

## ***It's Your Move* – Transition lesson for Primary 7 pupils**

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### **Headteachers Summary**

*It's Your Move* is designed and published by Scripture Union England & Wales. Now in its 6<sup>th</sup> edition, over a million copies have been distributed to pupils across the UK in their final year of primary school. It is designed to be a fun and friendly guide to support pupils as they look to move up to secondary school and allay any fears they may have. It is a resource which has been used in many schools in Scotland.

This resource is a 2-hour lesson, using video clips, music, crafts, quizzes, storytelling and discussion to help give primary 7's space to think and reflect on their forthcoming transition. This lesson can be used as part of the provision of Religious Observance as it seeks to promote the spiritual development of pupils and helps express and celebrate the shared values of the school community.

### **Aims:**

- To encourage each pupil to reflect on how they are feeling about their transition.
- To give each pupil space to ask questions and discuss any concerns they may have.
- To support staff in primary schools as they prepare their pupils for this move.

### **RO Objectives:**

- Sensing values: helping pupils explore their attitudes and feelings about what is really important and what really matters to them.
- Sensing meaningfulness: helping pupils make connections and to see potential patterns in their lives which have meaning.
- Sensing challenge: being challenged and moved by discussing the feelings they have associated with the move to high school.

### **Links with Curriculum for Excellence Capacities**

- Successful Learners:  
This session will help pupils make reasoned evaluations through independent learning and in groups which will enable them to apply their learning in the new situation of secondary school.
- Confident Individuals:  
This session encourages pupils to develop self-respect and a sense of mental and emotional well-being, enabling them to relate to others and manage themselves; to grow in independence as they assess risk and make informed decisions.
- Effective Contributors:  
The session involves working in groups to apply critical thinking in new contexts.
- Responsible Citizens:  
The session encourages a growing respect for others and an ability to make informed choices and decisions.

### **Health and Wellbeing**

*It's Your Move* aims to give young people the opportunity to:

- develop their self-awareness, self-worth and respect for others;
- meet challenges, manage change and build relationships;
- understand and develop their physical, mental and spiritual wellbeing and social skills.

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### **Session Guide**

This lesson is best used alongside the *It's Your Move* guidance notes.

### **Before the event:**

As preparation for the event you may wish to ask class teachers to undertake the following exercise with the class. Split the young people into groups and give each group 3 large sheets of paper with one of the following questions on each. Ask them to write their answers on the paper.

1. What will you miss about primary school?
2. What are you not looking forward to about moving up to secondary school?
3. What are you looking forward to most about moving to secondary school?

Secondly, you may wish to ask class teachers to suggest specific scenarios that would be more helpful for their young people, and enhance the experience of the session. These would replace the dilemmas which are given further on.

Be appreciative that some class teachers may not have the time for either or both of these tasks.

### **Programme Outline:**

Introduction	(5 mins)
Choices Powerpoint	(10-15 mins)
Dilemmas	(10 mins)
Legacies & First impressions	(10 mins)
Film Clip – Changes	(5 mins)
Story-time: Ruth or Daniel	(10 mins)
Big Change	(15 mins)
Tower Challenge	(20 mins)
The future	(5 mins)
Song / reflection	(5 mins)
Paper Tigers	(20 mins)
Evaluation	(5 mins)

Media resources available here: <https://db.tt/sWYlt2Ld>

## Introduction

(5 mins)

Explain what *It's Your Move* is and that there is a booklet available to them, if they would like one, at the end. The book is a gift from [local church/ trust]. The lesson is an opportunity for primary 7 pupils to reflect on their move from primary to secondary school and to think about how they are feeling about the move.

Our Theme is **Choices, Changes and Challenges**.

## Choices

(10-15 mins)

We have to make choices every day, some are small, some are big, some of them are easy to make and others are more difficult. Explain to the pupils that we are going to play 'corners' – where everyone has to choose an option by moving to one corner of the room – A, B, C or D. Everyone will have to make a choice nobody is allowed to stay in the middle. Ask a few people after each one, why did they make that particular choice?

