St. Anne's PS

P7 to Year 8

Transition Booklet

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post-Primary School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**This booklet is yours to help you get ready for your new school in September. Until schools are open again, it could be completed at home (you don’t have to print it out; you could complete it on a computer.**

**You might be able to do some activities on your own, but you will need mum or dad to help with others. Completing as many of the activities as you can will help you to prepare for Term 1.**

**We hope you find it useful! ☺**

**Post-Primary School Fact Sheet**

**Name of Post-Primary School: …………………………………………………….**

|  |  |  |
| --- | --- | --- |
| **Questions about getting to school** | **Best way to find out** | **Answer** |
| How will I get to school? |  |  |
| How much will my train fare/bus fare/bus pass cost? |  |  |
| Who will I go to school with? |  |  |
|  |  |  |
| **Questions about how the School works** | **Best way to find out** | **Answer** |
| What time does school start/finish? |  |  |
| What times are break/lunch times? |  |  |
| What snacks are sold at break time? |  |  |
| Approximately how much will my lunch cost? |  |  |
| Where do students go at break/lunch times? |  |  |
| What activities can you do at lunch times? |  |  |
| Where can I do homework at lunch times? |  |  |
| What activities can you do after school? |  |  |
| How much homework do you get? |  |  |
| Where will my school share my homework? (MS TEAMS; Google classroom; SeeSaw) |  |  |
| What is the reward system? |  |  |
| What are the consequences for poor behaviour choices? |  |  |
| Is there a House System?What House will I be in? |  |  |
| Who is the best person to talk to if I am having problems? |  |  |
|  |  |  |
| **Questions about School uniform and equipment** | **Best way to find out** | **Answer** |
| What will I have to wear to school? |  |  |
| Where can I buy my uniform? |  |  |
| What PE/Sports kit do I need? |  |  |
| What stationary must I bring? |  |  |
| What kind of bag must I bring? |  |  |
| Is there any other clothing/equipment I will need? |  |  |
|  |  |  |
| **Questions about who’s who** | **Best way to find out** | **Answer** |
| Name of the Head Teacher |  |  |
| Name of the Deputy Head(s) |  |  |
| Name of the Head of Year 8  |  |  |
| Name of my Form Tutor |  |  |
| Anyone else I will be seeing?When will I see them? |  |  |
|  |  |  |
| **Questions about the timetable and learning opportunities** | **Best way to find out** | **Answer** |
| How does the timetable work? |  |  |
| What subjects will I be able to study? |  |  |
| What facilities does the school have (e.g. sports equipment, science laboratories) |  |  |
| What happens if I find the work hard? |  |  |
| Is there support in lessons? |  |  |
| Does it offer anything after school? |  |  |
| What other activities are offered? |  |  |
| Which could I join? |  |  |
|  |  |  |
|  |
| **Any other questions I have** | **Best way to find out** | **Answer** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

##

Going to Post-Primary School

## How do you feel?

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

Use two different coloured highlighters

Use colour one to highlight the phrases you are **not** worried about

Use colour two to highlight the phrases you are worried about

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

**Time Planning**

Now that you are approaching Post-Primary School age you will find that changes will happen/have already happened to your body. This is known as puberty. It is important now you are older that you start taking responsibility for your own personal care. It is likely you will find you will need to:

* Have a bath or shower more often than before
* Start using deodorant
* Have your clothes washed more often
* Get more sleep
* Use skin cleanser and cream
* Take care with personal grooming
* Eat more healthily

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Task | Twice daily | Every day | Every other day | Weekly | Twice weekly | How long? | Time in the morning | And/or evening |
| Bath/shower |  |  |  |  |  |  |   |  |
| Use deodorant |  |  |  |  |  |  |  |  |
| Wash hair |  |  |  |  |  |  |  |  |
| Shirt for washing |  |  |  |  |  |  |  |  |
| Skirt/trousers for washing |  |  |  |  |  |  |  |  |
| Skin care routine |  |  |  |  |  |  |  |  |
| Style hair |  |  |  |  |  |  |  |  |
| Have breakfast |  |  |  |  |  |  |  |  |
| Clean teeth |  |  |  |  |  |  |  |  |
| Get dressed |  |  |  |  |  |  |  |  |

To make sure you have the time to do all of these important things, you will have to plan your time before you go to bed and when you get up each morning. Look at the table below and think about how long each thing will take you to do and when you think you will be able to do them.

