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Multiple and Multi-dimensional Primary-Secondary School Transitions

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DOI:
[10.20392/nx7a-bj66](https://doi.org/10.20392/nx7a-bj66)

Publication date:
2023

Document Version
Publisher's PDF, also known as Version of record

[Link to publication in Discovery Research Portal](#)

Citation for published version (APA):
Jindal-Snape, D., Barlow, W., Goode, T., Hannah, E. F. S., Tooman, T., Ding, C., Burns, M., & Santiago, T. L. (2023). *Multiple and Multi-dimensional Primary-Secondary School Transitions: Using Drama to Facilitate Transitions*. UniVerse. <https://doi.org/10.20392/nx7a-bj66>

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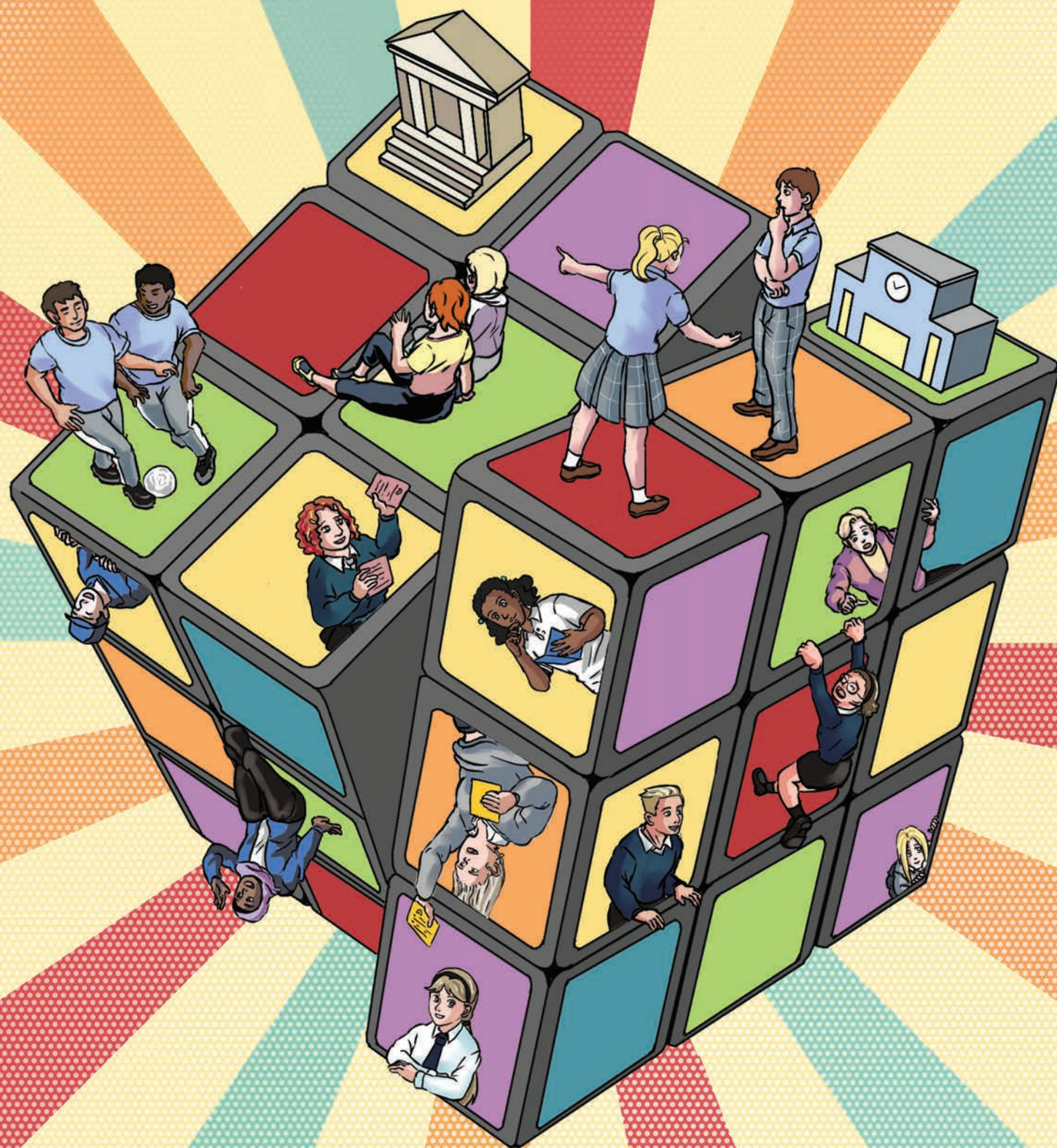
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MULTIPLE AND MULTI-DIMENSIONAL PRIMARY-SECONDARY SCHOOL TRANSITIONS:

