

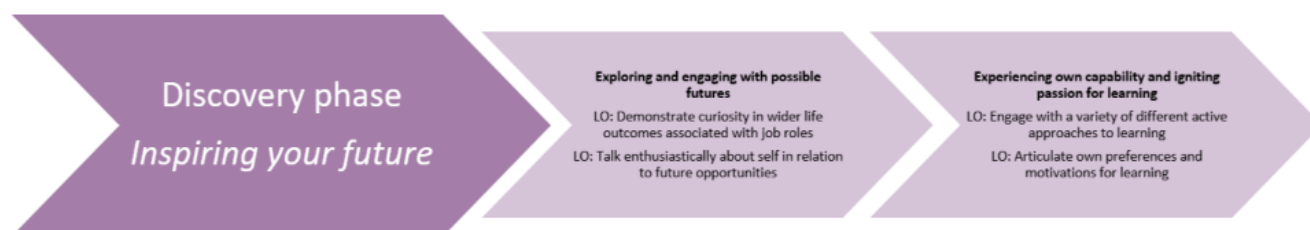
GETTING READY FOR SECONDARY SCHOOL

Workbook by
Children's University and Future Quest
(Bristol & South Gloucestershire)

Bristol and South Gloucestershire Children's University & Future Quest at UWE Bristol Getting Ready for Secondary School Workbook

Dear Schools, Parents and Carers,

This workbook has been designed by two UWE Bristol led programme teams, Future Quest and Children's University, as a collaborative initiative in response to Covid-19, with the aim of providing additional support to children in Year 6 who are transitioning from primary to secondary school this year.



Activities have been developed using the 'discovery phase' of the Future Quest Progression Framework, an evidence-based framework which identifies learner outcomes as key enablers for educational progression and a sustained appetite for learning. This early phase is targeted to primary-aged children and is underpinned by research into links between early exploration of self-efficacy, learning styles, and lifestyle possibilities in building children's expectations for their own futures.

Each activity takes the format of:

Know What *Contextual information for undertaking and understanding the activity*

Know How *Guidance on how to take part in the activity and how it applies to wider life experience*

Know Me *Practical application of knowledge, skills and strengths through the activity and how it is useful for personal development*

Activities are organised under three themes: Life Skills; personal Strengths and Well-being; Society and Values.

We hope students have fun working their way through the booklet and the activities.

Best wishes,

Bristol and South Gloucestershire Children's University & Future Quest at UWE Bristol

Bristol and South Gloucestershire Children's University & Future Quest at UWE Bristol
Getting Ready for Secondary School Workbook

Dear Students,

We know that you have a big and exciting change coming up in your lives soon - moving from Primary School to Secondary School! We wanted to help you prepare for this special time so we have created a booklet with some activities for you to complete to help you with this change.

We hope that the activities in this booklet will help you to understand your strengths, discover your learning style, and start to think about your future. By completing this booklet, we hope it will also enable you to learn something new about yourself that you have not thought about before. You will be able to know yourself better and know what you need to do to get to where you want to be. You can use the list below to tick them off as you complete each activity.

Once you have completed this booklet it will be a really nice memory of this important and special time in your life - something great to look back on in years to come. If you are part of the Children's University scheme you will be credited for all the work you do in this booklet, so remember to email cu@uwe.ac.uk once you have completed the booklet so that you can have the Stamp Code.

Have fun working your way through the booklet and the activities – we hope you enjoy them!

Best wishes,

Bristol and South Gloucestershire Children's University & Future Quest at UWE Bristol

Life Skills

- Teaching Someone a Skill
- Become an Entrepreneur
- How to make a bug hotel
- How to make a bird feeder
- Making Your Favourite Food
- Time Management
- Bike Maintenance

**Personal Strengths
and Wellbeing**

- Confidence – 'Public Speaking'
- Understanding strengths – 'Super Me'
- Understanding strengths – 'Phone Call'
- Self-compassion – 'Rewiring Your Brain'

**Society
and Values**

- Citizenship – 'Introduction to UK Government and Politics'
- Critical thinking – '“Why” Tennis'
- Career pathways – 'Job Roles'
- Reflection – 'Time Capsule Letter'

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Life Skills

Activity 1 - Teach someone a skill

Teaching a skill to someone else is a good and important thing to be able to do. It can be called a skill in itself. Since you were born, you have been learning skills. Sometimes they come naturally over time, like learning to walk. Other times, they are taught to you by your parents, carers, or teachers.

