with symptoms

How can you stop coronaviruses spreading?					
If you need to cough or sneeze			You should wash hands with soap & water or hand sanitiser		
					
Catch it with a tissue	Bin it	Kill it by washing your hands with soap & water or hand sanitiser	After breaks & sport activities	Before cooking & eating	On arrival at any childcare or educational setting
					
			After using the toilet	Before leaving home	
	Try not to touch your eyes, nose, and mouth with unwashed hands			Do not share items that come into contact with your mouth such as cups & bottles	
				If unwell do not share items such as bedding, dishes, pencils & towels	

Resource taken from: <https://e-bug.eu/>



Session 2

The distance between us

Purpose

- For pupils to reflect on how social distancing is working for them in school.
- To share suggestions and improvement to the current *modus operandi* in school.
- For pupils to discuss the Governments stages of lifting restrictions – what is good and what could be better.
- For pupils to explore how they feel about the current restrictions going into the summer holidays.

Preparation

Welcome any new pupils that may have returned to school and have them share brief stories about their time during lockdown.

Reiterate social distancing rules, as necessary.

Activity 1: Open forum - Has social distancing been working in school? – 10 to 15 minutes

Preparation

Flip chart and pens/IWB

Process

- Introduce the outcomes for the session and explain that we will be thinking about working together to create a safe learning environment.
- Open a classroom discussion about the current social distancing procedures in school and how students feel about it: what's working, what's not working, do they feel safe, etc.
- Emphasise the point that working together rather than against each other gives a better outcome.
- Now we are going to look at how we ensure everyone feels safe and that they belong.

Activity 2: Debate on the Government's lifting of restrictions: Is the timing right? – 20 to 25 minutes

Preparation

IWB

Divide the class into two groups – opposition and proposition.

Each group should choose their speakers to debate on behalf of the whole group.

Print and issue copies of Government guidance and timeline on lockdown restrictions to each group or have guidance on IWB.

Process

- Briefly explain the process of debating and explain the role of each speaker and the time (2 to 3 minutes) they each have to present their arguments.
- Give each group a few minutes to read through the government guidance.

- The first speaker of the proposition defines the motion and begins their argument. The opposition rebuts their argument. The second and third speakers of each team follow suit.
- Teacher decides the winning team.

Resources: Debate on the Government's lifting of restrictions: Is the timing right?

Government guidance on Covid-19

NB. As the Governments' advice on Covid-19 changes regularly, please check their website immediately prior to conduction this session's activities for the most current guidance/information.

All advice

www.gov.uk/government/topical-events/coronavirus-covid-19-uk-government-response%20

Advice in educational settings

www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers

Session 3

Brick by brick

Purpose

- To (re)build student's confidence in themselves.
- To shift perspective and decrease negative emotions by exercising gratitude for positive things.

Process

- Introduce the outcomes for the session and explain that we will be talking about our personal strengths and things that we feel grateful for.
- Remind them that what is said in tutor time is confidential unless there is a safeguarding concern and who to speak to if they have any worries or concerns.

Activity 1: Three good things – 20 minutes

Preparation

'24 character strengths' sheet for teacher.

'24 character strengths' sheet printed for each student.

'Reflect, record, review' sheet printed for each pupil.

Process

- Introduce the 24 character strengths to each pupil.
- Ask students to reflect on three good things that have happened in the past week.
- Using the 'Reflect, record, review' sheet, ask students to write down three things that went well and why they went well.
- Based on their individual/personal responses, ask each student to identify some of the 24 Character Strengths that were used in each scenario.

Activity 2: Sanitised hands – 5 to 10 minutes

Preparation

Blank ruled sheets given to each student

Process

- Write a paragraph or brief letter to the NHS and/or its staff (if you know someone specific), letting them know what they have done that you are grateful for and thanking them for their service.

Resources: Three good things

24 character strengths

Resource from VIA Institute on Character:

www.viacharacter.org/character-strengths (for Teachers)

www.viacharacter.org/pdf/TopStrengthsBingo.pdf (for Students)

24 character strengths (for teachers)

In the early 2000s, Scientists discovered a common language of 24 character strengths make up what is best about our personality. Everyone possesses all 24 character strengths in different degrees, so each person has a unique character profile. Each character strength falls under one of six broad virtue categories, which are universal across cultures and nations.