Use the following Powerpoint slides:

- |    |  |    |   |
|----|--|----|---|
| 1. | A) McDonalds<br>B) KFC<br>C) Pizza Hut<br>D) T.G.I Fridays | 4. | A) Football<br>B) Cycling<br>C) Swimming<br>D) Tennis                   |
| 2. | A) PS4<br>B) X Box1<br>C) 3DS<br>D) WiiU                   | 5. | A) Ferrari<br>B) Land Rover<br>C) Chrysler Grand Voyager<br>D) Fiat 500 |
| 3. | A) a Book<br>B) a Film<br>C) TV<br>D) Music                | 6. | A) Irn-Bru<br>B) Coca-Cola<br>C) Ribena<br>D) Water                     |

## Dilemmas

(10 mins)

Split the young people into groups and give each group one of the scenarios. Ask them to read it through and decide what they would do as a group and ask them to feed back.

1. On your second day at school you get horribly lost. You have no idea where you are and you're already late for your first maths class at your new school. What would you do?
2. By the end of your first week in school, you've been given way more homework than you're used to getting, and by Sunday night you haven't completed everything. What would you do?
3. A friend from primary school is acting as if they don't want to know you any more. What would you do?

4. You see someone you know from your primary school being pushed around by some 3<sup>rd</sup> year lads. What do you do?
5. After two weeks of being at secondary school, a new friend keeps calling you by the wrong name. What would you do?

### Legacies and first impressions

(10 mins)

We use Zinedine Zidane as our example in this section, however you may think of other examples that you may feel are better. Show a video clip of Zidane skill which then ends with the final clip of him head butting Matterazzi.

(Download these 2 clips and edit together using movie maker to make one clip of about 3 mins)

World cup 1998: <https://www.youtube.com/watch?v=tmjFa9LB7Pg>

World cup 2006: <https://www.youtube.com/watch?v=Nlsm0RIC8zl> or <https://www.youtube.com/watch?v=prXoZEUaeB0>



Point out that Zidane scored 2 goals to help France win 1998 world cup = instant hero. In the 2006 World Cup Final he head butted another player. This was his final international game as a player. He let himself and everyone else down.

Ask young people to discuss the following questions in pairs:

- What will you be remembered for at primary school?
- What is the first impression you want to make at secondary school?

Get feedback from pairs that are willing to share, but do not force anyone to share.

### Changes

(5 mins)

Show a short animation by Pixar entitled *Boundin'*.

The DVD can be bought cheaply online, or the animation maybe available on video sharing platforms.

Talk a little bit about the main characters reaction to change and what the Jackelope says to him. From this you should lead into the story of Ruth or Daniel.



### Story time

(10 mins)

Choose to re-tell either the story of Ruth or Daniel from the Old Testament. There are scripts available or you can base your story from the biblical account (see appendices). The key point to bring out is the changes the main character faced and how they handled it.

RUTH - tell the story of Ruth particularly focussing on the first chapter of the book and highlighting how the story ends. Ruth faced changes with a positive attitude, even though it was difficult.

OR

DANIEL - tell the story of Daniel 1, highlighting the changes and how he dealt with them.

Questions for open discussion with the class:

- What changes happened to Ruth/Daniel?
- How did she/he react to them?

## **Big Change**

(15 mins)

Start by giving an example from your own life of a Big Change – perhaps moving house, younger sibling being born, moving school. Get the pupils into pairs to think of a major time of change in their lives and share it together. Get them to focus on feelings – how did it make them feel

Next, focus on what they will miss about primary school, or what they are looking forward to about secondary school. If this has been done by the class teacher before hand – spread out their answer sheets and discuss together. Otherwise you can do that activity now (See page 2 – Before the Event). In gaining feedback it would be better to go around all the answers for one question before moving onto question 2.

