



# Get Set School

(N2P1 Transition for  
Parents)

**Supporting you and your child into  
Education**

A handbook for parents and professionals working with  
parents.

Developed by Sure Start and The Children and Young  
Peoples Team; in partnership with parents.

## Introduction

You will have completed your child's application for the school of your choice and may already have been informed to which school your child has been allocated .

This programme is designed to support those parents/carers of children who will be making the transition from community groups or home to School.

The programme explores ways in which we can support your child with this transition process.

The programme is designed to allow you to follow the sessions at your leisure, however it is advisable that you follow the sequence of the sessions to ensure that all areas are covered.

Some aspects of this programme can be completed alongside another adult or on your own.

We suggest you work through this programme in the months before your child starts school.



# Get Set School

## Supporting you and your child into Education

### Programme

#### Section One—Learning outcomes

1. To explore positive memories of your own education and what, why or who made them memorable and important.
2. Working together as a team—What do you want for your child and how do you plan to get there.

#### Activity

Remembering the good times

Getting along together.

#### Section Two—Learning outcomes

1. A recognition that the parent is the most important person in the child's life
2. Recognising and developing parents listening communication skills.
3. An insight to the ORIM framework.
4. The influence music, rhythm and rhyme has in learning.
5. The benefits and importance of imaginative play.

#### Activity

You are your child's first teacher.

The importance of listening and play in learning.

What skills children have?

Making the world bigger for your child & imagine-

#### Section Three—Learning outcomes

1. Understanding the role teachers play in our children's lives and working together.
2. Looking at our expectations of education and how that matches with the reality.
3. Developing organisational skills and changing routines.

#### Activity

Our ideal teacher.

Sharing information.

Starting school checklist.

#### Section Four—Learning outcomes

1. Why homework is important and how we support this at home.
2. The importance of stories, books and reading and how we support this.
3. Awareness of how we use maths and numbers at home and how to use everyday situations to develop an awareness of numbers.

#### Activity

**Reading at home and school.**

**Maths at home and in the wider world.**

#### Section Five—Learning outcomes

1. Identify or know your trigger points
2. Exercises for keeping calm, managing our anger and relaxing.

#### Activity

Know your triggers

What is anger?

Keep yer heed!

#### Section Six—Learning outcomes

1. What do parents want for themselves? An opportunity to look at the future.
2. Useful numbers and web sites.
3. Evaluation

#### Activity

Dreams and hopes

activity

Reference guide

Evaluation



## Section one

### Welcome!

My name is **Hooter** and I will be guiding you through your child's journey into Education.

I hope you find the course informative and **Remember**—Have fun!



### Preparing for School

- ☺ Remembering the good times—our early memories.
- ☺ Getting along together.

### Activity

*What are your memories of school? We all have them—good or bad! For now we are going to think of the good ones.*

*Using the "Good Times!" Sheet (overleaf), describe the memory. and the age you were when it happened.*

*What happened? Where were you? Who was with you? How did you feel? Why is it a good memory?*



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## Section One



Good Times!

Age

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |



## Section One

### The importance of team work!

#### Hooter Say's

It is important that children know that all adults in their lives are working together and giving the children the same information.



Look at these questions, answer what you can and put your thoughts and ideas on the worksheet overleaf:

1. Are you aware of who influences your parenting style?
2. How do you as a family work out the rules and routines of your household?
3. How is your child's challenging behaviour dealt with?
4. Do you and other adults deal with children's behaviour in the same way?
5. Do you feel there are changes you can make to enable everyone to work as a team?
6. Are you aware of people who can support you, and if so who are they?



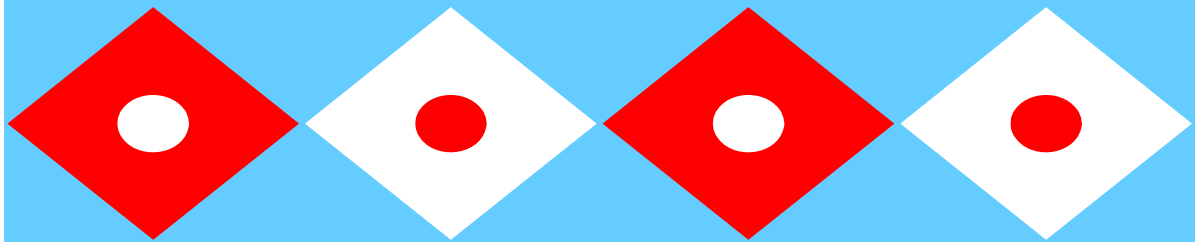
## **Making changes - your thoughts and ideas**

### **Remember!**

**These are just ideas that come into your head.**

**You can change your mind.**

**Just remember to discuss this with the important  
adults in your life!**



From this list, choose what are the most important things you want your for your child?

