



My Passport

by



Contents

Teacher Checklists

Unit 1 - Pre-arrival

- Parent letter
- Pupil letter
- Photographs of school
- School leaflet
- My personal record
- My family

Unit 2 - Welcome to our school

- Pre-measure
- School rules
- Map of new school
- My school day
- My website task
- Contact with parents

Unit 3 - People

- Name the teacher
- Friends

Unit 4 - All about me

- My pets
- All about me
- My homes
- My favourites
- Favourites game

Unit 5 - My new class

- My new class
- How well do you know your new school?
- Classroom treasure hunt
- Welcome wordsearch

Unit 6 - Review

- Post measure
- Contact with parents

Exit

- Memory page

Passport to New School Rationale

Over the last 30 years, there has been considerable research that has aimed to determine the effects of changing schools upon individual pupils. School transition has often been associated in research studies with a lowering in self-esteem and self efficacy, with psychological distress and decreases in academic achievement (Eccles & Buchanan, 1996). The majority of this work has concentrated upon the transfer between primary and secondary schools, and has led to various initiatives locally and nationwide to support children through this process.

Comparatively little research exists on the social and emotional impact of multiple school transfers that are often experienced by children and young people from military families. There is considerable evidence (Drummet et al, 2003; Johnson et al (2007); Swan et al, 2002) particularly from the United States, to suggest that Service children and their families are vulnerable to many additional stresses when compared to civilian children. Military families move on average every two to three years (Kelley, Finkel & Ashby, 2003) yet much of the literature focuses on the psychological impact of war, deployment and separation. As a result, research into the impact of these frequent relocations, particularly on children's school adjustment remains an understudied area.

The research that exists is mixed. Cornille (1993) found that a stressful adjustment period starting before a move and continuing for a time after the move is common. A determining factor in whether the transition is positive or negative seems to be the amount and quality of support provided to the child (Pollari and Bullock, 1989). However, it is also important to consider individual stages of development. For example, Hendershott (1989) found that recent moves coupled with five or more lifetime moves were associated with lower self-esteem in adolescents. Feelings of powerlessness over their own lives were also found to be especially relevant to the adolescents in this study. Nonetheless, Drummet et al (2003) noted that regardless of age, children from military families will have no choice in whether the family moves. Research suggests that a lack a sense of control over environment conditions may cause feelings of anxiety. Military children often face the prospect of leaving all that has become familiar to them and must learn to adjust to new surroundings, new faces, different expectations and standards for behaviour often with little notice.

The existing knowledge base on school transfer also highlights the importance of supporting pupils' personal and social adaptation in these areas. For example, evidence suggests that children who are involved in the movement process and have a sense of control over outcomes, adjust more quickly to then change and develop greater self confidence (Working with Military Children, 2003; Stroh, 1990).

Schools are in an ideal position to provide the transferring child with a programme to assist their adaptation to the new environment. Adaptation to a new school environment can be considered by reference to social, organisational and academic factors. These were explored by Hotton et al. (2004) as part of a joint project with The Australian Department of Education, Science and Training (DEST) and Department of Defence. This study includes evidence drawn from fifty five Australian schools and four supporting organisations and a literature review of other evidence in this area. The findings were evaluated by reference to focus groups, stakeholders and experts consultants. The resulting guidance (Students Move: Supporting Students Who Change Schools, 2004 (executive summary)) offers specific areas where pupils are likely to require support. These include aspects of the formal/informal setting, social and individual factors. In particular, the project hoped to minimise the negative impact of pupils changing schools by offering guidance to address anticipated difficulties associated with the move.

The current initiative draws upon this work and aims to facilitate adaptation by providing personalised 'entrance' and 'exit' packages. This programme includes six specific Units that are designed to facilitate pupil's adaptation to a new school environment by promoting the development of knowledge, understanding and skills. These Units are described below. It is intended that the Units inform specific activities that pupil's will follow with the support of school staff. Importantly, each Unit address a different aspect of adaptation. It is not intended that pupils complete all activities. Rather, activities are drawn upon as needed. Completed activities are included in a 'Passport' which continues to be used to record the pupil's school experience. On exit from the school the 'Passport' can be reviewed and activities prepared to support the pupil's induction to their next educational environment.

Unit Structure

Unit 1 - Pre-arrival

This Unit includes activities and information for the pupil prior to arrival at their new school. For example: a personal and family record, a School information pack for the pupil, a covering letter to the parent and child

Unit 2 - Welcome to our school

This Unit includes: map of the School and activity; School Rules and Timetables; School website tasks; administration of pre-measure

Unit 3 - People

This Unit includes information and activities about the adults in the School, Class Mates, and Friends

Unit 4 - All about me

Activities include reference to personal experiences, preferences and important information about the individual pupil

Unit 5 - My new class

Includes reference to classroom rules, practices and routines and learning activities; reference to informal social environment including play activities

Unit 6 - Review

An opportunity for the pupil to reflect upon their experience to date; completion of post measure; provide/obtain feedback to/from parents

Exit

Preparation for exit which includes a 'memories' activity, keeping in touch information; preparation of passport including completion of checklist