Using Drama to Facilitate Transitions



MULTIPLE AND MULTI-DIMENSIONAL PRIMARY-SECONDARY SCHOOL TRANSITIONS: Using Drama to Facilitate Transitions

Introduction

Implemented in one Scottish local authority, this longitudinal study's purpose was to understand how drama might support young people and their significant others' multiple and multi-dimensional transitions during the move from primary to secondary school (Jindal-Snape, 2016, MMT theory). Based on the theory and practice of Neelands and Goode (2015), four drama workshops were facilitated in P7 (final year of primary school in Scotland) and one in S1 (first year of secondary school in Scotland). The workshops enabled the pupils and the workshop leaders to work together to establish a dramatised, fictional world where everyone could safely explore their excitement and concerns around the theme of transitions. This comic anthology is based on this work and data collected over three time points.

The comics include verbatim quotes and interpretation of the data.

Research Team

PI: William D. Barlow

CIs: Elizabeth F.S. Hannah, Tony Goode, Divya Jindal-Snape, Tricia Tooman

Acknowledgements

We are grateful to all those in the local authority who helped in the planning and implementation of the project.

In particular, we would like to thank all the pupils who took part in the drama workshops and those who participated in the study (young people, parents/carers and professionals) for giving us valuable insights into their transitions experiences.

Thanks to the local authority for their financial support, the University of Aberdeen for pump prime seed funding, and the University of Dundee for its Innovation and Impact Development Fund.

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Art: Tasha Santiago

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Production: Clío Ding



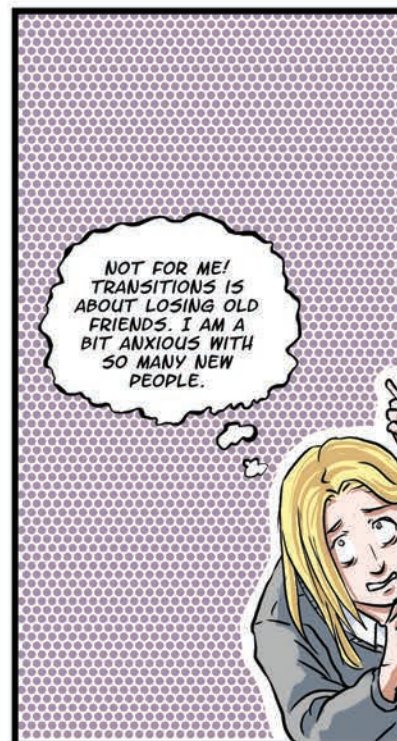
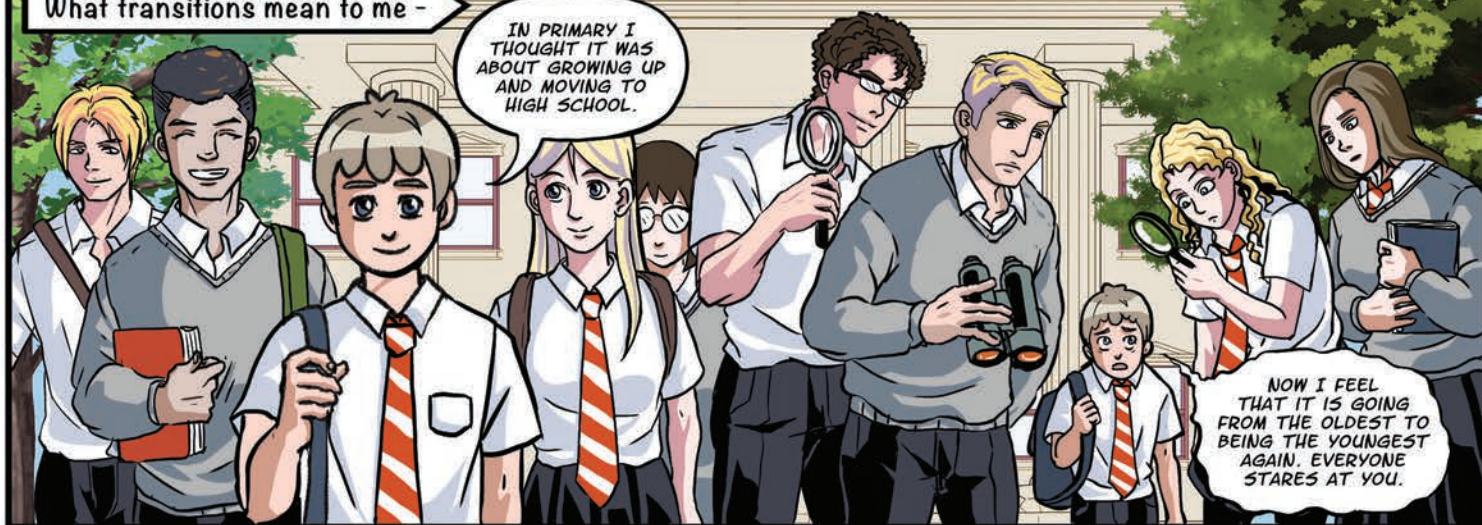
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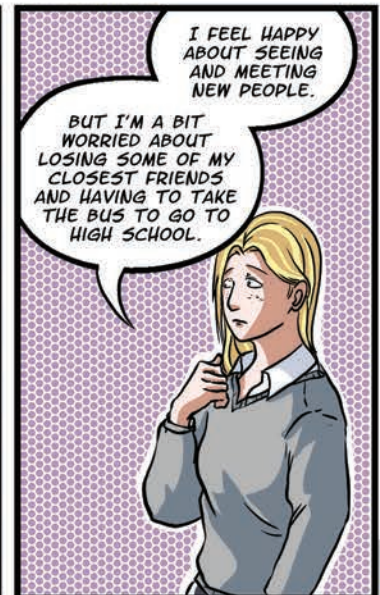
My Transitions, My Views

