Unit 1: Transition

| Lesson Title | Objectives | Main Tasks |
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| 1 - About Me | To get to know each other (staff and students) | * Create a presentation about me (including experience of primary, ambitions, likes and dislikes) * Listen to presentations from each other and staff |
| 2 - Comparing primary and secondary | To reflect on the similarities and differences between primary and secondary school | * To work together to create a list of similarities and differences * To categorise the similarities and differences * Individual reflection on the challenges and successes so far |
| 3 - Classroom Behaviour I | To understand what is meant by good behaviour in a secondary classroom | * Students analyse range of student behaviour profiles to identify good and poor behaviour. Also considering the perspective of the teacher and other students * Students discuss how behaviour expectations are different in different subjects. |
| 4 - Classroom Behaviour II | To understand what is meant by good behaviour in a secondary classroom | * Cardsort of different student profiles placing them on a behaviour spectrum from poor behaviour to excellent behaviour * Compare spectrums with each other (and with different teacher’s spectrums) * Create their own ‘excellent behaviour’ profile |
| 5 - Corridors, Staircases & Playground | To understand expected behaviour outside lessons in a secondary school | * Students roleplay some ‘typical’ outside lesson behaviours e.g. gossiping, kicking a drinks can etc. * Students observing have to articulate and contrast the possible thoughts of the participants, other students, visitors and staff * Student identify which behaviours were most like them and set a personal target to improve one aspect of their outside lesson behaviour |
| 6 - Outside School | To explore the relationship between behaviour outside school and our future | * Students are given a selection of pictures and are told to work in pairs to create a story which begins with a student in a local park at 8pm (students almost inevitably construct a story with a negative end) * Teacher uses the student-created stories to explore the assumptions behind their stories and to explore the connections between choices outside school and their own success in school * Students then use the same pictures to create a story with a more positive end |
| 7 – Advice to the New Year 7 (Assessment Opportunity – if needed / desired) | To explain how to be successful at secondary school | * Student quiz on their school (to show them how much they now know) * Students write a letter to a new Year 7 explaining how to be successful * Letters read to the class and students identify www / ebi |