

# Education Support Pack

## **Moving On** *Primary School to Secondary School*

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# Introduction

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# This Pack

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This resource has been created as the result of an EiC collaborative venture between the Inner West Action Zone, Mentor Strand and Leeds West City Learning Centre and through extensive research with Year 6 and Year 7 pupils and staff in the Leeds area. The research focused on the transition process from primary school to secondary/high school and looked for ways to make this process smoother and less stressful. The feedback from both children and staff has proved invaluable in providing an accurate view of children's feelings at this time: fear of the unknown causing anxieties contrasting with their excitement and hopes for the future.

This pack has been designed specifically to address the practical and emotional issues that face children during this transition period. The ideas and issues, discussion and role-play activities are based directly on the needs identified during the research phase. They allow students to rehearse situations, anticipate events that might arise and plan how to make best use of their time and resources. By using the computer and virtual role-play, students can deal with situations, ask questions and challenge assumptions safely and in a way that avoids embarrassment.

One of the benefits of using Kar2ouche is its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your students. At its most basic Kar2ouche can be used to create:

- storyboards
- animations
- publications (cartoon strips, storybooks and magazine picture stories).

Depending on the tasks set, students can use the program to develop a whole range of thinking skills. The software enables them to:

- make sense of information, understand and visualise text
- reason, interpret, justify, compare, observe and predict
- enquire, investigate multiple meanings and perspectives
- create, respond imaginatively
- evaluate, modify and improve
- communicate ideas.

The following nine units integrate class, group and pair discussions with a range of computer activities. These will help you to work through the issues related to transition with your students. They

range from things as apparently simple as packing a school bag to the more complex matter of making new friends. So that you can build the activities into your own plans, each unit provides a range of suggested activities. These can be developed and supplemented according to what you need and want to achieve with your students.

The activity screen contains step-by-step instructions to guide students through the activities provided, including links to the audiofiles and storyboards used during the lesson. This eliminates the need to have more than one application open on screen at one time and reduces the need for photocopying.

The following pages provide teachers' notes for each activity, along with a copy of the step-by-step instructions that the students will see in the activity screen.

The activities comprise:

Unit 1: Who Am I? Students have the opportunity to think about themselves, other children and ways of learning.

Unit 2: Can You Help Me? Students consider possible problems or concerns when moving to a new school and who can help.

Unit 3: What Can We Find Out? Using information from adults and older children including those presently in Year 7, students explore people's experiences when moving to secondary school.

Unit 4: All About Us Both Year 7 and Year 6 students think about the information that would be useful as students move from primary to secondary school.

Unit 5: Where Am I? Students have the opportunity to improve their map reading skills.

Unit 6: What's The Time? Students explore secondary school timetables so they can become more familiar with them.

Unit 7: What Do I Need? Students consider essential and inessential equipment required for school.

Unit 8: Would It Help If...? Students think about their own feelings and consider techniques to help make their move to secondary school a positive experience.

Unit 9: What Can I Do? Students have the opportunity to consider responsibilities, opportunities, targets and expectations for their behaviour and achievements in their new school.



## **Presentations**

Many of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked with a standalone computer and disks on which to record the students' work. Other methods of sharing work might include:

- a network management system allowing all students to see the presentation on their individual computer screens
- saved files in a shared area where students can gain access at their own speed
- students moving around the room to view presentations at the machines on which the work was produced
- sharing information between feeder schools and secondary schools.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

## **Copying**

The materials in the Education Support Pack are joint copyright Immersive Education and Education Leeds 2003, but may be photocopied for use within the purchasing organisation.

## **Getting in Touch**

We would welcome feedback on the materials we are providing and if you have additional suggestions it would be great to share them with other teachers. You can get in touch with us by e-mailing **[esp@kar2ouche.com](mailto:esp@kar2ouche.com)**.

# What is Kar2ouche?



Kar2ouche is a multimedia authoring tool, used in a series of Content Libraries focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how and why as well as what.

## **Information-processing skills**

Using Kar2ouche students can be encouraged to:

- read for meaning
- identify key images, text and ideas
- sort the relevant from the irrelevant and extract what is essential
- organise and where necessary prioritise ideas
- sequence events
- develop cultural awareness.

## **Reasoning skills**

Using Kar2ouche students can be encouraged to:

- justify decisions using evidence
- make informed choices
- work out subtexts
- consider alternative perspectives, interpretations, ambiguity and allusion
- extract meaning beyond the literal.

## **Enquiry skills**

Using Kar2ouche students can be encouraged to:

- work collaboratively to question text
- observe events and predict subsequent action
- consider consequences
- explore how ideas, values and emotions are portrayed
- analyse the relationship between characters.

<b><i>Creative thinking skills</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• offer individual interpretations of texts or situations</li><li>• create original multimedia texts</li><li>• add imagined scenes and events</li><li>• respond imaginatively to texts and situations.</li></ul>
<b><i>Evaluation skills</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• consider how meanings are changed when texts are adapted to different media</li><li>• review, modify and evaluate work produced</li><li>• reflect critically on written text, their own work and the work of peers</li><li>• compare and contrast their work with the work of others.</li></ul>
<b><i>Communication</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• engage in collaborative working and dialogue</li><li>• listen, understand and respond critically to others</li><li>• articulate ideas in groups of different sizes</li><li>• use visual aids and images to enhance communication.</li></ul>

# Activities Using Kar2ouche

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You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

## Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or caption containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these students can add sound, their own digital images, special effects and recordings of their own voices.



If time is limited, you can complete partial storyboards for your students to complete in the lesson. Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Students can also create their own incomplete storyboards for other students to complete.

## Animations



Students who have access to Kar2ouche out of class time, enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show/interview
- film trailer
- advertisement
- musical score
- fashion show to show fashions of time.

## Publications



As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche. The sorts of publications students create, could include:

- a newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience.

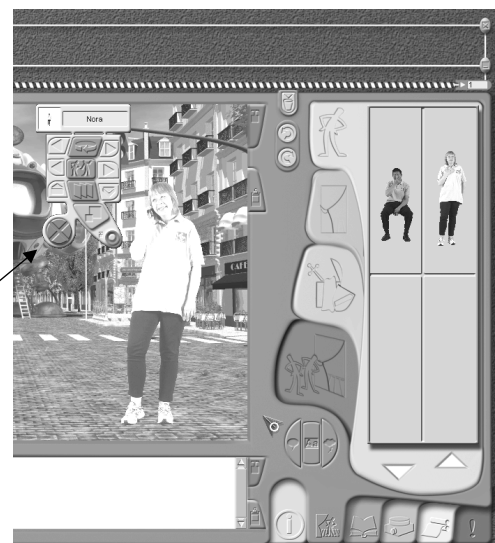
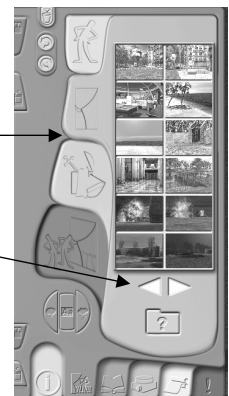
The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

# If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, they should refer to the QuickStart Guide or complete the apprentice activities in *Composer*. However, a quick way of showing them the main functions is to demonstrate creating a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text boxes, as well as adding text and sound. They can pick up the other skills as they go.

## To create a title slide

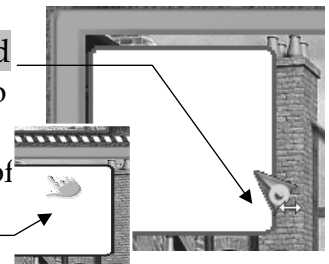
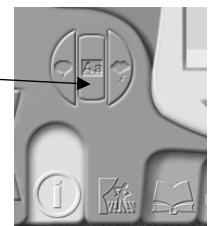
- 1 Ask students to open Kar2ouche – the first screen they see is the composition screen.
- 2 Next ask them to select a background by clicking on the blue background tag. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view.) They can scroll through the backgrounds using the green arrows at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
- 3 Having selected a background, students should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the manipulator tool.



- To rotate the character students click on the left and right facing arrow heads at either side of the top icon.
- To repose the characters they click on the arrow heads either side of the central, characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



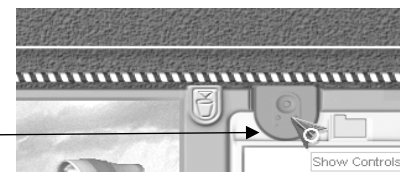
- 4 Next ask students to add a text box. They can do this by left clicking on the **text box icon**. The text box will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the box bigger they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the box to elsewhere on the screen students should hover over the top of the box until the **hand** appears, left click to grab it and then drag to position.



- 5 Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text audio frame. This will bring up the audio control panel.





To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a soundfile to a frame ...



# Units

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**Teacher Notes**

# Unit 1 Who Am I?

<b>Key Stage/Year</b>	Key Stage 2/Year 6
<b>Group Organisation</b>	Working individually or in small groups and feeding back to the class for group discussion.
<b>Suggested Timing</b>	Two to four lessons

## Overview of Task

This activity is designed to help students think about other people, about first impressions and about how they can help others to feel comfortable.

**Key Words:** opinions; impressions; profile; qualities; learning styles

## Objectives

**All students will:** think about how they form opinions of others, how they behave towards others and how they would like to be treated themselves.

**Most students will:** discuss different people's qualities and strengths, consider how they would like to be viewed by others and explore their preferred learning styles.

**Some students will:** appreciate that not all people learn in the same way, nor are they all comfortable in the same environment.

## Curriculum References

**National Curriculum****KS2 PSHE & Citizenship**

- 1 Developing confidence and responsibility and making the most of their abilities**
  - 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
  - 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
  - 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

**2 Preparing to play an active role as citizens**

- 2c to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities.

**4 Developing good relationships and respecting the differences between people**

- 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- 4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- 4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- 4e to recognise and challenge stereotypes
- 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
- 5 Breadth of study**
- 5i prepare for change.

**Outcomes**

By the end of the unit, students will have:

- created a storyboard showing their first impressions of a character
- made a storyboard describing themselves
- completed a questionnaire giving an indication of their preferred learning style.

**Resources**

Kar2ouche *Moving On* Content Library

- **Joanne's Profile** storyboard
- **Katie's Profile** storyboard
- **Meera's Profile** storyboard
- **Alan's Profile** storyboard
- **Jethro's Profile** storyboard
- **What I'm Like** storyboard
- **This Is Me** storyboard

Moving On Sheet 1.1 *Student Profiles*

Moving On Sheet 1.2 *This Is Me*

Moving On Sheet 1.3 *Words for Feelings*

Moving On Sheet 1.4 *Ways of Learning*

## Activities

### Introduction



1. The students open one of the **Profile** storyboards and look at the images in the first few frames. To ensure that all of the profiles are covered, these could be allocated to different groups. The students write their first impressions in the caption windows as they go. Remind them to give reasons for their opinions.

A screenshot of a digital storyboard window. The window has a title bar with a home button and navigation arrows. The main content area is titled "Description of the Profile storyboards:" and contains four frames of instructions for students. Each frame includes a description of the image and a list of prompts for the caption window.

**Description of the Profile storyboards:**

**Frame 1:** Image of a student. Instruction in composition window:  
*Using the caption window, type in what you think about the person's:*

- appearance
- personality.

**Frame 2:** Another image of the student. Instruction in composition window:  
*Using the caption window, type in:*

- what you like about the person
- what you dislike.

**Frame 3:** Another image of the student. Instruction in composition window:  
*Using the caption window, type in what you think:*

- this person would be good at
- this person's weaknesses might be.

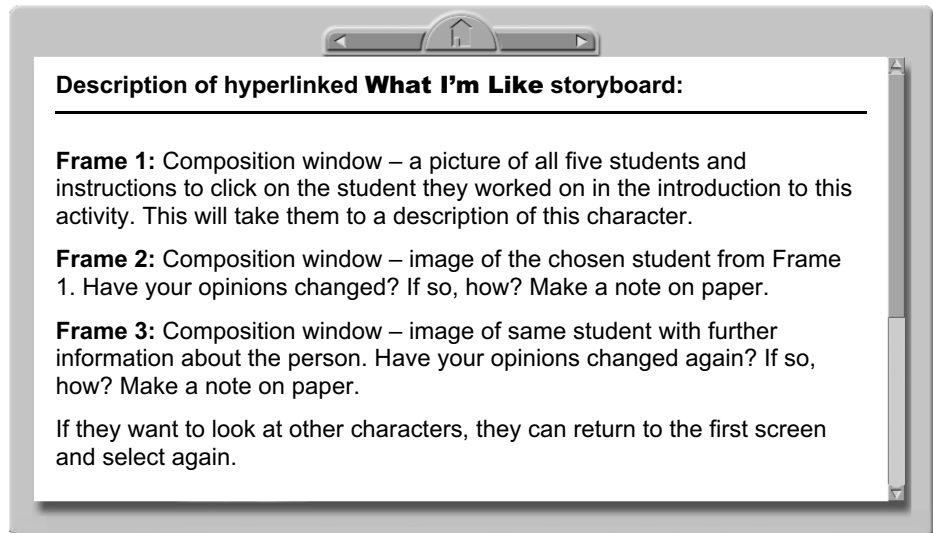
**Frame 4:** Instruction in caption window: *Write your first impressions of this student here. What do you think they are like and would they make a good friend?*

2. If there is time, (groups of) students could work on one of the other profiles.
3. Invite the students to feed back their ideas to the group. If you have access to a data projector, students could show their frames to the class. Ask them to explain how they arrived at their conclusions.

## Development

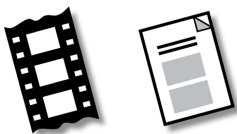


4. Students can now watch the real profile of each character in the **What I'm Like** storyboard. (If you are not in a computer suite for this part of the session, the students can read the profiles on Moving On Sheet 1.1 *Student Profiles*.)



5. Encourage the students to discuss the characters now that they have more information. Ask how and why their opinions have changed.

## Plenary



6. Having looked at descriptions of other students, the students can use this model to write about themselves. In the **This Is Me** storyboard, students are asked to think about:
  - what they would say about themselves
  - what their strengths are
  - things they would like to improve
  - how they learn best
  - how they feel about themselves.

(You may want to use Moving On Sheets 1.2 *This Is Me* and 1.3 *Words for Feelings* to provide some structure for both this and the pair interviews.)



**Description of This Is Me storyboard:**

**Frame 1:** Composition window: if possible students should load a digital image of themselves; alternatively they can choose the character with whom they most identify. Text Box 1: *Name, Address, Date of birth*. Text Box 2: *Colour of eyes, Colour of hair*.  
Text Box 3: *What I like about the way I look*. Instruction in caption window: *Fill in the blanks*.

**Frame 2:** Composition window: students choose a background that shows the house that is most like their home. Text Box 1: *My family*. Text Box 2: *Pets*. Text Box 3: *Hobbies*. Text Box 4: *My most significant person*.  
Instruction in caption window: *Fill in the blanks*.

**Frame 3:** Composition window: picture of a school. Text Box 1: *My best subject*.  
Text Box 2: *What I'd like to improve*. Text Box 3: *Clubs*. Text Box 4: *Friends*.  
Text Box 5: *What my teacher would say about me*. Text Box 6: *My greatest achievement*. Instruction in caption window: *Fill in the blanks*.

**Frame 4:** Composition window: blank shield. Text Box 1: *Ambition in life*.  
Text Box 2: *If I had one wish*. Text Box 3: *What makes me happy*. Text Box 4: *The best thing about me is*. Instruction in caption window: *Fill in the blanks and add props to the shield that show something about the private you*.

**Frame 5:** Composition window: blank. Text Box 1: *My partner likes me because ...*.  
Text Box 2: *My partner thinks I'm good at ...*.  
Instruction in caption window: *Fill in the blanks. Add more text boxes if your partner has more to say*.

**Frame 6:** Composition window: image of a child studying. Text Box 1: *I learn best by ...*. Instruction in caption window: *Fill in the text box*.



7. In pairs, they can now add to this storyboard by finding out what others think of them. In pairs, they should interview each other and complete the additional frames. They should say what they like about their partner and what they think their strengths are.
8. Finally, they should think about the way in which they learn best. Hand out a copy of Moving On Sheet 1.4 *Ways of Learning* for students to complete, and then ask them to complete the final frame of their storyboard.

### Extension

9. Discuss the importance of being aware of what you are like and what others think of you. Discuss the importance of different skills and learning styles. For instance, verbal, visual, practical, physical, social, mathematical, musical and artistic skills. Ask students to think of famous people who may have been strong in one set of skills, yet weak in another.

## Student Notes

# Unit 1 Who Am I?

## Objectives

Working through this unit you will look at how you judge someone you have never met before and work with a partner to create your own student profile.

## Outcomes

By the end of the unit, you will:

- complete a storyboard of your first impressions of another student
- produce a storyboard about yourself
- complete a questionnaire that shows how you like to learn.

## Resources

To complete the activity you will need:

Kar2ouche *Moving On* Content Library

Moving On Sheet 1.1 *Student Profiles*

Moving On Sheet 1.2 *This Is Me*

Moving On Sheet 1.3 *Words for Feelings*

Moving On Sheet 1.4 *Ways of Learning*

## Activities

### Introduction

1. How do you make up your mind about other people? How do you form first impressions? How do you help other people to feel comfortable? Click on one of the links below to open your chosen storyboard:

[click here](#)  to open **Joanne's Profile** storyboard

[click here](#)  to open **Katie's Profile** storyboard

[click here](#)  to open **Meera's Profile** storyboard

[click here](#)  to open **Alan's Profile** storyboard

[click here](#)  to open **Jethro's Profile** storyboard

2. Look at the first few frames. Type your first impressions in the caption window as you go. Do you think you would be this person's friend?
3. Explain your opinions to other members of your class.

