

MOVING ON



Student transitions
and preparing for
adulthood

Supported internship



Traineeship



Sixth Form



Employment



Apprenticeship



College



Introduction

This book was developed from our direct work with young people who struggled with different aspects of life - self-confidence, learning, interacting etc.

Young people face many challenges in reaching their aspirations as they move on into adulthood and it can be both exciting and scary for them. They are exposed to unfamiliar surroundings, people and experiences. It's vital that we make this exciting but difficult move work for them.

The book is aimed at all young people that may struggle with moving on for whatever reason. It's a pick and mix of worksheets and support ideas that can be worked through with young people to increase their understanding, reduce anxiety and make transition work for them.

It has been coproduced with advice from young people, parents, and professionals and huge thanks to them for helping guide the process. With the right support, MOVING ON can be successful for all.

Acknowledgements

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ALL ABOUT ME

Use step-by-step instructions to help you plan.

Leaving school can be exciting but also stressful.

There are new people, new rules, new places. Lots of new things! This book might help a young person work through some of the worries and stress and help them move on.

We've put together some ideas to help each student confidently start the new chapter of their life.

Where

Where are you heading?

You may have more than one choice! You might not know yet and that is also ok, you can come back to this section. The other sections can still be useful.

- ☐ **Apprenticeship**
- ☐ **College**
- ☐ **Employment**
- ☐ **Sixth Form**
- ☐ **Supported internship**
- ☐ **Traineeship**

How

How are you getting there?

- | | | |
|----------------------------|-----------------------------|-----------------------------|
| <input type="radio"/> Car | <input type="radio"/> Bus | <input type="radio"/> Taxi |
| <input type="radio"/> Walk | <input type="radio"/> Cycle | <input type="radio"/> Train |

When do you need to go?

What time do I need to get up?

.....

.....

What time do I need to leave the house?

.....

.....

.....

.....

.....

.....

.....

What else will you need?

How much money will I need?

.....

.....

Will I need money for lunch or am I taking a packed lunch?

.....

.....

Is my bag packed for the day?

.....

.....

What do I need to take?

.....

.....

.....

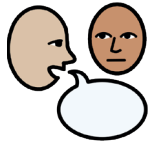
Why are you doing this?



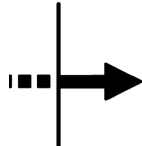
Because you've got this

Activity - What Am I Good At?

Circle your skills and qualities.



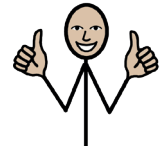
Talking



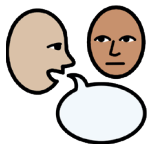
Keeping going



Being patient



Encouraging people



Working in groups



Being creative



Working independently



Complaining



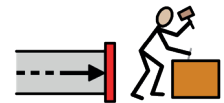
Honesty



Shopping



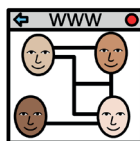
Using my phone



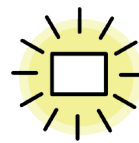
Finishing tasks



Asking questions



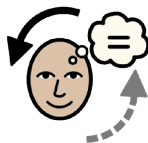
Using social media



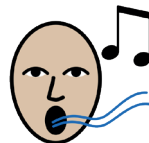
Trying new things



Cooking



Problem solving



Singing



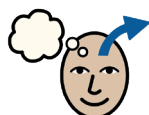
Using my imagination



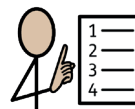
Cracking jokes



Concentrating



Remembering



Following Instructions

Activity - Wellbeing Check-In

Look after your wellbeing.

Use this checklist to give you some ideas of what can help:

<input type="radio"/>	Have I had enough sleep?	
<input type="radio"/>	Have I had enough water to drink?	
<input type="radio"/>	Have I had done some exercise?	
<input type="radio"/>	Have I eaten healthy food?	
<input type="radio"/>	Have I played a song that I love?	
<input type="radio"/>	Have I taken a break?	
<input type="radio"/>	Have I spent time with others?	
<input type="radio"/>	Have I done something that makes me happy?	
<input type="radio"/>	Have I done some mindfulness?	
<input type="radio"/>	Have I practiced breathing?	
<input type="radio"/>	Have I spent time outdoors?	

Activity - What Are Your Barriers?

Example.