What time will you need to get up in the morning so you have enough time to get yourself ready and get to school on time? ………………………………………

## Morning routine

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

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

|  |  |
| --- | --- |
| Activity | Time order (1-11) |
| Get dressed |  |
| Check you have the correct equipment in your bag |  |
| Check your timetable |  |
| Check you have got your homework |  |
| Clean your teeth |  |
| Say “Goodbye” |  |
| Check you have the correct money |  |
| Wake up |  |
|  Eat your breakfast |  |
| Leave for School |  |
| Wash |  |

Any others?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Plan your morning routine with approximate times.

|  |  |
| --- | --- |
| **Time**  | **What to do** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
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|  |  |
|  |  |

**My Journey to School**

|  |  |
| --- | --- |
| Start point (address) |  |
| Destination (School address) |  |
| Distance from home to school |  |
| Time I wish to arrive at school |  |
| Mode of Transport (walk, cycle, bus, car, train) |  |
| The buses I can catch |  |
| Details of bus/train changes |  |
| Nearest bus stop/train station to my house |  |
| Time it will take to get from my house to the bus stop/train station  |  |
| Where is the nearest bus stop/train station to my school?  |  |
| Time it will take to get from the bus stop/train station to school |  |
| What time buses/trains will get me to school on time? |  |
| The time I need to leave my house |  |

It is important to plan your journey to school so that you get there on time.

Make sure you also plan your return journey

**Managing Your Timetable**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Registration** | **Lesson 1** | **Lesson 2** | **B****R****E****A****K****B****R****E****A****K****B****R****E****A****K** | **Lesson 3** | **Lesson 4** | **L****U****N****C****H****L****U****N****C****H****L****U****N****C****H** | **Form Time** | **Lesson 5** |
| **Monday 1** | **34****KLD** | **English****23****SAB** | **French****92****PPR** | **Geography****36****KWM** | **Maths****81****AEK** | **34****KLD** | **PSHEE****16****KAR** |
| **Tuesday 1** | **34****KLD** | **PE****Gym****RMR** | **Computing****46****FBR** | **Maths****81****AEK** | **Science****54****PCS** | **34****KLD** | **History****16****KAR** |
| **Wednesday 1** | **34****KLD** | **Maths****83****BLA** | **PE****Gym****RMR** | **RE****36****VMA** | **English****23****SAB** | **34****KLD** | **Science****54****PCS** |
| **Thursday 1** | **34****KLD** | **Art****41****HAA** | **English****23****SAB** | **History****16****KAR** | **Maths****81****AEK** | **34****KLD** | **Science****54****PCS** |
| **Friday 1** | **34****KLD** | **Games****Pitches****RMR** | **Drama****2B****SPB** | **Maths****81****AEK** | **34****KLD** | **English****23****SAB** |
| **Monday 2** | **34****KLD** | **Science****54****PCS** | **French****93****JEH** | **DT****43****LZA** | **English****26****STA** | **34****KLD** | **Music****2****EBS** |
| **Tuesday 2** | **34****KLD** | **Science****54****PCS** | **RE****36****VMA** | **DT****48****LZA** | **French****92****PPR** | **34****KLD** | **English****54****SAB** |
| **Wednesday 2** | **34****KLD** | **Learning to Learn****11****AAA** | **English****23****SAB** | **PE****Gym****RMR** | **Maths****81****AEK** | **34****KLD** | **Science****54****PCS** |
| **Thursday 2** | **34****KLD** | **Geography****33****KWM** | **Computing****46****FBR** | **Thinking Sk****92****RDE** | **English****23****SAB** | **34****KLD** | **French****93****JEH** |
| **Friday 2** | **34****KLD** | **Maths****81****AEK** | **Art****41****HAA** | **Games****Pitches****RMR** | **34****KLD** | **English** **23****SAB** |