## **Tower challenge**

(20 mins)

Each group must create a free standing structure using only the materials given to them. They must try to build the tallest structure they can. This activity can be done with either marshmallows and spaghetti or straws and sellotape.

Once the time is up, measure the structures and determine which group has won. Spend a little time asking the groups how they found the challenge and what the most difficult bit about it was.

## **The Future**

(5 mins)

Discuss openly with the class:

- What challenges might you face as you move to secondary school?
- What challenges might we face in our lives after first year?

Our theme today has been Choices, Changes and Challenges - Life is full of choices, changes and challenges. These can sometimes be difficult and painful. The important thing to remember is that we don't need to go through these things totally on our own. It is always good to share how we feel with someone else. Another person will be able to help us to see clearly and hopefully stop us worrying and be able to help us to face the choices, changes and challenges that lie ahead. Christians believe that if we pray and ask God to help when we are worried or concerned that he will. They believe that God will help them make choices, guide them through changes and help them through challenges. Whether you believe this or not it is important to realise that there are people out there who care for you and want to support you.

## **Song / reflection**

(5 mins)

*Paper Tigers* by Jaci Velasquez. This can be listened to on Google Play or YouTube. Tell the pupils that as you play this song you want them to close their eyes and think about how they are feeling about moving to secondary school:

What are you excited about? What are you worried/concerned about? Think about the words in the song as you reflect on your move. What does it mean? The singer is singing about things she is afraid of/worried about. She then says that when she looks clearly she realises they are only paper tigers. What does she mean? Sometimes we worry about things when there is no need to worry at all.

**Paper Tigers**

(15 mins)

Make origami tigers with the pupils to remind them that change is often not as scary as it seems. Hand everyone a square of orange paper and ask them to write one thing they are most worried about their move. Say that once they have made their tiger and it is laminated they will no longer be able to see what they have written but the tiger will act as a reminder that whatever it is, is not worth worrying about.

Slowly demonstrate making a paper tiger and comment that they can keep it somewhere safe as a reminder of what we have just talked about. You could think about laminating the tigers once they have finished them to make them more permanent. Perhaps punch a hole in the top so they could be used as key rings or something similar.

Follow this link to see how to make paper tigers:

<https://www.youtube.com/watch?v=enMyQMEAH10&nohtml5=False>

**Evaluation**

(5 mins)

Give each young person three different coloured post-it notes and ask them to write on one colour one thing they really valued about today's session, on the another colour write what they think might have made it better, and on the third what today's session has helped them think about/learn. Stick the post-its on 3 large sheets of paper at the front of the class.

Give teachers the teacher evaluation form and ask them to fill it in.

Remind the pupils that as they leave, there is a copy of the Scripture Union *It's Your Move* booklet available to them if they would like a copy.

**It's Your Move: Staff Evaluation**

School Name and Location of *It's Your Move*:

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Staff present:

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<i>Please rate each statement by circling a score:</i>	<i>1 = strongly disagree; 5 = strongly agree.</i>				
The pupils enjoyed the event.	1	2	3	4	5
The introduction and choices Powerpoint helped the young people settle and engage with the event.	1	2	3	4	5
The video clips were appropriate, relevant and helped the young people focus and engage with the themes of the presentation.	1	2	3	4	5
The group discussions and activities were appropriate, engaging and gave the young people space and time to reflect on elements of transition.	1	2	3	4	5
The leaders engaged with the young people and enabled them to have a positive experience of the event.	1	2	3	4	5
The pupils engaged with the stories and they helped them focus on the themes of the presentation	1	2	3	4	5
It's your move helped to prepare the young people for their transition.	1	2	3	4	5
The pupils participated in the reflective session at the end and it helped them respond to all that had happened in the event.	1	2	3	4	5
The Tower challenge helped the children to work together and reflect on how they respond to challenges.	1	2	3	4	5

What do you think worked particularly well?

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What do you think could be better?

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Any other comments or observations?