## Student Notes

### Development

- Click on the link below to watch the profile of the character you've just described.



to open the **What I'm Like** storyboard.

- Now you know more about the character, discuss your ideas about them and whether your opinions have changed and why.

### Plenary

- Now make a storyboard about yourself. The storyboard below asks you some questions and helps you to structure what you say.



to open the **This Is Me** storyboard.

- In pairs, find out what you think about each other. When you have done this, complete the extra frames in the **This Is Me** storyboard.
- Fill in the questionnaire your teacher gives you. This will help you decide how you learn best. Now, complete the final frame in your storyboard.

### Extension

- Why do you need to know what you're like and what others think of you? Do you think it's good that different people have different skills and learning styles? Can you think of famous people who may be good at some things but weak at others?

**Moving On Sheet 1.1****Student Profiles****Katie 1**

This is Katie. She lives with her grandma and she doesn't have any brothers or sisters. She has lots of friends outside school and enjoys shopping, music, computer games and word puzzles. She was a buddy at her old school and enjoys helping people. Her favourite school subjects are: science, English, drama, art and technology.

**Meera 1**

Meera lives with her mum, dad and younger sister. She loves drama, dancing and singing. She goes to lessons for ballet and tap, and attends a Saturday morning club for performing arts.

**Joanne 1**

Joanne lives close to school with her family. She has two older sisters and a younger brother. She spends a lot of time with her family. She enjoys playing out, looking after her rabbit, and watching TV.

**Jethro 1**

Jethro lives with his dad and sister. He knows a lot about computers and enjoys computer games, football, rugby and BMX.

**Alan 1**

Alan lives with his mum, dad and younger brother. He has lots of interests including sport, reading, cooking and drama. He goes to karate class every Thursday. He is happy, confident and fun to be with. Very little upsets him or makes him angry. He is friendly, helpful and likes to make sure that everyone gets on well.

## **Katie 2**

The only child to come from her old primary school, Katie is finding it very difficult to make friends at her new secondary school. Because she is being teased, she feels very uncomfortable at break and lunchtimes, but finds lessons less of a problem. She is beginning to believe that the things being said about her are true, and has lost much of her self-confidence. Outside of school she is still happy and popular.

## **Meera 2**

Meera came to secondary school with lots of other children from her old school but has also made lots of new friends. In addition she has lots of cousins at her new school. She now enjoys languages and science. When she leaves school, she wants to be a doctor.

## **Joanne 2**

Joanne's older sister is ill, and the whole family has to pitch in to help to look after her. Joanne helps with all the household chores and helps a lot at home by looking after her younger brother. She struggles to fit in homework but tries to be organised and wants to do well at school. Joanne has to take responsibility for herself, as her parents have to spend a lot of time looking after her sister. When she leaves school, she wants to work with children.

## **Jethro 2**

Jethro finds school boring and doesn't work hard, although he is good at maths. He enjoys being the centre of attention, and often fools around in class. He has lots of friends, is well-liked by his classmates, but often gets into trouble with the teachers. He wants to be a professional footballer.

## **Alan 2**

At school Alan is a school buddy. Liked by both teachers and students, he is happy in his new school. He is good at some lessons, but struggles in others. He wants to be a PE teacher.

**Moving On Sheet 1.2****This Is Me****Personal Details**

<b>Name</b>	
<b>Address</b>	
<b>Date of birth</b>	
<b>Colour of eyes</b>	
<b>Colour of hair</b>	
<b>What I like about the way I look</b>	

**At home**

<b>My family</b>	
<b>Pets</b>	
<b>Hobbies</b>	
<b>My most significant person</b>	

**School**

<b>My best subject</b>	
<b>What I'd like to improve</b>	
<b>Clubs</b>	
<b>Friends</b>	
<b>What my teacher would say about me</b>	
<b>My greatest achievement</b>	

**Private me**

<b>Ambition in life</b>	
<b>If I had one wish</b>	
<b>What makes me happy</b>	
<b>The best thing about me is</b>	

**Moving On Sheet 1.3****Words for Feelings**

Abandoned	Deceitful	Ignored	Rejected
Accepted	Defeated	Impressive	Relaxed
Accepting	Dejected	Inadequate	Relieved
Accommodating	Delighted	Incompetent	Renewed
Active	Demanding	Indecisive	Restless
Adequate	Determined	Independent	Restrained
Affectionate	Dismissed	Inferior	Safe
Afraid	Distraught	Insincere	Scared
Alienated	Eager	Isolated	Shallow
Alone	Elated	Jealous	Shocked
Amused	Embarrassed	Jolly	Shy
Amusing	Empty	Judgemental	Silly
Angry	Energetic	Lazy	Sorry
Anxious	Envious	Left out	Stunned
Annoyed	Excited	Lonely	Stupid
Appreciated	Exhausted	Lovable	Sure
Argumentative	Exhilarated	Lovely	Tempted
Awkward	Faithful	Loving	Tense
Bad	Fearful	Loyal	Threatened
Beautiful	Fit	Magnificent	Tired
Betrayed	Flustered	Manipulated	Touched
Bewildered	Foolish	Misunderstood	Trapped
Bitter	Friendly	Miserable	Troubled
Blissful	Frightened	Naughty	Unappreciated
Boisterous	Frustrated	Nervous	Uncertain
Bold	Glad	Nice	Uneasy
Brave	Greedy	Odd	Unsettled
Burdened	Grateful	Optimistic	Uptight
Comfortable	Good	Overlooked	Used
Concerned	Guilty	Outcast	Vibrant
Confident	Gullible	Paranoid	Vicious
Conscientious	Happy	Peaceful	Violent
Contented	Hard-working	Pleased	Vivacious
Controlled	Helpful	Popular	Vivid
Co-operative	Honest	Possessive	Vulnerable
Creative	Hopeful	Pressured	Weird
Curious	Horrible	Puzzled	Wicked
Cut-off	Hurt	Quiet	Wonderful

**Moving On Sheet 1.4****Ways of Learning**

Have you ever wondered why some people are better at some things than others? Some of your friends may be good at maths, but lousy at football. What are you good at? What do you find hard?

Everyone has ways of learning that they find easier than others. They also have different skills.

Try the following questionnaire to see how you like to learn.

1. When you need to spell a word do you:
  - a. See the word in your head?
  - b. Sound it out phonetically?
  - c. Write it down to see if it looks right?
2. Do you find it easy to remember:
  - a. A picture or diagram you have seen?
  - b. Something someone has read to you?
  - c. Something you have written about and illustrated?
3. When you've done something well, do you prefer to:
  - a. Be given a certificate or something you can show to other people?
  - b. Hear your name read out and be told about what you have done well?
  - c. Receive a reward that is presented publicly with a handshake?
4. Are you someone who likes to:
  - a. Read about new information or look at pictures?
  - b. Listen to descriptions of new things?
  - c. Watch a film so that you can see and hear the information?
5. When you are thinking about a favourite place, do you:
  - a. Imagine seeing it in your mind's eye?
  - b. Describe it in words to another person?
  - c. Think about what it looks like, how it smells, the sounds you might hear?
6. At the weekend, do you prefer to:
  - a. Draw, watch TV or read?
  - b. Listen to music and/or the radio?
  - c. Make something or play sports?
7. If you are lost, do you prefer to:
  - a. Look at a map?
  - b. Ask someone the way?
  - c. Try a route, but retrace your steps and try again if you get it wrong?



8. What would stop you doing your homework:
  - a. TV on in the background?
  - b. Music and chatting?
  - c. People walking about near you?
9. If you witnessed an accident, do you think you would remember:
  - a. Lots of detail that other people missed?
  - b. What people who were there said?
  - c. Where you stood, what you did and the conversations you had with people?
10. I remember something like a phone number best by:
  - a. Looking at it, closing my eyes and then imagining it in my head?
  - b. Saying it over and over to myself?
  - c. Writing it down and using it repeatedly?
11. When revising for an exam do you like to:
  - a. Underline your notes in colours and draw diagrams?
  - b. Read your notes out aloud and repeat them to yourself?
  - c. Try to explain the ideas or facts to someone else using pictures and notes?
12. If you're upset do you:
  - a. Go quiet and sulk?
  - b. Cry loudly or shout?
  - c. Stamp about, slam doors and make a scene?

Now add up your number of 'a's, 'b's and 'c's

A	B	C

Mostly 'a's means you are a **visual learner** – that is you imagine seeing things. This means you are likely to be good at things that need spatial awareness or the ability to see patterns. Pictures and diagrams help you learn best.

Mostly 'b's means you are an **aural learner** – that is you like to listen to things and people. You are happiest when you can discuss things and will probably find muttering things to yourself quite helpful. You are probably good at music and languages. Working with others and listening to tapes will help you learn.

Mostly 'c's means that you are a **kinaesthetic learner** – that is you like to do things in a hands-on way. You think well when you are moving around or moving objects into order. Putting things on cards and reordering them, highlighting key points, thinking while walking or exercising will help you learn.



**Teacher Notes**

## Unit 2 Can You Help Me?

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**Key Stage/Year** Key Stage 2/Year 6

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**Group Organisation** Working in groups of 4-5, in pairs, and with some whole class discussion.

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**Suggested Timing** Two lessons

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### Overview of Task

This unit provides students with the opportunity to consider and suggest solutions for problems they may have at their new school, as well as identifying who they can talk to about them.

**Key Words:** Learning Mentor; Buddy/Peer Mentor; Educational Welfare Officer

### Objectives

**All students will:** explore the sort of concerns and problems students may face when changing from primary to secondary school.

**Most students will:** understand who is the best person to help them with their concerns or problems.

**Some students will:** recognise that the more help you seek, the fewer problems you will have.

### Curriculum References

**National Curriculum****KS2 PSHE & Citizenship**

- 1 Developing confidence and responsibility and making the most of their abilities**
  - 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
  - 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- 2 Preparing to play an active role as citizens**
  - 2a to research, discuss and debate topical issues, problems and events.

## 5 Breadth of opportunities

5c participate

5d make real choices and decisions

5h find information and advice

5i prepare for change.

## Outcomes

By the end of the unit, students will have:

- completed a hyperlinked storyboard about who is the best person to help them
- finished a storyboard on issues students may be concerned about at a new school
- completed a storyboard answering a concern or problem
- produced an 'Agony Aunt' column for a comic/magazine.

## Resources

Kar2ouche *Moving On* Content Library

- **Who Do I Ask?** storyboard
- **Concerns** storyboard
- **Starter 'Agony Aunt'** storyboard

Moving On Sheet 2.1 *Supporting Roles*

**Preparation:** Set up e-mail link with secondary schools.

## Activities

### Introduction

1. In groups of 4-5, ask the students to write down ten questions they may want to ask during their first term at secondary school. For example, 'I've got a tummy ache, what do I do?'
2. Hold a class discussion with groups sharing their questions, and write them up on the board.
3. In their groups, get the students to write a list of people who they think might be able to help them with these problems. For example: tutor.
4. Again, get them to share their ideas through a class discussion.
5. Display Moving On Sheet 2.1 *Supporting Roles* on the board and explain each of the roles to the class. You might like to turn this into a matching exercise by cutting out the definitions, and asking students to stick them against the appropriate role.



## Development



6. In pairs, using Kar2ouche, the students load and work their way through the interactive storyboard **Who Do I Ask?**

**Description of the **Who Do I Ask?** storyboard:**

**Frame 1:** Instructions in text box: *Click on the best person to help you in each of the following situations.*

Other Frames: Ten different concerns/problems with a choice of 'Who to Ask?', (See below)

Concern/Problem	Best Person to Ask (but often not the only one)
I've lost my timetable	Secretary
Where do I go for PE?	Tutor
I've got a tummy ache	Teacher/Tutor/Nurse
Someone took my dinner money	Tutor/Teacher
I've lost my bag	Secretary/Tutor
I don't understand my homework	Subject Teacher/Learning Mentor
No-one will talk to me	Buddy/Peer Mentor
They keep calling me smelly	Tutor
I want to move tutor groups	Tutor
The toilet's full of scary Year 10's	Head of Year

7. Hold a class discussion on any issues arising from this storyboard.
8. In pairs, the students load and watch the **Concerns** storyboard. Instruct them to fill in the thought bubbles with problems that other students might be concerned about.



**Description of the **Concerns** storyboard:**

**Frame 1:** Instruction in text box: *In the following frames, fill in the blank thought bubbles with the sort of things you think other students might be concerned about.*

**Frames 2-11:** Images of ten different students.

9. The students are reminded to save their work, and then have the opportunity to share their storyboards with the class.



10. Assign each pair a school support role. For example, learning mentor or secretary. The pairs then return to their **Concerns** storyboard, and choose one of the problems to work on. They delete the other nine frames and save their storyboard under a new name.
11. Taking on the support role they were allocated, the students complete the storyboard by solving or answering the problem or concern.
12. They then save and print their work for display.

### Plenary



13. The students load the **Starter 'Agony Aunt'** storyboard.

**Description of the Starter 'Agony Aunt' storyboard:**

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**Frame 1:** Instructions in text box: *Go to the printing screen to see the partly completed 'Agony Aunt' magazine page. In the composition windows of the following frames, take on the role of an 'Agony Aunt' by typing your responses to the questions into the empty text boxes.*

**Frames 2-4:** In each composition window: a question from worried primary school students about going to secondary school, and a blank text box.

**Frame 5:** In caption window: the title of the magazine page – *Ray's Agony Aunt Page.*

In composition window: replace *Ray's* name with your own or your partner's. If you wish to design your own 'Agony Aunt' magazine page, go back to the Activity Screen and load a new storyboard.



14. Students complete the storyboard by typing in their responses to the different problems. If they wish to design their own 'Agony Aunt' page, they will need to load a new storyboard.
15. The students save and print their work to display.

### Extension

16. If possible, get the students to e-mail a Year 7 student at their new secondary school with their own 'Agony Aunt' question about moving schools.

## Student Notes

### Unit 2 Can You Help Me?

#### Objectives

This unit will help you to find solutions to problems you may have when moving from primary to secondary school. You will also identify the best person to talk to when you have a problem.

#### Outcomes

By the end of the unit, you will:

- complete a storyboard about issues other students may be concerned about at secondary school
- create a storyboard in which you take on a support role and solve a student's problem
- produce an 'Agony Aunt' column for a comic/magazine.

#### Resources

To complete the activity you will need:

Kar2ouche *Moving On* Content Library

Moving On Sheet 2.1 *Supporting Roles*

#### Activities

##### Introduction

1. In your group, write down ten questions you may want to ask during the first term at secondary school. For example, 'I've got a tummy ache. What do I do?'
2. Join in with a class discussion, and share your group's questions.
3. With your group, make a list of people who might be able to help you with these problems. For example, your tutor.
4. Share your ideas in a class discussion.

##### Development

5. With a partner, load and work your way through the interactive **Who Do I Ask?** storyboard.



to open the **Who Do I Ask?** storyboard.

6. Take part in a class discussion about the storyboard.
7. With your partner, load and watch the **Concerns** storyboard. Fill in the thought bubbles with problems you think other students may have.



to open the **Concerns** storyboard.

8. Save your work and share your storyboard with the class.

## Student Notes

9. Your teacher will give you the role of someone who might help with these concerns. For example, a learning mentor or friend. Return to your **Concerns** storyboard and choose one of the problems to solve. Delete the other nine frames and save your storyboard under a new name.
10. In your role, complete the storyboard by showing how the person might solve the problem.
11. Save and print your work for display.

### Plenary

12. Now you know how to answer problems, you're going to take the role of an agony aunt.



to open the **Starter 'Agony Aunt'** storyboard.

13. If you wish to design your own 'Agony Aunt' page, you will need to open a new storyboard.



to open a new storyboard.

14. Save and print your work for display.

### Extension

15. If possible, e-mail a Year 7 student with an 'Agony Aunt' question, about your move to their secondary school.



**Moving On Sheet 2.1****Supporting Roles**

<b>Support Worker</b>	<b>Role/Job</b>
Tutor/Form teacher	Responsible for looking after a tutor group or form.
Subject teacher	Teaches a particular subject. For example, history.
Learning Mentor	Adult who helps students with personal problems.
Buddy/Peer Mentor	A student who works with and helps other students.
Head of Year	Teacher responsible for a year group.
Head-teacher	Teacher in charge of the whole school.
Nurse	Helps students and parents by giving information on keeping healthy. Also provides advice on growing up and relationships.
Transition Officer	Adult who helps students with their move from primary to secondary school.
Educational Welfare Officer (EWO)	Helps young people, who are experiencing difficulties, to access school and their rights to education.
Secretary	Helps teachers, parents and students.
Head of Department	Teacher in charge of a subject area.
Community Police Officer	Helps students with issues in school and the local community.



**Teacher Notes**

## Unit 3 What Can We Find Out?

<b>Key Stage/Year</b>	Key Stages 2 and 3/Years 6 and 7
<b>Group Organisation</b>	At the start of the activity the students will work in pairs, but able students may prefer to write about what they think their first day will be like on their own.
<b>Suggested Timing</b>	One to two lessons

### Overview of Task

This unit provides students with the opportunity to explore what other people have felt and experienced when transferring from primary to secondary school. (These accounts are by peer mentors and current Year 7 students.) Having thought about the examples provided, the students will be asked to write about what they think the change will be like.

**Key Words:** transfer; memory; hope; ambition; concerns; anxieties

### Objectives

**All students will:** find out what other people thought about changing school and begin, with support, to explain their feelings about the process.

**Most students will:** recognise that everyone has both hopes and worries about changing schools, and will write about their hopes.

**Some students will:** explore what people have to say about their experiences of transferring schools, and write a cogent account of their hopes for their first day.