Teacher checklists



Teacher Checklist

Pupil _____ Start date _____

- | | | |
|--------|---|--------------------------|
| Unit 1 | Sent out to new family prior to commencement
(or day 1 if advance notice has not been received) | ✓ |
| | A Personal Record | <input type="checkbox"/> |
| | My family | <input type="checkbox"/> |
| | Parent letter | <input type="checkbox"/> |
| | Pupil letter | <input type="checkbox"/> |
| | School leaflet and photographs | <input type="checkbox"/> |
| Unit 2 | First session – day 1 | |
| | Pre-measure | <input type="checkbox"/> |
| | Discuss Personal record and My family | <input type="checkbox"/> |
| | School rules | <input type="checkbox"/> |
| | Map of new school | <input type="checkbox"/> |
| | My school day | <input type="checkbox"/> |
| | My website task | <input type="checkbox"/> |
| | Contact with parents | <input type="checkbox"/> |
| Unit 3 | Second session – day 2 | |
| | Name the teacher | <input type="checkbox"/> |
| | Friends | <input type="checkbox"/> |
| Unit 4 | Third session – day 3 | |
| | My pets | <input type="checkbox"/> |
| | All about me | <input type="checkbox"/> |
| | My homes | <input type="checkbox"/> |
| | My favourites | <input type="checkbox"/> |
| | Favourites game | <input type="checkbox"/> |
| Unit 5 | Forth session – day 4 | |
| | My new class | <input type="checkbox"/> |
| | How well do you know your new school? | <input type="checkbox"/> |
| | Classroom treasure hunt | <input type="checkbox"/> |
| Unit 6 | Fifth session – week 2 | |
| | Post measure | <input type="checkbox"/> |
| | Contact with parents | <input type="checkbox"/> |
| | Extra points to discuss | |
| | Surrounding areas / local attractions | <input type="checkbox"/> |
| | Out of school clubs | <input type="checkbox"/> |
| | How child feels about what has been left behind | <input type="checkbox"/> |
| | Differences between this school and last | <input type="checkbox"/> |
| | Two points of contact if worried / upset | <input type="checkbox"/> |

Moving On Teacher Checklist

Exit unit to be completed prior to exit

Pupil _____ Start date _____

-
- A Personal Record
- All about me
- Memory page
- My family
- Keep in touch
- My pets
- My homes
- Preparing passport for exit

Discuss and look at:

- New school website
- Map of new school



Unit 1

Pre-Arrival

This unit includes activities and information for the pupil prior to arrival at their new school. For example a personal family record, a school information pack for the pupil and a covering letter to the parent



Dear Parents

We are delighted that your family is joining our school and we are looking forward to welcoming you.

We have pleasure in enclosing some relevant school information and hope that the content helps you all settle quickly and happily into a life at You might also like to look on our school website for further details www.....

We run a structured and fun induction programme, during the first week, for new pupils and will be in contact with you during this time.

Please do not hesitate to contact us if you have any queries.

Kind regards

Headteacher

(Enclose photographs of the school and any relevant literature/flyers/leaflets)

Dear

We are very excited that you will soon be joining our school and we are really looking forward to welcoming you to our class.

We have enclosed some photographs of our school and suggest you look on our fun school website so that you feel you know a little bit more about us.
www.....

So that we will know a little bit more about you, could you please fill in the 'personal record' and 'my family' pages. We can then discuss these with you on your first day.

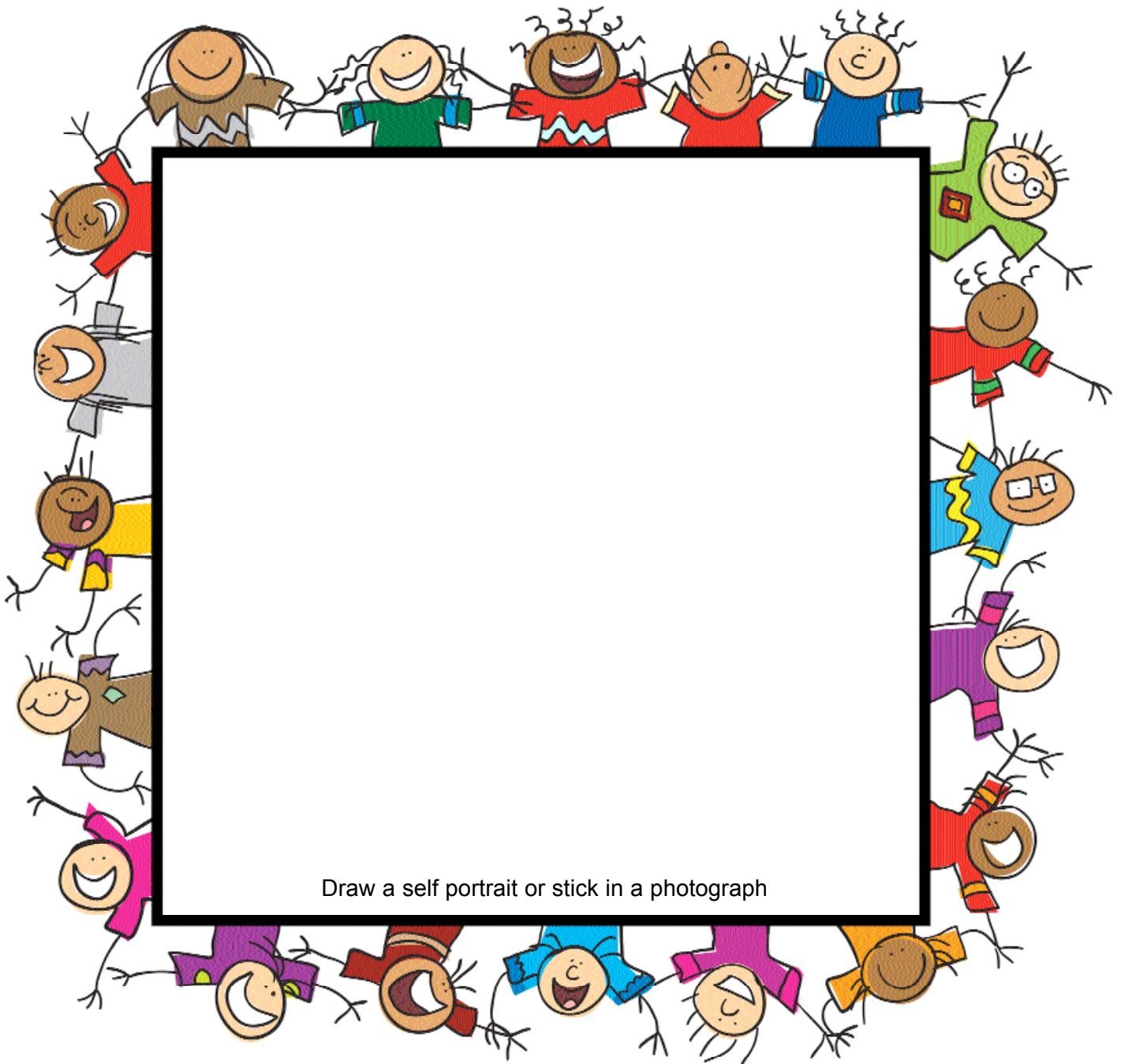
We will enjoy working with you to help you settle quickly and happily into school life at