Brushing your teeth, riding a bike or adding and subtracting numbers are taught to you, over time, by other people. Teaching a skill to somebody else is also helpful to you. By helping someone to learn something new, you are getting better at the skill itself. By teaching somebody else, you are also improving your brain and the way in which you learn.

What skill can you teach? This could be anything! Such as juggling, skipping, keepie-uppies, whistling, hair braiding, knot-tying, a magic trick, a dance...

There are steps to take when teaching someone a skill. When teachers are teaching you a new skill, they will use a lesson plan to keep track of what the next thing is that they need to do. We have set out a lesson plan below which takes you through each stage of teaching a skill. Read through the stages and then use the template on the next page to fill out your own lesson plan. Once you have written your lesson plan, teach your chosen skill to someone. This could be a parent, a brother or sister or a friend.

Step	Explanation
1. Introduction	Tell the person you are teaching what skill they are learning today. Describe the skill to them, why you want to teach them, and how long you think it will take them to learn.
2. Explain	Explain the skill to them. What is it? Is it active, like skipping or is it creative, like making a friendship bracelet?
3. Demonstrate	Show your students how you do the skill. Remember to break this down into small parts and do it slowly. If you were teaching someone how to skip you would first show them how to hold the rope, the how to swing the rope and finally how to jump.
4. Try the Skill	Get your student to try the skill themselves
5. Feedback	How would you give feedback to your student? Think about how you would observe them doing the skill. What do they need to improve? How would you encourage them and make suggestions?
6. Demonstrate again	Show your student the skill again. Would you slow down certain parts? Is there another way of explaining it?
7. Practice together	Practice with your student doing the skill together. Remind them the only way to get better is to continue practising. Do they have the materials so they can practice on their own?
8. Evaluation	How did the lesson go? Were there things that you would do differently to teach the skill in a better way?

My Lesson Plan For Teaching A Skill

Date:

Time:

Duration:

Name of Skill/Lesson:

Person I will teach the skill to:

Step	Explanation
1. Introduction	
2. Explain	
3. Demonstrate	
4. Try the Skill	
5. Feedback	
6. Demonstrate again	
7. Practice together	
8. Evaluation	

Activity 2 - Become an Entrepreneur

Become your own entrepreneur and start your own small business for your local community or a charity!

What is an Entrepreneur?

An entrepreneur needs to be able to turn an idea into a successful business. Can you think of 5 successful entrepreneurs that you know or who are famous?

What is Enterprise?

Enterprise is a skill to 'make things happen'. Entrepreneurs have the determination and energy to make businesses happen and overcome challenges.



How do I create my own enterprise?

Is there something that you make that you think other people would buy? How could you turn this into a business? Think through why you are creating the business. Do you want to earn a little bit of money for yourself? Maybe you could donate any money you make to a local charity?

Research some ideas for products that you could make or sell. We have listed some ideas here;

- Bug Hotel Kits (see Activity 3!)
- Milk Bottle Bird Feeder (see Activity 4!)
- Birthday Cards
- Friendship Bracelets
- Painted rocks for playing noughts and crosses
- Plants grown from kitchen scraps – apple pips, tomato seeds, celery ends, lettuce ends - you can replot these and sell them
- Loom Bands
- Maybe you have some toys or games that you don't use anymore that you could sell? Check with your parents or carers first!

Think carefully about what you will sell. Are you able to make the product easily and without spending much money? The key to a successful business is to make more than you spend! It may be that you offer a 'service' rather than selling 'goods'. Can you fix a bike? Are you good at tidying? Once you have decided on the products or service you will sell, it is time to think about where and how you are going to sell it. Do you have family and friends you could send photos to of your new creations? They might want to buy something!



Prepare for the Sale

Before you sell anything, you will have to decide how you will **advertise** your items. Advertising is when you describe or draw attention to your product and is also known as **marketing**. Make a bright and colourful poster to let people know what you are selling. Remember to include the name and most importantly – the price!

Pricing your Products

Discuss with a family member what price you should sell your products for. They can help you to work out the cost of making your item and your advertising. Now you should pick a price for your product that is higher than the costs were to make it.

Remember: Don't price your item too high! You want your customers to be able to afford it and think it is good value. If you have products of different sizes, maybe price the larger ones at a higher price.