Script: Divya Jindal-Snape, William D. Bartlow, Tony Goode, Elizabeth F.S. Hannah and Tricia Tooman. Art: Clio Ding

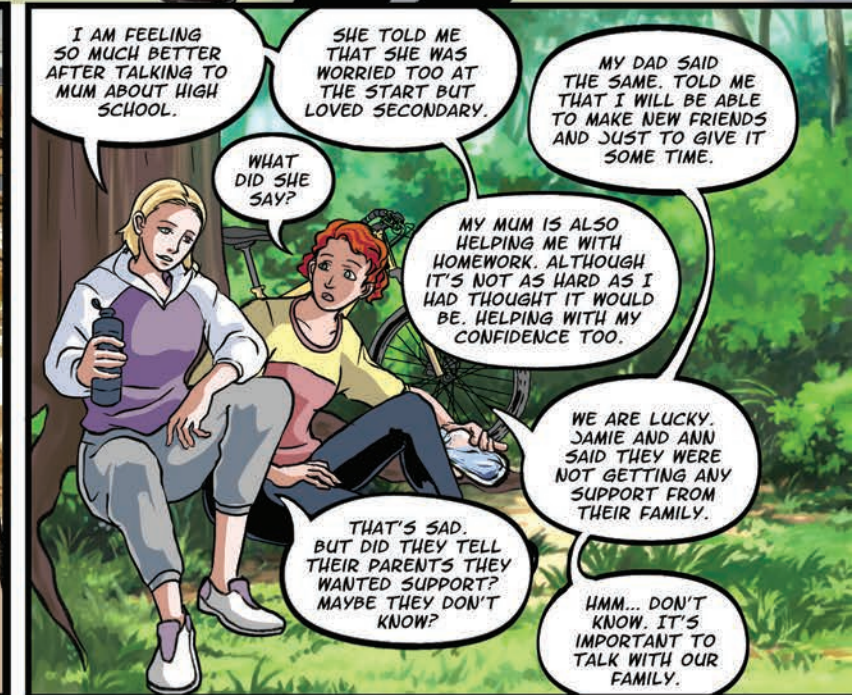
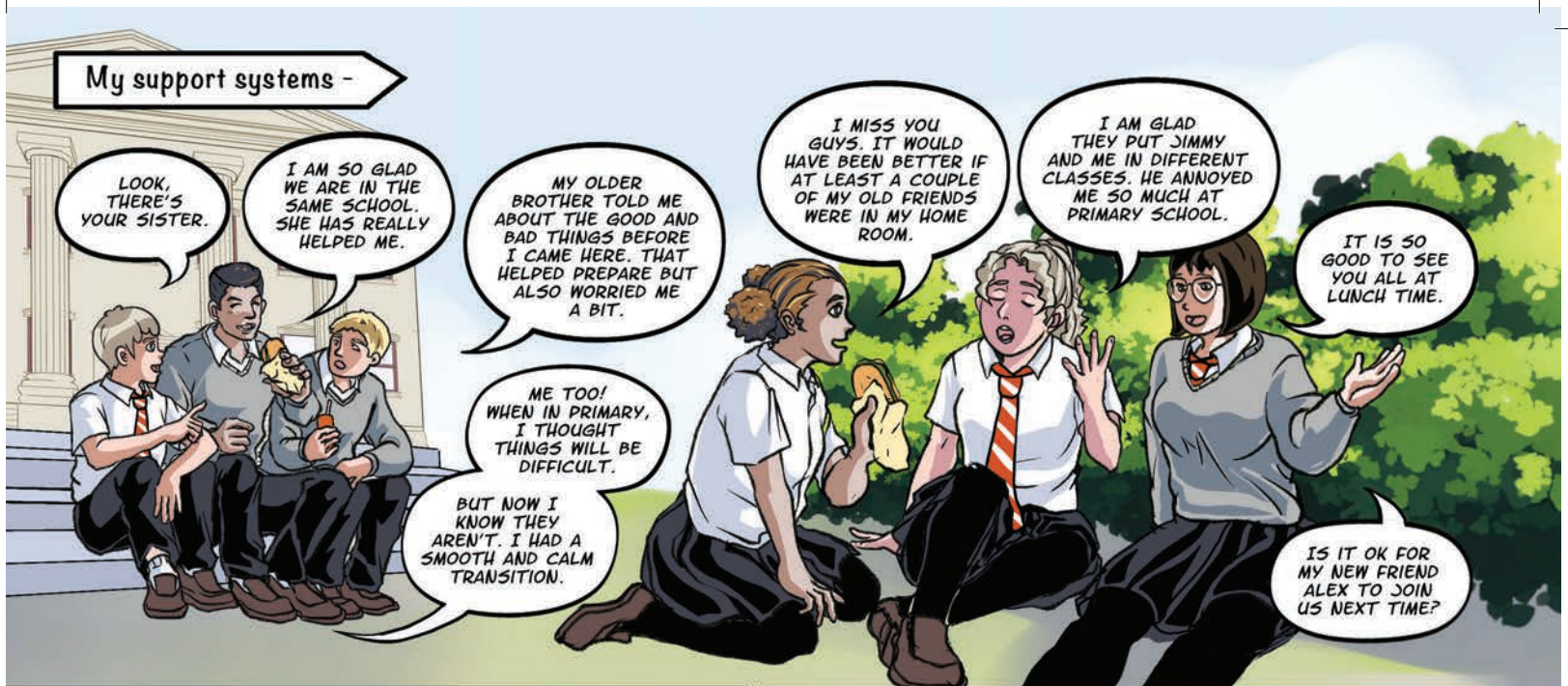
What transitions mean to me -



