

LONGMAN
TUTORIAL
RESOURCES

LTR

General editor Michael Marland

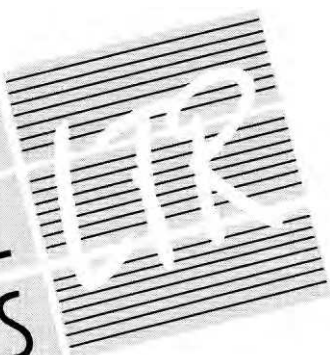


Chris Watkins

1

YOUR NEW SCHOOL

LONGMAN TUTORIAL RESOURCES



General editor Michael Marland

Michael Marland CBE MA

Headteacher, North Westminster School, Honorary Professor of Education,
University of Warwick.

Chris Watkins

Course Tutor in Pastoral Care, Institute of Education, University of London.

Chris Watkins

1

YOUR NEW SCHOOL

CONTENTS

New place	4
Rules	12
Views about your new school	16
Tutor	20
New teachers	26
New lessons	30
Homework	32
Learning	40
Puzzles	52
How am I doing?	56
Tutor Group	60
New friends	63
Old friends	70
Friends in other years	76
Unfriendly people	78
Getting heard	84
Working together	89
In the limelight	94
Adults in school	97
Adults around school	99
Your community	101
School and home	105
Families	107
Boys and girls	112
Growing and changing	118
Food	126

NEW PLACE

Been here before?

Here you are at your new school:



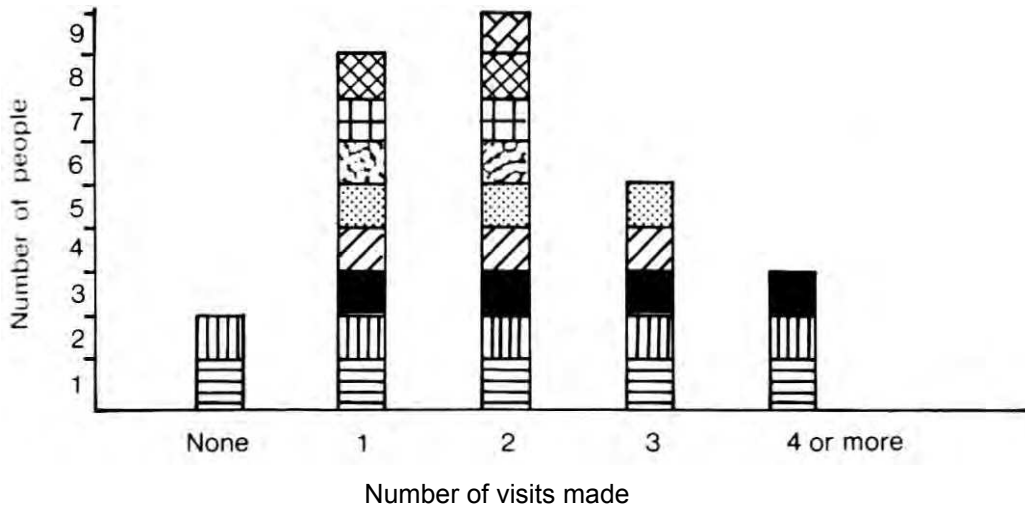
But is it completely new?
Have you been here before?

I> Find out how many of your Tutor Group
have visited your new school before the
first day of the term.

Had some people visited more than once?
Draw a block diagram of how many visits
the people in your Tutor Group had made.

NEW PLACE

Here's a block diagram from another school:



What did you learn on your visits?

> Talk to your neighbour for a few minutes about your visits and what you learned about the place.

Did you meet teachers?

Did you meet the headteacher?

Did you look around?

Did you meet older pupils? Did you visit lessons?

What was it like? What did you think?

There's lots here to talk about. so write down some of the things you mention as you go along. Just a few words for each will do.

|> Now decide what were the three most important things you learned about anything to do with the new school. Find a way of collecting all these together for your Tutor Group.

How will you show all the things you learned?

- a chart or a poster?
- a drawing or a cartoon?
- some way of writing?

If your Tutor Group includes some people who didn't make a visit. how can you help them learn what the others learned? (Remember, just telling them may not be enough.)

How did you feel on your visits?

- excited and nervous?
- glad to be with parents? guardians? glad to see friends?

Talk about this with your neighbour

How is the school starting to turn out? Is

it like the times you visited?

Tell your neighbour one thing that's the same and one thing that's different from what you expected.

NEW PLACE

Get around!

How have you found your way around?

You've probably learned a lot about your new school by now, and can find your way around OK.

Who did you use to help you?

Was it friends?

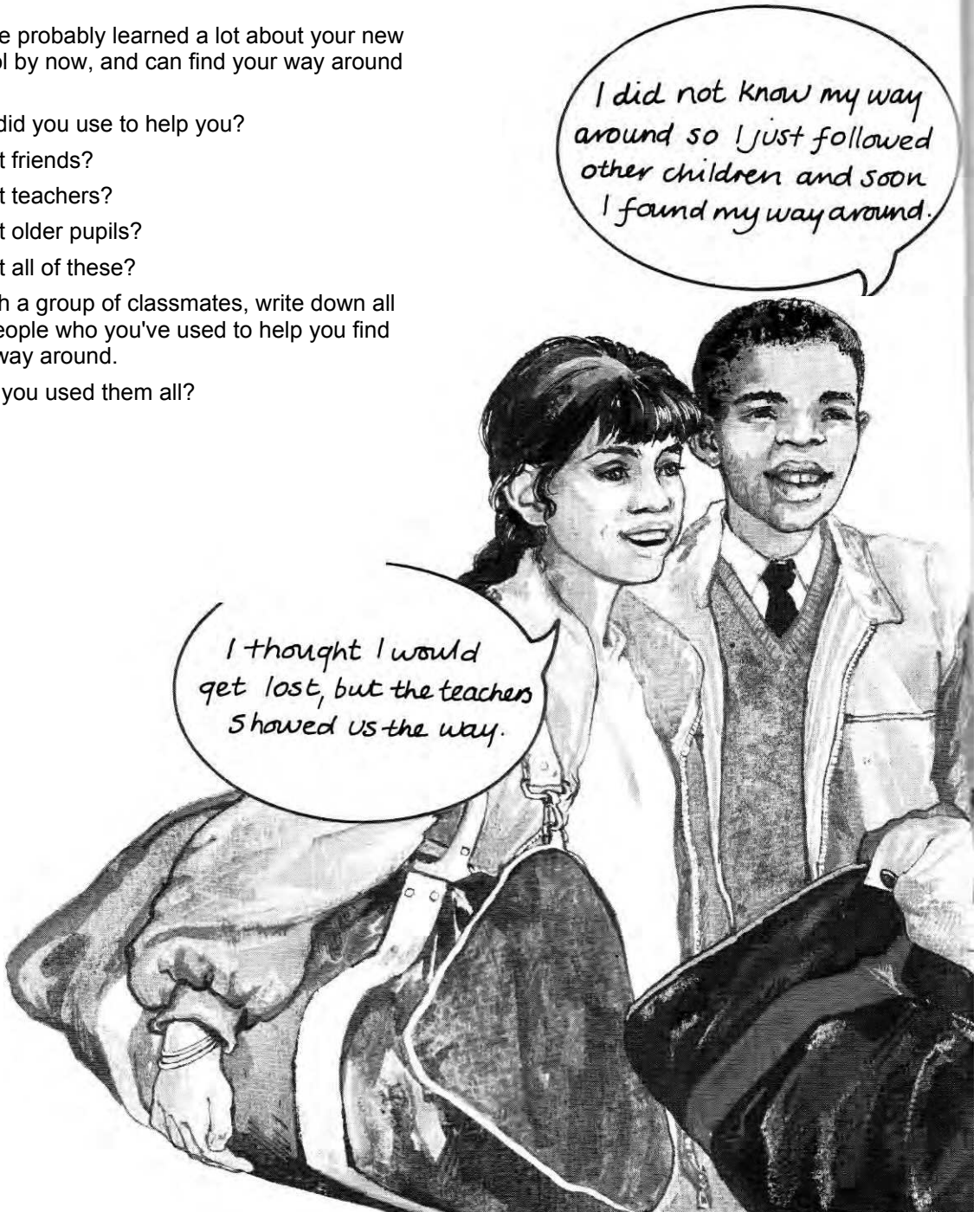
Was it teachers?

Was it older pupils?

Was it all of these?

➤ With a group of classmates, write down all the people who you've used to help you find your way around.

Have you used them all?



NEW PLACE



Some third years
came to show us
around the school.

we were shown around
the school for most of the
first day and I thought I
would never find my way
round, but now it's like
a second home.

Where next?

Is there a part of your school you've not learned about yet?

How will you find out about it?

What do you know about it so far? Who can help you learn more about it?

C> Decide with a classmate which part of the school you're going to find out about next, and come back to tomorrow's Tutor Group with a report of how you got on,

Try to describe what you found to the rest of your group,

Got stuck?

Most of the time we learn about a new place very fast. But sometimes it goes a little wrong, Here's someone in a bit of difficulty:

'It was very difficult to find the right class and I used to wander round, I kept asking people, and sometimes I felt like crying, because the lesson's teacher asked me why I was late and I used to say nothing:

C> Perhaps you've been frightened of being in a difficulty like this, Talk it over with your group of classmates,

Make a list of some of the things this person could do differently to help him- or herself out. Who else could help this person?

Is there someone in your Tutor Group who may be having this sort of difficulty? How can you help?

NEW PLACE

Here's what happened to Lisa

Lisa is new to her school. She has got lost and wandered hopelessly into the girls' toilets. There she meets up with Eileen who's also new - but who doesn't seem at all worried.

Eileen says cheerfully:

'Are you new?'

The girl nodded and wiped her nose on the bright white sleeve.
'So'm I. I didn't know you had to wear school uniform.'

'We don't, but they like you to. Weren't you told?' said the girl,
looking at WEST HAM FOR PRESIDENT.

'No, I only came here a couple of weeks ago. Never been in here before. What's your name?'

'Lisa Donovan. We moved house and I had to change schools. I could have stayed but my mum said it wasn't worth it, not all that way on the bus. I was at the Montgomery before.'

'Never heard of it. Was it all right?'

'It was beller than this dump,' said Lisa, reviving slightly. 'There was only five hundred of us. Sir said there was fourteen hundred here. I bet half the teachers never know who we are.'

'I bet they don't,' Eileen said, thoughtfully. 'You going to hide in here all day?'

'I got lost,' said Lisa. 'They've got two buildings here and I went to the wrong one. I got this far and stopped. I never even found my class.'

'Nor did I,' said Eileen. 'Mind you, I wasn't looking. Let's have a look round while they're all in assembly. We can find our own way.'

They wandered into the corridor. Lisa, regaining confidence, began to get chatty.

'How do you know they're in assembly? Look at that funny painting. Do you think they'll let you wear trousers here? They don't down the Montgomery.'

'I don't care if they don't. I shan't stay if I don't like it,' said Eileen, dusting the seat of her jeans.

'Don't be daft.'

'I shan't. Straight up,' Eileen said. 'Look, all these rooms are for art and craft and that. We only got two at my other school.'

'I'll get into ever such a row if I don't find my class,' Lisa fretted.
'They'll think I'm absent and I won't get any dinner.'

'That mightn't be a bad thing,' Eileen said, darkly. 'How d'you know what it'll be like? Ratburgers, cold greasy chips and gallstones in custard.'

Jan Mark, *Hairs in the Palm of the Hand*, Puffin Books, 1983

NEW PLACE

> Lisa got lost between the two buildings in her school. Is there anywhere in your school where people might get lost?

> Lisa sounds as though she's fed up with her new school. Do you think she means it when she calls it a 'dump'? What could help Lisa to feel that her new school isn't a dump?

> If you were Lisa would you

- hide in the toilets next time you're lost?
- know a good way to find where your class is?
- worry about not getting any dinner?

See what your neighbour and your Tutor Group think about this.

Telling the folks back home

Probably you're telling mum or dad or the adults you live with all about your new school.

> This evening try to remember the many things you've learned about the school and what goes on in it. Spend about ten minutes telling the folks at home about it. Remember to include the ways that you've learned to find your way around, and who you've used to help you.

> Then spend about ten minutes asking mum or dad or the adults you live with about the ways that they learned to find their way around when they went to school.

New place - new surprises?

Here's what Carl wrote after his first day:

'At first I entered the school buildings were more bigger. I found out about something that was different to my primary school: instead of having a whistle they had something called the pips.

At first I thought it was alarm but I found out it told you the lesson or playtime was over and was time you went to a different lesson.' -Carl

When does your new school give you the pips?

[> Write your own answer on a piece of paper and then compare what you've written with what your neighbour has written.

If you wrote down the times of lessons and playtime, do you agree with each other? How could you check the answer in your school? Where are the times of lessons to be found?

Or perhaps you took the question 'When does school give you the pips?' another way, and wrote down when you get fed up or annoyed at your new school.

Talk to your classmates about these things, and see if you can find a way of not getting the pips. Can anyone else help?

What did you find that was different from your primary school?

[> Make a list or a drawing of some of these things, and then talk about them with a group of your classmates.

Did the people in your group choose the same things or different things?

NEW PLACE

Did you get some surprises to begin with?

Carl thought the pips was an alarm, but then found out it was for lesson times.

Did something like that happen to you?

I> What would you put in the gaps below?

A SURPRISE AT MY NEW SCHOOL

At first I thought it was for.....

.....

then I found it was for.....

.....

I found out by.....

.....

Make a list for your Tutor Group. Or a poster.
Or a cartoon.

And what about the dinners?

Are you having school dinners? What do you think of them? Are they what you expected them to be like?

Have you got to know the people who make the dinners and the people who serve the dinners?

Probably they find it a very rushed job, and don't often get thanked for it.

I> Write a letter from your Tutor Group, telling them all the things you like about the dinners. It might be a nice surprise!

Brilliant

*Just like I
imagined*

yuk!

*Lots of
choice*

Dreadful

yummy

NEW PLACE

Find out about the dinners

Why not invite the people who make and serve your dinners to come and meet your Tutor Group when they're not too busy? You could learn about their job and they could learn about you. Remember you would have to plan how to welcome them and how the meeting might go.

What would you like to find out?

Will you ask a question?

How will you manage everybody's questions?

And how will you make sure that your guests enjoy their visit?

Plan some of these things and then work out how you will invite your guests.

And what happens to everyone at dinnertime?

You're going to be a group of detectives to find out where people go at dinnerbreak! With some it might be obvious - but do some disappear?

- into the woodwork?
- into the toilets?
- into the cupboards?
- into the bushes?

— Luckily the clues are all around you.

An investigation

Here's what you do .

I> You're going to interview someone in your Tutor Group who you don't know very well. You're going to talk to them about:

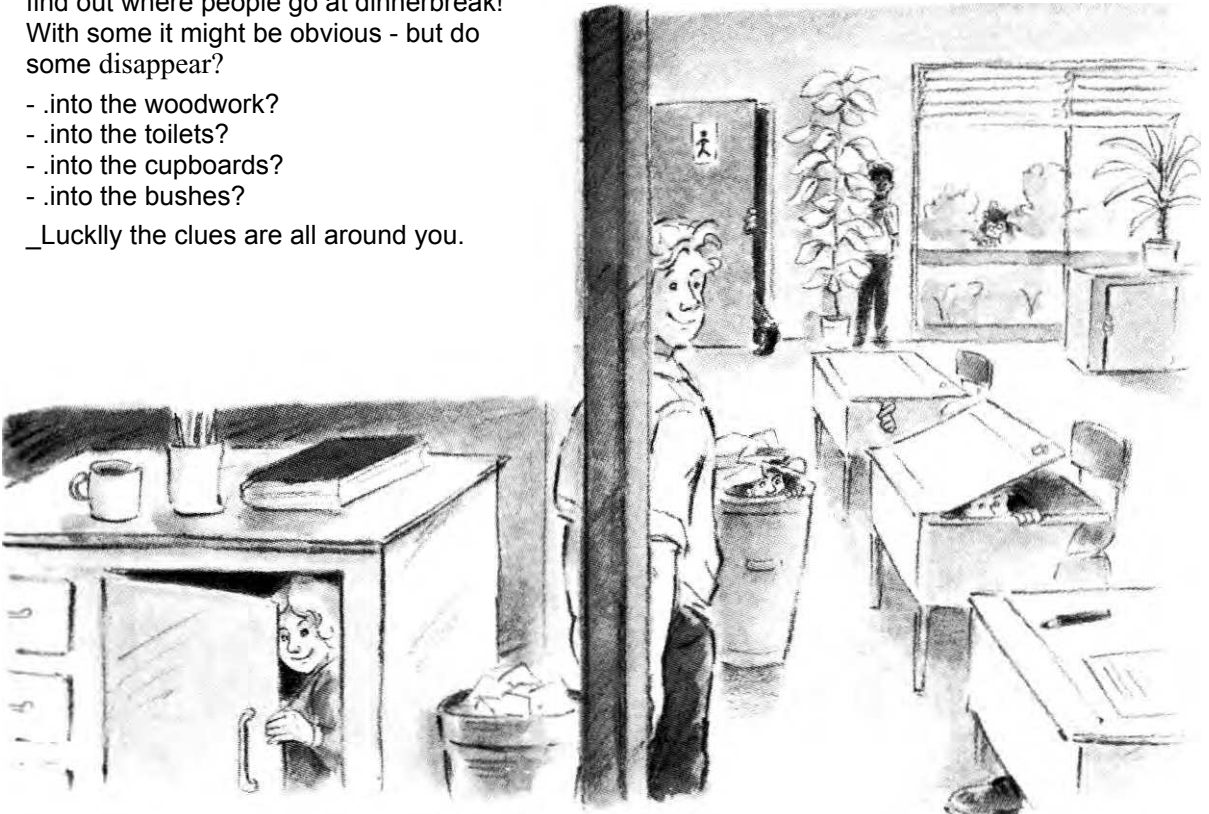
- what they do at dinnerbreak
- why they choose to do that
- whether they would like it to be different in any way

And then they're going to interview you.

So, organise yourselves into twos, and off you go!

Then, with your tutor, find a way of discussing your results in the whole group, and a way of displaying some of your results.

How can your Tutor Group help anyone who would like their dinnerbreaks to be different?



RULES

Rules - what for?

Now that you're in a new school, you might find that things work differently. Some of the ways that your new school works might have been written down as the school rules.

If you're going to get the most out of your new school you might want to learn the rules fast.

But wait a minute! What are the rules for?

Why are rules important?

Here are the signs for some rules you will know:

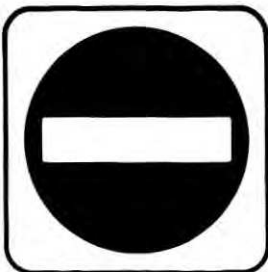
Where do you see each of these signs?
Who do you think made up the rules they stand for?

Why is each of these rules important?

Discuss these questions with your neighbour.

[> This evening at home ask the adults you live with what sort of rules there are which affect them - in places where they work and places where they go.

Also, ask them about their schooldays and the rules they had at school.



RULES

School rules - what are they?

Now that you're in a new place, you've probably learned a lot about the rules which work here.

But have you all learned the same thing?

What do you think the rules are?

> Everyone in your Tutor Group tells your tutor what each of you think the school rules are. (You'll have to find a way of telling your tutor without everyone speaking at once.) Your tutor will write all your ideas on a poster or on the blackboard.

> In groups of three, look at all the ideas which your group has suggested, and say which you think is the most important rule.

Do you agree with each other?
-ell each other what you think the reasons are ~or having these rules.

Some of your groups of three can then tell the whole Tutor Group which one they chose as most important, their reasons for choosing that one, and the reasons for having that rule.

Rules the school has written

Now that we've looked at the rules which your group thinks the school has, it's time to check them with the 'official version'.

Your tutor has collected a list of the rules which the school has got written down somewhere. They've been written up for you in your tutor room today. Perhaps people have told you about some of the rules before - now is your chance to check them again.

Study the rules

For about three minutes: - look at the list of rules

- are there some that your list left out?
- are there some that your list made up?
- think about these rules
- who made them up, and why?
- which is the most important?
- which seems the least important?

Discuss your answers with your neighbour.

[> Now you're going to interview your tutor about these rules, so that you can find out about them. Think about the question you want to ask (and a spare one in case somebody else asks the one you thought of). Write your question down, if that helps. Take turns at asking your questions, and listen carefully to your tutor's answers.

Did anyone ask about what happens when a rule gets broken?

[> Take these ideas home tonight. and ask everyone at home what happened to them when they broke a school rule, and how they felt about it.

RULES

Rules in classrooms

Since you've been at your new school, you've been in a lot of different classrooms - a lot more than you were used to at your primary school. Probably you're enjoying this, but sometimes first-year pupils find it a bit confusing.

So let's spend some time thinking about the different classrooms you've used, and what you've found out about them. That will help you get the most out of them.

I> Start off by spending a couple of minutes thinking back to your primary school and the teacher you had there.

What were you allowed to do in that classroom, and what were you not allowed to do?

How did you find out what your primary teacher's rules were? (We're not now talking about rules that are written down.)

Tell someone else in your Tutor Group about this - someone who didn't have the same primary teacher as you. Think up as many of that teacher's rules as you can.

I> Now think about your present school and teachers.

What have you started to notice?

Keep a check over the next few days - what rules are your new teachers using?

- rules about bringing equipment?

- rules about talking?

- rules about getting help?

Are they different from your primary school teacher's rules?

What are the reasons for these rules?



RULES

New classrooms - new rules

You've probably found out a lot about different classrooms since you've been at your new school. You've probably noticed that: different teachers have their own different rules.

Let's find out what you've noticed in detail.

I> In groups of three, write down on a piece of paper the names of your teacher of English and your teacher of Maths. Now think about the rules they have in their different classrooms. What can you do in each one? And what can't you do? Think of as many as you can, and write them down.

Are there any differences?

What can you do with one teacher that you can't do with the other?

Why do you think there are these differences?

What do you think these rules are for?

Congratulations for spotting the differences [and the things that were the same]. It pays off to be a keen observer, But how did you do it? What have you been noticing in the lessons? How did you spot the rules? Discuss this in your threes. Check your ideas with other people in your Tutor Group.

I> Now choose two more teachers (ones that you've seen a lot) and make a list of their rules.

Did your group of three find it easy to agree what the teacher's rules are?

What happens if you don't know what the teacher's rules are, or if you have different ideas?

A moving problem

Imagine you find yourself in this situation:

You're in a lesson, and getting on well with the work,

But it's one of your new lessons and you're not very sure what rules the teacher has.

For the piece of work you're just doing, you want to get a book from the other side of the room to help you,

But you're unsure what this teacher thinks about moving around the room.

I> Which of these would you do?

- ask someone to fetch the book for you?
- try to do the work without the book?
- start walking and see what happens?
- ask a friend if they know the rule?
- ask the teacher to fetch it?

If you wouldn't do any of these, what would you do?

Talk about your answers with your neighbour. Collect the views of your Tutor Group,

Have you found yourself in a situation like this one, where you didn't know what to do?

VIEWS ABOUT YOUR NEW SCHOOL

Your hopes for this school

When you come to a new school, you may have some information about it - you may know some things that the school has told you, or you may have heard things from parents, or you may already know some pupils at the school. But that doesn't give you a complete picture of everything that goes on - there's still a lot to learn. When pupils come first they probably make up parts of their own picture of the school - good parts that they're hoping for and bad parts that they fear a little. Did you do this?

What are you hoping for from your new school?

I> Working in groups of four, make a list of all the things that you're hoping for, all the things that you would like to happen while you're at this school.

Write them all down, and then tell each other why you would like each of them to happen.

I> Now your whole Tutor Group is going to make one single list. It has to have everybody's ideas on it. so it could be quite long! Try to start with the things that lots of you are hoping for. With your tutor's help, make your list into a poster.

Put your poster on your tutor group notice board.

See if you can get smaller copies made to give to some of your teachers.

Other people's hopes for you at school

The time when you come to a new school can be a time when you have lots of hopes about the things you will do when you get there. Perhaps you have lots of ideas about the things you want to get out of school.

The people around you will have some hopes for you too. Your parents, or the adults you live with, have opinions which are important.

