

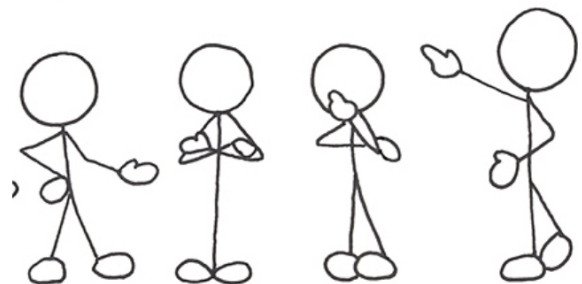
MOVING ON.

MOVING UP.

Part One

- new surroundings
- new people
- primary to secondary
- feeling familiar

WORKBOOKLET SERIES ONE PLUS



NAME:

Version 1 2018

www.supportedlearning.com



CONTENTS

Workbooklet Series One Plus are building block skills that can also link to Series One or onto Series Two. This workbooklet has key learning tasks that can be used as stand-alone tasks or as prior learning for NCEA Level 1 assessment packages.

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**** Note: There is also a Moving On. Moving Up Part Two which has tasks for students moving on from school settings.**

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INSTRUCTIONS FOR THE TEACHER

The Series One Plus workbooklets are designed as building blocks within a theme for students to practice everyday skills and use them in several tasks. Where possible, we try to use relevant examples that include active learning and use resources available to most classroom settings.

To support a student: -

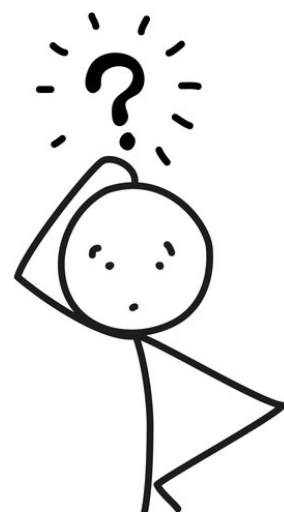
- Encourage them to think first and give them examples that they will know
- Link ideas to things they are familiar with
- Help with reading the tasks aloud and writing their answers
- Help with physical tasks like cutting, pasting, drawing lines etc.
- Support with braille or sign language or non-verbal communication
- Listen to their answers and ask them questions to check understanding

A student could respond the way they find easiest and could choose from speaking, writing, signing or using pictures.

For this Series One Plus workbooklet it would often be useful to have a charged iPad, notebook, tablet or phone/camera to use for some of the tasks.

INSTRUCTIONS FOR THE STUDENT

- Aim to complete the whole booklet and the learning checklist at the back
- Your teacher will explain how much you will be completing in a session
- Ask for help if you need it, especially with writing or understanding the task so you can complete it
- Think about how you use these skills every day
- The teacher can help you with reading/writing
- Remember, you can always practice a task before completing it.





INTRODUCTION

MOVING ON. MOVING UP Part One is all about getting prepared for the exciting new challenges that are coming up. Moving on to a new school and new environment will bring lots of different opportunities and locations to get used to.



Sometimes it is useful to be familiar with what is ahead of us when we move on from our current setting. It is good to look at how we get to places, what we take with us, who will be there and where to get when we get there are all useful things to think about or practice before it becomes our everyday setting.



Some of these tasks may be done in advance, and some may be done when you move onto your new setting. Remember, there are plenty of people around to support you if you are confused, anxious or have questions. Remember, some of these tasks may be just ideas you think about and discuss ahead of time.



ORIENTATION - NEW SURROUNDINGS

Task 1a: Look carefully at a local map showing the location of your new school/organisation and point out the following. Attach it to this page.



work
it out

- Main entrance
- Any other entrances
- Nearest main road
- Nearest crossing, lights or pedestrian area
- Any parks or green spaces
- Any nearby shops
- Where you may be dropped off
- Where buses or taxis may park

Can you see any other landmarks or points near your school?

