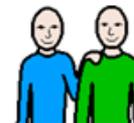
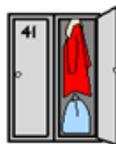


Name: \_\_\_\_\_

# Secondary Transition Home workbook 2020



This workbook should be completed by the young person, with the support of an adult to stimulate conversation around the topics of moving to secondary school.

It could also be done by a small group of children together with a supporting adult.

If you have any questions or queries, please email [sarahswann@nhs.net](mailto:sarahswann@nhs.net)

# Secondary Transition

## Contents

## Tick when complete

- |                          |                       |           |
|--------------------------|-----------------------|-----------|
| 1. Introduction          | <input type="radio"/> | p 4 – 6   |
| 2. Zones of regulation   | <input type="radio"/> | p 7 – 10  |
| 3. Secondary School Life | <input type="radio"/> | p 11 – 25 |
| 4. Travel Safety         | <input type="radio"/> | p 26 – 30 |
| 5. Independent Learning  | <input type="radio"/> | p 31 – 37 |
| 6. Social Skills         | <input type="radio"/> | p 38 – 44 |
| 7. Bullying              | <input type="radio"/> | p 45 – 52 |
| 8. Final checklist       | <input type="radio"/> | p 53      |

# 1. Introduction

Let's start by talking about things that you are looking forward to, and things you are a bit worried about.

Have a look through the pictures below and circle ○ what you're looking forward to, and put a star ★ next to things you're worried about...

 Practising talking	 Talking with a new friend	 Staying with my class
 Listening to the teacher	 Working with support teacher, out of class	 Learning new things
 History Learning about what happened in the past	 Geography Learning about the world	 English Learning about stories and poems
 Maths Learning with numbers	 Science Experimenting, learning about plants/people	 PE Sports and activities
 French Learning another language	 Technology Learning how to make things	 Drama Role play and acting
 RE Learning about religions	 Being with friends at lunch time	 Being on my own at lunch time

 Time to make friends	 The teacher talking to me on my own	 The teacher talking to me in front of the whole class
 Working with my support teacher on my own	 Working on my own without the support teacher	 Working in a group with the support teacher
 Getting help from a friend	 Getting help from the student sitting next to me	 The teacher showing me what to do
 The teacher telling me what to do	 The teacher writing a note about what I have to do	 The teacher asking me questions
 The teacher listening to me say my ideas	 The teacher checking I understand	 Having time to ask the teacher questions
 Watching what to do	 Learning from film clips	 Using the computer to help learn
 Reading	 Writing	 Learning with pictures

# Differences between primary and secondary school

- Moving to secondary school is a big step and can seem a bit scary...
  - You might find that there are more buildings...
  - And everything seems bigger...
- ▶ But you will just need a few weeks to find your way around!



# True or false...



Have a look at the sentences below. If you're not sure, where could you find the information?

I will have the same teacher for all my subjects.

At secondary school I don't need to follow any rules.

I will have different subjects, including new ones.

I need to wear a uniform.

I will be always in the same classroom.

I will have my own locker.

I can join different clubs, such as music club and sports club.

I will only have one teacher.

I might need special items or a kit for some lessons, like PE, Science and Technology.

I will have a timetable so I know where my lessons are.

# 2. Zones of Regulation

We can sometimes react to situations because of our emotions. It is important to check in how we are feeling, and think of ways that we can help our self.

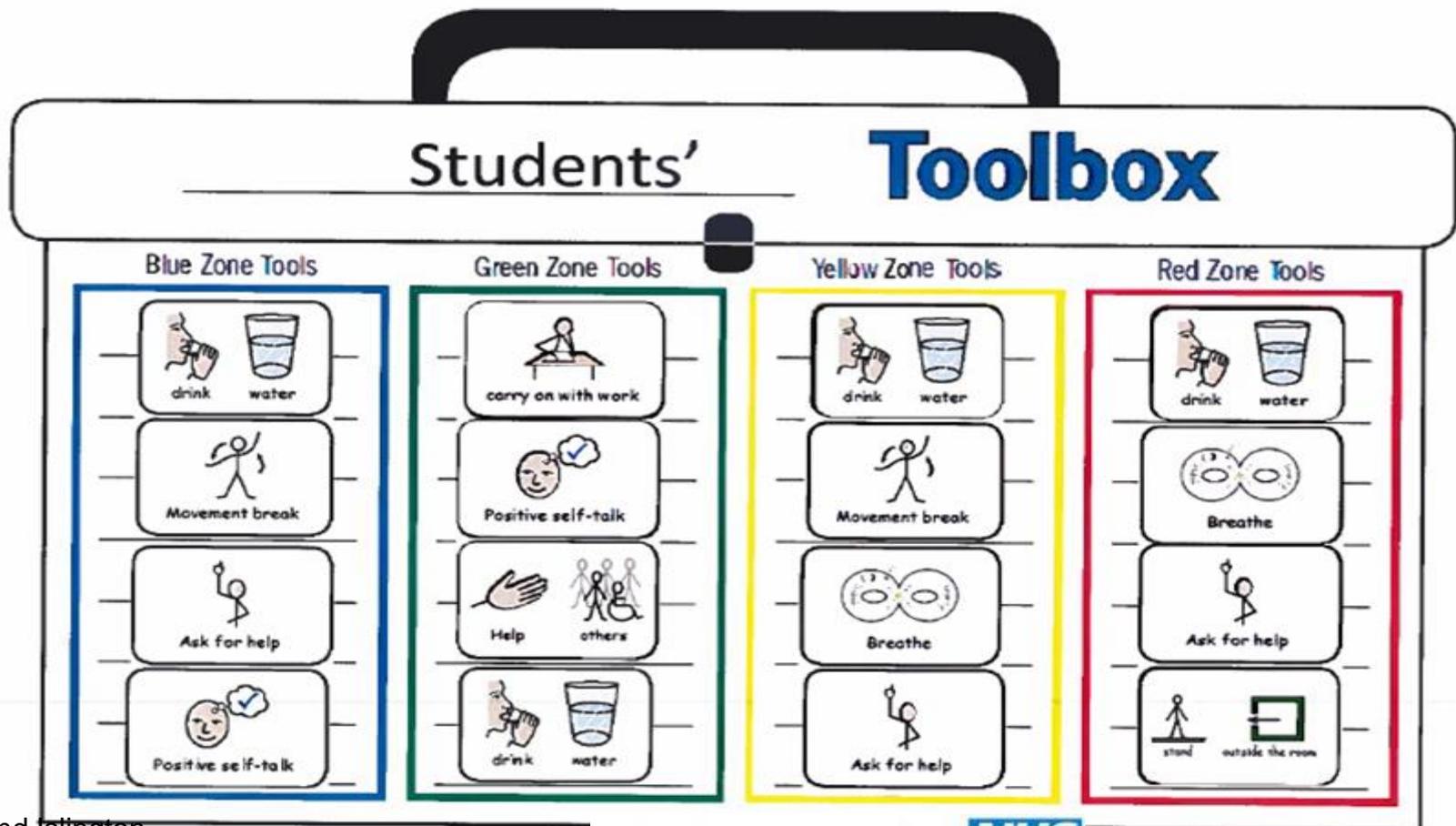
Zones of Regulation use colours to help us think about how we are feeling, and ways to keep in the green zone, which is important for learning at school.