(Enclose photographs of school)

A personal record

My name is _____

I am _____ years old



Draw a self portrait or stick in a photograph

Date _____

My family

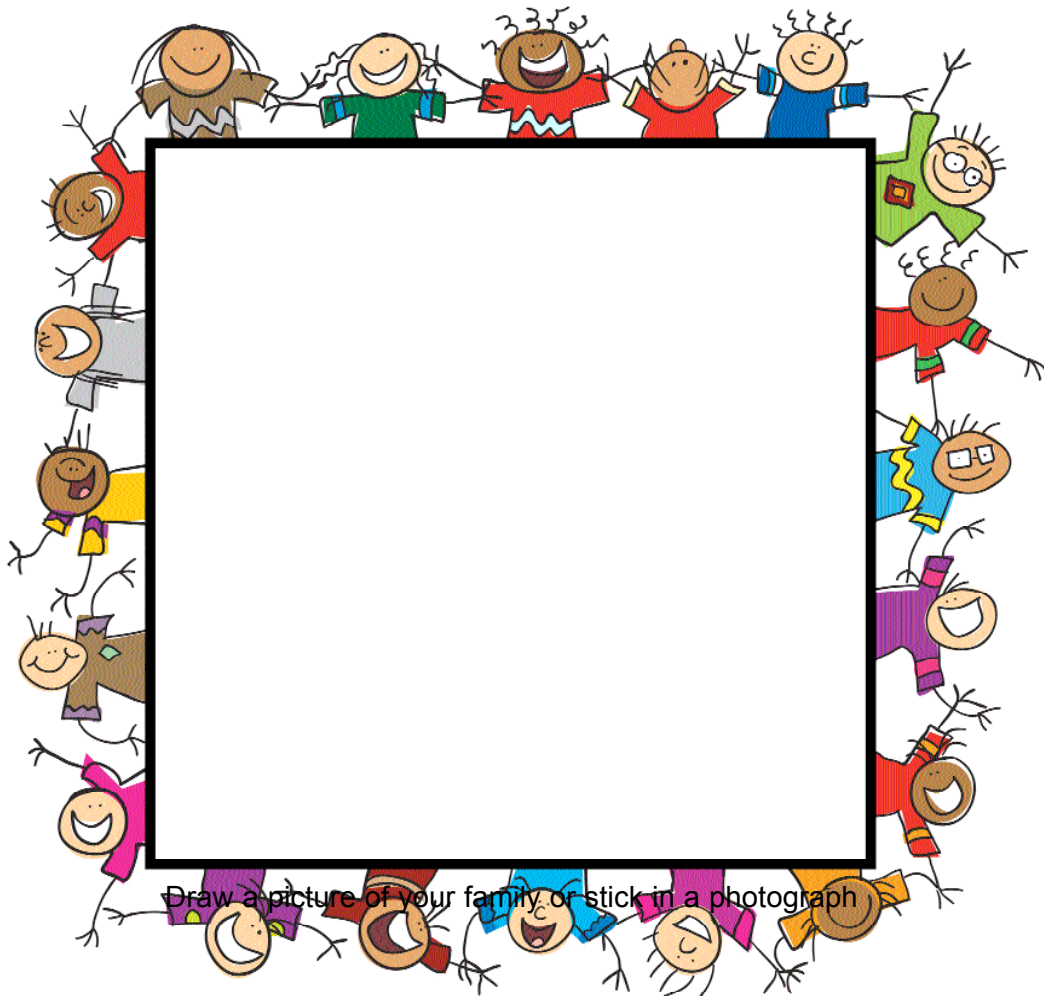
I live with _____

I have _____ brother/s named _____

I have _____ sister/s named _____

What people in my family do _____

Other special family members _____



Name _____ Date _____



Unit 2

Welcome to our school

This unit includes a map of the school and activity, school rules and timetables, school website tasks and administration of pre-measure.



How do you feel about ...



1 2 3 4 5 6 7 8 9 10



Not at all worried

I get very worried about it

Please rate each of the following concerns using the scale above

I worry about lunchtime

I worry about being bullied

I worry about starting new lessons

I worry about finding my way around

I worry about break times

I worry about being given harder work than I am used to

I worry about different rules

I worry about fitting in

I worry about not having help with my work when I need it

I worry about knowing where equipment is kept

I worry about making new friends

I worry about tests/exams

I worry about Assembly

I worry about losing old friends

I worry about different ways of learning

I worry about what to do if I am feeling ill

I worry about teachers

I worry about what the teacher might expect me to do

I worry about getting to school

I worry about being the new person

I worry about

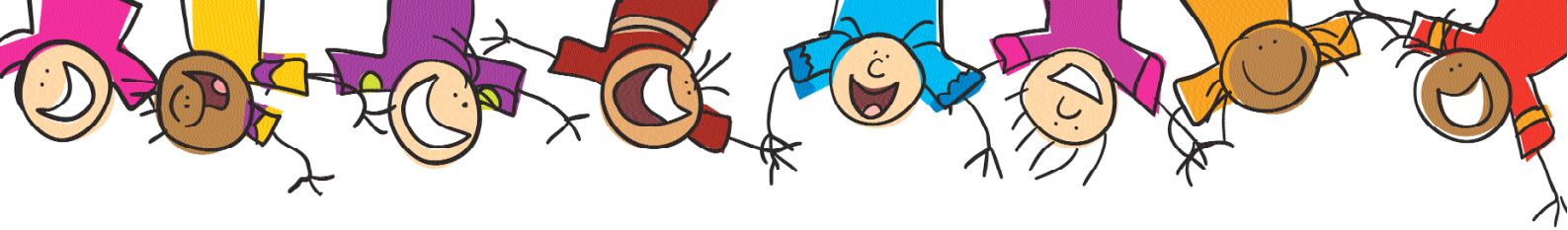
I worry about

I worry about

I worry about

If there are any other concerns you have you can write them in the empty boxes and rate them

