

**Taking the Leap**

**from**

**Primary to Secondary School**

****

Sefton Community Occupational Therapy

# Introduction

Hello there!

This booklet has been made just for you because you are moving from primary school up to secondary school in September. You probably have a lot of questions about it and maybe some worries too!

In this booklet you will find lots of information and activities to help get you ready for secondary school. Some of the activities are for you to complete on your own, but there are also some activities that you might need help from an adult. There may be some activities that you can already do and others which are a bit more challenging!

A big part of moving to secondary school is trying new things, so if you do find something hard, just give it a try and don’t be afraid to ask for help! Sometimes you might just need a little bit of extra practice or a bit of help to be able to do it yourself.

There are lots of activities for you to do, so have a look through and dive right in. Each activity has this symbol next to it and throughout the booklet there will be **HELPFUL TIPS** which you might want to highlight or write them down so you remember them.

You can complete the activities as many times as you like. If you don’t want to try one of the activities, just move onto the next one, you can always come back to it at another time.

Remember, if you can’t do something the first time you try it, just try again. You might have to try an activity a few times before you are able to do it by yourself, but that’s okay, because it will get easier with practice. Before you know it, you will be able to do the whole booklet all by yourself!

We hope you find this booklet helpful and enjoy the activities.

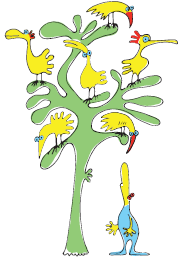
We wish you the very best of luck in your new school!

Sefton Children’s Occupational Therapy Team

**Before you get started here is a list of things you will need to complete this booklet:**

* Pencil
* Pen
* Ruler
* Rubber
* Colouring pens or pencils
* Paper

Make sure you keep all these items together so you know where they are each time you do an activity.



**So what is Occupational Therapy?**

Everyone has an occupation or job. Your occupation is to grow, learn, do schoolwork, and play. Occupational Therapy (or OT) helps children with occupations that they may find challenging, like handwriting, fastening buttons or zips, getting dressed / undressed, or planning and organising themselves. Basically, OT helps you to become as independent as possible with activities you do every day.

As you get older, you learn how to do more and more things by yourself. When you leave primary school you will have learnt lots of new things to get you ready for secondary school, but there may be some things that you still need help with and find hard to do by yourself.

Sometimes it might take you a bit longer to learn something new, or you may just need someone to show you another way to practice it. Everybody learns in different ways. OT’s use lots of different ideas and suggestions to help children when they are learning something new.

**It doesn’t matter if you don’t do something the same way as everyone else.**

**Everybody is different and that is okay!**

**How can Occupational Therapy help you?**

Read the statements below. If you agree with the statement put a tick in the box next to it.

1. I have to ask for help from an adult to tie my shoelaces or school tie
2. I always seem to lose things or forget things for school, like my PE kit, school jumper, glasses, shoes etc.
3. I don’t like doing some activities in front of my friends because I find them really hard and I am worried about what they will say
4. I get really frustrated when I try something and I can’t do it
5. I always need to be reminded to do things like brush my teeth, wash my hair, or put my dirty clothes in the washing basket
6. I would like to do more things by myself like making a sandwich, or getting myself a drink

**Did you agree with any of the statements and tick the boxes above?**

There are lots of strategies to learn in this booklet, as well as activities to practice that occupational therapists use to help children. When you have finished the booklet you can read these statements again to see if you still agree and whether you feel that you need to tick the same boxes again of if you have learnt any new strategies to help you feel better about them. Hopefully you will have learnt lots of new things, and feel more confident doing them!

# You may have lots of different feelings about going to secondary school. These might be positive and negative feelings – you might be excited to make new friends, but nervous that you might get lost trying to find your classrooms. You are about to go somewhere new and try lots of new things and it can feel a bit scary!

# It is important to talk about how you are feeling about going to secondary school. It’s a big change, and you may be going somewhere different to your friends.

# Activity: Thoughts and feelings

Fill in the information below with an adult so you can talk about your answers.

* When I think about going to secondary school I feel:

……………………………………………………………………………………………………………..........................................................................................................................................................

* I am most excited about: ………………………………………………………………………………………………………………………………………………………………………………………………………………………………
* I am most nervous about:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………

* The people I know who are going to the same school as me are: ……………………………………………………………………………………………………………………………………………………………………………………………………………………………
* Three things I would like to learn how to do before I go to secondary school:
  1. ……………………………………………………………………………………………………
  2. ……………………………………………………………………………………………………
  3. ………………………………………………………………………………………………………
* The lesson I am most looking forward to is:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………

* The lesson I am least looking forward to is:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………

# In any of your new lessons you might be asked to research a subject or topic, by reading facts and information about it and answering some questions. You might have done a similar activity in primary school.