The **ZONES** of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

© 2011 Think Social Publishing, Inc. All rights reserved.  
From The Zones of Regulation® by Leah M. Kuypers • Available at [www.socialthinking.com](http://www.socialthinking.com)

Have a look through these strategies. Choose some of these or make up your own to complete the Zones card on the next page.



# 's Toolbox

When I'm in the  
**BLUE** zone, I  
can...

When I'm in the  
**GREEN** zone, I  
can...

When I'm in the  
**YELLOW** zone, I  
can...

When I'm in the  
**RED** zone, I  
can...

# Checking-in

- It's important to “check-in” with our emotions so that we can help our self
- Close your eyes and take 10 slow breaths in and out
- What Zone are you in right now? What can you feel in your body?

**\*TOP TIP\*** Use the toolbox everyday to help you check-in and find ways to be back in the green zone.

# 3. Secondary School Life

Now time to think about your new school. Try to fill in as much information as you can. Look at your school website if there's anything you don't know.

My new school is called .....

I will travel there by .....

Who else will be at this school that I know .....

I will wear .....

I will have ..... lessons each day. Each lesson will be ..... minutes long.

My tutor/teaching group is called .....

The Head teacher of my new school is called.....

Other teachers I know are called .....

There are ..... different buildings that make up my new school.

The equipment I need on my first day will be .....

School starts at ..... and ends at .....

# Timetables

We aren't talking about  $2 \times 2 = 4$ ! We are talking about what your days will look like.

If you already have a copy of your new timetable, use it to answer the following questions. Otherwise you can use the one that we've provided to answer them. Ask your adult for help if you need it!

	Mon	Tue	Wed	Thu	Fri
<b>Lesson 1:</b>	English FBR L420	English FBR L420	Physical Ed SKA	Technology GHL H240	Mathematics JGO L412
<b>Lesson 2:</b>	English FBR L420	English FBR L420	Physical Ed SKA	Science SSN H216	Computer Science FAM H230
<b>Lesson 3:</b>	Tutor Group FMO EF04	Tutor Group FMO EF04	Tutor Group FMO EF04	Tutor Group FMO EF04	Tutor Group FMO EF04
<b>Break</b>					
<b>Lesson 4:</b>	History JMC H133	Mathematics JGO L412	Art & Design AMJ D107	Mathematics JGO L412	Geography KPA L401
<b>Lesson 5:</b>	History JMC H133	Mathematics JGO L412	Art & Design AMJ D107	Mathematics JGO L412	Spanish JHB D050
<b>Lunch</b>					
<b>Lesson 6:</b>	Science SSN H216	Computer Science FAM H230	Music JGP D110	English FBR L420	Spanish JHB D050
<b>Lesson 7:</b>	Science SSN H216	Science SSN H216	Religious Ed PKH L403	Geography KPA L401	Drama HMA EF01

Can you find:

- An English lesson? – circle in **blue**
- A Music lesson? – circle in **green**
- Days of the week – circle in **black**
- Lesson number – circle in **pink**
- Room number? – circle in **purple**
- Teacher's initials? – circle in **orange**



- How many times do you have PE in a week?
- Which day do you have computer science?
- Which subjects do you have on Tuesday afternoon?
- When do you have history? (day and lesson number)
- Which subject do you have on Monday, lesson 6?
- What are the teacher's initials for History?
- On Monday, which room is English in?

# School rules

Every school will have some rules for the classroom, corridors and assembly as well as rules about homework, break-times and uniform. You might not like them or even agree with them but they are there to make life easier for everyone in school.

Can you think of the reasons why schools need rules?

---

---

---

Rules and the school “ethos” are usually linked.

What is an “ethos?” Use a dictionary and talk to your adult if you’re not sure.

---

---

Below is an example ethos from Regent High School in Camden. Talk to your adult, what do you think it means? \_\_\_\_\_

In our school we are all responsible for contributing to a safe and positive learning environment where we show: - outstanding effort; - consideration for others and our community; - respect for the environment.

## Breaking the rules

There will always be consequences for breaking the rules too. So it's not only important to know what the rules are but also what will happen if you don't follow them.

**Write down as many secondary school rules as you know:**

---

---

---

**What might happen if you break the rules?**

---

---

## Apologising

If you do break a rule, it is a good idea to admit that you got it wrong and to say sorry.

It might be useful to practise apologising. Look at the scenarios on the next page. With a partner take it in turns to be the annoyed teacher and the pupil who says sorry. It can be hard to keep your cool if you're being told off. Try to remember things will only get worse if you get angry!