Name _____ Date (Day 1) _____



School Rules

Discuss and colour in the school rules

Do be polite
and helpful

Do be gentle

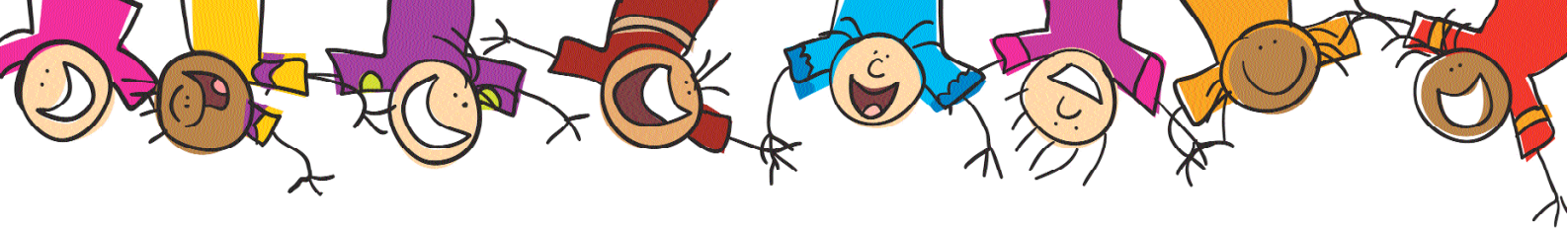
Do listen to others

Do be honest

Do work hard

Do look after
property

Name _____ Date _____



Map of my new school

As you walk around the school label and colour in:

Your classroom in **red**

The head teachers room in **blue**

The playground in **green**

The toilets in **yellow**

The office in **orange**

The Hall in **pink**

The ICT room in **brown**

The kitchen in **grey**

The medical room in **purple**

Paste a copy of school map

Name _____ Date _____

My school day

School starts at



_____ o'clock

We go to assembly at



_____ o'clock

every _____

We have break time at



_____ o'clock

We go to lunch at



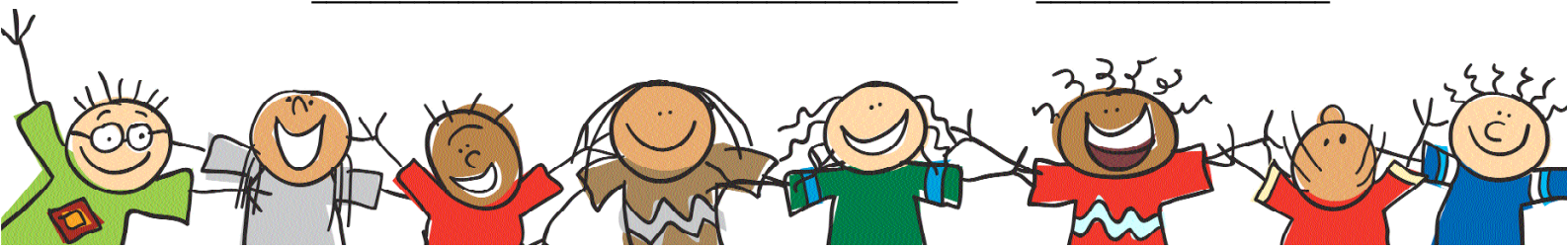
_____ o'clock

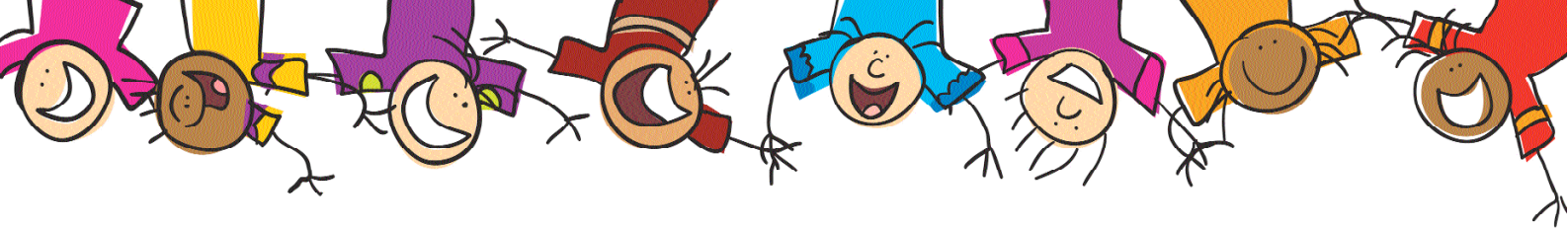
School finishes at



_____ o'clock

Name _____ Date _____





My website task

Look on the school website to answer the following questions:

I have PE on _____

We are given homework on _____

It has to be handed in on _____

If I do my best I will be rewarded with _____

The school clubs available to me _____

The current class topics are _____

Is my school uniform correct? _____

Name _____ Date _____

Contact with parents

Unit 2

Contact with parent ... / ... / ...

General summary of discussion



Unit 3

People

This unit includes information and activities about adults in the school, class mates and friends.



Name the teacher

Say hello to the following adults and then write their names.

Who is the Head Teacher?

Who teaches me?

Who works in the office?

Who are the Midday Supervisors?

Who do I go to if I am upset?