Task 1b: On a layout map of your school, circle or highlight the following. Attach it to this page.



work
it out

- A car park
- Main office/reception
- Hall or assembly point
- A teaching room
- A space for lunch
- A toilet



The next set of tasks should be completed over time at the new school/organisation you are moving onto. Your teachers or support people will decide when you are doing this, for how long and how often you will visit.

Task 2a: On a visit to the school, tick off when you have visited each area below. Try to do it at least TWICE – one when it is an empty/quiet space, and once when it is full/busy.



	When it is empty/quiet	When it is full/busy
School grounds	<input type="checkbox"/>	<input type="checkbox"/>
Corridors	<input type="checkbox"/>	<input type="checkbox"/>
A small classroom	<input type="checkbox"/>	<input type="checkbox"/>
Assembly space	<input type="checkbox"/>	<input type="checkbox"/>
An open learning space	<input type="checkbox"/>	<input type="checkbox"/>
An outdoor space	<input type="checkbox"/>	<input type="checkbox"/>

Task 2b: Think about and discuss what a room or area is like when it is quiet and when it is busy.



When it is empty/quiet it is ...	When it is full/busy it is ...
1	1
2	2



Task 3a: Visit different rooms and facilities at your new school/organisation to get familiar with what it looks like when it is quiet or busy. Also look for any special equipment in the space that helps that subject.

**work
it out**

	When it is empty/quiet	When it is full/busy	Special equipment
PE hall or gym	<input type="checkbox"/>	<input type="checkbox"/>	
Science lab	<input type="checkbox"/>	<input type="checkbox"/>	
Cooking space	<input type="checkbox"/>	<input type="checkbox"/>	
IT space	<input type="checkbox"/>	<input type="checkbox"/>	
Technology space	<input type="checkbox"/>	<input type="checkbox"/>	
Music space	<input type="checkbox"/>	<input type="checkbox"/>	

Task 3b: Take TWO photos of different spaces you went to in Task 2a or 3a. Look carefully at them and think about what is different from the spaces you are used to.

find

The space ...	What it is like
<i>IT space</i>	<i>More laptops and students wear headphones</i>



Task 3c: On a visit to your new school/organisation, you may find out where your main room/home room/tutor room is. Visit in and look around. If you don't know yet, look at a typical room.

work
it out

What did it look like and have in it?

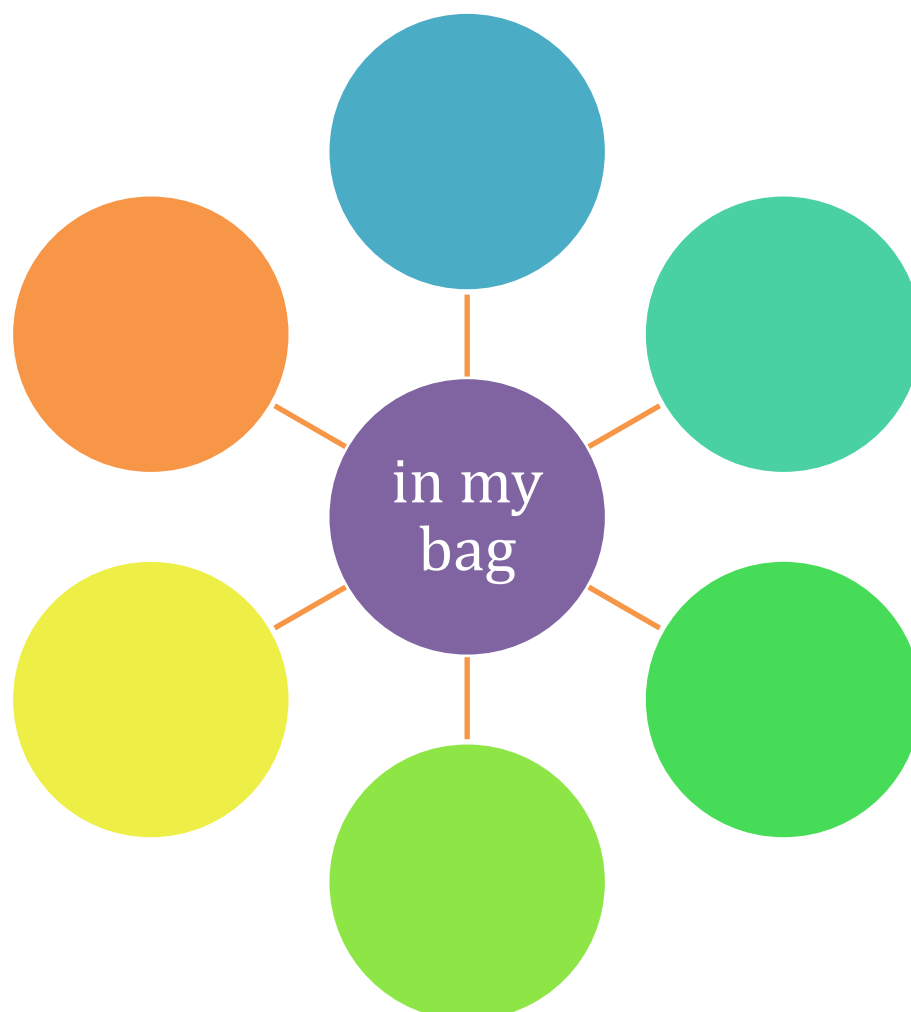
Task 3d: From your main space, find the following (or a sign for one):