# Activity: Make a fact sheet about your new school

Find out as much information as you can about your new school by answering the questions below. (An adult might have to help you find some of the answers) When you have found out all the answers to the questions, make a fact sheet about your new school for someone else who might be thinking about going to your school. You can design your fact sheet and make it as colourful as you want to.

### What is the name of your new school?

### What is the address and telephone number?

### What is the school website address?

### What is the name of the head teacher?

### What time does school start?

### What time does school finish? Do you finish at the same time each day?

### Are all the lessons the same each week? (Some schools have a two week timetable which is called Week A and a Week B)

### How long is each lesson? How many lessons do you have each day?

### What uniform do you have to wear? What colour is your school tie?

### Does your school have different houses or group names? Do you know which group you will be in?

### What do you do at lunchtime? Do you take a packed lunch or is there a canteen? Do you take money into school or do you use a card to pay for your food?

### What interesting fact is there about your school that you could tell someone? When was it built? Has it always had the same name?

### What are the school rules?

# You will have a lot more lessons in your new school which will mean you will have to change classrooms each time there is a different lesson. You will also have lots of new teachers to remember. You will be given a timetable, which tells you what lesson it is, where you need to go and who your teacher is. You might be given a printed copy or you might have to fill it in yourself.

# If you haven’t seen a timetable before, it can be a bit confusing.

## Activity: Timetables

You might have a two week timetable in secondary school.

Look at the completed timetable for Week A below. The numbers along the left side are the lessons and across the top are the days of the week. So you know that this is week A this has been written next to each day. The names of the lessons have been written in each box with the teacher’s initials and the room that the lesson will take place.

**WEEK A TIMETABLE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Mon A | Tues A | Wed A | Thu A | Fri A |
| 1 | History  DJ 50 | Maths  PK 23 | English  EP 36 | Geography  DJ 5 | Maths  PK 23 |
| 2 | Computing  CV 51 | Science  Chemistry  SN L4 | PE  Outdoor  AB | Science  Biology  WS L4 | Science  Physics  RD L2 |
| 3 | Design Technology  LV 45 | PSE  AC 17 | Art  JW L1 | English  EP 36 | Music  SM MU1 |
| 4 | PE  Indoor  GC SH | English  EP 36 | Maths  PK 23 | RE  SD 35 | Design Technology  LV 45 |
| 5 | Maths  PK 23 | Drama  SM DH | Science  WS L4 | French  MY 48 | French  MY 48 |

Read the instructions below to practice completing your own timetable.

**Instructions:**

* Complete the unfinished timetable for Week B
* Use the key code below to help you fill in the missing details (lesson, teacher’s initials and room)

**WEEK B TIMETABLE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Mon B | Tues B | Wed B | Thu B | Fri B |
| 1 | History  DJ 50 | Drama | MY 48 | RE | Music |
| 2 | PSE  AC 17 | PE indoors | Design technology | Science Chemistry  SN L4 | Science Biology |
| 3 | Computing | DJ 5 | English  EP 36 | Maths  PK 23 | Maths |
| 4 | PE outdoors | RD L4 | Design technology  LV 45 | English | History |
| 5 | PK 23 | Geography | SM DH | French | RE  SD 45 |

|  |  |  |
| --- | --- | --- |
| LESSON | TEACHER | ROOM |
| History | DJ | 50 |
| Drama | SM | DH |
| French | MY | 48 |
| Maths | PK | 23 |
| English | EP | 36 |
| Geography | DJ | 5 |
| Computing | CV | 51 |
| PE (indoors) | GC | SH |
| PE (outdoors) | AB |  |

# 

|  |  |  |
| --- | --- | --- |
| LESSON | TEACHER | ROOM |
| Design technology | LV | 45 |
| PSE | AC | 17 |
| Art | JW | L1 |
| Music | SP | MU1 |
| Science Biology | WS | L4 |
| Science Chemistry | SN | L2 |
| Science Physics | RD | L4 |
| RE | SD | 35 |

# You will have different technology lessons in school. These may change each term. Food Technology is one of these lessons where you will learn cookery skills. You will need to take ingredients into school on the day of this lesson and you will be given a list of ingredients that you need.

## Activity: Making a shopping list

Make a list of all the ingredients that you need to make the recipes below. Ask an adult to take you shopping to buy the ingredients on the list. Take a pen with you to cross off each of the items as you find them and put them in your basket or trolley, to make sure you have everything you need. See if you can find all the ingredients on the shelves yourself, but remember to ask for help if you need it.

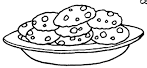
## HELPFUL TIP: Practice paying for items at the till when you go shopping with an adult so you can practice giving the right money or checking your change.