To feel happy

To feel healthy

To feel confident

To show interest

To make friends

To want to learn

To respect others

To be able to concentrate

To be independent

*Write any others here*

To take turns

To be able to listen

To ask for help

To go to the toilet unaided





**From the previous activity, have you noticed that you want the same for your child as you want for yourself?**

**Why do you think this is?**

**What did you feel you achieved at school?**

**Do you want this for your child or something different?**

**How do you plan to support this?**

*For example: The parent that found reading difficult may be determined that their child does well in this area .*

*OR*

*This parent may feel that they have got through life finding reading difficult and does not feel it is a barrier for their child.*

*What is your view?*



## Section Two

**Hooter says**—remember that you are your child's first teacher and their home is the first place they learn.



### The importance of play:

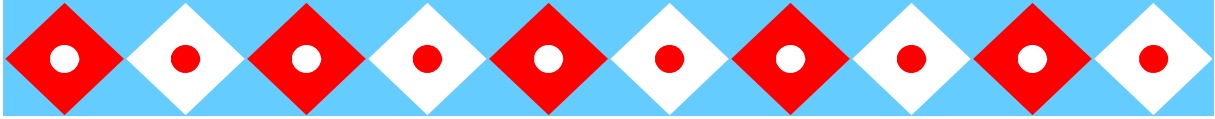
- ☺ You are your child's first teacher.
- ☺ The importance of listening and play in learning.
- ☺ What skills do our children have?
- ☺ Importance of imaginative play

You are the most important person in your child's life!  
When they start school other people will have an influence  
on how your child sees their world.  
Your child trusts you and knows they have your unconditional  
love.

This should provide some comfort to you when they are  
pushing you and you are at your wits end!  
Your child starts learning from the day they are born.

### **Be Aware!**

Your child is watching how you act in day to day situations  
and will copy your actions in similar situations they might  
find themselves in!



## Listening Activity

In this activity we are going to look at our own experiences of listening and being listened to.

How do you listen when having a conversation?

If you have another adult to work with then use the cards on the next page.

However if you are working alone see Listening Activity Sheet 2.



### *Using the Listening cards*

- *One adult is to tell a story*
- *The other adult is to listen using the prompts on the cards.*
- *Have turns at telling a story and using the cards.*
- *Be aware of the different listening styles*
  - *How did each style feel?*
  - *What style did you prefer?*



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# Listening Cards

1

When you are listening, you will seem really bored and look around you, at your watch and avoid eye contact.

2

When you are listening, you will interrupt, finish off sentences and have a better story to tell.

3

When you are listening try to be very interested. Try not to talk and listen as hard as you can. Try to check out what your partner has said by repeating parts of their story to them.

# Listening Activity Sheet 2

To be used on your own.

How do you feel when you are talking and the other person seems really bored and looks around, glancing at their watch and avoiding eye contact?

How do you feel when you are interrupted, have your sentences finished off and your friend always has a better story to tell?

How do you feel when someone really seems interested in what you are saying. They repeat parts of the story back to you and give you lots of eye contact and encouragement to continue talking?

How would this feel for your child?

**BE AWARE!**

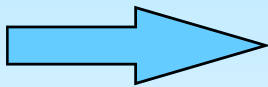
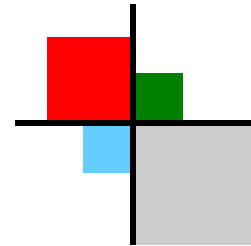


# Learning through Play



We might not realise it, but we are teaching our children every time we interact with them. Children love to be with us, watching and copying how we are in different situations. Most learning happens during everyday activities like Shopping, household chores and just chatting together.

Are you aware of any time you have observed your child copying a familiar adults actions/sayings etc?  
Give 3 examples below:



## Activity

*Here is an example—  
Playing with a toy telephone, your child is observed using your phrases and mannerisms*

1

2

3

Hooter says: We have 100 BILLION brain cells. The earlier we help them connect through play and chatting, the better.





# O.R.I.M

## The O.R.I.M framework

- ♦ **Opportunities:** We provide lots of *opportunities* for our children to learn. This means it can help if we are aware of the chances for learning in everyday things we do.
- ♦ **Recognition:** Children learn all the time.
  - ♦ However, children learn better when we *recognise* what they are doing.
  - ♦ It makes them feel good and valued, so they want to learn more.
- ♦ **Interacting:** Children enjoy joining in with our activities and also enjoy if we join in with theirs. So by *interacting* and doing things together, our children learn more.
- ♦ **Modelling:** Our children learn a lot from copying us.
  - ♦ We are role *model's* for our children. If they see us having fun, e.g. reading, they will have fun reading too! The other side to that is if we over react in a situation, there is a greater likelihood that our children will deal with a similar situation in the same way.
  - ♦ (*and get in trouble for it!*)

Think of a time you and your child have been together and you are doing something you enjoy.

For example: Talking to your friend on the phone

Your child is watching and listening to you.

Have you then seen them copying how you spoke and acted while on the phone!!!

### **Be aware**

This also happens when they are watching you having difficulty dealing with a situation and they copy that too!!



## Section Two

The list below is typical behaviour for a four or five year old. As all children develop at different stages, your child might or might not be doing these.



**Have you noticed any of the development listed below in your child?**

- ☺ Enjoys repetition—Same story, toys or game.
- ☺ Can use complete sentences.
- ☺ Can recognise and maybe write their own name.
- ☺ May add "ed" to words to form a past tense e.g. "gotted a book"
- ☺ Can put story cards in sequence.
- ☺ Enjoys climbing, swinging, hopping and tries to somersault.
- ☺ Will scribble lines in pretend writing, enjoys drawing and finger painting.
- ☺ Can come over as bossy but can make friends.
- ☺ May have an imaginary friend and have an active imagination.
- ☺ Wants to please you but can still lie.
- ☺ They learn by doing and copying.
- ☺ Are influenced by other children, have friends based on shared activities and may exclude other children.
- ☺ Love being read to and ask lots of questions.
- ☺ Enjoys pretending to read books or telling you a story.



# Section Two



## How can we help our Child's brain develop:

- ☺ Making the world bigger for our child.
- ☺ Music is good for you!
- ☺ Things we do to help our child learn.
- ☺ Home is our first classroom and we're teacher.

Hooter says When a baby is born interaction with other people enable connections to be made in the brain.