# What should you do in these situations?

1. You have not done your homework because you didn't write the instructions down properly.



---

---

2. A teacher tells you off for talking in class but you were just answering your classmate's question.



---

---

3. You have forgotten a textbook you need for the lesson.

---

---

4. The teacher sees you chewing gum in her lesson and tells you to spit it out.

---

---



▶ You finished your school day...



▶ You get home...



▶ What will you do?





**Homework**

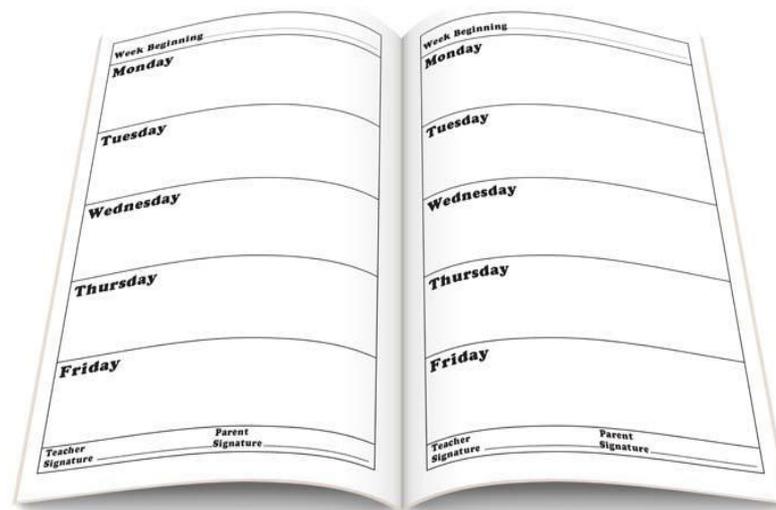


You will get more homework in Secondary School than you did in Primary School. It's important that you know how to manage it and remember it!

You will be given a homework planner/diary in your new school to help you write down the work we will be given, and cross it off when it's done.

If there's someone else in your house who is in Secondary school, ask if you can have a look at their homework planner/diary.

Try the challenge on the next page...



Take a look at these two examples of a student completing their homework diary.  
Discuss with your adult:

- Which one is most useful? A or B?
- What information is included?
- What makes one more useful than the other?
- How will you fill out your own homework planner/diary?

A

Week Beginning: 1st December 2014			
TARGET FOR THE WEEK			
Subject	Learning projects this week	Date Due	Done?
ART & DESIGN	do homework		
ENGINEERING			
ENGLISH	Learn poem		
GEOGRAPHY	Study for test		
HISTORY	Reading Qs 1-5		
MANDARIN	learn words		
MATHS	Do Algebra h.w.		
MUSIC	Listen to music		
PE	Do 30 minutes		
SCIENCE	label diagram.		
DRAMA			
COMPUTING			
OTHER HOME LEARNING			

B

Week Beginning: 1st December 2014			
TARGET FOR THE WEEK			
Subject	Learning projects this week	Date Due	Done?
ART & DESIGN	choose which theme I want to do for project	Monday 8 <sup>th</sup> Dec	✓
ENGINEERING			
ENGLISH	Read poem on pg. 7	Tuesday 9 <sup>th</sup> Dec	
GEOGRAPHY	study for test on RIVERS chapter next week	Monday 8 <sup>th</sup>	
HISTORY	Read pgs 78-79 and answer Qs 1-5 in workbook on pg 112	Wednesday 10 <sup>th</sup> Dec	✓
MANDARIN	learn 5 new food vocab pg 21	Thurs 11 <sup>th</sup> Dec	
MATHS	Exercise 2.3 on p 112	Monday 8 <sup>th</sup> Dec	✓
MUSIC	Listen to Mozart movement 2.	Tuesday 9 <sup>th</sup> Dec	
PE			
SCIENCE	label diagram of plant to describe see pg 39	Wed 10 <sup>th</sup> Dec	
DRAMA			
COMPUTING			
OTHER HOME LEARNING			

# Packing your bag

Who packs your bag for school now?

What do you usually need?

For secondary school, you will need different things for different days. You will need to use your TIMETABLE to pack for each day, usually the night before.

Have a look at the example timetable (or your own). What would you need to pack for a Wednesday?



Using a checklist like this one will help you remember to get ready for your school day. Make your own or stick this one up in your bedroom where you can see it each day.

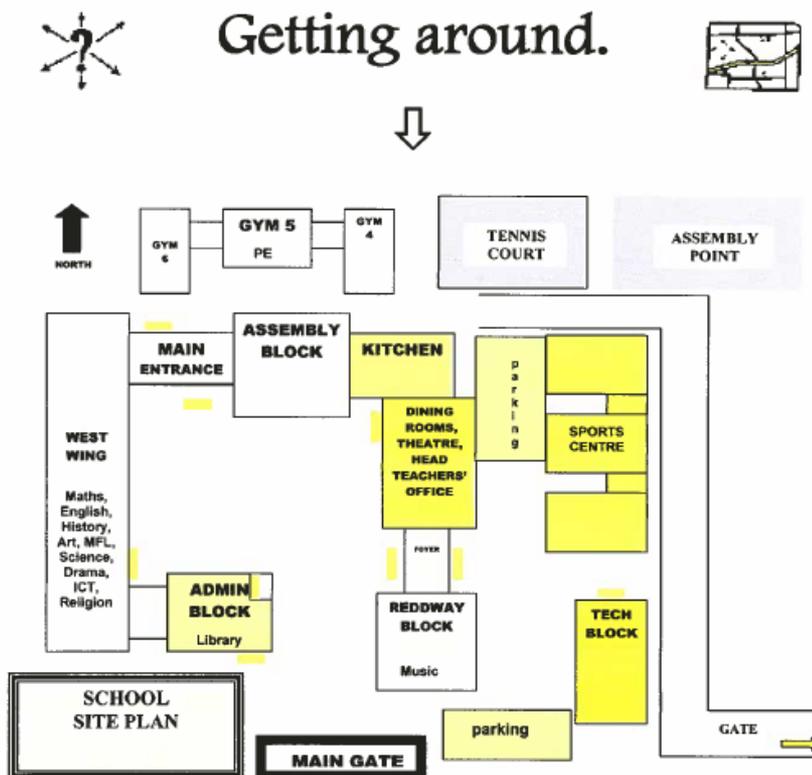
- School uniform ready
- Books for each subject
- Pencil case
- Homework planner/diary
- Lunch or money
- Water bottle
- PE kit (if needed)
- ZIP Oyster Card
- School ID card



# Learning where to go...

So you're all ready for your first day, but how do you get to each lesson?

