



# Getting ready to transfer from Primary School to Secondary School

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

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

Secondary School: \_\_\_\_\_

**Outline of Additional Needs**

**Name:** .....

**Areas of Strength:**

- 
- 
- 
- 
- 
- 

**Areas of Greatest Difficulty:**

- 
- 
- 
- 
- 
-

**Goodbye**

**Primary**

**School,**

**Hello**

**Secondary**

**School!**



# My New School

Find a picture or photo of your new school and stick it here.

When you know which School you are going to go to in September, it is a good idea to find out as much information as you can before you start.

The name of the School is \_\_\_\_\_

The address is \_\_\_\_\_

\_\_\_\_\_

The telephone number is \_\_\_\_\_

The e-mail address is \_\_\_\_\_

The website address is \_\_\_\_\_

The name of the head teacher is \_\_\_\_\_

# Going to Secondary School

## How do you feel?

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

Use two different coloured highlighters, highlight the phrases that you are looking forward to in one colour; use a different colour for those you are worried about. Or cut them out and stick them into the boxes on the next page.

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

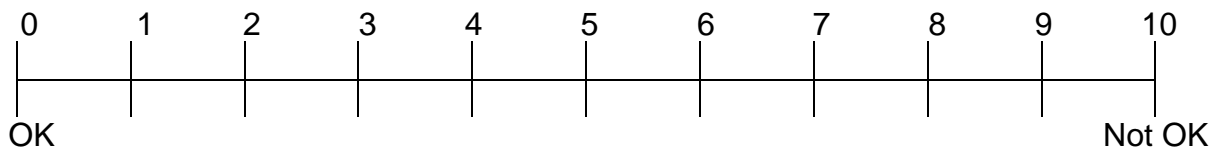
If you have cut out the phrases from the previous page, paste them into the appropriate box.

Worries	Happy



# A solution-focused approach

Think about something that worries you about moving to Secondary School.



What is the worry? \_\_\_\_\_

\_\_\_\_\_

On the scale of 0 to 10 how worried are you? \_\_\_\_\_

Think of a time when you have been worried before \_\_\_\_\_

\_\_\_\_\_

What helped you move down the scale that time? \_\_\_\_\_

\_\_\_\_\_

Where on the scale would you like to feel in a month, 6 months and in a year? \_\_\_\_\_

\_\_\_\_\_

What would help you move one point nearer? \_\_\_\_\_

\_\_\_\_\_

What will have changed so you know you are less worried? \_\_\_\_\_

\_\_\_\_\_



# Secondary School question sheet

Secondary School: \_\_\_\_\_

Address of School: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Questions about how the School works	Best way to find out	Answer
What time does School start/ finish?		
What times are break-times and lunch time?		
What sort of food is sold? How much do things cost?		
Where do students go at lunch time?		
What snacks can you buy?		
How much homework do you get?		
What happens if it isn't done?		
Where can I do my homework in my free time?		
What happens if I get into trouble? What are the punishments?		
Who's the best person to talk to if I am having problems?		
How am I rewarded for my work?		

<b>Questions about getting to School</b>	<b>Best way to find out</b>	<b>Answer</b>
Where is the School?		
How will I get there?		
Can I take a bike? Where can I put it?		
How much is the bus fare? Which number bus would I take?		
Are there friends who will be going to the same college I can walk with?		
How long will it take to get there?		
What time will I have to get up?		

<b>Questions about School Uniform and equipment</b>	<b>Best way to find out</b>	<b>Answer</b>
What do people wear to School?		
Where can I buy it?		
What sports kit will I need?		
Do I need my own pens and pencils?		
What kind of bag will I take my School equipment in?		
Is there any other equipment that I need?		

<b>Questions about Who's Who</b>	<b>Best way to find out</b>	<b>Answer</b>
Name of your form tutor		
Name of your Head of Year		
Name of the Head Teacher		
Name of the Deputy Head		
Who else do you need to know? What do they do and when will you see them?		

<b>Questions about the timetable and learning opportunities in School</b>	<b>Best way to find out</b>	<b>Answer</b>
How does the timetable work?		
What subjects will I be able to study?		
What facilities does the School have (e.g. sports equipment, science laboratories)?		
What happens if I find the work hard?		
Does it offer anything after school?		

<b>Any other questions I have</b>	<b>Best way to find out</b>	<b>Answer</b>
1.		
2.		
3.		
4.		
5.		

# Finding your way around

It can be difficult to find your way around a new environment. Before you visit the Secondary School, see if you can get a map of it. Mark on rooms in different colours.