Six virtues and their character strengths

Wisdom

- Creativity
- Curiosity
- Judgement
- Love of Learning
- Perspective

Courage

- Bravery
- Honesty
- Perseverance
- Zest

Humanity

- Kindness
- Love
- Social Intelligence

Justice

- Fairness
- Leadership
- Teamwork

Temperance

- Forgiveness
- Humility
- Prudence
- Self-Regulation

Transcendence

- Appreciation of Beauty & Excellence
- Gratitude
- Hope
- Humour
- Spirituality

24

character strengths



Reflect, record, review

Resource adapted from VIA Institute on Character:

www.viacharacter.org/resources/social-downloads/three-good-things

www.viacharacter.org/pdf/threegoodthings3.pdf

Three good things	
Reflect	Think about three things that went well in the past week and make a note below.
Record	Write down why you think each of those three things went well.
Review	For each scenario, identify some character strengths that may have been used.

Session 4

Strengths in action

Purpose

- For pupils to identify their personal strengths and work collaboratively to also identify the strengths of those around them.
- For pupils to explore how they can utilise their strengths.

Process

- Introduce the outcomes for the session and remind the students of the class charter.

Activity 1: Do you remember? – 2 to 5 minutes

Preparation

'24 character strengths' sheet for teachers.

'24 character strengths' sheet for each student.

Process

- Class refresher of the 24 character strengths.
- Ask each student to identify their top 5 character strengths from the '24 character strengths' sheet.

Activity 2: Bingo – 10 to 15 minutes

Preparation

'Top Strengths Bingo' photocopied for each student on A4.

Bingo markers for each pupil.

Prize/Snacks (Food)

Process

- Ask the students to group themselves or group students in groups of three or more.
- Students should mark/highlight their five top strengths on their bingo sheets. Remind them that their top strengths are ones that feel energizing, effortless, and easy to use.
- After all members in the group have individually marked their top five character strengths: on one bingo card, they should discuss amongst themselves and add the top five strengths of each group member until they have five in a row horizontally, vertically, or diagonally.
- The first group to arrive at five in a row, should raise their hands/quietly shout 'bingo' for a prize.

Activity 3: Using strengths – 10-20 minutes

Preparation

'24 character strengths definition' sheet for each group.

Process

- Using the '24 character strengths definition' sheet, each group should choose a character strength and discuss how having it can be utilised beneficially in life and in trying to achieve success. No two groups should have the same chosen character strength.

- Each group should then discuss their findings/conclusions with the rest of the class.

Resources: Bingo

Top strengths bingo

Resource from VIA Institute on Character:

www.viacharacter.org/pdf/TopStrengthsBingo.pdf

Resources: Using strengths

24 character strengths definition

Resource from The Positivity Project:

https://docs.google.com/presentation/d/1edOyjsga8TrvFepw-J64bpBAMlj4uj6icEzr7hoPOck/edit#slide=id.g2612b73619_0_2

Appreciation of Beauty and Excellence (Awe, wonder)	Bravery (Speaks up for what's right)	Teamwork (Loyal, works well with others)	Love (Compassionate)	Forgiveness (Doesn't hold grudges)
Curiosity (Asks questions, explores)	Humility (Focuses on others)	Perseverance (Sticks to tasks; overcomes barriers)	Hope (Positive outlook, expects the best)	Kindness (Caring, generous)
Creativity (Inventive, has unique ideas)	Gratitude (Thankful, feels blessed)	WE HAVE ALL 24! FREE SPACE	Fairness (Cares about what's right)	Sense of Meaning (Sense of purpose, strong beliefs)
Perspective (Wise, gives good advice)	Humour (Playful, sees the funny side of things)	Honesty (Truthful, genuine)	Social Intelligence (Understands others' thoughts and emotions)	Prudence (Careful, practical)
Judgment (Critical thinker, open-minded)	Zest (Active, energized)	Leadership (Encourages others, organizes groups)	Self-control (Disciplined, manages thoughts and feelings)	Love of Learning (Enjoys building knowledge and skills)

24 character strengths defined

Open-mindedness You like to consider new ideas and try new things. You examine things from all sides and don't jump to conclusions.	Perspective You appreciate that people see things in different ways. You have the ability to understand the world from multiple viewpoints.
Perseverance You complete what you start despite obstacles. You never give up.	Love of Learning You master new skills and topics on your own or in school.
Integrity You are honest and speak the truth. You present yourself genuinely and sincerely.	Bravery You act with mental, moral, or physical strength even when you know things are difficult or scary.
Zest/Enthusiasm You approach life with excitement and energy. You energise people around you.	Creativity You come up with new and original ways to think about and do things.
Love You value close relationships with others and being close to people.	Self-control You have the ability to control your emotions and behaviours. You think before you act.
Kindness You are generous to others and you are never too busy to help out. You enjoy doing good deeds for other people.	Curiosity You like exploration and discovery. You ask lots of questions because you want to learn more about anything and everything.
Social Intelligence You are aware of other people's thoughts and feelings. You understand why they do things.	Prudence You plan for the future and achieve your goals by making careful everyday choices.
Appreciation of Beauty & Excellence You notice and value the world's beauty and people's skills. You don't take things for granted.	Humility/Modesty You do not seek the spotlight. You let your actions speak for themselves.
Gratitude You are aware of and thankful for good things that happen.	Forgiveness You forgive those who have done wrong. You accept that people make mistakes.
Hope/Optimism You expect the best from the future and work to achieve it.	Leadership You value each member of your group and inspire people to do their best.
Humour You like to laugh and bring smiles to other people.	Teamwork/Citizenship You were well as a member of a group or team. You are loyal and sacrifice your individual desires for the greater good.
Connection/Purpose You have beliefs about the meaning of life and your life's purpose. You seek to be part of something greater than yourself.	Fairness You believe that all people have value. You approach situations with an unbiased mindset and treat everyone with respect.