Look

	Tick if you ...	Describe it so you can find it again or mark on a map and attach.
Nearest toilet	<input type="checkbox"/> Found one <input type="checkbox"/> Couldn't find one	
Main office/reception	<input type="checkbox"/> Found one <input type="checkbox"/> Couldn't find one	
Carpark	<input type="checkbox"/> Found one <input type="checkbox"/> Couldn't find one	
Emergency assembly point	<input type="checkbox"/> Found one <input type="checkbox"/> Couldn't find one	
Food area	<input type="checkbox"/> Found one <input type="checkbox"/> Couldn't find one	



Task 4a: Think about and discuss what bag you may take to your new school/organisation. You could draw a sketch of it or take a photo for the middle below. Around it list all the things you will pack every day.



Task 4b: Create a “SCHOOL BAG” checklist for items you will take every day and for items you take for subjects. You could use visuals to help you remember them. Attach it here so it is ready for when you MOVE ON.



	<i>Every day</i>	<i>For certain days</i>
<input type="checkbox"/> <i>Lunch</i> 	✓	
<input type="checkbox"/> <i>Laptop, charger</i>	✓	
<input type="checkbox"/> <i>Pencil case</i>	✓	
<input type="checkbox"/> <i>PE gear – shoes, top, shorts</i>		✓ <i>Mon, Wed</i>



Task 4c: Think about and discuss where you will put your bag:



Before school?	
During class?	
During practical classes?	
At lunchtime?	
During assembly or similar?	

Task 4d: On a school visit, find each of the spaces above so you know where to put your bag.



Anything to remember or ask?

Task 4e: Find out if you will have a locker, homeroom space or year area for your bags. Will it cost? Are there limited numbers? Is it safe to leave valuables? If not, where should you take them?



Notes:



Task 5a: Think about and discuss where you would put any of the following to keep them safe. When you visit the school/organisation, look at spaces you could use to store things or ask someone when you are to put them.

work
it out

	I could put it ...
PE gear	
Music equipment	
Laptop or tablet	
A phone during class	
A jacket or hat	
Your lunch	
Food or equipment for technology	

Task 5b: Can you think of any other special things you may need to take to school for subjects, events or to keep you safe? Where would you put them?

think
about it

Notes:



Task 6a: Look carefully at the photo below and decide what area of a school it would be. Circle any clues that helped you decide.

Look



Task 6b: Take THREE photos around your new school/organisation and show them to someone else who is also moving on to there. Ask them to look carefully for clues and tell you what each photo is.