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## Appendix 1

### *It's Your Move* – Transition lesson for Primary 7 pupils

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#### Parents Information

*It's Your Move* is designed and published by Scripture Union England & Wales. Now in its 6<sup>th</sup> edition, over a million copies have been distributed to pupils across the UK in their final year of primary school. It is designed to be a fun and friendly guide to support pupils as they look to move up to secondary school and allay any fears they may have. It is a resource which has been used in many schools in Scotland.

*It's Your Move* is a magazine style booklet. The content includes:

- a. Notes, tips & information on what Secondary school might be like.
- b. Articles on fears and bullying etc.
- c. Quizzes, puzzles, sketches, fill-in sections.
- d. Stories from other children about their experiences.
- e. Stories based on Bible passages.

The local chaplaincy team will be delivering a 2-hour lesson based on *It's Your Move*, using video clips, music, crafts, quizzes, storytelling and discussion to help give pupils space to think and reflect on their forthcoming transition.

#### The aims of this lesson are:

- To encourage each pupil to reflect on how they are feeling about their transition.
- To give each pupil space to ask questions and discuss any concerns they may have.
- To support staff in primary schools as they prepare their pupils for this move.

The lesson contains a retelling of either the story of Ruth or Daniel from the Old Testament part of the Bible as a way of thinking about how we deal with changes in our lives.

At the end of the lesson the pupils will be invited to take a copy of the *It's Your Move* book if they wish.



## **Appendix 2 - RUTH**

### Ruth 1 New Century Version (NCV)

<sup>1</sup> Long ago when the judges ruled Israel, there was a shortage of food in the land. <sup>2</sup> So a man named Elimelech left the town of Bethlehem in Judah to live in the country of Moab with his wife and his two sons. His wife was named Naomi, and his two sons were named Mahlon and Kilion. They were Ephrathahites from Bethlehem in Judah. When they came to Moab, they settled there.

<sup>3</sup> Then Naomi's husband, Elimelech, died, and she was left with her two sons. <sup>4</sup> These sons married women from Moab. One was named Orpah, and the other was named Ruth. Naomi and her sons had lived in Moab about ten years <sup>5</sup> when Mahlon and Kilion also died. So Naomi was left alone without her husband or her two sons.

<sup>6</sup> While Naomi was in Moab, she heard that the LORD had come to help his people and had given them food again. So she and her daughters-in-law got ready to leave Moab and return home. <sup>7</sup> Naomi and her daughters-in-law left the place where they had lived and started back to the land of Judah. <sup>8</sup> But Naomi said to her two daughters-in-law, "Go back home, each of you to your own mother's house. May the LORD be as kind to you as you have been to me and my sons who are now dead. <sup>9</sup> May the LORD give you another happy home and a new husband."

When Naomi kissed the women good-bye, they began to cry out loud. <sup>10</sup> They said to her, "No, we want to go with you to your people."

<sup>11</sup> But Naomi said, "My daughters, return to your own homes. Why do you want to go with me? I cannot give birth to more sons to give you new husbands; <sup>12</sup> go back, my daughters, to your own homes. I am too old to have another husband. Even if I told myself, 'I still have hope' and had another husband tonight, and even if I had more sons, <sup>13</sup> should you wait until they were grown into men? Should you live for so many years without husbands? Don't do that, my daughters. My life is much too sad for you to share, because the LORD has been against me!"

<sup>14</sup> The women cried together out loud again. Then Orpah kissed her mother-in-law Naomi good-bye, but Ruth held on to her tightly.

<sup>15</sup> Naomi said to Ruth, "Look, your sister-in-law is going back to her own people and her own gods. Go back with her."

<sup>16</sup> But Ruth said, "Don't beg me to leave you or to stop following you. Where you go, I will go. Where you live, I will live. Your people will be my people, and your God will be my God. <sup>17</sup> And where you die, I will die, and there I will be buried. I ask the LORD to punish me terribly if I do not keep this promise: Not even death will separate us."