Session 5

Are we there yet?

Purpose

- To develop strategies for dealing with worries and feelings of anxiety.
- To help students understand how the past has prepared us for the present and how the present can prepare us for the future.

Process

- Explain the outcomes of the session and remind students of the class charter.
- Explain that in this session we will be looking at different scenarios and thinking about what makes us feel stressed/anxious. Feeling stressed or anxious can prevent us from learning and we need to learn strategies on how to cope with this and how to calm down.

Activity 1: Calming strategies: anxiety and worry – 15 to 20 minutes

Preparation

Calming strategies sheet for each student

Process

- Ask students about any calming/relaxation strategies they might have learnt.
- Explain that we will practice a couple of methods in this session. Not every method will suit everybody but it important to try a range of strategies.
- Give each pair a strategies sheet and ask them to talk about each strategy and whether they think it would help them to be calm.
- Ask if any student has a strategy that they already use that they don't mind sharing with the group.
- Students to add their own strategies to the list.

Activity 2: Open forum: what has history taught us? – 20 minutes

Preparation

Print and issue information on the Spanish Flu and the government's response to each pupil.

Process

- Give student's a few minutes to read through the article/information on the Spanish Flu.
- Have a class discussion about the strategies the government implemented to reduce the rate of infection and risk to the populations. Are any of these strategies currently being used? Could any strategies be used today?
- Were the strategies used by the then government successful in preserving as many lives as possible? What could they have done differently? Were their aspirations of 'normalcy' achievable?

Resources: Calming strategies: anxiety and worry

Slowly count to 10	Square breathing (Take a deep breath in for four seconds, hold it for four seconds, breathe out for four seconds, pause for four seconds. REPEAT)
Imagine they are in their own calming space	Muscle relaxation (Clench and release your fists, close and open your eyes, tighten and release your stomach muscles, raise your eyebrows, etc.)
Do some drawing	Reframing your thoughts (Changing negative thought patterns to positive ones)
Talk to someone about a different topic	Have a drink of water
Do something completely different	Squeeze a ball
Yoga stretches	Exercise – go for a walk or a run

Resources: What has history taught us?

The Government's response to the Spanish Flu

Information for resource adapted from:

<https://virus.stanford.edu/uda/fluresponse.html>

<https://history.blog.gov.uk/2018/09/13/the-flu-that-wasnt-spanish/>

The government's response to the Spanish Flu

The responses of the Public Health Departments in Europe represented the ideas prevalent in society and in the scientific community. The public health authorities in Europe took up fundamental measures to control epidemics that dated back to medieval times of the Bubonic Plague. They aimed to reduce the transmission of the pathogen by preventing contact. They framed their public health orders in scientific ideas of their understanding of how the influenza microbe spread through the air by coughing and sneezing, and their conception of the pathogenesis of influenza. Since they concluded that the pathogen was transmitted through the air, efforts to control contagion were organized to prevent those infected from sharing the same air as the uninfected.

The Chief Medical Officer of the Local Government Board (LGB), Sir Arthur Newsholme, had proposed measures such as preventing large gatherings of people or overcrowding on public transport (where the disease could easily spread).

Public gatherings and the coming together of people in close quarters was seen as a potential agency for the transmission of the disease. The public health authorities believed that good ventilation and fresh air were "the best of all general measures for prevention, and this implies the avoidance of crowded meetings." This translated into the controversial and imperative measure of closing of many public institutions and banning of public gatherings during the time of an epidemic.

The committee held that any type of gathering of people, with the mixing of bodies and sharing of breath in crowded rooms, was dangerous. Nonessential meetings were to be prohibited. They determined that saloons, dance halls, and cinemas should be closed, and public funerals should be prohibited since they were unnecessary assemblies. Churches were allowed to remain open, but the committee believed that only the minimum services should be conducted, and the intimacy reduced. Street cars were thought to be a special menace to society with poor ventilation, crowding and uncleanness. The committee encouraged the staggering of opening and closing hours in stores and factories to prevent overcrowding and for people to walk to work when possible. Some of the regulations in Britain were milder, such as limiting music hall performances to less than three consecutive hours and allowing a half-hour for ventilation between shows.

