

Moving on up!

Secondary lesson plan

Target audience

Learners who have recently started secondary education.

A lot of work goes into helping young people make a smooth transition from primary to secondary education, and we wanted to create resources to help with the online aspects of this move to cover issues like having a first phone, group chats and keeping in touch with old friends.

This lesson plan is designed to explore the theme of changing friendships, online and offline, as young people move from primary to 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
- Educator's leaflet with discussion questions to use with young people
- Parent and carer leaflet 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

Lesson title

Changing schools, changing friendships

Learning objectives

Learners will be able to:

- Describe how friendships can change when moving to a new school.
- Explain how best to respond to friend and follower requests online.
- Devise strategies to cope with online difficulties amongst friends.

Target audience	Resources	Timing
Learners who are new to secondary school	Presentation slides	1 hour

Preparation

- Read the leaflet for educators to familiarise yourself with the topic and issues.
- Print out [Appendix 1](#)
- Print [Appendix 2](#) if you wish to run Activity 3 as a written task

Activity	Title	Timing
Starter	Hands up	5 minutes
Activity 1	Appy friends	5 minutes
Activity 2	You have received a friend request	15 minutes
Activity 3	Changing friendships	15 minutes
Plenary	Un-Appy friends	10 minutes

 5 minutes  Whole class

Starter: Hands up

Slides 2–3. This activity is designed to help the learners think about the move to secondary school and their friendships. Go through the statements and ask learners to raise their hands when it applies to them.

After the hands up activity, move to **slide 3** and introduce the lesson

 5 minutes  Whole class

Activity 1: Appy friends

Slide 4. This activity gives the learners a chance to talk about technology and friendship.

Ask the class, “How can technology and apps help you keep in touch with friends and build new friendships?”. They may say things like sharing messages, playing games, using social media, sending friend requests.

 15 minutes  Individual or pairs

Activity 2: Friend requests

Slides 5–12. In this activity, learners will explore how to respond to friend and follower requests. Starting secondary is likely to increase their social circle online too and so this can lead to friend and follower requests on social media and games.

Start by asking the class the questions on **slide 5**. Clarify that friend and follower requests are requests sent to other people that, if accepted, allow them to send messages, play games together and share things like videos and photos more easily with each other. Friend requests can be received in apps and games and they can come from anyone.

On slides 6 and 7, the class will help Yazmeen decide whether to accept some friend requests. Explain to the learners that they have three options. Accept, delete or ask for help. Give them some time to discuss and write down their ideas. Take them through the answers on **slides 8–11**.

Finally, on **slide 12**, ask learners to write down 3 top tips for handling friend requests.

 15 minutes  Pairs / groups

Activity 3: Changing friends, changing friendships

Slides 13–14. This activity explores how people and friendships can change when they start secondary school. There are 5 scenarios to explore, the pairs/groups will need to identify the issue and present their advice to the class.

Give pairs/groups 1 or 2 scenarios ([Appendix 1](#)) to look at. Ask learners to read through and discuss the situations before deciding on the best advice. After 5 or 10 minutes, go through the scenarios as they appear on [slide 14](#). Choose one or two pair/groups to present their advice.

When other pairs/groups are presenting, the class should write down any ideas they hear for helping the young people with friendship issues that happen online. Here is some of the advice and strategies that they might suggest; sending a message, sending a voice note, saying sorry face to face, playing a game together, arranging a meet up...

Alternative ways to use the scenarios

Hot seat

Have learners volunteer to take on the roles of people in the scenarios and be interviewed at the front of the class. This is a great way to capture the emotions of the people involved. The volunteers would prepare for the hot seat by reading the scenario and getting into character. Meanwhile, the rest of the class would come up with questions to ask them. After the hot seating, you can lead a discussion on the best strategies to bring the friends back together and resolve their issues.

Friendship expert

Ask the learners to write down their advice in the style of a friendship expert online. Use the writing frame ([Appendix 2](#)) to help them.

 10 minutes  Individual or groups

Plenary: Un-Appy friends

Slide 15. The final task gives them a chance to reflect upon the impact that technology has on friendships.