How I feel about transitions -



My support systems -



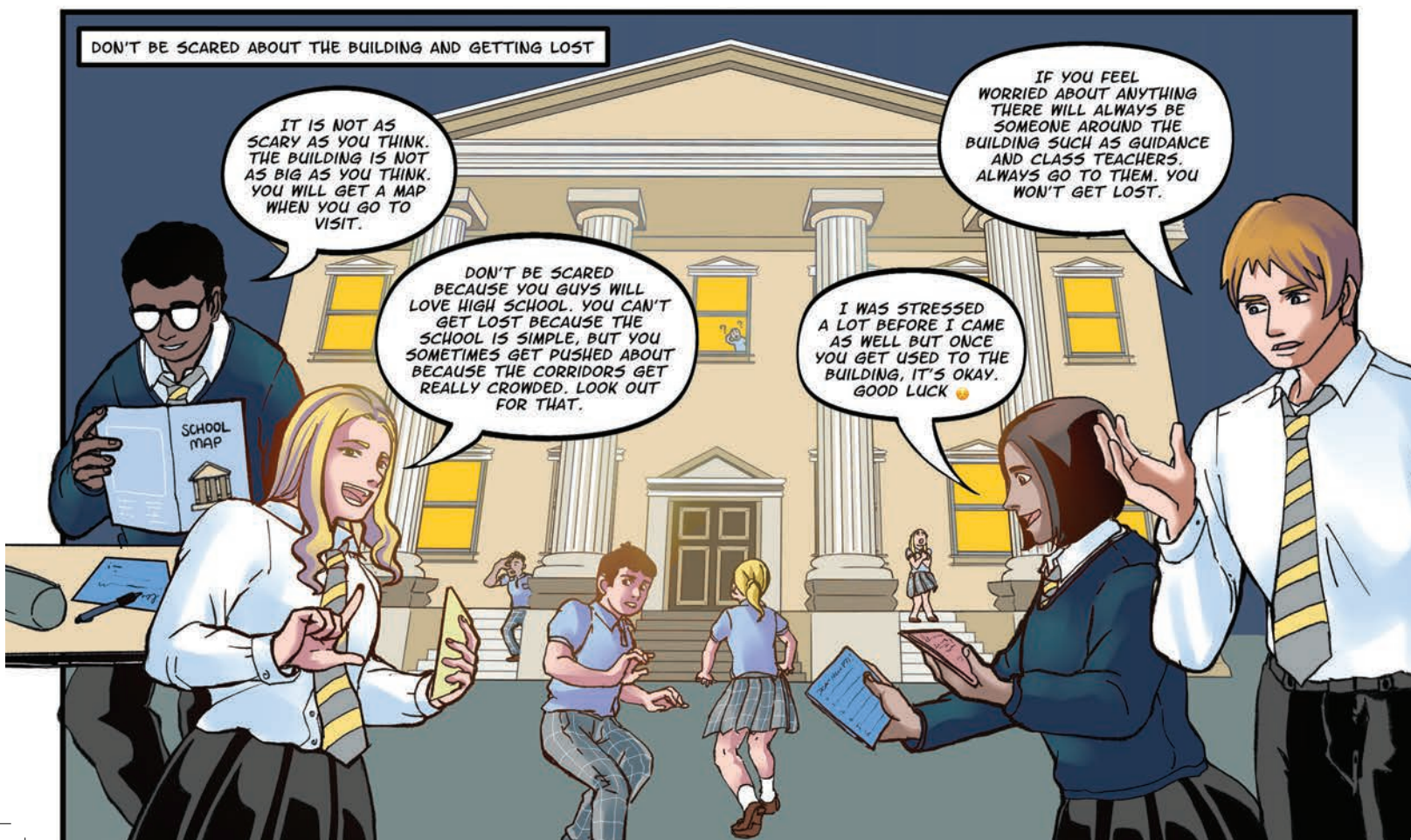


Talking About Transitions