The most frequently discussed and debated public health measure in the journals of the period was the closure of the schools. In Britain, the prevalence of the epidemic led to the closure of the public elementary schools. The more restrictive methods of infection control issued by public health departments were quarantines and the isolation of the ill. Preventative measures built upon the same ideas of transmission and the germ theory of disease. These ideas were practiced in the hospitals as special influenza wards for influenza patients were created and the number of beds per ward was decreased to reduce the transmission of the disease. Those with

complications such as pneumonia were separated from the rest to prevent the others from progressing to this more fatal state.

One of the key aspects of prevention was the use of disinfection and sterilization methods. All bedding and rooms were to be periodically disinfected to kill whatever pathogen pervaded them. The produced sputum, thought to be riddled with the microbe, was to be destroyed. In one hospital the sputum cups were emptied and disinfected twice daily, while nasal discharges were collected in paper napkins. An antiseptic hand solution was placed conveniently for those on duty in the influenza ward. Reports also suggested that the staff of influenza wards should wear blouses inside the ward and remove them when leaving.

The gauze mask was another prevention method using similar ideas of contagion and germ theory. It was widely accepted for use in hospitals among health care workers. The face masks consisted of a half yard of gauze, folded like a triangular bandage covering the mouth, nose and chin. These gauze masks acted to prevent the infectious droplets from being expelled by the mouth and from the hands, contaminated with microbe from being put to the mouth. The barrier from the hands was thought to be more important than the barrier from the air. The mask was also worn in some regions by the general population.

Session 6

The breakdown

Purpose

- For students to learn to overcome challenges and remain hopeful.
- For students to be confident in understanding and expressing their emotions.
- To assess if there is a balance of nurture and structure within the classroom.

Process

- Explain the outcomes for the session and remind the students of the class charter.
- Ask students if they have learnt any new hobbies recently or picked up old ones again.

Activity 1: Story time: how do you feel? - 20 minutes

Preparation

Poem/Spoken Word 'Tomorrow's Promise' printed for each student.

Audio file of the Poem/Spoken Word 'Tomorrow's Promise'

Process

- Ask if one person would like to perform it as a spoken word piece to the rest of the class or allow pupils 5 minutes to read through the text.
- As a collective, analyse and have a class discussion about what the writer/character may have been feeling and why.
- Have any student's had similar feelings?

Activity 2: Creative expression – 10 minutes

Preparation

Blank or ruled sheets of paper for each student.

Process

- Explain that students can either do a drawing or write a poem or short story.
- Express yourself both reflecting on the past few months and being hopeful about the months to come.

Resources: How Do You Feel?

Tomorrow's promise

A poem/spoken word piece written and performed by Michael Kwatia, who goes by the moniker MOAK. This piece was submitted with the writer's permission. All rights reserved.

www.moakonline.com. To access the audio version of this file, please go to the following link:
<https://vimeo.com/421115339> (Password: covid19)

Tomorrow's promise

This, goes down as the worst masquerade ball I've ever seen.
Everyone masked up but two stepping away from each other.
Human contact becoming alien - will this be the end of all Homo Sapiens?

In need of a panacea and not paranoia.
Conspiracists believe the system is trying to kill us with all their guess work
But I only care about gathering me and my 5Gs and making a killing off our network.
Got me thinking about money different,
Because there are many ways to skin a cat but I'm not trying to get the furlough...

I don't know if the government said it best but...
Let's give our sanitised hands ups for the NHS.

Keep our doors locked. Let key workers do their thing.

One exercise a day but I'm just running out of patience
Missing family, friends, and acquaintance
I'm losing my mind and I hope you understand
I'm young free and single and being on lockdown wasn't part of my plan.

I don't know what's more contagious - these viral challenges or corona?
Can't live like we used to...
So we go live like we never used to.

Who knows where people's heads are at and how their mind feels?
Tik Tok is the craze now but I'm guessing that's because time heals.

Zoom only magnifies the frustration
Joining a house party seems cool - but I'd prefer a real invitation.

What more can I tune into on Netflix?

Watching seasons go by indoors as well as out.
I see spring break and enter into summer now
Being robbed of creating new memories
As snapchat rubs it in with the old ones.

I just want to go from,
Isolation to a holiday in a nice location...

Celebrate my birthday in July, head to the club with the guys
Go to bars, restaurants, cinemas and whatever I like.
When we can go out, and finally do our thing
You can bet your bottom dollar,
I'll be going in.

