Moving on up! Primary lesson plan

Target audience

Learners who are preparing to move to secondary education.

A lot of work goes into helping young people make a smooth transition from primary to secondary education. To support this process, we wanted to create resources to help specifically with the online aspects of this move; covering issues including having your own phone, navigating group chats, and staying connected with old and new friends.

This lesson plan is designed to explore the theme of changing friendships, online and offline, as young people move from primary school and settle into secondary education.

Social media and under 13s

This resource focuses on helping young people aged 10–13 when moving from primary to secondary education, in the UK this usually happens at the age of 11. This is also a time when many young people will receive their first phone and start to use apps, including social media, to keep in touch with old friends and make new ones, even when they do not meet the age requirements. Most social media and messaging apps have a minimum user age of 13 and we recommend to parents, carers and young people that they wait until they reach this age.

Whilst we do encourage young people to wait, we are aware that there will be learners who are already active on these platforms, and this is why they are discussed in this resource. For those learners who are not using social media yet, the activities will be helpful if they choose to do so later.

If you believe that some of your learners are using social media before they are 13, you should follow the procedures of your school/setting in this situation.

We have also created:

- 5 videos with discussion questions and advice for young people
- A leaflet for educators with discussion questions to use with young people
- A leaflet for parents and carers with conversation starters and top tips
- A first phone guide and checklist for parents and carers

You can find all the resources we have created here: childnet.com/moving-on-up

Learning objectives

Learners will be able to:

● Describe how friendships may change online and offline when moving schools.

● Explore how changing friendships can make us feel.

● Understand how to resolve issues that these changing friendships may bring.

Target audience	Resources	Timing
Pupils moving on to secondary school	Presentation slides	1 hour

Preparation

Read the leaflet for educators to familiarise yourself with the topic and issues.

Activity	Title	Timing
Starter	Would you rather?	10 minutes
Activity 1	Finding solutions	15 minutes
Activity 2	Two sides to every story	25 minutes
Plenary	Our 'Code of Conduct'	10 minutes

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⏱ **10 minutes**   👤 **Whole class** ━━━━━━━━━━━━━━━

Starter: Would you rather?

Slides 2–7. Start the session by using the 'Would you rather?' scenarios, to explore what your learners do online, and what they like best. These scenarios are based on the themes explored within the lesson plan, and leaners must choose just one option each time. Ask one or two children to explain their choices each time.

After the 'Would you rather?' scenarios, move to slide 7 and introduce the lesson.

⏱ **15 minutes**   👤 **Pairs / whole class** ━━━━━━━━━━

Activity 1: Finding solutions

Slides 8–10. In this activity, learners will think about the changes involved in moving from primary to secondary education, and how using technology can assist this transition.

Part A: 5 minutes

Slide 8. For this next activity, learners will work in pairs. Ask them to think specifically about the changes involved in moving to secondary school, e.g. things they might be nervous, excited, or worried about, things they are looking forward to, and things they will miss. Pupils will compile a list with at least 5 changes. If issues are raised that are not covered by this lesson plan, reassure your pupils that there will be lots of people helping them make the move to secondary school and if possible, be available to revisit anything that has not been addressed by the end of the lesson.

Part B: 10 minutes

Slide 9. Using the table provided, ask each pair to think of ways that using technology can give a solution to help make the changes easier. Pupils can add in any different examples from Part A not covered in the table. Example answers are on slide 10.

🕑 **25 minutes**   👤 **Pairs / small groups** ───────────

Activity 2: Two sides to every story

Slides 11–14. In this activity, learners will look at what friendship means to them, and explore how friendships may change as the move to secondary education gets closer. Leaners will also explore whether friendships made online are different to those offline.

Part A: 5 minutes

Slide 11. Start by asking learners to write a short definition of the word "friend." (Educator: please do this yourself too, to share with the class). This could be done individually or in pairs. Ask the class for their answers. Notice if anyone has made any distinction between friends they know face-to-face, or friends / contacts made solely online. If time, create a shared definition of "a friend."

Part B: 10 minutes

Slides 12–14. As a class, read the background information on slide 12. Then ask two children to read the text conversation between Kayla and Kian on slide 13. Ask leaners to work in pairs, to answer the questions on slide 14 and think about how each person is feeling and what constructive advice they would give to Kayla and Kian.