Before you go ahead with the sale, fill out the Business Plan template. This will help you to make sure that you have thought of everything you need.

Creating your Shop

If you are taking photographs of your products, to sell to your family, make sure the photographs are taken in bright light and you can see what the product is. Can you add the name of the product and the price before sending the photo? Do you have a garden wall where you can display your products? If you are using a garden wall, display your items and your advertising neatly. Can you use a tablecloth to put over the wall?

Selling

Now it's time to deal with your own transactions. When selling through your 'shop' consider making a Money Tin so your customers can put their money straight into it and collect their own change.

How did you do?

Once you have completed your Enterprise, reflect on how you did.

- Did you make any money?
- What were your customers favourite products?
- Did you have any feedback from your customers? What did they say?
- What would you do differently next time? Would you price your items differently? Would you make different things? Maybe a friend can help you next time to make more products which will result in more money for your business. Look at our 'Teaching Somebody A Skill' activity to learn how to do this.

Will you use the money you made to buy more materials so you can make more products? This is known **growing your business**. You could also give the money to a local charity. This is called **fundraising**.

Good Luck on your journey to becoming an Entrepreneur!

My Business Plan

Business Idea:

What is your big idea?

Is it a product or a service?

What makes your idea different?

Why will people want to buy?

Business Name:

What does the name say about the business? Is it unique and memorable?

Target Market:

Who will your customers be? Other kids? Teenagers? Men? Women?

Where do they live? What are your target audience passionate about?

Marketing:

How will you get the word out about your business?

Online? Posters?

Where will you sell your products or services?

Pricing:

How much will you charge?

Do you have competitors and how much are they charging?

Profit:

How much will you make on each sale after you subtract your expenses?

Profit = Income - Expenses

Sale price of Item _____ Cost of Item _____ Profit _____

What will you do with the money you make? Reinvest in the business? Save? Donate?

Activity 3 - How To Make a Bug Hotel

Building a Bug Hotel provides place for travelling insects and bees to use as a temporary home. If you have a garden they are an excellent way to support your plants and encourage pollinators like bees. Even if you do not have a garden you can make bug hotels to place in parks or other green spaces.

They can also be an excellent product for you to sell!

Try and find some of the following items:

- A small wooden box or an empty plastic bottle with the top and bottom cut off.
- Dried twigs and leaves
- Rotting wood
- Bark
- Straw and Hay
- Bamboo Canes
- Pine Cones
- String
- Paper



Take your box or empty bottle (with the ends cut off). Now stuff the container with your natural materials. You want to fill the container until it is full, don't leave many gaps. Keep your natural materials together. For example, place your pine cones together, then leaves, then twigs. Different bugs will prefer different natural materials. Ladybirds love pine cones while beetles and bugs will like leaves.

If you have a garden, place your bug hotel in a sunny corner of your garden. Make sure it is placed near the floor so your bugs can get in and have a home!

Activity 4 - How To Make A Bird Feeder



Make a bird feeder from the bottles you would throw away!

You will need:

- Plastic drinks bottle and lid
- Wire or string
- Bird seed
- Scissors
- Piece of wood e.g. wooden spoon or pencil

Carefully cut a small hole in the side of your drinks bottle. Make sure it is big enough to allow the seeds to be accessed by birds, and if you have a piece of wood you can stick this through the bottle so the birds can sit on it. Poke some very small holes in the bottom of the drinks bottle to allow rainwater to drain out, but make sure the seed cannot fall through.

Attach some string to the top of the bottle, fill it with bird seed to where the hole in the side is and hang it from a tree or your fence and watch the birds feed. If your feeder starts to wear out or the food in it goes mouldy, recycle it and make another one. Remember to keep your feeders well stocked, especially in winter!

Activity 5 - Making Your Favourite Food

Let's make your favourite food! If you need to use anything sharp or hot then ask an adult to help you before you start.

What are you going to make? Some people like beans on toast; some people like scrambled eggs; some people like lettuce and tomato salad... The thing you like to eat the most is a good meal to make!

Think about what your favourite food has in it. Some things are obvious... to make scrambled eggs, you need eggs! Do you add anything else? Milk? Pepper? If you aren't sure, ask an adult or anyone who knows how to cook what you might need, or look up a recipe online.

On the next page, we have a plan where you can write the name of your food and all the ingredients you need to go in to your meal. This is the beginning of your own recipe!