 **Most Post-Primary Schools run a two weekly timetable. Use this timetable to answer the questions on the next page.**

**AAA: Miss A L Atkins**

**AEK: Mr A E King**

**BLA: Mr B Laner**

**EBS: Miss E Barker**

**FBR: Mrs F B Rogers**

**HAA: Mrs H A Abbott**

**JEH: Miss J E Harman**

**KAR: Miss K A Reed**

**KLD: Miss K Denver**

**KWM: Mr K W Middleton**

**LZA: Miss L Zimmerman**

**PCS: Mr P Courtnell**

**PPR: Mrs P Router**

**RDE: Mr R Devon**

**RMR: Mr R M Richards**

**SAB: Mrs S A Browning**

**SPB: Mr S P Bonner**

**STA: Mr S Thomas – Ryder**

**VMA: Miss V Minter**

1. **What books would you have to pack for a Tuesday, week 2?**
2. **What room do you need to go to for Computing lessons?**
3. **Who is your Science teacher?**
4. **What books do you need to bring on Monday week 2?**

1. **What room would you go to for Registration?**
2. **What subject does Mr King teach?**
3. **What is the 3rd lesson on Wednesday, week 2?**
4. **When do you have Thinking Skills?**
5. **Who teaches you art?**
6. **Where is Learning to Learn taught?**
7. **When do you need your outdoor PE kit?**
8. **Which two teachers teach you French?**
9. **When do have History?**
10. **What subject does Mr Bonner teach?**
11. **What books/equipment do you need to bring to school on Tuesday, week 1?**
12. **Who is your Form Tutor?**
13. **How many English lessons do you have each fortnight?**
14. **Where will your lesson take place on Friday, week 1, lesson 3?**
15. **When does Mr Thomas-Ryder teach you English?**
16. **When do you need your indoor PE kit?**

