

Transition toolkit

Age range: 10-12

Enter



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LifeSkills

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Preparing students for transition

For many young people the move from primary to secondary education will be one of the first major life transitions they experience. Alongside a change in educational environment, there will be new subjects, increased workload, new friendships to navigate, a different journey to school and new-found independence to explore. This toolkit aims to support educators of young people in their last year of primary and those in their first year of secondary school, to make an effective transition to the next education phase and prepare them for their future.

The skills young people will need for making the transition, from one school to another, are similar to those they will need to progress successfully through education, towards the world of work. This toolkit provides activities and inspiration to help students aim high, stay positive, and build skills like problem solving, listening and leadership, to move forward confidently.





About the toolkit

Through a combination of group and self-reflection activities, this toolkit offers over four hours of content to ensure both Year 6/P7 and Year 7/S1 students are prepared and confident in a new learning environment, and help teachers feel able to identify individual strengths and areas for development.

This includes quick-fire activities, 45-minute lessons, suggestions for running skills-focused assemblies, testimonial from teachers on managing the transition process and content for engaging parents. The prospect of changing school can be overwhelming for young people, so this content is designed to be used throughout the academic year, allowing them time to get to grips with the themes covered.



Hear from educators



“In my experience, all transition work is best started well in advance of any changes, as by the time children have become anxious or excited, they are no longer able to focus on practical strategies, as their emotions overwhelm them. A programme of transition lessons which are carried out throughout the school year (rather than just in the final term) is very welcome, particularly if it encourages children to hone strategies which can be utilised in other contexts.”

Jenn McEwan, Primary Teacher, Ayrshire, Scotland

“Learners can become anxious with the changes from Key Stage 2 to 3. Year 6 learners are worried about new surroundings with a larger site, travelling around various rooms (getting lost), multiple teachers with different expectations, new subjects, overload of homework, following a timetable and the older students.”

Mary Miles, Assistant Secondary Headteacher, Wales



Self-confidence and staying positive

Introducing a growth mindset

Exploring essential skills

Strategies for improving skills

Building financial independence

Setting goals

Let's talk dream job

Skills and careers

Activities

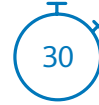
Before you deliver these activities, you may want to familiarise yourself with the LifeSkills content that **explores the skills** most sought after by employers, and explore the **Jobs of the Future** download for an insight into the economic, societal and technological forces changing the job landscape.

You can also use these activities in combination with the Skills Builder Framework, which provides measurable steps to support your students' progress across eight essential skills. Skills Builder also offer a student Self-Assessment Tool, which helps learners reflect on their own skill strengths and areas for development. This and other resources can be accessed on the Skills Builder Hub (skillsbuilder.org/hub).



Skills Builder
HUB





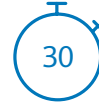
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| Self-confidence and staying positive | Introducing a growth mindset | Exploring essential skills | Strategies for improving skills | Building financial independence | Setting goals | Let's talk dream job | Skills and careers |
| Activity | 1 | 2 | 3 | | | | |

Activity one: Understanding how to overcome challenges

Target audience: Y6/P7 and Y7/S1

1. Help students to understand how staying positive when meeting a challenge can help to build important skills, such as resilience, problem solving and confidence. Resilience and resourcefulness are both positive ways of describing how to cope with difficult or new situations and overcome problems
2. Display and talk through the quotes on the following slide to demonstrate that some people overcome big challenges by staying positive and showing resilience
3. In pairs, get students to think about and discuss a big challenge they've faced and how they've risen to it. Examples could include sitting an exam, moving school, climbing a mountain, doing a sponsored event
4. Next, ask students to create a mind-map of the emotions they feel when experiencing a problem or challenge. Students should consider one of the specific challenges they discussed earlier and discuss in their pairs, if they feel comfortable, the fears they identified. Ask them to think about whether feeling fear is negative
5. Use starting at secondary school as an example of a challenge and discuss as a class:
 - What makes this a challenge?
 - How do they feel about this challenge?
 - What can they do to feel positive about it?
6. Include suggestions to help them, including talking to friends or older siblings, finding out more about their new school, getting an early night before their first day, packing their bag and preparing in advance
7. Finish with a discussion talking about fears and how it's normal to feel these. Explain that when students take on their challenge and overcome their fears, it'll help their confidence and resilience to take on even bigger challenges in the future

Self-confidence and staying positive



Self-confidence and
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Some people have overcome big challenges



I don't mind if I have to sit on the floor at school. All I want is education. And I am afraid of no one.

Malala Yousafzai

I've gone past my expectation every single year... I've done things that other people couldn't dream of.

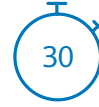
Jonnie Peacock

Had I really succeeded at anything else, I might never have found the determination to succeed in the one area where I truly belonged. I was set free, because my greatest fear had been realised, and I was still alive, and I still had a daughter whom I adored, and I had an old typewriter, and a big idea.

J.K. Rowling



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Activity two: Role play

Target audience: Year 6/P7

Give students the opportunity to explore and role play how they would deal with difficult situations they may come across in secondary school.