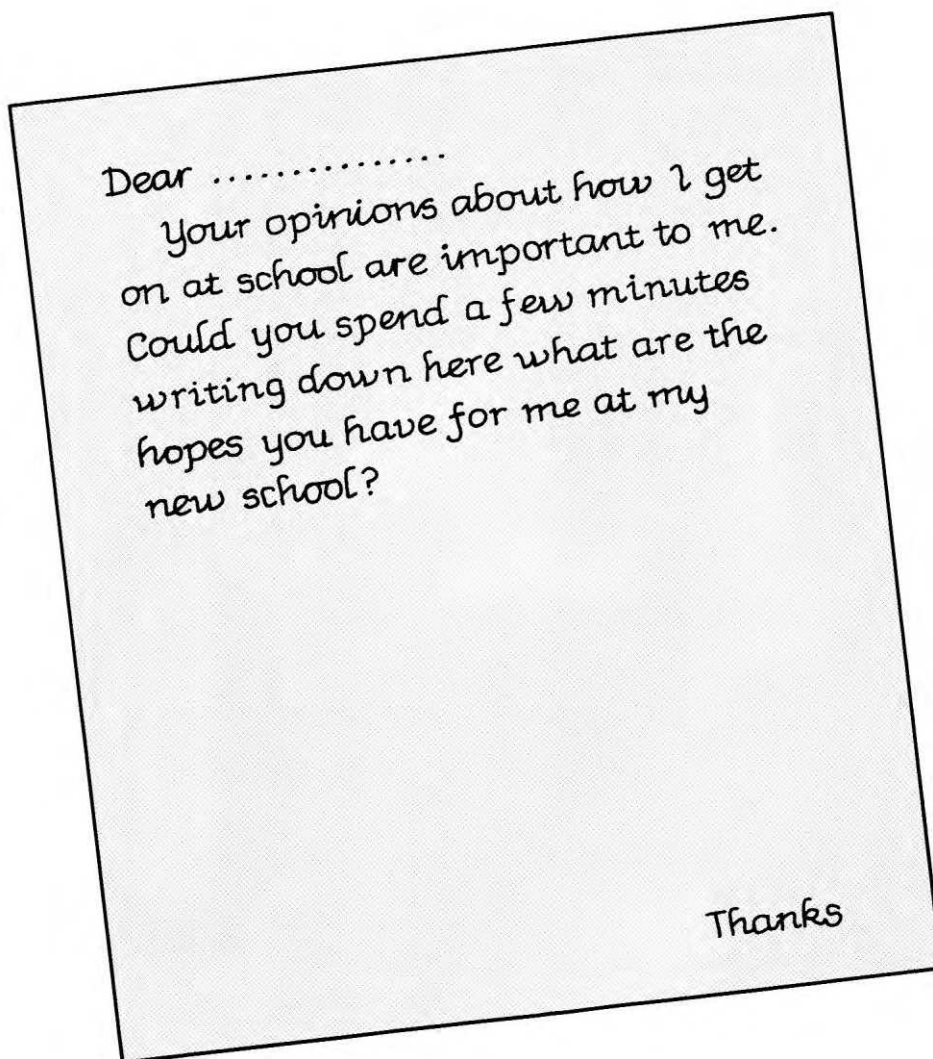
We're going to do a survey of their hopes for you at this school.

VIEWS ABOUT YOUR NEW SCHOOL

A survey of other people's hopes for you

I> You're going to write a letter to your parents or guardians. Probably you don't often bother to write a letter to the people you live with, but this is a special letter to get them to write back to you.

Make it something like this



If you can get this done very soon, we can make a poster of all the things people say.

It can go next to the poster which shows what your hopes are.

VIEWS ABOUT YOUR NEW SCHOOL

Stories about your new school

There seem to be lots of stories that are made up about schools. Sometimes pupils make them up, sometimes parents do, on some occasions it's a newspaper, and sometimes it's a teacher - obviously school is a very important place if so many people can be so interested in it!

You might have heard some stories before you came to this school. Perhaps you heard some dreadful stories about what happens to first years:

'People put your head down the toilet.'

'All the teachers are tough and strict.'

'The fourth years beat up the first years.'

Did you hear these stories?

Or any other ones?

Talk about this with your neighbour



VIEWS ABOUT YOUR NEW SCHOOL

Where did you hear these stories from?

Tell your neighbour, and see what answers other people in your Tutor Group give.

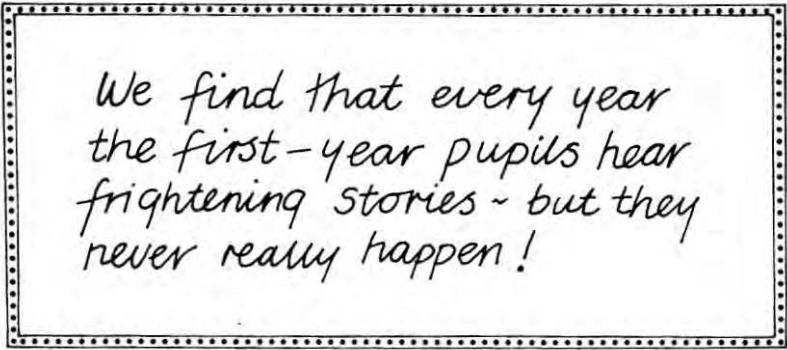
An investigation

[> With a friend, you're going to carry out an investigation. It's to find out whether these stories have been around before, and how they made people feel.

Ask people you know in the second or third year these questions:

- did they hear some stories?
- did they find out if they came true?
- were they worried by these stories?

I> Now take your investigation home with you. Ask the adults at home whether they heard stories about their new school all those years ago! Were they like the ones you heard? How did they feel? Ask any older sisters or brothers you might have. Bring the answers they give you to the next meeting of your Tutor Group.



*We find that every year
the first-year pupils hear
frightening stories - but they
never really happen!*

[> Why do you think that the stories carry on year after year? Try to think of three reasons why these stories carry on.

I> Even though they are Just stories, some people might still be worried by them. How can you help someone in your Tutor Group who feels worried about them?

TUTOR

What's a tutor?

When you were in primary school you probably had one teacher for most things. Now you are in secondary school you have lots of different lessons, each with its own teacher.

Where does your tutor fit in?

Perhaps you're in a school where your tutor is one of the people who takes you for a lesson. So you might think of your tutor as your teacher for that lesson.

Perhaps you're in a school where your tutor doesn't take you for a lesson. So what does your tutor do?

|> Write on a piece of paper some of the things that you think your tutor does. Keep that piece of paper safe so that you can talk about it later.

An opinion poll

Here's a list of some of the things that tutors might do in different schools.

Write down all the letters (a) to (l), and put a tick (✓) by the ones which you think a tutor does.

- (a) gets to know your parents or guardians
- (b) gives you information about the school
- (c) sees that you're doing your homework
- (d) finds out how you're doing in lessons
- (e) marks the register
- (f) tries to help when important things go wrong
- (g) passes on teachers' complaints
- (h) organises social events like parties and trips
- (i) tells other teachers what you like about school
- (j) gives you detentions
- (k) gets the Tutor Group to help themselves and each other
- (l) helps you get on at school.

Write down anything that's been missed off this list that you think a tutor does.

|> Now collect up your opinions by making a chart with the twelve letters from (a) to (l), and for each one count up the number of people in your Tutor Group who put a tick (✓) next to that letter. Display the number on your chart. Any surprises in your opinion poll?

TUTOR

Tutor Group in School A

(a)	..
(b)	..... ..
(c)	
(d)	..... ..
(e)	..... ..
(f)	..... ..
(g)	..... ..
(h)	..... ..
(i)	..
(j)	..... ..
(k)	..... ..
(l)	..... ..

2	..... ..	10
11	..... ..	15
0	..... ..	10
15	..... ..	10
24	..... ..	27
24	..... ..	19
10	..... ..	19
7		0
2	..... ..	8
6	.	1
15	.....	5
16	..... ..	6

This is what the boys and girls said in two different schools.

There were 27 pupils in each Tutor Group.
What main differences do you notice between the two schools?
How do the results from your Tutor Group compare with these?

And now, your tutor's opinion

I> Ask your tutor to give a number of points from 0 to 10 to each of the letters (a) to (l). so that the number of points shows how much importance your tutor attaches to each thing. So 0 points would show that your tutor did not think it important at all. and 10 points would show that your tutor thinks it is very important indeed.

Compare your tutor's opinion with your group's opinion.

I> Have a discussion with your tutor about what your tutor does.

You might like to interview her or him about her/his job.

Spend a little time preparing the questions you would like to ask.

TUTOR

Who's your tutor?

Your new tutor is going to be able to help you get on in your new school.

To do this, your tutor will want to get to know you, and all the things which affect how you get on at school. And you will be wanting to get to know your tutor so that you will feel happy to talk to her or him about school.

How well do you know your tutor so far?

I> See how many of these questions about your tutor you can answer.

- What subject does s/he teach?
- What classroom does s/he work in most?
- Does s/he live close to the school?
- How long has s/he been a teacher?
- How long has s/he taught in this school?
- Has s/he taught in other schools?
- What does s/he like most about being a tutor?
- Does s/he have children?
- What's her/his favourite TV programme?

Perhaps you could not answer some of these questions.

Can you think of a good way of finding out the answers?

Discuss this with your neighbours.

Are there some questions which you think your tutor might not like you to ask?

How well does your tutor know you so far?

Probably some of the things *you've* been doing in your Tutor Group *have* helped people get to know each other. And your tutor has been included in that. But you might not *have* had much time to tell your tutor about things which you know are important - the things which *affect* how you get on in school.

TUTOR

> Let's speed things up by writing a sort of letter to your tutor. S/he will read it when there's time, and may be able to make some time to talk to you about it later.

Some starters have been given for you here .

Make your own copy on a piece of paper which you're going to give to your tutor.

To: _____, my tutor

From: _____ Date: _____

Here are some of the things I think it would be useful for you to know about me :

I enjoy school most when _____

I find it difficult to _____

I work hardest at _____

My parents/guardians encourage me to _____

Other things it would be useful for you to know are:

TUTOR

When will you use your tutor?

You've been getting to know what a tutor is for. And you've been getting to know where a tutor fits in with the other people in school. So you're probably getting an idea of how a tutor can help.

You've been getting to know your own tutor. So you're probably getting an idea of the times when you might use your tutor's help.

When might you use your tutor's help?

I> Talk over with your neighbour the times when you think you will make use of your tutor's help.

Do you agree with each other?

Make a list of the ideas you've thought of. Talk about them with two more people in your group.

How will you let your tutor know the ideas you've collected?

Do you think your tutor will agree or disagree with the ideas?

Mandy uses her tutor to help her understand the homework.

Stephen tries to get his tutor to help him out of trouble.

Anne explains to her tutor when she has been away from school.

Julie goes to her tutor when she has a funny story to share.

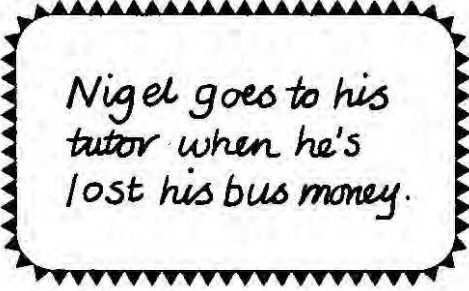
TUTOR

Other tutors

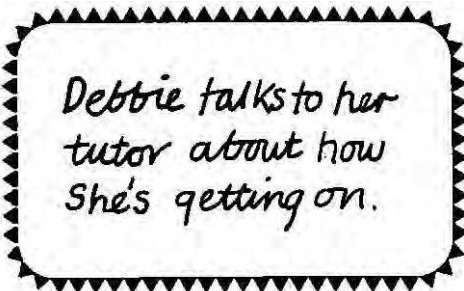
You're getting to know your own tutor by now, but are there some others?

Does your school have someone called a 'Year Tutor' for the first-year pupils? Or are they called 'Head of First Year'?

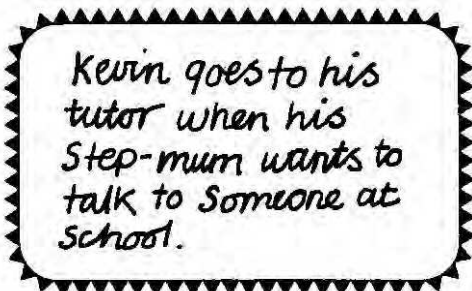
Or perhaps your school has someone called a 'Head of House' or 'Head of Section'.



Nigel goes to his tutor when he's lost his bus money.



Debbie talks to her tutor about how she's getting on.



Kevin goes to his tutor when his step-mum wants to talk to someone at school.

What does this person do?

I> In groups of three or four, tell each other everything you know about this other tutor.

Do you think s/he does any of these:

- run meetings for your form tutors to discuss things?
- take assemblies?
- deal with naughty pupils?
- give extra help to pupils who need it?
- arrange what you do in tutor time?
- take detentions?
- visit all the primary schools that pupils come from?

I> Try to arrange for this other tutor to visit your Tutor Group, and interview her/him about the things s/he does.

Decide in advance how you will send the invitation, how you will welcome your visitor, and what questions you might ask.

When will you use this other tutor's help?

Perhaps these are some of the times:

- when you can't find your form tutor
- when you need someone to help who has got more time than your form tutor usually has
- when your form tutor is away from school
- when your form tutor suggests that this other tutor can help the most.

I> Talk over with your neighbour any of the times when you think you might use your other tutor's help. Make a list of your ideas and talk them over with some more people in your Tutor Group.

NEW TEACHERS

New teachers

One important thing about coming to secondary school is that you have more teachers. As you grow more adult, you have more adults to work with. You can think of it like this:

Before you were five
You probably spent a lot of time at home with one or two or three adults: your parents, or guardians, or other adults you live with, plus perhaps a childminder or some other relatives.



Between five and eleven
You spent a lot of time at primary school, with one main teacher and a few others, plus all the adults in your life so far.



Between eleven and sixteen or eighteen
You are in secondary school, with a number of teachers, plus all the adults in your family and other adults in your neighbourhood.



This is only talking about the adults you know - it's not counting the extra young people you know,

Is the picture for you something like that?
What adults have you got to know in the last year?

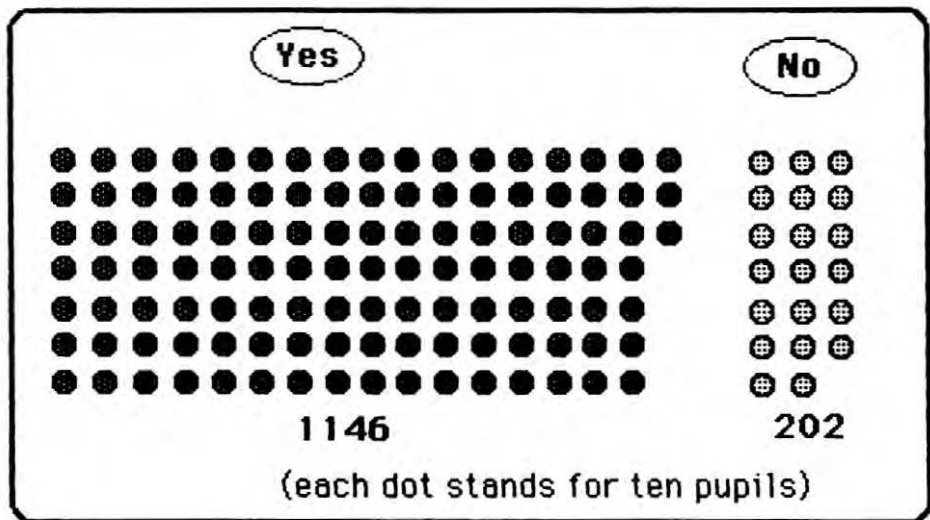
NEW TEACHERS

Lots of teachers - do you like it?

So now you have more teachers than before. You might have already talked about them, and how you can learn the different rules in different lessons. But some people think it's a problem that you have a number of teachers for your lessons, and move round the classrooms.

What do you think about having different teachers for different subjects?

Here's what 1348 pupils at the end of their second term in London secondary schools said when they were asked: 'Do you like having different teachers for different subjects?'



I> What is your Tutor Group's answer to this question?

Work out a good way of collecting everyone's answer (without knowing what everyone thinks) and then display the results on a chart.

[> What do you think are the reasons why some of your Tutor Group like having different teachers for different lessons? And what do you think are the reasons why some dislike it?

Work out a good way of collecting up all the reasons people have for their answer and display those results next to your chart.

NEW TEACHERS

Teachers - same or different?

Probably you notice quite a lot of differences between the teachers who work with you for the various lessons.

Perhaps there are one or two you like more than the others. And perhaps you've noticed some similarities between the teachers.

What have you noticed about your teachers?

[> Write down on a piece of paper three ways in which your teachers are *different* from each other. Perhaps filling in something like this will help you:

- (a) Some of my teachers are but others are

(b) Some of my teachers are but others are

(c) Some of my teachers are but others are

I> Now write down on the same piece of paper three ways in which your teachers are the same. Perhaps filling in something like this will help you:

- (d) One way that all my teachers are the same is that they all

(e) One way that all my teachers are the same is that they all

(f) One way that all my teachers are the same is that they all

NEW TEACHERS

I> Make two lists in your Tutor Group, of all the things people have said in (a), (b), (c), (d), (e) and (f)

I> This evening after school, talk to your mum, dad, or other adults you live with about the teachers they had at school. How many were there? What subjects did they teach? What differences did they notice between teachers? (Try to work it so that these adults tell you about their teachers before you tell them about yours. Then show them the ideas you've been working on today.)

Are there any similarities between their ideas about teachers, and your ideas? Are there any differences?

Getting to know your new teachers

By now you've probably met all the new people who will be your teachers this year. You've got to know your tutor a little. And perhaps you've spent some time in your Tutor Group talking about the lessons you like and the rules in the different classrooms. But what about the teachers? Do you know anything or notice anything about them?

It's probably a good idea to get to know your teachers as well as you can - it will help with getting on at school. (And remember, you don't have so much time with each one as you did with your teacher in primary school.)

I> Answer each of these questions yourself, and then talk over your answers with a neighbour:

Compared to your teachers in primary school, are your new teachers:

- generally more strict?
- about the same?
- less strict?
- generally friendly?
- generally not friendly?
- some of each?

Which one is the most like the teacher you had last in primary school?

Teachers as people

Are you getting to know them better?

Have you wondered what they do when they're not teaching you?

Have you wondered what their lives are like?

I> Try this fun quiz to see how well you've been doing so far.

Start *off* working in groups of four. Write down the names of all the teachers you have. - which one has the longest name?

- which one do you think is the oldest?
- which one do you think is the youngest?
- what are the favourite foods of each one?
- what does each do in her/his spare time?
- what do they like most about teaching?
- does each of them have children?

Probably your group of four won't agree about all of the answers. What will you do about your disagreements?

Do you agree it's useful to get to know your teachers better?

NEW LESSONS

New lessons

You've probably already spent some time in your Tutor Group talking about the different lessons you have, and the different rules that the teachers have.

But what about the lessons themselves?

Are there new lessons you like?

Are there new lessons you don't like?

And what about the other ones that aren't new?

l> In groups of three or four, tell each other about the lessons you like so far. You will probably have different opinions.

See if you can do a quick survey of your Tutor Group.



NEW LESSONS

▷ But what is it that you like about these lessons?

Try writing out the following sentences, with your answers in the blanks:

- ① is my favourite lesson because
- ② Out of all my lessons, I like it best when we
- ③ I wish our lessons had more

AND NOW FOR THE IMPORTANT BIT ...

How can you get your lessons to be more like you want them?

[> In groups of three or four, make a list of suggestions of all the things you could do. Have you included other people in your suggestions? Which people? Perhaps you included your teachers .

Talking to teachers about your lessons

For much of the time in school, the pupils go along to lessons and the teachers go along to lessons, and they don't get much time to talk about how things are going. So they don't get to hear about what each of them likes in the lessons.

The pupils don't hear what the teacher likes about their work and the lesson.

The teachers don't hear what the pupils like about their work and the lesson.

This can't be the best way to run things I
How can we improve things? Try this:

I> Choose one of your teachers and write a note to her/him which starts off like this:

Dear.....
We understand that there's often not much time to talk about things, but we wanted to let you know that some of the things we like about your lessons are

HOMEWORK

Views on homework!

Perhaps one of the new things about being at secondary school is that you're asked to do homework.

Perhaps you already think that you like or don't like homework. But hold on a minute - let's first look at what it's for, and when you like it most, and what people like teachers and parents think about it.

Why do homework?

Here are some comments from first-year pupils in a school in Sussex:

'There's so much homework, you can't do the things you want to.'

'I can't go out for walks on Sunday because of doing homework.'

'Some days the teachers don't explain what you have to do, so you go home and don't do it, because you can't. And the next time when it has to be in, you get done for because you haven't done it.'

'It teaches you to organise yourself and to learn for yourself.'

'When it's boring I don't feel like doing it.'

'Homework gets in the way when we go out or have visitors.'

'There's too much work to do to fit into school hours, so some has to be done at home.'

'I have too much homework and can't do my own stuff like getting my own girlfriend.'

'I'd far rather read a book.'

What do you think of what these pupils say? Do you agree with some of them?

Which ones?

Talk about these comments with your neighbour.

HOMEWORK

So why is there homework?

Here are ten possible reasons for doing homework. Write down on a piece of paper the one you think is the main reason you're given homework. (Do this on your own.)

- (a) to find out things from libraries and other places outside school
- (b) to make up for work we can't cover in school
- (c) to learn things for tests
- (d) to help us work on our own
- (e) so that we do diagrams
- (f) because our teachers have to set it
- (g) to keep us off the streets
- (h) to practise things we learn in lessons
- (i) to get us asking our parents
- (j) to finish off what we should have done in lessons.

Now also write down the one you think is the next main reason, and then write down the one you think is third.

[> Find a partner in your Tutor Group who has different answers from yours. Explain to each other the reasons for your answers and discuss them for a few minutes.

[> Find out what the overall picture is in your Tutor Group.

Which reason do most people list? Give 3 points, 2 points, 1 point to your choices, and add them up across the whole Tutor Group. Display the results.

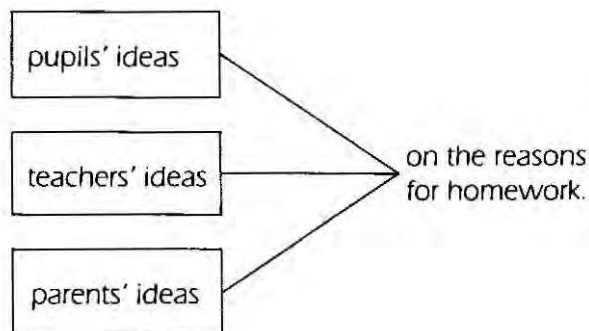
t> Find a way of doing a survey of your teachers' views.

What do they say are the main reasons? Discuss how they compare with your view.

[> Take the list of reasons home and ask your parents or the adults you live with for their view. Collect up all the answers your Tutor Group collects on another day.

Do we agree on the reasons for homework?

Now you can look at:



I> Do you see some Similarities?
What are they?

Do you see some differences?
What are they?

Talk about the differences with your tutor and with your Tutor Group.

[> If these three important groups of people have different ideas on the reason for homework, what can be done about it?

Make a list of practical suggestions.

Choose the ones you think will work best. and will help these three important groups of people to have similar ideas on the reasons for homework.

Think of a way of sharing your suggestions with your teachers and with your parents or guardians.

HOMEWORK

What sort of homework do you like?

Here are some of the things you might be doing for homework:

- reading something for the next lesson
- doing a map or a diagram at home
- doing more examples of something you learned in class
- preparing for a test
- finding out things from your parents/guardians
- finishing off something from class
- learning new things from the book
- writing about what you did in the lesson
- finding out things in your neighbourhood

I> Decide which two of these you most like doing. and write them on a piece of paper. Talk over with your neighbour the ones you've chosen. and also your reasons.

I> Collect the choices made by everyone in your Tutor Group. and show the results in a chart or a poster.

I> Listen to some of the different reasons people in your Tutor Group have given for their choices.

I> Find a way of letting your teachers know these results, and also some of the reasons behind them.

'Homework stops me'

Have you heard pupils say these things?

It stops me:

- | | |
|-------------------------------|--------------------------|
| - playing records | - going out |
| - doing athletics | - doing weekend football |
| - going to the park | - going to a club |
| - spending time on my hobbies | |
| - visiting friends | |
| - watching telly | |
| - singing in the choir | |

But does it really need to?

HOMework

An investigation

Where does all the time go? Be a detective and do this investigation:

C> For one week, keep a record of how you use your time.

Maybe a form like this will help:

Time in the day

	8	9	10	11	12	1	2	3	4	5	6	7	8	9
Monday														
Tuesday														
Wednesday														
Thursday														
Friday														
Saturday														
Sunday														

Write or draw or mark in the time you spend on all sorts of things: school, travelling, watching television, doing homework, eating, going to friends', helping at home, and so on.

Try to get nearly everything recorded. (You'll have to have a bigger form if you want to record the time you're sleeping!) Bring this record back to the Tutor Group at the end of the week. Then you can compare it with your friends' records.