Eating Healthily / Managing Your Money

**Menu**

**Sandwiches**

BLT: £2.30

Cheese £1.70

Cheese & Salad: £1.80

Chicken & Bacon: £2.30

Chicken Mayonnaise: £2.00

Egg & Cress: £1.50

Ham: £1.70

Ham & Salad: £1.80

Prawn Salad: £2.30

Tuna & Cucumber: £1.90

**Wraps**

Cheese & Salad: £2.20

Chicken Mayonnaise: £2.20

Egg & Cress: £1.80

Ham & Salad: £1.10

Tuna & Cucumber: £2.20

**Baguettes**

BLT: £2.50

Cheese: £2.00

Cheese & Coleslaw: £2.20

Chicken Mayonnaise: £2.20

Egg & Bacon: £2.20

Egg & Cress: £1.80

Ham: £2.00

Ham & Cheese: £2.50

Tuna & Cucumber: £2.20

**Cold Snacks**

Buttered Roll: £0.40

Pasta Pot: £1.60

Rice Pot: £0.80

Salad Pot: £1.80

Side Salad: £1.20

**Hot Lunches/Snacks**

Main Meal: £2.40

Bacon Roll: £1.10

Cheese & Ham Panini: £1.30

Cheese Panini: £1.10

Cheese Puff: £1.10

Sausage in a Roll: £1.20

Sausage Roll: £1.20

Pasty: £1.20

Pasta & Cheese Bake: £1.60

**Jacket Potatoes**

Just Butter: £1.20

Baked Beans: £1.65

Cheese: £1.65

Cheese & Coleslaw: £2.25

Coleslaw: £1.65

**Desserts**

Cake: £0.50

Giant Cookie: £0.90

Flapjack: £0.80

Custard Pot: £0.80

Yoghurt: £0.60

Fruit: £0.40

**Drinks**

Juice: £0.90

Perfectly Clear: £1.00

Capri Sun: £0.70

Water (Large): £0.60

Water (Small): £0.50

Yazoo: £0.90

|  |
| --- |
| **You have £17.50 to spend each week on food at school. You can divide the money out equally for each day or spend different amounts. Try to make sure you eat healthily and have enough food and drink each day. How will you spend your money?** |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Food/Drink | Cost | Food/Drink | Cost | Food/Drink | Cost | Food/Drink | Cost | Food/Drink | Cost |
|  |  |  |  |  |  |   |  |  |  |
| Total: |  | Total: |  | Total: |  | Total: |  | Total: |  |

Fact or Fiction

Sometimes, older children you know might tell you things about Post-Primary School that might worry you.

They sometimes do this to tease you, see your reaction or to make you think it will not be a very nice place to go.

It is therefore important that you do not believe everything you hear without finding out what is true.

This is called FACT.

 FICTION is something that is made up. This activity will make sure you do not have concerns about things that someone else has made up just to get you worried.

Think about these ‘stories’ and work out the fact for each

|  |  |
| --- | --- |
| **FICTION – Stories told by others** | **FACT – the Truth** |
| You get at least three hours homework every night, even at weekends. |  |
| The only way you will not be bullied by the older students is if you pay them to stop |  |
| You won’t know anyone and it will be really hard to make friends |  |
| If you can’t do your homework you will get two hours detention. |  |
| You have to pay £1 fine every time you don’t wear the right uniform or you forget to bring an item in |  |
| It is difficult to find your way around and you will be lost constantly |  |

Managing Situations

**It is not always easy to cope with the way we feel, especially with unfamiliar or negative feelings.**

**Look at the following situations and think of how you would feel if they happened to you in Post-Primary School. Then try problem solving each situation to help you best manage your feelings and actions.**

|  |  |  |  |
| --- | --- | --- | --- |
| SITUATION | FEELINGHow would you feel if this happened to you? | PROBLEM SOLVING – WHAT COULD YOU DO?If this situation happened to you, what could you do to help you best manage these feelings? | WHO COULD HELP?Who would you ask for help and what would you like them to do? |
| You don’t understand your homework. No one in your family can help, it is due the day after tomorrow |  |  |  |
| You have a big argument and fallout your with your best friend. You have been friends since Primary school |  |  |  |
| One of your teachers shouts at you a lot in class and you think he is ‘picking on you’ |  |  |  |
| A group of children in your class make fun of you all the time. They say you smell and make up unpleasant names  |  |  |  |

## Getting Involved

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

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

What could you do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What could you say?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

What could you do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What could you say?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

What could you do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What could you say?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

What could you do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What could you say?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

What could you do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What could you say?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Asking for help

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

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

Or could be bigger:

* + getting into trouble
	+ finding the work hard.

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

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

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

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

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

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

**REMEMBER TO ASK FOR HELP!**

## Saying sorry

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

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

**When you forget something**

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

For example:

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

**When you make a mistake**

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

For example:

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

## Settling into Post-Primary School

(and how to solve the problems you might face)

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

* **Keep calm.** Tell yourself, “I can solve this problem if I stay calm.”
* **Decide what the problem is.**

- Are you frustrated because you could not do something you wanted?

- Are you upset because someone did something to you?

- Are you worried because something has gone wrong?