# Activity: Make biscuits

Now you have all your ingredients, follow the recipe below to make biscuits.

**Make sure that you have all the utensils and ingredients that you need ready to make them.**

**Utensils**

* Baking tray
* Greaseproof paper
* [](http://www.google.co.uk/imgres?imgurl=http://www.arthursclipart.org/foods/food/biscuit.gif&imgrefurl=http://www.arthursclipart.org/foods/food/page_01.htm&usg=__rZ5Fc5NXVELHwQnP8qq8dNF6ePY=&h=423&w=916&sz=9&hl=en&start=2&zoom=1&tbnid=4wwXRWcec9DhhM:&tbnh=68&tbnw=147&ei=lSvxUcacO5Cl0wWx-oHwDw&prev=/search?q%3Dbiscuits%26um%3D1%26sa%3DX%26hl%3Den%26gbv%3D2%26tbs%3Ditp:clipart%26tbm%3Disch&um=1&itbs=1&sa=X&ved=0CDAQrQMwAQ)Mixing bowl
* Whisk/Fork
* Rolling pin
* Biscuit cutters
* Measuring scales
* Tablespoon (tbsp)
* Wire rack (for cooling)

**Ingredients**

* 100g/3½oz unsalted [butter](http://www.bbc.co.uk/food/butter), softened at room temperature
* 100g/3½oz [caster sugar](http://www.bbc.co.uk/food/caster_sugar)
* 1 free-range [egg](http://www.bbc.co.uk/food/egg), lightly beaten
* 275g/10oz [plain flour](http://www.bbc.co.uk/food/plain_flour)
* 1 tsp [vanilla extract](http://www.bbc.co.uk/food/vanilla_extract)

**To decorate:**

* 400g/14oz [icing sugar](http://www.bbc.co.uk/food/icing_sugar)
* 3-4 tablespoons (tbsp) water
* 2-3 drops food colouring (any colour you choose)

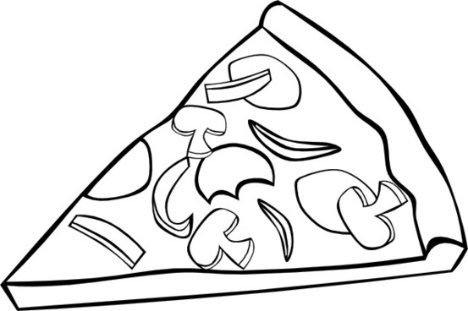
**Method:**

1. Preheat the oven to 190C/375F/Gas 5. Line a baking tray with greaseproof paper.
2. Cream the butter and sugar together in a bowl until combined.
3. Beat in the egg and vanilla extract, a little at a time, until well combined.
4. Stir in the flour until the mixture comes together as dough.
5. Roll the dough out on a lightly floured work surface to a thickness of 1cm/½in.
6. Using biscuit cutters cut biscuits out of the dough and carefully place onto the baking tray.
7. Bake the biscuits for 8-10 minutes, or until pale golden-brown. Set aside to harden for 5 minutes, then cool on a wire rack.
8. For the icing, sift the icing sugar into a large mixing bowl and stir in enough water to create a smooth mixture. Stir in the food colouring.
9. Carefully spread the icing onto the biscuits using a knife and set aside until the icing hardens.

# Activity: Make a pizza

# Now you have all your ingredients, follow the recipe below to make a pizza. Make sure that you have all the utensils and ingredients that you need ready to make them.

# Utensils

* Large bowl
* Jug
* Wooden spoon
* Tea towel
* Baking tray
* Measuring scales
* Tablespoon (tbsp)
* Teaspoon (tsp)

# For the base:

* 300g strong bread flour
* 1 tsp instant yeast (from a sachet or a tub)
* 1 tsp salt
* 1 tbsp olive oil, plus extra for drizzling

**For the tomato sauce:**

* 100ml passata
* A handful fresh basil or 1 tsp dried
* 1 garlic clove, crushed

**For the topping:**

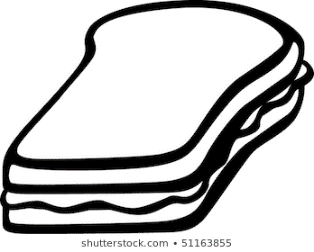
* 125g ball mozzarella, sliced
* A handful grated or shaved parmesan
* A handful cherry tomatoes, halved