You may want to mark on

- Your form room
- The library
- Different subject rooms e.g. English room, Science labs, Art room, Computer suite
- The canteen
- The toilets
- The main office
- Student's entrance

# School Staff

There are many teachers in a secondary school, not all of them will teach you, but may be important to you in a different way. As well as being a teacher they may have another job in school. The different names for these jobs are helpful to learn.

Written below are some of the jobs that adults in your secondary school may have.

Try and find out if there are adults in your secondary school who do this job, what they do and when you may see them.

The name of your form tutor \_\_\_\_\_

What do they do? \_\_\_\_\_

When may you see them? \_\_\_\_\_

The name of the Head of Year 7 \_\_\_\_\_

What do they do? \_\_\_\_\_

When may you see them? \_\_\_\_\_

The name of the Head of Lower School \_\_\_\_\_

What do they do? \_\_\_\_\_

When may you see them? \_\_\_\_\_

Is there anyone else who might help you?

What is their name? \_\_\_\_\_

What do they do? \_\_\_\_\_

When may you see them? \_\_\_\_\_



# House Systems

Some schools divide pupils into groups that include pupils from all year groups. These groups are often known as Houses. Often there are inter- house competitions to earn the most points.

The name of your house is \_\_\_\_\_

The name of your Head of House is \_\_\_\_\_

# School Uniform

It is important to wear the right clothes when you start at Secondary School.

Find some photographs of students at school. You may find pictures on the website, in the school prospectus or you may know someone who already goes to the school who can show you.

Find out the school dress code.

Are there any clothes or jewellery you are not allowed to wear?

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Is there anything you need to practice?

- Tying a tie?
- Changing quickly for PE?
- Tying shoelaces?

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List some of the clothes you might wear to school. Remember to think about appropriate shoes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Make sure you buy a bag that can hold A4 folders, textbooks, equipment and that is comfortable to carry.

You will need different clothing for P.E. Make a list

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

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

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

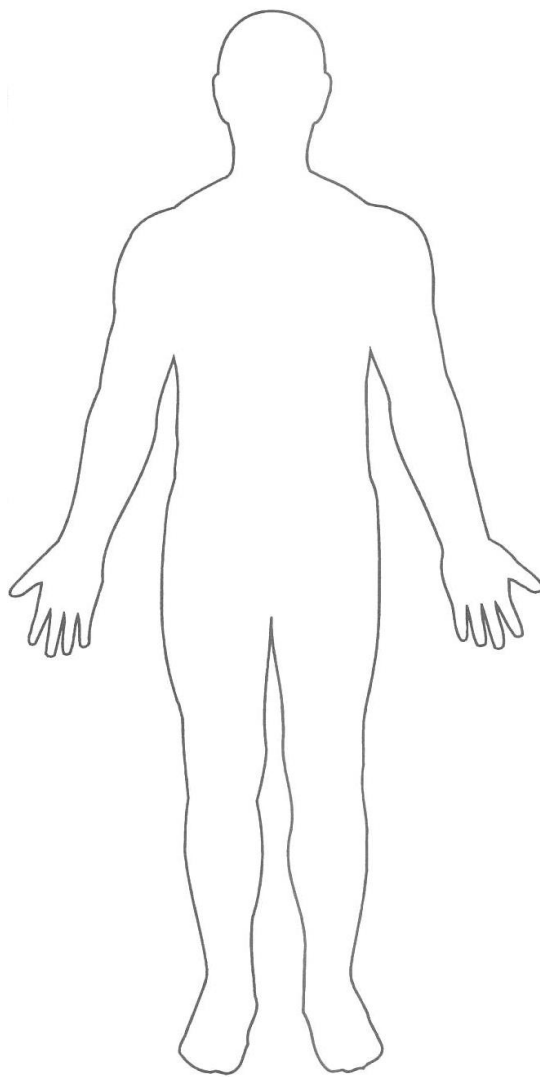
4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