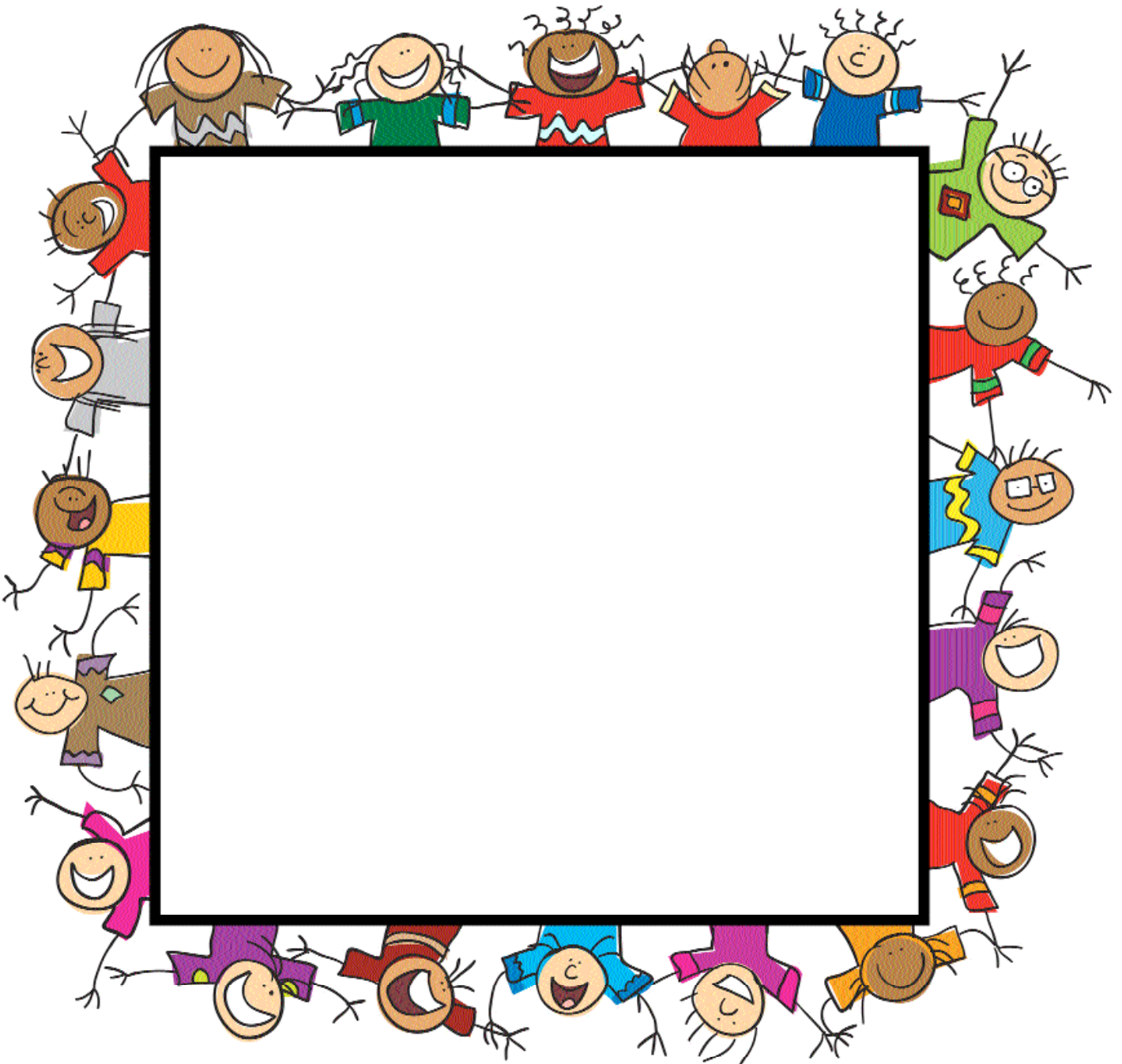
Name _____ Date _____



Friends

Draw a picture of a friend from your old school.
Discuss how you feel about moving away from this friend.
How are you going to keep in contact.

Describe what you like best about your friend
so you know what to look for in finding a new friend.