### Curriculum References

**National Curriculum****KS2 PSHE and Citizenship**

- 1 Developing confidence and responsibility and making the most of their abilities
  - 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
  - 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

**3 Developing a safer, healthy lifestyle**

3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

**4 Developing good relationships and respecting the differences between people**

4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

**5 Breadth of study**

5h find information and advice

5i prepare for change.

**Outcomes**

By the end of the unit, students will have:

- e-mailed a storyboard to a Year 7 student to ask them about their experience of changing schools
- created a comic page describing what they think their first day at school will be like.

**Resources**

Kar2ouche *Moving On* Content Library

- **We Made the Move** storyboard
- **First Day Experiences** storyboard
- **What's It Like?** storyboard
- **My First Day** storyboard
- **First Day at School** storyboard

Moving On Sheet 3.1 *Similarities and Differences*.

Moving On Sheet 3.2 *Memories*

Moving On Sheet 3.3 *My First Day*

Moving On Sheet 3.4 *Model First Day Comic*

**Preparation**

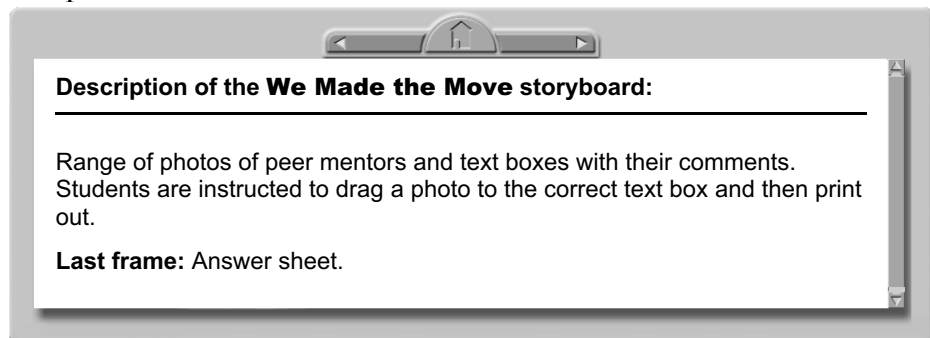
Time with local secondary schools to set up e-mailing of storyboards between current Year 7 students and those still in Year 6 who are about to transfer.

## Activities

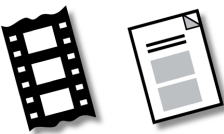
### Introduction



1. In pairs students can be asked to listen to some recordings of what peer mentors have said about their experiences of changing schools: their hopes, their concerns, and their experiences of the first day.
2. Still in pairs, they should draw up a list of how these accounts are similar to what they are feeling, and how they differ. If possible, they should also suggest how any of the problems described could have been avoided. If they need a structure for this, give them a copy of Moving On Sheet 3.1 *Similarities and Differences*.
3. Each pair can get together with another pair to compare their responses to the peer mentors' experiences.
4. Then, just for fun, the students can try to match the voice recording with a photograph of the person, using the **We Made the Move** storyboard. This can be printed onto paper if access to computers is difficult.

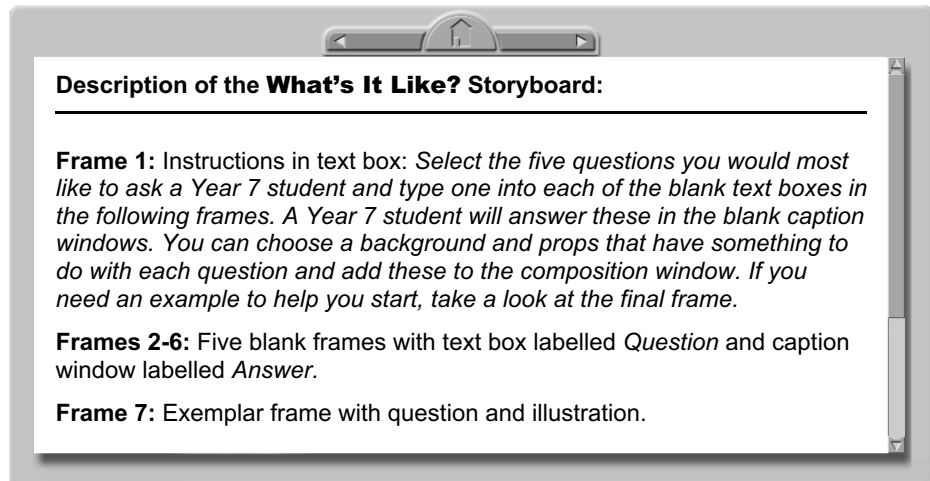


### Development



5. Where possible, students should e-mail a storyboard questionnaire to current Year 7 students asking them what they remember about their first days at secondary school. To help them with this task, they should open the **First Day Experiences** storyboard to listen to excerpts from interviews with a range of students from Years 7 and 8 in a number of Leeds schools. If you prefer them to read the comments, use Moving On Sheet 3.3 *My First Day*. They can draw on this material to compile a list of questions they would like to ask. There is also a sheet of prompt questions (Sheet 3.2 *Memories*) for you to copy and make available to students who need more support with this task.
6. Having thought about the questions they would most like to ask, they can complete the **What's It Like?** storyboard.

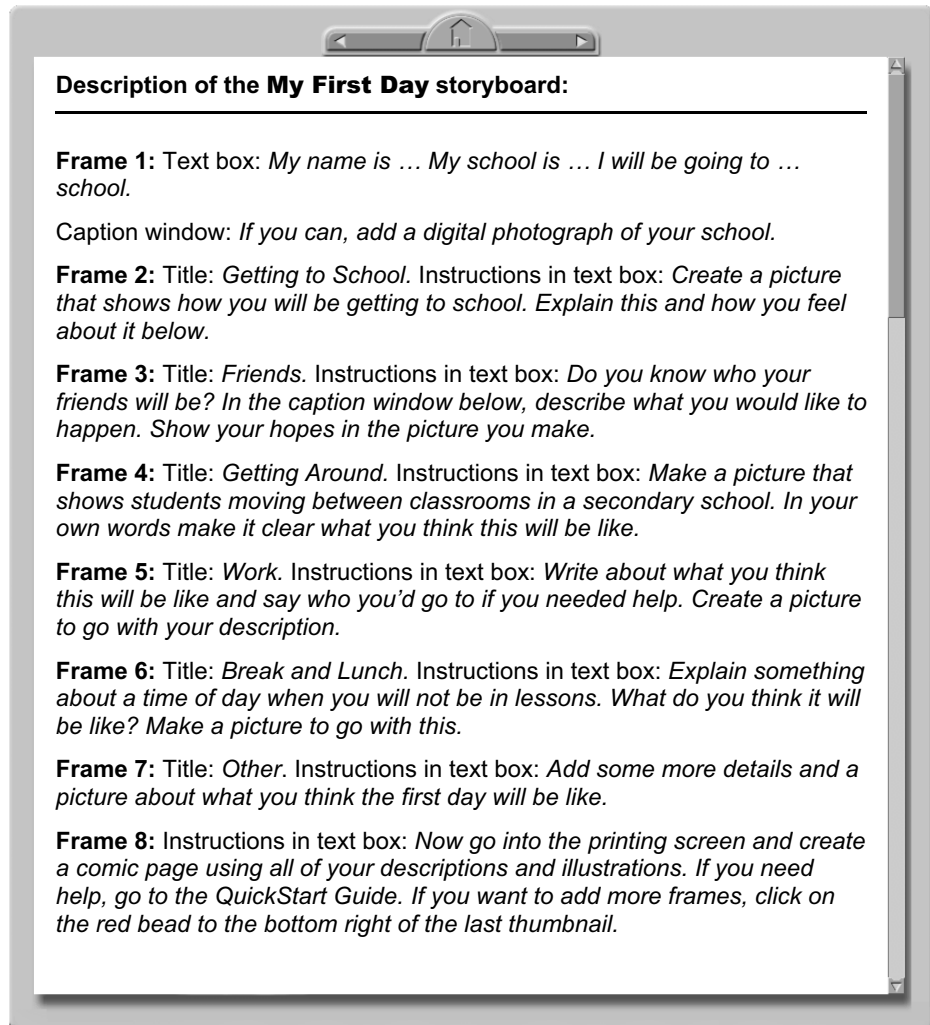




7. Students should e-mail these to their prospective secondary schools or print them out and send them. You will need to establish when the secondary school(s) will respond.

### Plenary

8. Based on what they feel about transition and what they have found out about how others have coped, students can be asked to create a fictional version of what they think their first day will be like. You may want to show them a model comic page so that they can see the sort of thing they could create. If so, use Moving On Sheet 3.4 *Model First Day Comic*. Those who are confident can use a blank storyboard. Those who need a little more support could complete the **My First Day** storyboard.



**Description of the My First Day storyboard:**

**Frame 1:** Text box: *My name is ... My school is ... I will be going to ... school.*  
Caption window: *If you can, add a digital photograph of your school.*

**Frame 2:** Title: *Getting to School.* Instructions in text box: *Create a picture that shows how you will be getting to school. Explain this and how you feel about it below.*

**Frame 3:** Title: *Friends.* Instructions in text box: *Do you know who your friends will be? In the caption window below, describe what you would like to happen. Show your hopes in the picture you make.*

**Frame 4:** Title: *Getting Around.* Instructions in text box: *Make a picture that shows students moving between classrooms in a secondary school. In your own words make it clear what you think this will be like.*

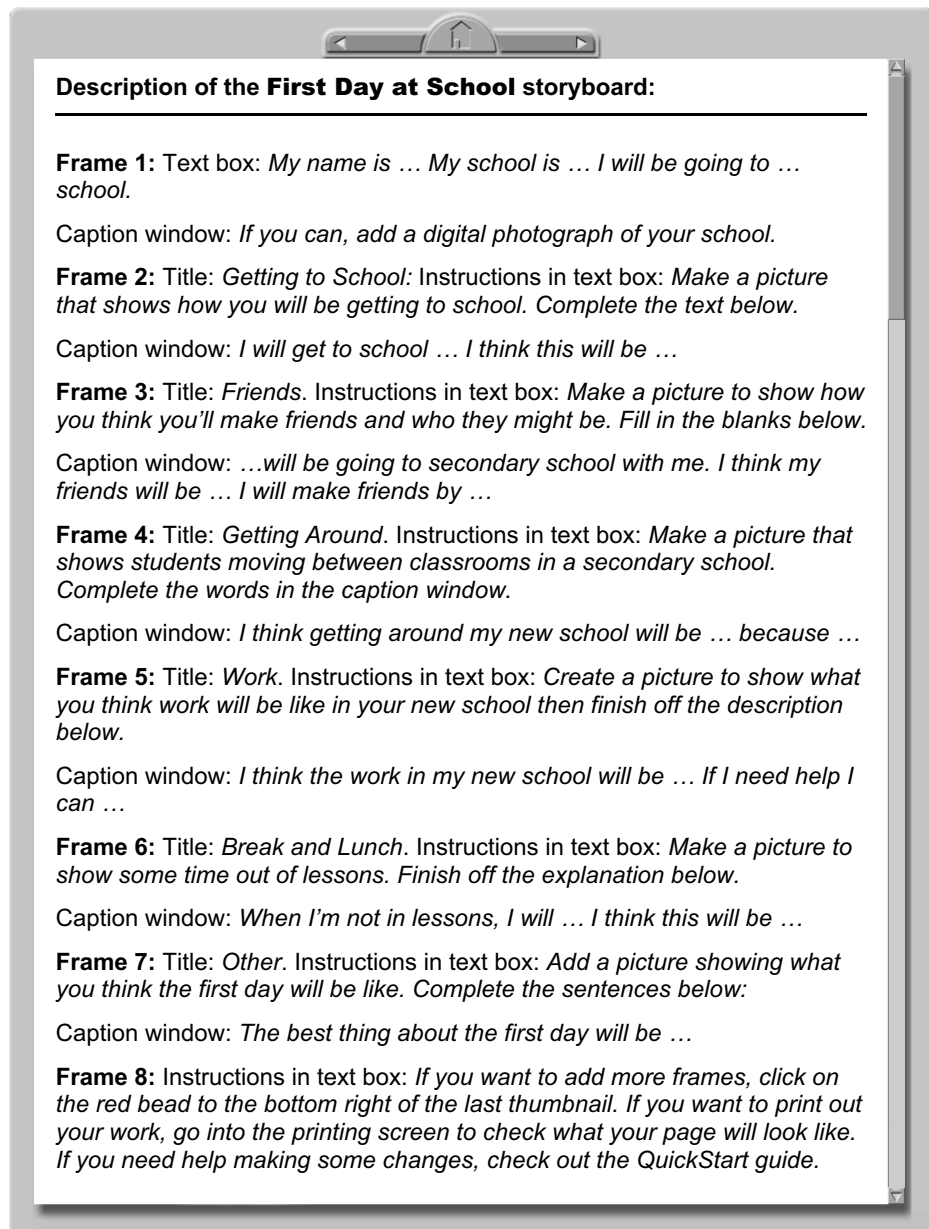
**Frame 5:** Title: *Work.* Instructions in text box: *Write about what you think this will be like and say who you'd go to if you needed help. Create a picture to go with your description.*

**Frame 6:** Title: *Break and Lunch.* Instructions in text box: *Explain something about a time of day when you will not be in lessons. What do you think it will be like? Make a picture to go with this.*

**Frame 7:** Title: *Other.* Instructions in text box: *Add some more details and a picture about what you think the first day will be like.*

**Frame 8:** Instructions in text box: *Now go into the printing screen and create a comic page using all of your descriptions and illustrations. If you need help, go to the QuickStart Guide. If you want to add more frames, click on the red bead to the bottom right of the last thumbnail.*

Those who need more support can complete the **First Day at School** storyboard. This provides more guidance and a few sentences to be completed.



**Description of the First Day at School storyboard:**

**Frame 1:** Text box: *My name is ... My school is ... I will be going to ... school.*  
Caption window: *If you can, add a digital photograph of your school.*

**Frame 2:** Title: *Getting to School.* Instructions in text box: *Make a picture that shows how you will be getting to school. Complete the text below.*  
Caption window: *I will get to school ... I think this will be ...*

**Frame 3:** Title: *Friends.* Instructions in text box: *Make a picture to show how you think you'll make friends and who they might be. Fill in the blanks below.*  
Caption window: *...will be going to secondary school with me. I think my friends will be ... I will make friends by ...*

**Frame 4:** Title: *Getting Around.* Instructions in text box: *Make a picture that shows students moving between classrooms in a secondary school. Complete the words in the caption window.*  
Caption window: *I think getting around my new school will be ... because ...*

**Frame 5:** Title: *Work.* Instructions in text box: *Create a picture to show what you think work will be like in your new school then finish off the description below.*  
Caption window: *I think the work in my new school will be ... If I need help I can ...*

**Frame 6:** Title: *Break and Lunch.* Instructions in text box: *Make a picture to show some time out of lessons. Finish off the explanation below.*  
Caption window: *When I'm not in lessons, I will ... I think this will be ...*

**Frame 7:** Title: *Other.* Instructions in text box: *Add a picture showing what you think the first day will be like. Complete the sentences below:*  
Caption window: *The best thing about the first day will be ...*

**Frame 8:** Instructions in text box: *If you want to add more frames, click on the red bead to the bottom right of the last thumbnail. If you want to print out your work, go into the printing screen to check what your page will look like. If you need help making some changes, check out the QuickStart guide.*

9. Ask the students to share what they have written with a partner. They can talk about the content of the storyboard, and the accuracy of what has been written. When you are happy that students have written as well as they can, print out their 'comic' pages. These can be displayed in class and/or sent to the secondary schools.
10. If students describe particular concerns or anxieties, you can spend some time talking these through.

### Extension

11. In an ongoing relationship with the secondary school, students could be asked to create storyboards about their first few weeks of term. These can be e-mailed back to the primary school for use with next year's transition students.



**Student Notes**

## Unit 3 What Can We Find Out?

### Objectives

Working through this unit you will explore what other people have felt about changing schools and describe some of your own feelings. You will also be given the opportunity to ask a Year 7 student questions about the sorts of things that you are concerned about.

### Outcomes

By the end of the unit, you will:

- make a storyboard questionnaire that can be sent to a Year 7 student in your new school
- create a comic page describing what you think your first day at school will be like.

### Resources

To complete the activity you will need:

Kar2ouche *Moving On* Content Library

Moving On Sheet 3.1 *Similarities and Differences*.

Moving On Sheet 3.2 *Memories*

Moving On Sheet 3.3 *My First Day*

Moving On Sheet 3.4 *Model First Day Comic*

### Activities

#### Introduction

1. Listen to what some peer mentors have to say about their experiences of changing schools.



to listen to what they remember about their first days at a new school.

2. Make two lists. The first should say how these things are similar to what you feel. The second should list the differences.
3. Make a list of any problems they mention, and see if you can suggest how these could have been avoided.
4. Get together with another pair and compare what you have said about these experiences.
5. For a bit of fun, try to match what the peer mentors say with their photographs.



to open the **We Made the Move** storyboard.

## Student Notes

### Development

6. What would you most like to know about starting secondary school? You can listen to some of the things past Year 7 students have said in the **First Day Experiences** storyboard. Use the information here to put together a list of your top five questions. Make a note of these in your exercise books or on paper.



to open the **First Day Experiences** storyboard.

7. Now create a storyboard questionnaire that you would like to send to a Year 7 student in your new school. Try to get them to remember their first days at this school.



to open the **What's It Like?** storyboard.

8. Now you can create a comic book page describing what you think your first day at a new school might be like. If you're happy about tackling this on your own, you can start with a blank storyboard. If you want some support, open the **My First Day** storyboard or **First Day at School** storyboard. If you're not sure which one to tackle, ask your teacher.



for a new storyboard.



to open the **My First Day** storyboard.



to open the **First Day at School** storyboard.