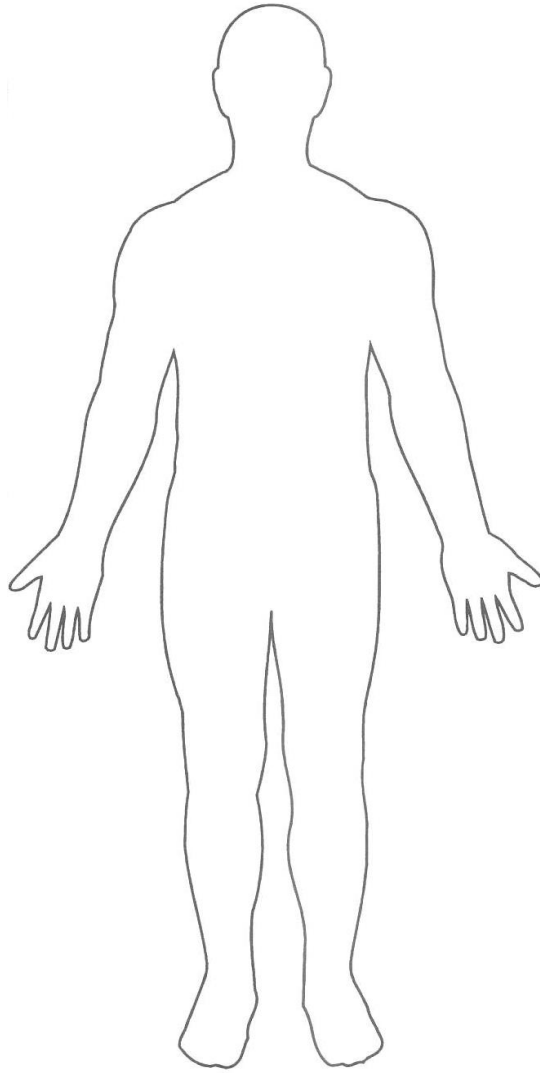
Make sure you buy a bag that is suitable for carrying your P.E. kit, and that is comfortable to carry

# My school uniform



Find a picture of the school uniform you will be wearing. You can look in the school brochure, or print one off the website.

# My P.E. kit



And again for the P.E. kit.



# After visiting your new school

Describe what you did and saw.

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What did you like at the School?

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What didn't you like?

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How was it different from your Primary school?

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Is there anything else you want to find out?

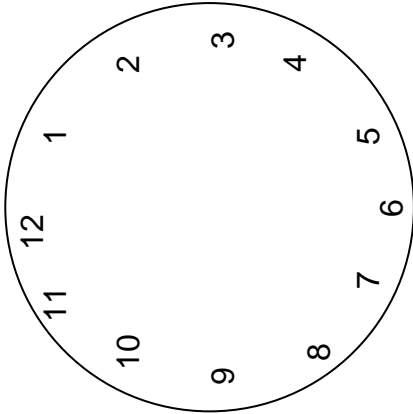
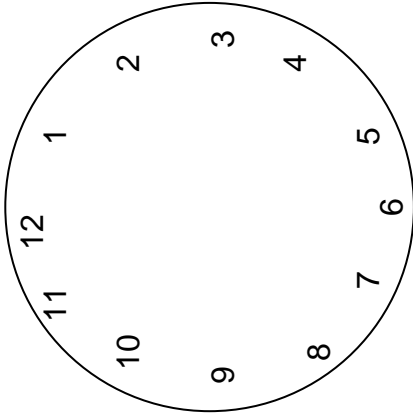
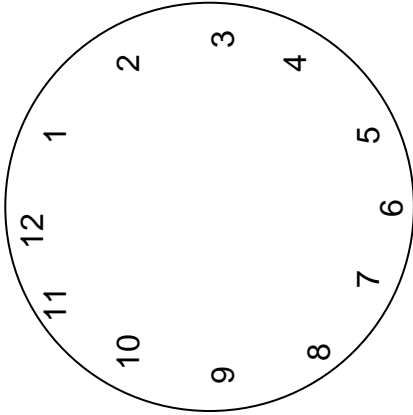
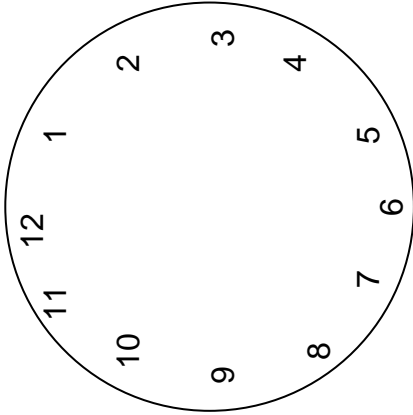




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# School times

# Organisation at school

School starts at:	Break time is at:	Lunch time is at:	School finishes at:
			
			



# Morning Break

At the end of a lesson you need to pack your bag, check you have all your belongings and usually you have to leave the room in order to go to your next lesson. At some time in the morning you will usually have a longer break in which you have time for a snack and to meet up with your friends.

Start  Finish  Length of break

## Where can I go and what can I do at morning break?

Place	What you are allowed to do

## What snacks can I buy at School?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Lunch Break

The lunch break is between morning and afternoon lessons. It is a time when you can mix with your friends, go to a lunchtime activity, and eat your lunch.

Start  Finish  Length of break

## Where can I go and what can I do at lunchtime?

Most Secondary Schools have a canteen system or you can bring a packed lunch.