When you've found out what you need, have a look at a list of everything your family bought when they last went shopping – a receipt. Add up the cost of everything you need to buy to make it. Is it a lot more or less than other food your family buys? Think about how many times you'll be able to make it with the money that needs to be spent. If it's not expensive and you can make lots of it with not many ingredients, it might be something you can make often. If it is expensive, it might be something you can only make on special occasions.

Check in your fridge and cupboards – you might have everything you need already! If there's any missing ingredients that you need, ask your family when they are next shopping and if they're buying what you need. If you haven't already, tell them you want to start cooking your own food sometimes, and cook for them too. Cooking is a lot of work, so they might be happy to hear that you want to help!

Once you have all the ingredients that you need, next you need to know how to make it. You may already know, or you may need to ask someone, or look on the internet. On the paper where you wrote your ingredients, add the method and write the instructions in the order that you need to follow them.

You should get a grownup to help you the first time you make your food. Don't forget to make enough for everyone!



Recipe to make _____

By _____

Serves _____ people

Ingredients needed	Cost £

Method
1
2
3
4
5
6
7
8

Activity 6 - Time Management



What will change?

When you start at secondary school it is very likely that your daily routine will change. You may have to use a school bus or public transport to travel to school. Your new school may start earlier than your primary school and it may be further away from where you live. This may be the first time you have travelled to school without a parent or carer with you.

It may be the first time that you have had to make time to do homework. You may also be starting new things after school too, like homework clubs or sports. You may have a house key for the first time and be letting yourself into your home after school.

Think about the following...

What time will you need to get up on a typical school day?

Will you set your own alarm clock? What time does your new school start?

How will you travel to school? How long will it take?



Is there anyone else that you know that may be taking that same routine so that you could travel together?

If you are getting the bus what time does it leave?

How long will the bus ride take?

How long does it take to walk to the bus stop? Or will you be getting a lift to the bus stop?

If it's a public bus do they run regularly - could you get an earlier or later bus?

If you are walking how long does it take? Will you call for a friend on the way?

If you are riding your bike, do you know if there is somewhere safe you can leave your bike at school?

How long does that cycle journey take? Could you practice the cycle ride beforehand so find the best route?

Will you travel home from school the same way that you travelled to school? Are there clubs after school at the school that you may wish to attend?

Will you do homework each day after school or would you do it all at the weekend?

Are there any clubs that you will attend in the evening outside of school?

Will every school day be the same? Or sometimes will you travel from a different house?

If you have no idea just think about what it may look like. If you look on the website of your new school it may say helpful things like the start and finish times of the school day, or if you know someone that already attends that school maybe you could ask them?

Now that you have thought about all of these questions, have a go writing a typical day planner for a typical school day when you start secondary school.

My Daily Plan

Set alarm for:

Get up at:

Leave home at:

Travel to school by what method:

Arrive at school at:

Lunch break:

School ends at:

Arrive home at:

After school activities:

Dinner:

Homework:

Go to bed:

Activity 7 - Bike Maintenance

Do you use a bike? Are you going to be riding your bike to secondary school? Whether you own your own bike or borrow one it is important to know and check a few things so that you stay safe whilst riding. Here are some tips and tricks for you to try:



Always check the tyre pressure

The simplest way to check the pressure of your bike tyres is by pressing them with your hands. If they feel soft, you probably need to inflate them. Proper tyre pressure lets your bike roll quickly, ride smoothly, and reduces the chance of getting a puncture. Don't overinflate your tyres though, as they could burst.

Try this trick to practice fixing a puncture:

Inflate a balloon and get someone to make a tiny hole in it with a pin, then put the balloon in a bucket of water and try to locate the hole by finding where the bubbles come out. Have a go at fixing the hole with tape and re-inflating. This is the same technique for locating and fixing a bike puncture. Bubbles are comprised of gases, which have a lower density than water so they get pushed up to the surface because they are lighter than the liquid around them.



Always check the brakes

Always check the brakes work, before riding your bike always check that the brakes will actually stop the bike. You can do this by squeezing on the brakes and try pushing the bike back and forth, so that the bike wheels do not move. It is also sensible to test your brakes while riding in a safe area, before proceeding to busier areas such as roads.