### Plenary

9. Share what you have written with a new partner.
- Talk about how you both see your first days in a new school.
  - What are your hopes and what things still worry you?
  - Are these things clear from the storyboard you have made?
  - Ask your partner to check that your spelling is correct and that you have punctuated your sentences.
10. Show your teacher what you have done and, if you have time, share your storyboard with the class.

**Moving On Sheet 3.1****Similarities and Differences**

<b>Name</b>	
-------------	--

Think about the way the famous people described their first days at school. How does this compare to how you think it will be?

Similarities	Differences

What problems did these people have? See if you can suggest what they should have done.

Problem	Possible Solution

**Moving On Sheet 3.2****Memories**

You are being asked to create a storyboard to send to a Year 7 student at a local secondary school asking about their memories of starting at this school. This is your chance to find out just what it will be like.

Make your questions friendly and clear. You never know – you might have the chance to meet this person later!

In case you need some help getting started, here's a list of the things you might like to find out about.

- What do you remember most vividly about your first day?
- How do you get to and from school?
- Was the school as you expected it to be?
- What worries did you have? Were you right to be worried about these things?
- How many people did you know?
- How did you make new friends?
- What was the work like? Had you done anything like it before?
- What were the teachers like?
- Did you know who to go to if you had a problem? Who helped you?
- What was the homework like? Did you have more or less to do?
- What were the main differences between your primary school and the new school?
- What was the best thing about the new school?
- How can I make my first day easier? Do you have any advice?
- What are the dinners like?
- Are there clubs and societies to go to?
- What was it like moving rooms after every lesson?
- How long are the lessons? How many in a day?

**Moving On Sheet 3.3****My First Day****Meera**

School was as I expected. I didn't have any problems getting to school. I was a bit worried about the size of the school and about getting lost, but I only got lost once. I was a bit shy and wanted other children to be friendlier. I've got five good friends now. I'd never done DT (Design Technology) before. My favourite subject was and still is drama.

**Alan**

I think I've settled in well. I came from a big primary school so I had lots of friends with me. My mum's a dinner lady here so that helped too. I became the form buddy, so I help people who aren't as confident as me to sort out their problems.

The induction day was really helpful. We did a treasure hunt before lunch and then circle time in the afternoon. I did have some trouble finding my way round at first, but you could always ask some of the older students. There were lots of people to help.

Work was okay, although the homework was quite hard. The after school clubs were great.

**Katie**

I was the only person coming from my primary school so that was a bit worrying. I thought I'd be bullied and have my head flushed down the toilet. I didn't have my head flushed down the toilet, but I have been teased a bit.

The worst bit was finding my way round. We had maps but I lost mine. I coped by following other people. We got about an hour of homework each night. That seemed hard at first, but I soon got used to it.

The teachers were nice. The things that most impressed me were the music and drama facilities.

## **Jethro**

The first day was scary because I wanted to make new friends, and I always seem to be getting into trouble. It was good too, because only Year 7 students were in school. This meant we could get to know each other. I had to get a bus to school, but it was easy.

I got lost a bit at first because I had so many different teachers. You soon get used to it and find your way round, and there's always someone to ask.

The main differences were having subjects in different rooms, having to do lots of homework and needing to get organised and bring the right stuff to school.

## **Joanne**

I wasn't at all worried about changing school. The only problem was it was a bit strict and on my first day I was the last left in the classroom and thought the teachers had forgotten about me so I wandered off on my own. I shouldn't have done that. A sixth former helped me find where I should be.

The teachers were good at explaining the rules and what you needed to do, but I keep forgetting to do my homework.

## Moving On Sheet 3.4

## Model First Day Comic

## MY FIRST DAY

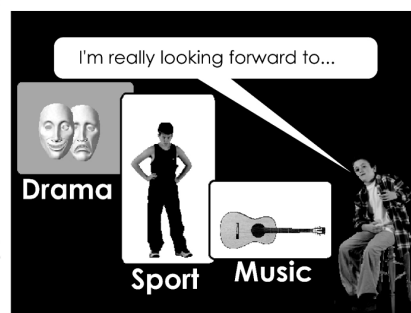


On the first day I will go to school on my bike. I hope it will be safe in the bike sheds.

Tazeem and Josh will be coming with me from my old school. I hope to make new friends too!



My new school is so big, I'm sure I'll get lost, but the sixth form will tell me where to go.







**Teacher Notes**

## Unit 4 All About Us

<b>Key Stage/Year</b>	Key Stages 2 and 3/Years 6 and 7
<b>Group Organisation</b>	Working individually or in small groups and feeding back to the class for group discussion.
<b>Suggested Timing</b>	Two lessons

### Overview of Task

This activity is designed to help students think about the information that would be useful as students move from Year 6 to Year 7. Year 6 students will have the opportunity to carry out research on their new school, while Year 7 students will consider information that they found helpful as they went through the transition process. Both year groups will produce a presentation document of their information.

**Key Words:** communicate; format; information; presentation; essential; audience

### Objectives

**All students will:** carry out research and use a scaffold to create a simple brochure, poster, letter or web page.

**Most students will:** plan the content for their brochure, poster, letter or web page and design their own format.

**Some students will:** consider how they communicate information, what is the best format and the essential messages that they need to convey. They will use this information to design their own literature describing the school.

### Curriculum References

**National Curriculum****KS2 English****En3 Writing****1 Composition**

1a choose form and content to suit a particular purpose

1c use language and style that are appropriate to the reader

1e use features of layout, presentation and organisation effectively.

**2 Planning and drafting**

- 2a plan – note and develop initial ideas
- 2b draft – develop ideas from the plan into structured written text
- 2c revise – change and improve the draft
- 2d proofread – check the draft for spelling and punctuation errors, omissions and repetitions
- 2e present – prepare a neat, correct and clear final copy
- 2f discuss and evaluate their own and other's writing.

**KS2 PSHE & Citizenship****1 Developing confidence and responsibility and making the most of their abilities**

- 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

**2 Preparing to play an active role as citizens**

- 2a to research, discuss and debate topical issues, problems and events.

**5 Breadth of opportunities**

- 5a responsibility
- 5c participate
- 5d make real choices and decisions
- 5i find information and advice

**Outcomes**

By the end of the unit, students will have:

- carried out research into their new school (Yr 6) or their present school (Yr 7)
- produced a letter, poster, booklet or web page giving information about the school to a specified audience
- sent their presentation document to Year 7 students for checking (Yr 6)
- acted as a critical friend by checking Year 6 work and giving advice for improvement (Yr 7).

## Resources

Kar2ouche *Moving On* Content Library

- **Letter** storyboard
- **Poster** storyboard
- **Booklet** storyboard
- **Web page** storyboard

Moving On Sheet 4.1 and 4.1.1 *All About Us*

Moving On Sheet 4.2 *Information*

Moving On Sheet 4.3 *Formats*

**Preparation:** Discussion between primary and secondary school on sharing and transferring information. Set up e-mail facility with secondary school for *All About Us* activity.

## Activities

### Introduction

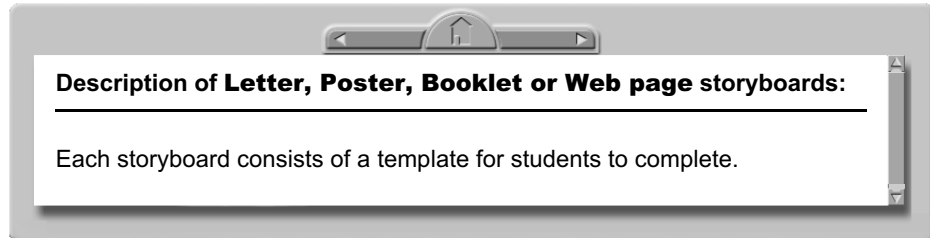
1. Explain that the students are going to create a document to welcome new students to a secondary school. Brainstorm with the students the formats that would be appropriate for this task. For example: brochure, poster, magazine, letter, school prospectus or welcome booklet. You could have examples of some of these available to show the students at this point. It would be helpful to have available copies of brochures and prospectuses of local secondary schools for the students to use for research.
2. The students think about the sort of information that new secondary school students might find useful. Give the students Moving On Sheet 4.1 *All About Us* (Year 7) or Moving On Sheet 4.1.1 *All About Us* (Year 6) and look at it with them. The students then note down their ideas about the kind of information that they want to include in their presentation document.
3. They then organise these ideas into essential information, useful information and things that are good to know and record this on Moving On Sheet 4.2 *Information*.
4. The students are asked to think about:
  - their intended audience
  - the purpose of their writing
  - the best format to use.

Issue them with Moving On Sheet 4.3 *Formats*, and go through it with the class.

## Development



5. Ask the students to click each of the starter storyboard icons to view the formats available. They then choose which of the starter storyboards they wish to develop. (They can choose from a **Letter, Poster, Booklet or Web page** storyboard.)



6. Using their chosen template, students now create their presentation document.
7. The students are reminded to save and print their work.

## Plenary

8. Invite the students to present their ideas to their class. They can explain why they included their information, and why they have chosen to present the information in this way.
9. The students send their completed presentation documents to Year 7 students at their new school (Yr 6) or to Year 6 students who are due to come to their school (Yr 7).
10. **Year 7** students to feed back to the Year 6 students on the information they have included in their documents, making suggestions on how this could be improved. **Year 6** students compare their documents with the Year 7 presentations to check the accuracy of their information.
11. **Year 6** students revisit their presentations and make any changes based on the feedback and presentations from the Year 7 students.

## Extension

12. Discussion time topic. What information did students find most useful about the new school? How did they obtain this information from their secondary school? What problems did they have in getting this information? How could these problems be overcome?
13. **Year 6** students create a questionnaire containing all the questions they would like to have answered to send to Year 7.

**Student Notes**

## Unit 4 All About Us

### Objectives

This activity will help you to think about the information that would be useful for Year 6 students to have as they move into Year 7. It also allows Year 7 students to pass on the information and advice that they found useful as they went through this change.

### Outcomes

By the end of the unit, you will:

- complete a storyboard presentation about moving to a secondary school for a specified audience
- send your presentation to Year 7 students for checking (Yr 6)
- act as a critical friend by checking a Year 6 presentation and giving advice for improvement (Yr 7).

### Resources

To complete the activity you will need:

Kar2ouche *Moving On* Content Library

Moving On Sheets 4.1 *All About Us (Year 7)* and 4.1.1 *All About Us (Year 6)*

Moving On Sheet 4.2 *Information*

Moving On Sheet 4.3 *Formats*

### Activities

#### Introduction

1. You are going to create a presentation to welcome students to their new secondary school. Make a list of the many different ways that you could put across this information. Here are two ideas to get you started: a poster or brochure.
2. Think about the sort of information new students might find useful. Read Moving On Sheet 4.1 *All About Us (Year 7)* or 4.1.1 *All About Us (Year 6)*. Write down the information that should go into your presentation document.
3. Using Moving On Sheet 4.2 *Information*, sort your ideas into three groups: essential information, useful information and things that are good to know.
4. Think about:
  - your audience
  - the purpose of your writing
  - the best format to use (letter, booklet, poster or website).Moving On Sheet 4.3 *Formats* may help you to decide on a format.

## Student Notes

### Development

5. Check out each of the four starter storyboards and then decide which one you would like to use to present your information.



to open the **Letter** storyboard



to open the **Poster** storyboard



to open the **Booklet** storyboard



to open the **Web Page** storyboard

6. Using your chosen template, create your document.
7. Save and print your presentation.
8. Present your ideas to the group. Explain how you chose the information to include and why you have presented it in this way.

### Plenary

9. **Year 6 students:** Send your presentation to a Year 7 student at your new school.  
**Year 7 students:** Send your presentation to a Year 6 student who is due to come to your school.
10. **Year 7 students:** Feed back to the Year 6 students on the information they have included in their presentation, making suggestions on how it could be improved.  
**Year 6 students:** Compare your presentation with a Year 7 student's to check the accuracy of your information.
11. **Year 6 students:** Return to your presentation and make any changes based on the feedback and presentation from the Year 7 student.

### Extension

12. Join in with a discussion on the information that students would find useful about the new school.
13. **Year 6 students:** Create a questionnaire containing all the questions you would like to have answered and send to Year 7 students.

**Moving On Sheet 4.1****All About Us (Year 7)**

You have been chosen to create a welcome letter, booklet, poster or web page to tell primary school students about life at secondary school in Year 7. This is your opportunity to pass on useful information that will help them to settle in to their new school quickly.

Think about how you felt in Year 6.

- What information would you have found useful?
- Did you have all the information you needed?
- Can you think of information students might find helpful?

Here are some of the things Year 6 students might be worried about:

- How will I find my way around?
- Will I get homework?
- Is the work very hard?
- What is the school uniform like?
- Where do I spend playtime?
- What are the school rules?
- What time does school start/finish?
- What happens at lunchtime?
- Are there any clubs I can join?
- What happens if:
  - I'm late,
  - I feel ill,
  - I forget something?
- Who can I go to if I need help?

Add any more questions that you once had.

Select the questions you think would be most useful to Year 6 students, and try to find as many useful answers as you can.

**Moving On Sheet 4.1.1****All About Us (Year 6)**

You have been chosen to create a welcome letter, booklet, poster or web page to pass on information to Year 6 primary school students about your new school. This is your opportunity to find out useful information about your school to help you (and other students) to settle in to your new class quickly.

Think about how you might feel when you are in Year 7.

- What information would you find useful?
- Can you think of information other students might find helpful?

Here are some of the things that Year 6 students might be worried about:

- What will my new teacher be like?
- Where is my new classroom?
- Will I get homework?
- Is the work very hard?
- What is the school uniform like?
- Can I be a buddy?
- Are there any new clubs I can join?
- Who can I go to if I need help?

Add any questions that you have.

Select the questions that you think would be most useful to Year 6 students, and try to find as many useful answers as you can.



**Moving On Sheet 4.2**

# Information

Essential information	Useful information	Things that are good to know

**Moving On Sheet 4.3****Formats**

Now that you have decided on the information you want to share, think about the best way to present this information.

**You can:****Write a letter**

A letter is a very personal but simple way of getting information across. You can write in your own style, talk about your own experiences and pass on advice. You can also send good wishes and encouragement.

**Design a poster**

A poster is a good way to draw attention to something and to give a small amount of information.

**Design a welcome booklet**

A booklet is a good format to give a lot of information. You do not have to cram lots of information onto one page. Think about the language you will use. Make sure the information is clear, but try to use as few words as possible. Look at newspapers and magazines to see how journalists write short articles. Think about using snappy headlines to help the reader find the information they need quickly. Also think about the layout of each page. Try to put information about similar themes or topics on the same page or double page spread.

**Design a web page**

A web page is a good idea if you think you might want to change the information you are giving. You can update your web page. Information on a web page has to be organised so it is clear to the user and it is easy to read.

**Teacher Notes**

# Unit 5 Where Am I?

<b>Key Stage/Year</b>	Key Stage 2/Year 6
<b>Group Organisation</b>	Mainly in pairs, with some class discussion.
<b>Suggested Timing</b>	Two lessons

## Overview of Task

This unit provides the students with an opportunity to improve their map reading skills to help them find their way around their new school.

**Key Words:** direction; plan; bird's eye view

## Objectives

**All students will:** improve their map reading ability by developing skills and techniques.

**Most students will:** improve their verbal and written directional skills.

**Some students will:** explore different methods of following and giving directions.

## Curriculum References

### **National Curriculum**

### **KS2 PSHE & Citizenship**

**Developing confidence and responsibility and making the most of their abilities**

1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

### **Preparing to play an active role as citizens**

2a to research, discuss and debate topical issues, problems and events.

### **Breadth of opportunities**

5c participate

5d make real choices and decisions

5f develop relationships through work and play

5h find information and advice

5i prepare for change.

## Outcomes

By the end of the unit, students will have:

- completed a storyboard in which they follow instructions from a partner who directs them around a school map
- completed an interactive storyboard testing their memory of the layout of the school map
- produced a storyboard with instructions and visual reminders for their new secondary school.

## Resources

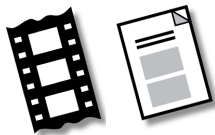
Kar2ouche *Moving On* Content Library

- **Fictional School Map** storyboard
- **Map Test** storyboard
- **My School Map** storyboard

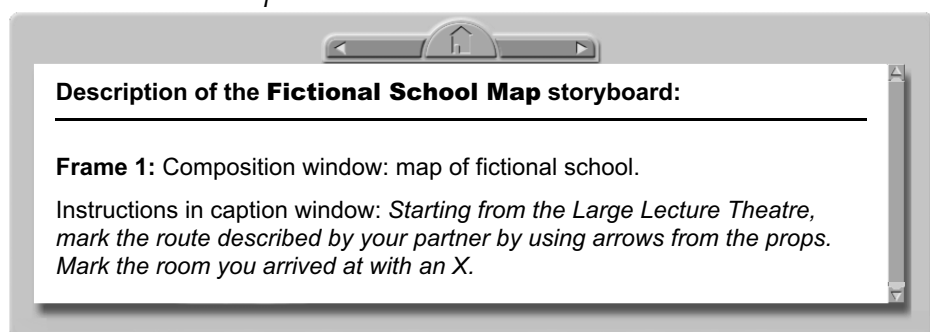
Moving On Sheet 5.1 *Fictional School Map*

## Activities

### Introduction



1. In pairs ask the students to sit at a computer with one facing the screen (Student A) and the other facing away (Student B). (It would be useful to have students going to the same secondary school paired together.)
2. Get Student A to load the **Fictional School Map** storyboard and give Student B a hard copy of the same map, Moving On Sheet 5.1 *Fictional School Map*.