Make a list of some of the different types of food you can buy in the canteen:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**REMEMBER** you might need to bring in money or a card / voucher (eg: a “Smartcard”)

If you bring in a packed lunch you will need to find out

Where can you eat it? \_\_\_\_\_

What time do you eat it? \_\_\_\_\_

Can you buy a drink at school? \_\_\_\_\_

What sort of drinks or containers  
are you allowed to bring into school? \_\_\_\_\_

**Lunch time activities-** there are often different activities that occur at lunchtime

Make a list of the different activities you could do:

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

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

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

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

**Places to go-** there are often different places you can go during your lunch break

Place	What you are allowed to do

# Coping in Secondary School

Think about how you are expected to behave in School and the reasons for this.

Fill in the chart below. If you cannot think of some reasons there are some suggestions below.

<b>School expectations</b>	<b>Positive results if I do the things in column 1</b>	<b>Negative results if I do not do the things in column 1</b>
Attend classes		
Work hard		
Produce work on time		
Co-operate with others		
Get a good qualification and a good recommendation from School		

**These are some positive and negative statements to help you.**

<p>People will think I am productive. Other students may ask for my help.</p>	
	<p>Tutors and family will be concerned that I am not achieving my full potential.</p>
<p>People will think I am conscientious, I will feel satisfied with my studies.</p>	
	<p>Tutors will be concerned if I disrupt the group and stop other students from working. People who disrupt other students' work are often asked to leave the school.</p>
<p>I am likely to get an interesting and rewarding job. I will feel happy.</p>	
	<p>Tutors and family will worry about me. Tutors will not be able to their job of teaching and helping me.</p>
<p>People will think I am reliable. I will feel good.</p>	
	<p>I am unlikely to get a good qualification and so will have less employment choices available to me. I may not earn enough money to pursue my interests.</p>
<p>People will think I am good to work with.</p>	
	<p>Tutors and family will worry about me. They may feel I am not taking full responsibility for my work, and not asking for help when it is needed.</p>

# Organisation at home





# Route to school

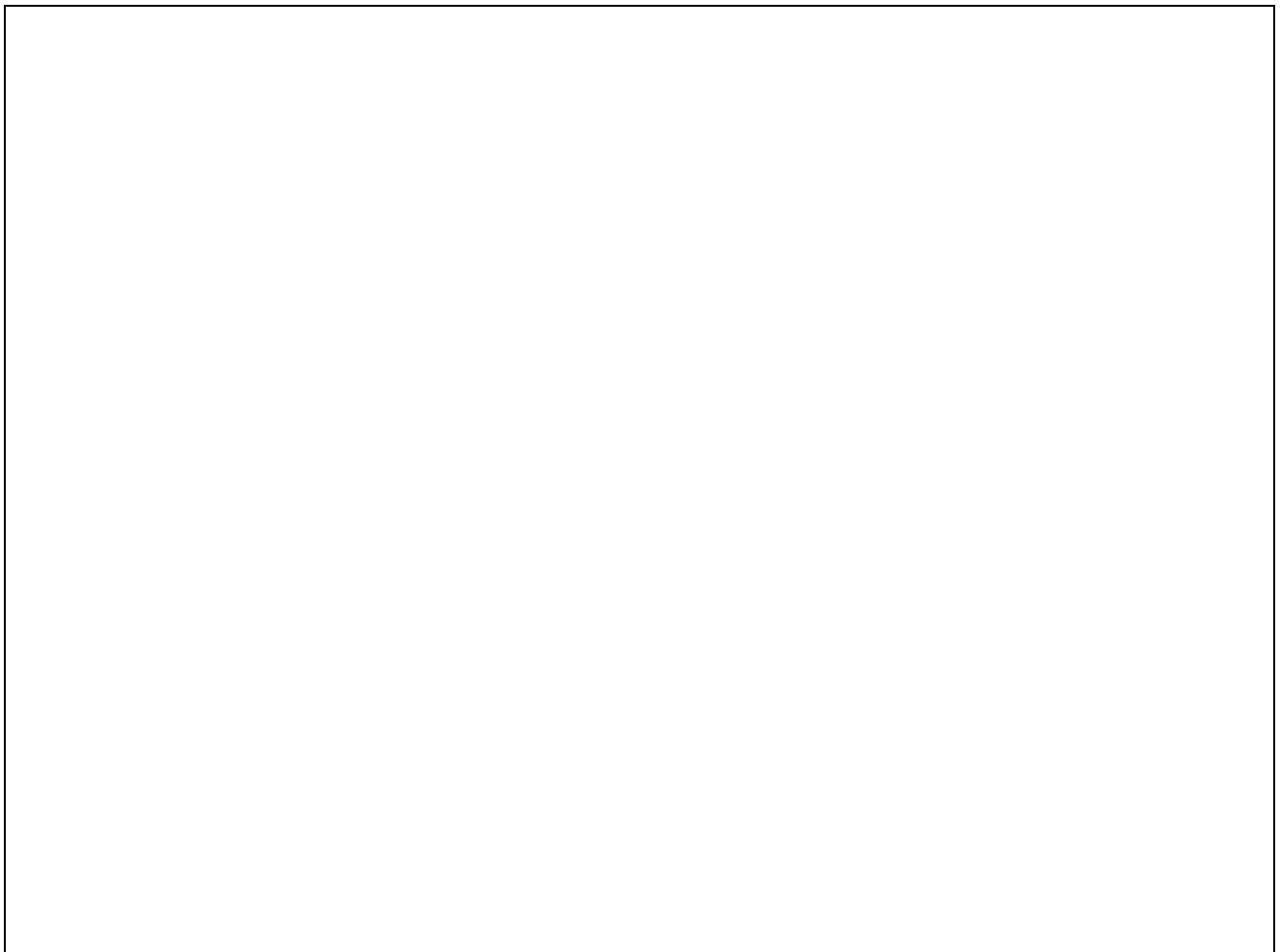
How are you going to get to School? \_\_\_\_\_