Name _____ Date _____



Unit 4

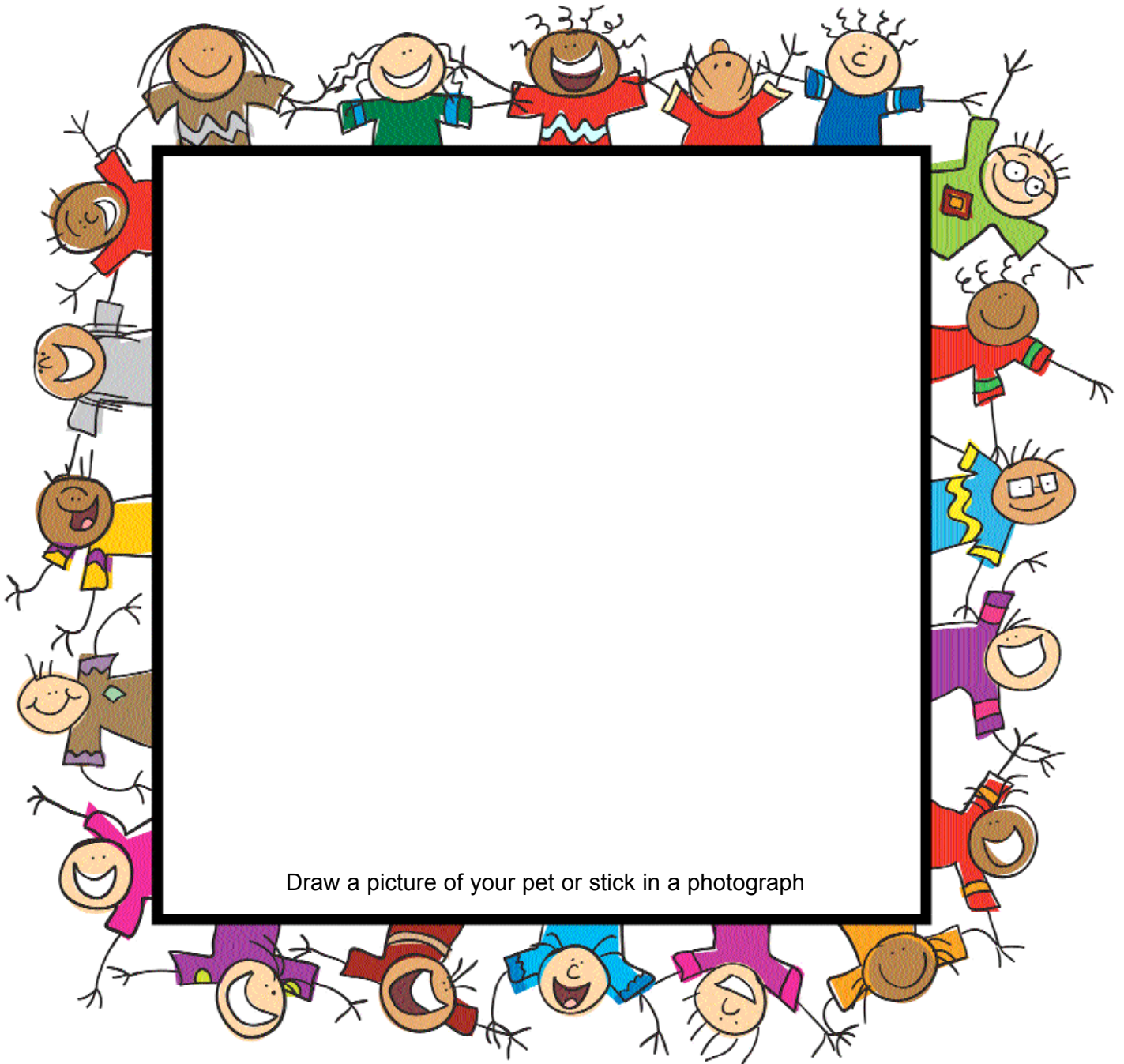
All about me

Activities include reference to personal experiences, preferences and important information about the individual pupil.

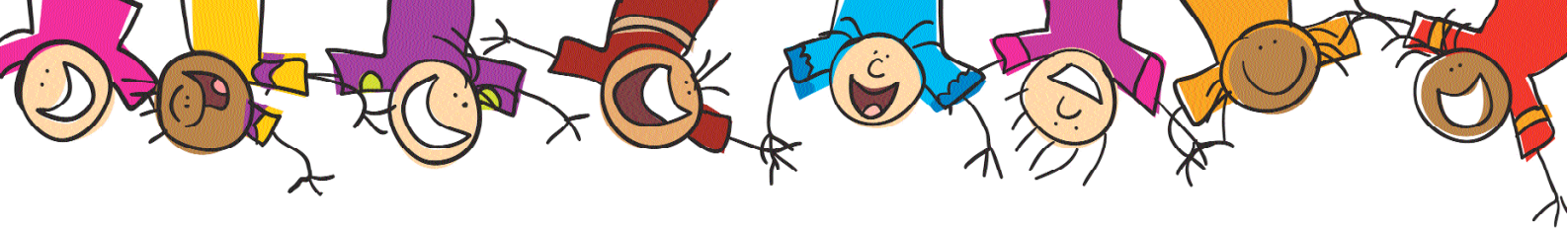


My pets

Tell us about any pets you have had



Name _____ Date _____



All about me

My hobbies are _____

I am good at _____

My friends are called _____

My best joke is _____

Something that is special to me is _____

The way I learn best is _____

I am proud of _____

My best memories from my previous school are _____

In this new school I would like to _____

In the future I would like to become _____

Name _____ Date _____

My homes

I have been to ____ primary school/s.

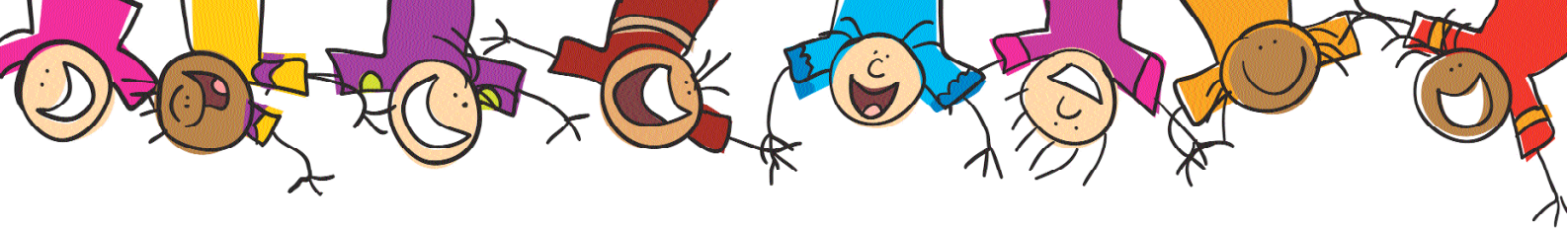
I have lived in ____ homes.

They have been in

Go to the world map and show us where you have come from.