- @moak_tp

Session 7

Addressing sickness and loss

Purpose

- To allow classmates to relate understand the various struggles they can face individually.
- To investigate ways in which we can increase our happiness and our knowledge about happiness.
- To increase communication about feelings and emotions.

Process

- Remind the students that last week we looked at understanding emotions through the creative expression of others and how one can move from despair to having hope. Today, we will be exploring some feelings that may be universal during this time and seeing how we can enrich our lives despite the odds.

Activity 1: Open forum: How big is your problem? – 5 to 10 minutes

Preparation

Have government statistics (see session 2 resources) on Covid-19 deaths vs recovery on IWB
Explain to students that you will be asking a few questions, to which they will have to raise their hand if it applies to them. As a class, we will then discuss how we can use some of the strategies explored in session 5.

Process

- Do you believe that you have been coping positively with your worries about the coronavirus?
- Of those who have raised their hands, would a few students like to share how they have been coping?
- Do you believe that you have been coping negatively with your worries about the coronavirus?
- Of those who have raised their hands, would a few students like to share how they have been coping?
- Have you been looking after younger siblings?
- Have you been looking after older family members?
- Of those who have raised their hands, do you feel happy to do this?
- How big is your problem? (worries about mixing) Each student should take a minute to think about some the things their classmates have been dealing with that they may not have had to deal with.
- Link to .GOV statistics – the numbers of those who have recovered is greater than those who have sadly lost their lives.

Activity 2: Enriched living – 20 minutes

Preparation

Issue each student with a copy of both the 'My normal day' sheet and the 'My happy perfect day' sheet.

Put students in small groups.

Process

- Instruct students that one way scientists have discovered that can increase people's happiness is by only doing things which enrich their life. Explain that the things we do on a daily basis can be split into three categories: Things which enrich us, Things which do not enrich us, Neutral but necessary. The simple fact is that if we do more things that enrich our lives than don't, then we will feel happier.
- Give students a copy of the 'My normal day' sheet. Get them to fill this first worksheet in and add up the number of activities in each column. Then ask students to discuss quickly with their partners about how they can reduce the 'doesn't enrich' column and increase the 'does enrich' column. Then get students to fill in the second worksheet - but this time they must fill it in as a 'perfect day'. After they have done this and if there is time - try and get them to discuss as a class the ways in which they can have their perfect day.

Resources: Enriching lives

'My normal day' resource sheet

Resource from:

www.tes.com/teaching-resource/lesson-on-happiness-and-mental-wellbeing-3010716

My normal day		
Things that enrich my life...	Things that don't enrich my life...	Neutral but necessary....

‘My happy perfect Day’ resource sheet

Resource from:

www.tes.com/teaching-resource/lesson-on-happiness-and-mental-wellbeing-3010716

My happy perfect day		
Things that enrich my life...	Things that don't enrich my life...	Neutral but necessary....

Session 8

The road to recovery

Purpose

- To observe any baseline changes in each student.
- To raise student's aspirations for the future.
- To help students understand themselves better.

Process

- Explain the outcomes of the session and remind students of the class charter.

Activity 1: Open forum: pleasure seekers – 10 to 15 minutes

Preparation

Flip chart/IWB

Article on the IWB

Process

- Read the article to the class.
- Have a class discussion about how taking risks can be beneficial to, or can hinder, success.

Activity 2 – Where do I want to be when I'm 35? – 10 minutes

Preparation

Print and issue to each student a 'Where do I want to be when I'm 35?' sheet.

Process

- Explain to student's that they will work through the worksheet to see the corresponding salary that they would be ideally be earning at 35, to live the type of lifestyle they would like.
- Circle or highlight the number that corresponds with what they would like to attain.
- Calculate their total points by adding their circled/highlighted numbers to find the corresponding salary to their desired lifestyle.

Activity 3 – What sort of person am I? – 5 to 10 minutes

Preparation

Print and issue to each student a 'What sort of person am I?' sheet.

Process

- Each student should circle or tick the word they believe best describes their strength.
- Explain that it can be difficult to identify what your strengths are, making it more difficult to know what careers you would be best suited to. Finding out what you're good at and what you enjoy doing is a good place to start.
- Ask yourselves: What do you enjoy doing in your own time? What skills do you need for this? What are your best subjects in school?

- The colour of the corresponding words that you have chosen will help you identify your specify strengths using the key at the bottom of the worksheet. Session 8 Resources

Resources: Pleasure seekers

Pleasure seekers

Resource from:

MACINTYRE, P. and BOHLKE, D., 2015. READING EXPLORER 2. 2nd ed. [Place of publication not identified]: Andrew Robinson, pp.134-145.