Where did the time go?

Now that you've got a record of how you used your time, you can see where the week went.

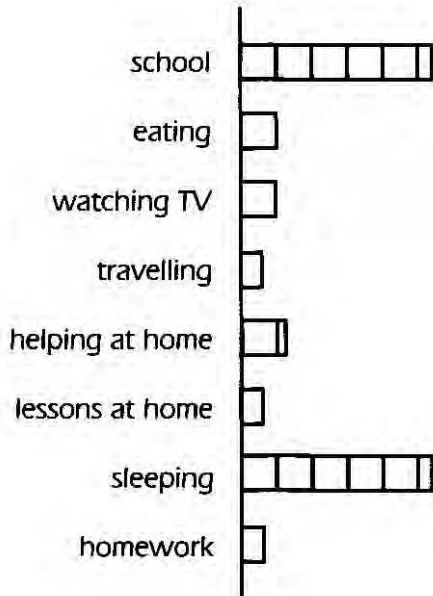
C> Add up how much time you spent on the things you did:

- how much on eating?
- how much on hobbies?
- how much on school?
- how much on watching television?
- how much on homework?

(Don't include the time you were asleep!)

HOMEWORK

I> Make a chart of how you spent the week.
Here's how Fazila has been doing her chart:



Each square block stands for ten hours. So Fazila has recorded about 158 hours of her time. But that leaves another ten hours in that week! Where did it go? That's more time than Fazila spent on homework in the whole week.

Are there any other surprises in Fazila's chart? Does it look similar to yours? In what ways? Does it look different from yours? In what ways?

Did you have any surprises from your own chart?

What happened to the hours that weren't recorded?

How does your chart compare with the ones your friends did?

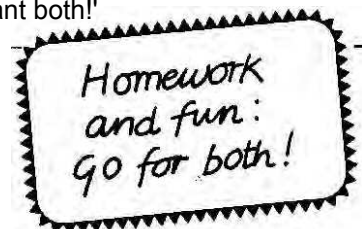
Homework **or** fun? or homework **and** fun?

Which will it be?

Pat finds that homework gets in the way. It gets in the way of seeing friends and doing the things Pat likes, such as going to youth club and spending time on other interests. It nearly always seems to happen that Pat has homework to do on the evenings when there's also something fun to do. Pat gets fed up with this because it seems as if a difficult choice is needed. Pat sometimes chooses to do one, and sometimes she chooses to do the other.

Jo has found how to keep homework and fun going side by side, Jo keeps a place for each of them and keeps each of them in place. On an evening when Jo has homework and something fun to do, she sorts out her time and finds a way of doing some of each. Sometimes Jo does homework first and then goes to youth club, sometimes she sees a friend and then does homework. Sometimes she does homework with a friend. Jo says, 'I'm greedy: if there's a choice I want both!'

Probably everyone in your Tutor Group feels like Pat on some days and feels like Jo on other days. Have a look at your time chart. and see whether you can sort out your time like Jo does.



HOMEWORK

Peter's puzzle with homework

Peter's got a puzzle with homework. You can help sort it out:



For the next three weeks Peter's family has some relatives visiting from abroad. There will be lots of things going on: seeing people, going out on trips, and Peter will be involved. He will sometimes be expected to entertain the relatives. Also, there's going to be a special party for his grandparents.

So he's going to be short of time to do his homework, and he hasn't worked out how it's going to get done.

What would you do if you were Peter? Would you:

- not do the homework and hope no-one noticed?
- stay up late to do it?
- get the relatives to help you?
- tell your teachers you've got an eye problem?
- ask your tutor to get you let off?
- tell your family you can't see the relatives?
- make a three-week plan to get everything done?
- talk to your teachers about it?
- not go to the party?

I> Can you think of any other solutions?

I> Tell your neighbour which you choose and why.

I> Then, in groups of four, discuss your choices, and all the things you thought about when you made your choice.

It would be strange if everyone in your Tutor Group agreed on what they would do in a situation like this. Spend some time listening to the different choices people made.

I> Is anyone in your Tutor Group having a puzzle something like Peter's right now?

How can the Tutor Group help?

What would be a good way out of the puzzle?

HOMEWORK

Mandy's muddle with maths homework

Mandy's maths is making a muddle. When it comes to doing homework, she is often asked by her maths teacher to do some more examples from the book they use in lessons. But the book has got the answers in the back. And that's why Mandy gets in a muddle. When one of the examples is difficult. Mandy knows that she sometimes gets help by looking up the answer and working back from there. But she's not sure whether she should do this. She thinks that perhaps the back of the book should only be used to check an answer she's already worked out. Or perhaps she shouldn't use it at all, and should ask her teacher the next day.

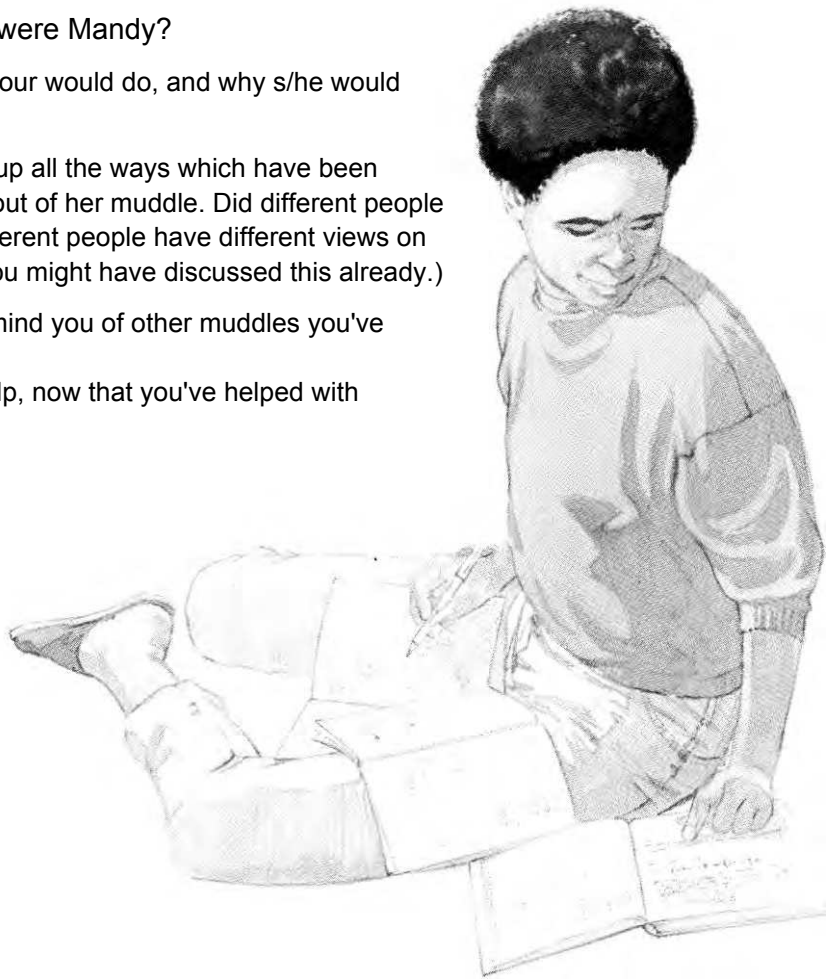
What would you do if you were Mandy?

[> Find out what your neighbour would do, and why s/he would choose that way.

[> Discuss in your Tutor Group all the ways which have been suggested for Mandy to get out of her muddle. Did different people have different ideas? Did different people have different views on what homework was for? (You might have discussed this already.)

[> Does Mandy's muddle remind you of other muddles you've experienced?

How can the Tutor Group help, now that you've helped with Mandy's muddle?

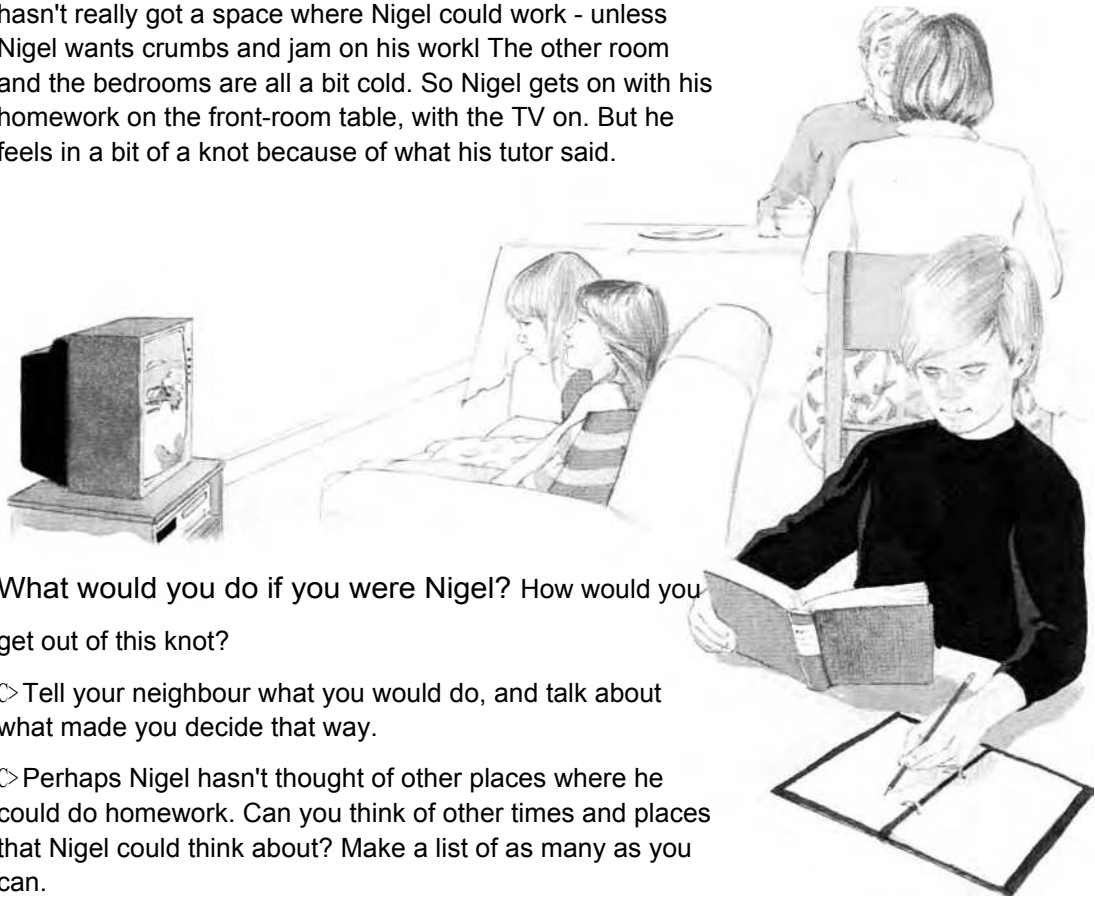


HOMEWORK

Nigel's in a knot!

Nigel's Tutor Group has been talking about how to do homework, and the tutor (who Nigel thinks is OK) has said that it's best to find a warm quiet place for doing homework.

It *seems* like friendly advice, but in Nigel's house it doesn't *seem* possible. The front-room has the TV, the meal table and is warm. But his two younger sisters are usually in there during the evening and the TV is usually on. The kitchen hasn't really got a space where Nigel could work - unless Nigel wants crumbs and jam on his work! The other room and the bedrooms are all a bit cold. So Nigel gets on with his homework on the front-room table, with the TV on. But he feels in a bit of a knot because of what his tutor said.



What would you do if you were Nigel? How would you get out of this knot?

▷ Tell your neighbour what you would do, and talk about what made you decide that way.

▷ Perhaps Nigel hasn't thought of other places where he could do homework. Can you think of other times and places that Nigel could think about? Make a list of as many as you can.

▷ How could Nigel's friends help?
Think of three things they could do.

▷ Is anyone in your Tutor Group having a difficulty like Nigel's over homework?
How can you help?

LEARNING

Learn about learning

Have you ever thought about how you learn things?

Take an example - riding a bicycle

Can you ride a bike? How did you learn?

Was it in any of these ways?



There are probably lots of ways of learning to ride a bike, and it's probably difficult to say how we did it!

Perhaps that's true for learning all sorts of things - there are lots of ways of doing it, and it's difficult to say how we did it.

But when we are trying to learn, it's sometimes a help to think about different ways of learning, and to think about how we go about it.

LEARNING

Justice and her bike

Justice has just learned to ride a bicycle and is very excited by this achievement:

Justice laughed, screamed with the giggles and tore down the blacktop Union Road. At a wide street called Dayton, she paused to look both ways, then wheeled across it onto Tyler Street, which would take her clear across town.

Justice used each of her speeds to see that they all worked properly. Squeezing the hand brakes, she brought the bike nearly to a standstill. Before stopping completely, she pulled on the pedals and raced ahead once again. She speeded, non-stop or -skid, clear to Xenia Avenue, where she waited for a year for the light to change to green. For cars to stand at attention for her. Finally, the light changed. She glided safely across the avenue, still on Tyler where it narrowed with tight, sleepy houses on either side.

'Not a lot of space for houses over here,' she said to herself. 'Not like the open field where I come from.'

Tyler Street inclined gently and ended at a broken-down street called Morrey, which ran along the railroad tracks. Can't they ever fix up this street? Now I can't speed.

She had to glide her way with care around potholes and broken shoulders of the road.

Ought-a be a law! Won't be long, though, on this ragged road. Just a short minute. Then to cross the tracks onto the Quinella Road.

Blue sky stayed with Justice. She was hot in the denim jacket. Perspiration rolled down her temples to her chin. Soon she found herself beyond the dirty work of broken-down roads and ready for the hard.

She turned left off Morrey Street and onto the lip of the Quinella Road where the B&O tracks cut across it like two silver scars. Next came a round knoll of road like a chin before the Quinella began its crazy three-quarter-mile curve and winding way down. Brother! Levi don't know a thing!

She wasn't nearly as afraid of the fast plunge and deep shadow of the Quinella Road as Levi had thought. Justice almost loved it; had ridden it since Monday - mornings and afternoons; even one evening when she found the chance to slip away. Not many her age dared ride it. She'd heard tell that new drivers of cars who had driven the Quinella could pass the test of any mountain road. Better believe it, too.

Justice never thought of the road as up but as always plunging down, as if it went under the earth. Of course, she knew it headed down and away to open country of some corn-and-cattle kind.

LEARNING

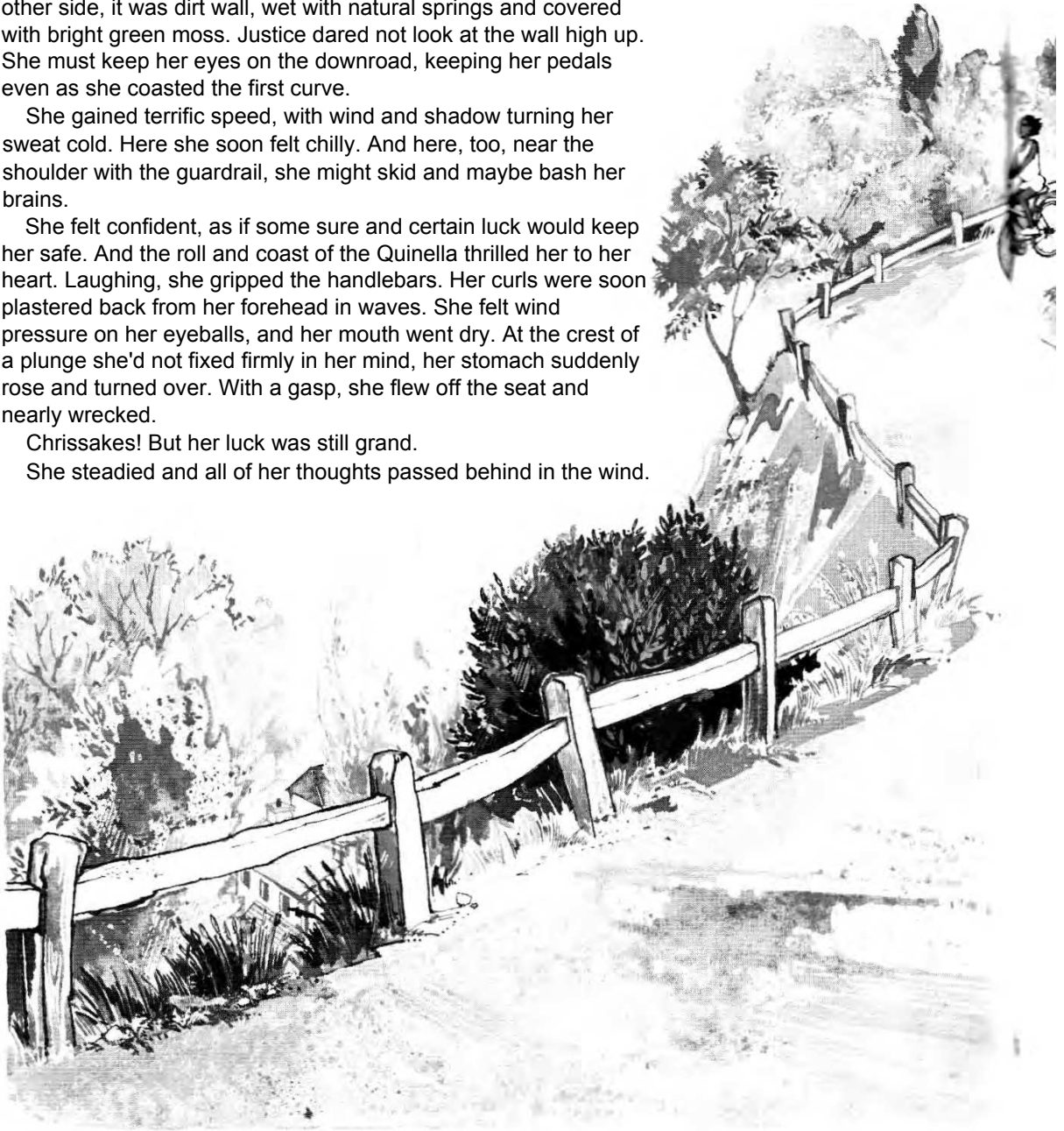
The Quinella Road had a low guardrail on one side, with trees behind it that covered the dangerous edge of a jagged hill. On the other side, it was dirt wall, wet with natural springs and covered with bright green moss. Justice dared not look at the wall high up. She must keep her eyes on the downroad, keeping her pedals even as she coasted the first curve.

She gained terrific speed, with wind and shadow turning her sweat cold. Here she soon felt chilly. And here, too, near the shoulder with the guardrail, she might skid and maybe bash her brains.

She felt confident, as if some sure and certain luck would keep her safe. And the roll and coast of the Quinella thrilled her to her heart. Laughing, she gripped the handlebars. Her curls were soon plastered back from her forehead in waves. She felt wind pressure on her eyeballs, and her mouth went dry. At the crest of a plunge she'd not fixed firmly in her mind, her stomach suddenly rose and turned over. With a gasp, she flew off the seat and nearly wrecked.

Chrissakes! But her luck was still grand.

She steadied and all of her thoughts passed behind in the wind.



LEARNING

Seeing each detail of wood and weed, she forgot them immediately. And plunged on and ever down.

Until, three quarter-miles later, there was a pause, a recess of a flat place in the Quinella Road.

Ready.

Justice craned her neck around to check the last long hill behind.

Nothing coming down.

She studied the forward road. Nothing coming on.

Listening hard, shaking wind from her hearing, she heard nothing coming down or coming on.

Set.

Swiftly riding, she released the handlebars and hand brakes to grasp the seat beneath her.

Simultaneously, she removed her feet from the pedals to stretch her legs up and stiffly forward until they rested on the handlebars. With the slightest lean, she started the bike turning in circles in the road.

Go!

Justice had slid from the seat onto the crossbar.

Letting go of the seat, she leaned her back over it.

And she had speed enough for four good circles around in the road. With arms held out to the sides, she might have been a child asleep on a comfortable couch.

There - yeah!

Posed and balanced to perfection. On the last one and one half circles around, she lifted her arms straight above for the ear-splitting applause.

You wish! was her fleeting thought.

Virginia Hamilton, *Justice and her Brothers*,

Hamish Hamilton, 1978



I> Justice has *some* special ways to ride her bike. Why do you think she learned her tricks?

I> Justice was probably afraid of the fast plunge down the road at first. How do you think she lost her fear?

I> On the flat stretch Justice does her special trick on the bicycle. Where do you think she learned this trick from? How did she manage to do it the first time?

I> Probably you know how to do one or two things which you felt were risky or frightening at first. What are they and how did you lose your fear of doing them?

I> What's the most risky or frightening thing that you're having to learn at your new school? How can you get to learn it and not be frightened off?

LEARNING

Take another example Learn this fact:

For a man who is 175 cm (5'9") tall,
the ideal weight is 65 kg (10½ stone)

Take as long as you like.

Then try to answer the questions below.

So, how did you learn this fact?

Did you:

- think of someone you know who's 175 cm tall?
- help yourself remember the numbers by making some sort of pattern out of them?
- imagine a person who is 175 cm tall and 65 kg?
- look at it *over* and *over* until you remembered it?
- or something *else*?

Explain what you did to your neighbour, and then collect up all the different ways your Tutor Group used to learn this fact.

So there are lots of different ways of learning something

As long as it works, every way is as good as any of the others.

Your way of learning is fine if it works for you. (But if it starts not to work, you could try another way which you learned from someone else)

I> Think up two examples of facts you've had to learn recently, and collect up all the different ways your Tutor Group used to learn them.

Are there any ways of learning which someone else uses, which you would like to try out?

But learning at school isn't all about facts. Sometimes it's more like riding a bike - you have to learn how to do something.

Here's another example:

Have you learned how to light a bunsen burner in the proper way?

How did you do it?

- by listening to instructions?
- by trying it out?
- by watching someone else?
- by thinking it through?

What was it that worked best for you in learning to do this?

Could you now teach your tutor how to do it?
How would you go about teaching her/him?

LEARNING

Enjoying my learning

There are lots of ways of learning something, but sometimes the best learning is done when you're enjoying it.

When do you most enjoy learning?

When do you least enjoy learning?

Here's a way of investigating these questions:

t> Think of a time when you were learning something and you really enjoyed it a lot. It doesn't have to be a time at school, it can be anywhere, as long as it was a time when you felt really good about the learning you were doing. Perhaps you felt proud of yourself. Perhaps you felt successful.
Now write down on a spare piece of paper the reasons why that time was so enjoyable. What was going on to make you feel so good about learning? If other people were with you, was it something that they did which made it so good?

t> Now think of a time when you were trying to learn something and you didn't enjoy it at all. Again, it doesn't have to be in school, it could be anywhere as long as it was a time when you didn't enjoy the learning. Perhaps you felt fed up and no good at it.
On your spare piece of paper, write down the reasons why that time was not at all enjoyable. What was happening that made it like that?

[> Now you're going to collect together all the answers your Tutor Group has given about what makes learning enjoyable or not enjoyable.

Find a way of making a poster out of all the different things pupils have said.

Are there any things that a lot of people agree on?

How can your learning at school be made more enjoyable?

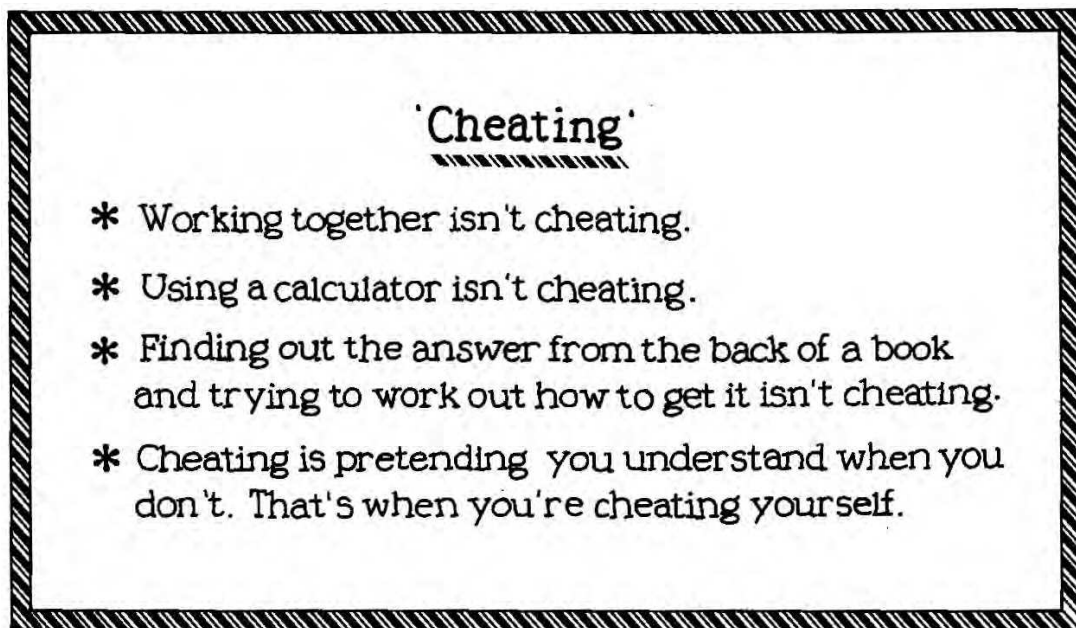
What will you have to do?