1. Ask students to share with the person next to them aspects of secondary school that they are really looking forward to, as well as those that they are worried about
2. Collate answers they are happy to share on a board or screen, and highlight any repetitions
3. In their pairs, allocate students one of the challenges/worries that has been mentioned and ask them to explore possible reactions/solutions/consequences
4. To extend this activity, ask students to write a script for role play including two different reactions – one which exacerbates the situation, the other which resolves it. Students can present their role plays to the class for peer feedback and adapt their scripts to perform at an assembly



Activity three: Self-confidence building

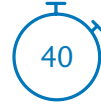
Target audience: Y7/S1

Help students build new connections and confidence with this task

1. Split the group in half
2. Organise students so that half are in a circle facing outwards and the remainder create a second outer circle
3. As the students may have placed themselves opposite a friend, ask the outer circle to move around 3 places to encourage students to interact with different people
4. Allow 2 minutes for the students to learn the name of the person in front of them and share three facts about their primary school
5. Ask the inner circle students to move around 5 places and repeat, but also sharing what they have learnt about the previous student
6. You can add different questions each time and keep going until they have all spoken to at least four other students



Introducing a growth mindset



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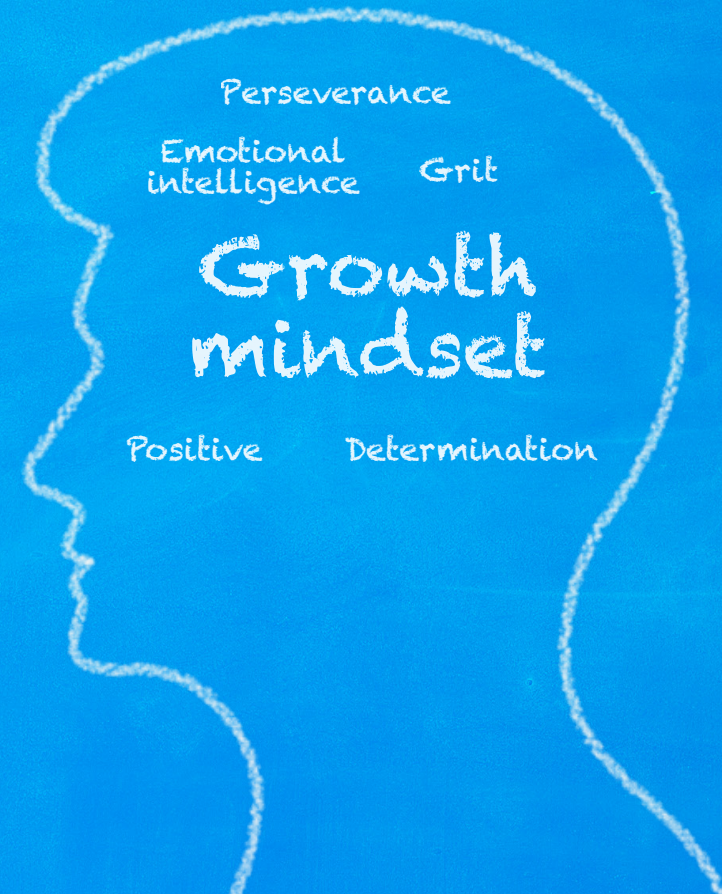
Introducing a growth mindset

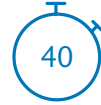
Target audience: Y6/P7 and Y7/S1
(younger students may need more time or additional support)

Economic, societal and technological forces are changing the world of work, and as a result, skills like problem solving, creativity and leadership are becoming increasingly valuable to employers. Young people will need to demonstrate these as they transition from education to the workforce, but they'll also need a positive mindset to enable them to continually adapt and develop skills throughout their working life.

A growth mindset is one in which young people:

- Welcome mistakes and learn from them
- Have 'grit', determination and perseverance – stay positive even in the face of adversity
- Have 'emotional intelligence' – they can reflect on their feelings and have strategies to control their emotional responses to challenging situations





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Icebreaker activity

To introduce the concept of a growth mindset, get students to write on a piece of paper how they feel when they make a mistake and then crumple it up and throw it at the board. The students must then find their piece of paper and draw lines in all the creases. You should then explain that all the creases they have drawn lines on represent their mind growing when they make a mistake.

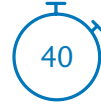
Activity 1: What is my approach to school?

To help students understand why developing a growth mindset is valuable, ask them to reflect on where they are now. Print a copy of the next page for each student and ask them to respond to the statements. Explain any statements that students do not understand.

Without asking students to share their responses, explain that if they answered mostly 'yes', then they are well on their way to developing a positive mindset which can help them adapt and develop skills throughout their school and working life.

If they answered mostly 'no' or 'sometimes', then they may want to think about ways they could develop their mindset. Explain that having a growth mindset means students can increase their learning and achievement both inside and outside of school.

Introducing a growth mindset



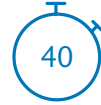
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What is my approach to school?

Think about how you feel towards school and rate yourself against the statements below. Answer yes, no, sometimes and write an example to support each of your answers:

| | Yes | No | Sometimes | Examples |
|--|-----|----|-----------|----------|
| Stay motivated throughout difficult tasks | | | | |
| Am engaged with my learning and maintain focus | | | | |
| Apply myself to new tasks and challenges | | | | |
| Have a positive approach to learning | | | | |
| See others' success as inspirational | | | | |
| Keep going in the face of a challenge | | | | |
| Take responsibility for my own mistakes | | | | |
| Learn from my own mistakes | | | | |
| See critical feedback as constructive | | | | |
| Am excited by opportunities to learn | | | | |

Introducing a growth mindset



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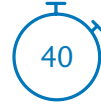
Activity 2: Transform your mindset

Explain to students that it's possible to shift your mindset:

| People who have yet to develop a growth mindset | People with a growth mindset |
|---|--|
| <ul style="list-style-type: none">• Avoid challenges• Give up at the first sign of difficulty• Regard effort as pointless and avoid hard work• Ignore or avoid criticism | <ul style="list-style-type: none">• Embrace new challenges• Are resilient and resourceful in the face of difficulty• View knockbacks as part of the journey and not as the end of it |

Show students the next page and ask them to transform the statements that demonstrate a 'fixed' mindset into a growth mindset. For example; I can do this, I will try again, I can get better at this, my friend and I are good at different things.