Name _____ Date _____





My favourite

Music

Film

Book

Place

Day

Animal

TV programme

Lessons

Colour

Sport

Football team

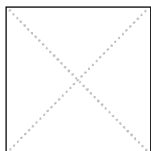
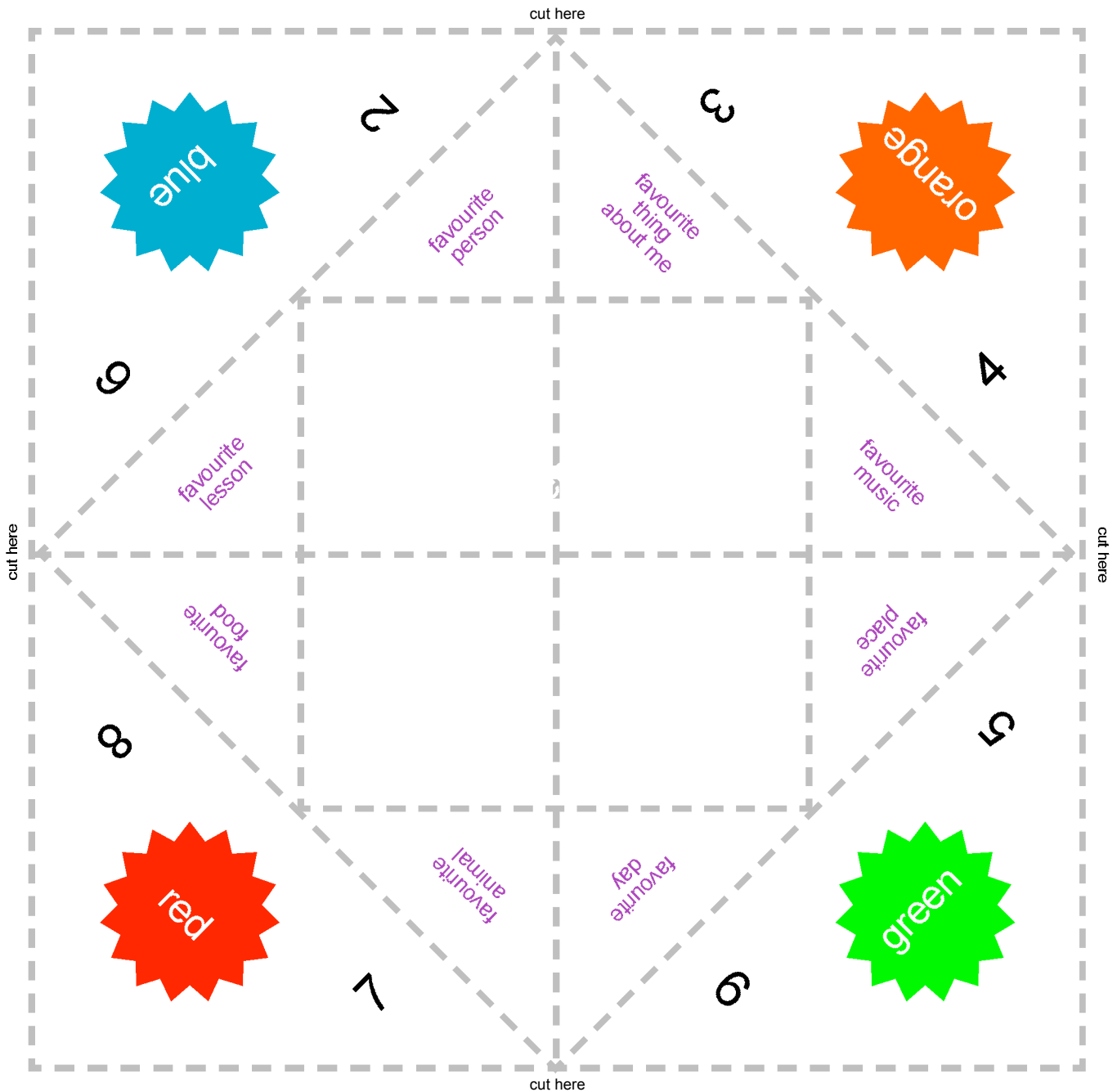
Food

Famous person

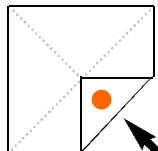
Name _____ Date _____

Favourites game

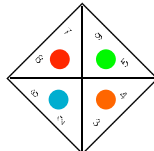
Cut out 'flick flack' game and enjoy finding out more about one another



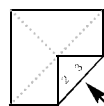
Place paper printed side down on a flat surface



Fold up all four corners so that the points meet in the middle



It should now look like this. Flip it over



Fold up all four corners so that the points meet in the middle



Flip it over. It should now look like this.



Now fold the top back



Work your fingers into the four corners from the fold side - work the creases to form the four points.



Unit 5

My new class

This unit includes reference to classroom rules, practices and routines and learning activities; reference to informal social environment including play activities.



My new class

My teachers are called _____

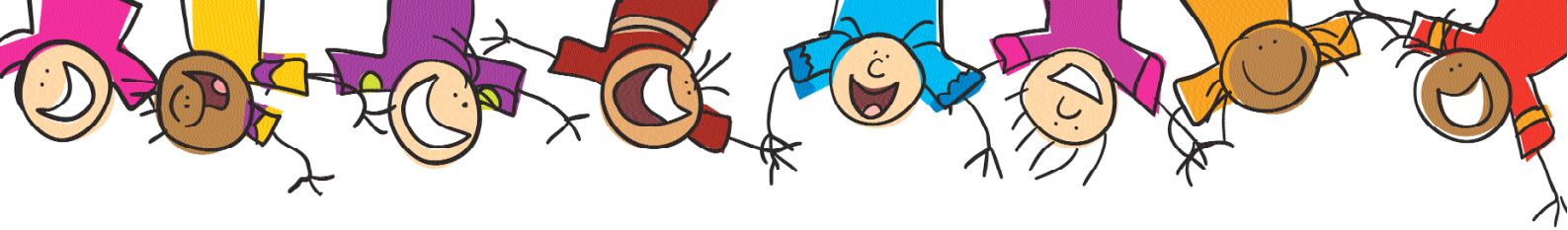
These are the names of children in my class

What do I want people to know about me?

Who likes doing what I like doing?

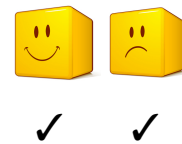
Name _____ Date _____





How well do you know your school?

Place the happy and sad cubes at opposite sides of room.
Stand next to the cube that answers the teacher's questions.