Barriers



What can I do about it?

Making friends

Wait for someone to
talk to me.

How long it takes
to get to College.

Practice and time
the journey - practice
runs!

Not understanding
the work.

Ask!

Activity - What Are Your Barriers?

What are your barriers to learning and success and what can you do about them?



Barriers



What can I do about it?

Talking To Others Activity

It is important to know how to work through problems before other actions begin to set in.

Some situations are easier than others such as speaking to a friend about tv and some can be more difficult such as asking a stranger for directions.

FORMAL

FORMAL = less personal, official

Informal

INFORMAL = relaxed, casual, chilled

Over the next 2 pages is an activity for you to complete.

You can either:

- Print and and cut up the cards on the right and arrange them on the chart from infomal to formal (some may overlap).
- Or you could just write on the chart where you think the people, greeting and actions go in terms of formal and informal.

Discuss why you've made those choices.

Activity - People

**BEST
FRIEND**

**CLASS
MATE**

FORMAL

Put at the top the people who you have to be extra polite to.

**STUDENTS
YOU DON'T
KNOW**

**BUS
DRIVER**

**POLICE
OFFICER**

TUTOR

**LADY AT
THE BUS
STOP**

BOSS

**CANTEEN
STAFF**

INFORMAL

Put at the bottom the people you can talk to casually - like a friend.



Activity - Greetings

HELLO

Good Morning
or Afternoon

WHAT'S
UP?

How do
you do?

PLEASED TO
MEET YOU

Hi!

Alright

YO!



Activity - Actions

INTERRUPT A
CONVERSATION

USE SWEAR
WORDS

MAKE FUN OF
OR BANTER

BE POLITE AND
PROPER

HAVE A LAUGH
AND A JOKE

USE SLANG
WORDS

PAT ON THE
BACK

SHAKE HANDS

NOD AND SMILE
POLITELY

Activity - Making Friends

Sometimes it can be difficult thinking of something to say, here are some starters to get you going. See if you can add some more to the list.

Greetings



What else could you say?



Showing People You Are Interested

LOOK AT THEM

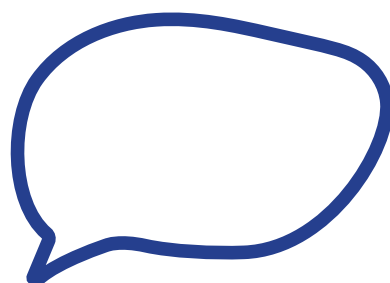
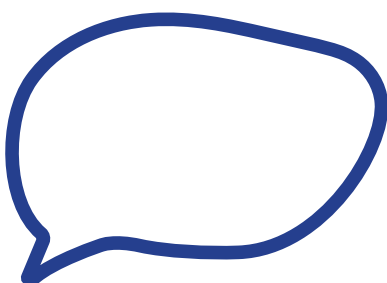
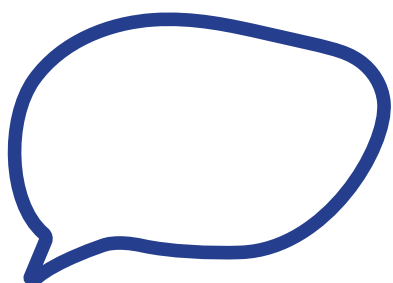
USE FRIENDLY
BODY LANGUAGE
(OPEN/RELAXED)

"Really"

"That's
great"

"Oh Cool"

What else could you do or say?



Keeping The Conversation Going

Ask questions:

Did you
have a good
weekend?

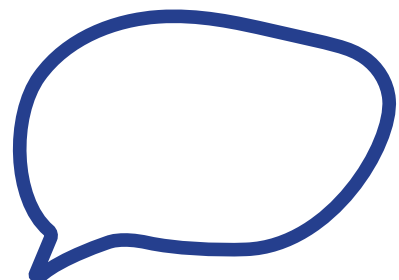
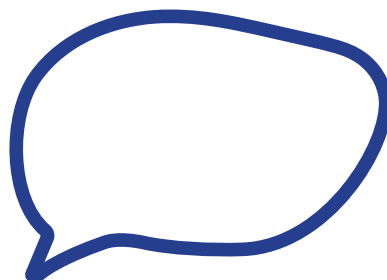
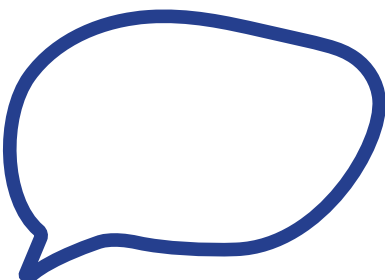
Did you
watch...?