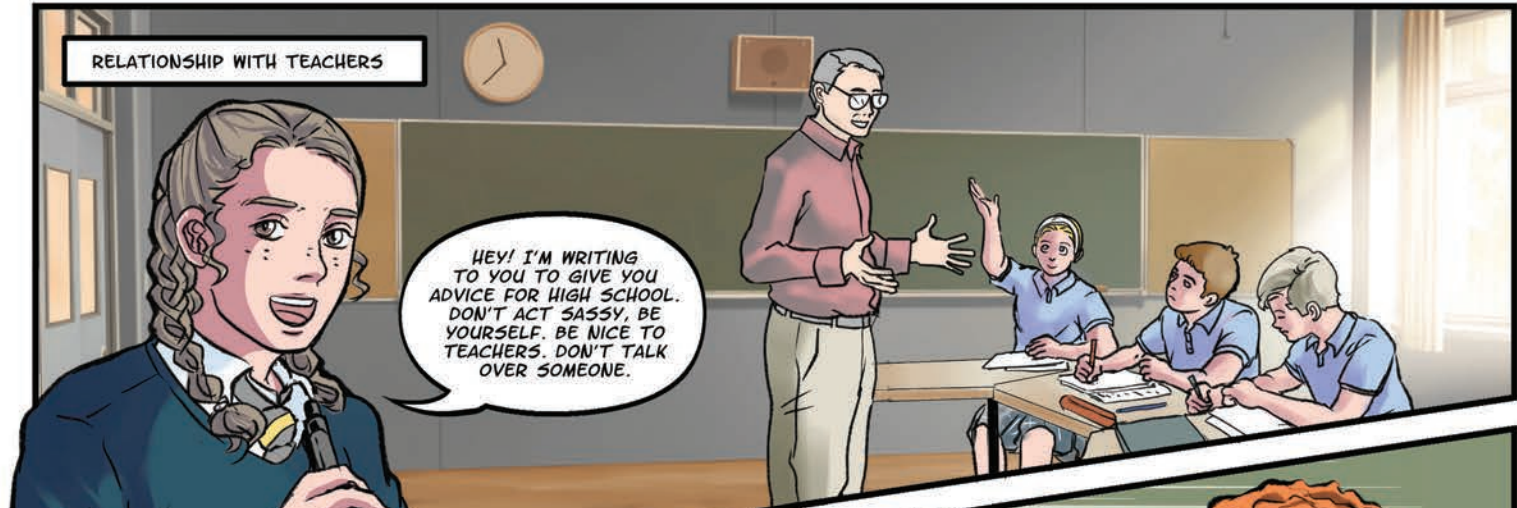
Script: Divya Jindal-Snape, William D. Barlow, Tony Goode, Elizabeth F.S. Hannah and Tricia Tooman. Art: Clio Ding