What will other people have to do?

LEARNING

Cheat!

Here's a poster which was displayed on a classroom wall:



I> Read the poster and talk it over with your neighbour.

What do you think of the first line?
Do you agree? Do you think your teachers would agree? All of them? Or some of them?
What do you think of the second line?
Do you agree with what it says?
Who else would agree? Teachers? Parents?
And what about the third line?
What about those last two lines?
Do you understand what they mean? (Don't pretend!)
Do you agree?

I> Can you think of any times when you (or someone you know) have pretended to understand when you didn't?
Tell your neighbour about them, and the reasons for pretending.

I> Can you think of any other ways in which you've cheated yourself when it comes to learning?
How could these be changed so that you don't cheat yourself?
Tell your neighbour about them and ask for her/his advice.

LEARNING

How many answers?

When you're trying to learn, and to get on at school or anywhere else, it's sometimes useful to think about how you work things out. That's because there can be more answers than you thought there were, And if you don't sometimes think about how you're doing it, you can end up stuck with a problem, or stuck with one answer which might not be the only one,

Here's an example:

You might have seen the photograph below before, a few years ago:

Yes, it's Prince Charles and Princess Di.

Do you notice anything unusual?

Well, here's some extra information: Prince Charles is 180 cm [5'11"] tall, and Princess Di is 178 cm [5'10"] tall, but in the photograph there seems to be about 18 cm (7") difference between them!

How could this be?

[> In twos, think up as many explanations as you can for the photograph showing 18 cm (7") difference between them.

See how many different explanations your Tutor Group can think of,

Now turn over.



LEARNING

Well done!

You've found lots of answers to that problem.

Did you notice how you did it?

Did you notice *yourselves* getting stuck now and again?

Did you notice how more ideas came, to get you unstuck?

Probably it helped to know that there was not one 'right answer' and that lots of answers could be thought about.

It will be important to do just that in lots of your schoolwork.

And then you might sometimes look at all the answers to think about what's good in each of them.

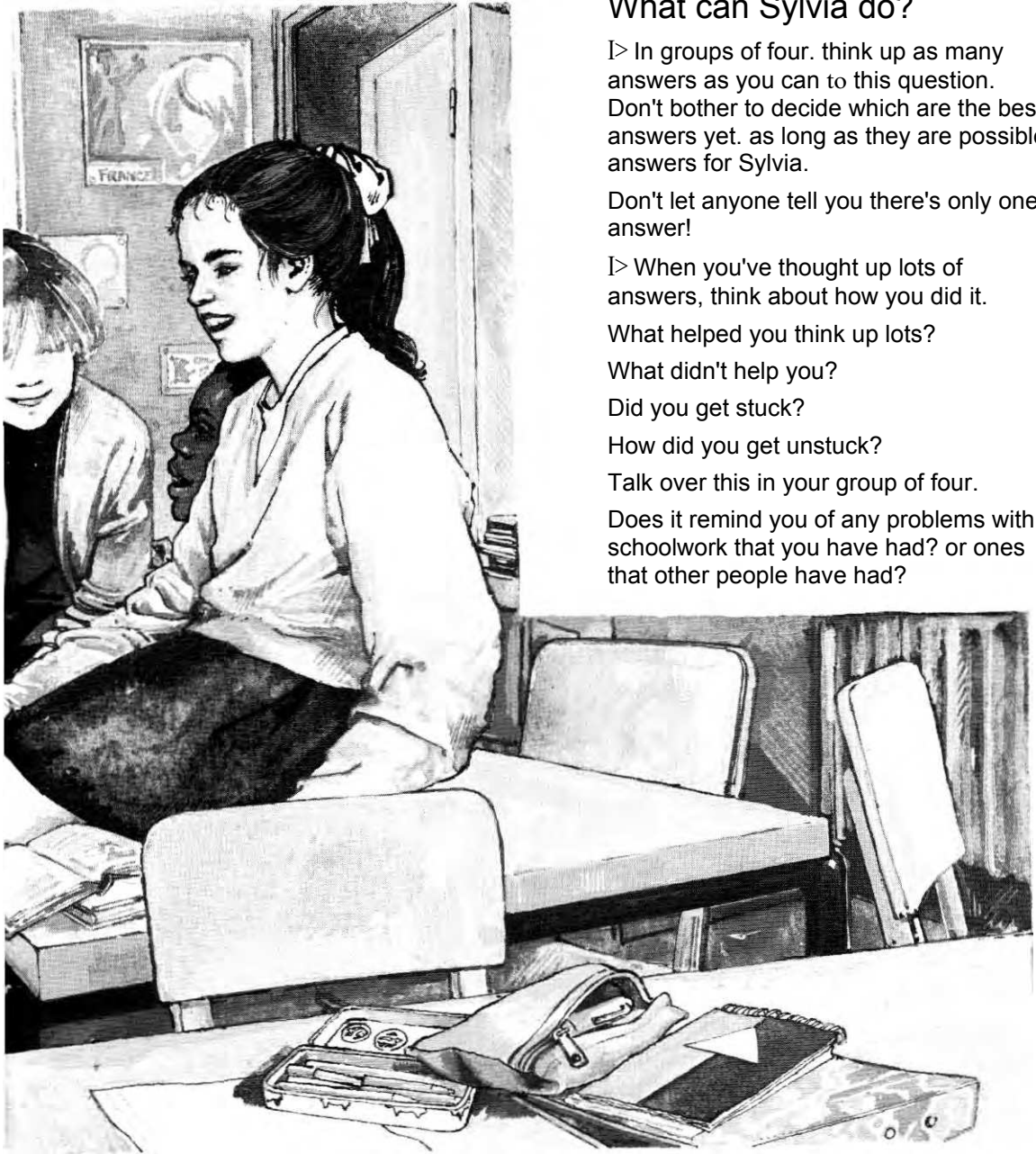
Here's another example: it's not about finding lots of answers to something that a teacher has set you, but it is about finding lots of answers to a schoolwork problem.

Sylvia really enjoys writing stories. In English lessons she sits with her friends - they talk a lot. and get into trouble for not doing enough work.

Sylvia wants to do her work, and wants to stay friends with her mates.



LEARNING



What can Sylvia do?

I> In groups of four, think up as many answers as you can to this question. Don't bother to decide which are the best answers yet, as long as they are possible answers for Sylvia.

Don't let anyone tell you there's only one answer!

I> When you've thought up lots of answers, think about how you did it.

What helped you think up lots?

What didn't help you?

Did you get stuck?

How did you get unstuck?

Talk over this in your group of four.

Does it remind you of any problems with schoolwork that you have had? or ones that other people have had?

LEARNING

What I listen to

Do you listen to things?

What sort of things?

Tell your neighbour two things that you've already listened to today. (Did you listen to your neighbour?)

Teachers In lots of schools often say that first-year pupils can't listen. (They sometimes say it about other years too.) What do you think?

Here's an important investigation for your Tutor Group to do:

Step 1

The first step is to find out what everybody in your Tutor Group does listen to, the times when this is easy, and the times when it is difficult.

So think about the times when you really do listen to someone, in school or out of school, at home or anywhere.

Try to think of two times when it feels easy to listen to someone, and two times when it feels difficult to listen to someone.

Then, on a spare piece of paper, write down the following, with the blanks filled in:

<p>I find it easy to listen to..... when she/he is..... (Do two of these.)</p> <p>And:</p> <p>I find it difficult to listen to..... when she/he is</p> <p>(Do two of these.)</p>
--

[> Now collect up all the pieces of paper from your Tutor Group and put everyone's answers on a big poster.

What do you notice about the things that your Tutor Group finds it easy to listen to, and the things that your Tutor Group finds it difficult to listen to?

LEARNING

Improving my listening

Now that you've found out what your Tutor Group finds it easy and difficult to listen to, we can go on to the next important step:

Step 2

Sometimes it's important to listen to another person.

Sometimes it doesn't seem so important.

Can you think of two examples when it's really important to listen to another person? Tell your neighbour what your two examples are.

Now let's think about school. Are there times when you think it's important to listen to someone else, but for some reason it's difficult to listen to them?

On a spare piece of paper, write down the following, with the blanks filled in

I> Collect up all the pieces of paper from your Tutor Group, and find out what people have said.

Which time was mentioned most?

Step 3

In groups of four, think about the time that people in your Tutor Group have mentioned most; a time when it's important to listen but it's difficult. How can this be changed? What needs to happen for things to improve? Decide who needs to do what for the listening to be easier on this important occasion.

Be ready to share your answer with the rest of your Tutor Group.

At school:

One time when it's important to listen but it's difficult to listen is when.....

.....

.....

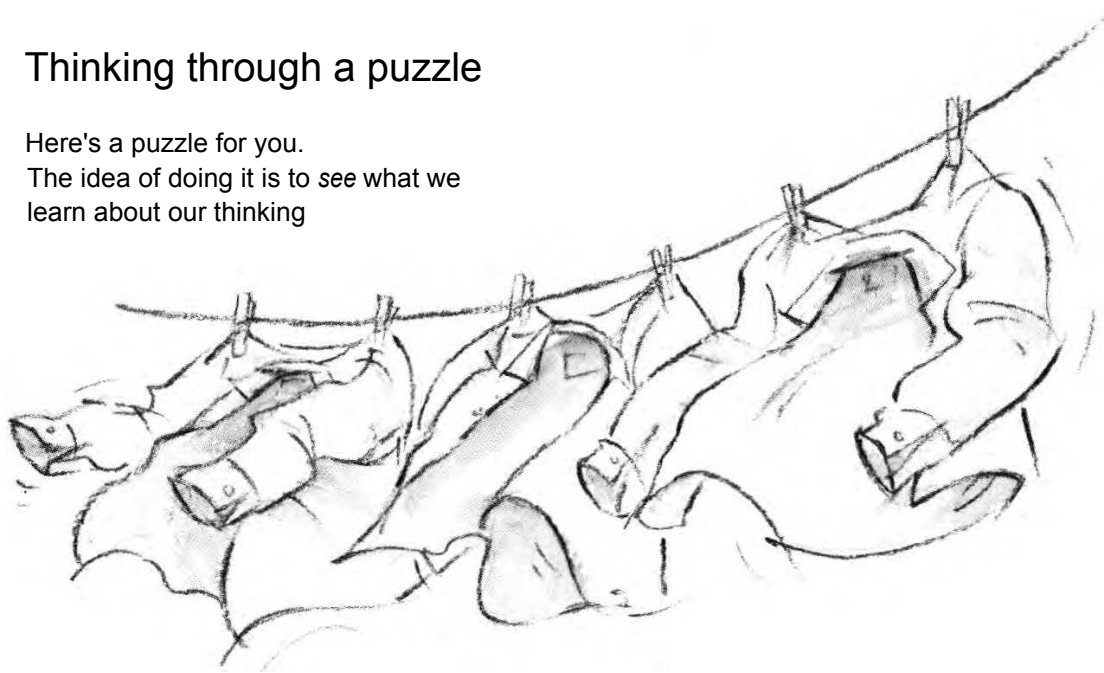
(Do two of these.)

PUZZLES

Thinking through a puzzle

Here's a puzzle for you.

The idea of doing it is to see what we learn about our thinking



Do this on your own first.

If it takes 45 minutes for one shirt to dry on the washing line, how long does it take three shirts to dry?

As soon as you think you've puzzled out an answer, don't tell anyone, but instead think about how you got your answer. When your neighbour has got an answer too, tell each other what you think it is and how you got **that** answer.

Probably a number of people in your Tutor Group got the 'right' answer, and a lot of people didn't, but that's not important. What did you find out about your thinking? Did you get it straightaway?

Had you seen a similar puzzle?

Did you think of an answer and then think there was a 'catch'?

Did you have difficulty deciding, so get *fed* up and give up?

Sometimes we do have to spot the 'catch' in a puzzle, and then think our way past it. Can you think of any common examples of this? In lessons?

PUZZLES

The oranges puzzle

Here's another puzzle to test your thinking. Lots of teachers find this one difficult! Again, do it on your own at first, and remember how you got to your answer.



[> There are six oranges in the bag. How can you give these six children an orange each and still have one left in the bag?

When you've got an answer, remember how you got to it. Then find out whether your neighbour will accept it as an answer. Then talk about how you got your answers to a puzzle which at first looks as though it can't have an answer!

How did you get past the 'catch' in this one? Or did you get fed up and give up?

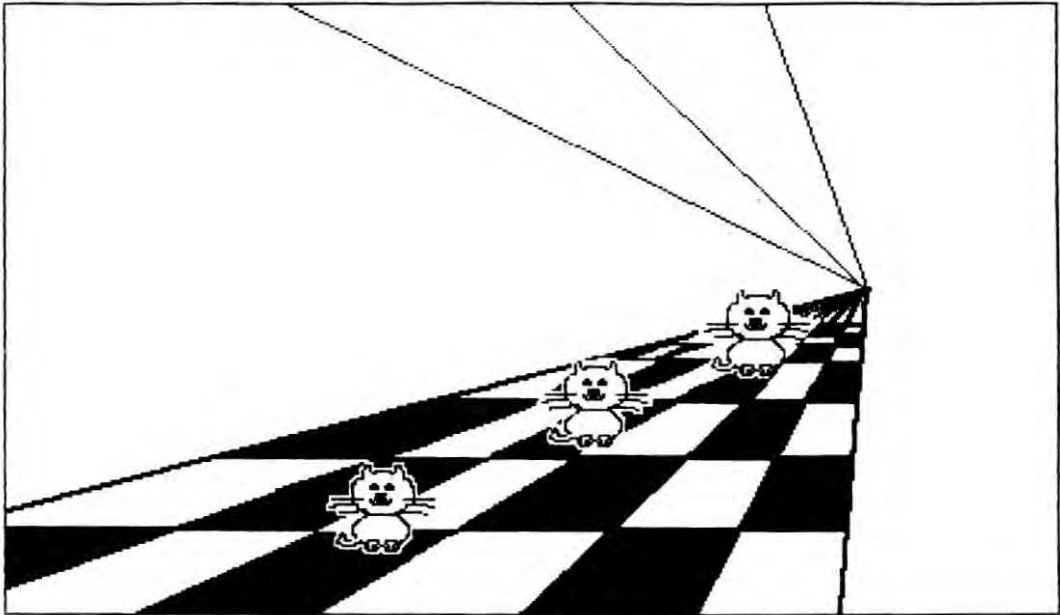
Sometimes it's clear there's a catch. Can you think of any examples? In lessons? In school? How do people get past those catches and find an answer to the puzzle?

PUZZLES

Three cats

I> Which of these cats is the biggest?

Guess first.



Now measure to see if you were right.

Any surprises?

What has happened?

Did something trick you?

What was it? The puzzle? Your eyes?

Sometimes people get a little angry if they can't do a puzzle like this. They may blame the puzzle. Or they may blame the person who gave the puzzle to them. But really they're angry at themselves, because they've tricked themselves.

I> Do you know any other situations like this one with a puzzle?

Do you know times when people blame someone else or something else, when really they've tricked themselves?

I> Are there any ways that you can make sure you don't trick yourself? Try one out today.

PUZZLES

The final puzzles

You've learned a lot about the way you think by doing some puzzles. And you've probably found out some of the ways that you can get yourself stuck, or catch yourself out.

Try these last ones and remember to think carefully.

School journey puzzle

Patsy, Paula, and Pippa all left their homes in different parts of town at 8.00 a.m.

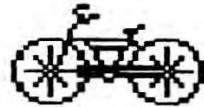
Patsy cycled at an average speed of 20 kph.

Paula walked at an average speed of 6 kph.

Pippa travelled by bus at an average speed of 15 kph.

They all arrived at the school gates at the same time.

Whose journey took the longest?



Why can't a person living in Newcastle be buried in Wales?

Hole puzzle

If two people dig two holes in two days how long does it take one person to dig one hole?

Getaway puzzle

Six robbers rode in a blue Jaguar for over 150 km to their hideout. The trip took exactly two hours, yet no-one in the car noticed that they had a flat tyre all this time.

How was this possible?

What did you learn about your thinking from these examples?

HOW AM I DOING?

How am I doing?

You've been at your new school for some time now. And you've learned a lot about how to get on there.

Now is a good time to think back, and to think about how you've been getting on.

Here are some questions and sentences to help you with your thinking. When you've finished them, we'll find a way for you to talk over what you've said with your friends, with your parents, and with your tutor and teachers.

One of the things I've done well at recently has been

.....

One of the things I've found difficult recently has been

.....

One of the things I've enjoyed most recently has been

.....

The things I'm doing best in are

.....

and the reason is

Things I'm not doing so well in are

.....

and the reason is.....

My parents, and/or the adults I live with seemed proud when.....

I was proud when I

HOW AM I DOING?

Now that you've started to think back over how you're doing, you can start to talk it over with people.

Step 1

Let's start with the person you're sitting with in your Tutor Group:

[> In your pairs, decide who's going to go first. Then that person spends a couple of minutes telling their neighbour about the sentences s/he's written, and about the things that have happened to her/him. The neighbour has to listen very carefully, and if there are some things that the neighbour doesn't really understand then s/he can ask a few questions.

Then your pair changes over so that the other person talks about what s/he's put on the form.

[> Now that you've listened to each other, you can begin to help each other. You can learn to give each other some good advice. Take turns to say to each other:

"With the things you're not doing so well in, I think you could do better by trying ..

[> After you've had this talk with your neighbour (and you might not have agreed with her/him), fill in the following:

'One of the things I'm going to do differently about getting on at school is

'One new thing I'm going to try out for doing well at school is

Step 2

Now for some talking with your teachers. They will be very pleased to hear that you've been thinking seriously about how you're doing at school. They will be interested to hear about your plans for doing well, and they will be interested in your ideas about how they can help.

So you can write them a short note like the one below. Your tutor can collect your ideas together and pass them on.

(You must fill in both parts, (a) and (b).)

*Dear teachers,
I've been thinking about how I'm doing at school, and
I think I shall get on better if*

(a) I try out

and (b) my teachers

Yours sincerely,

HOW AM I DOING?

Step 3

And now for some talking with other important adults: the ones you live with.

[> This evening, try to find some time to have a talk with your parents/guardians about what you've been doing in this Tutor Group time. Tell them what you think about getting on at school, and your plans for getting on better. Also tell them about the note you wrote to your teachers. Then you could think together about any ways they could help you do better at school.

[> Another way to start a good talk with them might be to take home something like this:

My School Report

*I've been thinking seriously about how I get on at school,
and here are some of my ideas:*

I've found I do best when.....

Most of the time I find the work:.....

*I think I've settled in to my new
school:.....*

*too easy
too hard
about right*

*very well
quite well
not very well*

Make sure you put your ideas, not what you think teachers might say.

HOW AM I DOING?

How is everyone doing?

This is a very important thing to talk about for everyone in your Tutor Group. You're going to talk about all the different ways that people get on at your school. This is important because there are many ways of getting on at school, and so there are many ways of getting on better at school - perhaps you can find the one that suits you. And now that you're in secondary school, you're much more in charge of what happens to you.

Why do people get on well at school?

Have you thought about the reasons for this?

Some people get on because they're with helpful friends.

Some people get on because they get the hang of it quickly.

Some people get on because their parents help them.

Some people get on because they don't give up easily.

Some people get on because they can get the best from teachers.

Some people get on because they want to work hard.

I> Are there others you would like to add? Which one do you agree with most?

Which one do you disagree with most?

Make a quick display of your Tutor Group's views about these different possible reasons.

I> Now, by yourself, think about the six reasons, and think about yourself. Which of the six could be working better for you?

What will you do to make that reason work better for you?

TUTOR GROUP

Our Tutor Group

Are you learning about all of the people in your Tutor Group?

This might help you learn a lot more.

Here's an important statement about people:

IN SOME IMPORTANT WAY, EVERY PERSON IS
IAI LIKE EVERY OTHER PERSON
(B) LIKE SOME OTHER PEOPLE [but not others]
(C) LIKE NO OTHER PERSON.

What does this mean?

[> Try it out on the people in your Tutor Group:

Write down:

(a) some ways that you're like everyone in your Tutor Group.

Think up as many as you can.

Talk them over with your neighbour.

Now write down:

(b) some ways that you're like some other people in your Tutor Group (but you're not like others).

Think up as many as you can.

Talk them over with your neighbour.

And now write down:

(c) some ways that you're like no-one else in your Tutor Group.

Think up as many as you can.

Talk them over with your neighbour.

I> Now make a list, using all the ideas from all the people in your Tutor Group. Start off with [a]. the ways that everyone is like everyone else.

Was this a long list? Were there any surprises?

Next try to make a list of the things you all wrote down about (b), ways that you're like some other people in your group.

Was this a longer list?

Last. when you've all decided on the way that you're like no-one else in your Tutor Group, each take turns round the room to quickly say what way you're different from everyone else. Listen carefully, and think carefully about what each of you says.

'Line-ups'

Here's an interesting and enjoyable way of learning about everyone in your Tutor Group.

What you do

I> As quickly as you can, get yourselves into a single line around the room (you'll need to arrange the space)

- with the tallest person at one end, and the shortest person at the other end.
- with the person whose journey to school takes the longest at one end, and the person with the shortest journey at the other end.

Any surprises?

What difficulties did you have? How did you sort them out?

Did you think it would be easy?

What have you learned about each other?

I> Now get yourselves into a line with the person who has most pets at one end and the person who has least pets at the other.

TUTOR GROUP

Now suggest your own 'line-ups'

Think about the things you would like to learn about everyone in your Tutor Group. Take care not to do a 'line-up' about something which might upset someone in your group.

Similar and different

Sometimes you've probably thought you are similar to another person (perhaps someone in your Tutor Group). And sometimes you've probably thought that you are different from another person [perhaps someone in your Tutor Group].

Is that right? Can you remember examples?

Everybody compares themselves with other people

Who do you mainly compare yourself with? - a friend?

- a person you don't like?

- someone on TV?

But really we're only like those other people in some ways, and we're different in other ways.

Try this out (it can also help you learn about people in your Tutor Group)

C> On your own, write down on a piece of paper the name of the person in your Tutor Group who you think you're most similar to. Now think of a way in which you're different from that person. Write that down.

C> Think of the person in your Tutor Group who you're most different from, and write down their name. Now think of a way in which you're similar to that person. Write that down.



What have you noticed so far?

Sometimes we think of ourselves as different from other people but perhaps that's when we're not noticing the similar things. And sometimes we think of ourselves as similar to other people but perhaps that's when we're not noticing the differences.

Is there anyone who is 100 per cent different from you?

Is there anyone who is 100 per cent similar to you?

Talk over your ideas with a neighbour or group of four.

TUTOR GROUP

All our languages

One of the very important things about a Tutor Group is that there are people in the same group who can bring different things to the group.

One of these things is the languages that people speak.

It's very helpful for getting on in the world to be able to speak more than one language, and not only for those people who travel to other countries - many of the languages in the world are spoken in this country.

While you're learning about the other people in your Tutor Group, you might get some surprises about the languages they know.

I> Do you speak a language other than English?

If so, which?

I> If you speak English, what sort of English do you speak?

There are lots of interesting differences between the sorts of English which get spoken in different places, and by different people in the same place.

I> Make a list of all the languages which are spoken by the people in your Tutor Group. Does anyone speak Tagalog? or Shona? or Sylheti? or Twi?

(If you don't know where these languages are mostly spoken, how will you find out? Does the library have information that might help?)

I> Now you're all going to learn a small but important part of a language that's new to you. The members of your Tutor Group who can speak something other than English are going to teach the others to say 'Welcome' in those languages:

BENVENUTI

مرحبا بكم

WILLKOMMEN

歡迎你

BIENVENIDOS

Добро пожаловать

BIENVENUS

স্বাগতম

NEW FRIENDS

Making new friends

When people move to secondary school, they are often concerned to be with their friends from primary school. It's nice to know that you will know someone in the new school.

Some secondary schools make sure that they put friends from primary school in the same Tutor Group. Other secondary schools do not do this. Which did your new school do?

Do you think that you'll have the same friends as you had before, now that you're in a bigger school?