Image from:

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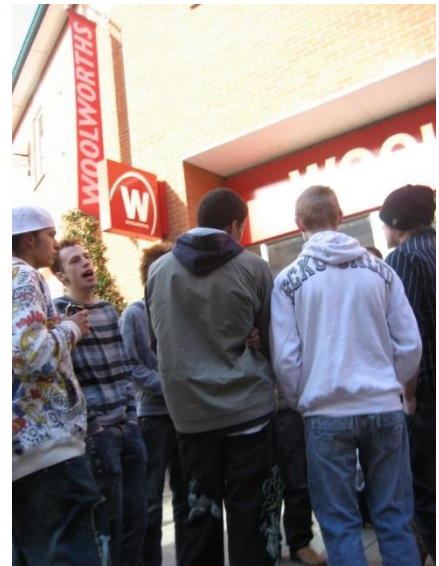
Pleasure seekers

Studies confirm that teens are more likely to take risks and behave in extreme ways. Fortunately, the news isn't all negative. As brain scientist BJ Casey points out, the teen brain inspires such behaviour in order to help teens prepare for adult life.

One way the brain does this is by changing the way teens measure risk and reward. Researchers found that when teens think about rewards, their brains release more of the chemicals that create pleasure than an adult brain would. Researchers believe this makes the rewards seem more important than the risks, and makes teens feel the excitement of new experiences more keenly than adults do.

Research into the structure of the teen brain also found that it makes social connections seem especially rewarding. As such, teens have an intense need to meet new people. Scientists suggest this is because as teens, we begin to realise our peers may one day control the world we live in. Because it is still developing, a teen brain can change to deal with new situations. So, it connects social rewards with even more pleasure. In this way, the brain encourages teens to have a wide circle of friends, which is believed to make us more successful in life.

Unfortunately, this hunt for greater rewards can sometimes lead teens to make bad decisions. However, it also means that teens are more likely, and less afraid, to try new things or be independent. The scientists' findings suggest that in the long run, the impulses of the teen brain are what help teens leave their parents' care and live their own lives successfully.



Resources: Where do I want to be when I'm 35?

Where do I want to be when I am 35?

Resource from:

Birmingham City University 'Think Higher: Pre-16 Workbook'

Where do I want to be when I'm 35?

In order to move out of home and get your own place, you will need to earn a certain amount of money. Your income will affect how you get around, how often you go out with your friends, the types of things you can buy and the quality and number of holidays you can have each year.

The average graduate will start their career earning around £21,000 per year, increasing as time goes on and they will earn on average £12,000 a year more than non-graduates over their working life.

It can be difficult to say exactly what job you want or the wages you want to earn; sometimes it can be easier to start thinking about where you want to be in the future. This enables you to think about what you need to earn to support your ideal lifestyle and will help you consider the types of jobs/careers you may need to aim for.

Fill in the quiz to find out what you want to have achieved by the time you're 35. See how much you'll need to earn to afford your ideal lifestyle.

Achievements: age 35

Circle or highlight your corresponding number.

Where will you be living?

Own detached house **(5)** Own semi/terraced house **(4)** Own flat **(3)** Renting house/flat **(2)** Living with parents **(1)**

How will you get around?

New car **(6)** Motorbike **(5)** Old car **(4)** Train **(3)** Bus **(2)** Bicycle **(1)**

Will you be in a long-term relationship?

Yes **(2)** No **(1)**

How many children will you have?

(0) **(1)** **(2)** **(3)** **(4)** **(5+)**

At what age will you retire?

50 **(5)** 55 **(4)** 60 **(3)** 65 **(4)** 70 **(5)**

What will be your highest priority?

Having a family **(6)** Designer Wardrobe **(5)** Travelling **(4)** Return to studying **(3)** Having an active social life **(2)** Building a career **(1)**

How many weeks would you spend on holiday each year?

(0) **(1)** **(2)** **(3)** **(4)**

Now add up the total number of points.

Total = ?

Your **total points** relate to a type of lifestyle you want to achieve:

Points	Salary
6-9	£12,000
10-14	£18,000
15-19	£23,000
20-24	£28,000
25-29	£35,000
29+	£40,000

Resources: What sort of person am I?

What sort of person am I?

Resource from:
Birmingham City University 'Think Higher: Pre-16 Workbook'

Circle or tick the words that best reflect your strengths.

FASHIONABLE	CARING	HARD-WORKING	
PROFESSIONAL	CLEVER	SYMPATHETIC	
PRACTICAL	LOGICAL	THEORETICAL	
FRIENDLY			
LOGICAL	PRECISE	INVENTIVE	HI-TECH
CONSIDERATE		ORDERLY	DRAMATIC
ORIGINAL	HELPFUL	ARTISTIC	CONSISTENT
LISTENER	AFFECTIONATE	MUSICAL	LISTENER
CAPABLE	ORGANISED	KIND	SENSIBLE
SCIENTIFIC	ACADEMIC	INDIVIDUAL	
PLANNER			
UNDERSTANDING	QUESTIONING	GENEROUS	
	WARM-HEARTED	IMAGINATIVE	

Are you on track?