What have you
been up to?

Listen to what they say.

Take turns.

What else could you do or say?



Who Can I Talk To?

It can be useful to have a list of people you can call, text or email when you have a problem. Here are some examples. Put your own information in (don't forget to add them in your take away section)

Who can I talk to if...	Name	Contact (Number or email)
I miss the bus, I can't come in...		
I can't find my room		
I need more time to complete work		
I have a personal problem		

Activity - Problem Solving

It is important to know how to work through problems before other actions begin to set in.

Actions such as **AVOIDANCE** and **PROCRASTINATION** are common.

AVOIDANCE

The action of keeping away from or not doing something

PROCRASTINATION

The action of delaying or postponing something by doing something else

Do you need to do this? If so, try the problem solving worksheet

Use the problem solving worksheet to work out potential problems.

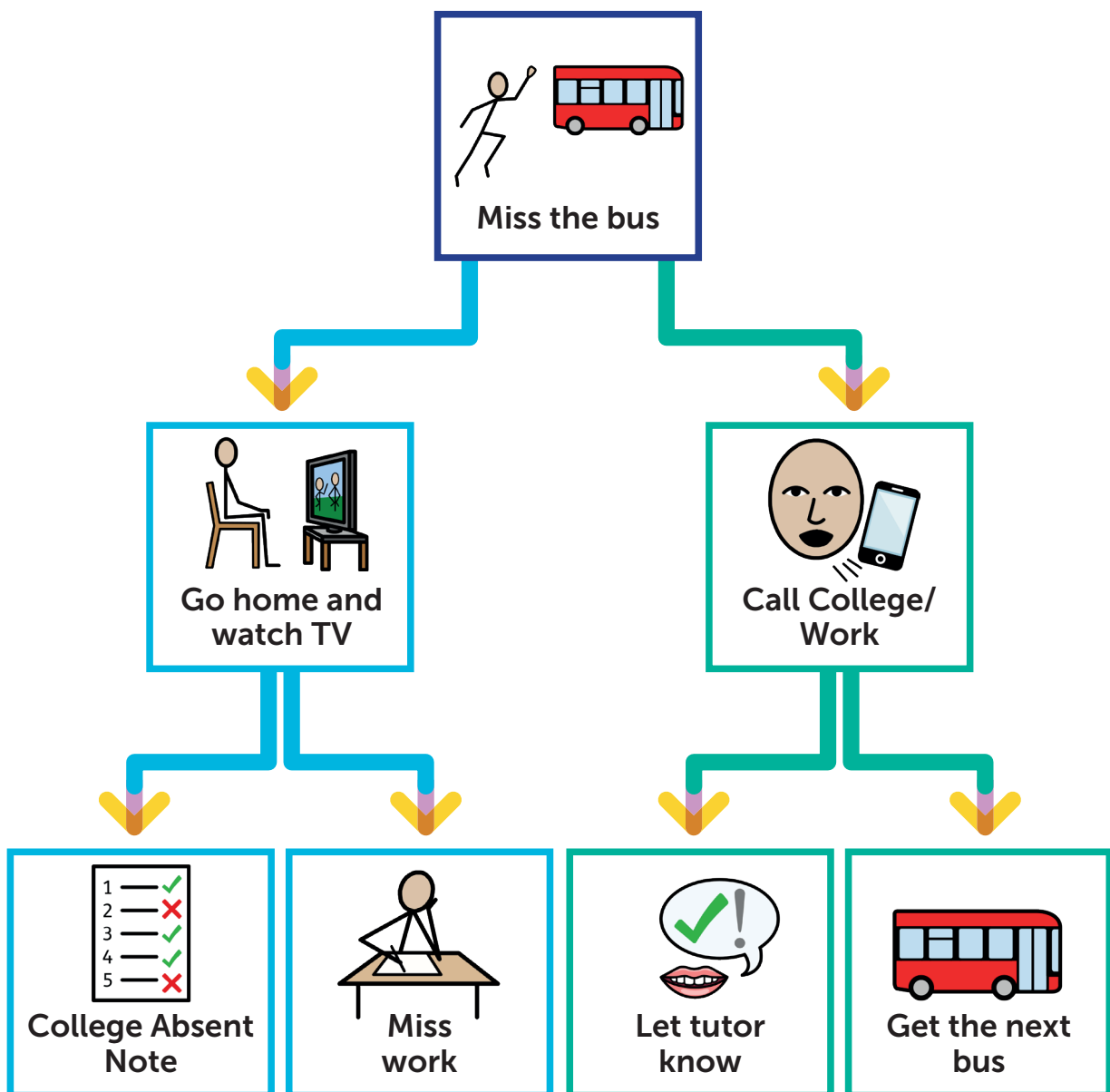
Here are some examples:

