

## ‘Making the Most of Transitions’ Format Guide for Y6/7 Transitions - Themed Careers Classroom Chat

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### Why link careers to transitions?

We know that transitions is a moment for pupils to build and take ownership of key life skills and a mindset of resilience, confidence, independent learning, positivity and managing change. Through the stories of volunteers from the world of work, you can bring an aspirational lens to these important skills and qualities, showing that they are essential skills for Y6/7 transition, life and the world of work. We know that ‘real people’ from the wider world often have a more authoritative voice for pupils than teachers and parents/carers. Use their authentic stories to help pupils see the benefits to their future career of flexing the skills for transition.



This resource links to these ‘Skills Builder Universal Framework’ essential skills:



### How to use this guide

This is an adaptation of a standard Primary Futures ‘Classroom Chats’ careers Q&A with a thematic focus on the skills and qualities to make successful transitions. This is a guide to help you shape and run your own live activity at school virtually or in person. You can run it during a Transitions Day or post-SATs during Y6 assemblies or PHSE. We recommend planning an activity and inviting volunteers at least 3-4 weeks before your live activity. This guide is fairly prescriptive to save you planning time, but you can adapt it for your bespoke purposes, for example [see how one teacher in Derby](#) used volunteers in an innovative way to promote social-emotional skills.

Contact our team at [enquiries@inspiringthefuture.org](mailto:enquiries@inspiringthefuture.org) for additional support. *With thanks to Richard Douglas at Livingstone Road Junior School for input into the resource development.*

Outline for running this activity		
	Resources needed	Approximate time required
<b>Step 1</b> – Create your activity and invite volunteers	Free account on Primary Futures portal – <a href="http://www.primaryfutures.org">www.primaryfutures.org</a>  Timetabled session for 45-60 minutes. We recommend inviting volunteers at least 3-4 weeks in advance and having no more than 3 volunteers.	5-10 mins to create activity with a date, time and description  20-30 min to search for volunteers  30 mins over 2-3 weeks to monitor volunteer responses and chat with volunteers to brief them
<b>Step 2 (optional)</b> - Have Year 6 pupils do a starter activity to warm up	Part 1 of ' <a href="#">Drawing the Future with a Transitions Twist</a> ' resource	15 mins
<b>Step 3</b> – Host your live activity with volunteers (virtually or in-person)	<i>Virtual sessions:</i> Tech platform – i.e. Zoom, Teams; ICT setup in classes; class teacher to manage contributions  <i>In-person sessions:</i> Assembly/classroom space; refreshments for visitors (optional), staffing to greet and host visitors; class teacher to manage contributions and timings; ICT setup for <a href="#">PowerPoint slides</a> display	45-60 mins (plus 15 minutes volunteer briefing prior)
<b>Step 4 (optional)</b> – Have Year 6 pupils revisit their starter and do a short plenary	Part 2 of ' <a href="#">Drawing the Future with a Transitions Twist</a> ' resource	15 mins
<b>Step 5</b> – Thank volunteers	Send a follow up message to <a href="#">thank volunteers</a> and share children's learnings and/or examples of their plenary	15 mins

**Pupil learning statements and learning objectives:**

After encountering volunteers and taking part in the ice breaker and reflection, we aim for pupils to be able to say:

- I understand that transitions are part of all careers
- I can name some skills and qualities for successfully managing transitions
- I understand that these skills and qualities are also useful for the world of work
- I can recognise which of these skills and qualities are my strengths and which are developing
- I feel inspired after hearing adults talking about their jobs and experience of transition

As with all Primary Futures activities, the career-related learning objectives are to:

- Broaden children's horizons and increase awareness of different types of jobs
- Challenge stereotypes about who can access a range of jobs
- Show the link between what they are learning at school and the wider world

## Step 1 - Create your activity and invite volunteers

If you're new to the Primary Futures portal, here's a quick look at [how to get started](#). Sign up or log in for free at [www.primaryfutures.org](http://www.primaryfutures.org) and access the how-to guides on the homepage.

### Creating your activity

- Here you will be prompted to fill in the details of your activity – where, when, year group, etc. for volunteers to see
- Make it clear to volunteers that you are hosting a transitions-themed activity through your opportunity title and description. See a template description below in [Appendix 1](#)
- You can also make your opportunity 'public' (viewable only to registered volunteers), to entice volunteers to express interest. Here's how you [respond to expressions of interest](#).