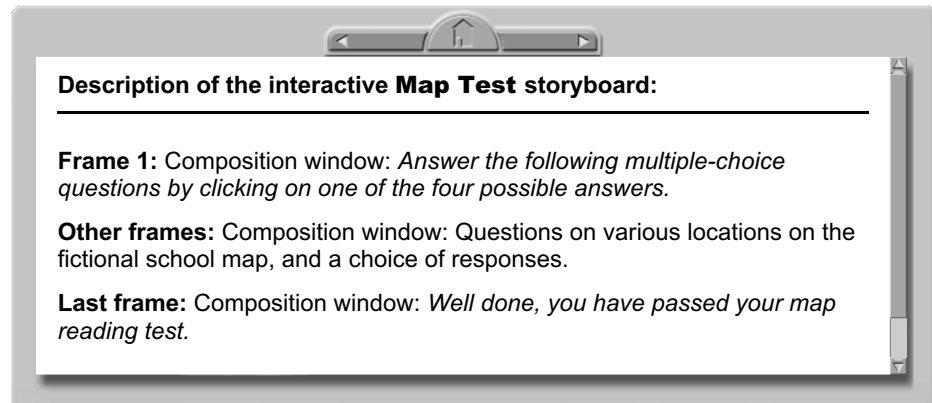


3. Ask Student B to direct Student A from the Large Lecture Theatre to any other room in the building. Student A will use arrows on the screen map to show his/her understanding of the instructions received from Student B.
4. The students check that they have followed the instructions correctly.
5. Repeat the activity, with the students reversing roles. Hold a short class discussion on any issues arising from this exercise.

## Development



6. With both students working at the computer ask them to load the interactive **Map Test** storyboard.

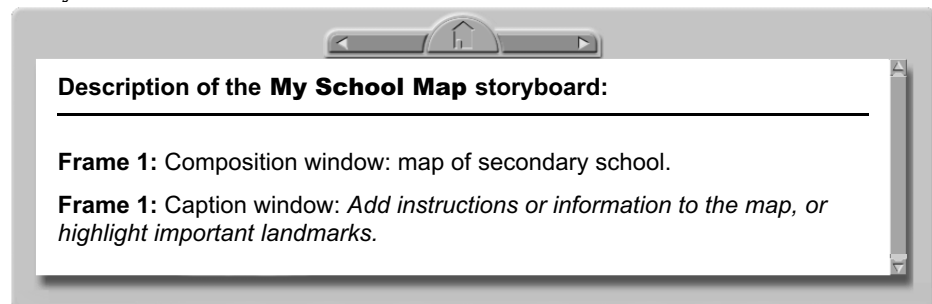


7. The students answer the multiple-choice questions based on their memories of the fictional school map. You can reassure the students that, should they get an answer wrong, there are clues available to help them to get back on track.
8. In circle time, get the students to share methods and techniques that helped them to remember where rooms were located on the map. For example, important rooms or landmarks.
9. Allow the students to repeat the map test based on the ideas shared in the circle time.

## Plenary



10. In their pairs, tell the students to load the **My School Map** storyboard.



11. The students add instructions and create visual reminders for themselves to help them to find their way around their new school.
12. They then save and print out their storyboard map.

## Extension

13. In pairs, give one of the students a street map of their local area. Ask the other student to direct their partner from school to his/her house using verbal directions. The other student draws the described route on the map. Get the students to check the route when they have finished.
14. Repeat with the students reversing roles.

## Student Notes

### Unit 5 Where Am I?

#### Objectives

This unit will help you to improve your map reading skills as well as developing your ability to follow directions.

#### Outcomes

By the end of the unit, you will:

- complete a storyboard while following instructions from a partner directing you around a school map
- work through an interactive storyboard based on a school map, using your memory skills
- produce a storyboard, which includes instructions and visual reminders, to take to your new secondary school.

#### Resources

To complete the activity you will need:

Kar2ouche *Moving On* Content Library

Moving On Sheet 5.1 *Fictional School Map*

#### Activities

##### Introduction

1. With your partner, decide who is Student A and who is Student B.
2. Sit at a computer with one of you facing the screen (Student A) and the other facing away (Student B).



to open the **Fictional School Map** storyboard

3. Student A looks at the **Fictional School Map** storyboard while Student B receives a hard copy of the same map from his or her teacher.
4. Student B directs his or her partner from the Large Lecture Theatre to any other room in the school. Student A listens to the instructions, and uses arrows to show the route they have taken.
5. When you have finished, check that you have followed the instructions correctly.
6. Repeat the activity swapping roles with your partner.
7. Join in with a class discussion on any issues arising from this exercise.

## Student Notes

### Development



to open the **Map Test** storyboard

8. With your partner, follow the interactive **Map Test** storyboard and answer the multiple-choice questions based on your memories of the fictional school map.
9. In circle time, share any ideas that helped you to remember where the different rooms are on the map.
10. Repeat Activity 7 based on the ideas shared in circle time.

### Plenary



to open the **My School Map** storyboard

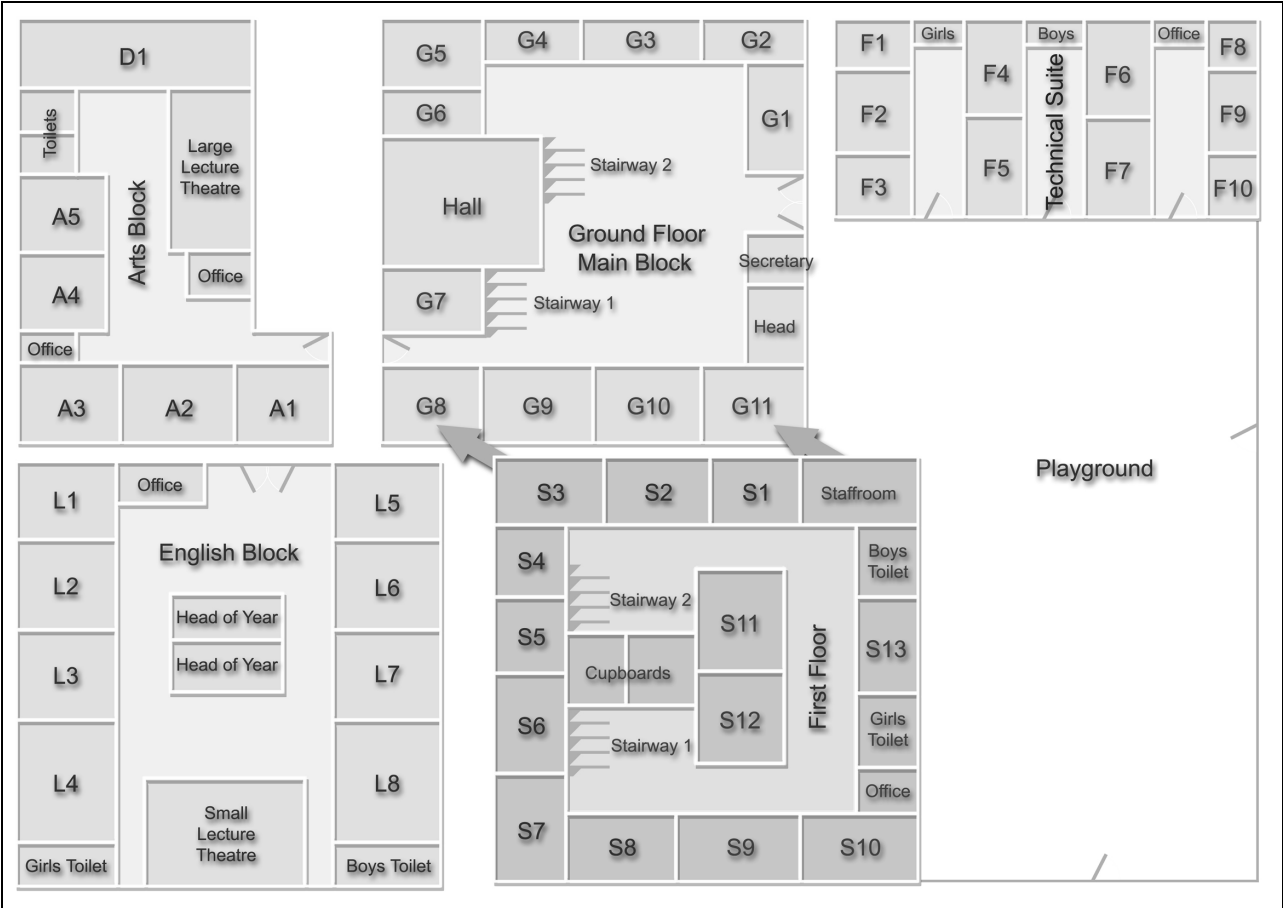
11. In your pairs look at the **My School Map** storyboard and add instructions and any visual reminders to the map to help you to find your way around your new school when you get there.
12. Save and print out your storyboard map.

### Extension

13. Find a partner and get a map of your local area from your teacher. Describe to your partner how to get from school to your home. Your partner should attempt to draw the route onto the map. When you have finished giving your directions, check the route that your partner has drawn on the map.
14. Swap over so you can have a go at following your partner's instructions.

Moving On Sheet 5.1

Fictional School Map





**Teacher Notes**

## Unit 6 What's The Time?

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**Key Stage/Year** Key Stage 2/Year 6

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**Group Organisation** Working in pairs and individually.

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**Suggested Timing** Two to three lessons

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### Overview of Task

Students will explore how their days might be divided in their secondary school and how they will need to move around the school at different times of day. They will also begin to think about how they can organise their time after school in order to complete homework and still have time for themselves.

**Key Words:** timetable; schedule; prioritise; deadline; peer pressure

### Objectives

**All students will:** become familiar with timetables and recognise that they will have different lessons taught by different teachers, in different rooms.

**Most students will:** understand how to use a timetable and begin to prioritise what needs to be done in the evenings in preparation for the next day at school.

**Some students will:** be able to deduce what day it is from a number of clues about their timetables, prioritise homework and organise a social life.

### Curriculum References

**National Curriculum****KS2 PSHE & Citizenship**

- 1 Developing confidence and responsibility and making the most of their abilities
- 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

**2 Preparing to play an active role as citizens**

- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.

**3 Developing a healthy, safer lifestyle**

- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

**5 Breadth of opportunities**

- 5h find information and advice
- 5i prepare for change.

**Outcomes**

By the end of the unit, students will have:

- completed timetables from instructions
- produced storyboards showing their understanding of the major issues surrounding homework, including peer pressure.

**Resources**

Kar2ouche *Moving On* Content Library

- **Build a Timetable** storyboard
- **What Happens Then?** storyboard
- **Tara's Student Planner** storyboard
- **Jo's Student Planner** storyboard
- **Lyndon's Student Planner** storyboard
- **Felix's Student Planner** storyboard
- **But My Friend Said** storyboard

Moving On Sheet 6.1 *Timetables*

Moving On Sheet 6.2 *Homework Help*

**Preparation:** Example timetables from the secondary schools the students will be attending.

## Activities

### Introduction



1. In pairs, or small groups, students look at the two timetables printed on Moving On Sheet 6.1 *Timetables* and discuss the questions about how this differs from what they do now, what might be good about the shape of the day and what problems they may encounter. They can note down their answers on the sheet. Students who need more support might work on Timetable A, whilst those who can cope with more complexity could look at Timetable B.
2. Groups should feed back and discuss their answers to the questions. Try to use the opportunity to answer queries and allay fears.

### Answers to Timetable A questions

1. How many different rooms would you go into on Monday?  
*5 rooms*
2. How many different blocks would you visit on Monday?  
*2 blocks (G, S and hall are all in the main block)*
3. On which days of the week would you visit most different blocks?  
*Tuesday (lower school, main and arts blocks) and Thursday (technical, main and arts block)*
4. How many different teachers would you see during the week?  
*13 different subject teachers (plus maybe a tutor)*
5. What information is missing from this timetable?  
*Times when lessons begin and end, indication of break and lunch times, tutor time ...*
6. How might following this timetable be difficult?  
*Students may refer to time taken between lessons, not always being in the same room for the same lesson, getting lost, finding rooms, knowing the teachers' names*
7. Which of the subjects are new?  
*(Will vary according to primary experience)*
8. Which day of the week do you think you'd like best and why?  
*Personal choice*

**Answers to Timetable B questions**

1. How many different rooms would you go into on Wednesday of X week?  
*5 rooms*
2. How many different blocks would you visit on Wednesday of Y week?  
*3 blocks*
3. On which day of which week would you visit most different blocks?  
*Y week, Tuesday (music, technical, tower and reception blocks)*
4. What information is missing from this timetable?  
*Specific indications of when break and lunch are; What some of the abbreviations mean; Teachers' names ...*
5. What do you think the double vertical line means?  
*Break*
6. What do you think the heavier vertical lines mean?  
*Lunch*
7. How might following this timetable be difficult?  
*Remembering whether it's an X or Y week; time taken between lessons; not always being in the same room for the same lesson; getting lost; finding room; knowing the teachers' names*
8. How many different teachers will you see during the two weeks?  
*15 teachers (plus a possible unlisted tutor)*
9. Are you always in the same rooms with the same teachers for each subject?  
*1 period of English in the two-weeks is taught by a different teacher, History and Science are taught in 2 separate rooms but in the same block; PE and RE are taught in 2 entirely different rooms.*
10. Which of the subjects are new?  
*(Will vary according to primary experience)*
11. What do you think happens on Friday afternoon of Y weeks?  
*Students may predict that the timetable is wrong or may suggest that they finish early every other week.*
12. Which day of which week do you think you'd like best and why?  
*Personal choice*

3. If possible look at examples of the real timetables from the schools that the students will be attending. Get them to create their own quizzes and answers for others in the class to answer.

**Development**

4. Having looked at some examples of timetables, the students open the **Build a Timetable** storyboard and follow the instructions for each day of the week.

**Description of Build a Timetable storyboard:**

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**Frames 1-5** Blank frames for Monday to Friday – each containing a number of cards (text boxes) listing subjects, breaks, clubs and so on. Students follow instructions to build each day's timetable. This can be compared with the answers in the final frame (**Frame 6**).



5. To continue their familiarisation with the structure of timetables, students open the **What Happens Then?** storyboard.

**Description of What Happens Then? storyboard:**

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This is a hyper-linked storyboard where students are shown a timetable for a particular day and given time to memorise it. They then listen to a series of questions and try to decide which subject, where it happens or at what time. Towards the end of the storyboard, the task becomes more difficult. They see the timetable for the week and are given a similar series of statements from which they deduce the information required.

6. Explain that as well as timetables for the school day, students are likely to receive homework timetables. This is likely to be fairly light in Year 7 – one or two subjects per evening. Students who were interviewed said they spent about an hour per evening doing this work. Discuss the sorts of decisions they will have to make about when to do homework, most of which isn't set for the next day.
7. The students open one of the **Student Planner** storyboards. You will need to tell the students which of the four storyboards to work on, so that comparisons can be made between all of the storyboards during the plenary. In each storyboard, they are presented with a number of pages from a fictional student's planner. They have to help this student to work out what work must be done for the following day, what can be left, and what time is left for recreation.



**Description of Student Planner storyboards:**

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**Tara** is a little disorganised. She has left a pile of work that needs to be done for Thursday and Friday, but needs help organising it. She also wants to go to the cinema with her friends. The instructions ask the students to help advise her about what she should do on the Wednesday, Thursday and Friday evenings.

**Jo** spends too long on one piece of homework, and then doesn't know which of the other five pieces to do before she goes to her music lesson. The students have to check which work is most important and when it is due in, and then prioritise her next three evenings of work.

**Lyndon** has a football match after school and three pieces of homework all due in the next day. Students look at his work pattern over the past week, and advise him on how to avoid a similar situation in future. They plan when he should do each piece of homework during the following week, and what he should say to his teachers about his late work.

**Felix** never fills in his planner very carefully, and so he always panics that he's going to miss a deadline. Students try to work out what work Felix needs to do, and offer him some advice on improving the way he fills in his planner.

**Plenary**

8. Put students into groups so that they can talk about the problems the different students encountered with homework. Ask them to compile a list of homework *Do's and Don'ts* on Moving On Sheet 6.2 *Homework Help*.

**Extension**

9. If you have time, you might want to discuss how peer pressure can influence work rates, and how students need to take responsibility for their actions. To stimulate this discussion, you might want students to complete the **But My Friend Said** storyboard.

**Description of But My Friend Said storyboard:**

Students are presented with a storyboard showing a one-sided conversation where two Year 7 students are trying to persuade two of their peers to let them copy their homework. Students fill in the blank speech bubbles.

## Student Notes

# Unit 6 What's The Time?

## Objectives

By working through this unit you will become familiar with school timetables and be able to discuss any concerns you have about school or homework.

## Outcomes

By the end of the unit, you will:

- follow instructions to make a timetable
- show some fictional students how to cope with their homework problems.

## Resources

To complete the activity you will need:

Kar2ouche *Moving On* Content Library

Moving On Sheet 6.1 *Timetables*

Moving On Sheet 6.2 *Homework Help*

## Activities

### Introduction

1. Your teacher will ask you to look at one or two timetables and note down your answers to some questions.
2. Discuss your answers with the rest of the class, and try to say how you feel about changing school and having a whole new timetable and different teachers.

### Development

3. Open the storyboard below and follow the instructions for each day of the week.



to open the **Build a Timetable** storyboard

4. The next storyboard will help you get to grips with timetables and how they are put together.



to open the **What Happens Then?** storyboard.

5. As well as timetables for the school day, you will get a homework timetable. This shouldn't be too difficult in Year 7. It's likely you'll get one or two subjects per evening and need to spend about an hour per evening doing this work. What decisions will you need to make? How will you organise your time? What problems might you have? Discuss these points with a friend.

## Student Notes

6. Open one of the **Student Planner** storyboards below. Your teacher will tell you which one to choose. See if you can help one of the students below to sort out his or her homework nightmares.



to open **Tara's Student Planner** storyboard



to open **Jo's Student Planner** storyboard



to open **Lyndon's Student Planner** storyboard



to open **Felix's Student Planner** storyboard

### Plenary

7. In a small group, talk about the students' homework problems and how you helped them. On paper make a list of homework *Do's and Don'ts*.