Ask the class if they agree or disagree with the statement, 'Technology is terrible for friendships.' This could be run as a discussion, debate or a reflective written task.

Encourage the learners to think of points or evidence to justify their opinions. When people blame apps or devices for people falling out, they are not focusing on how people use them. It will be interesting to see if the learners identify the behaviour of the friends as a key factor rather than the technology itself.

 15 minutes per video  Individual

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 3](#) if you would like them to work on their advice in groups or complete it as a written task. Each film could also be set as a homework task with Appendix 3. The learners could watch the films with their parents and carers, discuss the questions together and then write down their answers.

Mantas and Sam

Mantas and Sam were really good friends at primary school but are now at different secondary schools.

They play online games together, met up a few times over the summer and use their phones to stay in touch too.

When they started their new schools, they were sending each other lots of messages. Now, they are both finding it difficult to find the time to stay in touch. The messages have slowed down and they have made lots of new friends at their new schools.

Emma and Chloe

Emma and Chloe are the only two people from their primary school at their new secondary school. They were put in the same class so this made it much easier to settle in and they have been having lunch together and become really good friends.

Chloe has made lots of other friends in the school and is really enjoying it but Emma is finding it a lot harder to settle into secondary school.

Yesterday Chloe was sitting with a load of new friends at lunch and Emma got upset. Emma is now ignoring Chloe's messages and has been having lunch on her own.

Max, Osei, Dylan and Wassim

Max, Osei, Dylan and Wassim are all in the same class and have quickly become friends. They have a group chat where they share silly jokes and like to make fun of each other.

Dylan is the one who always seems to take the jokes a bit too far but the others don't say anything. Most of the time it is funny and they all do it sometimes.

Max feels like he is being targeted more than anyone else. Yesterday he was really angry because of something that Dylan put in the group chat and he left the group.

Maya and Zack

Maya and Zack were best friends at primary school but are now going to different secondary schools. The good thing is that they sometimes see each other at the bus stop.

Maya is really missing her friends from primary and has not settled in well to secondary yet. Zack is at the school that a lot of their friends went to and has made lots of new friends too.

Maya is always messaging Zack to see how things are and gets upset when he doesn't reply quickly. Zack has noticed that Maya is a bit quiet when they do see each other.

Class 7T

Deborah set up a class group chat at the start of year 7 but not everyone had a phone so it was pretty quiet on there.

Now, most people have a phone and the chats are going on late into the evening and some of the class are up really late.

Deborah wants to say something about the late messages but is worried about what people will say.

Appendix 2 – For use with Activity 3: Changing friends, changing friendships

1. Discuss how they are feeling. Show that you understand the issue and why they are upset. Talk about the emotional aspects for all the people involved.

Sentences you might use:

- I understand that you are feeling... because...
- Your friend may not realise that...
- Your friend may be feeling... because...
- Chatting to friends online can be trickier because...
- When friends fall out...

2. Give them some perspective. Help them to take a step back and consider the good parts of the friendship and the importance of good friends. Encourage them to think about repairing the friendship or if the friends are drifting apart.

Sentences you might use:

- Friendship is...
- Friends help us to...
- Sometimes...
- When things like this happen it is important to remember...
- Good friends can...
- Maybe it is time to...

Appendix 2 – For use with Activity 3: Changing friends, changing friendships

3. Give them some advice. Let them know what they can do to make the situation better for everyone. You can suggest things they can do in person as well as with their devices. Give them a few options.

Sentences you might use:

- If you want to repair your friendship...
- If you feel that you and your friend are drifting apart...
- I would recommend that..
- You could try...

	Dear _____
	I am sorry to hear about your friendship issues.

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?

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

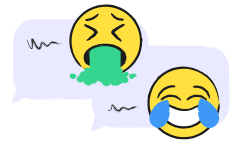


My cousin told me a good way to make new friends at secondary school is to join in with everything online, like, the group chats, the same games everyone is playing ... otherwise you'll be left out, and I don't want to feel like that.

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?

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?

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



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