### Searching for volunteers for a transitions-themed activity:

- The easiest place to start is with volunteers in your local area – you can increase the radius to expand the list of volunteers.
- You can also tick 'virtual volunteers' in your left-hand search menu and click 'search' to extend this network to tens of thousands of volunteers.
- Most volunteers will be able to talk about an experience of change in their career. You can use the other search criteria such as subjects or specialist topics to narrow the pool of virtual volunteers, and you may find while browsing that some volunteers even mention a career change in their description

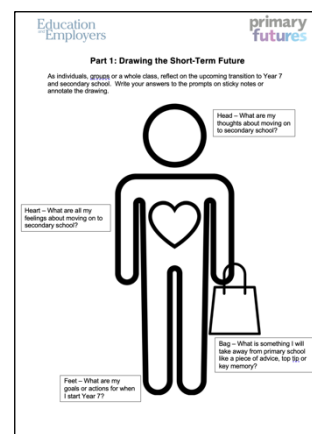
Expand the search radius around your school to browse and invite local volunteers

Optionally filter for volunteers who have the word 'change' in their job titles i.e. 'Change Manager – Technology' 'Business Change Specialist'

Expand your search to 10,000 volunteers in your local area and beyond

## **Step 2 – Starter activity (optional)**

Prior to the live activity, you can use this simple activity to start pupils thinking about transitions. Use the first worksheet: [Part 1 of Drawing the Future with a Transitions Twist](#) and follow up with Part 2 as a plenary after the live session.



## **Step 3 – Host your live activity with volunteers (virtually or in-person)**

Find a template script in [Appendix 3](#) at the end of the resource for optional use. There is a separate set of corresponding [template PowerPoint slides](#) that you can adapt for an in-person or virtual session. Below is an outline of the session to centre it around transitions.

### **Brief volunteers prior to the session (15 mins)**

Liaise with volunteers in advance to gather any slides and exchange any practical information about attending your school/a virtual session. On the day, we recommend convening volunteers at least 15 mins before the activity to cover basic safeguarding, the running order and refresh them on the objectives, content and format of the session.

### **Welcome and ice breaker (10 mins) [Slides 2-3]**

Open the activity. Ask pupils to consider the key skills or qualities one needs to make successful transitions in life. For a virtual session, ask class teachers to contribute via chat or microphone. In-person, you can use partner talk and then ask for contributions to the whole class. Make a running list of the skills/attributes on the whiteboard/chat function.

If they don't come up organically, add the following to the list or offer them as early examples:

- thinking positively
- confidence
- resilience
- independent learning
- being brave/taking chances
- being organised
- adaptability

Ask pupils to choose their top 3 from the running list and rank these in order of importance to them. There is no right or wrong answer.

### **Introduce volunteers (5 mins) [Slide 4]**

Ask each volunteer in turn to introduce themselves by first name and say what they themselves think are the top 3 skills/qualities for making successful transitions. Which do they consider their strength(s) and which one are they most developing?

### **Volunteer talks with Q&A (5 mins for each volunteer talk, 5 mins for each Q&A) [Slides 5-10]**

Volunteer 1 introduces their job and delivers their 5 min talk as per the brief above, using visuals, slides, props, uniform as needed. Use a '1 min left' warning sign to monitor timings.

Host kicks off the Q&A with some or all of the set questions around transitions theme.

- Did you choose to make a change, or did it happen to you?

- What feelings did you experience going through your transition?
- What did you learn from it?
- Why did you choose the top 3 skills/qualities you did from the ice breaker?
- Which of these have been useful for the rest of your career?

Summarise the responses on this theme or ask clarification questions, if required. Then 5 mins of questions from pupils, showing the example questions slide if necessary. If virtual, invite these questions through the chat or mics.

Here are some example questions if pupils need prompting (they often don't!):

- What did you want to do when you were younger?
- What's your favourite thing about your job?
- What's the most challenging thing?
- What school subjects do you use in your work?

Thank volunteer and repeat for remaining two volunteers.

### Reflection and closing (5 mins) [Slides 11-13]

Following each volunteer's Q&A, close the session by asking volunteers to share one of the following:

- What top tips or advice do you have for Y6s going into Y7?
- What do you wish you could tell your 11 year old self that you know now?