HELLO! I'M AN OLD P7, NEW S1. HERE'S SOME ADVICE FOR HIGH SCHOOL:

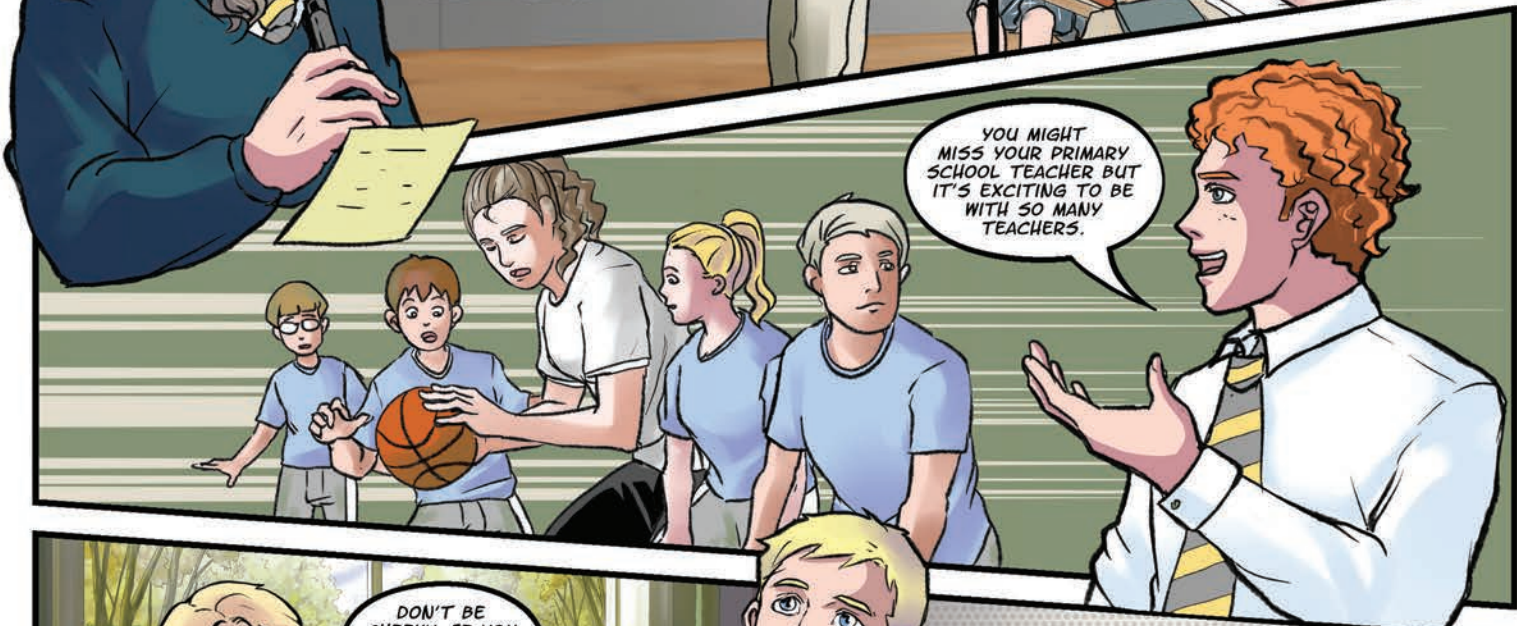
1. ALWAYS BRING A PEN OR PENCIL.
2. BE RESPECTFUL TO ALL TEACHERS AND OLDER KIDS.
3. NEVER TAKE ANYTHING THAT'S NOT YOURS.
4. YOU WON'T GET LOST AS MUCH AS YOU THINK.
5. NEVER SKIP THE LUNCH LINE.
6. HAVE GOOD LEGS FOR STAIRS AS THERE ARE MANY STAIRS!!
7. WORK IS NOT DIFFICULT, JUST PAY ATTENTION.