Look

Clues to look for could be:

<input type="checkbox"/> Signs	<input type="checkbox"/> Building names	<input type="checkbox"/> Room numbers
<input type="checkbox"/> People	<input type="checkbox"/> Paths	<input type="checkbox"/> Equipment
<input type="checkbox"/> Gates/entrances	<input type="checkbox"/> Style of building	<input type="checkbox"/> Other:

Task 6c: Swap and look at someone else’s photos. What clues did you see?

Look



Task 7a: Think about if you have to go to a new space to meet someone or get something, how you would enter a room and get an adults attention. Tick what you could do and practice doing it with some peers.



<input type="checkbox"/> Knock on the door	<input type="checkbox"/> Go to the nearest adult
<input type="checkbox"/> Ring a bell	<input type="checkbox"/> Say "Excuse Me ..."
<input type="checkbox"/> Wait quietly	<input type="checkbox"/> Wait until someone is free
<input type="checkbox"/> Wave to get their attention	<input type="checkbox"/> Talk to friends in the class
<input type="checkbox"/> Interrupt someone	<input type="checkbox"/> Other ideas:

Task 7b: Now that you are more familiar with spaces and areas in your new school/organisation you could try moving around by yourself during quiet visits. Do one or more of the following:



	Things to remember ...
<input type="checkbox"/> Take a message to the office	
<input type="checkbox"/> Take a message to a person	
<input type="checkbox"/> Deliver something to a classroom	
<input type="checkbox"/> Take a friend to another room/space	
<input type="checkbox"/> Meet at an agreed point at an agreed time	



ORIENTATION - NEW PEOPLE

Task 1a: Start to know some of the key people in your new school/organisation. Find out the names of key people.

work
it out

	Name (and code if they have one)
Principal/Head	
Deputy Principal or similar	
A teacher	
Teacher Aide or Learning Assistant	
Office person or receptionist	

Task 1b: Practice saying each of their names until you feel confident.

Task 1c: Write down what you could say to any of the new people if they asked you the following:

	A possible answer could be ...
The Principal/Head stops you and asks are you settling in ok.	
Your tutor/main teacher asks what you need help with.	
A Learning Assistant asks who you might go to if you feel confused.	

Task 1d: Practice answering simple questions before you go to the new school.



Task 2a: Take photos of key people at your new school/organisation so you can remember them. Ask them politely if you can take their photo and create flash cards, a journal or a photo board. Include:

find

- A photo of them at school
- Their name
- Their role
- Their office or room
- When you would go to them



Mrs Paterson

Deputy Principal

Office in main corridor

- In charge of new students*
- answers questions*
- runs junior assembly*



Mr Longard

Dean and Form Tutor – Year 9

Office in Maths Department A Block

- helps with timetable*
- answers questions*
- talks with parents*
- helps with class problems*



**** Keep adding to your photos each time you visit your new school/organisation and attach here.**



Task 2b: On a visit to your new school/organisation, find out who is in the pastoral team, list them below or create a poster.

**FIND
OUT**

These are the people who will help take care of you outside of class. They will probably be the people that will help you with personal, social and academic issues.

PASTORAL TEAM @





Task 3a: Think about each of the situations below.



Think about what you do at your school now when this happens and find out what to do or who can help at your new school/organisation.



I feel sick



I need the toilet



I forgot my equipment



I am being bullied



I have no lunch or money

Task 3b: Can you think of ONE other situation where you might need a key person to help you out when you move on?