The stimulus we provide help the cells connect and grow. These are electrical impulses which form pathways and patterns allowing us to make sense of the world around us.



### Activity

*Lets have a go at extending our child's world.*

*Find an object you want to explore. (example: yellow duck)*

*Look at your object. Find other objects that would give you more information about your object.*

*How can you use the objects you have found?*

*What did you find out?*

**Object:**

**Discuss the object with your child—let them find the answers**

**What we found out about our object:**

- 
- 
- 
- 
- 
- 
-

## Object: Yellow duck

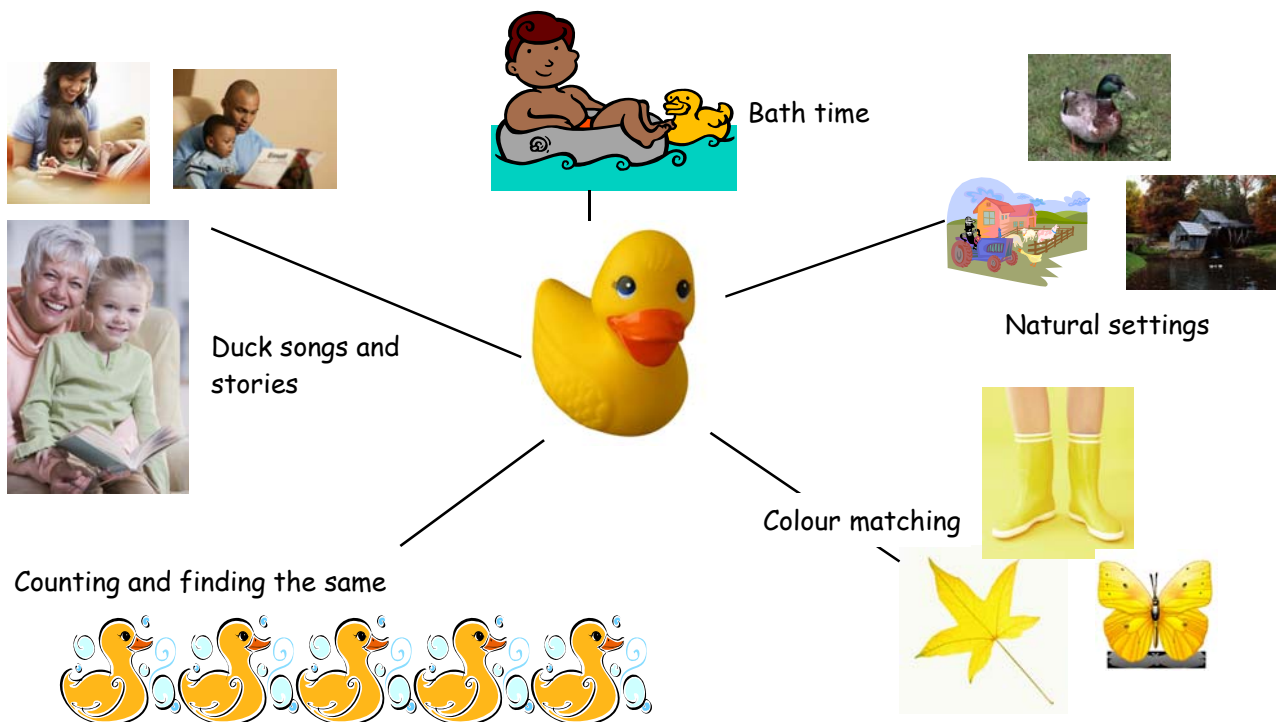
You could discuss this with your child—let them find the answers

Examples of what we found out about our object:

- *It floats in the bath*
- *It is soft and smooth*
- *It squeaks*
- *It has an orange beak*
- *They can be different sizes*
- *They can be different colours*

Examples of how you could extend your child's world and building brain connections in relation to your object by:

- See real ducks at the farm or park
- Singing "5 little ducks went swimming one day"
- Reading duck stories i.e. Daisy Duck
- Finding similar coloured objects
- Finding similar objects
- Counting
- Playing with and exploring the object in different settings i.e. bath or sink





# Music is good for you!

Hooter says: "Most of us enjoy music! Music is fun but it also good for the brain. It seems that it is one things that makes us use both sides of our brain. It gives us a "buzz" and helps the brain make lots of connections.

Babies can hear before they are born. Can you remember a tune your baby moved to, while still in the womb.

A beat , rhythm and music helps us in all areas as we develop and grow. Think of walking? One foot after another and the rocking rhythm that goes with it.

When singing, never worry about how you think you sound! Your children will always think you are wonderful!

Match, with a line, the action to the nursery rhyme you think would help the child learn that action:

For example:

\*Moving and actions in music.