How long will it take? \_\_\_\_\_

If you are catching the bus, what time does it leave? \_\_\_\_\_

What time will you need to leave home? \_\_\_\_\_

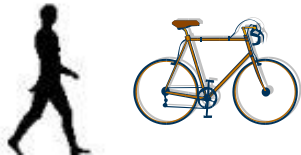
Find a map that shows both where you live and your Secondary School.  
Photocopy the map and draw on your route to School or your route to the bus stop.



# How will I get there?

How will you get to School? \_\_\_\_\_

You might **walk** or **cycle** sometimes, if you do then answer these questions:



Do I know the way?	
Will I have a friend to walk or cycle with?	
Where will I put my bike?	

You might go by **car** sometimes, if you do then answer these questions:

Will I go by car every day?	
Who will drive me?	
Will I get a lift home as well?	



You might go by **bus** or **train** sometimes, if you do then answer these questions:



Where is the bus stop or train station?	
What time is my bus/train to School?	
What number is the bus?	
Will I need money for the fare?	
What time is my bus/train from School?	

Answer these questions whether you will **walk**, **cycle**, go by **car**, **bus** or **train**.

How long will my journey take?	
What time must I leave home?	
What time will I get home?	

# Looking after yourself



## Keeping fit

- Get plenty of sleep
- Do some physical exercise at least once a week

## Keeping clean

- Shower or bath and wash your hair regularly, probably at least 3 or 4 times a week. This can depend on how greasy your hair gets.
- Clean your teeth at least every morning and night
- Use deodorant every morning
- Change your underwear every day.



## Looking smart

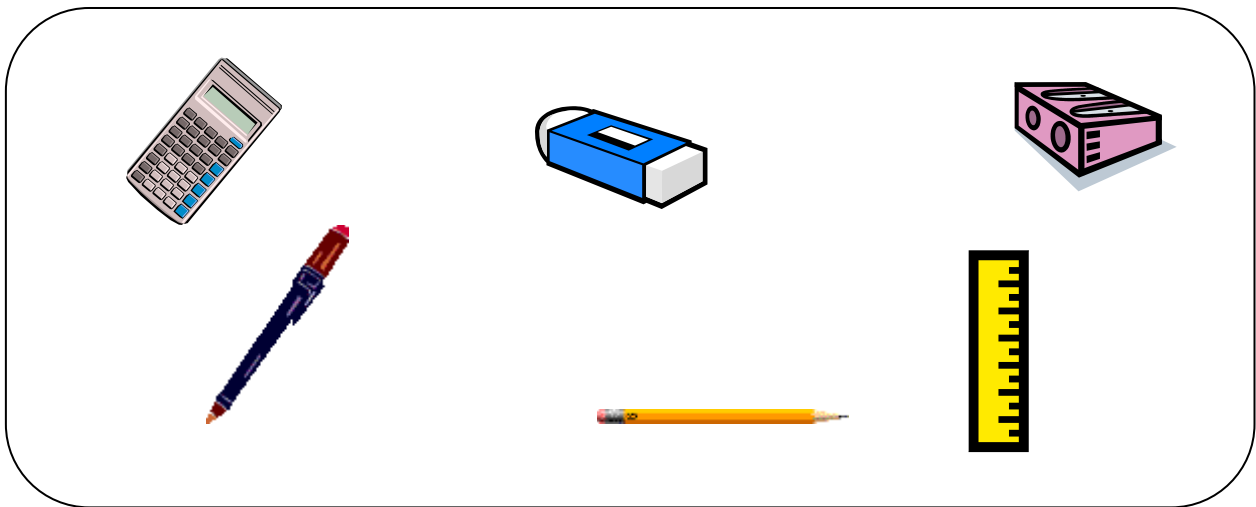


- Brush your hair every day and have your haircut regularly.
- Make sure your uniform is clean.
- Look in the mirror to check that you are tidy every day before you leave home.
- Clean your shoes regularly

# School equipment

## Things I need to bring every day

Every day you will need your writing equipment. Circle the equipment you need in your pencil case. Draw in anything else you need.