Have a look at this school map and see if you can answer the questions.



- ⊕ Which building is Music in? \_\_\_\_\_.
- ⊕ Where would you go for Assembly? \_\_\_\_\_.
- ⊕ Where would you go if there was a fire? \_\_\_\_\_.
- ⊕ List three subjects that are taught in the West Wing: \_\_\_\_\_.



Getting around.



## \*TOP TIP\*

Have you had a look on your school website yet?

Some schools are putting “virtual tours” of the school on their website so you have have a look around.

Others will have a map of the school on the website. You could also contact the school to get a map sent in an email if you would like to start looking and getting to know the school a bit more.

# 4. Travel Safety

Using maps is also helpful when you are making your journey to school.

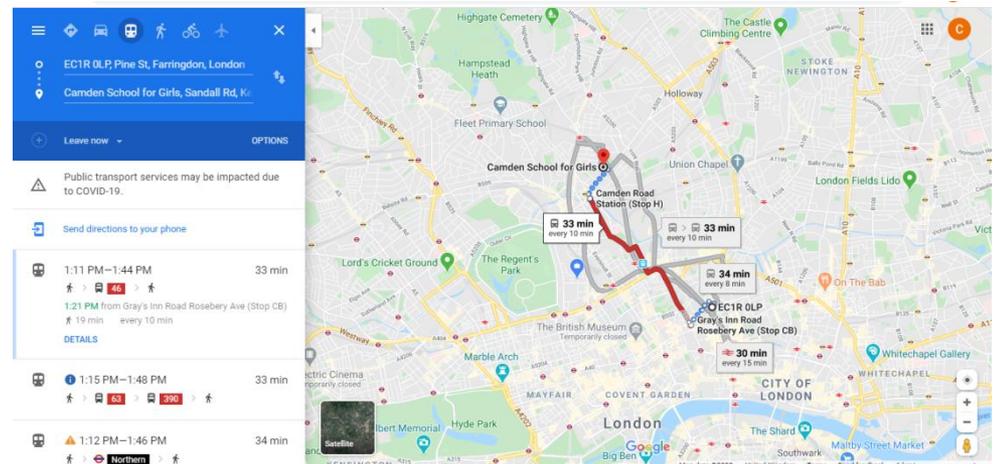
\*When making a new journey, plan as much as you can\*

There are some brilliant apps and websites to help you plan your journey before you leave your house.

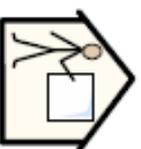
TASK: Can you use one of these websites to plan your journey from your house to your new school?

<https://tfl.gov.uk/>

<https://www.google.co.uk/maps/>



# My Journey to my new Secondary School...



<b>Starting point:</b>	
 next	
 next	
 next	
 next	
 next	
 next	
 next	
 next	
 next	
 next	
 next	
<b>Finishing Point:</b>	

# Planning my Journey: Things to think about...

## Using a Bus



Which **bus stop** do you get **on** the bus?

What is the bus **number**?

**How many stops** on the bus?

Which **bus stop** do you stop **get off** the bus?

## Using the tube



Which **tube stop** do you get **on** at?

Which tube **line** are you going to use?

Which **platform** do you need to be on?  
(northbound/southbound/westbound/eastbound)

**How many stops** on the tube?

**Which stop** do you stop **get off**?

# Staying safe

There are some great resources from TfL that you can find here...

<https://tfl.gov.uk/info-for/schools-and-young-people/teaching-resources>

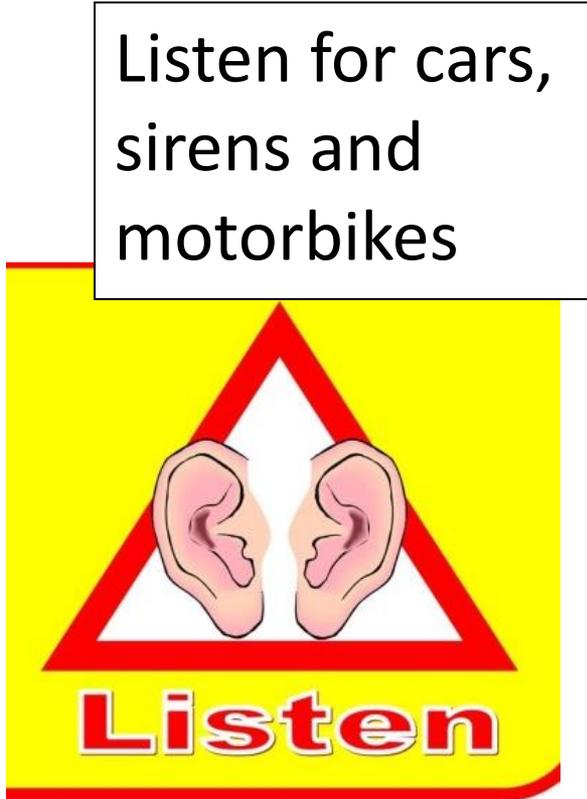
**\*TOP TIPS\*** Always stand 2 metres back from the edge of the pavement or platform. Wait until the vehicle has stopped before trying to get on.