\*"Ring a ring of roses"

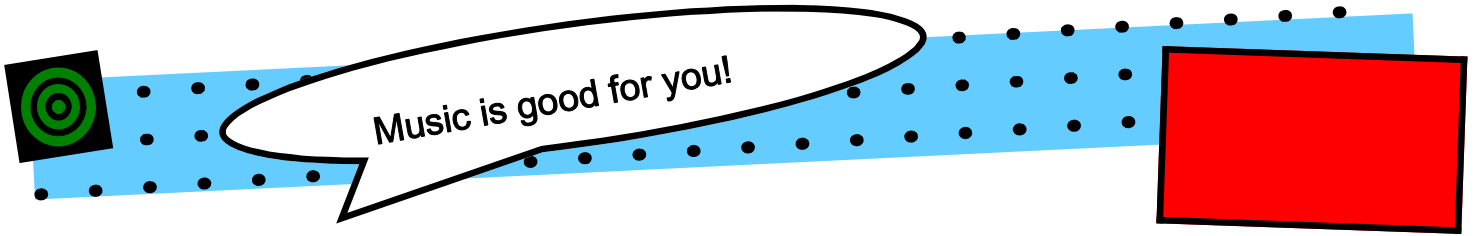


## Action

- Learning about moving to music
- Thinking how we can speak in rhythm
- Helping calm a child down
- Having fun using actions
- Learning about counting
- Learning colours
- Anticipating what comes next

## Rhyme

- *" I love to sail in my big blue boat"*
- *"Pop.....Goes the weasel"*
- *" One, two, three, four, five once I caught a fish alive"*
- *"Hey Diddle ,Diddle"*
- *"The wheels on the bus"*
- *"Ring a ring of roses"*
- *"Rock-a-bye baby"*



**Circle the development you think music helps in our children:**

Reading

Speech

Memory

Maths

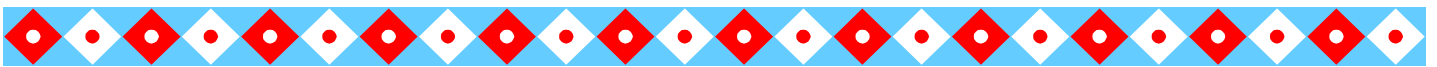
Co-ordination

Sense of humour

Problem solving

Turn taking

Go to the end of this session for answers



**Music in our lives:** Try to add a few of your own ideas !

- Listening to the radio—try a different station, like Classic FM!
- Rhymes and songs—include your child’s name as part of it!
- Make music—use things from around the house e.g. cereal box drums!
- Dancing and moving together to favourite songs.
- Having a quiet bed-time song as part of the bedtime routine.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Things we do that help our child learn

**Hooter says:** Remember, we have been teaching and helping our children learn, from the day they were born!  
Now our child is older, we will still be the most important person in their lives, only now they will get further learning opportunities at school along with the ideas, opinions and influences of other adults - Remember, you are your child's first teacher!!





## Section Three



**What is Imagination?**

**We are moving onto looking at imagination.**

**Here is a definition.**

**Imagination:** the ability to remember, dream, create, improvise and in the process entertain oneself anywhere and anytime.

We don't have to sign the kids up for drama classes in order to encourage imagination

**Hooter says:** It is tempting to allow your child to play computer games, watch T.V etc as it allows you to get on with your day to day business however spending five to ten minutes a day playing with your child will encourage the development of your child's imagination.

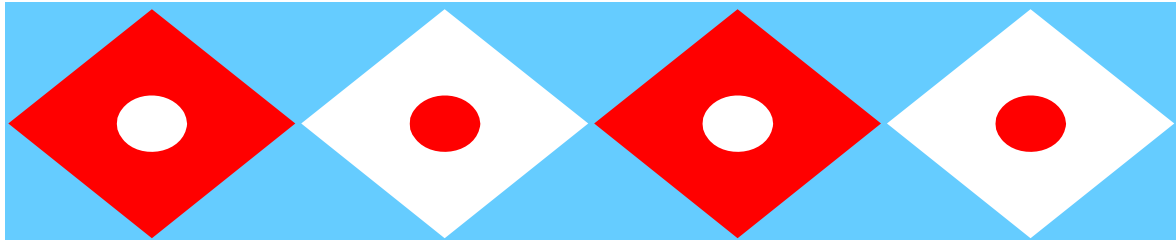


One way today's parents deny their children the opportunity to use their imaginations is by overscheduling enrichment activities, lessons and tutors, and allowing a steady diet of TV

A return to some of the simpler activities of our own childhoods can pave the way to more imaginative freedom!



## Section Three



Do children still have the time and initiative today to fight pretend dragons, have an imaginary friend, or dress up as a fairy tale princess? Or is plain old imagination fighting a losing battle with iPods, video games, organized sports and T.V. shows?

Just what is so important about imagination?

Here are some amazing benefits that come from developing the imagination:

- Imagination helps school-age children solve problems by helping them think through different outcomes to various situations and role playing ways to cope with difficult or new circumstances.
  - Imagination allows children to practice real-life skills. From shopping at a pretend shop to giving characters and voices to dolls or puppets, children's imaginative play helps them to practice and apply new learning and better understand how those skills are used in the real world.
  - Imagination encourages a rich vocabulary. Telling and hearing real or made-up stories, reading books and pretend play help children learn and retain new words.
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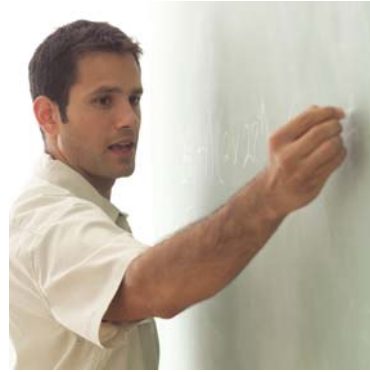


# Section Three



## Activities week three:

- ☺ Our ideal teacher.
- ☺ Sharing information.
- ☺ Starting school checklist.
- ☺ Routines and organising.



### Activity

*Can you remember back to your school days? Did you have a teacher who had a positive influence on your life? With these thoughts in mind, complete the following activity:*

*Imagine your ideal Teacher:*



## Section Three

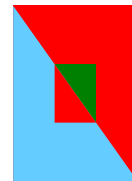
### Activity

It is your child's first week at primary school and your child's teacher, Mrs Thomson asks if you can come and see her for 5 minutes when you collect your child .