**Method:**

1. **Make the base:** Put the flour into a large bowl, then stir in the yeast and salt. Make a well, pour in 200ml warm water and the olive oil and bring together with a wooden spoon until you have a soft, fairly wet dough. Turn onto a lightly floured surface and knead for 5 mins until smooth. Cover with a tea towel and set aside. You can leave the dough to rise if you like, but it’s not essential for a thin crust.
2. **Make the tomato sauce**: Mix the passata, basil and crushed garlic together, then season to taste. Leave to stand at room temperature while you get on with shaping the base.
3. **Roll out the dough**: If you’ve let the dough rise, give it a quick knead, then split into two balls. On a floured surface, roll out the dough into large rounds, about 25cm across, using a rolling pin. The dough needs to be very thin as it will rise in the oven. Lift the rounds onto two floured baking sheets.
4. **Top and bake:** Heat oven to 240C/fan 220C /gas 8. Put another baking sheet or an upturned baking tray in the oven on the top shelf. Smooth sauce over bases with the back of a spoon. Scatter with cheese and tomatoes, drizzle with olive oil and season. Put one pizza, still on its baking sheet, on top of the preheated sheet or tray. Bake for 8-10 mins until crisp. Serve with a little more olive oil. Repeat step for remaining pizza.

# Activity: Make a jam sandwich

# This activity is a little bit different. In the space below, write down what you need to make a jam sandwich. There should be 5 things:

1. ……………………………………………………………………….
2. ……………………………………………………………………….
3. ……………………………………………………………………….
4. ………………………………………………………………………..
5. ……………………………………………………………………….

The following instructions are in the **wrong order.** Work out the **right order** then write it out in the table on the next page.

* Use the knife to spread butter on one side of both slices of bread
* Place two slices of bread on the plate
* Cut the sandwich into four squares or four triangles
* Spread jam on top of the butter on one of the slices
* Eat and enjoy your sandwiches while they are fresh.
* Take the slice of bread with no jam on and put it on top of the jammed slice.
* The buttered side should go on top of the jam.

|  |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |

Finally, draw a picture of the jam sandwich to go with your instructions. If you think any other pictures would be helpful, draw these too.

# Now you know what to do, make yourself a jam sandwich!

# In secondary school, each day will be different so you will need to be able to organise what you need so you don’t forget anything. There are lots of different ways to help you to get yourself organised so that you can do it yourself.

Activity: Checklists

Checklists are a great way of keeping yourself organised, and are similar to shopping list, but are not just items that you need to buy, they can be things that you need to do or remember to do.

Follow the instructions to make a checklist of all the different items you need for each day of the week.

**Instructions:**

* Read the activities for each day of the week.
* Look at the list of items.
* Each day you will need 5 items.
* Find the items that you need for each day and write them in the table
* When you have found an item, put a tick in the box next to it so you know that you have already used it. (There should only be one tick next to each item.)

**Activities:**

* On Monday I am going swimming.
* On Tuesday we have a school trip to the beach for the day. The weather is going to be hot.
* On Wednesday I am going to football practice after school.
* On Thursday I have a PE lesson.
* On Friday I am staying at my Nan’s house overnight.

**Items:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Toothbrush |  | Towel |  | Water bottle |
|  | Bag |  | Football kit |  | Trainers |
|  | Football Socks |  | Water bottle |  | Packed lunch |
|  | Swimming cap |  | Shin pads |  | Football boots |
|  | Goggles |  | Favourite game/toy |  | Sun cream |
|  | Hairbrush |  | Slippers |  | PE jumper |
|  | Water bottle |  | PE t-shirt |  | Swimming trunks |
|  | PE shorts |  | Pyjamas |  |  |
|  | Beach towel |  | Packed lunch |  |  |

What I need each day:

|  |  |
| --- | --- |
| **FRIDAY** | I need: |
| **THURSDAY** | I need: |
| **WEDNESDAY** | I need: |
| **TUESDAY** | I need: |
| **MONDAY** | I need: |

# It is really important that you get used to packing your bag for secondary school, because you will need to take more things with you than you did in primary school.

## HELPFUL TIP: Pack your bag the night before so that you can make sure that you have everything you need and if you haven’t, it gives you time to find what you need.

# Activity: Pack a bag

For this activity you will need a bag or a rucksack. Ask an adult to do this activity with you.

**Instructions:**

* Ask an adult to think of 10 items for you to find around the house and write them on the paper below. Ask them to make sure they are items that are quite hard to find e.g. a red pen, a blue shirt, a pair of trainers etc.
* Now you have to find all the items on the list and put them into the bag / rucksack.
* Each time you find something put a tick in the box next to the item.

|  |  |
| --- | --- |
| **Item** | **Found** |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |
| **5.** |  |
| **6.** |  |
| **7.** |  |
| **8.** |  |
| **9.** |  |
| **10.** |  |

# Now that you have completed two different checklists, can you think of anything else that you do every day that you could use checklists for? Write a checklist for two other things that you do regularly. (e.g. swimming lessons, drama club, dance classes)

## As well as checklists, calendars are a great way to remember what you need and when you need it, especially if you have homework that needs to be given in! You will get a homework diary or planner from school which you will have to complete each week. Sometimes your teacher might want to write in it too, so that you remember to do or bring something to school.