Someone asked 1348 boys and girls in London schools about their friends. This was after they had been at secondary school for two terms. Most of the boys and girls said that they now had more friends than they had in primary school.

So perhaps you'll have more friends too. Perhaps some will change and some will be added.

How do we make new friends?

I> Think about the friends you have now, and think back to the time you became friends with them.
How did it happen? What were you doing?
Write out the following sentences, filling in the blanks:

One of my friends is

I became friends with her/him about
..... ago.

We became friends through doing .
.....

Now write it out once more, with the name of another friend filled in, and the way you became friends.

I> Perhaps we make friends through the activities we're involved in and the interests we have.

Talk over this idea and your experiences in pairs and small groups.

Meeting new people

You've probably met a lot of new people since you've been at this school - new pupils, new teachers, and other new adults.

Perhaps you've got to know some of them. Perhaps you've become friends with some of them.

What have we learned about meeting new people?

How does it make us feel?

When does it go well?

And when does it carry on and turn into a friendship?

I> Think back to a recent time when you met someone new.

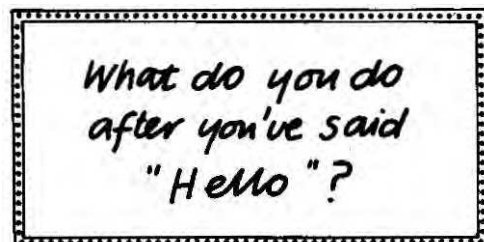
How did it go?

What happened?

Who said what?

Talk this over with a neighbour for a few minutes, remembering what you did and what you said and how you felt.

Can you answer this question (which some people sometimes find difficult):



Now turn over.

NEW FRIENDS

I> Make a list of some of the things you've done, and try to see whether some of the things are more likely to lead to making friends than other ones.

Did you talk about your interests and the things you do?

Did you ask the other person about their interests?

Did you each listen carefully to the other one?

I> Share all the ideas your group has come up with.

Are there some new ideas here for you?

Are there some new things you would like to try?

Try to think of a time when you might try out one of these new ideas.

Talk about it to your neighbour.

Learning about other people

How do you find out what other people do, and the interests they have?

Here's a story from a Tutor Group in a school in Kent:

This Tutor Group had been together for some time and things were going quite well. But someone in the Tutor Group thought that they didn't really know each other that well, So they got together with their tutor and arranged to use their time in the Tutor Group with pupils telling the group about their interests and the things they did outside school.

People brought things in to show the group - the tutor joined in too and showed everyone how she was learning a new sort of printmaking which was very new to her.

On most occasions this time was enjoyable, and people learned a lot - sometimes one or two people in the Tutor Group didn't listen very well and then they didn't get interested in other people's interests,

Then came a big surprise. The surprise was Stephen. Most people had thought that Stephen was a quiet person who didn't seem to get on very well at school. But when it came to his turn they learned that he was very knowledgeable and very skilful. Stephen brought in things to do with his interest in collecting beautiful stones and rocks, and it was fascinating for everybody. He had a lot of books on the subject, had

NEW FRIENDS

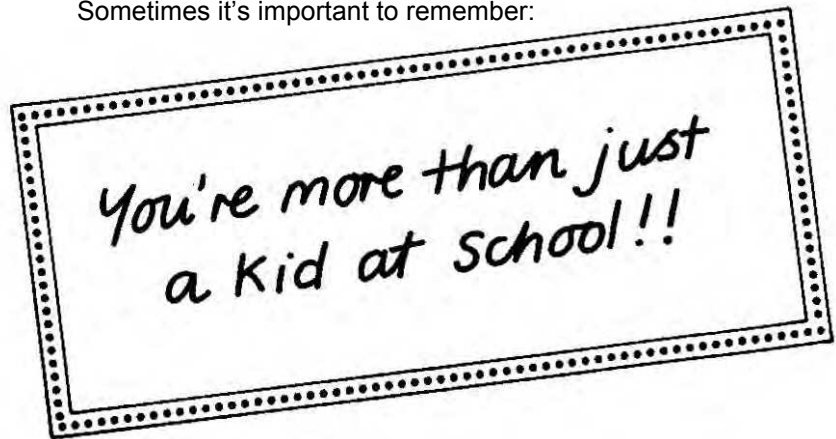
visited all sorts of places, and had displayed some of his collection in very striking ways. He had learned a great deal about things around the world, and everyone really enjoyed listening and asking Stephen questions. In fact they asked him to carry on for another occasion of tutor group time.

As things turned out two other people in the Tutor Group decided to find out more, learned a lot from Stephen, and later became quite good friends.

Do you think there would be surprises like this in your Tutor Group?

Do you know much about the interests that people in your Tutor Group have outside school?

Sometimes it's important to remember:



↳ Can your Tutor Group do something like the Tutor Group in Kent?
It won't be exactly the same. How would you arrange it?

↳ What will you do if one person in your Tutor Group doesn't feel they've got anything interesting to share?

↳ How will you help anyone in your Tutor Group who usually prefers not to talk to the whole group?

↳ How will you help anyone in your Tutor Group who has difficulty in listening to other people's interests?

NEW FRIENDS

Becoming better friends

Leslie is a new girl at the school Jess attends.

They get on well and decide to be friends outside school. There are lots of new things to do as they become better friends. Here they are one day after school:

It was a glorious autumn day, and if you looked up as you swung, it gave you the feeling of floating. Jess leaned back and drank in the rich, clear colour of the sky. He was drifting, drifting like a fat white lazy cloud back and forth across the blue.

'Do you know what we need?' Leslie called to him. Intoxicated as he was with the heavens, he couldn't imagine needing anything on earth.

'We need a place,' she said, 'just for us. It would be so secret that we would never tell anyone in the whole world about it.' Jess came swinging back and dragged his feet to stop. She lowered her voice almost to a whisper. 'It might be a whole secret country,' she continued, 'and you and I. would be the rulers of it.'

Her words stirred inside of him. He'd like to be a ruler of something. Even something that wasn't real. 'O.K.,' he said. 'Where could we have it?'

'Over there in the woods where nobody would come and mess it up.'

There were parts of the woods that Jess did not like. Dark places where it was almost like being under water, but he didn't say so.

'I know' - she was getting excited - 'it could be a magic country like Narnia, and the only way you can get in is by swinging across on this enchanted rope.' Her eyes were bright. She grabbed the rope. 'Come on,' she said. 'Let's find a place to build our castle stronghold.'

They had gone only a few yards into the woods beyond the creek bed when Leslie stopped.

'How about right here?' she asked.

'Sure,' Jess agreed quickly, relieved that there was no need to plunge deeper into the woods. He would take her there, of course, for he wasn't such a coward that he would mind a little exploring now and then farther in amongst the ever-darkening columns of the tall pines. But as a regular thing, as a permanent place, this was where he would choose to be - here where the dogwood and redbud played hide and seek between the oaks and evergreens, and the sun flung itself in golden streams through the trees to splash warmly at their feet.

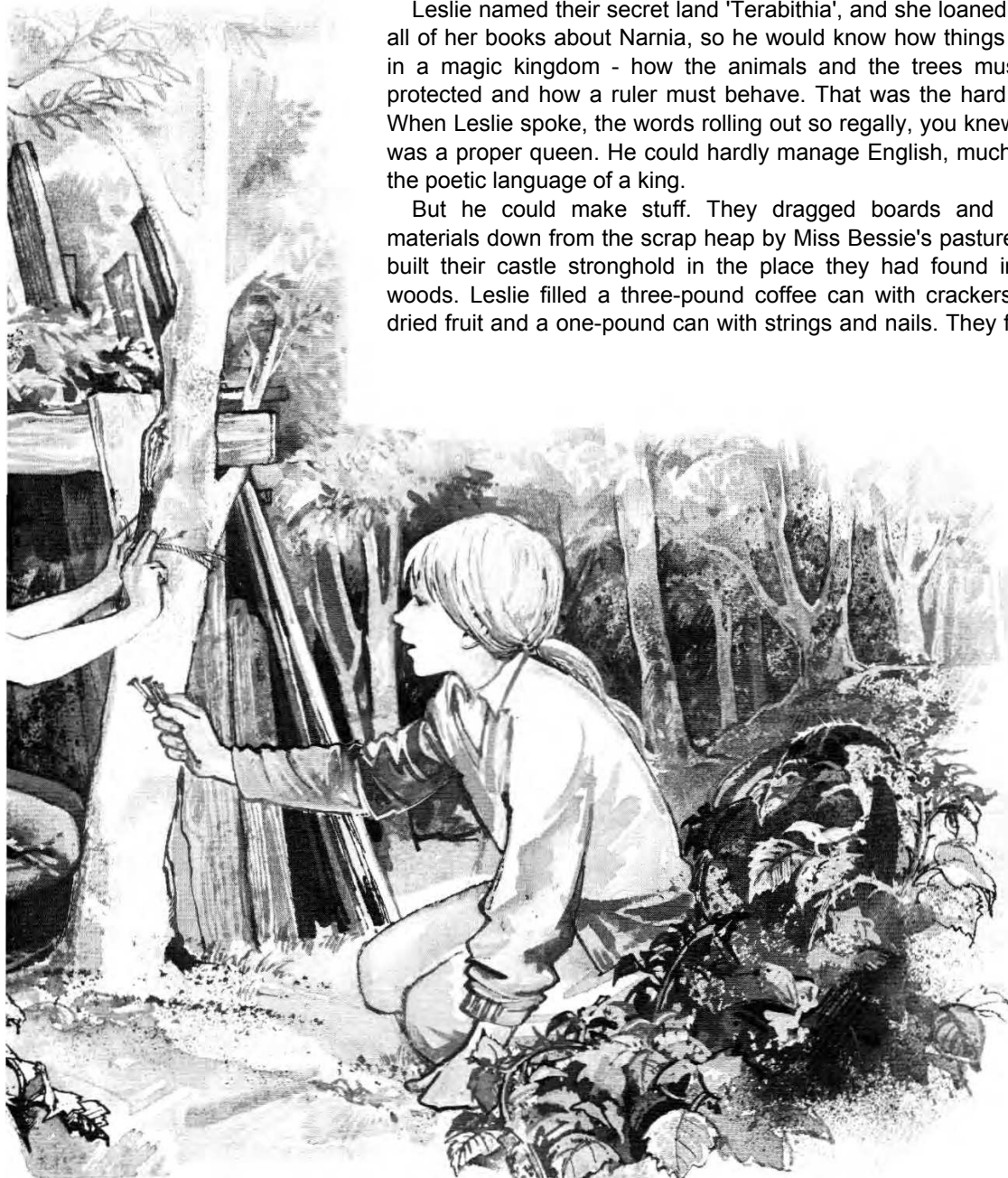


NEW FRIENDS

'Sure,' he repeated himself, nodding vigorously. The underbrush was dry and would be easy to clear away. The ground was almost level. 'This'll be a good place to build.'

Leslie named their secret land 'Terabithia', and she loaned Jess all of her books about Narnia, so he would know how things went in a magic kingdom - how the animals and the trees must be protected and how a ruler must behave. That was the hard part. When Leslie spoke, the words rolling out so regally, you knew she was a proper queen. He could hardly manage English, much less the poetic language of a king.

But he could make stuff. They dragged boards and other materials down from the scrap heap by Miss Bessie's pasture and built their castle stronghold in the place they had found in the woods. Leslie filled a three-pound coffee can with crackers and dried fruit and a one-pound can with strings and nails. They found



NEW FRIENDS

five old Pepsi bottles which they washed and filled with water, in case, as Leslie said, 'of siege'.

Like God in the Bible, they looked at what they had made and found it very good.

'You should draw a picture of Terabithia for us to hang in the castle,' Leslie said.

'I can't.' How could he explain ~ in a way Leslie would understand, how he yearned to reach out and capture the quivering life about him and how when he tried, it slipped past his fingertips, leaving a dry fossil upon the page? 'I just can't get the poetry of the trees,' he said.

She nodded. 'Oon't worry,' she said. 'You will someday.'

He believed her because there in the shadowy light of the stronghold everything seemed possible. Between the two of them they owned the world and no enemy, Gary Fulcher, Wanda Kay Moore, Janice Avery, Jess's own fears and insufficiencies, nor any of the foes whom Leslie imagined attacking Terabithia, could ever really defeat them.

Katherine Paterson, *Rulers of Terabithia*; Puffin Books 1980

[> Jess agrees with Leslie's idea for a special place. and where it should be.

Leslie gives Jess her books so that he'll know what she means by a magic place.

Leslie and Jess work together to build their castle stronghold.

Are these the sorts of things which people do when they're becoming better friends?

Think about some of the things you do (or you see other people do) when becoming better friends with someone - what things are these? In a small group. make a list of your examples.

[> Jess doesn't like to tell Leslie that he can't draw as he'd like to - but he says it, even though it's difficult

Leslie says something nice back to Jess.

Are these the sorts of things which happen when people are becoming better friends? Tell your neighbour about a time when you had something difficult to tell a friend.

NEW FRIENDS

New contacts

Do you ever wonder what sort of time first-year pupils in other schools are having?
What's their school like?
How are they getting on?
What do they like and dislike?

Here's an interesting and easy way of finding out.

You'll make some new contacts too.

The idea is that your Tutor Group writes letters to a similar Tutor Group in another school.

Who will they be?

Your tutor will help here: s/he can make a contact with another school, perhaps nearby, perhaps one that you've heard of but don't really know much about. And s/he can find an interested Tutor Group like yours.

What can we write about?

Anything you like! Probably it would be a good idea to spend some time discussing what you might write about, and what you think the people in the other Tutor Group might be interested to hear about.

It might be useful to think about how your Tutor Group will help everyone write a letter, including those people who sometimes find writing a bit difficult.

What will happen next?

When you've found another Tutor Group to write to, and have decided how to select the person each one of you will write to, then it's up to you to get writing! Your tutor will probably know a way of getting all your letters there cheaply! or even for free!

And then?

Who knows? Other schools that have started this have found that pupils ask: 'Will we meet these people we're writing to?', 'Could we organise to go to their school and they come to our school?' Perhaps one day you could try out being a pupil in each other's school - half of your Tutor Group could go there for a day while half of their Tutor Group came to your school. And then on another day it would be the turn of the other half.

This could turn out to be a very good project to plan!

OLD FRIENDS

Old friends - where are they now?

Now that you've been in your new school for some time, you may have met a lot of people and made some new friends.

Perhaps there are still some old friends from your old school.

But where are the others from your old school?

Where are some of the friends that you went to school with last year - the ones that go to different schools now?

Perhaps you still see some of them - outside of school, in the evenings and at weekends.

But what about the ones that you don't see so much of now?

[> Think of one person who was at your old school, who you would have called a friend. Have you ever thought of getting in touch with her/him, to see how things are going for her/him?

How could you do it?

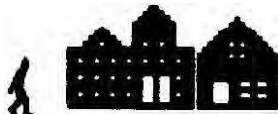
- by writing a letter?



- by telephone?



- by going to visit?



What would you want to tell them about and what would you want to find out about from them?

[> On your own, start to write a letter to this old friend.

Decide some of the things you want to put in your letter, and whether you want to tell your friend some of both the GOOD NEWS AND THE BAD NEWS.

[> How will you get the letter to your friend? Are there any problems to solve about finding her/his address? How can you do it?

[> Will you ask her/him to write back to you? Or to meet you?

Old friends - and staying that way

You probably won't be surprised to hear someone say that your friendships change: you don't keep all the same friends for ever.

There are probably lots of reasons why friendships change - perhaps someone moves to another area, or their interests change. Those are probably reasons that you would accept.

But once in a while friendships can change for another reason - because the friendship went a bit wrong and nobody quite knew how to try and put it right.

That reason is one that you don't always have to accept.

The thing about friendships is that they can often be put right when they've gone wrong.

OLD FRIENDS

Examples of friendships which could be put right

- Somebody believes that a friend doesn't want to see her/him and doesn't bother to check it for certain.
- Somebody believes that another person is breaking up a friendship, and doesn't ask about it.
- Somebody hears a hurtful story about a friendship and doesn't find out the full picture.
- Somebody has lent a friend something, doesn't get it returned, and they fall out.

In all these examples things could be put right. And the friends could carry on being friends if they wanted to.

Do you know any situations like these ones?

The next few pages have some examples for you to talk about and find out how things were put right in each example.

Friendships take changes



Ann and Fazia spent a lot of time together, often connected with their interest in computers. But then Fazia started to say that she had other things to do, and didn't want to spend all that time with Ann and the computer.

Ann felt a bit upset because she thought that Fazia might not want to be such a good friend any more. She sometimes felt like not contacting Fazia any more. But she didn't go off in a huff. Instead, she just asked Fazia if their friendship was going wrong - 'No' replied Fazia. 'I just like to have a change of activity now and again, and I think we were spending too much time on that computer stuff.' Ann was relieved, and decided to have a change too!

OLD FRIENDS



A slippery situation?

Sam and Erroll used to go skating together. They went to the same rink every week and enjoyed it a lot.

Then it seemed to Sam that Peter kept turning up. He was there every time they got there, and Erroll enjoyed trying out new routines with Peter.

Sam was starting to wonder if Erroll was arranging for Peter to come. When he thought like this Sam felt left out and a bit angry that someone was breaking in on their friendship. So Sam said to Erroll, 'Would you prefer Peter to me for your friend?' Erroll said, 'Don't be daft! You've got more than one friend, haven't you? The more the merrier! That doesn't mean you're not a special friend.'

Sam felt better. He joined in and found he enjoyed it.

Friends go fishing



Tony and Ben had been friends for a while. They often enjoyed going fishing together. They rarely caught anything, but liked the journey, the place for fishing, and the chance to talk.

They had a plan to go fishing one Saturday, but on the Thursday at school Ben told Tony that he couldn't go because some relatives were coming for the weekend.

Tony thought this was a bit funny, because he had just been talking to Ben's sister and she hadn't said anything about special events this weekend. He started to wonder whether Ben didn't really want to go fishing. If that was the case, why couldn't he say so? Tony started to feel annoyed and thought he'd not mention fishing to Ben ever again.

But then he managed to stop himself getting wound up, and decided to find Ben's sister again. He asked Helen about the weekend and she said, 'Oh yes, some people are coming, but I'm staying out of it - I'm going to my friend's house.'

Tony felt better. He and Ben went fishing the following weekend.

OLD FRIENDS



Keeping their friendship in trim

Dawn and Shirley used to go to their local youth centre on girls-only night and they would spend most of their time in the dance and keep-fit activities. They weren't fanatics for all that aerobics stuff, but enjoyed exercise and company for an evening.

One day at school Dawn found herself talking to Annette. She wasn't really someone that Dawn knew very well, but she lived in the same road as Shirley. Annette told Dawn that Shirley didn't really like going to the youth centre with Dawn at all. Annette said that Shirley just felt a bit sorry for Dawn and that's why she went.

Dawn felt quite upset for a minute. 'Some friend!' she thought to herself about Shirley. 'She ought to be able to tell me that herself.'

But then Dawn remembered another occasion when someone in their Tutor Group had been spreading a hurtful story about someone. Dawn also remembered that she had talked this over with Shirley, and they'd thought it was useful to ask directly about these sorts of stories.

So Dawn found Shirley and asked her about Annette. 'Oh,' said Shirley, 'she's just trying to get back at me because I wouldn't let her copy some homework.'

Dawn was glad she had checked it out.

OLD FRIENDS

You've lent a friend some money

Sometimes friendships get into a bit of difficulty because of things that someone has borrowed. That's not to say that what's most important about friendships is the things that people have. But sometimes difficulties crop up.

A couple of weeks ago Darryl lent Mary a pound because it was her brother's birthday and she didn't have enough money to buy the present she had seen.

Now Darryl would like the money back because he wants to buy himself a record. But he knows that Mary might not have the pound as she hasn't had any extra money in the last couple of weeks.

So he doesn't quite know what to do.

What would you do if you were Darryl?

Would you:

- leave it until you thought Mary had the money?
- try to borrow from someone else to buy the record?
- drop hints to Mary about returning the pound?
- give up on the pound and the record?
- ask Mary when she means to pay you?
- never lend any money ever again?
- tell her to get the money somehow?

l> Decide what you might do, and then talk it over with your neighbour.

What did you think about when you made your decision?

Did you think about

- the amount of money?
- how much you wanted the record?
- whether. the friendship might be hurt?
- something else?

Do you know a real situation that's like this one?

OLD FRIENDS

When friends let you down

Have a look at this cartoon:



A friend doesn't let you down - ever.

I> What do you think of this cartoon and its caption?

Share your opinion with your neighbour for a few minutes.

Do you agree with this view of what a friend is?

I> Perhaps there will be a time in most friendships when one person feels let down.

Has this happened to you?

Is it the end of the friendship?

What do you think is the best thing to do when someone feels let down by a friend?

Talk over your answers in small groups.

FRIENDS IN OTHER YEARS

Friends in other years

Probably you know people in the other years of your school. Do some of them seem extra large, and very grown-up?

Probably you find some of the pupils in other years friendly, some of them unfriendly, and most of them a bit of each,

It can be helpful to know some older pupils - they can help you learn how to get on well at school. That's if you choose which ones to get to know - some of the older pupils could probably help you learn how NOT to get on well at school!

Make a list

1> Think of as many people as you can in later years, and write their names down in a chart like the one below.

Underline the names of the people that you might call a friend.

Perhaps some people in your Tutor Group wrote a lot of names, and others didn't. It's not meant to be a competition.

1> Now tell your neighbour (and someone who doesn't know the people you know) how you became friends with the people you've underlined.

Now the important bit:

In what way can these older pupils help you?

Year 2	Year 3	Year 4	Year 5	Year 6
<u>Jessica</u> Sharma <u>Peter</u> Sarah Ojo	Justin <u>Rebecca</u>	Rashid		<u>Katie</u>

FRIENDS IN OTHER YEARS

Getting help from older pupils

In what ways might you get some help from older pupils?

- with homework?
- to learn about teachers?
- to understand the school?
- with personal things?
- to help out friendships?

▷ Talk this over with your neighbour. Can you think of occasions when an older pupil has helped you out?

What was it to do with?

How did it happen?

▷ Now let's think ahead to some help that you might like from an older pupil. It can be about anything you like.

In groups of three or four

decide - what help you want

- why it's important
- who you want it from
- how you will ask for it
- where you will be when you ask.

When you've discussed and decided these questions, you can stop talking about it and go on to show each other what you think would happen.

You will need:

- one person to be the older pupil
- one person to be the first-year pupil
- perhaps a friend of one or both of them.

Then, just for a couple of minutes, be those people to show how you think the conversation would go. (You can all take turns at being the different people, and try it out in a number of ways.)

What did you find out?

When did the asking for help go well?

When did it not go well?

What will you now do when you ask for help from an older pupil?

Decide when it's to be, and when you've tried it out talk it over again in your Tutor Group.

UNFRIENDLY PEOPLE

Dealing with unfriendly people

Sometimes all of us have to deal with people we meet who are not friendly.

Here are some examples from people of your age:

Trevor's mum can't afford fashionable clothes for him, and some boys at his school make fun of him.

Cathy comes to school by train, and there's a man who smokes Cigarettes in the no-smoking compartment she uses.

Najma walks home and sometimes gets shouted at by two boys who say 'Get back home'. Najma is black.

Brian does some shopping for his family, and the greengrocer he's told to go to tries to give Brian fruit that's not the best

Wendy knows a man who's a friend of her father, and who makes suggestions that they go to his house for some secret games.

All these young people were being treated in an unfriendly way.

All of them learned a good way of dealing with the unfriendly people.

If you sometimes meet situations like this, you too can learn how to deal with them.

The next few pages will help you learn what to do.

We'll see what happened in each of the examples. And then you can talk about your own examples in your Tutor Group.



UNFRIENDLY PEOPLE

Trevor and the bullies

Trevor had quite enjoyed coming to the big school. Some of his friends from primary school were in the same Tutor Group and he liked that. But what Trevor didn't like was two boys from the third year. Whenever they saw Trevor they would yell out things at him, like 'Those are smart trousers - been down the charity shop?'

This got Trevor very annoyed, because he knew that mum didn't have much money since dad had gone, and he was proud of the way his mum was dealing with everything.

At first Trevor used to fly off the handle at the two third-year boys, and he'd shout things back. Next they'd chase him and he'd have to run really fast.

Then Trevor learned to do something else when the two boys yelled out things.

1> What else could Trevor do?

- get his friends involved?
- shout worse thing back?
- hide from the two boys?
- keep practicing his running?
- worry his mum to get different clothes?
- tell his form tutor?

Talk to your neighbour about what you would do.

Here's what Trevor did:

He talked it over with people he trusted, and practiced a new way of dealing with the boys. When they called out about his clothes, Trevor said (he didn't shout), 'I don't think that's funny.' It felt very strange at first, but he practised not flying off the handle. On another occasion when he was being shouted at he just said it again - 'I don't think that's funny.'