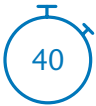
Introducing a growth mindset



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Activity 2: Transform your mindset

| Fixed mindset | Growth mindset |
|---|----------------|
| <ul style="list-style-type: none">• I can't do this• I give up• This is too hard• My friend is better at this than me• I'm not good at this• I'm brilliant at this• This isn't my strength• I don't understand it• He's smarter than me• She finds it easier than I do | |



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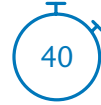
Activity 3: Student profiles

Print out or display the two young person profiles on the next page. In groups, ask students to review both profiles and recommend a positive way that each individual could think about their situation, along with an action demonstrating how they can move forward. Ask students to volunteer to explain their recommendations to the whole group.

As a follow up, ask students to consider which skills each person could develop further to move forward (e.g. listening, presenting, problem solving, creativity, staying positive, aiming high, leadership, teamwork, time management and organisation).



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Rachel and Fahim



Rachel

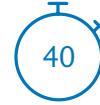
"I'm 10 years old and one of the youngest in my year. I'm nervous about going to secondary school where I'll no longer be one of the older ones and where there will be lots of students who will be much older than me. I feel sad about leaving my friends and teachers from primary school and having to make new friends."



Fahim

"I'm 13 years old and I'm struggling with maths. It's just too hard. I've got an exam coming up in a few weeks and I'm not sure how I'm going to do, I just feel I'll never be good at it. I feel like giving up and leaving school."

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Extension activity

Y6/P7

Ask students to work in small groups to come up with questions that they have about their new school. Then, ask them to write an email or letter to a student already at their secondary school, including their questions and asking for advice.

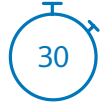
As they complete this task, consider how well they are using some of the essential skills, e.g. teamwork, listening and staying positive, by measuring them against the steps on the [Skills Builder Framework](#).



Skills Builder
PARTNERSHIP

Y7/S1

Part of developing a growth mindset is learning how to reflect on your experiences. Ask students to write a letter to their 10-year-old selves, offering advice and reassurance about any worries they had before moving on to secondary school. They should think about how they felt and what information would have helped them feel prepared. If you have contact with some feeder schools and your group are comfortable to share their letters, you could send them to younger students about to transition to secondary school.



Exploring essential skills

Target audience: Y6/P7 and Y7/S1

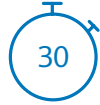
Explain that there are a set of skills that are important to do well at secondary school. These are also skills employers look for, and they can always be improved and developed as they move through life. Teachers and other school staff are there to help them practice these skills but there are also ways they can develop them on their own.

This activity features some of the essential skills, but there are others that also need developing. Use the context of how they have improved some familiar skills over their time at school so far, such as literacy, numeracy and teamwork, to introduce the task.

1. Show them the skills listed on the next page and ask them to discuss in pairs what they think each means. Share their ideas with the group and reveal the definitions, before asking if there are any other skills they think are important
2. Ask students to talk to a partner about which of these skills they think they already have, and then discuss the following questions as a whole class:
 - How are you building or practising these skills now?
 - What could you do to keep building these skills as you move through secondary school?
 - Why do you think these skills are important at secondary school and in the workplace?

To summarise, explain that all these skills are useful in life and enable us to adapt and thrive in new situations, such as moving to a new school

Exploring essential skills



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Exploring essential skills

Listening
and presenting
(Communication)



Problem
Solving



Creativity



Leadership



Aiming high
(Proactivity)

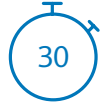


Staying
positive
(Resilience)



Adaptability





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Exploring essential skills

Listening and presenting
(Communication)



The verbal and physical communication skills we use every day to explain ourselves to other people, and to understand what others are telling us.

Problem Solving



Being able to break down something tricky or challenging, discover a solution and evaluate the result. You might do this on your own or with other people.

Creativity



Helps you complete a task or tackle a challenge in a different way, come up with new ideas and use your imagination.

Leadership



Being able to understand how others around you are feeling so you can motivate them and make decisions to reach a goal.

Aiming high
(Proactivity)



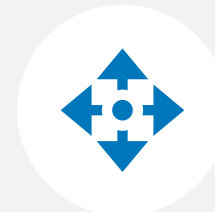
Putting in your best effort, thinking ahead, and planning what to do to reach your goals.

Staying positive
(Resilience)



Not giving up even when facing a challenge, and when things go wrong, looking for what you can learn, to improve things next time.

Adaptability



Getting used to change quickly and being able to do your best even when unexpected things happen.

Strategies for improving your skills

Target audience: Y7/S1

Help students identify practical steps they can take to build their skills. Explain to students that they each have skills they are good at and are practising and improving regularly, like teamwork, literacy or numeracy. For other skills, such as problem solving or aiming high (proactivity), it can be harder to identify when we are using them.



1. Encourage students to identify and discuss examples of opportunities they have had to develop their skills in their everyday lives, such as creativity, listening and presenting (communication skills), teamwork, or organisation. This could be through playing sport, learning an instrument, tasks in the classroom, or completing homework
2. Discuss the idea of self-awareness regarding things that they are good at and what can be improved. Some people may be over-confident about their skills while others may underrate themselves. A good way to improve how we evaluate our skills is to reflect on each skill, ask others about what they think we are good at, and come up with actions for what to improve
3. Set a timer for a minute and ask pupils to write down activities they think they are good at and then for a further 2 minutes, they should discuss with a partner whether they are good at that activity and if so, which skills they relate to



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Strategies for improving your skills

4. Display the next slide (Improving your skills) on the board, make print outs for students and make sure students understand what each skill means (refer to the **Exploring essential employability skills** if needed). Explain that these are skills valued by employers.