How do you feel?

What do you think?

What do you say?



### Helpful hints

v Relax

v Don't

*imagine the*

*worst*

v Prepare

v Listen

v Talk



## Section Three

### Useful conversation starters.....



- "There was something I wanted to talk to you about..."
- "When's a good time for us to talk?"
- "I'm a bit confused, can you explain that again"
- "I was thinking about what happened yesterday..."
- Can I think about that and get back to you?

### Be aware of...

#### Remember!

- v Relax
- v Don't imagine the worst
- v Prepare
- v Listen
- v Talk

- Your body language
- Give eye contact
- The tone and level of your voice
- Let the other person know your are listening  
I.e. nodding your head, smile etc



## Section Three



### Ideas for contacting school

Like the previous activity there may be a time when you wish to speak to a member of staff at your child's school

Here are some ideas that you should consider:

- Put a note in your child's diary
- Telephone the school and ask to make an appointment to see the member of staff you wish to talk to.
- Speak to your child's teacher at the end of the day rather than in the morning
- Write a letter.

#### Remember!

- v Relax
- v Don't imagine the worst
- v Prepare
- v Listen
- v Talk



## Section Three

### Starting School Check List

- School Uniform bought and child's name is on everything?
- Gym bag made up with gym kit and name tagged?
- Change of shoes for when in school? (e.g. black rubbers)
- Pencil case—Filled and name on it?
- Does my child recognise their own coat and shoes?
- Lunch arrangements—School dinners or packed lunches?
- Snack/drink for playtime?
- When does my child start and finish school?
- Childcare arrangements—discussed with the carer, child and school?
- Are all school forms filled in E.g. emergency contact etc?
- What do you plan to do while your child is in school?
- A packet of tissues !!!
- Take your child's photograph before you leave as Cameras are not allowed at school!



## Section Three



*Routines are one way of making the world seem predictable. We can tell what will happen next. In a way this can make life seem easier and safer. If we could never tell what's going to happen next, we would feel very worried.*



### Looking at our routines

Can you think of what you do at the moment to support your child getting ready to go to nursery? For example: Does your child have a bag for nursery with everything in it they need for that day?

What is your routine?

How will this change for you when your child starts school?



## Section Three

Look at your routine on the previous page.

Do you do anything at night to prepare or is everything done in the morning?

How does your routine work for you and your family?

Can you think of a different routine if you are not satisfied with the way things are working at the moment?

How much do you do for your child to get them to nursery?

Is there anything your child could be doing for themselves?

It is important that your child starts to take some responsibility for being prepared for school.

This is a skill that children are developing in nursery then through Primary 1.





## Section Three

Look at the stars.  
Can your child take responsibility for any of the  
tasks?  
These are only suggestions—can you think of your  
own?

Checking they have  
what they  
need for gym.

Own Idea!

Encouragement to hand  
over letters from  
school.

Choose items for  
packed lunch.

Shoes and coats in the  
proper place.

Own Idea!

Tuck/play piece/snack  
in bag.



## Section Three

Look at the Actions and Consequences below.  
Can you match them up?

| Action  | Consequence   |
|---|---|
| No gym kit. 1                                     | Child feels different and letter sent home. A           |
| Homework not completed. 2                         | Have to take or collect child at the office. B          |
| Not wearing school uniform. 3                     | School will contact you for information. C              |
| No lunch money or packed lunch. 4                 | Child has double amount of homework next time. D        |
| Child late getting to or collected from school. 5 | Child misses out in gym or has to borrow a kit. E       |
| Not informing the school of child's absence. 6    | Child misses out on a school trip. F                    |
| Not responding to letters sent home. 7            | Child feels upset at forgetting and letter sent home. G |



## Section Three

**Read the following story:**

It is Sunday evening, all children are bathed and almost ready for bed, you are looking forward to some well earned "me" time.

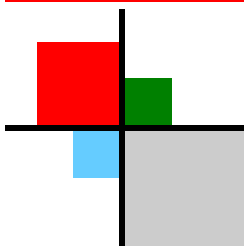
Your son David, who is in P1, announces that he has gym tomorrow and he has left his gym kit at grannies.

This is quickly followed by your 10 year old daughter announcing that she has reading homework which must be signed by an adult to say she has read it.

She had also looked at school dinner menu for tomorrow and she doesn't like anything so she will need a packed lunch.

On hearing this, the youngest announces he wants packed lunch too.

**What do you do???????**



**Answers from the Actions and Consequences.**

- |          |     |
|----------|-----|
| .....1-E | 5-B |
| .....2-D | 6-C |
| 3-A      | 7-F |
| 4-G      |     |



## **The things to keep in mind are:-**

### **1) Getting enough sleep**

The need to have a bedtime routine in order for the children to have had enough sleep in order to cope with the challenges of the day ahead.

### **2) Organisation**

Being organised in the morning and ensuring that your child has everything they need for school that day ie dinner money, gym bag, appropriate dress if it is a gym day, label's on coats, shoes etc.

### **3) Passing on necessary information**

What is necessary information – what will impact on your child's day? If any parent is in any doubt about what should be passed on, let the school know anyway. For example the child has been wakened during the night with a crying baby, illness in the family, death of a pet or family member, talk of moving home, new partner's for the parent, parent's splitting up etc.

### **4) Practise appropriate skills**

Practise at home allowing children to dress and undress themselves (gym days), (swimming), what to choose for lunch, carrying trays and the minefield that is packed lunches.