Some days you will need extra equipment. This will depend on the lessons you have that day. Look at your timetable and work out the additional equipment you need each day.

Day	Things I will need to bring
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

# **Making and keeping friends**

# Getting to know you

My favourite place is.....

My favourite food is.....

My interests are.....

I don't like.....

I like to listen to .....

My favourite band/music is.....

My favourite sport is.....

My favourite programme is.....

My favourite colour is.....

I like to wear .....

I would most like to be.....

I am looking forward to .....

I am most relaxed when.....

I worry about.....

I am happiest when.....

I get angry when.....

# Friendship skills

## Vocabulary practice

Choose the right word to match the definitions.

advocate      disagree      trust      respect      empathy      confidential  
compliment      advice      command      secret      support      apologise

1. \_\_\_\_\_ an opinion or recommendation you make about what someone should do
2. \_\_\_\_\_ to say you're sorry for something you said or did
3. \_\_\_\_\_ private or secret
4. \_\_\_\_\_ someone who defends and supports you
5. \_\_\_\_\_ to have a different opinion from someone
6. \_\_\_\_\_ to say something nice about someone
7. \_\_\_\_\_ information that's not meant to be shared with others
8. \_\_\_\_\_ to stand behind or encourage others
9. \_\_\_\_\_ understanding what someone feels
10. \_\_\_\_\_ to rely or have confidence in someone
11. \_\_\_\_\_ to hold someone in high esteem
12. \_\_\_\_\_ a direct order to do something

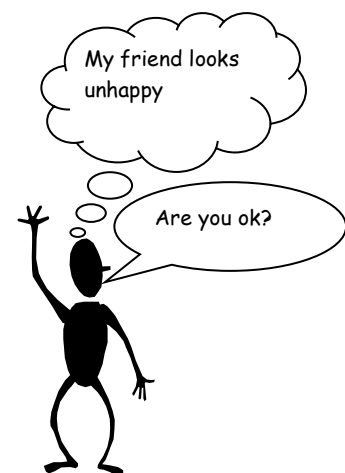
# How to be a friend

Here are some positive things friends do for each other to keep their friendship strong.

- **Empathise.** Put yourself in your friend's situation to understand what they're going through.
- **Support.** You can show your support for your friends by just listening when they want to share.
- **Compliment.** Everyone likes to receive a compliment. Compliment your friend on a new hairstyle, a great score on a test, a smooth football move. Be specific and keep it simple. Choose the right moment to give the compliment.
- **Respect privacy.** Sharing secrets is a fun part of a friendship. It's hard to regain your friend's trust if you tell secrets you weren't supposed to share.
- **Encourage.** Use encouraging statements like, "You can do it".

When you wonder if you are being a good friend, ask yourself this question:

**Am I treating my friend like I want my friend to treat me?**





# Making new friends

At Secondary School there are likely to be students from other schools. There will be opportunities to make new friends. It can be difficult to get to know someone new.

It may help to act out meeting new people and use some of these suggestions.

- Smile when you say **“Hello”**.
- Start the conversation by asking a question about what they are doing  
**“What are you doing?”** or **“What are you reading?”**

or about something you have in common

**“So how do you like this lesson?”**

- Introduce yourself  
**“By the way my name is \_\_\_\_\_, what’s yours?”**
- Ask some other questions to find out about them. Suitable topics may be:

School:      **What are you studying?**  
                 **Who is your teacher?**

Home:        **Where do you live?**  
                 **How do you get to School?**

Interests:    **What do you like doing?**  
                 **What’s your favourite TV programme?**

Family:      **Have you any brothers and sisters?**

- If they answer your question respond to some of the information they have told you. If you can, ask another question.
- Do not ask about  
**“That’s my favourite lesson too. I enjoyed working on the computers. What did you like doing?”**
- Do not ask about sensitive topics. These are topics that could make the other person upset.
- Don’t ask about something that makes the person look or sound different.
- Don’t ask about any problems he or she may have.

# Teasing and Sarcasm

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



Is this an okay subject to tease someone about?

Will my friend understand that I'm teasing?

Have I been teasing my friend a lot lately?

Will this get on my friend's nerves?