Discuss how students might already be using some of these skills and the actions they can take to improve them, by using the examples in the table (e.g. communication might be giving a presentation at school and improving this skill might be asking questions in class to demonstrate active listening)

5. Students should pick a skill, rate themselves from 1-5 (5 – being the highest and 1 the lowest; everyone should have some level of each skill, but still have room for improvement). Write the evidence down and think of ideas for improvement using the student sheet. There is space for them to return to the sheet at a later date to add more evidence and adjust their ratings as they improve
6. Suggest that they ask for feedback on their skills and how they are improving from friends, teachers, parents, sports coaches or other trusted adults
7. If you have time, cover additional skills over several sessions (for example during tutor time if you're a Year 7/S1 teacher). You might need to supply students with multiple copies of the student sheet

Strategies for improving your skills



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Improving your skills

What are your strongest skills? Which ones do you need to improve?

| | | | | |
|------------|--------------|-----------------------|-------------------------------|---------------------------|
| Confidence | Listening | Presenting | Staying positive (resilience) | Aiming high (proactivity) |
| Teamwork | Adaptability | Problem solving | Creativity | Leadership |
| Literacy | Numeracy | Digital and computing | Resilience | Organisation |

1. Choose a skill and write it in the first grid below along with today's date
2. Rate how well you think you use this skill at the moment from 1 (weak) to 5 (strong)
3. Write examples of how you already demonstrate that you can use this skill
4. In the final column, write ideas for ways you could improve how you use this skill
5. In a few weeks, check your progress. Rate yourself again, or ask others to rate you, and add new ideas for improvement

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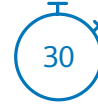
How am I doing now?

| | | |
|--------|---|---|
| Skill: | | Date: |
| Rating | What have I already done to demonstrate this skill? | What goals can I set to help me improve this skill? |
| | | |

How have I improved?

| | | |
|--------|---|---|
| Skill: | | Date: |
| Rating | What have I already done to demonstrate this skill? | What goals can I set to help me improve this skill? |
| | | |

Building financial independence



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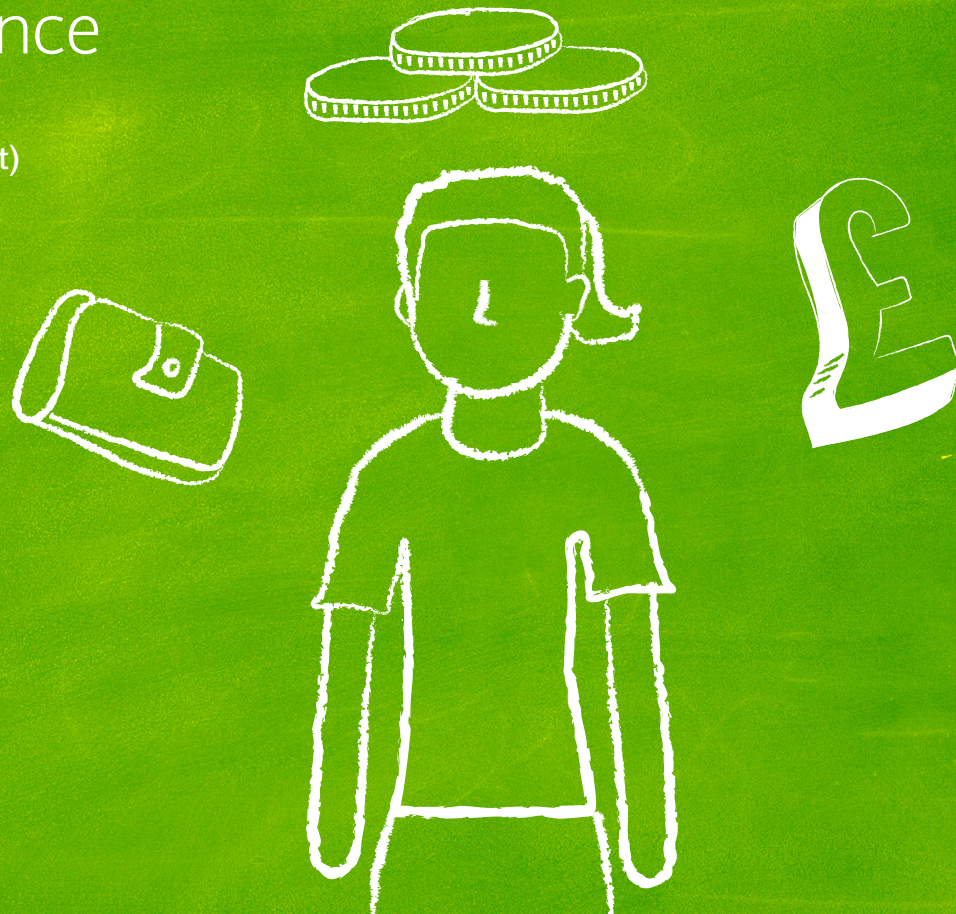
Skills and careers

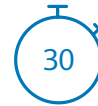
Activity 1 2 3 4

Building financial independence

Target audience: Y6/P7 and Y7/S1
(younger students may need more time or additional support)

Increased responsibility usually coincides with a move to secondary school. Some of this may relate to financial independence; students may start to get a monthly allowance or be given a budget for lunch each day. Starting to grasp the basics of managing money and how to keep it safe will lay the foundations for successful financial independence in the future.