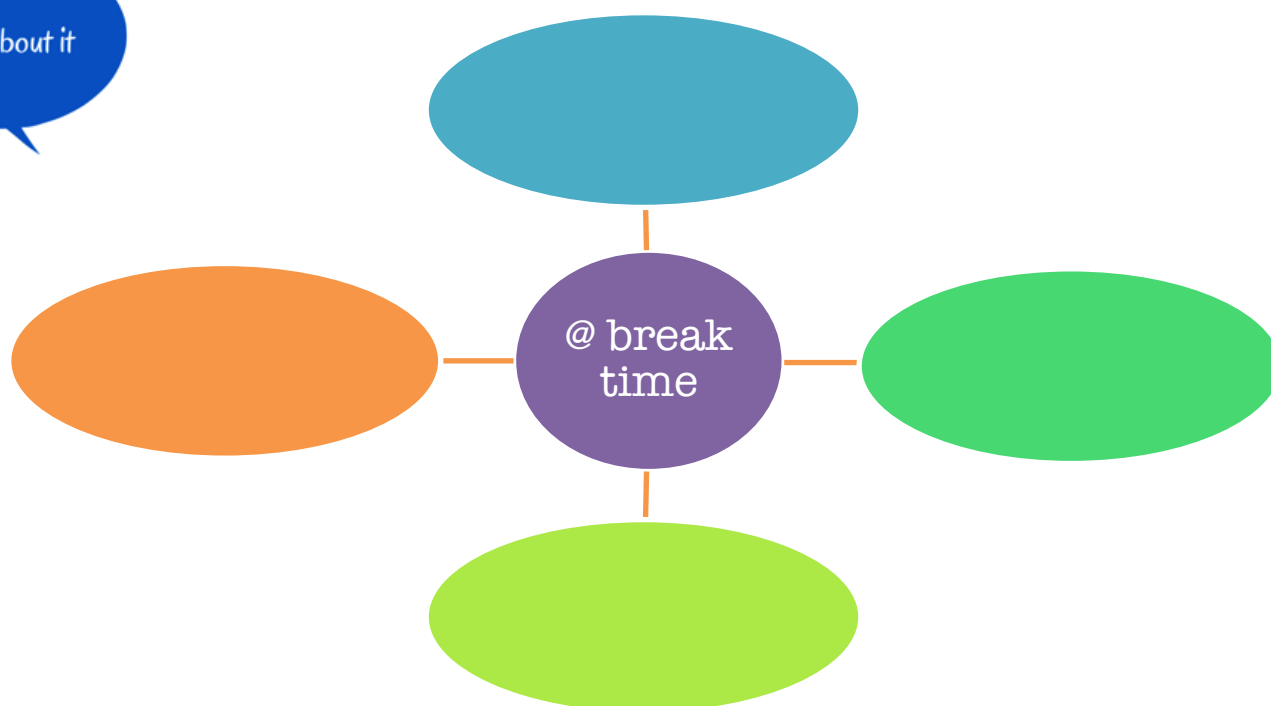
There may be students who are moving on with you and also students you don't know at your new school. Some of these people may become new friends.

Task 4a: Think about:



Who you could meet before school?	
Who could you meet at break?	
Where could you meet friends at break or lunch?	
What could you do at break or lunch?	

Task 4b: Ask a person at your new school FOUR things you could do at break/lunchtime.





Task 5a: Introduce yourself to TWO different people. Tell them:



Your name:	
Your age:	
Where you live:	
What class/subject you like:	

Task 5b: Write TWO questions you could ask someone you don't know about themselves.



Questions to ask:
1.
2.

Task 5c: Think about when is a good time to ask new people questions.



--

Task 5d: ** Think about what was easy or hard in Tasks 4a-4c and why?



FEELING FAMILIAR

Task 1a: If you are moving on to a place that has a new uniform, get used to wearing parts of it. (*great for sensory students*)

<input type="checkbox"/> Wear a new top, pants, jumper	<input type="checkbox"/> Feel the different fabrics
<input type="checkbox"/> Walk around in the shoes	<input type="checkbox"/> Try different pieces on and take them off several times
<input type="checkbox"/> Wear all the new clothes when you can	<input type="checkbox"/> What else could you do?

Task 1b: If you won't be wearing a uniform, what clothes will you wear?

work
it out

<input type="checkbox"/> Tops	
<input type="checkbox"/> Bottoms	
<input type="checkbox"/> Shoes	
<input type="checkbox"/> Bag	

Task 1c: How can you make sure you keep your clothing and belongings safe?

think
about it

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------



Task 2a: Create a daily checklist that will help get you ready at home for your new school/organisation each day. Do a morning and an evening checklist. You could have visuals to help you remember (bag, PE gear, lunch etc.) the key things each day.