Now try this trick

Pinch the end of a ruler between two coins with your thumb and forefinger and try sliding it through to the other end with your other hand. It should move quite easily. Now pinch the end of the ruler between two rubbers/erasers and try again. Difficult isn't it? This is how brake pads work by creating sliding friction between the rough surface (high friction) of the brake pads and rim of the bike wheel.

Find the right saddle height for you

The most common way to check the saddle height is the heel-to-pedal method.

The heel-to-pedal method involves sitting on the bike holding on to a chair or table, or just leaning against a wall. Place your heel on the pedal and pedal backwards to reach the six o'clock position. Your knee should be completely straight. If your knee is still bent you need to increase the height, adjusting in small increments each time, and if your heel loses contact with the pedal then you need to lower the saddle.

Cleaning your bike

Your bike will stay in better condition if you give it a wash every couple of months. Hose the bike down first, then wipe down the frame, handle bars, seat, and all other parts with soap and water. Use an old toothbrush to clean out dirt from the chain, cogs and gear mechanisms. If you are able to, it is a good idea to oil the chain regularly. Make sure not to put oil on the brakes, as this will stop them working.

Personal Strengths and Well-being

Activity 1 - Public Speaking

Public speaking is a skill you will use many times throughout secondary school and beyond. This may be something small like asking or answering a question in class, or something big like being part of a school performance or reading something out in assembly. Most jobs and careers require an element of public speaking, whether this is just to your work colleagues or to other groups of people.

Confident presenters do a range of different things to keep you focussed and listening to what they are saying. Below is a list of some of these techniques:

- Changing pace – speeding up or slowing down at different points
- Changing volume – different volumes have different effects
- Sounding excited and interested in the topic
- Speaking clearly and not mumbling
- Speaking calmly, and not too fast or too slow



Exercise 1

Take some time now to ask adults in your household what public speaking they do in their jobs. If you have any older siblings ask them if they have done any public speaking too.

Exercise 2

Think about someone who's public speaking you admire, it could be a teacher, a family member or friend It could even be a celebrity that you have watched on YouTube or tv. Write down the things that you admire about the way they speak.

Exercise 3

Think of a hobby you do or your favourite TV show or film. Once you have done this you will need to stand up in front of your family and spend 3 minutes telling them about your hobby or TV show. Ask an adult to time you to see if you can talk for 3 minutes without interruptions or long pauses. You can also use video chat with other family members or friends.

How did completing Exercise 3 make you feel? Did you find it difficult to talk for 3 minutes? Were you nervous about standing in front of your household?

Being nervous is ok. Many of us are nervous when we have to speak in front of others. Some may appear confident on the surface, but inside they may be just as nervous as you - in fact the ones who appear most confident are sometimes the ones who are most nervous! Over half of adults in the UK are scared of public speaking, so gaining confidence now will help you be less scared in the future. Spending time preparing what you are going to say will help you feel less nervous, and you will find it easy to talk for longer.

Remember to breathe slowly and deeply, this will make your heart beat slower and you will feel calmer.

Exercise 4

Now try Exercise 3 again but pick something different to talk about. This time spend a few minutes writing down some notes of what you want to say. Think about what you enjoy about this hobby/tv show/film and why you enjoy it. Now you have had a chance to practise don't stop there. Keep practising with different topics and the different techniques listed above.

Activity 2 - Super Me

Every single person has their own unique strengths and skills; something that they are good at. This could be that they are really kind to others, they are funny, they can run fast, or maybe they are great at drawing.

- Strength: a personal quality which helps you do well for yourself and other people
- Skill: an ability to do something which is useful or just fun

Whatever your strengths or skills are it is good to acknowledge them.

To do this activity, you need a friend or family member, in person or on the phone.

Once you have someone to do this activity with, you both make a list of the strengths and skills your friend or family member has, and they do the same for you. There are some strengths and skills below. Does your friend have any of these?

Strengths:

- Honest
- Helpful
- Caring
- Kind
- Trustworthy
- Enthusiastic
- Hard working
- Loyal
- Fairness
- Teamworking
- Grateful
- Curious

Skills:

- Cooking or baking
- Singing
- Sport
- Writing
- Reading
- Languages
- Dancing
- Acting
- Drawing
- Technology
- Crafts
- Swimming

Read your list to each other. You might be surprised at all the skills & strengths you didn't think you had! Now that you have an idea of what your strengths and skills are, imagine what these would look like as a superhero. Turn your strengths into superpowers and draw yourself as a superhero. Write about how you plan to use these strengths.