The last Trevor saw of all this was when the two boys started to chase after him. He was frightened but kept walking along in an ordinary way. The two boys decided Trevor was a bore nowadays. But Trevor's friends knew different.

Trevor learned:

Say something calmly. Say it again.

Don't make yourself into fun for others.



UNFRIENDLY PEOPLE

Cathy and the smoker

Cathy travels to school by train. It takes about fifteen minutes, and she nearly always gets in the same compartment; one where she meets some friends and which is near to the exit when they get out.

Recently there's been a man getting in to the compartment, and he's been lighting up a cigarette. But it's a no-smoking compartment. This happens about once a week.

Cathy and her friends dislike this, feel it's unhealthy, and don't like the smell of Cigarettes on their clothes.

But they're not sure what to do.

► What could Cathy and her friends do?

- 'drop hints' (loud coughing, open all the windows)?
- call the guard at the next station?
- move to another compartment?
- bring a fire extinguisher with them?

Talk over in small groups what they could do.

Here's what they did:

They talked it over, and practised a clear way of dealing with the smoker.

The next time it happened, Cathy said to the man, 'I would like you not to smoke in this compartment.' That's all she said, and she did her best to say it in an ordinary voice, even though she was feeling a bit frightened. The friends were all ready for the next bit: if the smoker didn't stop, Cathy's friend Susie was going to be next to say, 'I would like you not to smoke in this compartment.' But she didn't have to - the man opened the window and threw out his cigarette!

Cathy and her friend learned:

Get clear what you want to happen.

Say it clearly.

Be prepared to say it again.

You're likely to get a pleasant surprise!



UNFRIENDLY PEOPLE

Najma and the boys who shout at her



Najma quite likes school, and has a number of friends there. But she's the only person from her road in that school at the moment, so she often walks home on her own.

Usually she doesn't mind walking along on her own - in fact she feels quite grown up. But sometimes Najma meets with two boys from the road next to hers, and these two often shout at Najma. They usually yell things like, 'Go home', or 'Get back home'. Najma thinks this is very silly, as she's already on her way home - she's nearly there: But she knows that they mean something else and are meaning to be hurtful, as some of the white people from her area are towards black people like her.

Still, Najma does feel a bit hurt and angry at these two boys, and would like to think of how to deal with this situation.

|> What would you do?

- go home at a different time?
- get someone in your road to tell the boys off?
- swear at them?
- say nothing?

Talk over in small groups what Najma could do.

Here's what she did:

Najma was proud to be black (not like one or two of her friends), so she certainly was going to say something, but she didn't know if these two boys might get more nasty. So she did two things: she said to them, 'Thank you, I'm nearly there' (She knew they would understand that she wasn't really thanking them.) And she also told the adults at home and at school. They were concerned and were already doing other things about racism in the area.

Najma learned:

Some things are too important to ignore.

Try to find something to say at the time that doesn't make things worse for you.

Let other people know.

UNFRIENDLY PEOPLE

Brian and the greengrocer

Brian sometimes goes to the local shops for his family, especially if his mum needs something quickly. He goes after school, and sometimes at weekends, and knows all the people in the local shops.

There's a bit of a problem with the greengrocer's shop. It's the only one in their area, and when the owner is serving, Brian thinks that the fruit he's given is what the greengrocer wants to get rid of. Once Brian found a really old apple in the bag when he got it home, and his mother was not at all pleased.

So Brian is intending to watch very closely the next time the owner serves him, but he doesn't quite know what he'll do if he sees that he's being given bad fruit.

I> What would you do if you were Brian and you saw the owner giving you a bad apple?

Would you:

- tell him he's a swindler?
- drop the bad apple somewhere on the way home?
- ask someone else in the shop to help you?
- buy another pound to get good apples?
- refuse to buy apples when mum asks again?

Talk to your neighbour about what you would do in this situation. .

Here's what Brian did:

He decided that he couldn't go anywhere else for apples, so he would have to do something about this situation. He didn't want the owner to think he was rude, because Brian was a little frightened of the man. So Brian practised saying, 'I usually get good apples here.' Next time, Brian tried it. The greengrocer looked at the apples and took out an old one. He didn't put an old one in the bag again.

Brian learned:

Say something calmly.

Don't be put off by someone who's big.

You have a right to acceptable goods.



UNFRIENDLY PEOPLE

Wendy and her dad's friend

Wendy is eleven years old, and has a younger sister aged eight. They live with mum and dad in a house near to school. Sometimes there are quite a lot of adults at their home, friends of Wendy's mum and dad.

There's one friend of her dad's that Wendy does not like. On some of the occasions he's been to their house, when there are lots of people there, this man has ended up talking to Wendy and she doesn't like it. Twice he has said to her that she should go to his house one day, and that they could have some fun playing what he calls 'secret games'.

Wendy feels there's something about this that's nasty. She gets the feeling that she would like to stay away from this man. And she doesn't like the idea of his secrets - they sound like bad secrets, the sort you don't really want to keep at all.

But she doesn't quite know what to do. She thinks about telling her mum and dad, but imagines they might get upset.

I> What would you do if you were Wendy?

She's never been in a situation like this before. Usually she likes the adults who come to her house, so she can't understand this man. She thinks that no-one would believe her anyway.

Talk over what you would do with your neighbour, and then in the whole Tutor Group. Remember that this feels very Important For Wendy, and needs to be thought about seriously.

Here's what Wendy did:

She decided to talk to an adult she trusted at school. It was difficult to tell this person at first, but the person said s/he believed her, was sorry about this having happened, and that s/he would help Wendy do something. With this help Wendy told her mum and dad. It turned out that her younger sister had also been talked to in this way by the man. Mum and dad were very glad that Wendy hadn't kept this a secret - they knew this man could not be a Friend at all. They contacted the police and the police dealt with him.

Wendy learned:

Say 'No' to adults if it doesn't feel good.

Some secrets are best not kept.

Choose to tell someone you trust.



GETTING HEARD

Getting heard

Do you sometimes feel that people do not listen to you?

Or do you sometimes feel that someone won't believe what you tell them?

Or do you sometimes feel that someone won't want to hear what you want to tell them?

↳ Tell your neighbour about one of the times when you've felt this way, what it was you wanted someone to hear, and who the 'someone' was.

Benjie bends it a bit?

Here's a story about Benjie who might feel that someone won't want to hear what he has to tell them!

Benjie has got into trouble at school with a bigger boy. He has come home to tell his mum.

His mother was sitting on the sofa, going over some papers. The boy waited for her to look up and ask him what had happened. He thought she should be able to hear something was wrong just from the terrible way he was breathing. 'Mom,' he said.

'Just a minute. I've got to get these orders straight.' When she went over her cosmetic orders she had a dedicated, scientific look. He waited until she came to the end of the sheet.

'Mom.' Without looking up, she turned to the next page. He said again, 'Mom.'

'I'm almost through. There's a mistake some -'

He said, 'Never mind.' He walked heavily through the living-room and into the hall. He threw himself down on the day bed. His mother said, 'I'm almost through with this, Benjie.'

'I said, "Never mind".' He looked up at the ceiling. In a blur he saw a long cobweb hanging by the light fixture. A month ago he had climbed on a chair, written UNSAFE FOR PUBLIC SWINGING and drawn an arrow to the cobweb. It was still there. He closed his eyes. He was breathing so hard his throat hurt.

'Benjie, come back,' his mother called, 'I'm through.'

'Never mind.'

'Come on, Benjie, I want to talk to you.'

He got up slowly and walked into the living-room. She had put her order books on the coffee table. 'Sit down, Tell me what's wrong.' He hesitated and then sat beside her on the sofa. She waited and then said again, 'What's wrong?'

He did not answer for a moment. He looked out of the window,



GETTING HEARD



and he could see the apartment across the street. A yellow cat was sitting in the window watching the pigeons. He said in a low voice, 'Some boys are going to kill me.'

'Not *kill* you, Benjie,' she said. 'No one is - '

He glanced quickly at her. 'Well, how do I know what they're going to do?' he said, suddenly angry. 'They're chasing me, that's alii know. When you see somebody chasing you, and when it's Marv Hammerman and Tony Lionni and a boy in a black sweat shirt you don't stop and say, "Now, what *exactly* are you guys planning to do - kill *me* or just break a few arms and legs"?' 'What did you do to these boys?'

'What did I do? I didn't do anything. You think I would do something to Marv Hammerman who is the biggest boy in my school? He is bigger than the eighth-graders. He should be in high school.'

'I know you did something. I can always tell. Now, what happened?'

'Nothing, Mom. I didn't do anything.' He looked down at his shoes. With his foot he began to kick at the rug. A little mound of red lint piled up in front of his tennis shoe.

'They wouldn't be after you for nothing.'

'Well, they are.' He paused. He knew he had to give an explanation, but he could not give the right one. He said, 'Maybe Hammerman just doesn't like me. I don't know. I'm not a mind reader.'

'Look at me, Benjie.'

Without looking up he said, 'Mom, just listen to what

GETTING HEARD

Hammerman did to this boy in my room one time. This boy was in line in the cafeteria and Hammerman came up to him and - 'What I want to hear is what happened *today*, Benjie.'

'Just *listen*. And this boy in the cafeteria was standing in line, Mom, doing absolutely nothing, and Hammerman comes up to him and-'

'Benjie, what happened *today*?'

He hesitated. He looked down at his tennis shoe. There was a frayed hole in the toe, and he had taken a ballpoint pen and written AIR VENT and drawn a little arrow pointing to the hole.

'What happened?' she asked again.

'Nothing.' He did not look at her.

'Benjie-'

'Nothing happened.'

She sighed, then abruptly she looked up. 'The beans!' She walked to the kitchen, and he lay back on the sofa and closed his eyes.

Betty Byers, *The 18th Emergency*, Macmillan 1978

I> At first Benjie seems to want his mum to listen.

But then he gives up and leaves the room. Why is that?

Do you think he wants his mum to listen?

What would you do if you were Benjie and you wanted your mum to listen?

I> When Benjie's mum asks him what's wrong, he tells her, but then gets angry when his mum says they're not going to kill him.

Why does he get angry?

Is there some other way that Benjie can start to tell his mum about it?

I> Benjie knows he has to give an explanation, but he can't give the right one. Why do you think that is? What's your guess about the real explanation and why he can't give it? How would you tell the real explanation to your mum if you were Benjie?

I> Benjie tries to talk about what Hammerman did one time, but his mum wants to hear what happened today. Why is that?

I> In your small group, get two people to be Benjie and his mum, and show each other some of the ways you think this scene could go.

GETTING HEARD

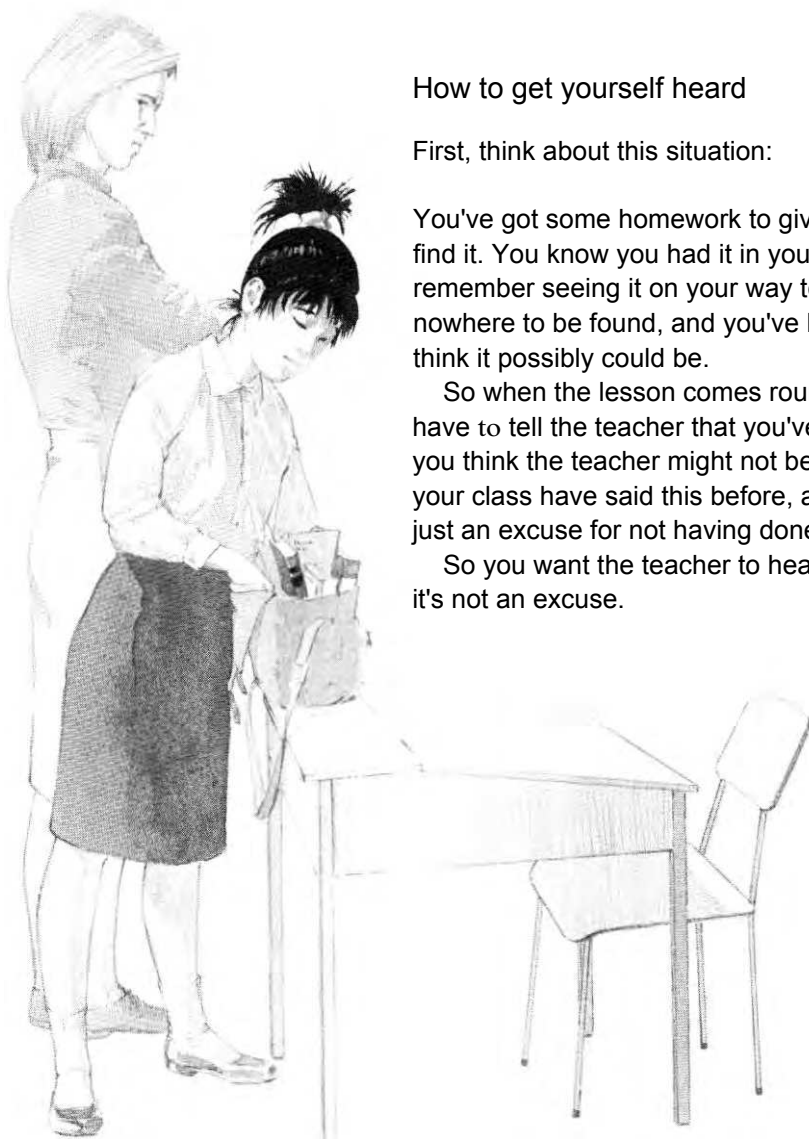
How to get yourself heard

First, think about this situation:

You've got some homework to give in today, and you can't find it. You know you had it in your bag yesterday, and can remember seeing it on your way to school. But today it's nowhere to be found, and you've looked everywhere you think it possibly could be.

So when the lesson comes round today, you're going to have to tell the teacher that you've lost it. The trouble is that you think the teacher might not believe you - some people in your class have said this before, and this teacher believes it's just an excuse for not having done the homework.

So you want the teacher to hear that you've lost it, and that it's not an excuse.



What will you say?

C> In pairs, talk for a few minutes about the things you could say, and what the teacher might say back. Then try out some of the ideas you've had: one person will be the teacher, the other person will be the pupil (you can change round for another go at it).

What worked best in your example?

What worked best for the others in your Tutor Group?

Do you know any other situations like this one?

GETTING HEARD

Here's another situation you might have met:

Two of your friends are going to someone else's house after school, and they want you to go with them, But you're not really interested at all: you enjoy going straight home after school, and sometimes go out after that. It's not that you've got anything special to do at home this evening - you're just not really interested.

But you believe that if you tell them this, your friends might not believe you - it's not what they want to hear, and you feel they might say you're scared or you're a bore, or something like that.

How will you get yourself heard?

I> In threes, talk over the things you could say, and some of the things your two friends could say back. Then try out some of the ideas you've had for getting yourself heard: one person will be the one who prefers to go home, two people will be the two friends (you can all change round for later goes).

When you've done this, talk over what worked best in your example.

I> Make a list of some of the things that your friends said when they were trying to persuade you, and the things you said back to get yourself heard.

Now your Tutor Group needs to find a way of hearing what worked best in all the examples. Did you find that similar things worked well? What were they?

I> Do you know any other situations that are like this?

What could you now try out in order to get yourself heard in those situations?

Talk it over in your Tutor Group, and try out some of your ideas, like you did for the one above.

WORKING TOGETHER

Working together

Sometimes in school you will be asked to work with another pupil. Perhaps it will be to do some maths in a pair, or to make up a play in English or Drama, or to discuss something together in your Tutor Group.

Working together is very important

If you learn to do it well, it will help you in school and out of school [even when you've left school - there are plenty of adults who get into difficulty because they've never learned to work together well].

Did you work with other people much in your primary school? Perhaps you sat at the same table as other people but had your own separate things to do.

When do you work with other people in this school? Below is one way of showing your answer:

I> Fill in all the lessons where you sometimes work with other people. Write in who you work with, and what sort of things you do together.

t> Who do you work with most?
When do you get a change?

In these lessons	I work with these people	on this sort of work
Science	Jan, Lesley, Sam	doing experiments and writing about them
Maths	Karen, Sharma Ben	workcards (Sometimes)

WORKING TOGETHER

Now that you've remembered all the times you work with others, you can start to think about it and then get better at it.

[> Finish these two sentences:

I most like working together with someone else when it's

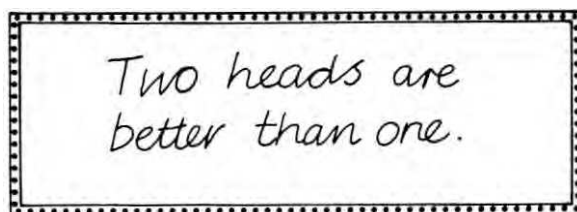
I least like working together with someone else when it's

I> Look at your answers with your neighbour. Were your answers similar to what s/he wrote? Were they different? Tell your neighbour about the times you were thinking of when you enjoy working with someone else.

I> Compare what you have said with what two other people in your Tutor Group have said. Then see whether there are similar and different things that the groups in your whole Tutor Group said.

Why do we work together anyway?

Some people say:



but that's only if the two work together well!



WORKING TOGETHER

Different games for working together

Do you ever play any board games?
Draughts? Trivial Pursuits? Or even chess?

In those games people work together in a way so that one person wins. That's what is called competition.

You can have a lot of fun by playing these games differently - working together in a way so that both people win! That's what is called cooperation.

In school, out of school, and when you've left school you will get on best if you can do both - cooperate and compete. You need to do both, but at different times.

Can you think of times when people need to cooperate?

Can you think of times when people need to compete?

[> Ask your parents or the adults you live with to tell you about the times in their lives when they have to cooperate with other people, and the times when they have to compete.

Bring the things they tell you to another meeting of your Tutor Group.

Now what about those different games?

You can call this one 'Cooperative draughts'

Instead of one person winning, you have to play the game so that both players get stuck at the same time. Do you think you could play another version where both of the players really 'win' at the same time? You will have to think a bit about the rules, and perhaps change one or two in order to play 'cooperative draughts'.

What about a game like Trivial Pursuits?

Have you ever played that?

You could play that cooperatively. so that everyone wins. You need to work together against the clock, seeing how many answers you can all get right in a certain time. Or you could work together and help each other so that everyone 'wins' at the same time.

What about a game like chess?

You can play a different sort of chess so that both of the players win when they both get stuck at the same time. That might be called 'stalemate chess'.

That's different from another version of chess which some of you might have heard about - it's called 'suicide chess' and you have to change one or two of the rules to play it. The idea is that the person who 'wins' is the person who can get rid of all her/his pieces most quickly. It's really a competition, not a cooperation, but you have to work together well in order to turn the usual rules upside down! You could also play 'suicide draughts'. Now it's your turn. Can you think up a new and different way of playing a game you know, so that the people playing it have to cooperate rather than compete?

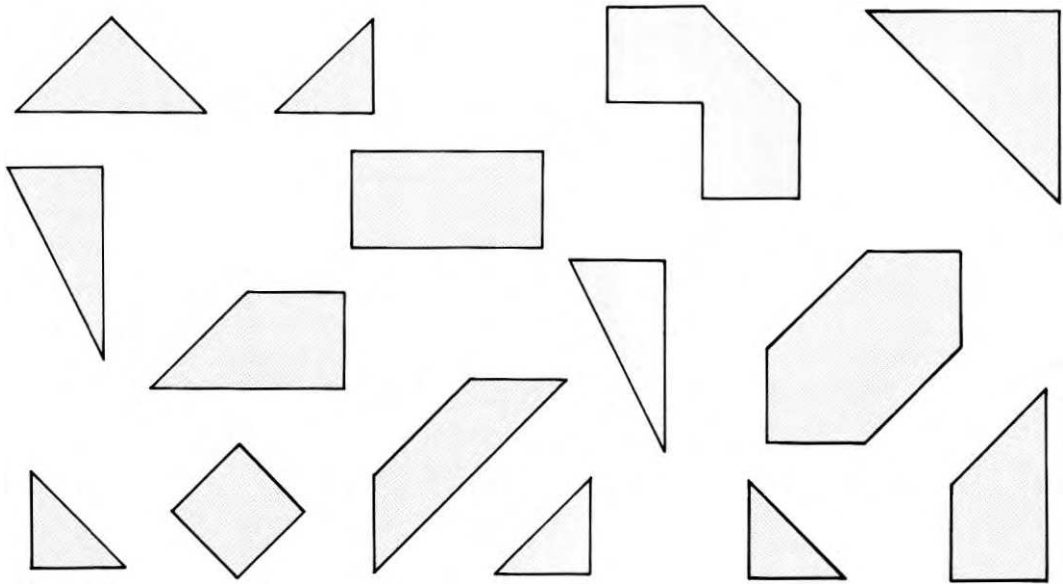
I> When you've thought of a new way of playing a game, and have tried it out. or when you have tried out any of the ones described here, try to think about what you did that helped you to play it well in this new way. And also what you did that didn't help.

Have these things that you did got anything to do with cooperating? Will they help you when you want to work together well for some other reason?

WORKING TOGETHER

Five squares

Here's an enjoyable problem for you to solve by working together In groups of five. Your tutor will give each of your five people an envelope with three shapes in it. They will be three of the fifteen shapes shown here:



The idea is for everyone to help in putting the pieces together so that five complete squares of the same size are made up, one in front of each of your five people. Only when everyone has a full square in front of her/him is the problem solved.

The special rules

- 1 You cannot talk. The problem is solved with people working silently together.
- 2 You cannot ask someone for a piece they have: you must wait for them to give it to you.

▷ When you have solved the problem, try to say what were the things that the people in your group did which helped you, and what were the things that people did which did not help you.

▷ Did this remind you of any other times when you have to work together? Did you think of any new ways of helping everyone to work together? When can you try these out?

WORKING TOGETHER

Silent birthdays

Here's something which is quite like an activity you might have done when you were getting to know the people in your Tutor Group.

It's another 'line-up', but this time the point is not to learn things about the other people in your Tutor Group; it is to see how well you can all cooperate together to do something that is rather difficult

You will need space in your classroom to do this.

The idea is to make a single line of people across your classroom, with everyone standing in order of their birthday. So the person whose birthday is nearest to 1 January will be at one end of the line, and the person whose birthday is nearest to 31 December will be at the other end. (if you wanted to make it a little more difficult you could join up those two ends so that you were all making one circle.)

But here is the special rule:

You cannot talk while you're making the line, You have to do it in silence!

The idea of this rule is to make you cooperate over something that's quite difficult.

See how long it takes you all.

I> Find out how you can cooperate with each other to find out all the birthdays without speaking.

There are probably lots of ways of doing it

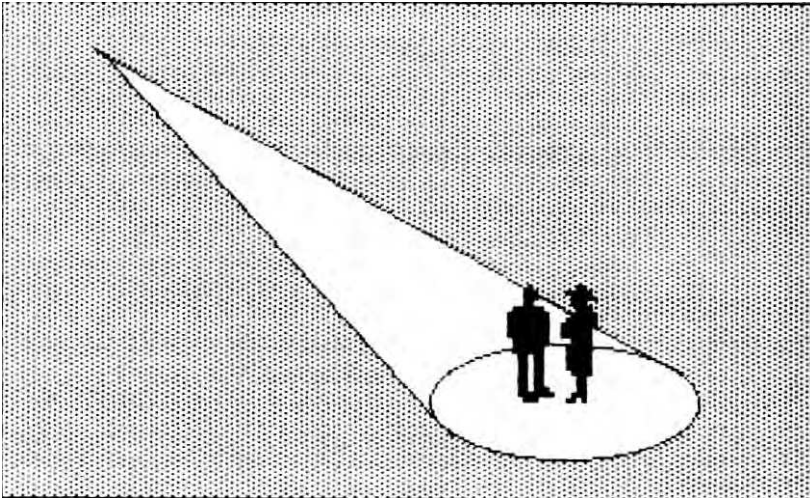
I> When you've made your line-up, remember all the things that you or anyone else did which helped the cooperation and made your Job easier.

I> Do any of these helpful things remind you of other times when you work together?
Can you practise them to help things go better?

IN THE LIMELIGHT

In the limelight

'In the limelight' is a phrase you may not know. It's an old phrase that comes from the special lights that were once used in theatres to highlight the most important actors. The lights worked by burning a piece of lime in a gas flame; they were very bright and sent shafts of strong light to make a pool for the leading performers. So if someone is 'in the limelight', it means they're on stage, like an actor, with an audience paying attention to them. It's like 'having the spotlight on you'.



Some of the things that happen at school can make us feel that we're In the limelight

- reading aloud in front of the class
- putting on an assembly by your Tutor Group
- joining in a school show, or sports event.

Can you think of others?