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

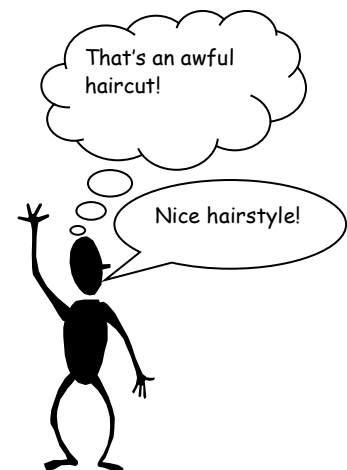
- "And your point is...?"
- "I've heard that one in primary school"
- "Tell me when you get to the funny part"
- "Can't you think of anything important to say?"
- "I'm sorry, were you speaking to me?"

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

"Yeah, whatever"	means:	You are not bothered
"Ah, well done"	means:	That's stupid
"Pizza face"	means	Spotty face

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

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



# Joining-in

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



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



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



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



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



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



# Joining-in Situations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Being with friends

Sometimes you have to think carefully about how you act with different people and whom you can share information with.

## Getting it right

It is important to behave differently with different people.

Using the concentric circles sheet, work out who you would act in these ways with. You may choose more than one group of people.

1. Who would you hug?
2. Who would you use swear words with?
3. Who could you tell what to do?
4. Who can you argue with?
5. Who can you share your sweets with?

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

\_\_\_\_\_

## Sharing information about yourself

It is important to talk to people to share an event, achievement or tell them about a problem. Sometimes you have to be careful whom you talk to. Some people may tease you if you are not good friends or they may not keep the information to themselves and share it with others.

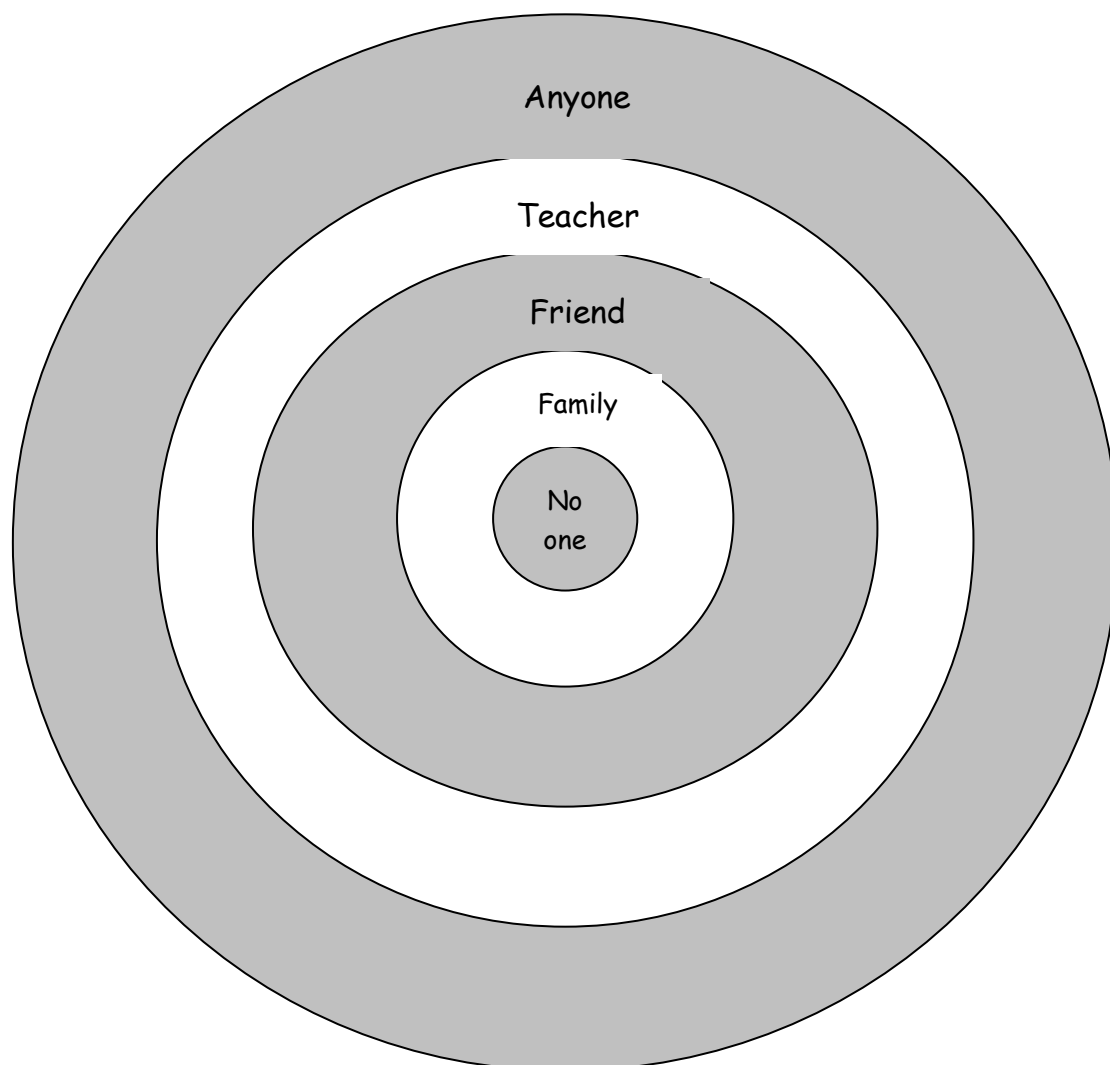
Who would you tell these things to? Use the concentric circles to decide who you would share the information with.