RELATIONSHIP WITH TEACHERS



HEY! I'M WRITING TO YOU TO GIVE YOU ADVICE FOR HIGH SCHOOL. DON'T ACT SASSY, BE YOURSELF. BE NICE TO TEACHERS. DON'T TALK OVER SOMEONE.



YOU MIGHT MISS YOUR PRIMARY SCHOOL TEACHER BUT IT'S EXCITING TO BE WITH SO MANY TEACHERS.



DON'T BE CHEEKY. IF YOU ARE WORRIED GO TO A TEACHER OR GUIDANCE TEACHER.



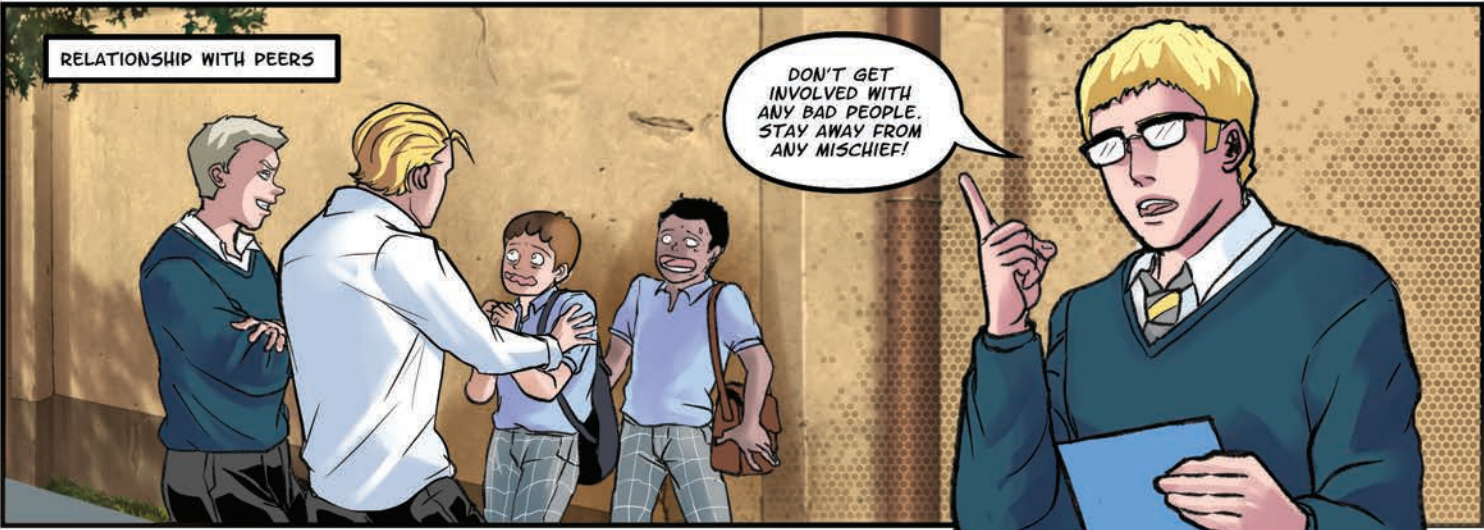
BE RESPECTFUL TO THE TEACHERS. TEACHERS ARE RESPECTFUL IF YOU RESPECT THEM.