### **5) Check Schoolbag Daily**

Develop habit of checking schoolbag every day for notes from teachers, newsletters, forms to be returned etc.

### **6) Sharing your day**

Although your child may be initially too tired to share their day with you and you may have to find a more appropriate time (e.g. after dinner) they may well benefit from knowing how your day has gone as the reassurance that you are continuing with everyday life confirms a positive and safe ethos.

An example of a prompt question could be:

"Do you have anything in your bag for mum or dad?"



## Section Four

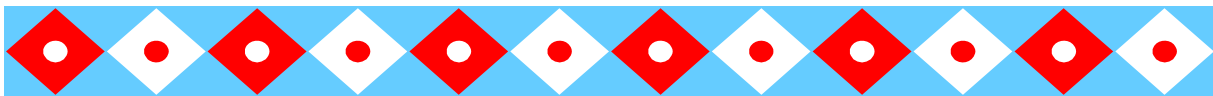
Hooter says: As a parent you are probably helping your child with reading much more than you may realise. If your home contains books, magazines and catalogues and your child sees you reading, if you read to your child and talk together about familiar stories and if you also use printed materials to find things out, then your child already has a head start!



Activities week Six:

☺ Reading at home and school.

☺ Maths at home and in the wider world.



### Checklist:

What does my child know already about reading?

- Which way up to hold a book
- How to turn pages
- Recognises labels of favourite foods in the supermarket
- Recognises some names of TV programmes
- Some road or shop signs
- Some letters in their name
- Realises you can find things out from books
- Can tell their own story
- Can retell a story you have told them
- Their favourite story or book
- Knows some stories are "happy ever after" and some are sad
- Can tell you what might happen next during a story



# Section Four

## How to help with reading.

Based on an article by  
Judith Puddick

- Remember that talking about reading is very important, so if your child is sometimes reluctant to read aloud, discussing a book will also help to develop reading skills.
- Concentrate on enjoyment and grasping the meaning rather than absolute accuracy.
- Keep reading time relaxed, comfortable and pleasurable, in a quiet corner, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions, such as: what do you think it will be about; what sort of book is it; have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word.
- If your child is really struggling, take over the reading yourself and let the teacher know. When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time.
- As your child progresses, talk about authors, characters and plots or what new information has been learnt.
- If your child reads silently ask her to re-tell the part that has been read and encourage the 'pointing out' of relevant sections in the text.
- Attend information sessions about reading run by the school and read any guidance that is sent home.
- Join your local library together and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.



For information on adult services to help with reading

Contact: **Adult Basic Learning** Freephone: 0800 731 1831  
Tel: 01506 776333

Adult Learning Centre  
6-10 Glasgow Road  
Bathgate  
EH48 2AA





# Section Four



## Activity

Think about how maths is used at home  
Can you add to this list?

How Math is used at home?

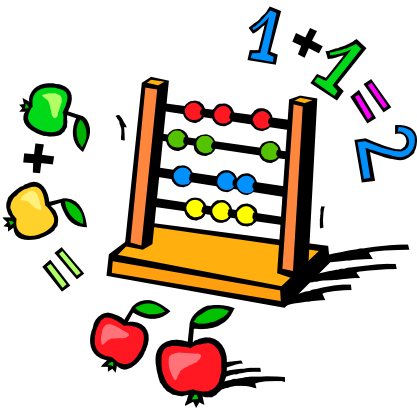
- ♦ T.V channel numbers on the remote control
- ♦ Looking at a clock
- ♦ Sharing out food
- ♦ Laying the table to eat
- ♦ Counting toys
- ♦







## Section Four



### Numbers on the move

Think of how numbers are involved  
in the  
activities below:

Shopping:



Using the phone:

Walking in town:





## Section Four

### Treasure Hunt



Go for a walk and find these things as you go.

You can collect them or tick them off as your child discovers the item.

(Remember a bag to carry your "Treasure")



1 Stick



2 Feathers



3 Leaves



4 Pebbles



5 Flowers



# Homework Notes:

With younger children, parents may be actively involved in helping them learn specific things such as spelling and counting.

As your child progresses through school the things they learn may be more complex and demanding.

We all know that homework can be a source of tension and argument in the home for a number of reasons.

Even if you do not know much about the subject, there are different ways we can support them.

**Web sites**

Own idea

**Library**

Own idea

**Ask your child**



# Section Five



## Activities session seven:

- ☺ Getting in touch with our feelings.
- ☺ What is anger??? And what makes us angry???
- ☺ Managing stress and relaxation.

Any change in your family life will bring about tensions.

Starting school is a major change for you and your child.

Getting in touch with how we feel about this can help us deal with difficult situations if they arise.

How are you going to cope with the added pressure of school expectations?

Can you identify any situations you might come across?



Change from afternoon nursery to morning school.

Managing Different Routines.

Changing childcare arrangements

Juggling work/college home and School.

Own ideas

Own ideas



# Section Five

## Know your Triggers

Make a list of things that can make you feel 1. annoyed, 2. angry or makes your 3. blood boil—  
Mark each item on your list with 1, 2, or 3.

Lets see how we get on!  
Try to be aware of how you are feeling making your list.

## My trigger list.....

Child refusing to get out of bed—2

Cant find house keys—3

Toothpaste down their clean uniform -1



How I am feeling  
now.....



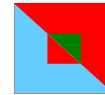
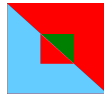
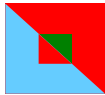
# Section Five

Anger Is.....

A Feeling.

Neither right or wrong: it just is!