Stop in a safe place

See what is around you



Listen for cars, sirens and motorbikes

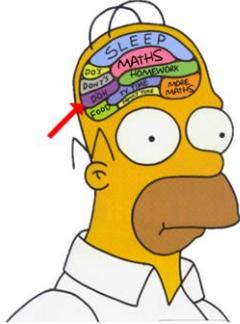
# 5. Independent learning

In secondary school, there won't be as many adults to help us out and check on us all the time.

This means you need to make sure you are doing things to help yourself, in the right ways, and asking the right people.

The 5 B's are a good start...

HAVE YOU USED YOUR...



**BRAIN**

HAVE YOU USED YOUR...



**BOOK**

HAVE YOU ASKED A...



**BUDDY**

# The 5 B's

NOW YOU CAN ASK...



**THE BOSS**

HAVE YOU USED



**Looking at the board?**

# It is important to ask for help...



If you are not sure what to do  
or  
you don't understand the information



Ask for help  
(Use 5Bs)



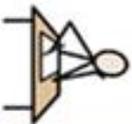
Don't ask for help

Friend / Adult /  
Teacher helps you



You still don't know  
what to do /  
understand

You know what to do  
or you understand  
the information



You can't complete  
the activity or task

You are able to  
answer questions /  
complete the task or  
activity



You get distracted  
or disrupt the  
other students

You can get on with  
your learning



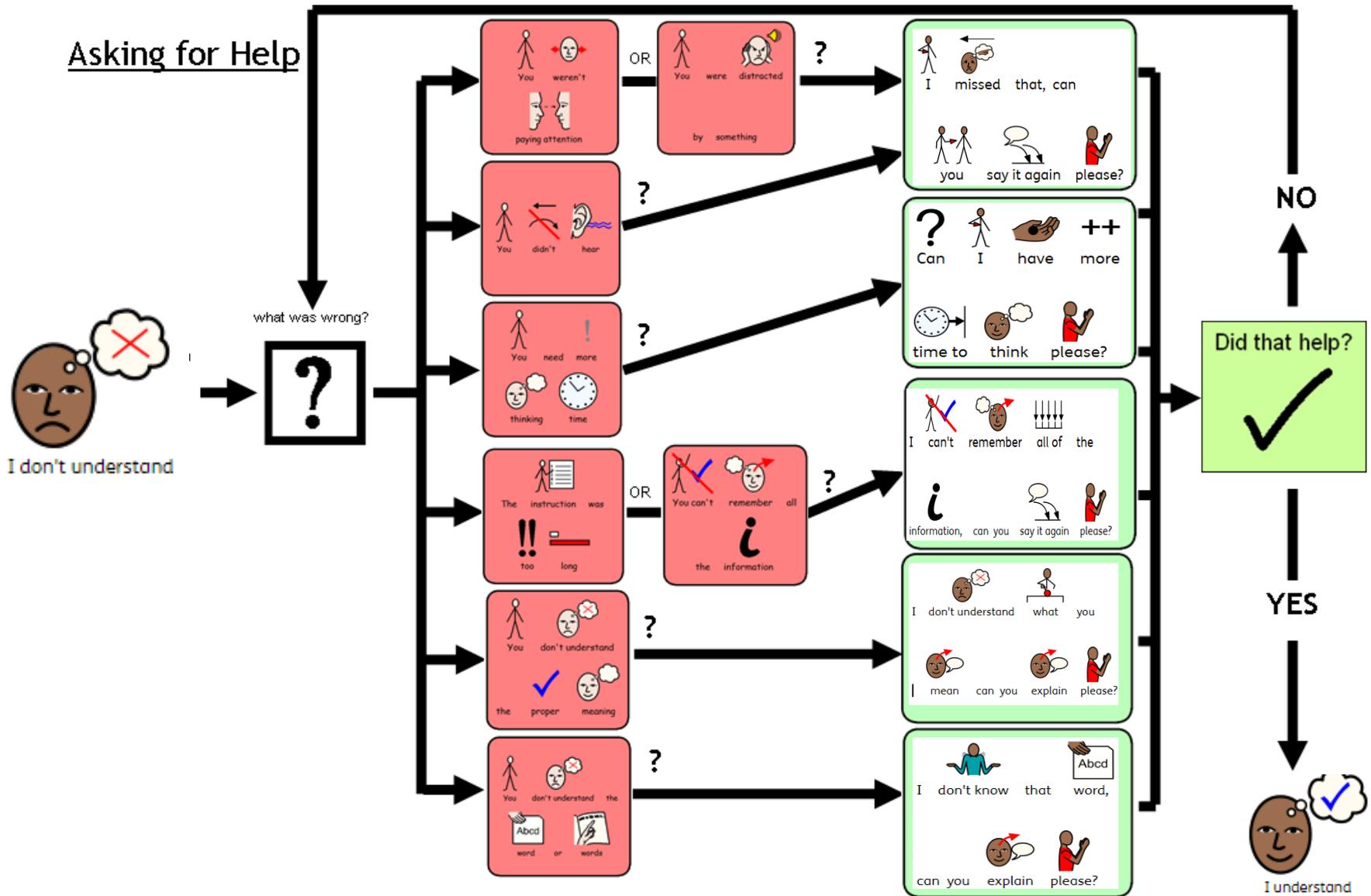
You miss out on  
your learning

You feel good about  
your learning



You don't feel good  
about your learning

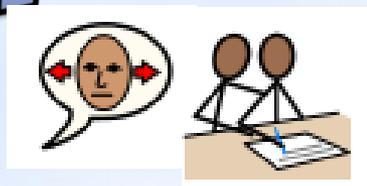
# How to help yourself



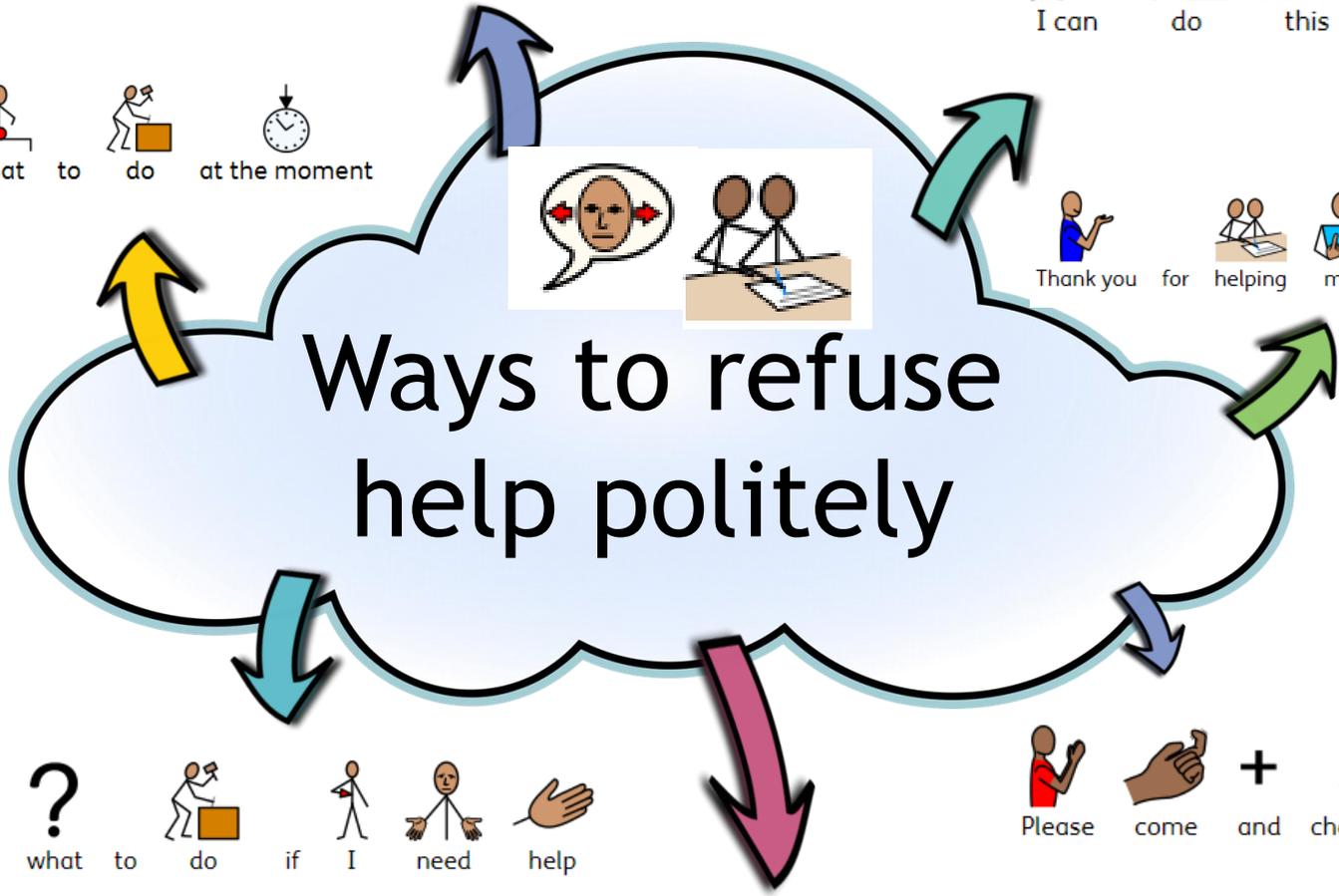
I understand this bit, please can you explain that bit

I can do this task by myself

I know what to do at the moment



Thank you for helping me, I can do it now



# Ways to refuse help politely

I know what to do if I need help

Please come and check on me later

Thank you if I need help I will put my hand up



# How to SHOW you are listening:

A cartoon illustration of a pair of blue eyes looking forward.	<p><b>LOOK</b> towards the person who is speaking</p>
A cartoon illustration of a person with dark skin sitting at a desk, raising their right hand as if speaking or asking a question.	<p><b>TAKE TURNS</b> when making comments and asking questions</p>