Ask children to consider one thing they have learnt or will take away, and take some contributions via chat or aloud to share with the volunteers.

Ask children to go back to the list of skills and qualities and choose one they think is a strength and one they would like to further develop. Remind children that as demonstrated by volunteers, we are always growing and learning from our experiences. Do they think the move to secondary school is an opportunity to further develop the skill/quality they have named?

Thank everyone and close the session.

### Step 4 - Plenary (optional)

After the main activity with volunteers, ask children to complete [Part 2 of 'Drawing the Future with a Transitions Twist'](#). You can do this directly after, as a separate session or assign for home learning.

### Step 5 – Thank volunteers

Here you can find a template to send a follow up email to [thank volunteers](#).

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**Part 2: Drawing the Long-Term Future**

When I grow up I would like to be a \_\_\_\_\_

Draw a picture of what you want to do as a job when you grow up. If you draw more than one picture, mark one of them as your top choice. Use text if you wish.

1) I chose this because \_\_\_\_\_

2) Can you list three skills or qualities you think are necessary for this job that will **also** be useful skills/qualities in secondary school? (i.e. speaking in front a group)

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

3) One thing I will do in secondary school to help me get this job in the long-term future is \_\_\_\_\_

4) Go back to your first drawing 'Draw your Short-Term Future'. Have you anything to add or change about your thoughts/feelings/qualities away now that you have thought about what you would like to be when you grow up? Write your additions in a different colour or use a different coloured sticky note.

As an optional next step, explore the Skills Builder [Impact Directory](#) for resources and programmes that provide opportunities for pupils to develop and progress essential skills (note: this is external to Primary Futures)

**Appendix 1: TEMPLATE ACTIVITY DESCRIPTION for Step 1 (Create your activity and invite volunteers)**

**Activity name:** Transition themed career talk to inspire Year 6 children at XX school

*We are looking for 2-3 volunteers to inspire Year 6 pupils about managing change ahead of their transition to secondary schools.*

**Aim:** *Our Year 6 pupils face a more daunting transition to secondary school due the disruptions of the pandemic. We want children to meet relatable models from the world of work and be inspired by how you have handled educational or career transitions in your own life. We want our pupils to be able to connect the social-emotional skills they flex during transition with how these are applicable to the world of work. We are interested in any types of jobs, provided you can link your career story to the theme of 'transition'. See below for examples.*

**When:** *We will be hosting this session [in-person/virtually] during an assembly on [Wednesday 25<sup>th</sup> May] from [9.30 – 10.30am]. We have two classes in Year 6 that will both be attending the assembly in [one hall/from their own classrooms virtually]*

**Where:** *[At our school address/on MS Teams or Zoom, etc]*

**What:** *5 mins talk about a significant transition in your career. Examples are when you first entered the world of work, left school or formal education or it could be any other big transition – i.e. changing sectors/ geography, adapting to promotion, failure or unexpected circumstances. Props and visuals (e.g. photos, slides, uniform) really help to bring your story to life for children. You will be part of a panel of 3 volunteers and your talk will be followed by a short Q&A.*

**Next steps:**

*Please accept/decline this invitation and we will get in touch with more info and to set up a briefing call to talk through the practicalities.*



**Appendix 2: EXAMPLE BRIEFING INFO for accepted volunteers after Step 1 (Create your activity and invite volunteers)**

This is an example of the detailed information you might like to provide volunteers that have accepted so they feel prepared and understand your objectives.

**Your role:** *During the assembly, please spend 5 mins telling us about a significant transition in your career. This could be when you first entered the world of work, left school or formal education or it could be any other big transition – i.e. changing sectors, changing geography, a promotion, pivoting from a failure or unexpected circumstances. What was the situation, how did you handle it and what skills and qualities did you have to draw upon? Please mention briefly your current role and, if applicable, how your experience of that transition has impacted your current role. Props, visuals such as photos or slides, or uniform really help to bring your story to life for the age group.*

**Format:** *You will be part of a panel of 3 volunteers and your talk will be followed by a short Q&A session. Some of the questions around the transitions theme will be set, and others will come directly from pupils on the day in response to your talk. We will open with an ice breaker around key social-emotional skills and qualities for transitions and ask you to comment on which of these you think have been most important for you and which are your most developed/developing.*