### Extension

8. Open the **But My Friend Said** storyboard. This storyboard will help you to think about how you can deal with pressure from your friends. Two Year 7 students are trying to persuade two of their peers to let them copy their homework, but some of the speech bubbles have been left blank for you to fill in.



to open the **But My Friend Said** storyboard

9. What were the best ways you found of coping with pressure from friends? Share these with the rest of your class, and listen to their ideas too.



**Moving On Sheet 6.1****Timetables****Imaginary School A**

	1	2	3	4	5	6	7	8	9	10
<b>Mon</b>	<b>English</b> <i>LA G7</i>	<b>English</b> <i>LA G7</i>	<b>History</b> <i>MA S5</i>	<b>History</b> <i>MA S5</i>	<b>Science</b> <i>CV S11</i>	<b>Science</b> <i>CV S11</i>	<b>PE</b> <i>PL hall</i>	<b>PE</b> <i>PL hall</i>	<b>Drama</b> <i>HS D1</i>	<b>Drama</b> <i>HS D1</i>
<b>Tue</b>	<b>Music</b> <i>DE L3</i>	<b>Music</b> <i>DE L3</i>	<b>Geog</b> <i>SL S2</i>	<b>Geog</b> <i>SL S2</i>	<b>Maths</b> <i>VH G1</i>	<b>Maths</b> <i>VH G1</i>	<b>English</b> <i>LA G7</i>	<b>English</b> <i>LA G7</i>	<b>RS</b> <i>CA A4</i>	<b>RS</b> <i>CA A4</i>
<b>Wed</b>	<b>Geog</b> <i>SL S2</i>	<b>Geog</b> <i>SL S2</i>	<b>Maths</b> <i>VH G1</i>	<b>Maths</b> <i>VH G1</i>	<b>Science</b> <i>CV S11</i>	<b>Science</b> <i>CV S11</i>	<b>History</b> <i>MA S5</i>	<b>History</b> <i>MA S5</i>	<b>MFL</b> <i>HO A5</i>	<b>MFL</b> <i>HO A5</i>
<b>Thur</b>	<b>DT</b> <i>TA F5</i>	<b>DT</b> <i>TA F5</i>	<b>Art</b> <i>SO F10</i>	<b>Art</b> <i>SO F10</i>	<b>English</b> <i>LA G7</i>	<b>English</b> <i>LA G7</i>	<b>Maths</b> <i>VH G10</i>	<b>Maths</b> <i>VH G10</i>	<b>MFL</b> <i>HO A5</i>	<b>MFL</b> <i>HO A5</i>
<b>Fri</b>	<b>ICT</b> <i>SR F7</i>	<b>ICT</b> <i>SR F7</i>	<b>Fndn</b> <i>CV S11</i>	<b>Fndn</b> <i>CV S11</i>	<b>Maths</b> <i>VH G11</i>	<b>Maths</b> <i>VH G11</i>	<b>Science</b> <i>CV S11</i>	<b>Science</b> <i>CV S11</i>	<b>DT</b> <i>TA F5</i>	<b>DT</b> <i>TA F5</i>

**Key**

<b>Subjects</b> PE = physical education Geog = geography RS = religious studies MFL = foreign language ICT = information communication technology Fndn = foundation studies DT = design technology <i>Teachers Initials in Italic</i>	<b>Rooms</b> G = ground floor main block S = second floor main block Hall = ground floor main block D1 = drama studio arts block L = lower school block A = arts block F = technical suite
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If this were your new timetable ...

- 1 How many different rooms would you go into on Monday?
- 2 How many different blocks would you visit on Monday?
- 3 On which day of the week would you visit the most different blocks?
- 4 What information is missing from this timetable?
- 5 How might following this timetable be difficult?
- 6 Which of the subjects are new?
- 7 Which day of the week do you think you'd like best and why?

## Imaginary School B (2 week timetable)

X Weeks		1 and 2 9 10	3 and 4 10 11	5 and 6 11.15 12.15	7 and 8 12.15 1.15	9 and 10 2.30 3.30
	<b>Mon</b>	<b>English</b> KR F4	<b>Geography</b> JC S3	<b>Science</b> JE S9	<b>PE</b> JI Gym	<b>Drama</b> HH Drama St
	<b>Tue</b>	<b>Art</b> SI F9	<b>Geography</b> SL S3	<b>Maths</b> MS G1	<b>English</b> KR F4	<b>History</b> BB T1
	<b>Wed</b>	<b>Music</b> BW M3	<b>History</b> BB T2	<b>German</b> FW S4	<b>Design Tech</b> CP T7	<b>Maths</b> MS G1
	<b>Thur</b>	<b>Foundation</b> CV S10	<b>English</b> KR F4	<b>ICT</b> PP T1	<b>Design Tech</b> CP T7	<b>German</b> FW S4
	<b>Fri</b>	<b>Maths</b> MS G1	<b>German</b> FW S4	<b>Science</b> JE S8	<b>Religious St</b> JC F4	<b>Science</b> JE S9

Y Weeks		1 and 2 9 10	3 and 4 10 11	5 and 6 11.15 12.15	7 and 8 12.15 1.15	9 and 10 2.30 3.30
	Mon	<b>History</b> BB T2	<b>Geography</b> SL S3	<b>English</b> KR F4	<b>German</b> FW S4	<b>History</b> BB T2
	Tue	<b>Religious St</b> JC M4	<b>ICT</b> PP T1	<b>English</b> BP F4	<b>PE</b> JI Hall	<b>Science</b> JE S9
	Wed	<b>Music</b> BW M3	<b>German</b> FW S4	<b>Design Tech</b> CP T7	<b>English</b> KR F4	<b>Maths</b> MS G1
	Thur	<b>Design Tech</b> CP T7	<b>Science</b> JE S9	<b>Maths</b> MS G1	<b>Art</b> SI F9	<b>Maths</b> MS G1
	Fri	<b>Geography</b> SL S3	<b>Science</b> JE S9	<b>Drama</b> HH Drama St	<b>German</b> FW S4	

Key	Rooms
	G = ground floor tower block S = second floor tower block F = first floor tower block Hall = ground floor reception block Gym = attached to drama studio Drama St = drama studio T = Technical block M = Music block

If this were your new timetable ...

- How many different rooms would you go into on Wednesday of X week?
- How many different blocks would you visit on Wednesday of Y week?
- On which day of which week would you visit most different blocks?
- What information is missing from this timetable?
- What do you think the double line means?
- What do you think the heavier lines mean?
- How might following this timetable be difficult?
- How many different teachers will you see during the two weeks?
- Are you always in the same rooms with the same teachers for each subject?
- Which of the subjects are new?
- What do you think happens on Friday afternoon of Y weeks?
- Which day of which week do you think you'd like best and why?

<b>German</b>	
<b>FW</b>	<b>S4</b>

<b>English</b>	
<b>KR</b>	<b>F4</b>

**Moving On Sheet 6.2****Homework Help**

Based on your talk about how the fictional students coped with their homework, draw up a list of things you should do to keep yourself organised, and another list of things you should avoid.

DO	DON'T



**Teacher Notes**

# Unit 7 What Do I Need?

<b>Key Stage/Year</b>	Key Stage 2/Year 6
<b>Group Organisation</b>	Mainly working in pairs with some class discussion.
<b>Suggested Timing</b>	One lesson

## Overview of Task

This unit provides students with the opportunity to consider which equipment is essential or inessential to take to school. Students will be able to print off a checklist from which they can identify what they will need to take to school on their first day.

**Key Words:** essential; inessential; equipment

## Objectives

**All students will:** understand that certain items must always be brought to school.

**Most students will:** recognise the importance of organisation and planning for school.

**Some students will:** understand the implications of bringing the wrong equipment to school.

## Curriculum References

**National Curriculum****KS2 PSHE & Citizenship**

- 1 Developing confidence and responsibility and making the most of their abilities**
  - 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- 2 Preparing to play an active role as citizens**
  - 2a to research, discuss and debate topical issues, problems and events
  - 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.

## 5 Breadth of opportunities

5a take responsibility

5c participate

5d make real choices and decisions

5h find information and advice

5i prepare for change.

## Outcomes

By the end of the unit, students will have:

- completed a storyboard about essential and inessential items for school
- produced a poster showing items needed for school on one particular day
- printed off a checklist from which they can identify what they will need to take to school on their first day
- produced a poster showing a list of things they intend to take to school on their first day.

## Resources

Kar2ouche *Moving On* Content Library

- **First Day Starter** storyboard
- **Needed or Not Needed** storyboard
- **Needed for School Starter** storyboard
- **What's in My Pencil Case?** storyboard

Moving On Sheet 7.1 *Fictional Student's Timetable*

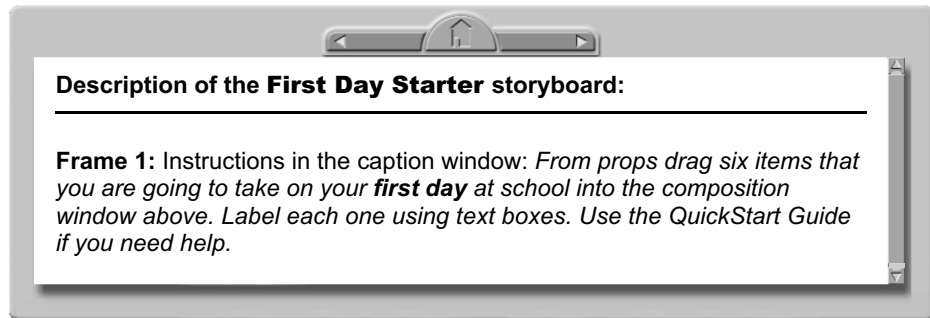
Moving On Sheet 7.2 *First Day at School*

## Activities

### Introduction



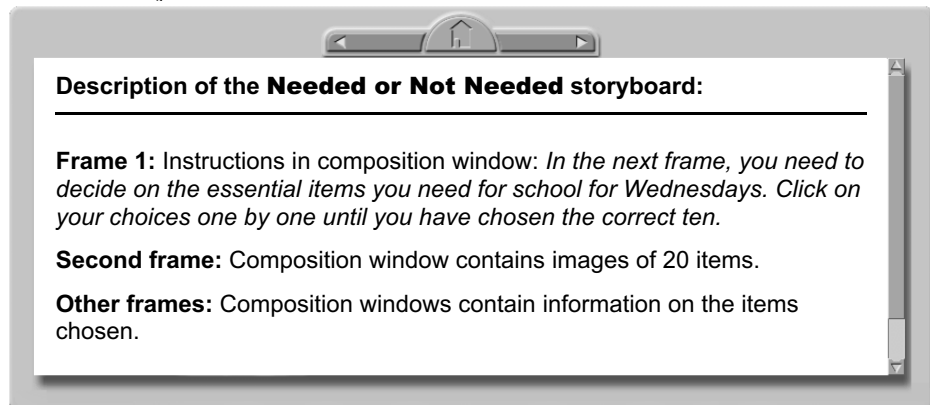
1. In groups of four the students write down ten items of equipment that are essential for school and ten that are not.
2. Get the groups to share their thoughts in a class discussion.
3. Issue each student with Moving On Sheet 7.2 *First Day at School*, which gives a checklist of things to take to school on the first day.
4. The students open the **First Day Starter** storyboard and complete this by adding and labelling the things they intend to take to school on their first day.



## Development

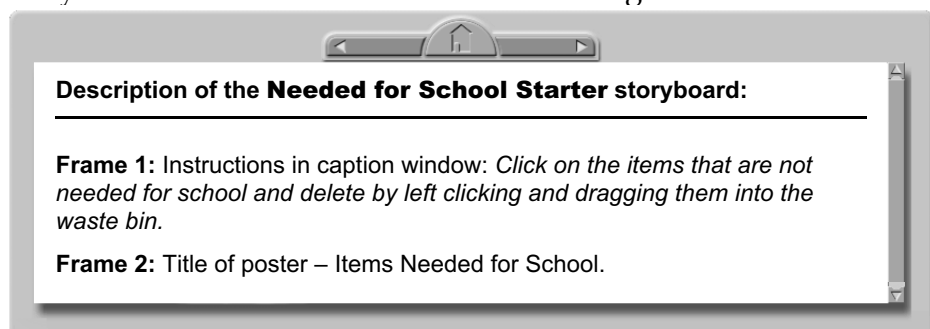


5. Working in pairs, the students look at the Moving On Sheet 7.1 *Fictional Student's Timetable*, which shows a typical secondary school timetable.
6. Using Kar2ouche, the students open the **Needed or Not Needed** interactive storyboard. The students work through the storyboard by selecting ten essential and ten inessential items for Wednesday's lessons.



7. Hold a discussion on any issues arising from the storyboard.
8. Ask the students to load the **Needed for School Starter** storyboard. Get them to delete the ten wrong items.

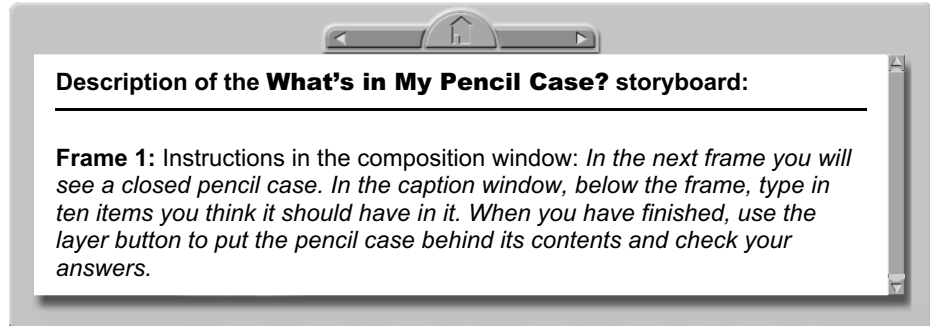
## Plenary



9. The students are reminded to save and print their amended storyboard as a poster.

**Extension**

10. The students open the **What's in My Pencil Case?** storyboard and write in the caption window ten items that they think it contains.



11. To check their answers, the students need to layer the pencil case behind its contents. Tell the students to use the QuickStart Guide to find out how to do this.



## Student Notes

### Unit 7 What Do I Need?

#### Objectives

This unit gives you the opportunity to consider which equipment is essential or inessential to take to school. You will be able to print off a checklist from which you can identify what you will need to take to school on your first day.

#### Outcomes

By the end of the unit, you will:

- work through an interactive storyboard about items you should or should not take to school
- produce a poster showing items needed for school
- print a list of items that will help you decide what to take to school on your first day
- produce a poster showing a list of things you intend to take to school on your first day.

#### Resources

To complete the activity you will need:


Kar2ouche *Moving On* Content Library

Moving On Sheet 7.1 *Fictional Student's Timetable*

Moving On Sheet 7.2 *First Day at School*

#### Activities

##### Introduction

1. In your group of four, write down ten items of equipment that are essential for school, and ten that are not.
2. Share your thoughts with the class.
3. Read the *First Day at School* sheet, which gives a checklist of things to take to school on the first day.
4. Now open the **First Day Starter** storyboard. Complete the storyboard frame by adding and labelling the things that you intend to take to school on your first day. (For help with adding props and text boxes, click on the QuickStart Guide.)  
 to open the **First Day Starter** storyboard.
5. Save and if possible, print your work for display.

## Student Notes

### Development

6. With your partner look at the *Fictional Student's Timetable*.
7. Now open the **Needed or Not Needed** storyboard. Work through the storyboard by choosing ten essential and ten inessential items for Wednesdays' lessons.



to open the **Needed or Not Needed** interactive storyboard.

8. Join in with a class discussion.

### Plenary

9. Open the **Needed for School Starter** storyboard. Get rid of ten unwanted items by dragging them into the waste bin.



to open the **Needed for School Starter** storyboard.

10. Save and print your completed storyboard as a poster.

### Extension

11. Open the **What's in My Pencil Case?** storyboard. In the caption window, type in the ten items that you think the pencil case contains.



to open the **What's in My Pencil Case?** storyboard.

12. Check your answers by layering the pencil case behind the contents. (Use the QuickStart Guide to find out how to do this.)