1. **A morning checklist** - Think about what you need to do in the morning to get ready for school. Think about washing yourself, brushing your teeth, having clean clothes, doing your hair, sorting lunch or money for food, what to prepare, what to pack etc.
2. **An evening checklist** – Think about what you do when you come home from school or work and what needs to be done before you go to sleep.



Attach it to this page.

Task 2b: Think about and circle or **highlight** how you will get to school each day.



Bus	Walk	Cycle
Taxi	Scooter	Other:

Task 2c: Discuss what you will do if any of the following happens:

	I could ...
Your transport breaks down	
Your transport doesn't show up	
You are running late	
You miss your transport	



Task 3a: Think about THREE simple steps that you could use at the start of every day to get yourself to your first lesson.



Steps	Getting ready for the day
1	
2	
3	

Task 3b: Think about THREE simple steps that you could use at the start of every lesson to get yourself ready.



Steps	Getting ready to learn
1	
2	
3	

Task 3c: Think about THREE simple steps that you could use at the end of break or lunch to get yourself ready for your next lesson



Steps	Getting ready
1	
2	
3	



Task 4a: Think about and discuss about what may happen at your new school/organisation if you forgot to take the following items:



I forgot to take ...	What might this mean ...
My PE kit	
My timetable	
My lunch or snack	
Permission for a trip	

Task 4b: With the same list, think is there a way to fix that you don't have what you need for that day?



I forgot to take ...	How could I fix this ...
My PE kit	
My timetable	
My lunch or snack	
Permission for a trip	



Every school or organisation may have a different timetable of classes and breaks than you are used to. Have a look at the simple timetable below and what each code may be. There are questions about this timetable on the next page for you to answer.

	M	T	W	TH	F
8:45-9:00	FORM BY A7	ASSEMBLY or FORM	FORM FA A7	FROM FA A7	FROM BY A7
9:05-9:50	ENG HL B1	SST FY A7	HEALTH RU E1	MX JU G9	SCI CS Lab2
9:50-10:20	break	break	break	break	break
10:25-11:25	PE ISW Gym	TE REO PO WHARE	OPTION B TECH	SST FY A7	ART EZ STUDIO
11:30-12:20	SST FY A7	MX JU G9	ENG HL B1	lunch	lunch
12:20-1:00	lunch	lunch	TE REO PO WHARE	SCI CS E1	PE ISW Gym
1:05-2:00	OPTION A HALL	ART EZ STUDIO	lunch	OPTION A HALL	ENG HL B1
2:05-3:05	MX JU G9	SPORT or COMMUNITY		SCI CS E1	OPTION B TECH



Task 5a: Using the sample timetable on the previous page, answer the questions.

work
it out

What time does school start each day?	
What class is at 9:05 on a Tuesday?	
What days is Option A on?	
What days is Science on?	
Where is PE held?	
What is the code for the Art teacher?	
Create a colour code for each subject and colour the boxes. For example, colour English green. Put your code here:	

Task 5b: On a school visit, have a look at a student timetable and find:

find

<input type="checkbox"/> A teacher code	<input type="checkbox"/> A teacher name	<input type="checkbox"/> A class number
<input type="checkbox"/> A subject	<input type="checkbox"/> A time	Other:

Task 5c: Think about where you will put your new timetable when you get it. How can you keep it safe so it lasts?

think
about it

--



Task 6: Sometimes visual timetables are useful so you can see what subject is next easily. Draw or sketch symbols or visuals for each subject.

ENGLISH	PE/HEALTH
MATHS	TECHNOLOGY
SOCIAL STUDIES	THE ARTS
SCIENCE	LANGUAGES



Think about what you might eat over a day so you are able to keep learning. If you are unsure about having food for lunches, talk to your support people and pastoral team so they can help.

Task 7a: Circle or highlight where your food will come from at your new school

Packed lunch	Snacks from home	Canteen
Buy on way to school	Go to shop at breaks	Make lunch at school

Task 7b: Look at the picture below and discuss all the items that are in this lunchbox and then list as many as you can below.