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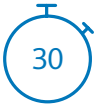
Activity 1: Money habits

This activity will help to enable students to reflect on their current attitude to money, and what 'helpful' or 'unhelpful' money habits they may have already developed.

Ask students how much experience they have with money, considering:

- How do they get money – pocket money/allowance; birthday gifts; doing jobs at home?
- Do they handle their money or do their family do this for them? How long have they been responsible for their money?
- Do they ever save money and if so, what items have they saved up for/are they saving up for?


1. Show students the following page and ask the group if there are any statements they relate to, or think describe their money habits
2. In small groups allow students a few minutes to discuss which statements are 'helpful' or 'unhelpful' money habits. Use the next page to categorise the statements and briefly discuss any differences in opinion
3. Explain that money habits are developed at a young age, and it's important to understand our attitudes towards money, spending and saving to help us make sensible decisions about our finances throughout our lives. Priorities will vary as you move through your life; studying, starting work, living independently, parenthood, career progression, retirement



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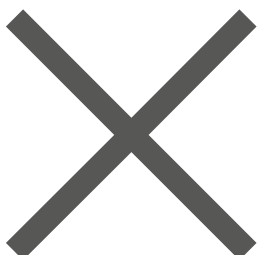
Helpful or unhelpful money habits?

Helpful



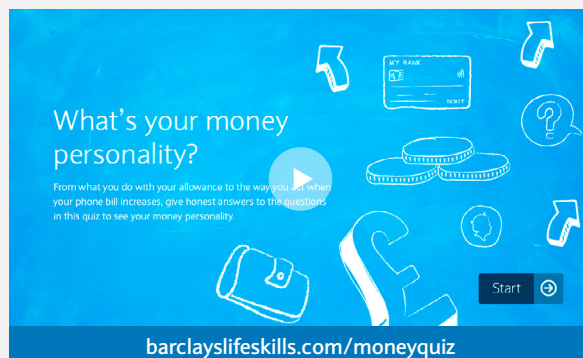
| | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | I spend then think | <input type="checkbox"/> |
| <input type="checkbox"/> | I make it up as I go along | <input type="checkbox"/> |
| <input type="checkbox"/> | I'm never sure what I've got | <input type="checkbox"/> |
| <input type="checkbox"/> | I don't know how much comes in or goes out | <input type="checkbox"/> |
| <input type="checkbox"/> | I am responsible for looking after my money | <input type="checkbox"/> |
| <input type="checkbox"/> | I'm all over the place | <input type="checkbox"/> |
| <input type="checkbox"/> | I think then spend | <input type="checkbox"/> |
| <input type="checkbox"/> | I plan and save for what I need or want | <input type="checkbox"/> |

Unhelpful



Activity 2: Money personalities

1. Launch the Money personality quiz. Explain that although not often discussed openly, money plays a key role in everybody's life. Whether we feel we have a lot, a sufficient amount, or not enough, the ways we act with our money can have major influences on our futures. Ask the students to imagine they are someone who struggles to look after their money, and work through the questions as a class
2. After each question, allow for a short discussion in small groups, before taking a vote to choose an answer
3. Afterwards talk through the different categories as a class. Explain that whatever the quiz results it's important to remember that habits can change over time, with practice and the right guidance, so they should continue to reflect on their attitudes towards money:





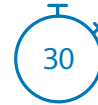
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Activity 2: Money personalities

4. As money can be a sensitive topic, we advise you watch the money personality videos first before deciding if they're appropriate for your class. The first film features Sam, a young person who is trying to get better with their money, and the second features Jo, who is already quite confident with her money. Discuss helpful or unhelpful money habits that are mentioned and ways the characters are trying to change their money personality:

5. You should emphasise that there aren't always good or bad habits and that our money personalities are different depending on context, experience, age etc. Explain that how they manage their money in the future will have more significant repercussions than now. For example; if your students are into gaming, they might be motivated by the spending decisions they're required to make in games. Ask students to provide examples and discuss as a class

| Jo | | Sam | |
|---|--|--|---|
| Habits | Ways to change | Habits | Ways to change |
| <ul style="list-style-type: none"> Looks online for discounts Checks her account using a mobile app | <ul style="list-style-type: none"> Consider ways of saving to achieve long term goals | <ul style="list-style-type: none"> Borrows money from friends Doesn't keep track of his money Doesn't think of the future | <ul style="list-style-type: none"> Rent games instead of buying them Start to check his balance at ATMs and consider downloading an app Think of ways to earn more money |



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Activity 3: Budgeting

This activity helps students understand how a personal budget can help them stay in control or plan their spending and saving.

Start by asking what a budget is, and what the benefits to creating and sticking to a budget are. Once you have discussed some of their suggestions, explain that budgets should be:

- **Complete and honest** – they should include all the ways they might receive or spend money, however small
- **Accurate** – they need to make sure nothing is forgotten and choose what their spending priorities are
- **Cover a set period** – e.g. a week or a month

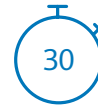
1. Discuss the implications of a budget that isn't complete, honest or accurate, and the practical aspect of making and monitoring a budget e.g. they can use:

- Paper and pen
- A spreadsheet
- A calculator
- Or an online/ mobile app

2. Remind them it's important that any savings they get are put somewhere safe, where they won't spend it – this could be a piggy bank, or if they've got one, a savings account

3. Show the following slide, and talk through Chris's story, highlighting his weekly income and outgoings. Using this information, complete the table as a class to create a budget for Chris. Discuss as a class the key terminology – outgoings (what you spend), income (money received) and balance (can be positive or negative, what you have at the end)

Building financial independence



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Making ends meet



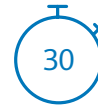
Meet Chris

Chris is 14, has a paper round six days a week and gets paid £6 a day. Chris also helps a lot at home and so gets a weekly £10 allowance. Chris has a mobile phone on a contract that works out at £5 per week. Chris spends £7 a week on drinks and snacks, and is keen on online gaming, spending £9.