We all get angry.,



## Feelings:

*Angry, let down and tense.*

## Thoughts:

*"Have I not got enough to do!!!"*

## Behaviour:

*Tone of voice would change and I would talk loud and sharp. This would result in my child crying and feeling sad, going to school.*

What thought, feelings and behaviour is associated with the things that make you angry?

Look at you list on the previous page and try to note them here.



# Section Five

## Aggression is Different!

It is a Learned way of behaving!  
Does this surprise you?

### *We might get aggressive because:*

- ◆ *We feel unsure of ourselves, or threatened.*
- ◆ *We take things personally when there are no need to.*
- ◆ *That's what we've always done in certain situations.*
- ◆ *We feel frustrated when people don't behave as we want them to or expect.*
- ◆ *We want to take charge.*

### *To control our aggression we need to:*

- ◆ *Learn to recognise the signs of tension and upset.*
- ◆ *Learn to give ourselves instructions to manage our anger.*
- ◆ *Look at some of our beliefs, attitudes and expectations.*
- ◆ *Check if they are acceptable and fair or leading to aggression*
- ◆ *Break down incidents into easy stages to understand them.*

In other words...

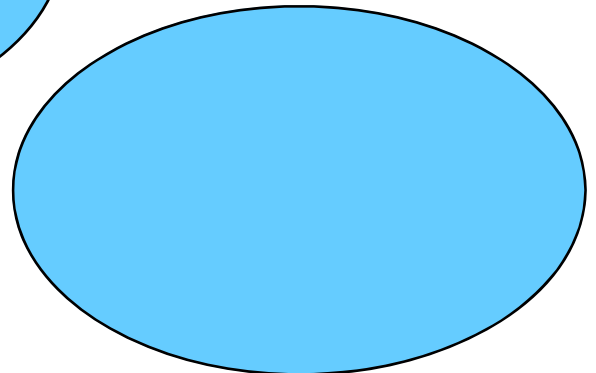
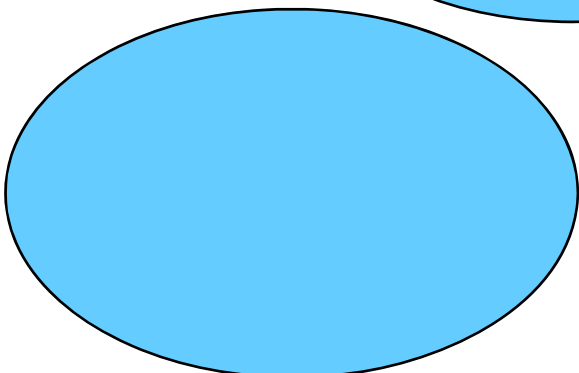
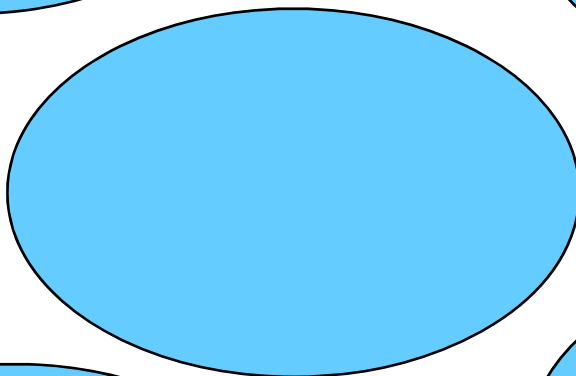
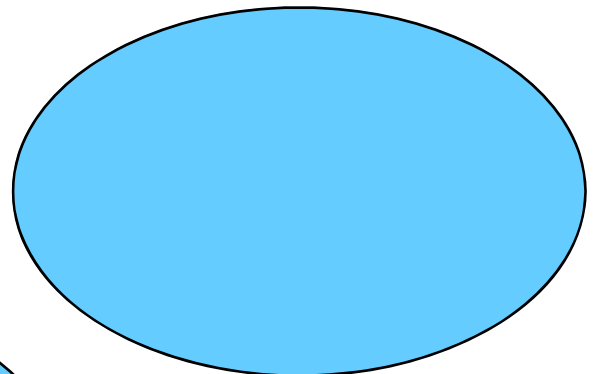
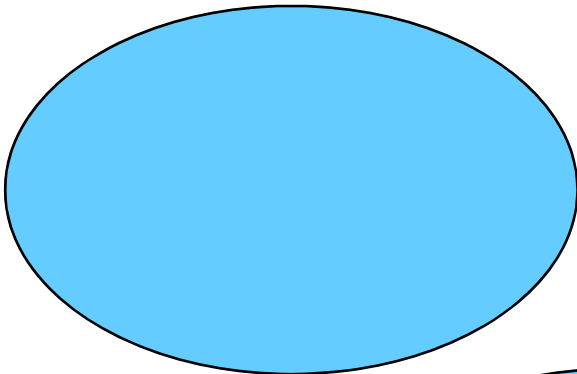
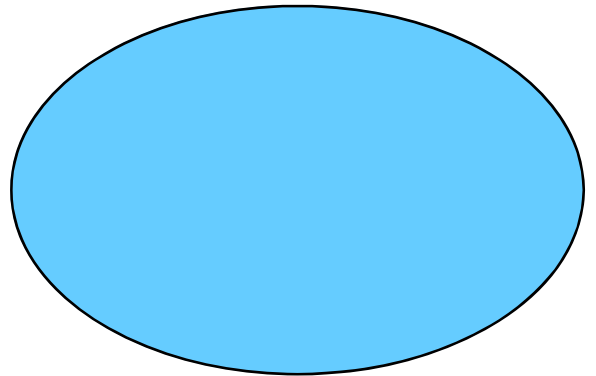
Non-aggression is different too  
**It's also a learned way of behaving!**



# Section Five

## Managing Our anger

My ideas on how to relax...