Look



Items in the lunchbox are:	



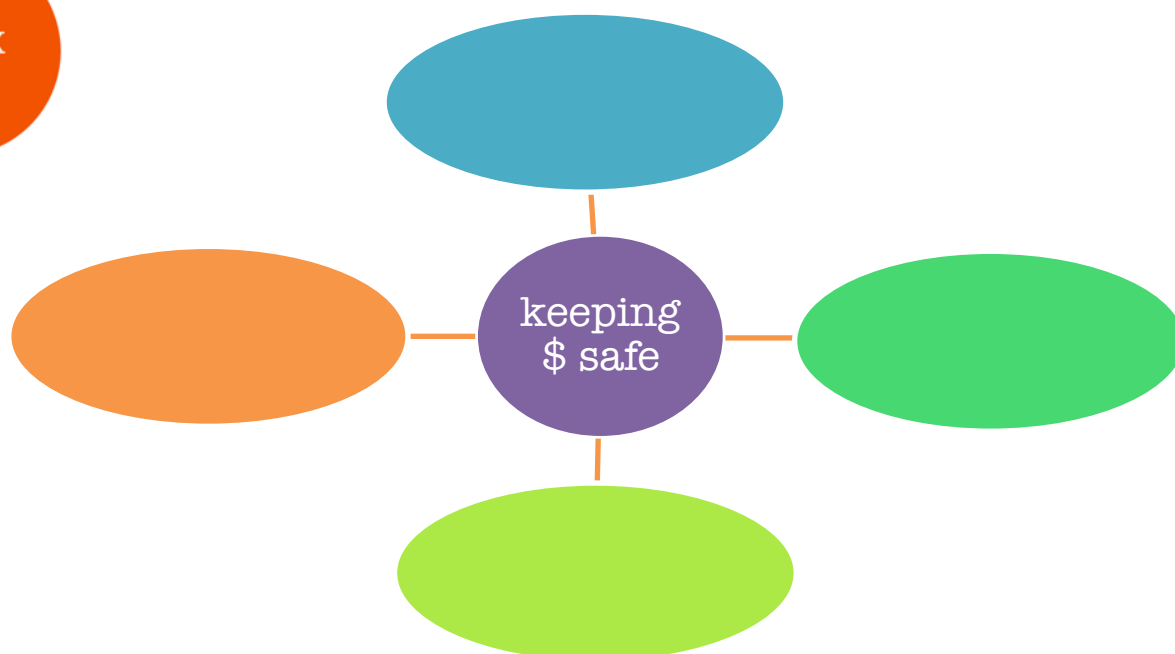
Task 7c: What are some snacks you could take to your new school?



Task 7d: What are some lunch foods to take to your new school?



Task 7e: If you take money to your new school for food or other things, how will you keep it safe or where will you put it?



*** There are many more ideas and tasks about breakfast, lunches and snacks in the SLR Series One workbooklet – FEED ME. Samples on our website*



Task 8a: It is time to have a little reminder. At your new school, where are each of the following: -

talk about it

Where is your nearest ...	
School entrance	
Phone	
Exit from a main teaching room	
Public transport	
Adult to help	
Car park to this room	
Fire alarm	
A support person	

Task 8b: For each of items/places above, think about and discuss why you may need to know each one and discuss when to use it.



Task 9: As it gets closer to the first day on in the first week at your new school/organisation, think about and discuss each of the following.



How would you get to school?	
What time would you get there?	
What entrance would you go to?	
Who would also be there?	
Would there be any staff?	
Where would you go to before school?	
Who would you be with?	
What would you do before the first class or meeting?	
If it is Monday, what is the first room you would go to?	
Who would be the teacher?	
Do you have a home room/tutor room?	
Where will you sit in your first class?	
What may you need for your first class?	