For example:

- One of my superpowers is being kind. I am going to use this in secondary school by talking to others that may not have made friends yet.
- One of my superpowers is that I am good at science. I am going to use this superpower in secondary school by working hard in science and helping my friends that might find some things more difficult.
- One of my superpowers is that I am really creative. I am going to use this superpower by making my own birthday cards for people.



Activity 3 – Making A Phone Call

Being able to speak on the phone is a skill, and it is not always one that we practise very often. For this activity, you need to call or video call a family member or a friend to have a chat. This will help prepare you for in the future, when you may need to phone people you do not know to get information, for example for a job interview or to apply to university.

Before the phone call plan out what you are going to say to the person: you could talk to them about their strengths and ask them what strengths they think you have (see Activity 2 for some ideas!) Think about when is a good time to call them, and maybe ask them to think about your strengths before you call them so that they have some time to think. Plan what you are going to say in the space below.

Some suggestions:

- Tell them what things you think they are good at and why
- Ask them what they think you are good at and why
- Ask them what job they think you could do in the future and why that job would suit you
- Talk together about what qualifications you may need to do the job
- Take turns to ask each other questions and give feedback

Notes before phone call

After the phone call, think about the following...

- How do you think it went?
- How did you feel picking up the phone? Were you nervous?
- What did you find out from the call about yourself?
- What did you find out about the other person?
- Did you learn anything new about each other?
- Did you agree with what they said about you?
- Did they give you any suggestions that you had not thought of before?
- Was there any advice they gave that you found helpful?
- Did you enjoy speaking to them?



Notes after phone call

Try to keep making phone calls, as the more you practise the easier it gets!

Activity 4 - Inner Dialogue

Rewiring Your Brain – Be Kind to Your Mind

Your 'internal dialogue' is the conversation that happens in your mind.

All of us have an internal dialogue, and it runs all the time. Some people may pay more attention to their internal dialogue than others. Sometimes it can be helpful and encouraging, and other times it may not be.

Have you ever had a friend who was always telling you're doing things wrong, or that you aren't very good? You probably told your friend to talk to you more nicely.

If you'd want a friend speak to you in a positive way, you should make sure you talk to yourself in a positive way.

Turning a mean voice into a nice voice

- ❖ Pay attention to how you are talking to yourself. Don't shut out your internal dialogue, but listen to it patiently, even if it is saying something unpleasant.
- ❖ Your dialogue might be talking about the way you look, the way you act, your schoolwork or anything. Is this voice saying something unkind? Is this what you would say to a friend who made a mistake, or did something they shouldn't have done?
- ❖ Think of a really kind person you know. If they could say something back to this voice, what would they say? You could say this in your mind. No one needs to know you're doing it!
- ❖ If you didn't get a good mark on a piece of work it might be easy to tell yourself that you are simply rubbish at that subject, instead you could say 'I find art difficult, but I can always practice'.
- ❖ You can use this on thoughts to do with schoolwork, your friendships and family, the way you look, or anything. If someone says something unkind to you, you can say something kind to yourself in your head... and best of all the other person will never hear it and be able to argue back!

Remember - "thoughts are not facts" - just because your brain is telling you something that may not be nice this doesn't mean it is true! Practise being kind to yourself, especially when you start a new school and might find things difficult.



Society and Values

Activity 1 - Introduction to UK Government and Politics

The past few years has been a time of big change in UK Government and Politics and it can often feel a bit overwhelming. By knowing what government is, and how it works, it can help you understand the world around you.

- **Democracy** means to be ruled by the people - this can either be indirectly, so we chose people to make decisions for us, or that we decide ourselves through things like referendums.
- The **Government** are the people who have been allowed to run the country - they make up the rules, decide how much money is spent on what, and make decisions on our relationships with other countries.
- **Political parties** are groups of people who look to gain power through elections. The two biggest political parties in the UK are the Conservatives and Labour.
- Parliament debate and vote on laws and policies the government put forward in the Houses of Parliament. This is split between the elected **House of Commons** (the room with the green benches) made up of Members of Parliament, and the **House of Lords** (the room with the red benches) who are appointed because of their expertise and knowledge. The Lords cannot block policies or laws being made, but they can send it back to the Commons to think again about it.
- You may have noticed that new laws have to get signed off by the Queen, this is called **Royal Assent**. This is more about tradition, and it is incredibly unlikely that the Queen wouldn't sign a law off. **Did you know...** the last time the royal family didn't give a law Royal Assent was way back in 1707 by Queen Anne.
- When laws are made in the UK they need to be approved by Parliament. Laws start as something called a **Bill**; and to make sure a Bill is well thought out it has to pass through quite a few stages before it can finally be passed and become a law.