Part C: Thought Tunnel: 10 minutes

Choose one pupil to be Kayla, and one to be Kian. Ask the remaining class members to stand in two parallel lines, facing each other, to create a 'Thought Tunnel.' The child representing Kayla will walk very slowly along the tunnel. All class members will whisper their advice to her as she walks along. At the end of the tunnel, 'Kayla' will let the class know what she has decided to do, to help repair the friendship. Repeat this with the child chosen to be Kian.

Part C alternative: A written reply

If using movement for this activity is not possible, pupils could think about how Kayla should respond to what Kian has said and compose the message that she sends back.

⏱ **10 minutes**   👤 **Whole class** ───────────────

Plenary: Code of conduct

Slide 15. Ask your learners to create a 'Code of Conduct,' with 5–10 pledges (or positively phrased statements) to help improve everyone's digital wellbeing when going online. Examples could include, "We understand that our friends can reply in their own time to messages," or, "We will let someone know if we are feeling overwhelmed by going online," etc. Use the planning sheet provided to identify issues that they may be dealing with and supporting statements to address them.

⏱ **15 minutes per video**   👤 **Small groups then whole class** ─────

Extension: 'Moving on up!' videos

To further explore issues around technology and moving to secondary school, use the 5 'Moving on up!' videos. Each one features a young person talking about an issue they are facing and asks the audience to pause and discuss three questions. After the class discussion, press play to hear Childnet's thoughts and top tips.

Print out Appendix 1 if you would like them to work on their advice in groups or complete it as a written task. Each video could also be set as a homework task with Appendix 1. The learners could watch the films with their parents and carers, discuss the questions together and then write down their answers.

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Appendix 1 – For use with the Extension

Marvin wants a phone!

All my friends are getting phones and I really want one too. I've asked Dad if I can have one for my birthday, but he doesn't think I'm ready to have one yet. I'll be starting secondary school next year and I still haven't got a phone. It's so unfair!

Discussion questions

1   How do you think Marvin is feeling about not having a phone?

2   What worries do you think Marvin's dad has about giving him a phone?

3   When the time is right, how could Marvin and his dad work together to let Marvin have a phone and keep him safe?

Sehrish and her many group chats!

I was so nervous about starting secondary. Especially as my best friends go to a different school to me. I really miss them, but at least we can keep in touch on the group chat. I'm in so many group chats now though. It's hard to keep up with them all but people expect you to reply straight away. My mum says I am in too many and I'm often up late replying to messages.

Discussion questions

1   What are the best parts of group chats? What different groups might Sehrish be in?

2   What could Sehrish say to her friends if they are disappointed she does not reply quickly?

3   What could Sehrish and her mum do, to help manage these chats?

Appendix 1 – For use with the Extension

Joel's dilemma about friend requests

You get quite a lot of friend requests when you start secondary. There are a lot more people, and I accepted lots of them at the start because I felt that's what I should do. Now I'm not that friendly with some of them anymore I don't like that they can see everything I do, but I don't want to be rude and remove them.

Discussion questions

1   Why do you think Joel accepted so many new friend requests?

2   Why is Joel regretting accepting some of these friend requests now?

3   What should Joel do?

Aran feels the pressure to fit in

My cousin told me a good way to make new friends at secondary school is to join in with everything online, like, the group chats, the same games everyone is playing ... otherwise you'll be left out, and I don't want to feel like that.

Discussion questions

1   How do you feel about Aran's cousin's advice and why?

2   What are your tips for making new friends?

3   Why is it good to have your own interests online?

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Appendix 1 – For use with the Extension

Isla sees online bullying
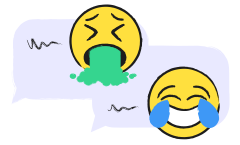
A few people have started saying really mean things about another kid in a game. Posting mean comments and now it's on the class chat too. At first, I thought they were just messing around but it's getting worse and other people are starting to join in. It is really upsetting me.

Discussion questions

1   Why do you think people are joining in instead of telling them to stop?

2   What could Isla do to help?

3   How could adults support young people in this situation?

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Childnet's mission is to work in partnership with others around the world to help make the internet a great and safe place for children. We work directly with children and young people from the ages of 3 to 18 on a weekly basis, as well as parents, carers, teachers and professionals, finding out about their real experiences online, and the positive things they are doing as well as sharing safety advice.

Explore more resources at childnet.com/resources