A cartoon illustration of a person's head with a hand on their chin, looking thoughtful.	<p><b>THINK</b> about the same topic that you are hearing about</p>
A cartoon illustration of a person's head with a thought bubble containing an exclamation mark, and one hand pointing upwards.	<p>Make sure you <b>UNDERSTAND</b>. If not, ask for help</p>
A cartoon illustration of three stick figures: one on the left and two on the right.	<p>If someone is distracting you, ignore them or ask them to stop</p>

## **Task: Complete this origami task using the strategies that were just given.**

This activity is designed to be difficult to follow to give you chance to practise your independent learning skills. Make sure you use the strategies on the previous pages.

(If you want to make it more difficult, ask your adult to read out the instructions)

1. We're going to make a bat. You will need a pencil, ruler, pair of scissors, and a piece of paper
2. First we have to make a square. Fold one corner of the paper over until it meets the long edge, crease it firmly into a triangle shape and cut the excess rectangle away.
3. Open up the square and fold it again between the other two corners.
4. Place the triangle with the longest edge at the top
5. Fold the top edge over in a straight line so there is a small triangle sticking out the bottom, that will be the bat's tail.
6. Now for the tips of the bat's ears. Put two dots at the top either side of the centrefold, about 2 and a half centimetres apart.
7. Draw two slanted lines outwards from each dot to the bottom edge of the wings
8. Fold one wing over on the line you have drawn
9. Hold the crease down tightly with one hand and fold the wing back out again, a bit lower down, so you can see an ear appearing. Repeat on the other side.
10. Now, trim the space between it's ears...

# 6. Social Skills

Starting at your new school means that you will meet lots of new people, those your age as well as older children, and lots of new adults.

It's good to know yourself and what you like/enjoy so you can tell everyone about yourself when you meet them.

Make a list of some things that you like and some things that you don't like.