Sometimes being in the limelight can make us a bit nervous and for some people this can make us do less well than we meant to.

IN THE LIMELIGHT

Can we learn how to do better in the limelight?

Here's what happened to some first-year pupils:

Peter was going to talk to the first year assembly about next week's disco. He was a bit nervous, and thought that everybody would be saying to themselves 'He's not doing very well'.

But the day before the assembly, one of Peter's mates said to him, 'That'll be good, you doing your talk – I'm glad it's not me.'

Peter was much happier when he realised that people were probably on his side. It was good.

Jeanette was going to talk to her Tutor Group about the last meeting of the School Council that she'd been to. She was a bit nervous when she imagined all those 25 people looking at her.

Then she wondered 'Who will I look at?', and she felt a lot better when she had decided to look at three friends who sat in different places in the room.

On the day, it went well, and Jeanette started off by looking at her three friends, but soon was looking at more of the people in her Tutor Group.

Nasreen enjoyed the English lessons when they read out a play to the class. She was pleased when she got a part to read.

But although she liked it, she was still a bit nervous, and she noticed that it showed when she started to read. What happened was that her voice went a bit squeaky as she rushed through the first few lines.

Then she found it was all to do with her breathing, so she got herself to take a nice deep breath just before her part, and then it all came out as she wanted it to.

IN THE LIMELIGHT

Do you know any stories like these?

What can we learn from them?

What other things do people in your Tutor Group get nervous about when they're in the limelight?

Can you think of ways to get over these things?

What would you do if you thought that one of your mates was going to try to make you giggle?

Who else can you learn from?

Why not ask a teacher? They might feel 'in the limelight' a lot. You could ask them how they learned to get over being nervous.

Perhaps some teachers might still be nervous when they stand up in front of a class, but they've learned ways so that it doesn't make their teaching worse.

Most people feel nervous when they're in the limelight.

Can you think of other adults you know who are sometimes in the limelight: maybe a parent of someone in the Tutor Group?

You could invite them in to talk to your group.

ADULTS IN SCHOOL

Adults in school

Now that you've got to know the school you're in, you've probably got to know some of the people you see around the place, Most of them are pupils of course, But what adults do you see in school?

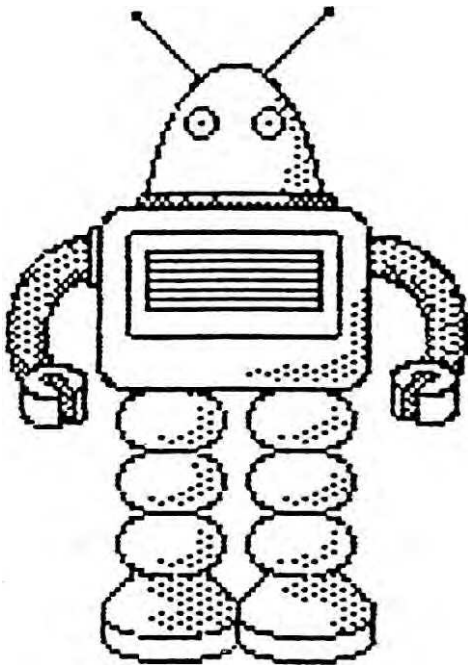
Probably you think that most of the adults you see in a school are teachers. But are you sure?

I> Make a list of all the adults that you know are teachers?

Does it include all the adults you see?

When you see an adult around your school do you assume the person is a teacher?

What would you do if you met this one?



Probably you could make another list of people who aren't teachers. You might include:

- office services
- technical staff
- catering staff
- maintenance staff
- visiting staff
- librarian.

What do all these words mean?

Do you know any of the people these words are describing?

Or do we think they're people from Mars?

They're all very important to the running of your school. And they're all very useful to you for learning something very important - learning about adults and their jobs.

You might also have a very important group of adults in your school - adult learners, perhaps in your lessons.

How can you get to know these people better?

On the next page are some possible ways for getting to know more about those adults and their jobs.

ADULTS IN SCHOOL

A survey

I> You could do a survey of:

- the people in the office
- the people in the laboratories
- the people in the kitchens
- the people around the buildings and grounds
- the people who don't work here day. What others can you add?

You will have to decide what sorts of questions you want to ask the adults in order to find out more about their jobs. Here are some for you to think about:

What do they spend most time doing in their jobs?

Who do they work with most?

What time do they start? What time do they finish?

How long have they been doing their jobs?

What do they enjoy most about their jobs?

What do they not enjoy about their jobs?

These are some ideas, but the questions you think up will be best.

(You might even ask what the people think of the pupils in your school!)

An invitation

I> You could invite some of these adults in your school to a meeting of your Tutor Group. You would have to decide:

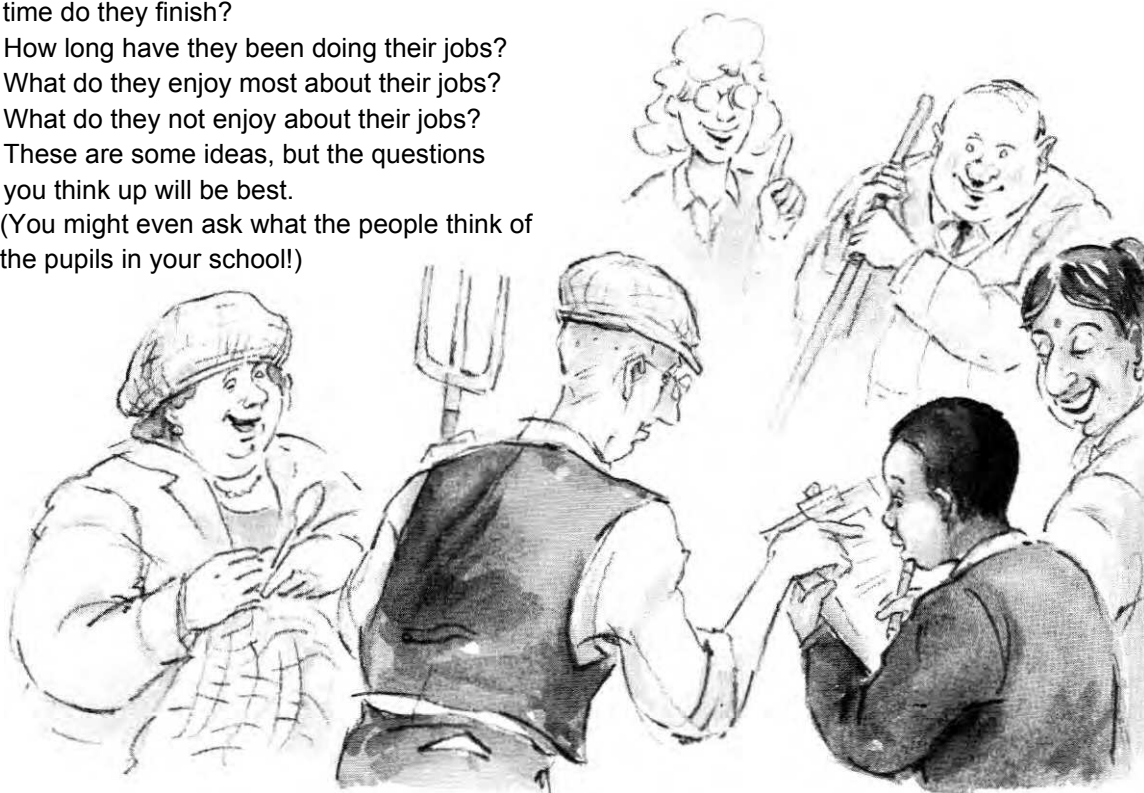
- how to send your invitation
- how to explain what the meeting was for
- how to look after your guests when they arrive
- how to share out who asks the questions and so on.

I> When you've done a survey or met your visitors, you can then say what you think is important about each job.

In what ways were they similar?

In what ways were they different?

Would you like to do any of them?



ADULTS AROUND SCHOOL

Adults around school

Now that you've learned something about the adults in your school and the jobs they do, you might be interested to go further with your survey.

How can you learn about adults in the area around the school and their jobs?

One thing to begin with is a survey of the adults around your school, and the way those adults spend their days.

They don't all have jobs where they go to work and get paid, so we must look at that too.

- Some will have given up doing a job ('retired') because they have reached retirement age.
- Some will be at home doing domestic work (these are usually women).
- Some will have other ways of making money, not a regular job.
- Some will be unemployed, without an income, and may be looking for a job.
- Some will have a job, or their own business.
- Are there any others we have missed out?

Do you know of people who are examples of each of these?

How can we find out how many adults there are in each of these groups in the area around your school?

Can anyone else help with this question? the library? the careers teacher? the town hall? How will you display the answers you get?

Then we'll want to visit some of them to find out what their jobs or their 'not jobs' are like.

Perhaps the questions you prepared for the adults you surveyed in school will be good questions. But see if you want to change any because this time you'll be meeting people with 'not-jobs'.

Will you include a teacher among the people you meet?

You've probably had some practice at interviewing adults by now: do you want to practise what you've learned and remembered?

Adults you live with

There's another very important group of adults who can help you learn about adults' lives and jobs, and we haven't surveyed them yet - the adults you live with - mums, dads, grandparents, live-in friends, foster parents, and so on.

It's sometimes true that young people don't know much about the jobs or 'not -jobs' of the adults they live with!

I> Think of all the adults in your home. Can you place each of them in the groups that you used to survey the area around your school? Are there some who you're not sure about? How will you display the results from all of your Tutor Group? How do these results compare with the ones from the area?

ADULTS AROUND SCHOOL

Interviewing adults you live with about their jobs or 'not-jobs'

I> Find a good time one evening this week and spend five or ten minutes with each of the adults in your home. You can start with some of the questions that you've been asking the other adults in your area. And then go on to ask them about anything that interests you to do with how they spend their time.

Perhaps you'll get some surprises, and learn things about them that you would never have guessed!

Sharing the results

Here's an interesting way of sharing some of the things you learned. It's a wall chart, and for each adult you talked to, you make up a small card like this:

<p>The person's name</p> <p>Where the person lives</p> <p>Does s/he have a job? What is it?</p> <p>How does s/he spend time?</p> <p>.....</p> <p>Some of the things s/he told you</p> <p>.....</p> <p>Any surprises you had</p> <p>.....</p>
--

YOUR COMMUNITY

The place where you live

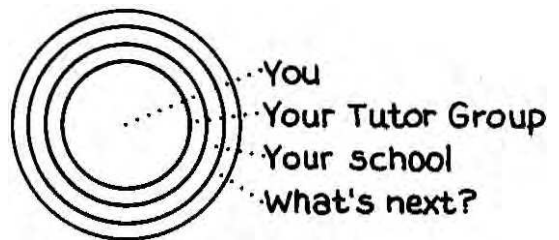
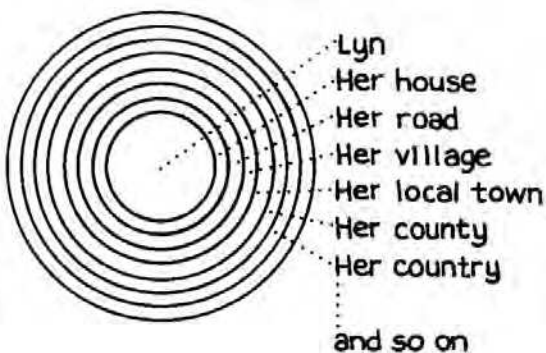
Here's how Lyn wrote her address one day when she was eleven:

41 Heather Road,
Kingsclere,
Near Newbury,
Berkshire,
England,
Great Britain,
British Isles,
Europe,
Northern Hemisphere,
The Earth,
The Solar System,
Our Galaxy.

Have you ever written your address in a similar way? Or have you seen anyone else do this?

What Lyn was writing about was how she and the place she lives fit in to something larger.

Here's a similar example about you (at school):



What's the place your school is in? What's the community called?
Is it a town? a village? a part of a city?

YOUR COMMUNITY

Your community

Do you know how the community you live in got its name?

It's an important place for you to learn about. What's it like to live in, and be a part of your community?

Your community - its good points

I> Tell your neighbour one of the best things about living where you do.

If you wrote a letter to someone who didn't know your community, what would you say were the good and bad points?

What leads your family to live in this community? Have earlier members of your family lived here? If not, does your family have a connection with another community somewhere else?

Your community - its changes

I> What changes do you know of that have taken place in your community? Can any older people that you know tell you about them? Are there any old photographs?

Have there been changes that you've seen?
- new homes built? old houses knocked down?

What effects have there been from these changes?

Your community - what needs to change?

I> If two things could be changed in your community, what do you think they should be?

Write them down, making sure that they are things which you believe really could be changed.

Collect up all your ideas and make a list for your Tutor Group.

Who else will you tell your ideas to?

I> Choose the three most popular ones from your Tutor Group, and compose a letter to whoever it is that decides the things you want changed:

- town hall, bus company, factory, and so on (your tutor will help you here).

Your letter should say:

- what you think should be changed
- your reasons
- why money should be spent
- that you will be interested in their answer.

Is there anyone else you could send your letter to?

What's there to do in your area?

One important thing about your community is the things it provides for people of various ages.

Let's start with your age group.

What has your community got for people of eleven to twelve years?

Between all of you in your Tutor Group, you probably have a lot of information about the things to do in your area. But you might never have told each other before.

Page 103 describes a way of sharing all the things you know.

YOUR COMMUNITY

Your Tutor Group's Information Exchange

Use a new sheet of paper for each entry you're going to write in the Information Exchange. On each piece of paper, write as many details as you can about the activities you know of that eleven to twelve-year-olds do in your area.

Try to give the following information - the name of the activity

- where it happens and how often
- how much it costs, if anything
- who goes to the activity
- your name.

Persuade your tutor to get a special folder for all this information, and have it handy for anyone to look at.

Where can you get more Information of this sort?

► How can you help someone who would like to try out something new from the activities in your area?

Paul would like to go to a dance club. Maria would like to play some tennis. What advice would you give them?

How else can you help?

Is there anyone who would like to try out something new in your Tutor Group now?

What's the activity?	BMX Track
Where does it happen?	Central Park
How often?	Every day 4-7pm
Does it cost anything?	No
Who goes?	Many girls and boys between age 10-14
Your name	Sanumie T.

YOUR COMMUNITY

Caring about your community

Does the area you live in have some messy bits?
Have you ever thought about what could be
done to make it more attractive to live in?

Here's an example:



Is there anywhere near you that looks like this?

I> Make a list of the 'eye-sores' in your community. These are the places that look messy.

Are there 'ear-sores' too? These are the places where noise spoils the place.

And what about 'nose-sores'? These are the places where smells are a nuisance.

These places seem nasty to our eyes, ears, and noses. But, more important, they can be nasty to our health too.

I> Choose the three worst eye/ear/nose-sores out of all the ones your Tutor Group has listed.

What can be done about these places?

I> In groups of three or four, choose one of the places and think up as many ways as you can of making it better. Think up lots and lots of Ideas to begin with.

Then look at all your ideas, and answer both of the following:

- Can your Tutor Group do anything to make these places better? What? How will you arrange it?
- Who else can do things to make these places better? How can you get them started?

SCHOOL AND HOME

School and home - how are they getting on?

Now that you've been in your first year for a while, you've got to know the school, and people in school have got to know you.

And what about the folks at home?

Have they got to know school? Has school got to know them?

A fun quiz for parents/guardians

How many of these questions could they answer?

- 1 What's the name of your tutor?
- 2 What's your favourite lesson?
- 3 Which evening do you get Maths homework?
- 4 Which subject do you find most difficult?
- 5 How is a meeting arranged with someone at school?
- 6 What classes for adults does the school put on?

I> Talk over with your neighbour the ones that you think your parents/guardians might not be able to answer.

Have they been given the answers at any time?

Now it's the school's turn

How many of these questions could your tutor answer?

- 1 Who are the parents/guardians/adults you live with?
- 2 What are their names?
- 3 Do you have any brothers or sisters?
- 4 What hobbies/activities does your family enjoy?
- 5 Which of your lessons are they most concerned about?
- 6 Who would be contacted in emergency, and how?

I> Talk over with your neighbour the ones that you think your tutor may not be able to answer.

Has s/he been given the answers at any time?

'Could do better'?

I> Now it's your turn. You're going to write a report on school and on home, telling each of them how they could do better in doing their part toward your progress at school. You could also tell them what you think they should learn about each other.

Discuss your ideas in the Tutor Group before you deliver your reports to your tutor and your home.

SCHOOL AND HOME

School and home - and you in the middle?

When things go wrong

Jeanette wasn't doing very well in maths.

'I expect the teachers are useless' said Jeanette's dad.

'I expect the parents don't help' said the teachers.

Harry was breaking school rules.

'I blame Harry' said his mum.

'He's a real nuisance' said the school.

This is what happens when things go wrong.

Instead of talking to each other, school and home can just blame each other, or you! So you're stuck in the middle!

Do you know any examples of this?



But when things are going well

School and home link up well, and they link up with you.

They link up by the reports that school sends home.

They link up by visits and meetings

Are you involved in these?

► Here's a project for you. Your Tutor Group may have a 'Tutor Group Association' which is all the parents of the pupils in your group. Plan a meeting of your Tutor Group Association, where all the pupils show all the parents what they've been achieving in their first year of secondary school.

FAMILIES

Families

What is a family?

Is it mother, father, and children?

But what if auntie or grandad lives there?

It's still a family.

And what if there's no dad or mum? It's still a family.

And what if there are no children?

And what if there's a step-dad or a foster mum? It's still a family.

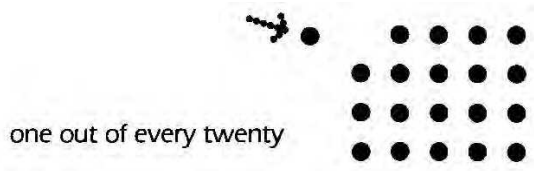
Families come in all shapes and sizes
Sometimes we mean the people who live together, and sometimes we mean a lot more people who are connected to each other.

Sometimes you will see a family on the television. Often (very often in the advertisements) it's a family with a dad and a mum and two children.

But do you know how many out of all the families in this country consist of:
a man who goes out to work,
a woman who stays at home
and two children?

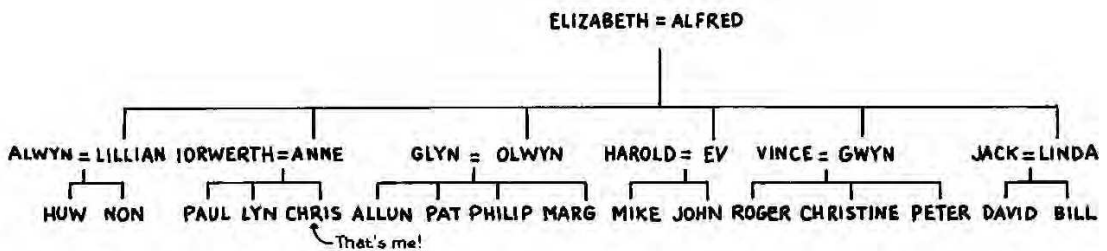
It may be fewer than you think!

In fact it's this many:



Tracing your family

Here's an enjoyable way of drawing your family. You can do it at home with everyone you live with. It's called a family tree and it draws all the connections between people in your family, not just the ones you live with. Here's a part of mine:



FAMILIES

Your family tree

This is something for you to do at home. It's a very interesting way of learning about the people in your family. And it's only for you and the people you live with. You won't be asked to bring your family tree in to the Tutor Group to talk about it. That's because there are often things which families prefer to keep private, and they don't think are anything to do with school. And that's fine (unless these are bad secrets).

So this is just an enjoyable way of having a talk about your family,

When I was eleven, I really enjoyed finding out about my cousins and how they all fitted in. But there might be some things that your mum/dad/guardian won't want to talk about. For me it was my older brother who died.

There might be some things that you don't get to hear about until you're older. For me it was how my mum had left my dad for some years before I was born. I didn't think of this when I was eleven, and when I was older I knew how often these things happen anyway.)

I> Get yourself a large piece of paper [at home) and see how much of your family tree you can draw.
Have fun getting some help from the adults you live with. You might find that they can't fill in all of it!

Family differences

As you get older, you have more of your own opinions and views about things. Of course, you had plenty of views and opinions when you were a lot smaller (for example, the food you like and dislike, and so on), but now you might be wanting to take one or two more decisions for yourself. That's all part of growing up to be in charge of yourself. But sometimes this leads to differences of opinion with your parents.

Here are some examples:

Your mum says that it's time to get you some new clothes. She wants to get you something that is suitable for school. You would like to go shopping with your friends, and without your mother - you reckon you'd choose something different!

What will you do?

- refuse to go with her?
- agree to her choice?
- get your dad to tell her?
- try to change her mind?
- get into an argument?

I> Now, in twos, carry on the conversation between you and your mum which starts like this:

YOU: 'I'll have to buy my own clothes some day.'

MUM: 'Perhaps. When you pay for them yourself.'

How did your conversation go? What were each of the people feeling? Did one of them 'get their own way? How?

FAMILIES

Here's another example:

There's something that you want to buy this Saturday, but you don't have quite enough money. So you've come up with the idea of asking to have the next week's pocket money early. Your parents don't think it's a very good idea - they say you will only want it again.

I> Make up a conversation in twos.
What did each person feel and think?
How did it end up? Why?

Brothers and sisters

Some people don't have any trouble with brothers or sisters. Maybe that's because they haven't got any! Or because they get along well.

I> In groups of three or four tell each other about the brothers and sisters you have. If you're the oldest, does that feel good because you're 'on top', or not so good because you have to do more 'grown-up' things?
If you're the youngest, does that feel good because you can do what you want more often, or not so good because you're 'last in line'?

Tell your group

- The best thing about my brothers and sisters is

and

- The worst thing about my brothers and sisters is

Can you imagine being without them? What would it be like?

Sometimes brothers and sisters can get on your nerves.

At your age. It can often be younger brothers and sisters who get on your nerves. Here are two examples:

Melanie gets really fed up with her younger sister when she borrows Melanie's pencils without asking.

What can she do?

Think of at least three good ideas for Melanie.



Imran gets angry at his younger sister, who makes a mess of his books in his room. What can he do?

Think of at least three good ideas for Imran .

Are you ever in a situation like this?
Are there any good ideas here for you?

FAMILIES

'If only you were like your sister/brother/father / mother / aunt ...'

Have you ever heard something like that said? Who was saying it to whom?

Have you ever had anything like that said to you?

In families people sometimes have favourites. That's when it turns out that one person is thought to be very good, and all the other people are looked at to see if they're like the favourite one.

John's older brother, Peter, was very good at school. His parents thought that school was very important, so Peter was a favourite. But John kept being told, 'You're not as good as Peter'. In the end John gave up, and thought, 'Blow school'.

When John was older he wished he hadn't given up.

So what else could John have done?

Jackie has a sister called Shirley, who is very good at sport. Jackie quite likes sport too, but doesn't feel like putting much effort into it because she's always being told, 'Shirley did this' and 'Shirley did that'.

Jackie would like to be able to think about doing sport without thinking about her sister. What can she do about the people who have Shirley as favourite?

Your family and your friends

You've probably got a number of ideas

about your friends:

- why you like them
 - why they like you
 - what you like to do together
- and so on.

And your family has probably got some ideas about your friends too:

- what they think of your friends
 - why they think you like [those friends]
- and so on.

You're probably at an age when people in your family think about your friends and how they might be influencing you.

Is that right?



FAMILIES

I> Finish off these sentences on a spare piece of paper:

My family hope that my friends will.....

My family hope that my friends will not.....

My family are frightened that my friends will.....

Talk these sentences over with your neighbour. Are there any similar things in what you said?

I> Now here are some useful things for you to think about and then tell your parents about:

Some of the things I learn from my friends (that my parents don't know about, and wouldn't think of) are

.....
.....
.....

I> Spend ten minutes with your parents, getting them to tell you about their friends when they were your age, and what those friends meant to them,

I> You could get your tutor, or any of your teachers, to tell you about their group of friends when they were your age.

BOYS AND GIRLS

People say 'you're *supposed* to be different'

This is a bit of a large question, but:

Do you notice differences between girls and boys?