I know how to:

- Find my way around without difficulty
- Direct someone to the toilets
- Direct someone to the office

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

I know:

- The school rules
- All the teachers names

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

I know what to do if:

- I cannot do my homework
- I get bullied or something frightens me
- I am confused or worried about something at school
- I am late to school
- I feel ill
- I need help

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

Name _____ Date _____



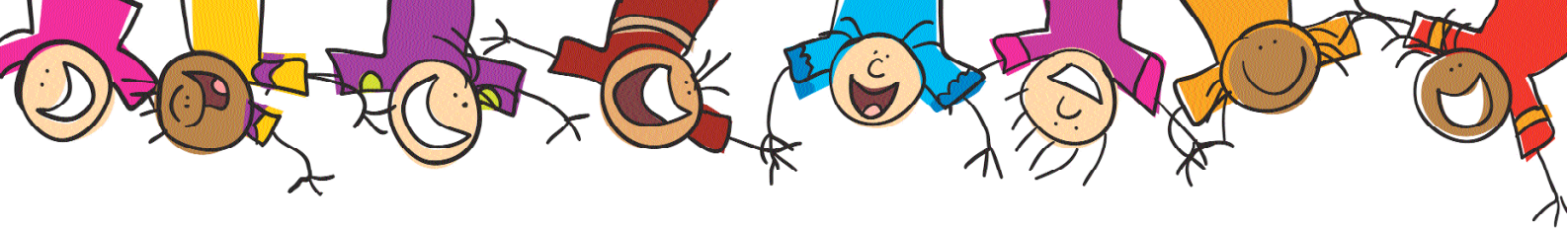


Classroom treasure hunt

Ask two children from your class to join you and help find the answers to these questions.

- Where are the wet play games?
- What are the rules for wet playtimes?
- Where are the scissors kept?
- Where are the dictionaries kept?
- When is the best time to go to the toilet?
- When are you allowed in the classroom?
- Where would you find A4 and squared paper?
- Where are the lunchboxes kept?
- Where are the water bottles kept and when can you drink from them?
- Are there any special classroom routines?
- What are the playground rules?
- Do I have a drawer or box to put my own work in?
- Where do you put completed homework?
- Is there a buddy system?
- What do you do if you are being bullied?
- Where do I keep my coat?
- What do you do if you are late to school?
- Where do I keep my PE kit?
- Which are the best school clubs to attend?





Wordsearch

h	x	h	e	r	o	j	z	e	e
a	d	r	f	y	u	y	n	t	t
p	a	b	w	e	l	c	o	m	e
p	d	s	j	o	i	n	e	d	e
y	u	y	o	u	r	a	n	u	u
h	a	v	e	q	i	z	b	o	l
z	s	c	h	o	o	l	y	b	i
w	e	o	y	w	f	y	s	f	t
q	q	e	e	u	d	w	y	l	o
y	e	n	b	k	j	u	f	r	n

Find these words in the wordsearch:

welcome
school
you

to
we
have

your
are
joined

new
happy
us

Name _____ Date _____



Unit 6

Review

An opportunity for the pupil to reflect upon their experience to date, completion of post measure and to provide/obtain feedback to/ from parents.



How do you feel about ...



1 2 3 4 5 6 7 8 9 10



Not at all worried

I get very worried about it

Please rate each of the following concerns using the scale above

I worry about lunchtime

I worry about being bullied

I worry about starting new lessons

I worry about finding my way around

I worry about break times

I worry about being given harder work than I am used to

I worry about different rules

I worry about fitting in

I worry about not having help with my work when I need it

I worry about knowing where equipment is kept

I worry about making new friends

I worry about tests/exams

I worry about Assembly

I worry about losing old friends

I worry about different ways of learning

I worry about what to do if I am feeling ill

I worry about teachers

I worry about what the teacher might expect me to do

I worry about getting to school

I worry about being the new person

I worry about

I worry about

I worry about

I worry about

If there are any other concerns you have you can write them in the empty boxes and rate them

Name _____ Date (Week 2) _____

Contact with parents

Unit 6

Contact with parent ... / ... / ...

General summary of discussion



Exit Unit

Preparation for exit which includes a 'memories' activity, keeping in touch information; preparation of passport including completion of activities detailed in checklist.

On exit from the school the 'Passport' can be reviewed and activities prepared to support the pupil's induction to their next educational environment.

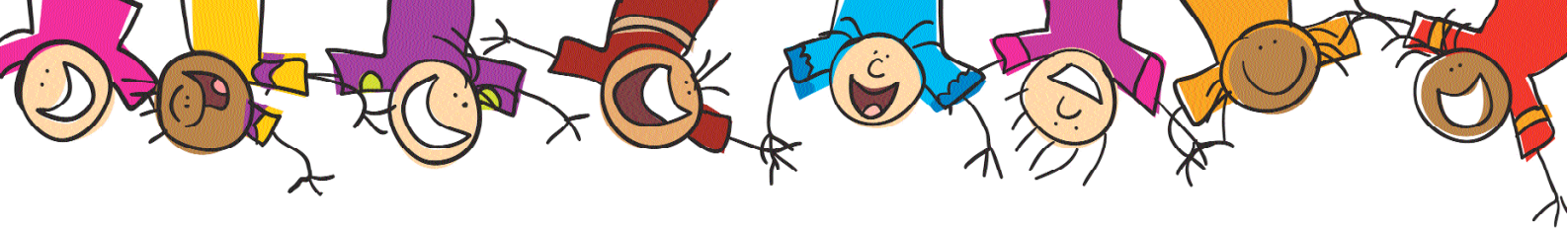


Memories page

School memories are unique and precious.
Use this page to tell us those most special to you.

Name _____ Date _____





Keep in touch

Name
Address

Phone
Mobile
Email

Stuff about them

Autograph

Name
Address

Phone
Mobile
Email

Stuff about them

Autograph

Name
Address

Phone
Mobile
Email

Stuff about them

Autograph

Name
Address

Phone
Mobile
Email

Stuff about them

Autograph