**Moving On Sheet 7.1****Fictional Student's Timetable**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Mon</b>	English <i>LA G7</i>	English <i>LA G7</i>	History <i>MA S5</i>	History <i>MA S5</i>	Science <i>CV S11</i>	Science <i>CV S11</i>	PE <i>PL hall</i>	PE <i>PL hall</i>	Drama <i>HS D1</i>	Drama <i>HS D1</i>
<b>Tue</b>	Music <i>DE L3</i>	Music <i>DE L3</i>	Geog <i>SL S2</i>	Geog <i>SL S2</i>	Maths <i>VH G1</i>	Maths <i>VH G1</i>	English <i>LA G7</i>	English <i>LA G7</i>	RS <i>CA A4</i>	RS <i>CA A4</i>
<b>Wed</b>	Geog <i>SL S2</i>	Geog <i>SL S2</i>	Maths <i>VH G1</i>	Maths <i>VH G1</i>	Science <i>CV S11</i>	Science <i>CV S11</i>	History <i>MA S5</i>	History <i>MA S5</i>	MFL <i>HO A9</i>	MFL <i>HO A9</i>
<b>Thur</b>	DT <i>TA F5</i>	DT <i>TA F5</i>	Art <i>SO F10</i>	Art <i>SO F10</i>	English <i>LA G7</i>	English <i>LA G7</i>	Maths <i>VH G10</i>	Maths <i>VH G10</i>	MFL <i>HO A9</i>	MFL <i>HO A9</i>
<b>Fri</b>	ICT <i>SR F7</i>	ICT <i>SR F7</i>	Fndn <i>CV S11</i>	Fndn <i>CV S11</i>	Maths <i>VH G11</i>	Maths <i>VH G11</i>	Science <i>CV S11</i>	Science <i>CV S11</i>	DT <i>TA F5</i>	DT <i>TA F5</i>

**Key**

<b>Subjects</b> PE = physical education Geog = geography RS = religious studies MFL = foreign language ICT = information communication technology Fndn = foundation studies DT = design technology <i>Teachers Initials in Italic</i>	<b>Rooms</b> G = ground floor main block S = second floor main block Hall = ground floor main block D1 = drama studio arts block L = lower school block A = arts block F = technical suite
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**Moving On Sheet 7.2****First Day at School**

Checklist of items:

- School bag (named)
- Uniform (with name on)
- PE Kit (with name on)
- Pencil case
- Pens
- Pencils
- Ruler
- Rubber
- Pencil sharpener
- Coloured pencils
- Calculator
- Packed lunch/money
- Paper
- Diary
- Planner
- Glasses (if worn)
- Name tag

## Teacher Notes

## Unit 8 Would It Help If...?

<b>Key Stage/Year</b>	Key Stage 2/Year 6
<b>Group Organisation</b>	Working individually or in small groups, feeding back to the class for group discussion. This activity can be used as the basis for circle time with trained staff.
<b>Suggested Timing</b>	One to three lessons, depending on whether you complete the extension activity

### Overview of Task

This activity is designed to encourage students to consider how they feel about transition and to explore the techniques they can use to achieve positive outcomes. This unit will help children understand their own feelings and appreciate that their classmates may be experiencing similar feelings, both positive feelings and anxieties. In particular, students will be encouraged to think about how others are feeling and what they can do to help. There are full guidelines for approaching this subject and a number of related issues in the *Education Leeds Resource Mission Transition* by Sean Duggan.

**Key Words:** emotions; responses; feelings; loss; friendship; moving on

### Objectives

**All students will:** recognise that everybody has feelings and be able to identify them.

**Most students will:** develop a better understanding of life at secondary school and develop strategies for supporting those who may experience initial difficulties.

**Some students will:** understand and respect the emotions of others.

## Curriculum References

### National Curriculum

#### KS2 PSHE & Citizenship

- 1 Developing confidence and responsibility and making the most of their abilities**
  - 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
  - 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
  - 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
  - 1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- 4 Developing good relationships and respecting the differences between people**
  - 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
  - 4c to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
  - 4e that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
- 5 Breadth of opportunities**
  - 5b feel positive about themselves
  - 5i prepare for change.

## Outcomes

By the end of the unit, students will have:

- completed a worksheet on different types of emotions and feelings
- produced a storyboard on the best and worst thing that could happen to them at their new school
- created a piece of drama, dance or storyboard, to express their emotions about transition.

## Resources

Kar2ouche *Moving On* Content Library

Moving On Sheet 8.1 *Song: Changes*

Moving On Sheet 8.2 *How Am I Feeling?*

Moving On Sheet 8.3 *The Best and the Worst*

Moving On Sheet 8.4 *Song: We Made the Move*

- **Best and the Worst** storyboard

## Activities

### Introduction



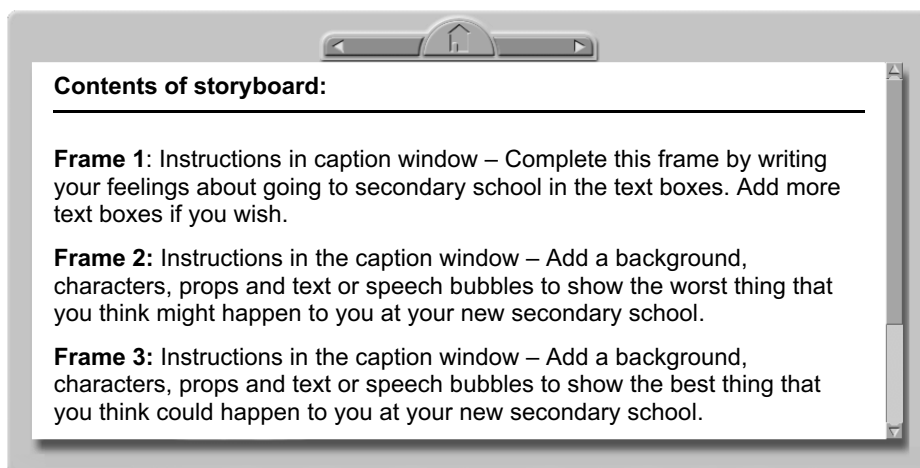
1. Explain to the class that everyone is important and special in some way; but that they are also equally deserving of respect regardless of size, race, religion or abilities. Tell them that in this activity they are going to learn that we all have feelings and how to identify and control them.
2. Play the song *Changes* by clicking on the speaker icon in the text/audio palette and ask the students to listen to the words.
3. Talk to the children about the content of the song. Discuss that the words may be how some people feel when moving to secondary school but stress that this is not the case for most children. The words are available in Moving On Sheet 8.1 *Song: Changes*.
4. The students should then complete Moving On Sheet 8.2 *How Am I Feeling?*
5. The students feed back their thoughts to the class.
6. Discuss words used and any points of interest raised.



### Development



7. Ask the students to complete Moving On Sheet 8.3 *The Best and the Worst*. This sheet asks students to think about how they feel when they think about going to secondary school.
8. Working in pairs, at a computer, the children load and complete the **Best and the Worst** storyboard.



The students may wish to add extra frames to give their stories more detail. Remind them that they can use the QuickStart Guide to get help.

9. Ask each pair to present their storyboard to the class.

### Plenary



10. Using Kar2ouche ask the students to produce a storyboard about a situation that they may experience in their first week at secondary school.

If they are stuck you could give them this starter: *It's the first day back at school after the summer holidays. A Year 7 student is crying in the corridor because he is lost. Two Year 8 children approach and ask 'what's the matter?'*

11. Watch the storyboards and discuss the endings. Pay particular attention to how the event made the students feel. Look again at those with negative endings. Encourage them to share any of their worries and then help each other with suggestions showing how they could offer support and provide a more positive outcome. Ask them to come up with sentences beginning, 'Would it help if...' For example, in the song Student x mentions losing friends. Can students think of ways to help? Would it help if there was someone at secondary school that you knew etc?

12. To end the session on a high, play the song and discuss the feelings this song evokes. The words are available in Moving On Sheet 8.4 *We Made the Move*.



### Extension

13. The students write a short play, drama, dance or role-play based on how they can help and support people with worries. They can act out their play or produce a storyboard using Kar2ouche.



## Student Notes

### Unit 8 Would It Help If...?

#### Objectives

This activity asks you to think about your feelings and look at techniques that can help make your move to your new secondary school very positive.

#### Outcomes

By the end of the unit, you will:

- complete a worksheet about different types of emotions and feelings
- produce a storyboard on the best and worst thing that could happen to you at your new school
- create a piece of drama, dance or storyboard, to express your emotions about moving school.

#### Resources

To complete the activity you will need:

Kar2ouche *Moving On* Content Library

Moving On Sheet 8.1 *Song: Changes*

Moving On Sheet 8.2 *How Am I Feeling?*

Moving On Sheet 8.3 *The Best and the Worst*

Moving On Sheet 8.4 *Song: We Made the Move*

#### Activities

##### Introduction

1. Listen to the words of the song *Changes*.



to listen to *Changes*.

2. Join in with a class discussion about the words. Share your thoughts on the song's message about moving to secondary school.
3. Complete Sheet 8.2 *How Am I Feeling?*
4. Share your answers with the class.
5. Join in with a class discussion on feelings.

##### Development

6. Complete Sheet 8.3 *The Best and the Worst*.
7. With a friend load the **Best and the Worst** storyboard on your computer.



open the **Best and the Worst** storyboard.

8. Follow the on-screen instructions and complete the storyboard.
9. Show your storyboard to the class.

## Student Notes

### Plenary

10. Think of something that might happen to you in the first week at your new school. Create a storyboard about this situation and show how you'd be feeling in thought bubbles.



to open a new storyboard.

11. Watch other students' storyboards and if any end with a worrying situation, suggest what you could do to help if you were there. Think of some sentences that begin: 'Would it help if ...?'
12. Listen to the song *We Made the Move* and discuss how you feel now.

### Extension

13. Write a short play, drama, dance or role-play based on your ideas of how you can help and support people with worries. You can act out your play or produce a storyboard using Kar2ouche.



to open a new storyboard.

**Moving On Sheet 8.1****Song: Changes****Chorus**

Time to change you know, it's time to go.  
Go to our new schools, a brand new set of rules.  
Leave it all behind, our friendship ends.  
Time to say goodbye to you and all our friends.

**Verse One**

You should see the size of the school.  
When you can't find your way, they'll make you the fool.  
The place is so scary, when you're all on your own.  
No one to help you, feeling sad and alone.

**Chorus****Verse Two**

You can't have a laugh or not pay attention.  
You'll never get home, there's always detention.  
Watch out for the bully, he's waiting for you.  
And you'll take the blame, whatever you do.

**Chorus**

Goodbye, to all our friends.

**Moving On Sheet 8.2****How Am I Feeling?**

Listen to the song *Changes*. What do you think about the ideas in the song? How do you think the people singing the song feel about changes they are about to make? What sort of feelings does the song suggest?

Now see if you can write down some words to describe how you feel about changing school. You might feel happy, excited, a bit sad, a bit worried. Try to choose some words that describe how you feel.

How am I feeling?

Now think about why you might have these feelings. For example:

I feel happy because I will make new friends. I am worried the work might be too hard.

Why am I feeling this way?

Now think how you would like your first day at secondary school to be.

You could write this as a story, or you can write some words to describe how you want to feel on your first day.

***Moving On Sheet 8.3***

# **The Best and the Worst**

Now read these sentences and complete them.

When I think about going to secondary school it makes me feel...

The worst thing that could happen at secondary school is...

The best thing that could happen at secondary school is...

**Moving On Sheet 8.4****Song: We Made the Move****Verse One**

Here we are, we've come so far,  
In year eight and we're feeling great.  
All of our cares, disappeared.  
All of our worries and the things we feared.  
Let's tell year six, it's not that bad.  
We made the move and we're really glad.

**Chorus**

We made the move – we're really glad.  
We made the move – it's not that bad.  
We made the move – it went so smooth.  
We made the move – we're in the groove.  
We made the move – and you can too.  
We made the move – and you'll get through.  
We made the move – you'll come out alive.  
We made the move – and you'll survive.  
We made the move, we made the move, we made the move.

**Verse Two**

Listen all, we made the move.  
We felt the fear but it went so smooth.  
Just relax, go with the flow.  
We've all been through it, so we ought to know.  
We made the move and so can you.  
We'll all be here, we're gonna help you through.

**Chorus****Chorus**

**Teacher Notes**

## Unit 9 What Can I Do?

<b>Key Stage/Year</b>	Key Stage 3/Year 7
<b>Group Organisation</b>	Working individually, in pairs or in small groups and feeding back to the class for group discussion.
<b>Suggested Timing</b>	Two lessons

### Overview of Task

This activity is designed to help students think about what they would like to achieve in their new school. This unit will help students focus their own personal ambitions and achievements. It will also help students to think about how they would like their time at school to be spent, how they would like to behave, and how they would expect their classmates and teachers to behave.

**Key Words:** create; ambitions; code of conduct; resolutions; responsibilities; rights; expectations; illustrate

### Objectives

**All students will:** set realistic and achievable targets for their new school year.

**Most students will:** be able to set their targets in a time frame and start to work on a code of conduct for their class.

**Some students will:** understand the relationship between rights and responsibilities.

### Curriculum References

**National Curriculum****KS2 PSHE & Citizenship**

- 1 Developing confidence and responsibility and making the most of their abilities**
  - 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
  - 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
  - 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

**2 Preparing to play an active role as citizens**

- 2a to research, discuss and debate topical issues, problems and events
- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- 2e to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.

**3 Developing a healthy, safer lifestyle**

- 3e to recognise the different risks in different situations and decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.

**4 Developing good relationships and respecting the differences between people**

- 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

**5 Breadth of opportunities**

- 5a take responsibility
- 5b feel positive about themselves
- 5c participate
- 5d make real choices and decisions
- 5f consider social and moral dilemmas that they come across in life
- 5h find information and advice
- 5i prepare for change.

**Outcomes**

By the end of the unit, students will have:

- produced a storyboard about taking responsibility
- designed a storyboard setting out at least three achievable targets for themselves
- completed a storyboard poster showing an agreed code of conduct for their class.



## Resources

Kar2ouche *Moving On* Content Library

- **Starter Responsibility** storyboard
- **Codes of Conduct Starter** storyboard

Moving On Sheet 9.1 *Responsibilities*

Moving On Sheet 9.2 *New School Year Resolutions*

Moving On Sheet 9.3 *3D Target Setting*

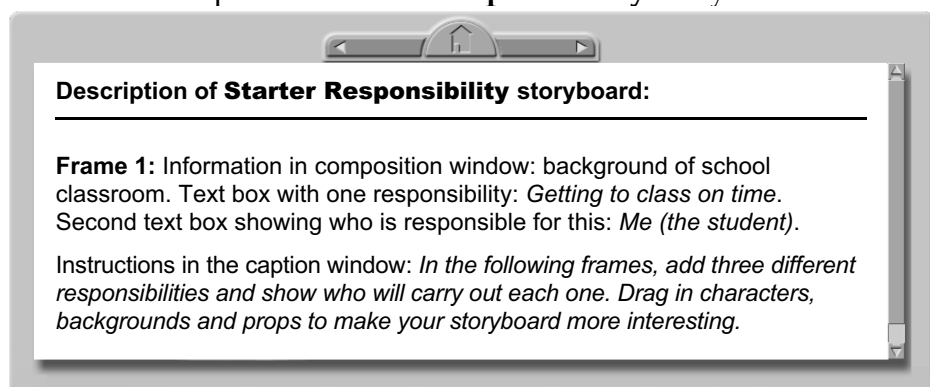
Moving On Sheet 9.4 *Codes of Conduct*

## Activities

### Introduction



1. The school will expect new students to take on more responsibilities. Moving On Sheet 9.1 *Responsibilities* invites students to look at a number of tasks.
2. Working in pairs or individually, the students look at the different areas of responsibility and write on the sheet who should be responsible for them.
3. Hold a discussion on how the students can take responsibility for some of these tasks, and the consequences of not taking responsibility.
4. The students open the **Starter Responsibility** storyboard.



5. Allow the students to show their storyboards to the class.
6. Starting at a new school provides a great opportunity for a fresh start. Working individually or in pairs, ask the students to write ten new school year resolutions using the Moving On Sheet 9.2 *New School Year Resolutions*. The resolutions can be about any aspect of their life.
7. Tell the students to prioritise their ten new school year resolutions and then choose their top three. Get them to write these on the Moving On Sheet 9.3 *3D Target Setting* under the headings provided.

### Development



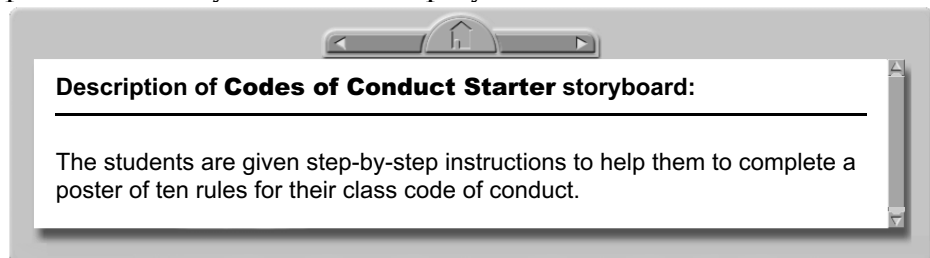


8. The students open a new storyboard. They create a frame to illustrate each of their three chosen resolutions and, in the caption window, explain how and when they are going to achieve them.
9. The students are reminded to save and print their storyboards.
10. Discuss the targets with each student, and work out ways you can support the student in achieving these targets.

## Plenary



11. Ask students to think about wider targets that are achievable for their class as a whole. Students can set their own code of conduct by discussing how they would like the form/tutor group to behave.
12. Begin with a group discussion on rules, different types of rules and the reasons why we have them. You could look at rules for games such as football or chess, safety regulations and/or laws in society.
13. Working in groups of four, ask the students to discuss what they consider to be the essential code of conduct for their class. Moving On Sheet 9.4 *Codes of Conduct* provides some ideas for starting points and discussion topics.
14. Ask each pair to present their ideas to the class.
15. Ask the group to select ten rules for their class code of conduct.
16. The students open the **Codes of Conduct Starter** storyboard and produce a poster of the class code of conduct. They then save and print their storyboards for display.



## Extension

17. Ask the students to produce a storyboard poster about school rules.

## Student Notes

### Unit 9 What Can I Do?

#### Objectives

This unit will give you the opportunity to consider responsibilities, and to set personal, achievable targets for the start of your new school year. You will also be able to consider codes of conduct and expectations for your behaviour and achievement.

#### Outcomes

By the end of the unit, you will:

- complete a storyboard on responsibilities
- produce a storyboard which sets three achievable targets for yourself
- consider rules for your class and produce a code of conduct storyboard.