- I've missed the bus
- I have forgotten my dinner money
- I am lost
- I have forgotten my homework
- I am late for college
- I feel confused
- I feel anxious
- I have forgotten my timetable/
work schedule
- The work is too difficult
- I'm ill
- I don't understand the teacher
- I can't remember what I am
supposed to do
- I don't have a computer at home
- I don't have internet access

On the next couple of pages there is an example and a worksheet you can complete.

Activity - Problem Solving

Here's an example.



Activity - Problem Solving - Try One!

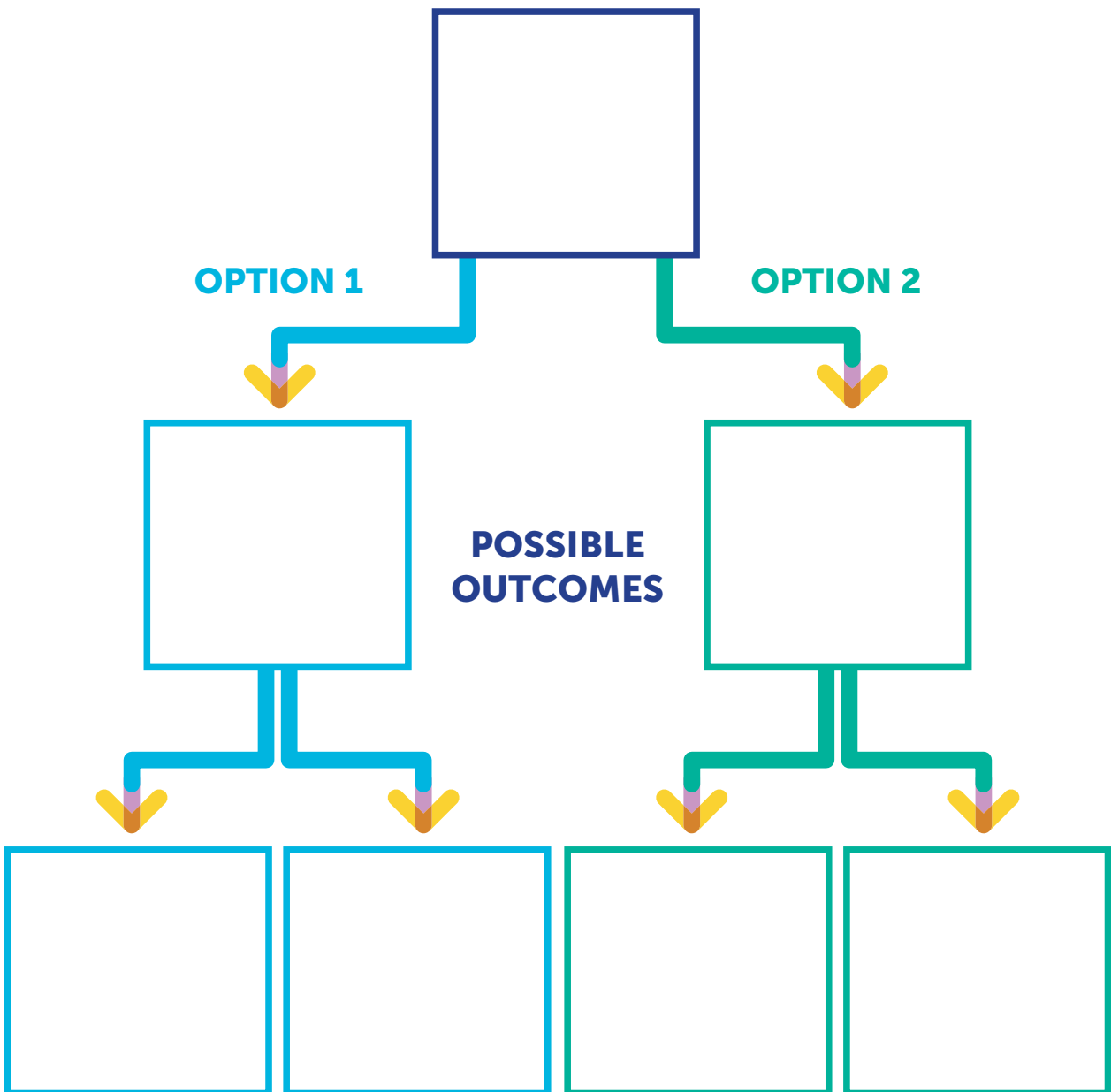
PROBLEM

?!

OPTION 1

OPTION 2







**POSSIBLE
OUTCOMES**



Technology

You may be allowed to use your phone to help you at college or work. These can be really useful helping you to remember and organise what you need to do.

Check which applications you know how to use and which you will learn how to use:

		Already use it	Will learn to use it
	Notes	<input type="radio"/>	<input type="radio"/>
	Reminders	<input type="radio"/>	<input type="radio"/>
	Calendar	<input type="radio"/>	<input type="radio"/>
	Email	<input type="radio"/>	<input type="radio"/>
	Calculator	<input type="radio"/>	<input type="radio"/>
	Maps	<input type="radio"/>	<input type="radio"/>

Terminology

You will come across lots of new words whether you're at college, completing an apprenticeship or in a new job.

The easiest way to help remember unfamiliar terms is to make a note of them when you come across them and work out what you know about the word or phrase using the example word score below.

Here are some examples to help get you started:

Word list	I don't know this at all	I've heard of it, I understand it but can't use it	I know this word well and can use it in a sentence
Tutor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal protective equipment (PPE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refectory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospectus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you come across a word or phrase you don't know - find out what it means and record it in a little personal dictionary that you can refer back to.			