How can you get involved in politics?

In the UK you can vote when you are 18, but before that there are many other ways you get involved:

- ❖ Watching the news and knowing what is going on around you - being informed is one of the most important ways you can get involved in politics
- ❖ Signing petitions on causes that you care about or start your own
- ❖ Attending protests - you may have taken part in the Schools Strike for Climate Protest at College Green or the Black Lives Matter Protest
- ❖ Taking part in (or start!) a campaign
- ❖ Write to your Member of Parliament (MP) about issues you care about – they love hearing from young people!
- ❖ Boycotting certain products to show a company you don't agree with their methods

What if you were Prime Minister for the day?

So now you have learned about the basics of UK Government and Politics take some time to explore what you think.

Imagine you were the Prime Minister, what would be the five things you would want to change about the country? Complete the box below. Think about health, education, our relationship with other countries, how we let businesses operate, how we look after other people, housing, the environment...



Politics touches every aspect of our lives. It is important to be informed and have your own opinions. Your opinions might change over time as you have new experiences and learn new things.

If I were Prime Minister the five things I would want to do/change are:

- 1.
- 2.
- 3.
- 4.
- 5.

Quiz Time! Find out the following:

1. Who is the current Prime Minister?
2. What political party are currently in charge?
3. Who is the leader of the Opposition?
4. How old do you have to be to vote in UK General Elections?
5. How often should General Elections happen?
6. What are three ways can you get involved in democracy?

Activity 2 – Play ‘Why’ Tennis

This is a game for two or more people to play. You can play face to face, or with friends or family on the phone, or over the internet.

In this game, you explore why something happened, and keep digging...

Read or watch some news, like BBC Newsround, and pick a headline.

Today my headline is: **Coronavirus: Shoppers 'may be reluctant' to return**



1. The first person asks this question: *Why does it matter?*
2. The second person tries to answer, e.g. *'Because otherwise people in shops won't have jobs'*
3. The second person asks the first person (or next person along if there are more than three players): *Why does that matter? Why do people need jobs?*
4. The first person answers e.g. *'Because people in shops buy things with money from their salary'*.
5. The first person asks another *why* question, e.g. *'Why do you have to have a job to get money?'*



Count how many times you can both answer each other. If you both agree that you've had 5 sensible answers, you both get 5 points.

If you can't agree something is a good answer, you get no more points, and start again with something else.

It is important in life to ask questions and think about things. You might find that some news stories are more important than you thought... and some aren't important at all!



Activity 3 - Job Roles

Some people know what job they want to do even before they leave school. Some people work it out as they go, and might change their mind several times.

Some people have a strong desire to do one job. Other people would be happy in a number of jobs. Deciding what job you want means deciding what kind of life you want to have, and what you want to feel.

Most people will do their jobs for about 40 hours a week, 48 weeks a year. That's a lot of time: you are at school for only 30 hours a week, 30 weeks a year!

Which of these feelings is important to you? What do you want to feel?

- Secure (knowing that you will be able to work for the same employer for a long time)
- Noticed (people knowing who you are and what you do)
- Prosperous (being & feeling rich!)
- Regular (getting up in the morning & going to bed at night)
- Connected to nature
- Active (doing exercise)
- Clever
- Caring
- Safe (a job that doesn't put you in danger of being hurt or getting ill)

Most jobs will give you some of these, but most jobs won't give you all of these feelings. You need to decide which ones are important to you, and that will help you decide what job you want to do. Remember you don't have to pick one now and stick with it for your whole life; it's ok to change your mind!

You can talk to people you know who have the job you're thinking about, or research it online or in books. Here are some examples to get your thinking started...