#### Resources

To complete the activity you will need:

Kar2ouche *Moving On* Content Library

*Moving On* Sheet 9.1 *Responsibilities*

*Moving On* Sheet 9.2 *New School Year Resolutions*

*Moving On* Sheet 9.3 *3D Target Setting*

*Moving On* Sheet 9.4 *Codes of Conduct*

#### Activities

##### Introduction

1. With a partner or by yourself, look at the different areas of responsibility on the *Responsibilities* sheet. Write on the sheet who should be responsible for each task.
2. Join in with a discussion on how you can take responsibility for some of these tasks, and the consequences of not taking responsibility for them.
3. Look at the **Starter Responsibility** storyboard, and complete this by adding three more responsibilities and who will carry them out.



to open the **Starter Responsibility** storyboard

4. Show your storyboard to the class.

##### Development

5. Working individually or with a partner, write ten new school year resolutions using the *New School Year Resolutions* sheet. The resolutions can be about any aspect of your life.
6. Choose your top three and write them on the *3D Target Setting* sheet under the headings provided.

## Student Notes

7. Open a new storyboard and create a frame for each of your three chosen resolutions. In the caption windows of each frame, explain how and when you are going to achieve each target.



to open a new storyboard

8. Save and print your storyboard.
9. Discuss your targets with your teacher and work out ways he/she can support you in achieving them.

### Plenary

10. Join in with a discussion on how you would like your form/tutor group to behave.
11. Think about different types of rules and the reasons why we have them.
12. In your group, discuss what you consider to be the essential code of conduct for your class. Read the *Codes of Conduct* sheet for ideas and starting points for your discussion.
13. Take part in your group's presentation of ideas to the rest of the class.
14. With your class, pick ten rules for your class code of conduct.



to open the **Codes of Conduct Starter** storyboard

15. Load the **Codes of Conduct Starter** storyboard and follow the instructions to produce a poster of your class code of conduct.
16. Save and print your storyboard for display.

### Extension

17. Produce a storyboard poster on school rules.

**Moving On Sheet 9.1****Responsibilities**

We all have responsibilities: to ourselves, to our families, our friends and our school. Look at the list below and, next to each item, write down whose responsibility it should be.

(There may be more than one correct answer.)

Waking you up in the morning

Making breakfast

Cleaning your football boots/trainers

Washing your games kit

Doing the family's washing

Making meals at home

Providing pocket money

Enforcing the law in society

Teaching about religious law

Keeping control in a football match

Taking the pet dog for a walk

Providing money for bills

Cleaning out the rabbit

Making sure you have a packed lunch/ dinner money

Packing your school bag

Being kind and helpful at school

Being kind and helpful at home

Wearing your school uniform correctly

Getting your homework done on time

Getting around your new school safely

Getting to classes on time

Going to school every day

Trying to do your best

**Moving On Sheet 9.2****New School Year Resolutions**

We often mark the start of a new year with New Year's Resolutions.

Make a list of ten New School Year's Resolutions. They can be fun or serious, they can be about school or home, they can be about hobbies/interests you already have or about new things you would like to try.

1
2
3
4
5
6
7
8
9
10

**Moving On Sheet 9.3**

# 3D Target Setting

From your list of New School Year's Resolutions, choose **three** that you would like to achieve.

To make your targets achievable, think about the three Ds:

## Define – Do - Deadline

Can you **define** what you want to achieve? The more clearly you can define your target, the easier it is to plan to achieve it.

Think about what exactly you would like to do. For example, if you would like to learn to swim, you could define your target by saying,

“I would like to be able to swim ten metres in breaststroke.”

Then you can work out what you will have to **do** to achieve your target. For example:

- If you can swim a little, you may have to practise once a week for five weeks to build your confidence and your ability.
- If you can't swim at all, you will have to think about how long it might take you to learn to swim.

When you have thought out what you will have to do, it is easier to set a realistic **deadline** for achieving your goal.

## My targets

Define the Target	Do (What I must do to achieve my target)	Deadline (The date I will achieve my target)

**Moving On Sheet 9.4****Codes of Conduct**

In order to live and work with other people, we need to establish rules or codes of conduct to live by. You are now being given the chance to set the codes of conduct you would like for your tutor group. Codes of conduct can be made up of rules, advice, expectations, responsibilities and/or rights. Your class will decide on the best Code of Conduct for your class. Here is an example of what a Code of Conduct might look like:

**Code of Conduct - Any Secondary School****Student Rights**

As a student at secondary school you are entitled:

- to live your life in peace and safety
- to be an individual and to be proud of your personal achievements
- not to be bullied and not to tolerate bullying
- to say “No” firmly to anything that you think is wrong
- to tell a member of staff if someone or something is making you unhappy
- to enjoy a high quality education.

**Student Responsibilities**

As a student at secondary school you are expected:

- to allow others to live in peace and safety
- to respect individual differences
- to inform a member of staff if you feel that someone’s rights are being denied
- not to be afraid of reporting any incidents. If you do nothing, it might suggest that you support bad behaviour
- to be supportive and helpful towards students and staff
- to play an active part in making the school a place of high-quality education for all by making the most of every lesson.

**Students are expected:**

- to support the school dress code
- to attend school regularly
- to arrive punctually at school and for lessons
- to be polite, helpful and well-behaved
- to show a positive attitude to work in school and to homework
- to be tolerant and understanding towards others
- to respect school property and the property of others
- to provide pens, rulers, pencils etc., and to keep your books in good condition.



# Appendices

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# Appendix I Text and Audiofiles

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The following text replicates what is in the text/audio palette of Kar2ouche and is included here for your reference when planning activities for students.

## Text/audio for Unit I

### ***What I'm Like storyboard***

#### **Student Profile: Katie I**

Alan: This is Katie. She lives with her grandma and she doesn't have any brothers or sisters. She has lots of friends outside school and enjoys shopping, music, computer games and word puzzles. She was a buddy at her old school and enjoys helping people. Her favourite school subjects are: science, English, drama, art and technology.

#### **Student Profile: Meera I**

Katie: Meera lives with her mum, dad and younger sister. She loves drama, dancing and singing. She goes to lessons for ballet and tap, and attends a Saturday morning club for performing arts.

#### **Student Profile: Joanne I**

Meera: Joanne lives close to school with her family. She has two older sisters and a younger brother. She spends a lot of time with her family. She enjoys playing out, looking after her rabbit, and watching TV.

#### **Student Profile: Jethro I**

Joanne: Jethro lives with his dad and sister. He knows a lot about computers and enjoys computer games, football, rugby and BMX.

#### **Student Profile: Alan I**

Jethro: Alan lives with his mum, dad and younger brother. He has lots of interests including sport, reading, cooking and drama. He goes to karate class every Thursday. He is happy, confident and fun to be with. Very little upsets him or makes him angry. He is friendly, helpful and likes to make sure that everyone gets on well.

**Student Profile: Katie 2**

Alan: The only child to come from her old primary school, Katie is finding it very difficult to make friends at her new secondary school. Because she is being teased, she feels very uncomfortable at break and lunchtimes, but finds lessons less of a problem. She is beginning to believe that the things being said about her are true, and has lost much of her self-confidence. Outside of school she is still happy and popular.

**Student Profile: Meera 2**

Katie: Meera came to secondary school with lots of other children from her old school but has also made lots of new friends. In addition she has lots of cousins at her new school. She now enjoys languages and science. When she leaves school, she wants to be a doctor.

**Student Profile: Joanne 2**

Meera: Joanne's older sister is ill, and the whole family has to pitch in to help to look after her. Joanne helps with all the household chores and helps a lot at home by looking after her younger brother. She struggles to fit in homework but tries to be organised and wants to do well at school. Joanne has to take responsibility for herself, as her parents have to spend a lot of time looking after her sister. When she leaves school, she wants to work with children.

**Student Profile: Jethro 2**

Joanne: Jethro finds school boring and doesn't work hard, although he is good at maths. He enjoys being the centre of attention, and often fools around in class. He has lots of friends, is well-liked by his classmates, but often gets into trouble with the teachers. He wants to be a professional footballer.

**Student Profile: Alan 2**

Jethro: At school Alan is a school buddy. Liked by both teachers and students, he is happy in his new school. He is good at some lessons, but struggles in others. He wants to be a PE teacher.

## Text/audio for Unit 3

### **We Made the Move storyboard**

#### **Debbie B**

*What do you remember most about your first day at High School?*

I remember sitting in the large school hall waiting for the Head of Year to put everyone into their forms and everyone looked really smart in the uniforms.

*Was the school as you expected?*

It was a lot bigger than I expected but it was soon quite easy to find your way around. The teachers were helpful.

*How many people did you know on your first day?*

I only knew one other person on my first day at school and we got put in the same class together which was really good.

*How did you make new friends?*

As soon as we got put into our class we spoke to everyone and we soon made friends with other people and then also in mixed classes we met other friends.

*What were the teachers like?*

All the teachers were really helpful and quite fun.

*Which teacher made the greatest impression on you and why?*

My form teacher. She was really protective over her form and made sure that we all knew what we were doing. If we had any problems we could always go and speak to her: she was really great.

*Did you have any problems? If yes, explain.*

I didn't really have any problems in my first year at school. It all went quite smoothly.

*Did you know who to go to for help if you had problems/difficulties?*

Yes. I knew I could either go to my form tutor or the head of our year. Both were really helpful and approachable.

*What was the best thing about your first year in High School? Why?*

The best thing was definitely making new friends, 'cos they're still my friends now.

*What was the worst? Why?*

The worst thing was getting put in the rounders team and the very first match that we had I went straight home and forgot to go to the match. I thought I was in trouble, but I wasn't.

**Chris M**

*What do you remember most about your first day at High School?*

Well I had just moved there, so I was the new kid and a bit nervous and I was a little bit worried about making new friends.

*Was the school as you expected?*

I'd visited there once before, so I knew the layout, but when I got there it was still big and a little bit daunting.

*How many people did you know on your first day?*

On my first day to be honest I only knew two people because I was the new guy, so I just went there and sort of didn't know anyone.

*How did you make new friends?*

I was introduced to people - first by my tutor and then I always used to play footie at lunch break and that's sort of how I made most of my new friends.

*What were the teachers like?*

The teachers were really nice (most of them). I found that it was always the maths teachers and science teachers that were a little bit strict though.

*Which teacher made the greatest impression on you, and why?*

I'd say the biggest impression was from my PE teacher 'cos sport was like my biggest love at school, so I always used to listen to everything he said when he was trying to teach me how to be better at sport.

*Did you have any problems? If yes, explain.*

The only, well the only problem I had was that in my school I was one of the only two sort of people from ethnic backgrounds, so I used to have a little bit of a problem with that, with racial abuse and stuff, but after people got to know me it was fine.

*Did you know who to go to for help if you had problems/difficulties?*

Just from my first day I think it was my tutor, because I used to see her a couple of times a day I got on really well with her so I always used to go and see my tutor.

*What was the best thing about your first year in High School? Why?*

Best thing was definitely making new friends, being the new guy; becoming more confident.

*What was the worst? Why?*

The worst thing was, obviously I'd moved, so I used to miss my old friends and miss where I used to live, so it was just leaving them behind.

**Rachel T**

*What do you remember most about your first day at High School?*

I remember there being lots and lots of people and all the girls walked around linking arms.

*Was the school as you expected?*

It was bigger than I expected, there were lots of doors and corridors and it all seemed very complicated.

*How many people did you know on your first day?*

I spent my first day with about five girls but I met about 25 people.

*How did you make new friends?*

We were introduced during registration and during lessons and I also met other girls at lunchtime.

*What were the teachers like?*

Most of them smiled a lot and were friendly, but there were a few who shouted and didn't smile very much.

*Which teacher made the greatest impression on you and why?*

My biology teacher: she was always so enthusiastic and she always ran about a lot and encouraged you to do really, really well.

*Did you have any problems? If yes, explain.*

I was nervous about getting the school bus the first few times as I didn't know anyone and I didn't have anyone to sit next to so I felt a bit lonely when everyone else was like sort of like laughing and joking around.

*Did you know who to go to for help if you had problems/difficulties?*

Usually, my form tutor or any of the teachers really. Sometimes I went to older girls such as the head girl.

*What was the best thing about your first year in High School? Why?*

Because we were the youngest in the school we all got a 'Mum' who was who was an older girl who helped you out with things. My 'Mum' was really nice and she bought me lots of sweets.

*What was the worst? Why?*

The long days, school started at 8:45 and didn't finish 'til 4.

**Oliver W**

*What do you remember most about your first day at High School?*

Oh, hoards of people and wearing a blazer for the first time.

*Was the school as you expected?*

It wasn't as strict as I thought, but was bigger than I imagined.

*How many people did you know on your first day?*

About four people from my old football team, and that was it.

*How did you make new friends?*

By joining the sports teams and just generally socialising with everybody.

*What were the teachers like?*

Really helpful, it took a, it took a while to get used to calling people 'Sir' and 'Miss'.

*Which teacher made the greatest impression on you and why?*

A guy called Mr Cremmer who was a PE teacher. He was a massive man and very strict but very funny, almost like an army general.

*Did you have any problems? If yes, explain.*

No, not really, apart from finding my way around, but you just get used to that.

*Did you know who to go to for help if you had problems/difficulties?*

Yeah the teachers were very approachable so I went to them if I ever had a problem.

*What was the best thing about your first year in High School? Why?*

Girls and sport for obvious reasons!

*What was the worst? Why?*

Detention, make sure you do your homework otherwise you'll sit around at lunchtime instead of playing football.



**Jennifer D**

*What do you remember most about your first day at High School?*

I remember how big the school seemed and how many people were there. I remember that I felt nervous and excited at the same time.

*Was the school as you expected?*

It was sort of how I expected as my brother was already at school there, so he told me quite a lot about it – though I didn't expect it to be quite so busy and noisy.

*How many people did you know on your first day?*

I knew about 25 people who had been in my class at primary school, though when we got there we all got divided into different forms.

*How did you make new friends?*

It was fairly easy to meet people as everybody was in the same situation as each other. The teachers helped as they asked our names each lesson, which helped me to remember them too.

*What were the teachers like?*

They were all really nice and friendly.

*Which teacher made the greatest impression on you and why?*

My form tutor, Mr Crowe 'cos we saw him most of the time on our first day and because he wore socks and sandals.

*Did you have any problems? If yes, explain.*

I didn't really have any problems, but sometimes it was hard to find the right classrooms as the school was new to me and it was quite large.

*Did you know who to go to for help if you had problems/difficulties?*

I didn't really know any of the names of the teachers, but I was told you could just ask anybody for help.

*What was the best thing about your first year in High School? Why?*

The best thing was joining all the different sports teams. It was great fun and a good way to make new friends.

*What was the worst? Why?*

The worst thing was the homework!

**First Day  
Experiences  
storyboard**

- Meera: School was as I expected. I didn't have any problems getting to school. I was a bit worried about the size of the school and about getting lost, but I only got lost once. I was a bit shy and wanted other children to be friendlier. I've got five good friends now. I'd never done DT (Design Technology) before. My favourite subject was and still is drama.
- Alan: I think I've settled in well. I came from a big primary school so I had lots of friends with me. My mum's a dinner lady here so that helped too. I became the form buddy, so I help people who aren't as confident as me to sort out their problems.
- The induction day was really helpful. We did a treasure hunt before lunch and then circle time in the afternoon. I did have some trouble finding my way round at first, but you could always ask some of the older students. There were lots of people to help.
- Work was okay, although the homework was quite hard. The after school clubs were great.
- Katie: I was the only person coming from my primary school so that was a bit worrying. I thought I'd be bullied and have my head flushed down the toilet. I didn't have my head flushed down the toilet, but I have been teased a bit.
- The worst bit was finding my way round. We had maps but I lost mine. I coped by following other people. We got about an hour of homework each night. That seemed hard at first, but I soon got used to it.
- The teachers were nice. The things that most impressed me were the music and drama facilities.
- Jethro: The first day was scary because I wanted to make new friends, and I always seem to be getting into trouble. It was good too, because only Year 7 students were in school. This meant we could get to know each other. I had to get a bus to school, but it was easy.
- I got lost a bit at first because I had so many different teachers. You soon get used to it and find your way round, and there's always someone to ask.
- The main differences were having subjects in different rooms, having to do lots of homework and needing to get organised and bring the right stuff to school.

Joanne: I wasn't at all worried about changing school. The only problem was it was a bit strict and on my first day I was the last left in the classroom and thought the teachers had forgotten about me so I wandered off on my own. I shouldn't have done that. A sixth former helped me find where I should be.

The teachers were good at explaining the rules and what you needed to do, but I keep forgetting to do my homework.

## Text/audio for Unit 6

### ***But My Friend Said storyboard***

Katie: Hey girls, me and Jo want to copy your Maths homework.

Joanne: Someone told us you wouldn't mind.

Katie: Go on, we find Maths really boring so we can't be bothered to do it ourselves.

Joanne: We'll be your best friends if you let us.

Katie: If you don't, we'll not speak to you again!

## Appendix 2

### Kar2ouche and Special Needs

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It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual pupils. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those pupils who experience some kind of sensory or learning difficulty, on average 20% of pupils in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

‘From 1988-90 the Palm Project explored the effects of computers on pupils’ autonomy in learning. The project found that not only were more autonomous but also more motivated.’

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables pupils to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche all of the text is provided with an audiofile so that pupils can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a pupil’s vocabulary whilst also increasing his or her attention span. By following the text as they listen, pupils begin to recognise words and are provided with a real context for their learning.

In addition Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way

that increases their confidence. 'Nothing motivates children with special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum.) Once confidence has been built, the speech and thought bubbles offer the opportunity for pupils to write in small bite-size chunks. This can be increased gradually by requiring pupils to produce a paragraph in the caption window and subsequently maybe to use the writing frames and scaffolds provided in the education support packs that accompany the software.

The audiofiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these pupils found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, pupils who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning thereby supporting these pupils as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For pupils with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The audiofiles also help these children. Likewise the brief audio clips support dyslexic children who often find processing large amounts of information in a single unit difficult. They can also control the pace of the reading, and repeat sections as necessary, thus allowing them to consolidate learning. For those whose hearing is impaired the combination of text and exciting visual material is motivating and by being able to attach pre-recorded audiofiles, pupils are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.