**I Like...**

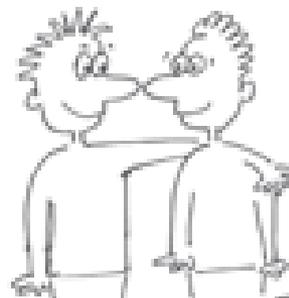
**I Don't Like...**

Some ideas for what you might like or like doing...





Think about the other person's **OPINIONS**, ideas and feelings as well as your own.



"To have good friends, you must firstly be a good friend"

What could you do and say to be friendly with people at school?



Friendship



"Friendship isn't a big thing... it's a million little things"

Always use  
**Kindness**  
and **Respect**

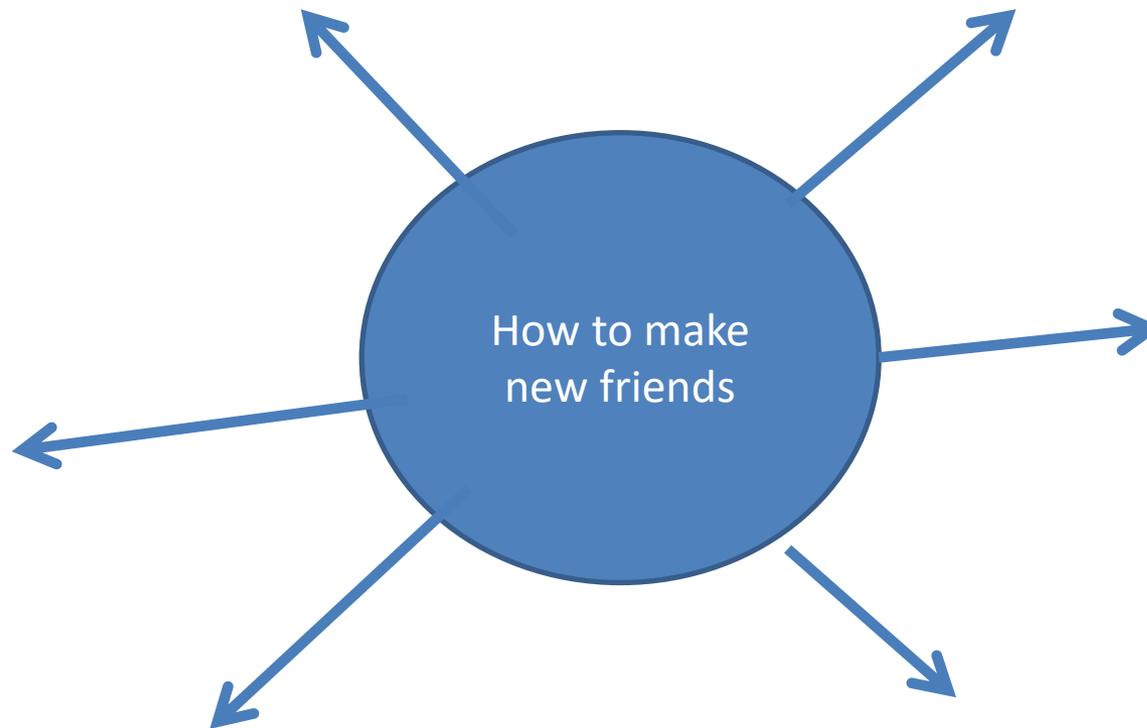
# Top tips for making new friends

- Smile
- Tell them your name and ask what they're called
- Find out what they are interested in
- Talk about shared interests – you both might like .....
- Ask them if they want to do something at break-time
- Most people are worried about meeting new people



Can you think of other top tips when you meet someone new?

# Making new friends Top Tips



# Friendship Qualities

How important do you think these qualities are?  
What were the most important ones for everyone?

Qualities	Very important	Quite important	Not important
1. They are kind to me			
2. They are good fun			
3. They are nice looking			
4. They are thoughtful			
5. They help me when I need it			
6. They give me things			
7. I can trust them			
8. They are cool and fashionable			
9. They have the latest gadgets /games			
10. They often say nice things to me			
11. They value our friendship			
12. They are a bit of a rebel			
13. We have the same interests			
14. They are a good listener			
15. They are sensitive			
16. They are honest			
17. They are funny and make me laugh			
18. They are popular			
19. We can talk about anything			
20. We can work through difficulties			
21. Supports you to do well			
22. Listens to and cares about my feelings			

# Choosing friends...



*Here are 5 good qualities you should look for when choosing friends.  
Which do you think are the most important? **A good friend is ....***

a. Honest with you:

b. Fun and interesting:

c. Listens and cares about your feelings:

d. Supports you to do well:

e. Someone you can trust:

f. Other:

**Now choose two of these qualities that make you a good friend to others.**

I am a good friend because I am \_\_\_\_\_ and \_\_\_\_\_.

# 7. Bullying

## WHAT IS BULLYING?

Bullying can mean different things:

- being called names
- being teased, put down or humiliated
- being pushed or pulled about
- having money and other stuff taken
- having rumours spread about you
- being ignored and left out
- being hit, kicked or physically hurt
- being threatened or intimidated
- being bullied through your [phone or online](#).

Bullying can also be part of other forms of [abuse](#), including [neglect](#), [emotional](#), [physical](#) and [sexual abuse](#).

People might bully someone because of their:

- [race](#) or the country they're from
- [religion](#), faith or culture
- [sexual identity](#)
- [social media](#) pages.

There are lots of other reasons for bullying and you can find out more on this page.

**Remember:**

- nobody has the right to bully you
- bullying could be done by friends, family, people at school and strangers – but it's never ok
- it can happen in different places – like at school, home or online
- there are ways to get it stopped and ways to feel better about yourself.

# What IS bullying, and what might not be...?

TASK: Look through these statements. Can you decide which ones are definitely bullying, and which might not be. Discuss with your adult.