# Section Five

*Time for relaxing!!!  
reminders*



*Talk to a friend!*



*Think of a  
special place!*



*Have a bath!*



*Think happy thoughts!*



*Put your feet up!*



*Go for a walk!*



*Let your mind  
wander to far off  
lands!*



*Exercise!*

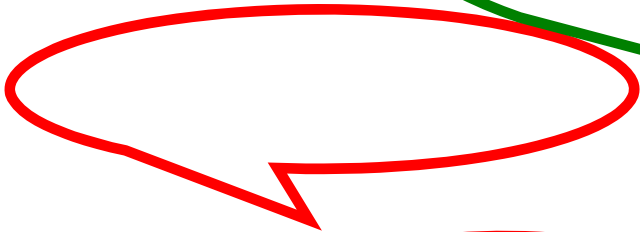


# Section Six

## Activities week eight:

- © Moving On—What do we want for our ourselves in the future.
- © Careers Advice
- © Useful Numbers

Hooter says: What now?  
We have looked at our children moving on—but what about us?  
What would you like to do in the future? What were your dreams before you had children or what are your dreams now?



Bored and in a rut.

Don't know what I want.

I want to chat about my options.

I want new interests

What can I do now

I want to work

I am looking forward to extra time

What about qualifications

I don't know my skills

I am happy the way things are.



## Section Six



Contact: Careers Advisor @  
Sure Start—01506 775836  
Your local Job Centre  
Access 2 Employment Advisor

My future dreams and wishes

Your child is moving onto school so  
what now...  
What do you want to do?





## Section Six

*My thoughts on  
College*

*My thoughts on  
Volunteering*

*My thoughts on  
Working*

*My thoughts on  
Training*



# WELL DONE

We hope you have enjoyed this handbook and found it useful. If you have any further questions, please feel free to contact your school or any of the contact numbers or websites which follow.

Also included are some top tips collated from parents across West Lothian who have taken part in the N2P1 Transition group work programme.



# TOP TIPS

- ☺ *Use a key ring your child recognises on your child's zipper on their jacket or packed lunch box—this also helps small fingers manage fiddly zips*
- ☺ *Use egg timers for timing teeth brushing—makes it fun*
- ☺ *Try not to iron bottom of school jumpers/sweatshirts as this can make them stretch out of shape*
- ☺ *Organise school clothes, bags etc the evening before, this saves time in the mornings*
- ☺ *When giving your child instructions, use their name first, they are more liable to hear what you say*
- ☺ *Remember to look after yourself, a happy parent has a happier child*
- ☺ *It's ok not to have all the answers!!!*
- ☺ *Write L and R on the inside of gym shoes, its easy for kids to mix them up.*
- ☺ *Is your child able to open everything in their lunch box? Small hands find it difficult to open clingfilm around sandwiches, packets of crisps, juice cartons etc.*



## Useful Telephone Numbers

- ☺ Advice Shop—01506 776455
- ☺ Childcare Information Service—01506 280044
- ☺ Children’s and Young People’s Team—01506 776928
- ☺ Citizens Advice Bureau—01506 432977
- ☺ Crime stoppers—0800 555 111
- ☺ Domestic Abuse Service—01501 745686 or 01506 281055
- ☺ Family Mediation Lothian—01501 749780
- ☺ Homeaid West Lothian—01506 652230
- ☺ NHS 24—08454 242424
- ☺ Pupil placement—01506 775000
- ☺ Sure Start—01506 775836
- ☺ WLC Information service—01506 777000 or 01506 776800
- ☺ West Lothian College—01506 418181
- ☺ Woman’s Aid—01506 413721



## Useful Web Sites

<http://www.Itscotland.org.uk/parentzone/HelpWithHomework/Introduction.asp>

- BBC DynaMo: Parents

Parents area of BBC DynaMO website. Includes games, books and ideas to help children aged 5 to 9 years learn at home.

- BBC: Revision guide

A section of the BBC website offering resources and information to support school work and homework. The site is aimed at children and young people aged between 7 and 16. Includes the 'Bitesize' revision series, mock testing, and various learning resources for a wide range of school qualifications.

- Scottish Government

Information on school education on the Scottish Government's website.

- Channel 4: Homework High

A Channel 4 website offering help with homework, subjects covered are English, Maths, Science, Geography, Languages and History. The site includes a Study Skills section as well as a team of experienced teachers to help solve homework problems..



## Useful Web Sites

**BBC Parents** -[www.bbc.co.uk/schools/parents](http://www.bbc.co.uk/schools/parents)

**Parents Online** -[www.parentsonline.gov.uk](http://www.parentsonline.gov.uk)

### **ParentLine Scotland**

Tel: 0808 800 2222 [www.parentlinescotland.org.uk](http://www.parentlinescotland.org.uk)

### **One Parent Families Scotland**

13 Gayfield Square, Edinburgh EH1 3NX

Tel: 0800 018 5026 [www.opfs.org.uk](http://www.opfs.org.uk)

### **Parent Network Scotland**

Tel: 0131 555 6780 [www.parentnetworkscotland.org.uk](http://www.parentnetworkscotland.org.uk)

**Enquire** (The Scottish advice service for additional support for learning)

Helpline: 0845 123 23 03

Textphone: 0131 22 22 439 [www.enquire.org.uk](http://www.enquire.org.uk)