Think about how much money you need to earn to achieve the lifestyle you want and what you are good at, then think about how you are going to do it. Also, think about the type of person you are. This will help you identify your own strengths and should make it easier to find the career or course that will best suit you. Once you have identified the words that best reflect you, you will be able to work out which personality type you are closest to by using the key below:

Mostly blue... CREATIVE

Mostly orange... ORGANISED

Mostly red... CARING

Mostly green... TECHNICAL

Session 9

Who will you be?

Purpose

- To continue to support students in raising their aspirations.
- Providing guidance and hope amidst uncertainty.
- For students to realise the correlation between who they are and their future careers.

Process

- Explain the outcomes of the session and remind students of the class charter.
- Remind students of the activities from the last session.

Activity 1: Career quiz – 10 to 15 minutes

Preparation

Print and issue Career quiz for each student.

Process

- Now that students have identified their strengths/personality type, it will be easier to identify the type of jobs they may be suited to.
- Using the personality type you found most appropriate from the previous session's activity, find the right starting point, follow the chart, answering the questions until you get to a career area and some suggested jobs.
- Remember, these questions and careers are just a starting point. Spend time thinking about the careers suggested and then research them in detail to help you decide if the job is right for you.
- The careers listed represent only a fraction of those available.

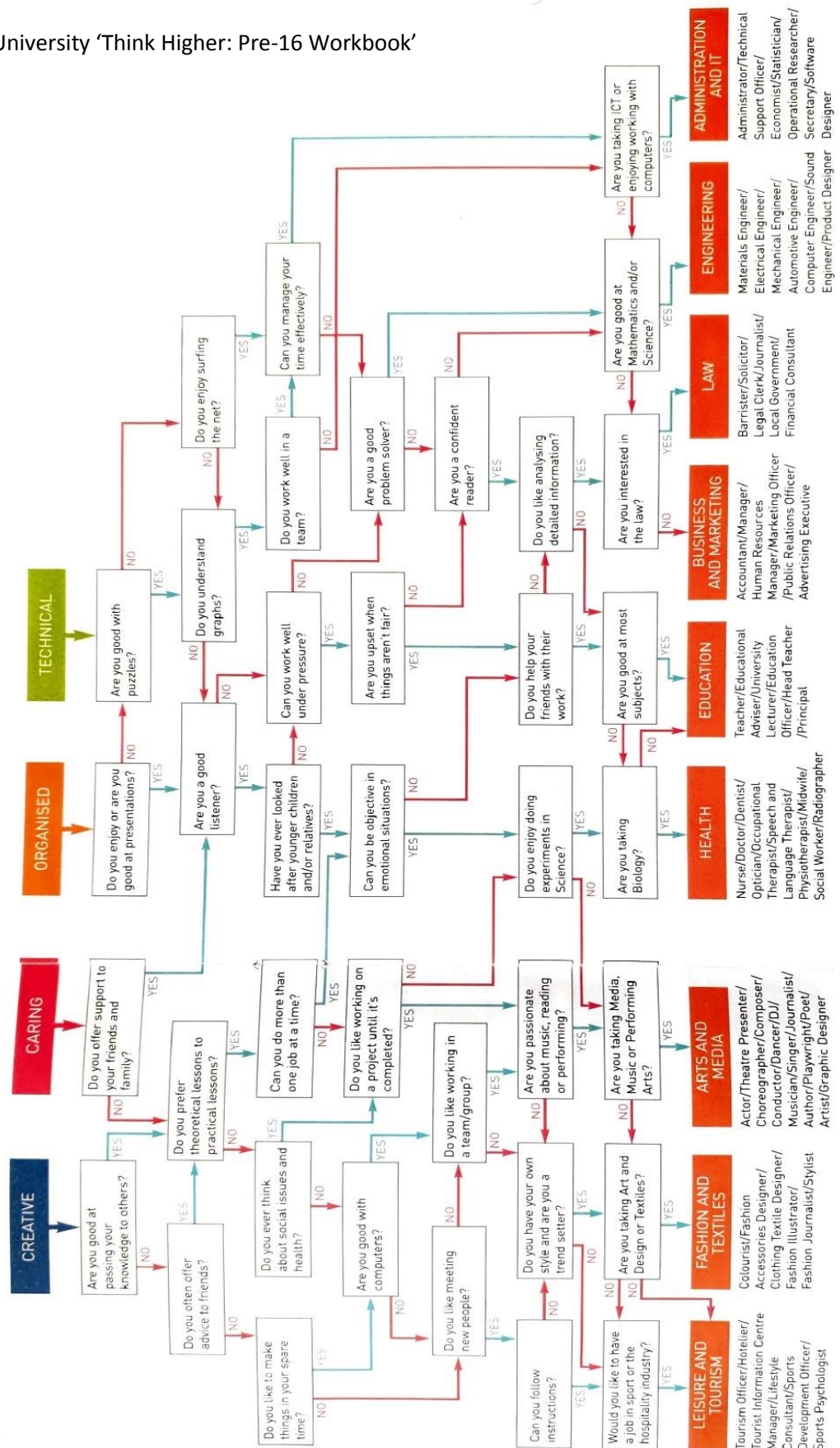
Activity 2: SMART targets – 10 to 20 minutes