Nurse

You'll probably get to feel:

- Secure – nurses are always needed and always will be
- Caring – you'll be doing a good thing!
- Clever – you have to know a lot

You probably won't get to feel:

- Regular – nurses often have to work shifts in the middle of the night or at the weekend

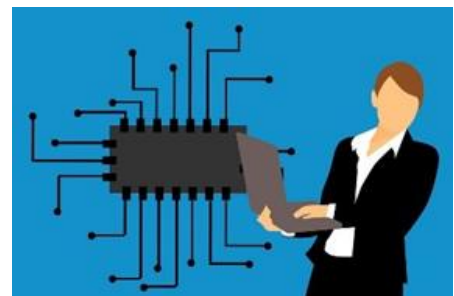
IT Worker

You'll probably get to feel:

- Clever – you'll be surprised how many people don't know how to use computers
- Prosperous – good apps are worth a lot of money, and so are people who know how to use them

You probably won't get to feel:

- Active – you'll be sitting inside a lot.



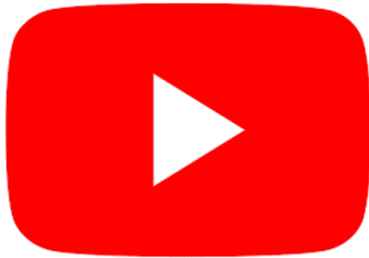
Footballer

You'll probably get to feel:

- Active – footballers have to train a lot!

You probably won't get to feel:

- Secure – there are about 5000 paid footballers in the UK... and a *lot* of people who want to be footballers. Getting there is going to be hard work and you could get injured.



Social media personality (Instagram, YouTube, etc)

You'll probably get to feel:

- Noticed – lots of people will know who you are!

You probably won't get to feel:

- Prosperous – there are 50 million video makers on YouTube alone, most of them get to feel little or no money.
- Secure – because of above, you may not be able to keep doing this job, even if lots of people watch your videos or look at your images.

After you have looked at these jobs, you could talk to your parents or carers, or phone a family member or family friend and talk to them about their job (the earlier Making A Phone Call activity can help you!).

What feelings do they have from completing their job role? Does it make them feel everything that they want to feel? Is it like they expected it to be when they started, or completely different?

In the space below you can draw yourself as an adult doing a job, and write down the positives and negatives underneath it.

Job title

I'll probably get to feel:

I probably won't get to feel:

A large, empty rounded rectangular box with a blue border, intended for a student to draw themselves as an adult doing a job and write down their feelings.

Activity 4 - Time Capsule Letter

This is a very special time in your life and this activity will help you capture what's going on right now - in the future it will be something great and interesting to look back on!

You are starting a new journey from Primary School to Secondary School - it is a huge opportunity to make lots of new friends and do things that will shape your future and may help you decide on the career you wish to take up in your adult life.

To capture how you are feeling and what you are thinking now, write a letter to yourself. You could draw a picture, such as the view out of your window, or draw or add a photo of your family too. Collect something from your daily walk like a leaf or a stick or find something from your home that reminds you of this special time and think about some of the questions below. This letter will then be nice to look back on when you come to the end of your secondary school and even when you are an adult or a parent yourself.

Remember to write the date on your letter. It would be good to hand write the letter if you can to see later in life if your handwriting has changed too! Try to include as much detail as possible as it's amazing how quickly we forget things, and it will be a nice memory to look back on. This can be a very personal letter and no one except you needs to read it.

Below are some questions and ideas of things you may wish to include in your letter to yourself:

- What secondary school are you going to?
- Why did you choose that school? Is it because it is your local school? Are other friends from your primary school going there too?
- Did your parents or carers help you choose your secondary school?
- Does someone in your family already attend that school?
- Is the school known for something that you are really interested in, like sports, art or a language?
- Who are your closest friends at the moment?
- What are your interests and hobbies?
- What are your favourite foods?
- Measure yourself and see how tall you are
- What is your favourite song, favourite book, favourite movie?
- What is your favourite place to visit?
- Do you have any pets?
- What is your favourite colour?
- What was the best thing you have ever done at primary school?
- How are you feeling about starting at secondary school?
- What do you hope will change for you when you are at secondary school?
- What are you most looking forward to?
- How are you feeling about this change?
- Will you have more independence when you start secondary school, such as a house key or money to choose your own lunch? Will you make your own lunch?



There is a template you could use on the next page if you like, or use some paper you have at home. When you have finished your letter to yourself think about how you would like to store it. Keep it somewhere safe so it doesn't get lost. You could even write on it DO NOT OPEN UNTIL 2030!

Dear my future self,

A series of horizontal lines for writing, consisting of 26 lines.

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