People you know are standing in your way on purpose and saying 'we are not letting you past' when you want to move through the corridor	Making faces to their classmates and laughing at you when you answer a question
Hitting you with a pencil they threw, when they were throwing pencils at you and only you	Hitting you with a pencil they threw, when they were throwing pencils all around the classroom
Calling you nasty names without you saying anything first	Laughing at you every time you say something because they know that it annoys you
Punching you for no reason	Laughing at something you said that the whole class thought was funny
Telling the teacher that you threw a pencil when you didn't, and they know it will upset and annoy you	Bumping into you in the corridor
Taking your money	Falling on you in the stair way when there are a lot of people trying to get through
Poking their tongue out at you	People you don't know not letting you push past them in a busy corridor
Punching you after you said nasty things to them	Not letting you sit in the seat you usually sit in and saying 'it's not yours'
Calling you a nasty name after you have called them a nasty name first	Pushing you back when you are in the lunch queue
Laughing if you fell off your chair	Not letting you push past them in the lunch queue because you want to get to the front

**Bullying is using words, objects or physical violence to threaten, hurt, tease, frighten, upset or humiliate someone else on purpose, often on more than one occasion.**



**It would be good to never have to meet a bully. Sometimes though, there are people in schools who are bullies. Sometimes this is because they don't fully understand how to be nice and friendly. They might have been bullied before.**



**A bully is someone who does something mean to another person on purpose, to hurt or upset them, without the other person being nasty to them first. Usually the bully does or says nasty things more than once.**



**Bullying is very nasty and can be very worrying. People who are bullied can become anxious and can be very upset**



**Remember that if someone was nasty to me on purpose for no reason, it is not my fault.**



**All schools have rules for what they need to do to stop bullies. It is important for me to tell the teacher exactly what happened when someone bullied me.**



**I should tell my parents and my friends so they can help me talk about the difficult feelings. This can help me to feel better.**

## Cyberbullying (online bullying)

Cyberbullying is using the internet, email, online games or any digital technology to threaten, tease, upset or humiliate someone else.



### **What to do if you're being bullied online**

Sometimes it can seem like cyberbullying will never end. But there are some things you can do to make it stop.

Nobody has to go through online bullying alone. Telling someone you trust could help you report the cyber bullying and give you more confidence to deal with the situation. You could talk to a [friend](#), an [adult you trust](#) or one of our [trained counsellors](#).

Cyberbullying is not against the law, but harassment or threatening behaviour is. That means if someone keeps making you feel scared on purpose, what they're doing could be illegal.

If someone's bullying or threatening you, something can be done to stop them and you should report it to [an adult you trust](#).

If you can, keep a record of the bullying. Having a record of when and where the bullying happened can help to get it stopped. Find out more about [staying safe online](#).

## Things to remember about bullying:

Don't keep it to yourself or try to deal with it alone. Tell an adult you trust. It can help to talk.



Don't reply to any nasty messages you receive. Keep the messages that you've been sent so you can show someone.



Don't share, comment, or like any bullying posts. Sharing or commenting could make the bullying worse.

Tell the police if something is serious. And remember, you can always call us about anything.



Things can change. And there are ways you can build your confidence



# TIPS TO BOOST YOUR CONFIDENCE

Building your confidence can take time. But there are lots of things you can try to help you feel more confident in any situation.

**Act as if you already have confidence**



**Look at yourself differently**



**Watch your words**



**Try something new**



**Listen to music**



**Eat better, feel better**



**Be kind**



**Change the way you think**



<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/building-confidence-bullying/>

# Bullying

Bullying is something that children and even adults find difficult to admit when it is happening to them.

Some bullies pretend that they are 'just joking' but whatever they call it – it still really hurts.

All secondary schools work hard to prevent bullying happening. They need you to tell someone if you see it happening, and will punish the children who are caught bullying others.

What types of bullying do you know about.....



Name 3 things you could do/say if you were bullied....

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# What to do if you are being bullied?

1. Tell someone – parents, teachers, your friends or call Childline.
2. Keep the evidence – texts, cyberbullying, or keep a diary etc.
3. Find out about the schools anti-bullying policies and support.
4. Don't get involved with the bullies by fighting or giving in to them.



**Things to say: “You’re wasting your time.”**

**“I don’t really care what you think”**

**Yawn/walk away slowly – don’t react, remember they are trying to make you fight or argue with them.**



Childline is launching a new campaign titled Understand Me (Picture: Childline)

For more information and support on anti-racism , please visit

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/your-rights/understand-me/>

## STEREOTYPES CAN MAKE YOU FEEL JUDGED

### What are stereotypes?

A stereotype is an assumption someone makes about you based on your race, religion, ethnicity, gender or sexuality, whether you're transgender or if you're d/Deaf or disabled.

If you've been affected by stereotypes, you might:

- experience discrimination or hate crime
- feel like you have to hide parts of your identity or background
- want to change how you look
- get bullied or hurt by someone else
- feel lonely or isolated
- have low self esteem.

If you've been judged because of how you look it can make you feel upset, angry or powerless. But we're here to support you.

### Things to remember about stereotypes

- They're not based on truth.
- No one has the right to judge you.
- Everyone deserves to be treated as an individual.
- You can get support if you're being treated badly.
- We're here to listen to you.



**Discrimination, hate crime and equality**

# 8. Final checklist

- ✓ If you have any questions or more things you want to know about your new school, the school website is a good place to start
- ✓ Keep talking about and planning for your new school over the summer holidays
- ✓ Start a countdown of days until you start your new school
- ✓ Don't forget to check in with your emotions regularly
- ✓ Ask for help from a friend or adult if you need it
- ✓ Please fill out the final feedback form when you have finished, here:  
<https://www.surveymonkey.co.uk/r/XPFK385>

Keep in touch with your new friends!

# Certificate of Achievement



You have successfully completed the  
Secondary Transition workbook

We wish you all the best in secondary school.  
Good Luck!

Name	Contact Details   



# Notes



# Notes