<sup>18</sup> When Naomi saw that Ruth had firmly made up her mind to go with her, she stopped arguing with her. <sup>19</sup> So Naomi and Ruth went on until they came to the town of Bethlehem. When they entered Bethlehem, all the people became very excited. The women of the town said, "Is this really Naomi?"

<sup>20</sup> Naomi answered the people, "Don't call me Naomi. Call me Mara, because the Almighty has made my life very sad. <sup>21</sup> When I left, I had all I wanted, but now, the LORD has brought me home with nothing. Why should you call me Naomi when the LORD has spoken against me and the Almighty has given me so much trouble?"

<sup>22</sup> So Naomi and her daughter-in-law Ruth, the Moabite, returned from Moab and arrived at Bethlehem at the beginning of the barley harvest.

### Appendix 3 – RUTH story script

This story is about a family who lived a long time ago, in a place you might have heard of. Does anyone know where the Bible says Jesus was born? Yes, Bethlehem. Well this story takes place a long time before that, but it starts off in Bethlehem.

There lived a man called Elimelech ('you can try saying that!'), his wife Naomi, and their two sons. Sadly, Bethlehem was running out of food, and so they had to move far away to a place called Moab because it had a lot more food than their old home. *Really sadly*, after living there for a while, Elimelech died... but Naomi wasn't alone because she still had her two sons.

Her sons got married to girls who Naomi really loved; they were called Ruth and Orpah. **Really, really** sadly, about ten years later, both of Naomi's sons died too. At least Naomi still had Orpah and Ruth to keep her company, so she still wasn't alone.

One day, Naomi met with her sons wives and told them 'I am going back to where I used to live, and I would like for you also to go back to your families where you used to live. I hope that God is as kind to you as you have been to me.' All the women cried and hugged each other because they were such good friends and loved each other like family.

Orpah didn't want to leave Naomi, but Naomi told her not to worry, she would be fine. So Orpah left to go back to her family. But no matter what Naomi said to Ruth, Ruth would not leave. 'Don't ask me to leave! Where you go I will go, and where you stay I will stay'

So Ruth and Naomi returned to Bethlehem together. It was a good thing Ruth went with Naomi because Bethlehem was very far away, and she might not have made it all the way by herself. Ruth never complained, she wasn't expecting anything in return, she just wanted to help.

When they got there, Ruth realised how different it was. It was a totally different culture, different jobs, different people, even a different language! They didn't have any way to earn money or get food, so Ruth found some work in the harvest fields, following behind the harvesters picking up any extras.

The owner of the field came by to speak to the harvesters, and noticed Ruth working in the field. He asked about her, and found out she was a Moab who had come home with Naomi. Thankfully for Ruth, Boaz was a kind man and was also related to Elimelech, so he went and told her to always work in his fields, to take whatever she needed and to drink any water from the jars when she got thirsty.

Ruth told Naomi all this, very excited to have found a place to work, and went back every day to work really hard. Boaz continued to show her kindness because he saw how she left her country to care for Naomi, and thankfully, the ending to this story is much happier than how it started, because they got married and were able to look after Naomi really well!

## **Appendix 4 - DANIEL**

### Daniel 1 New Century Version (NCV)

**1** During the third year that Jehoiakim was king of Judah, Nebuchadnezzar king of Babylon came to Jerusalem and surrounded it with his army. **2**The Lord allowed Nebuchadnezzar to capture Jehoiakim king of Judah. Nebuchadnezzar also took some of the things from the Temple of God, which he carried to Babylonia and put in the temple of his gods.

**3**Then King Nebuchadnezzar ordered Ashpenaz, his chief officer, to bring some of the men of Judah into his palace. He wanted them to be from important families, including the family of the king of Judah. **4**King Nebuchadnezzar wanted only young Israelite men who had nothing wrong with them. They were to be handsome and well educated, capable of learning and understanding, and able to serve in his palace. Ashpenaz was to teach them the language and writings of the Babylonians. **5**The king gave the young men a certain amount of food and wine every day, just like the food he ate. The young men were to be trained for three years, and then they would become servants of the king of Babylon. **6**Among those young men were Daniel, Hananiah, Mishael, and Azariah from the people of Judah.