Personal Action Plan

Use the information you've learned to fill in your plan below.

My Current Skills			
Barriers or other skills I need to work on			
My Goals			
Who Can Help Me?			
Actions			

Timetable

S = Subject
R = Room
T = Time

DAY			LUNCH			FINISH
Mon	S:	S:		S:	S:	
	R:	R:		R:	R:	
	T:	T:		T:	T:	
Tues	S:	S:		S:	S:	
	R:	R:		R:	R:	
	T:	T:		T:	T:	
Wed	S:	S:		S:	S:	
	R:	R:		R:	R:	
	T:	T:		T:	T:	
Thurs	S:	S:		S:	S:	
	R:	R:		R:	R:	
	T:	T:		T:	T:	
Fri	S:	S:		S:	S:	
	R:	R:		R:	R:	
	T:	T:		T:	T:	

What equipment and things will I need to remember on these days

Mon	
Tues	
Wed	
Thurs	
Fri	

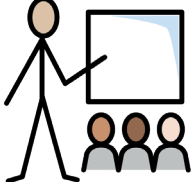



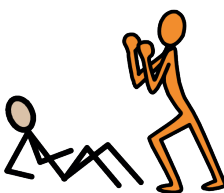
The Rules



	Attend
	Be on time
	Wear ID badges at all times
	Smoke/Vape in designated areas
	Be respectful people - places
	Dress appropriately for your course
	Do work on time

Do Not



	Miss Lessons
	Damage buildings or equipment
	Steal
	Be drunk
	Be under the influence of drugs
	Bully, intimidate or be abusive

Activity - CV Writing & Template

Here are the headings you should include in your CV, it shouldn't be more than 1 to 2 pages. Give it a try on the computer.

Name: (put this in BIG letters!)
Address:
Telephone number:
Email address:
OBJECTIVES Put in here why you want the job and what you can offer.
EDUCATION Put here where you went to school and what you achieved (try and think of all your achievements!)
EXPERIENCE Put in this bit anything you have tried - work experience, part time job, volunteering!
SKILLS Put in this bit what you are good at! (use the section on the booklet to help you)
ACTIVITIES Put here all the good things you like to do!
You might need to include references - this is the name and contact details of people who can tell people about you e.g. headteacher

The Incredible 5-Point Scale

The Incredible 5 point scale was created by Kari Dunn Buron, who describes the scale as 'breaking social and emotional concepts into 5 parts'. It is a very simple and flexible tool that can help a young person learn about emotional regulation (anger, anxiety etc) and behaviour.