FOR TEACHERS, SUPPORT STAFF & CAREGIVERS

You may also want to think about and discuss:



- Greetings/welcome on the first day
- The roles and protocols of a pōwhiri or similar
- How new beginnings can help some students
- How to behave appropriately in large groups/assemblies
- A school's policy on bullying
- Helping and caring for others
- Watching or participating in school events
- What is appropriate at a sports event, a fun/house event, drama events etc.
- Different ways to get an adult or student's attention
- How to adapt to the unexpected (relief teacher, lost bag etc.)
- When to go to support people for help

Add other ideas to think about here:





WHAT ELSE CAN WE OFFER?

SLR themed workbooklets help embed key literacy, numeracy, social, communication and thinking skills using active, practical and visual tasks. All workbooklets can be stand-alone or can be used to build important pathways to NCEA L1-2 assessment packages, the New Zealand Certificates and meaningful pathways beyond classrooms.

For more workbooklets that will help our learners achieve “Success for All” have a look through any of the following on www.supportedlearning.com.

SERIES ONE workbooklets have many tasks that offer simple literacy, numeracy, communication, social and decision making in thematic skills for learners working around NZ curriculum L1-2. Key titles in **Series One** like **Organise Me**, **It’s All About Me**, **Feed Me**, **How I Behave** help build day to day personal skills while **Getting Around**, **It’s All About Caring**, **It’s All About the Money**, **Safety First** help students think about what is happening around them.



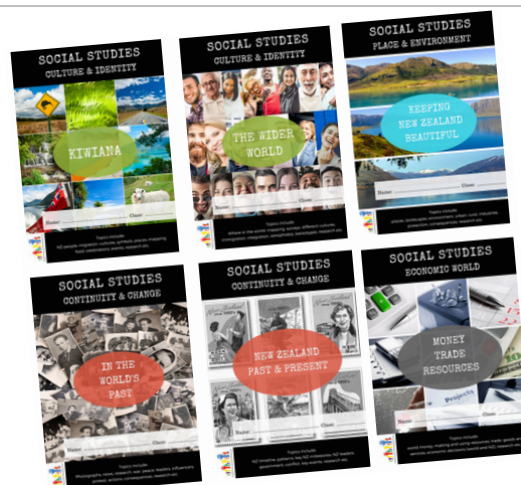
SERIES ONE PLUS workbooklets help support inclusion in subjects or offer more skills with the potential to link into subject specific areas or as stand alone. The subject support workbooklets in **Series One Plus** offer many learning links and practical tasks in booklets like **Explore It**, **Design It**, **Read It. Write It. Speak It**, **Upcycle It**, **Research & Present It** etc. but also continue to build a learner’s personal skills in **All Emotional**, **Confidence Plus**, **Making Sense of It**.



Series Two workbooklets are thematic blends that can be stand alone or part of wider themes. Useful for learners working around NZ curriculum L2-4 and offer titles like **Nuclear Numbers**, **Masterchef Madness**, **Fun Fitness**, **Time for a Date**, **Money Money Money**, **Office Works**, **Keeping Safe** etc.



SLR SOCIAL STUDIES workbooklets are for learners working around L2-4 of the NZ Social Studies curriculum and are written within the curriculum themes like Kiwiana, The Wider World, Past & Present, In the World's Past, Keep NZ Beautiful, Money, Trade & Resources. Offering plenty of content, skills and linking of ideas.



SLR SCIENCE workbooklet series – 20 practical, easy-to-understand thematic workbooklets for Year 6-10 science learners and for ongoing use with practical/applied Year 11 learners. The four themes (**Living, Material and Physical World, plus Planet Earth**) offer over 20 different themes and many active, practical tasks for students that need simpler literacy terms and visual material.



SLR WORKSHEET BUNDLES offer flexible 1-2 page worksheets within different themes and are perfect for everyday tasks, cover/relief lessons, wet weather days or an emergency! FIVE .pdf worksheet bundles are ready for use with your students or for caregivers to use at home/in the holidays. **Work It Out, Link Me, Leave It To Me, Outside the Box and All Our Skills** are perfect for L1-3 learners.



Please note: SLR design and offer many **NCEA L1 and 2 themed assessment packages** written in visual, active and practical styles that help students achieve credits and credit for their knowledge. For free online information or PDL sessions, just contact us on info@supportedlearning.com