* **Think about possible solutions.**
* **Think about the consequences.** What will happen if you try different solutions?
* **Pick the best solution.**

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

1. You haven’t done your homework.

2. You have forgotten your student planner.

3. You are in a crowd going upstairs and you think someone pushed you.

4. You think you are lost.

5. You see someone being bullied.

6. You find someone crying in the corridor.

7. You’ve lost your purse/ wallet.

8. You see someone stealing money from someone’s bag.

9. You find someone’s purse.

10. You’ve ripped your trousers/ skirt.

Prompt Cards

|  |  |
| --- | --- |
| **If I can’t find my way to class*** I will find my map and try to work it out.
* I will try to ask someone in my class.
* I will ask a teacher, TA or someone in the Office
 | **If I arrive Late*** I will go to the Office and tell someone I have arrived at school.
* They will mark the register.
* I will go to my lesson
 |
| **If I forget my homework*** I will tell my Form Tutor.
* I will tell my Subject Teacher when I get the lesson.
* The teacher will tell where to put my homework when I bring it tomorrow.
 | **People who can help me*** Form Tutor:
* SENCO:
* TA:
* Office Staff:
 |
| **If I forget my PE Kit*** I will tell my Form Tutor
* I will tell the subject teacher when I get to the lesson.
* ??????
 | **If I forget my lunch*** I will tell my Form Tutor.
* The Teacher or the Office Staff will call my Parents, who will bring it in.
* I can then eat my lunch at lunch time.
 |
| **If the person picking me up is late*** I will go to the Office and tell one of the Office Staff.
* They will ring the person picking me up.
* I will wait near the Office.
* I will be picked up soon.
 | **If I forget any equipment, eg an apron or cooking ingredients*** I will tell my Form Tutor
* I will tell my subject teacher when I get to the lesson
* ???????
 |
| **???? find out what your school would expect you to do**  |

times

8

7

10

11

9

5

4

1

2

6

12

Lunch time is at:

\_ \_: \_ \_

3

8

7

10

11

9

5

4

1

2

6

12

School starts at:

\_ \_: \_ \_

3

8

7

10

11

9

5

4

1

2

6

12

Break time is at:

\_ \_: \_ \_

3

8

7

10

11

9

5

4

1

2

6

12

School finishes at:

\_ \_: \_ \_

3

## School times

## Teasing and Sarcasm

**√**

**√**

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

Is this an okay subject to tease someone about?

Will my friend understand that I’m teasing?

Have I been teasing my friend a lot lately?

Will this get on my friend’s nerves?

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

* “And your point is…?”
* “I’ve heard that one in primary school”
* “Tell me when you get to the funny part”
* “Can’t you think of anything important to say?”
* “I’m sorry, were you speaking to me?”

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

“Yeah, whatever” means: You are not bothered

“Ah ,well done” means: That’s stupid

“Nice shoes” means Don’t like them

That’s an awful haircut!

Nice hairstyle!

**Before you tease someone, ask yourself this question:**

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

Sarcasm is a very easy type of teasing to do, but can often be hurtful.

## Joining-in

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

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

****

**Make a friendly comment or gesture.** Nod your head and smile. Make comments like, “That’s a good idea”, or “That looks great”.

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

****

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

****

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



##  Sharing information

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

It can be tempting to share secrets, but think:

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

Who could you tell these things to?

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

Make up your own: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Tell a friend

Tell anyone

Tell no one

## Facts about bullying

**Bullying:**

* Is any behaviour by an individual or a group that deliberately harms another.
* Can be physical or involve threats of physical harm.
* Can be name-calling or spoken teasing.
* Can happen with you present, or not – e.g. on social media or gaming.
* Can be demanding money of things, or making someone do something they do not want to do.
* Can involve excluding someone (deliberately leaving someone out of an activity, ignoring them etc.)
* Is usually repeated over a period of time, but a serious, one-off incident can happen too.
* Takes place when one person or group has more power than the person or group being bullied.

**Bullying is not:**

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

**Why do people bully?**

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

## What to do about bullying

**What can you do if you are bullied?**

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

**Six good reasons to tell:**

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

## Creating a Fog

Creating a ‘Fog’ is a technique that you can use if you feel you are being bullied.

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

**‘I’m really not bothered by anything you say or do’**

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