Preparation

Print and issue the 'SMART goal setting' and 'SMART goals worksheet' for each student.

Process

- Using the 'SMART goals worksheet', students should set a goal to attain their chosen career.
- Students should map out, using SMART targets, what they will need to achieve their goal and the obstacles that may hinder them from attaining their chosen career.
- Students should reflect on where they are currently, and explore solutions to the obstacles that may present themselves.



Resources: SMART targets

Smart goal setting

Resource from:

www.tes.com/teaching-resource/lesson-on-happiness-and-mental-wellbeing-3010716

SMART goal setting

The following are components of an effective goal - one that describes performance standards that will 'tell us what good behaviour looks like'. The SMART acronym can help us remember these components.

SPECIFIC The goal should identify a specific action or event that will take place.

MEASURABLE The goal and its benefits should be quantifiable

ACHIEVABLE The goal should be attainable given available resources

REALISTIC The goal should require you to stretch some, but allow the likelihood of success

TIMELY The goal should state the time period in which it will be accomplished

Smart goals worksheet

Resource from:

www.tes.com/teaching-resource/lesson-on-happiness-and-mental-wellbeing-3010716

SMART goals worksheet

(Specific, Measurable, Achievable, Realistic, Timely)

Goal Statement	
What do I need to reach this goal?	
Where am I now?	
Obstacles	Solution

Session 10

Reduce, reuse, recycle

Purpose

- To reflect on the procedures that have been put in place in schools and assess their success.
- To consolidate information given
- To assess how much information students have retained and whether they have found the topics to be beneficial.

Preparation

Print and issue each student with a copy of the final self-assessment.

Process

- Explain the outcomes of the session and remind students of the class charter.

Activity 1: Open forum: what have we learnt? – 10 to 15 minutes

Preparation

Flip chart/Markers

Process

- Have a class discussion about which topic students have found most helpful over the past few weeks.
- Has anyone used any relaxation strategies? Explored career options?
- Has any of the activities helped you to understand yourself better?

Activity 2: Open forum: the yearbook – 10 to 15 minutes

Preparation

A plastic bag or a container.

The 'Most likely to' resource.

Process

- Place strips of paper with each 'most likely to...' in a bag or contain. Shake it.
- When you chose a 'most likely to...' from the bag, ask the students to tell you which person within the class they believe it fits.
- This activity should be fun and allow the class to bond and see how well they know each other.

Resources: The yearbook

Most likely to

Resource questions from:

www.spc-yearbooks.co.uk/neverending-yearbook-awards-ideas/

Most likely to:

Be famous

Run a company

Become prime minister

Paint a masterpiece

Cure a disease

Win an Oscar

Win Olympic Gold

Become the world's

Tour the world

strongest man/woman

Set a world record

Get married first

Write a bestselling novel

Move out of the country

Be a film star

Save the planet

Go into outer space

**Win the lottery (but lose
the ticket!)**

Teach at this school

Be a professional gamer

Be asked for ID at 30

Go viral

Be a millionaire

Be a reality show

Win a Nobel peace prize

superstar

Write a hit song

Final self-assessment

Name of student _____

Form group _____

1. I feel happy being back at school

0		1	2	3	4	5
No idea!						I'm there!

2. I feel confident about the social distancing measures set up within my school

0	1	2	3	4	5
No idea!					I'm there!

3. I feel comfortable sharing my thoughts and feelings about the lockdown and the 'new normal'

0	1	2	3	4	5
No idea!					I'm there!

4. I know where I can go to ask for help.

0	1	2	3	4	5
No idea!					I'm there!

5. I am aware of calming down strategies I can use when I get worried or stressed.

0	1	2	3	4	5
No idea!					I'm there!

(resource adapted from National strategy – pedagogy in practice – unit 10 – small group work)