1. You still cuddle your teddy at night.
2. You fancy the girl or boy next door.
3. You have won a competition.
4. You have not done your homework.
5. You hate peas.

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

\_\_\_\_\_

# Concentric Circles



# Sharing information

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

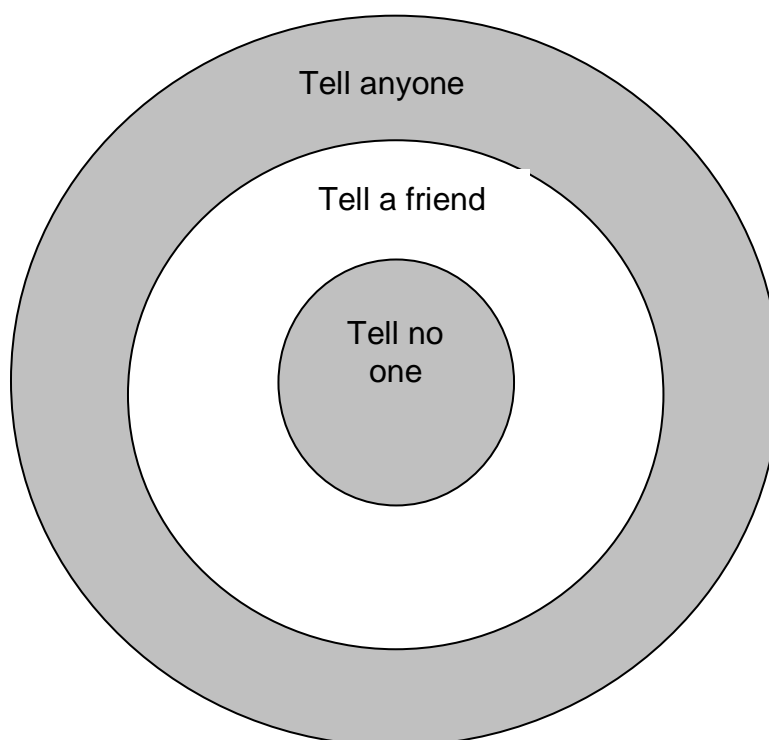
It can be tempting to share secrets, but think:

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

Who could you tell these things to?

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

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



# Awkward Situations



# Facts about bullying

## **Bullying:**

- Is any behaviour by an individual or a group that deliberately harms another.
- Can be physical or involve threats of physical harm.
- Can be name-calling or spoken teasing.
- Can be demanding money or things, or making someone do something they do not want to do.
- Can involve excluding someone (deliberately leaving someone out of an activity, ignoring them etc.)
- Is usually repeated over a period of time.
- Takes place when one person or group has more power than the person or group being bullied.

## **Bullying is not:**

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

## **Why do people bully?**

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

# What to do about bullying

## What can you do if you are bullied?

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

## Six good reasons to tell:

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

# Creating a Fog

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

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

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

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

# Asking for help

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

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

Or could be bigger:

- getting into trouble
- finding the work hard.

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

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

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

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

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

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

**REMEMBER TO ASK FOR HELP!**

# Saying sorry

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

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

## **When you forget something**

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

For example:

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

## **When you make a mistake**

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

For example:

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

# Settling into Secondary School

(and how to solve the problems you might face)

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

- **Keep calm.** Tell yourself, "I can solve this problem if I stay calm."
- **Decide what the problem is.**
  - Are you frustrated because you could not do something you wanted?
  - Are you upset because someone did something to you?
  - Are you worried because something has gone wrong?
- **Think about possible solutions.**
- **Think about the consequences.** What will happen if you try different solutions?
- **Pick the best solution.**

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

1. You haven't done your homework.
2. You have forgotten your student planner.
3. You are in a crowd going upstairs and you think someone pushed you.
4. You think you are lost.
5. You see someone being bullied.
6. You find someone crying in the corridor.
7. You've lost your purse/ wallet.
8. You see someone stealing money from someone's bag.
9. You find someone's purse.
10. You've ripped your trousers/ skirt.