# Activity: Calendars

Have a look at the blank calendar page below and read the following instructions:

**Instructions:**

Think about a month in the year, this could be the current month, next month or a month in the future. On the calendar page write down the following information:

* Special dates e.g. birthdays, party’s
* Days out or holidays
* Clubs or competitions you take part in e.g. football, dance, swimming, scouts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |  |  |  |

Once you have completed your calendar page with different dates and events, check if there is anything on it that happens more than once. You might go to a club each week, or there might be 5 birthdays!

For each event that you have written on the calendar, choose a different colour and colour it in. This could be colouring over the name of the event or the whole box. If you are doing more than one activity on the same day, make sure you have enough room to use the different colours.

You have now created a colour code!

To help you to remember what your key code is, a blank table has been given below or you can make your own.

|  |  |
| --- | --- |
| KEY CODE | |
| NAME OF EVENT | COLOUR |
| *Birthday* | *Red* |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
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|  |  |

## HELPFUL TIP: Using a key code for your homework diary or planner can be a good reminder for what you need to take to school each day. You might have different coloured workbooks for each lesson so could use them as your colour code if that helps.

Now you have colour coded your calendar, go back to the timetable you completed on Pages 7 and 8 and create a colour code for the lessons.

# If you found this activity helpful, you might want to get a calendar to hang up in your bedroom ready for when you start school in September. You could put the day you start school as the first date on your calendar!

# As well as remembering everything you need for school, it is important that you are on time for school every day. Your school day might start earlier than primary school so that you have to get up and leave the house earlier than you used to. You might have to go on the bus or the train to get there.

# **Activity: Bus and train timetables**

Read the following information and answer the questions below:

You need to be in your classroom at school at **8.45am**.

You can get the bus or train to school. The bus stop is a 10 minute walk from your house. You can get bus **47** or bus **81.**

* **47** arrives every 20 minutes and takes 20 minutes to get to school.
* **81** arrives every 30 minutes and takes 25 minutes to get to school.

Both buses stop outside your school. It will take you 5 minutes to walk to your classroom.

**Bus Timetable**

**47**  **81**

7.10 / 7.30 / 7.50 / 8.10 / 8.30 / 8.50 / 9.00 7.20 / 7.50 / 8.20 / 8.50 / 9.20 / 9.50

9.30 / 9.50 / 10.10 / 10.30 / 10.50 / 11.10 10.20 / 10.50 / 11.20 / 11.50 / 12.20

The train station is a 10 minute walk from your house.

* The train arrives every 15 minutes and takes 10 minutes. When you get off the train at the station, it is a 15 minute walk to school. It will take you 5 minutes to walk to your classroom when you get to school.

**Train Timetable**

7.05 / 7.20 / 7.35 / 7.50 / 8.05 / 8.20 / 8.35 / 8.50 / 9.05 / 9.20

**Questions:**

1. What time and number buses can you get so you are in your classroom at 8.45am?
2. What time train can you get so you are in your classroom at 8.45am?
3. What time do you need to leave your house if you get the train to school?

## HELPFUL TIP: Practice your new journey to school before September. You might want to practice it with an adult until you feel confident trying on your own.

# You might be able to walk to your new school, but this might be a completely different route to primary school. It is important that you know the safest way to get to school, and use pedestrian crossings or take a different route to avoid crossing over busy roads.

# **Activity: Make a map to get to school**

Below is an empty grid map. You will use this to plot places and plan a route from the house to school.

Follow the instructions on the next page.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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|  |  |  |  |  |
|  |  |  |  |  |

# **6**

**5**

# **4**

# **3**

# 

**2**

**1**

**A B C D E**

**Plot these places on the grid map:**

* Draw a house in 1A, 1B and 1C
* Draw a house in 3E and 4E
* Draw a park in 2B
* Draw a sweet shop in 4A
* Draw a hairdressers in 4B
* Draw a fruit shop in 4C
* Draw a road from 5A to 5E
* Draw a road from 1D to 5D
* Draw a pedestrian crossing across in 2D and 4D
* Draw a pedestrian crossing upwards in 5C and 5E
* Draw a school in 6D

**Rules for planning your route to school**

* Your house is in 1B
* You walk to school with 2 friends and call for them on the way. They live in 1C and 3E.
* You must use the pedestrian crossing whenever you cross the road as it is very busy.
* On the way to school you need to buy a snack for lunchtime so you can either go to the sweet shop or the fruit shop

**Draw your route**

* Now you know the rules, draw your route to school on the grid.