Ideally the scale is created in collaboration with a young person and a parent/teacher/ employer. Once developed, the scale should initially be used on a 1:1 instructional setting before being used in a group setting.

The scale can help with co-regulation and self regulation. It can also be used for adults to recognise behaviours in young people and support them through their regulation even if they are not aware of their feeling or behaviours yet.

The scale is very versatile and can be used to support any behaviour. It can be used individually or in groups for a wide range of ages. The scale can be used before, during or after an event or situation. There is an example of a completed scale as well as a blank one for you to use.

Here is a link to the book for more information:

www.amazon.co.uk/Incredible-5-Point-Scale-Significantly-Improved/dp/1937473074

	Feels Like	Looks Like	What helps?
5	Lots of bad thoughts I feel like I am going to be physically sick Feel exhausted Agitated Not in control at all	Crying Being sick No work No concentration Leave the classroom Go to the toilet to be sick Not looking at anyone	I need to speak to Mum or Grandma on the phone
4	Thoughts are quite bad I feel a bit sick Feel like I'm losing control	Smiling Calm Can't concentrate and stay on task Might start scribbling out work Tapping fingers (however many times necessary) Chewing nails/thumb Leg 'diddling' Less eye contact used	I need to talk to a preferred member of staff who I feel understand me and to ask them questions
3	Thoughts are more frequent and are bad (or something I don't want to happen) Fidgeting and losing concentration As I approach number 4 the OCD is taking more control	Smiling Calm Can't concentrate and stay on task Might start scribbling out work Tapping fingers (however many times necessary) Chewing nails/thumb Leg 'diddling' Less eye contact used	I need to talk to a preferred member of staff who I feel understand me and to ask them questions
2	Thoughts start - occasionally Feel ok Still working hard I feel I have control	Smiling Calm Concentrating On task	I am ok in class. I might need to ask a question but I can carry on Don't ignore my questions
1	No thoughts Peaceful Working well Feeling good Happy Feel safe Feel confident	Smiling Calm Concentrating On task	Nothing - all good

The Incredible 5-Point Scale Diagram

	Feels Like	Looks Like	What helps?
5			
4			
3			
2			
1			

Activity

Top Tips For Parents/Carers:

Moving on and becoming a young adult is exciting, difficult and scary for both parents/carers and the young person. It is a time of increasing independence and change regardless of where they are moving on to.

Here are some things to consider:

- Encourage your young person to talk about their expectations and fears
- Foster independence - try and encourage them to do things for themselves
- Encourage confidence to speak to adults in different situations
- Give and get advice - teach them that everyone needs advice at times (be open to getting advice from them)
- Encourage effective communication - have open and honest communication - even if it may be embarrassing
- Understand that you might not always agree - conflict may occur - try and find ways of managing this without getting mad or angry
- Be a role model - show how to solve problems, apologise etc
- Work together - discover the problems and work together to find the solutions
- Reassure your young person and yourself!
- Continue sharing, listening and asking questions - this goes both ways

Put the important information that you can keep in your pocket or bag.

Talking to others:

**How I’m getting there
and what I’ll need:**

Who can I talk to:

My wellbeing reminders:

Fold here

Fold here

Notes



Student transitions
and preparing for
adulthood

Useful Links

MOVING ON - ONLINE

www.thespeechbubble.co.uk/moving-on

COMMUNICATION AND INTERACTION STRATEGIES

www.sites.google.com/thespeechbubble.co.uk/bctc

MENTAL HEALTH SUPPORT

www.eastlancshealthyminds.co.uk/details/directory/lancashire-youth--community-services/124/

lancashiremind.org.uk/pages/154-support-for-children-young-people

LOCAL OFFER INFORMATION (SUPPORT FOR SPECIAL NEEDS 0-25 YRS)

LANCASHIRE

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/young-people-and-adulthood/

BLACKPOOL

www.fyidirectory.co.uk/blackpool-local-offer

BLACKBURN WITH DARWEN

www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page