Chris also likes to go out with friends and will spend £20 a week on the cinema or bowling. Chris likes to update his clothes regularly, which averages at about £8 per week. Chris cannot seem to save much – and this week he also borrowed £3 from his mum.

| | | |
|-----------|------------------------|--|
| Income | Allowance | |
| | Part-time job | |
| | Total income | |
| Outgoings | Drinks and snacks | |
| | Mobile phone | |
| | Clothes | |
| | Owe mum money | |
| | Going out with friends | |
| | Online gaming | |
| | Total outgoings | |
| Balance | | |
| Savings | | |

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Making ends meet: answers

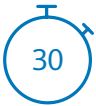


Meet Chris

Chris is 14, has a paper round six days a week and gets paid £6 a day. Chris also helps a lot at home and so gets a weekly £10 allowance. Chris has a mobile phone on a contract that works out at £5 per week. Chris spends £7 a week on drinks and snacks, and is keen on online gaming, spending £9.

Chris also likes to go out with friends and will spend £20 a week on the cinema or bowling. Chris likes to update his clothes regularly, which averages at about £8 per week. Chris cannot seem to save much – and this week he also borrowed £3 from his mum.

| | | |
|------------------|------------------------|------------|
| Income | Allowance | £10 |
| | Part-time job | £36 |
| | Total income | £46 |
| Outgoings | Drinks and snacks | £7 |
| | Mobile phone | £5 |
| | Clothes | £8 |
| | Owe mum money | £3 |
| | Going out with friends | £20 |
| | Online gaming | £9 |
| | Total outgoings | £51 |
| Balance | | -£5 |
| Savings | | £0 |



| | | | | | | | | | | | |
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Homework activity

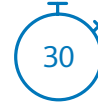
Ask the class what suggestions would they make to Chris to change his spending to allow him to have a higher balance at the end of the week. Could he start saving any of his income?

You could suggest that students complete a budget with an adult at home. They could speak to their adult about how much money they use for food shopping and what they need to buy, and work out how much might be leftover. They could also think about what they might be spending money on each week at secondary school e.g. stationery, lunch, snacks, public transport, and calculate how much this would cost.

Make sure students don't disclose any personal or sensitive information during the session, or feel they need to compare with others.



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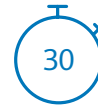
2

3

4

My budget

| | | |
|-----------|-----------------|--|
| Income | | |
| | | |
| | Total income | |
| Outgoings | | |
| | | |
| | | |
| | | |
| | | |
| | Total outgoings | |
| Balance | | |
| Savings | | |



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Activity 4: Financial scams

1. Explain that as technology changes the way we communicate, shop, and transfer money, fraud is becoming increasingly sophisticated and it's important students understand how to keep personal information safe. Safe online habits can help protect the whole digital community
2. Explain there are different types of fraud, some more common than others. Explore Tom's case study on the next slide as a class and then ask them to discuss in pairs:
 - How do you think Tom felt?
 - Are there any terms you don't understand?
 - What signs could they have spotted to stay safe?
 - How convincing was the fraudster? What did they do to make themselves more convincing?
3. What could Tom do differently next time? Examples could include not revealing personal or financial data, verifying whether links in emails are legitimate by contacting the company directly, not opening email attachments from unknown sources
3. Remind students the importance of keeping financial and personal details safe online as there are many times of different fraud

For more information on this topic read [8 ways to stay safe online](#).

Building financial independence

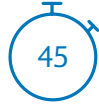


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Case study: Tom



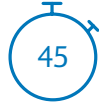
Scott's older brother Tom got a text message that looked like it was from his mobile phone contract provider to say his account had been used by someone else to download lots of apps. To get a refund, Tom needed to click on a link in the message. When he did this, he was then asked to enter his bank details and the three-digit security code on the back of his debit card into a form online. The following day, when Tom checked his bank account balance, he saw that a large sum of money had been withdrawn. That was when he realised that the message had been fraudulent and not from his mobile phone contract provider.



Setting goals

1. Begin by explaining that setting goals and planning how to achieve them helps us to aim high. A goal, aim, or end-result is something that can be brought about with a combination of motivation, effort and effective planning, also known as strategies
2. Ask students to identify aspirations for things they would like to have or achieve in the future. Break this down into what they want to achieve by:
 - The end of term
 - The end of Year 9
 - The time they leave school
 - The time they have their first job

Explain that some goals might be achievable soon, like settling into a new school, making friends, taking exams, and others maybe further away, like starting a career, but there are strategies to make all goals more achievable
3. Using the suggested aspirations, invite students to identify what they need to do in order to achieve any goal they set themselves in terms of their schooling or hobbies and interests. This can be in the form of a mind map, if being done on an individual basis, or as a graffiti wall as a group activity. For example; if a student wants to make the school football team, model a mind map with 'football team' in the middle and discuss all the skills, actions and personal qualities they would need to make the team. Examples could include speaking to a peer already on the team, building fitness, playing football outside of class and speaking to the teacher in charge of the team
4. Define a target: a smaller step or objective on which you can focus to help you achieve your goal. Setting targets helps by breaking down the actions required into achievable steps. There may be several targets to achieve at different stages on the way to a larger goal



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5. Some goals may be vague or broad to start with, so asking questions can help make it clearer and identify the smaller steps needed along the way.