**Can you describe the route that you have just made so someone else could draw it on a grid map too?**

Activity: Giving directions

Think of somewhere that you go to regularly. This could be a local shop, your friend or Grandparents house, or your primary school. This place shouldn’t be too close to your home (not next door or at the bottom of your road).

Now imagine that you have to give directions to someone who is visiting your house so that they can get to this place.

Use the lines below to write a list of directions for how to get from your house to this place. Add as much detail as possible including if you need to cross roads, turn corners, what land marks you might see along the way to help you. Think about the best way to write the directions out, this could be bullet points, or numbers. (If you run out of paper, just continue on another sheet). When you have finished, ask an adult to follow the directions and see if it takes them to the right place!

|  |
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|  |

## Moving up to secondary means becoming more independent. Sometimes things might be difficult to do yourself so you need help to do it, but sometimes it’s just easier to get an adult to help or do something for you because it has always been done that way.

# **Activity: My day**

On a piece of paper draw a table with four different headings (like the one below). Now follow the instructions to the complete the table.

You are going to be writing about what you do on a school day and a weekend day.

# **My school day:**

# Think about what you do on a school day, from the time you get up to the time you go to bed.

# In the activity column write all the things that you do in the order that you do them

* For each activity think about whether you do it by yourself, or whether you get help with it.
* If you do it yourself, put a tick in the box. If you get help, write down what help you get. (This might even be someone reminding you to do something).
* If you get help with an activity but would like to do it yourself, put a tick in the last column

*An example has been given for you.*

|  |  |  |  |
| --- | --- | --- | --- |
| **School day** | | | |
| **Activity** | **I do this myself** | **I get help with this** | **I would like to do this myself** |
| *Wake up and get out of bed* |  | *My Mum or Dad has to come into my bedroom and wake me up* |  |
| *Go to the bathroom and brush my teeth* |  |  |  |

Now either on the back of the paper you have been writing on or on a different piece of paper draw another table with the same four headings. This time you are going to write about your weekend.

# **My weekend day (you can choose if this is Saturday or Sunday)**

# Think about what you do on a weekend day, from the time you get up to the time you go to bed. This will be different to your school day.

# In the activity column write all the things that you do in the order that you do them

* For each activity think about whether you do it by yourself, or whether you get help with it.
* If you do it yourself, put a tick in the box. If you get help, write down what help you get. (This might even be someone reminding you to do something).
* If you get help with an activity but would like to do it yourself, put a tick in the last column

*An example has been given for you.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Weekend day** | | | |
| **Activity** | **I do this myself** | **I get help with this** | **I would like to do this myself** |
| *Wake up and get up* |  |  |  |
| *Get my breakfast* |  | *My Mum or Dad makes my breakfast for me* |  |

**How can I be more independent?**

* Have a look at the *‘I would like to do this myself’* column that you have just completed on both tables.
* On a new piece of paper, at the top write ‘**Things I would like to do myself’.**
* Now write a list of all the things that you would like to do yourself on a school day and at the weekend.
* Think about ways that you could do these things by yourself. For example, if you want to make your breakfast, could you help your Mum or Dad at the weekend?

## HELPFUL TIP: Do one thing at a time. If your list of things to do yourself is quite long think about the one that you want to do the most and focus on that.

# Now look at the statements that you ticked on Page 4. Did you agree with the statement that you need to get help from an adult to tie your shoelaces and school ties? It might be on your list of ‘Things I would like to do myself’. If so, have a try at these following activities to get practicing.

# Remember…..these activities might take a few tries before you can do it just so keep going!

# Activity: Tying shoelaces

Shoelaces are one of the most challenging fastenings for anyone to learn. You need to use lots of skills at the same time:

* Plan what actions your hands need to do
* Remember the sequence of tying shoelaces
* Be able to use your hands together and coordinate their movements while they are doing different things!
* Have enough strength in your hands to tie the shoelaces to make sure that they don’t come undone

Below are 3 different ways to practice tying your shoelaces. You might find one way easier than the other so give them all a try and see what works best for you. Some steps might be more difficult than others, so just practice one step at a time and repeat that step a few times until you feel ready to move onto the next one.

Try and practice with the same shoes at first, as all shoelaces are different. If you don’t have a shoe with laces to practice on, you can use the belt off a dressing gown or a ribbon placed around your thigh.