**What you need to know about our pupils:** *Our Year 6s are a lively mixed ability year group who have been apprehensive about their SATs (standardised assessments) this year following the disruptions of the pandemic. Our school is in an area of high deprivation. They are enthusiastic learners but often lacking in confidence, especially some of the girls. We have some pupils with special educational needs in each class, but they will have 1:1 support to help them fully access your talks. Pupils will be progressing to one of our two local secondaries, but have also missed out on some of the opportunities to build their independence and confidence.*

**Practicalities:** *Please arrive at [time] at [place]. Please send any PowerPoint slides in advance to [email] by [date]. If you require parking, please let us know. Here is what you need to know about our covid safeguarding policy/risk assessment [fill in the key info]*

### **Appendix 3: TEMPLATE SCRIPT for Step 3 (Host your live activity)**

**This is a template script you can adapt for both virtual and in-person delivery**

Welcome and ice breaker: (10 mins) [Slides 2-3]

Host: Hello everyone and welcome to our Classroom Chats all about transitions and the world of work. Transition is just another word for change and change is just part of life. Year 6 will soon be moving on to secondary school, one of the biggest transitions you will make.

We will start by considering the key skills or qualities that we need to make successful transitions. Turn to the person sitting next to you and list all the ones you can think of. You have 1 minute. Let's hear a few examples from each class.

We had quite a few mentions about having a positive attitude and being confident. Here are a few that I think are quite important.

- thinking positively
- confidence
- resilience
- independent learning
- being brave/taking chances
- being organised
- adaptability

Can anyone tell me what resilience means? Yes, it means bouncing back from a challenging experience or even growing from it.

Now, on your own take a minute to choose the top three skills or qualities you think are the most important for making a successful transition. You can choose from this list, or any that were shared or your own.

Introduce volunteers (5 mins) [Slide 4]

Brilliant. Now we are lucky to be joined by volunteers from the world of work who do exciting jobs and have experienced a lot of transition in their education and careers.

Volunteers, if you could tell us your name and then your top 3 skills/qualities and which one you think is your strength and which one you are still working on out of those.

Interesting that we all have different skills and qualities that we're naturally good at and others that we are developing.

Volunteer talks with Q&A (5 mins for each volunteer talk, 5 mins for each Q&A) [Slides 5-10]

Now we are going to hear from [Volunteer 1] for 5 mins about a transition they've experienced in their life and/or career. Over to you.

Co-host: Shares PPT slides

Host: Manage time with '1 minute left' sign



Thank you so much for sharing your story. We now have a chance to ask just a few questions, although I'm sure we have many things we are curious about. I'll get us started with a few questions about transitions and then Year 6, I'll open the floor to you.

[Choose a couple from the following]:

- Did you choose to make a change or did it happen to you?
- What feelings did you experience going through your transition?
- What did you learn from it?
- Why did you choose the top 3 skills/qualities you did from the ice breaker?
- Which of these have been useful for the rest of your career?

Thank you, Volunteer 1. Year 6, please share your questions and we'll choose a few to put forward – they can be about transitions or Volunteer 1's job or career more generally. There are some examples on the slide.

[Take 5 minutes of questions]

Brilliant questions and thank you for your openness, Volunteer 1. We'll come back to you at the end for a top tip.

Let's hear from our next volunteer now.

[Repeat for remaining volunteers]

Reflection and closing (5 mins) [Slides 11-13]

Volunteers, there has been so much that we can learn and be inspired from your experiences. To close the session, can you each leave us with one top tip or piece of advice for Year 6's going into Y7? Or else tell us something you wish you could tell your 11 year old self.

Year 6, please take a moment to reflect and share one think you have learnt or that you will take away from today's Classroom Chats session. [Share a few of these with volunteers]

Now a quick revisit to the list of skills and qualities we came up with. Year 6, choose one you think is a strength and one you would like to further develop. Who thinks the move to secondary school is an opportunity to further develop the skill/quality they have named? As we've seen from our brilliant volunteers, we are always growing and learning from our experiences.

A big thank you to everyone. I know I am inspired and have gained a lot of insight about the world of work and how to make a successful transition. Thank you, Year 6, for your engaged listening and thoughtful questions. You have shown how you are growing into independent learners ready for secondary school.