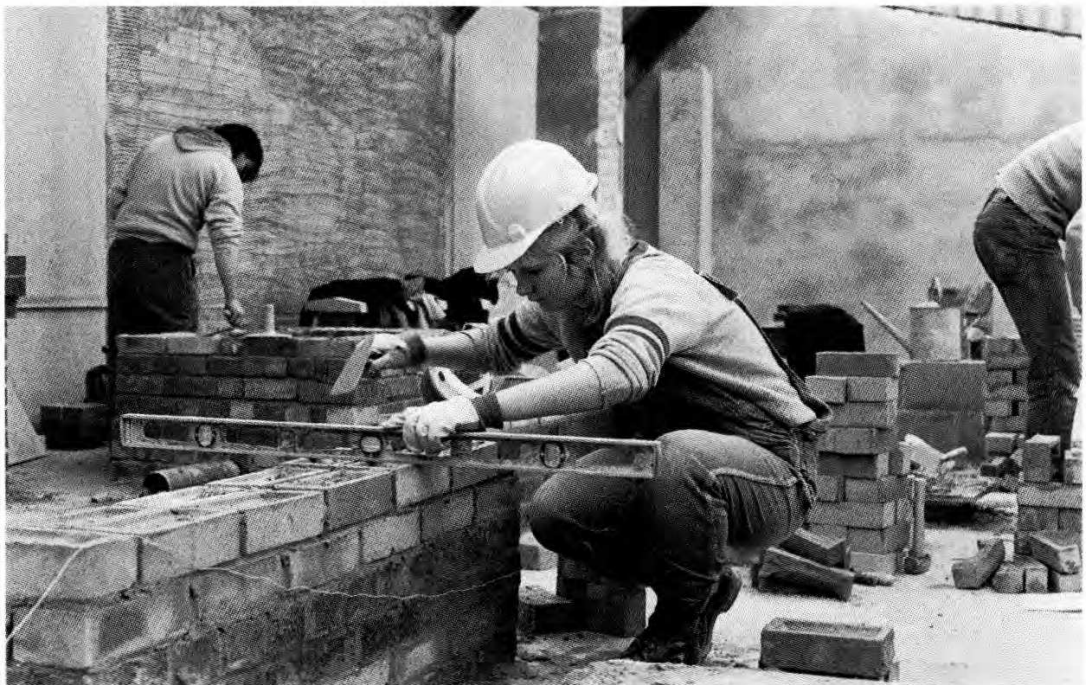
!> What are they? In groups of four, make a list of your ideas,

On your list you probably put some of the differences between girls' and boys' bodies, and there's more information on this later in this book,

For all the other differences on your list did you Find that you agreed with each other? Or did you have some differences' of opinion?

Were the differences on your list true for all bays and girls? Or were they just true for most or some boys and girls?

Most of the differences people talk about aren't true for all boys and girls, For example, some girls and women are stronger than some boys and men. Some boys and men are more interested in children than some girls and women.



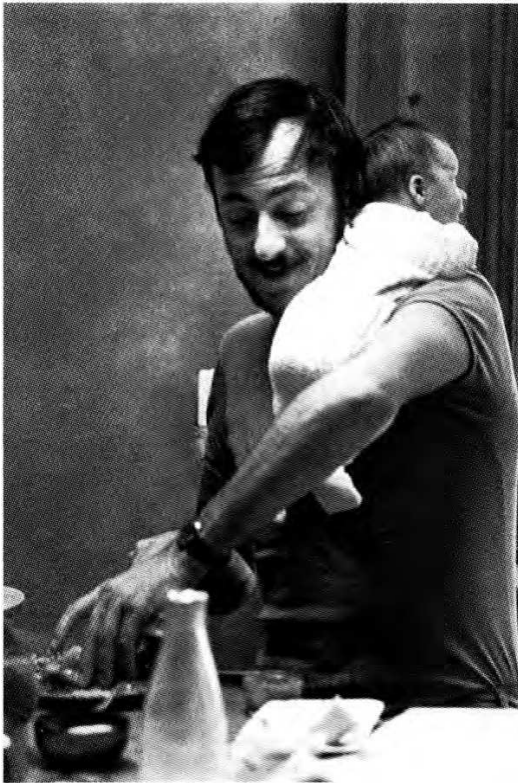
BOYS AND GIRLS

If these differences aren't true for everyone, where do they come from?

They can't be simply about being a girl or being a boy.

Perhaps you'll agree that:

*Boys and girls are
brought up to be
different.*



Parents expect them to be different. Friends expect them to be different. TV and magazines expect them to be different.

But why?

Do you think there are any reasons why girls and boys are brought up to be different?

I> In your groups of four, see if you can agree on any reasons (even if you think they're bad reasons).

Then see whether there are any reasons that all the groups in your Tutor Group agree on.

Now here's an important bit:

*What are the advantages
of being a woman or being
a man?*

I> Divide your Tutor Group into four:

One group has to make a list of all the advantages of being a woman.

The second group has to make a list of all the advantages of being a man.

The third group has to make a list of all the disadvantages of being a woman.

The fourth group has to make a list of all the disadvantages of being a man.

After ten minutes, each group will show its list to the other groups.

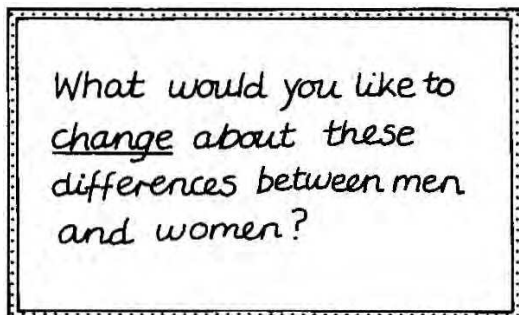
What similarities and differences do you notice between your four lists?

Can women get any more of the advantages on your list for men?

Can men get any more of the advantages on your list for women? How?

BOYS AND GIRLS

Now here's an important question for your groups to consider:



Some things are changing - which ones would you like to be changed?

It might help you to finish this sentence:

'One of the differences between women and men that I think we could do without is

Does school expect you to be different?

When you came to this new school, there were probably lots of differences that you noticed straightaway.

This new school expected you to be different from when you were in primary school, and you've probably made a lot of changes in the time you've been here.

But what about the differences we're talking about now - the differences between girls and boys? What's that like in your new school? Does your school expect the boys to be different from the girls? In what ways? Does your school expect the girls to be different from the boys? In what ways?

I> Discuss these questions in groups of four, after you've put down some of your own ideas on a spare piece of paper. Probably it will help you if you finish off the following sentences.

'In this school the girls are expected to be

'In this school the boys are expected to be

I> In your groups of four, see if there were any answers that you agreed on.

Then tell each other how you feel about the things that your school expects differently from boys and from girls.

Do you like it? Do you dislike it?

Do you think it's fair or unfair?

Is it the same as when you were at primary school?

Tell each other about any changes you remember when you first came to this school in the ways that boys and girls are treated,

What happens to pupils who don't do what's expected?

Do they get called 'tomboys' if they're girls?

Do they get called 'cissies' if they're boys?

Do people think they're awkward?

What do you think should be done to stop name-calling like this?

Decide what you think pupils should do, what teachers should do, and what anyone else involved should do.

BOYS AND GIRLS

Tony doesn't feel like being 'tough'

Tony is in the first year, and having a bit of difficulty with a boy from the third year. This boy, Alan, keeps on bothering Tony by nicking sweets, and now he's saying he wants 10 pence and he'll clobber Tony if he doesn't hand it over tomorrow.

Tony doesn't know what to do.

His dad has always taught him to fight back with people like this, so maybe Tony will take the risk of getting a bloody nose (Alan is bigger).

His teachers have always taught Tony that they must be told about things like this, so maybe Tony will take the risk of people thinking he's a 'creep'.

His friends in the first year don't seem to have so much difficulty with blokes like Alan, so maybe Tony will do something like they do. But what?

Inside Tony doesn't feel like being 'tough'.

I> What do you think would happen if Tony were to:

- do nothing
- act upset
- talk to his form tutor
- find some mates to help get Alan
- be prepared to fight back
- have a go at Alan first
- not come to school the next day
- give him 5p and say that's all he'll get.

Talk over your answers in groups of four.



BOYS AND GIRLS

Marion doesn't fancy make-up

Marion and her friends, Lucy and Sharon, spend a lot of time together, perhaps at each others' houses or sometimes when they go out together to the leisure centre. They've been good friends for some time now, since they were at primary school together.

One Saturday they are all at Sharon's house getting ready to go out, and Lucy has brought a lot of make-up: mascara, eye-shadow, lip-gloss and so on. Lucy and Sharon are putting it on and want Marion to join them, but Marion can't decide.

She knows that:

- her Mum and older sister use make-up regularly, so she doesn't think it's a bad thing;
- other friends of her age have been trying it out for some time, so Marion thinks it's probably OK for her age;
- Lucy and Sharon like it best when the three of them try out things together.

But Marion just doesn't fancy the idea at the moment. She doesn't feel it would be her.

I> What do you think would happen if Marion were to:

- go along with trying it on
- say that she didn't want to be forced
- say that her mum wouldn't let her
- say that other people don't wear it
- say it looks rotten on them
- not go out with them
- say she'll just wear a little of one.

Talk over your answers in groups of four.

Now, if you've got a Tutor Group with boys and girls, and you've spent time thinking about Tony being tough and Marion trying make-up, you could see whether the boys and the girls in your group answered these problems differently.

Do girls suggest different answers from the boys for Tony?
Do boys suggest different answers from the girls for Marion?

If there are any differences, talk about them too.

BOYS AND GIRLS

Boys and girls in classrooms and school

If you are a Tutor Group of both boys and girls, or if you have lessons with both boys and girls, what do you notice about boys and girls in your lessons?

Are there are differences in the behaviour of most of the girls and most of the boys?

Are the girls noisier than the boys?

Do the boys move around more than the girls?

Who attracts the teacher's attention most - girls or boys?

I> Discuss in groups of four any differences that you think there are between girls and boys in your classrooms.

An investigation

For a number of different lessons (you decide which ones). one person in your class is going to do some investigating.

You will need to arrange this with your teachers because it will affect your investigator's work for that lesson.

What they're going to do is make a record of girls' and boys' behaviour. Perhaps not for the whole lesson (that can be very tiring), but perhaps for half of it.

And the record will look something like this:

Who speaks to the teacher?	If it's a girl put a ✓ here	✓✓✓✓✓✓✓
	If it's a boy put a ✓ here	✓✓✓✓✓✓✓✓

I> When you've done your investigation, the whole Tutor Group can discuss the results. In groups of four, answer these questions:

Is this what you thought the result would be?

Is there anything which you feel needs to be changed? How will you go about making these changes?

Think up three different ways that your changes could be made before you discuss them with the whole group.

Are there any more investigations like this one that you would like to do, for example, use of the playground?

GROWING AND CHANGING

Who's growing now?

One of the many amazing things about people is that they come in all shapes and sizes.

Look at this photograph:



And these people are all eleven years old!

GROWING AND CHANGING

Everybody does a lot of growing from the time when they're a child to the time when they're an adult. But they all do it in different ways at different times.

In your Tutor Group you've probably got some people who are doing a lot of growing right now, and some who aren't doing much at the moment.

But everyone will do a lot of growing at their own time, and for many people it can come in a short space of time, a 'growth spurt'. You might add an extra 5 or 6 cm to your height in one year. That's growing as fast as you did when you were two years old.

Girls often start their growth spurt before boys, so now you're first years, the girls of your age might be taller than the boys. Let's see if that's true.

I> If you're in a Tutor Group with boys and girls, calculate the average height of the boys and the average height of the girls. Are the girls taller on average?

If your Tutor Group or school is just one sex, can you contact a first-year Tutor Group of the other sex in a nearby school?

You will have to find a careful way of going about the measuring for this activity, because some people don't feel happy about their height.

Let's think of why this might be

How does it feel to be 'tall' or 'short'?

Some people make a big thing out of how tall or short you are, and that can make life difficult at times.

There's nothing better or worse about a person just because they're tall or they're short.

Probably there are good and bad points about being taller than some people. Probably there are good and bad points about being shorter than some people. Make a list of some of the points you can think of.

I> What would you say back to a person who was making something out of you being tall or short in a way that you didn't like? .

Here are two of the things that you might have heard people say when they want to stand up for themselves being short or tall:

'Valuable things come in small packages.'
'I get a better view from up here.'

Can you think of more?
What would you say?

How can you help anyone in your Tutor Group who sometimes has their life made difficult because they're shorter or taller than most?

GROWING AND CHANGING

Notice any differences?

As your bodies grow, you might notice some of the things that happen.

Some time between ten and seventeen you will probably notice these changes:

- Your shirt or blouse seems to have shrunk, in the arms at first.
- Hemlines on skirts and trousers go up, without you doing any sewing.
- Hair grows under the arms and between the top of your legs.
- Faces lose some of their round look.
- For boys, shoulders get broader, and the penis gets bigger
- For girls, hips get wider, breasts start to develop, and periods start.
- For boys, hair grows on your face, and your voice changes.

➤ Talk to your neighbour about this list. and any examples of these changes that you've noticed in people between ten and eighteen years old.

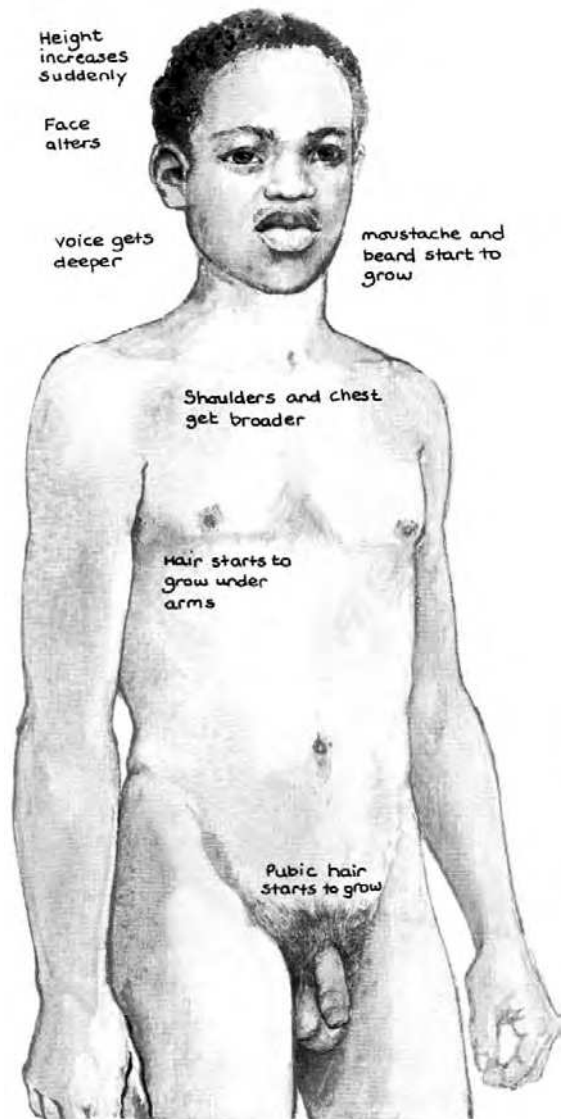
Are there any other things you think should be added to this list?

Sometimes people worry about the changes they notice in themselves, or sometimes they worry about changes that they don't see happening but they're waiting for.

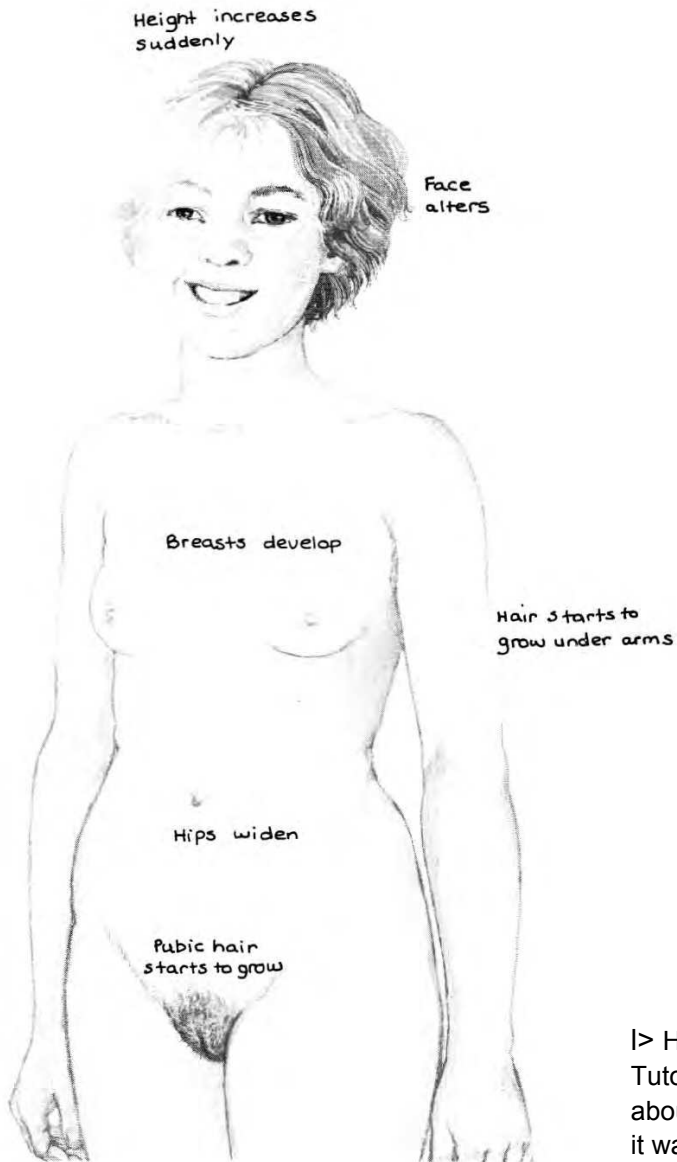
It can help to remember that It's not better or worse to start your changes early, or to start them late.

It certainly doesn't affect what your body will be like by the time you're an adult.

So when you're talking over these things with your friends, and you might compare how your bodies are changing, remember that there's nothing better or worse about the fact that some people start early.



GROWING AND CHANGING



l> How would you help someone In your Tutor Group who seemed to be worried about how their body was changing or how it was not changing?

GROWING AND CHANGING

Girls' bodies changing

Here are some of the important things that everyone needs to understand. The girls in your Tutor Group will probably want to discuss these on their own. Important things about boys' bodies changing are next in this book, and the boys will probably want to discuss these on their own.

One of the most important changes for girls is the start of having periods. This is when a small amount of bleeding comes from the vagina to show that a special part of your inside is changing. It's a part called the uterus, which is important in being able to have children. If you've not talked about this bleeding with anyone it might seem a frightening idea at first. but it's an ordinary event for women. The time when it happens will become quite regular for most young women - usually every 28 days (although it can be anything from 20 to 35 days). So you will be able to know in advance when it's going to happen, and it might last about four days (but it can be anything from two to eight days).

The age when your periods start can be anything from nine to eighteen, and you'll find it useful to have someone to talk to about this, about using tampons or sanitary towels so that nothing notices. There are lots of old stories about periods, but you can bet that they're not true - they're more like superstition about something that is important but doesn't get talked about. The fact is that women can do everything they normally do when they're having a period.

Girls, who will you choose to talk to about this?

- friends?
- sisters?
- parent?
- a teacher?
- another adult?

Who will be best at giving you the sort of information you want?

l> Talk over in pairs what you have learned already, and the sort of information you have received from different people.

GROWING AND CHANGING

Boys' bodies changing

Here are some more important things that everyone needs to understand. The boys in your Tutor Group will probably want to discuss these on their own.

One of the changes that boys are aware of is the growth of the penis. Like everything else about growing, this starts at different times for different people, and there's nothing special about starting early or late. Sometimes boys worry about having a small penis. but size doesn't make any difference to anyone's pleasure in sex, and small penises increase their size a lot more than large ones when they become erect. An erection is when more blood flows into the penis (usually during sexual excitement): it gets larger and harder and sticks out from the body. You sometimes get an unexpected erection or wake up with one in the morning. If you want it to go down then think about something else.

You might start to have 'wet dreams'. When you're asleep you have a dream (not always about sex), your penis becomes erect and some semen comes out. That's a whitish, slightly sticky liquid which contains the sperm cells for producing babies. It washes out of pyjamas or sheets quite easily.

During this time you'll want to make sure that you get into the habit of washing your penis each day. You'll probably also notice that testicles are growing (and usually the left one is a little lower than the right one).

Boys, who will you choose to talk to about this?

- friends?
- brothers?
- parent?
- a teacher?
- another adult?

Who will be best at giving you the sort of information you want?

I> Talk over in pairs what you have learned already, and the sort of information you have received from different people.

GROWING AND CHANGING

Caring for your body

Your body does some amazing things for you. Have you ever stopped to think about them?

For example, the 'senses': stop and think about each one in turn, and finish the sentence to show what is happening right now.

I can see .

I can touch .

I can taste ..

I can hear .

I can smell .

Which of the senses do you use the most?

Can you imagine what it's like to have one of them not working?

Perhaps there's someone in your Tutor Group who can really tell you.

In what ways do you get pleasure from your senses?

I> In groups of four, make a list of the ways for each sense.

Can you think of ways of taking care of your senses?

'Body cleaning'

Keeping smells and spots away is quite simple. You just need to wash away the things your body produces which can cause trouble if they stick around. (Your body starts to produce more of these things at your age: sweat, dead skin from growing, and so on.)

So, whether or not you think you've got dirty, your body enjoys a good wash, especially under your arms and around your genitals.

I> How would you tell someone who didn't seem to wash enough?

GROWING AND CHANGING

Keeping your body healthy

Your body does a lot for you, and will help you feel good if you look after it.

An important thing to think about is 'exercise'. That might sound like something boring, or

hard work (especially if you're someone who doesn't like sport), But It could mean cycling, or dancing, or even walking!

Here are some of the things that people say exercise does for you:



'It helps you build strength,

'It helps you move nicely.'

'It keeps you slim.'

'It helps you keep going.'

'It helps you sleep!'

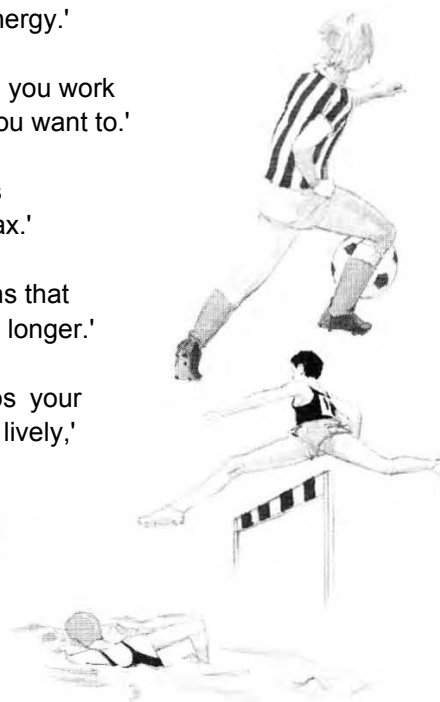
'It helps you have energy.'

'It helps you work when you want to.'

'It helps you relax.'

'It means that you live longer.'

'It keeps your senses lively,'



Which one do you agree with most?

Which one do you want to find out more about?

Do any of them not make sense to you?

Would you like to add any further ones?

1> Discuss them all in groups of four, Decide which three your group agrees with most. Now tell each other what sort of exercise you do in order to keep your body healthy.

1> Make a list of the things you do, and how long each week you spend on them, Now collect up all the lists from the groups and make a large chart to display the results,

1> Is there anyone who would like to take more exercise?

How can the rest of the Tutor Group help her/him?

FOOD

Food

We all love it!

[Or do we? - perhaps it all depends.) Food can make us happy, or sad, or fat, or ill. So we need to learn how to use it. especially when we're growing.

Look at this cartoon:



'Why bother? - we're all fat.'

What do you think is the point of this cartoon?
If you wanted to change the way you eat.
would other people be involved? Who?

Think about this question:
Who decides what you eat?

[> On a spare piece of paper, write down all the things that you have eaten since this time yesterday. (you might get a surprise straightaway!)

Now write down next to each one, who it was that decided this was the thing to be eaten.

FOOD

If you decided that you wanted to eat differently, how would you go about telling the person who decides?

Here are some examples:

Michael learned that he was eating too many fatty things and not enough protein for the stamina he wanted in sport. So he planned to cut down on chips and eat more meat. But then he remembered how expensive meat was, and how his mum often had to buy cheaper fatty meat. So he didn't know what to say

If you were Michael, what would you say to your mum?

Linda learned that the amount of sugar she was eating would make her teeth rot faster. So she wanted to eat more fruit instead of the sweets that were always around at home. Her mother seemed to like lots of sweets, so Linda didn't quite know what to say.

If you were Linda what would you say to your mum?

Sometimes we eat too much and sometimes we eat the wrong things, but sometimes . . .



'Oh no, I've put on two pounds again!'

1> What do you think is the point of this cartoon?

Now, have you noticed something? Both the cartoons on these pages are about girls. Should they be? Well, over-eating and under-eating do seem to affect girls more than boys. Why do you think that might be? And did you notice that all the people who were deciding what's to be eaten were mums, not dads? Should they be?

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