## HELPFUL TIP:

## Practice tying shoelaces at the weekend or after school when you have lots of time to take it slowly and you don’t have to rush

* **Practice tying shoelaces with two different coloured laces can be easier.**
* **Practice tying shoelaces with a shoe placed on a table in front of you before you try with it on your foot.**

|  |  |
| --- | --- |
| 1: Standard Shoelace Knot (6 steps) | |
| Standard Shoelace Knot diagram 1 | **Step 1:** Tie a left over right starting knot as shown, then make the right (blue) end into a “loop” by simply doubling it back onto itself. |
| Standard Shoelace Knot diagram 2 | **Step 2:** Take the left (yellow) end and pass it around to the right, going **behind** the right loop. |
| Standard Shoelace Knot diagram 3 | **Step 3:** Continue the left (yellow) end **around** the right loop to end up in front. |
| Standard Shoelace Knot diagram 4 | **Step 4:** Start to feed the left (yellow) lace into the "hole" that has just been made |
| Standard Shoelace Knot diagram 5 | **Step 5:** With the left (yellow) lace now through the “hole”, grab hold of both loops and start to pull the knot tight |
| Standard Shoelace Knot diagram 6 | **Step 6:** Continue pulling on the loops until the knot is firmly tied. |

|  |  |
| --- | --- |
| 2: Bunny Ears or Two Loop Knot (7 steps) | |
|  | **Step 1:** Pick up the laces. Cross them over, laying them across the front of your shoe. |
|  | **Step 2:** Grasp a lace in each hand and pull tight. Make one loop then make a second loop with the other shoelace |
| Two Loop Shoelace Knot diagram 2 | **Step 3:** Cross the right (blue) loop over the left (yellow) loop so that the **blue** loop sits in front and is not the left loop. |
| Two Loop Shoelace Knot diagram 3 | **Step 4:** Cross one loop over the front of the other making sure you keep hold of the loops |
| Two Loop Shoelace Knot diagram 4 | **Step 5:** Continue to push the loop into the hole below the two loops |
| **Two Loop Shoelace Knot diagram 5** | **Step 6:** Pull the loop through the hole and out through the other side. Make sure that it stays in a loop and the whole lace does not come through. |
| Standard Shoelace Knot diagram 6 | **Step 7:** Grasp a loop in each hand and pull it tight. |

|  |  |
| --- | --- |
| 3: Adapted Knot (6 steps) | |
| C:\Users\rileyj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\J0M24BQ1\IMG_5468.JPG | **Step 1:** Have laces threaded as normal but take the laces out of the top hole by the tongue do this to both sides |
| cid:8F91A3EE5D6FCD48AF7A94171A6990B8@sct-15-20-156-4-msonline-outlook-2fcf1.templateTenant | **Step 2:** Take the lace and put it into the top hole which will make a loop. Do this to both sides. |
| cid:FCA688CC9B6B0843B82B4802C457DC8B@sct-15-20-156-4-msonline-outlook-2fcf1.templateTenant | **Step 3:** You should now have two loops ready to cross. |
| cid:72BD655940615E45B04693C50B25015B@sct-15-20-156-4-msonline-outlook-2fcf1.templateTenant | **Step 4:** You have to now cross the loops and tuck one of the loops underneath the other then pull tight. |
| **C:\Users\rileyj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\J0M24BQ1\IMG_5479 (3).JPG** | **Step 5:** This will then tie the laces. To make the laces tighter, cross the loops again and tuck one underneath. |
| C:\Users\rileyj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\J0M24BQ1\IMG_5480 (3).JPG | **Step 6:** The knot should now be firmly tied. |

# Now that you can tie shoelaces on one pair of shoes, try tying shoelaces on other shoes, maybe even shoes that are not yours!

# **Activity: Tying a tie**

Not all children have to wear ties in primary school, so you might not have had to practice fastening a tie. Follow these 7 steps to learn how to fasten a tie.

|  |  |
| --- | --- |
| http://www.tie-a-tie.net/images/fourinhand1.gif | **Step 1:** Place the tie around your neck with the wide end on the right and the narrow end on the left. Make sure the wide end is lower than the narrow end. |
| http://www.tie-a-tie.net/images/fourinhand2.gif | **Step 2:** Cross the wide end of the tie over the narrow end. |
| http://www.tie-a-tie.net/images/fourinhand3.gif | **Step 3:** Tuck the wide end back underneath the narrow end. |
| http://www.tie-a-tie.net/images/fourinhand4.gif | **Step 4:** Cross the wide end of the tie over the narrow end again. |
| http://www.tie-a-tie.net/images/fourinhand5.gif | **Step 5:** Pull the wide end up and through the loop around your neck. (As you push the tie up it might tickle your chin so you know you have done it correctly.) You will have created a loose knot. |
| http://www.tie-a-tie.net/images/fourinhand6.gif | **Step 6:** Hold the front of the knot loosely with your left hand and bring the wide end down through the front loop. (Point the wide end down towards your toes to make sure that it doesn’t get twisted. |
| http://www.tie-a-tie.net/images/fourinhand7.gif | **Step 7:** Remove your left hand and place it on the knot. With your right hand hold the wide end of the tie. Pull the wide end down towards your toes and the knot up towards your chin (moving your hands at the same time in opposite directions.) |

## HELPFUL TIP: You can practice tying a tie in front of the mirror but this can be tricky, so standing next to someone else while they do it at the same time might be easier.