In pairs invite one student to share a goal and the other should ask questions to help them identify what they need to do to achieve it. Remind the class that you are not asking them to share goals connected to their personal life, only to their school/future work aspirations or their hobbies and interests.

Read through the below examples so that students understand the kinds of questions to pose in order to help their partner identify the steps they need to take towards achieving their goal.

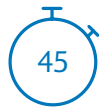
Goals:



Questions:

‘What skills would you need to achieve this goal? Who or what could help you get there? What could get in the way? How could you overcome any challenges? Which of the skills you need to achieve this goal could help you when you have a job?’

6. Explain that being able to break down the steps needed to achieve a goal is a useful way of building organisational skills. Ask the group to suggest situations at secondary school where being organised will be important e.g. getting multiple homework tasks completed on time, getting to grips with a new timetable, getting ready for a residential trip
7. For more inspiration, ask students to look at ‘**5 motivational techniques to help you achieve your goals**’. After a few minutes, discuss with students why goal setting and planning is important. What has it helped them realise about their goal? How can breaking a goal down into smaller targets help them? Is it enough to just set goals and targets?



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8. You can extend this activity by setting some related homework. Ask students to interview an adult at home about a goal they have now or had when they were at school. To prepare, they should work with a partner to think of possible questions to ask

“As a school we have tried to replicate the amount of homework that children will receive in secondary school, so it isn't such a shock; this was implemented as a result of parent feedback. Parents are mainly interested in their child settling in, making friends and not getting into trouble and are very grateful for any transition plans that are made in advance by the primary school.”

Anna Wells, Year 6 Teacher and Head of English

Extension activity

Collate either a list of past pupils that attended your school and now have interesting careers, or famous people popular with students. Suggest some goals they are likely to have set themselves which may have led to their success.

Share these with students and ask them to consider the challenges these people might have faced and how they overcame them to achieve success. They could also break each of their goals down into smaller actions and create a flowchart of how their goal might have been realised.

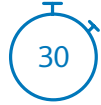
Let's talk dream job

Target audience: Y6/P7 and Y7/S1

This activity encourages students to confidently have a peer-to-peer careers conversation and build an understanding of the skills they'll need to realise their ambitions.

1. To kickstart their thinking on this topic, get them as a group or in pairs to explore the interactive **Job board**. Whether they know the kind of job they want or not, an understanding of the different types of roles and industries out there will help them find the right career path
2. Next, get students to explore the **Wheel of Strengths** tool in their pairs, explaining that they should choose the strengths, interests and personality traits that best describe them and consider the suggested job at the end of the tool
3. Display the questions on the next page and allow a few minutes for pairs to discuss





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Let's talk dream job

Question 1:

What will motivate you in achieving your dream job? Pay, people, passion?

Discussion question:
What's realistic and how can you strike a balance?

Question 2:

Name some skills you would need to succeed in your dream job

Discussion question:
Which of these skills do you already have? How could you develop these skills further?

Question 3:

Share three of your strengths

Discussion question:
Are these strengths transferable to the workplace/can you think of any jobs where these are needed?

Question 4:

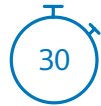
Name a job your favourite subject could lead to

Discussion question:
Which skills do you learn in different lessons?

Question 5:

Which brand or profession would you most want a careers talk from?

Discussion question:
Which specific industry areas are you most interested in and why? Hold a class vote to find out the most popular choices.



Skills and careers

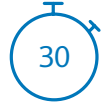
Target audience: Y6/P7 and Y7/S1

This activity will help students understand that many skills they build in school are needed for a wide range of jobs. Students will be given a list of jobs and asked to think of the skills needed for that particular job.

1. Write the following jobs on the board and choose one to start the activity with:

- Accountant
- Teacher
- Engineer
- Architect
- Care worker
- Project manager

2. Ask one student at a time to suggest a skill that relates to the job using those listed in the activity: '**Exploring essential employability skills**' (e.g. listening, creativity) and to give an example of how it is used (e.g. problem solving - accountant – managing large sums of money, so a focus on aiming high (proactivity) in maths is important). Write each skill suggestion on the board. Note that more than one skill can be relevant to a career
3. If any student wants to challenge a suggestion, they must say immediately. Use a class vote to determine whether the skill suggestion is acceptable
4. Repeat the process for each of the jobs
5. Ask students to comment on the list they have produced. Emphasise the number and variety of different skills important for different jobs and that many of the skills needed for the jobs overlap as they are general employability skills



Skills and careers

6. To summarise, discuss which subjects at school can improve these skills, e.g. English will help with listening and presenting (communication skills). Then ask them to think about which of the skills could help them most in different situations and subjects e.g. aiming high (proactivity) will help them focus on the subjects they want to succeed in, staying positive (resilience) will be useful in the first few weeks of a new term.

Emphasise that these are some of the skills most valued by employers, and many are important in all jobs and even outside of the workplace.

Quick fire skills and careers

A quick fire version of this activity can be delivered as an alternative, or to recap the learning from the above activity in a later session.

Using the information on starting salary and skills in the **Jobs of the Future** guide, run a true or false game to get students to match the salary and skills to the correct industry. Ask questions such as;

- The starting salary for a Chartered Surveyor is £17,000 (**True**)
- An Architect needs to have good project management and creative skills (**True**)
- A Train Driver needs good teamwork skills (**False**)

Talk through the information on some of the jobs and industries, and then ask students in small groups to suggest the top three skills they think would be needed, before revealing the answers.