**7** Ashpenaz, the chief officer, gave them Babylonian names. Daniel's new name was Belteshazzar, Hananiah's was Shadrach, Mishael's was Meshach, and Azariah's was Abednego.

**8**Daniel decided not to eat the king's food or drink his wine because that would make him unclean. So he asked Ashpenaz for permission not to make himself unclean in this way.

**9**God made Ashpenaz, the chief officer, want to be kind and merciful to Daniel,<sup>10</sup> but Ashpenaz said to Daniel, "I am afraid of my master, the king. He ordered me to give you this food and drink. If you begin to look worse than other young men your age, the king will see this. Then he will cut off my head because of you."

**11** Ashpenaz had ordered a guard to watch Daniel, Hananiah, Mishael, and Azariah. **12**Daniel said to the guard, "Please give us this test for ten days: Don't give us anything but vegetables to eat and water to drink. **13** After ten days compare how we look with how the other young men look who eat the king's food. See for yourself and then decide how you want to treat us, your servants."

**14**So the guard agreed to test them for ten days. **15** After ten days they looked healthier and better fed than all the young men who ate the king's food. **16**So the guard took away the king's special food and wine, feeding them vegetables instead.

**17**God gave these four young men wisdom and the ability to learn many things that people had written and studied. Daniel could also understand visions and dreams.

**18**At the end of the time set for them by the king, Ashpenaz brought all the young men to King Nebuchadnezzar. **19**The king talked to them and found that none of the young men were as good as Daniel, Hananiah, Mishael, and Azariah. So those four young men became the king's servants. **20**Every time the king asked them about something important, they showed much wisdom and understanding. They were ten times better than all the fortune-tellers and magicians in his kingdom! **21**So Daniel continued to be the king's servant until the first year Cyrus was king.

## **Appendix 5 – DANIEL Story script**

Daniel and his 3 friends lived in Jerusalem when it was invaded by king Nebuchadnezzar and the Babylonians. The king took what he wanted and ordered his Chief officer Ashpenaz to bring him some young men from important and powerful families in Jerusalem including the royal family. He wanted them to be strong, handsome, well-educated and capable of learning and understanding.

They were to serve in the palace and Ashpenaz was to teach them all about Babylon, including its language and customs. Every day the king ordered that the young men eat and drink a certain amount of food and wine from the royal kitchens, the same food that he himself ate. They were to be trained for three years and then become servants of the king. Daniel and his three friends, Hananiah, Mishael and Azariah were among these young men. Ashpenaz gave them new Babylonian names; Daniel was to be called Belteshazzar, Hananiah - Shadrach, Mishael - Meshach and Azariah - Abednego.

Daniel and his three friends decided that they didn't want to eat the king's food or drink his wine because it been offered to gods other than the one true God that Daniel and his friends worshipped. So Daniel went to Ashpenaz and asked permission for him and his friends to eat other food and drink. Ashpenaz liked Daniel and wanted to be kind to him but he was afraid of the king and was worried that if Daniel and his friends didn't look as Healthy as the others the king would have him killed. Ashpenaz ordered a guard to watch over Daniel and his friends. Daniel said to him, what about giving us this test; feed us nothing but vegetables and water for ten days. After the ten days compare us with the other young men and then decide how you want to treat us. The guard agreed and Daniel and his friends ate vegetables and drank water for ten days. After the ten days they looked stronger and Healthier than everyone else who was eating the king's food. The guard then agreed to keep feeding Daniel and his friend only vegetables and water.

God gave Daniel and his friends great wisdom and ability to learn many things. At the end of the three years Ashpenaz presented all of the young men to the king, and as the he talked to them he realised that Daniel and his three friends were better than any of the others so he made them his servants and served the king better than anyone else.