# Do you remember those statements on Page 4? Now you have finished the booklet, let’s have a look at them again.

Read the statements below. If you agree with the statement put a tick in the box next to it.

1. I have to ask for help from an adult to tie my shoelaces or school tie
2. I always seem to lose things or forget things for school, like my PE kit, school jumper, glasses, shoes etc.
3. I don’t like doing some activities in front of my friends because I find them really hard and I am worried about what they will say
4. I get really frustrated when I try something and I can’t do it
5. I always need to be reminded to do things like brush my teeth, wash my hair, or put my dirty clothes in the washing basket
6. I would like to do more things by myself like making a sandwich, or getting myself a drink

# **Activity: What strategies have I learnt?**

# For each of the statements above, think about what helpful tips or strategies you have learnt by completing this booklet that might help you. Write them down on the lines below:

A helpful tip or strategy I could use is:

1……………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

2…………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

3……………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

4………………………………………………………………………………………………………………………………………………………………………………………………………………………………….....

5……………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

6……………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

# And finally…………..what’s it like to be in Year 7 anyway?

## Ruby started secondary school in September 2019. She went to visit different secondary schools near to where she lives, but decided the one she liked best was a 15 minute bus ride away.

## Ruby’s primary school was close to her house and she used to walk there every day. She had never had to get the bus on her own before. Only a couple of her friends from primary school were going to the same secondary school, so Ruby felt worried about all the changes that were going to happen.

## Ruby was asked 5 questions about how she felt before she went to secondary school, and how she feels now that she has been there for a year.

## Question 1: What were you most nervous about going to secondary school?

The thing I was most nervous for was not making new friends there

## Question 2: What were you most excited about going to secondary school?

I was excited to just become more independent with going on buses by myself and just like I have more freedom.

## Question 3: What is the biggest difference from primary school?

The biggest difference is the way all the classes are in separate classrooms and having to move about between lessons

## Question 4: What was the best advice you got before you moved to secondary school?

The best advice I got was to just be myself. I have learned that I can be myself in front of people and that has made me lots of amazing friends.

## Question 5: If you could tell a Year 6 something to make them feel better about going to secondary school what would you tell them?

I would tell them that it’s not as scary as it seems, don’t worry about getting lost because in a matter of days you will know your way around. You will make lots of new friends who you will hopefully have for life, so don’t worry. Just enjoy your time in secondary school.

# Quick tips……….

* Pack your bag the night before so you don’t forget anything in the morning rush
* Get your clothes ready the night before and lay them out in the order you put them on
* Prepare your packed lunch the night before and leave it in the fridge. Leave a note on the fridge so you don’t forget.
* Make sure you have enough money with you or your pay card for your lunch.
* Use a cork board in your room to help you stay organised by pinning your timetable to it
* Make a checklist for what you need each day to help when packing your bag
* Colour code your timetable
* Make a few copies of your timetable so you can keep it at home, in your pencil case, in your blazer or in case you lose it!
* Organise your work into different coloured folders. Using plastic wallets can help your work to stay scrunch-free in the bottom of your bag.
* If you have a locker that needs a key, put it on a bright keyring or one that attaches to your trouser loop. Give your school office or teacher a spare key in case you lose it.
* Work out which type of pen is easiest to write with. Using coloured pens and highlighters will help important parts of your work to stand out
* Use a ‘to-do’ list to start the day or before you start a piece of homework to make sure that you include everything you plan to
* Have a map of the school with the rooms you use clearly marked on it.
* Learn the names of your teachers and the subjects they teach before you start
* Take home any files or school work at the end of each week to keep your work organised
* Arrive to school before the bell goes so that you can get to class on time, and get things from your locker if you need to.
* Use your homework diary or planner to write down all your homework.
* Use a calendar at home to write the dates that homework is due to be handed in.
* Do not rush home from school before you have checked the following:
  + Have you got everything you need to do your homework?
  + Do you understand what you need to do for the homework?
  + Do you need to take anything home e.g. PE kit for washing?
* Keep a list of items that need to be taken home at the weekend.

# If you need any more advice or information in this booklet, please do not hesitate to contact the Children’s Occupational Therapy team in your area.

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*(Areas covered - L37, PR8, PR9)*

## South Sefton Children’s Community Occupational Therapy

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27-37 South Road

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*(Areas covered - L20, L21, L22, L23, L30, L31, L38, Sefton parts of L10)*

This booklet only gives general information. You must always discuss the individual treatment of your child with the appropriate member of staff. Do not rely on this leaflet alone for information about your child’s treatment.

This information can be made available in other languages and formats if requested.

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