1. Senior leadership recognition

Your school may already be holding an assembly for students about moving on to secondary school, or welcoming new students into the first year of secondary. This is a great opportunity to reinforce the importance of skills that can help them make this move, and their relevance to future progress through education and into the world of work.

Senior leaders could present certificates to primary or secondary students for their improvement and development in skills referenced in the toolkit (such as listening, presenting or creativity) in an assembly setting. This will reinforce learnings and recognise student achievements in relation to these skills necessary for the transition.

E.g. Sarah is in Y6 and has shown leadership by organising a charity bake sale at school with the help of classmates and teacher.

Some of these skills may relate to your schools' values. Discuss any of these values which students may not be familiar with and

relate them to the key skills in the toolkit, such as problem solving and staying positive (resilience). We recommend inviting a senior leader from a local secondary school to present at the assembly. You should reinforce some of the essential skills that students will have many opportunities to build, right through education and into the world of work. These could include examples that relate to the knowledge or skills referenced in this toolkit (see a couple of ideas below). Explain they'll be building on knowledge or skills they already have:

Growth mindset – Whilst building on your skills, you may make mistakes along the way, but learn from them with a positive outlook

Money – You'll be given more independence when it comes to money, from managing your own lunch budget to socialising

Adaptability – Getting used to change quickly and being able to do your best even when unexpected things happen



2. Skills Passport

1. Introduce the idea of a Skills Passport in an assembly
2. Students are provided with a 'passport' that includes essential skills for their progress towards secondary school and the world of work, for example, leadership, aiming high and adaptability – ensure all the teachers are aware that these skills are in the learner's passport and every time they have demonstrated this skill either in a lesson or extracurricular activity, they get a stamp
3. Use the quick-fire version of the '**Skills and careers activity**' to familiarise students with the skills and identify opportunities in school to develop them, while referencing careers they relate to
4. You could also explore the Jobs of the future download in assembly and encourage students to research qualifications, training and employability skills needed for the careers they are interested in
5. Why not organise a follow up assembly for once students have completed the skills passport and present certificates to those who complete it?





3. Peer to peer sessions

Sharing experiences with peers can be a valuable way of building confidence and relieving anxiety.

Y6/P7

Invite alumni students who moved to secondary school the previous year to come back and visit the year group. They could prepare a short presentation telling them about their experiences, offering reassurance and respond to questions the younger students may have.

Y7/S1

Arrange for some of your new students to visit a feeder primary school to present an assembly to talk about the fears and excitement they had about joining secondary school and to share their experiences. You could do a Q&A where Year 6's/P7's submit their questions in advance, which are then answered in the assembly.



“To support learners’ transition from primary to secondary we hold transition events for Year 5 and 6 where learners visit departments, attend drama performances and open evenings to become familiar with other students, staff and the school. The open evening involves parents/carers speaking with the year tutor and a presentation informing them of the school expectations. Prior to the open evening, the year tutor will visit all feeder primary schools to meet all prospective pupils.

Mary Miles, Assistant Secondary Headteacher



Parental engagement

For parents of young people aged 10-12, it's important they feel supported and informed about the changes their child will experience, are equipped with the knowledge to support their child through the process and understand the connection between skills developed at school and success in the workplace.

The content in this toolkit is designed to help you prepare students for the transition, whilst this can be taught in the classroom, it will work best if it is also taught outside of this, by students' parents or guardians.





Parental engagement

Opportunities such as a dedicated assembly, or parents evening on the transition, for Y6/P7 parents can be used to let them know about skills that are valuable for young people to develop at this time. LifeSkills offers plenty of support for teachers, young people and parents to help embed key skills needed for the transition to secondary school, and beyond. As well as more practical information on the transition use the assembly to introduce those skills identified in the toolkit, such as the importance of staying positive (resilience), coping strategies to deal with exam pressure and dealing with failure and feedback, so that parents are aware of the importance of instilling these in their children.

Why not signpost them to the dedicated LifeSkills parent's hub for activities, as well as tools and tips to support their children, which is also helpful for the world beyond school and the journey into the workplace.

“Often, adults at home will contribute to a child’s response to transition, sometimes passing their own anxieties, or encouraging excitement, so it’s important to have them on board. Incorporate them by sending a standard letter raising awareness of the work happening at school, or homework tasks that could be set in order to include those adults e.g. finding out what their own transition to secondary school was like, favourite teachers, best/worst experiences etc.

Jenn McEwan, Primary Teacher

“Connect with parents through the curriculum and keep them updated about what you’re doing. Upload videos of science experiments onto the school website, stage an after-school exhibition of art work and invite people in (complete with some cheese and wine).

Paul Bateson, Drama and English Teacher



Next steps

All of the activities featured in this toolkit are adapted from LifeSkills lessons available to download from the website. If you would like to extend the learning from these activities and support your students with developing essential skills for secondary school and into the world of work, we recommend delivering the following lessons:

Quick fire

[Strategies for improving your skills](#)

[Let's talk careers](#)

[Adaptability](#)

Toolkits

[Toolkit for building a 21st century mindset](#)

Longer lessons

[Setting goals](#)

[Negotiating and persuading](#)

[Self-confidence](#)

[Understanding behaviours for work](#)

[Recognising your money personality](#)

[Value for money](#)

[Next steps in your financial journey](#)

For more about the skills young people need to be better prepared for the future workplace, take a look at the [Educator support hub](#).