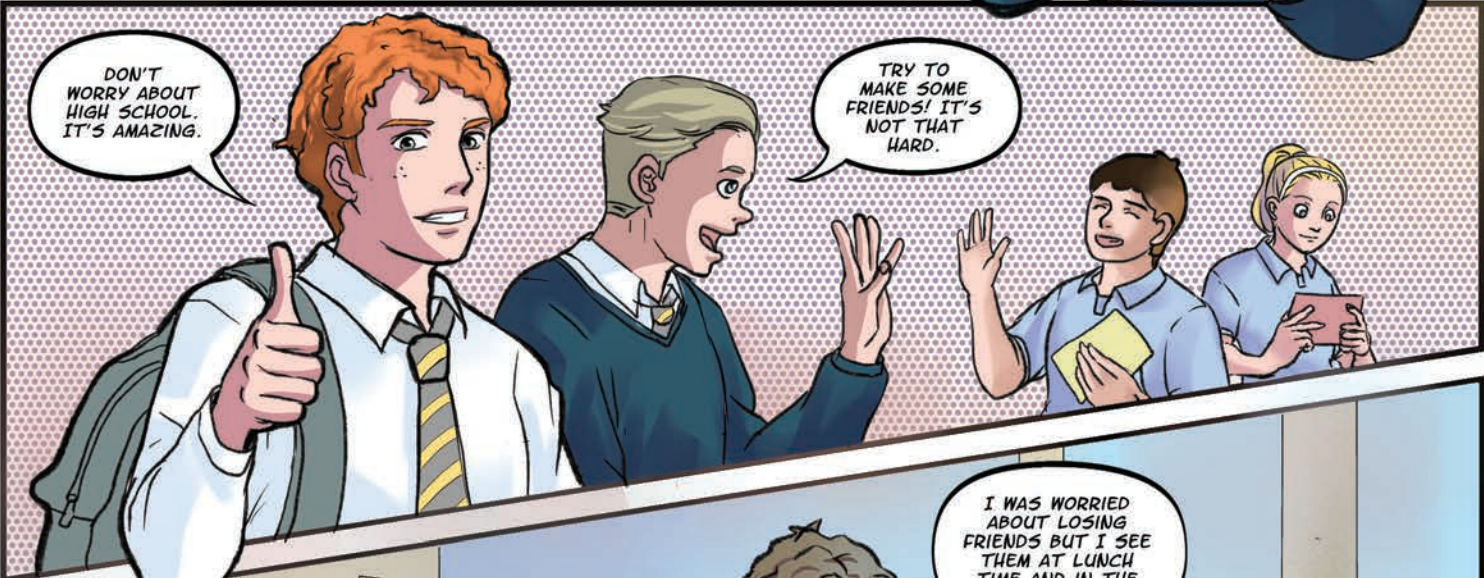
MAKE SURE TO GET A TOILET PASS COS U DON'T GET LET OUT IN CLASSES.

YOU WILL NEED A STRONGER BLADDER OTHERWISE! ;)

RELATIONSHIP WITH PEERS

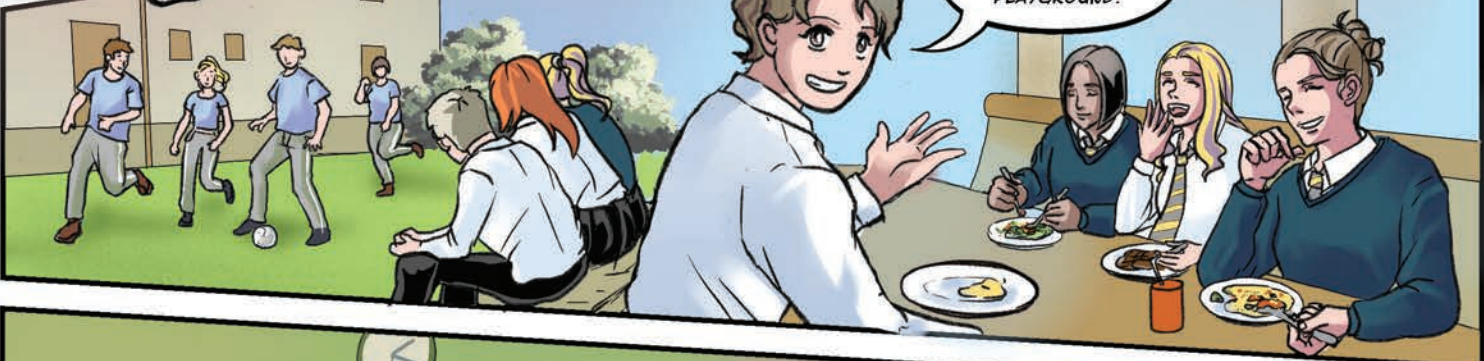


DON'T GET INVOLVED WITH ANY BAD PEOPLE. STAY AWAY FROM ANY MISCHIEF!

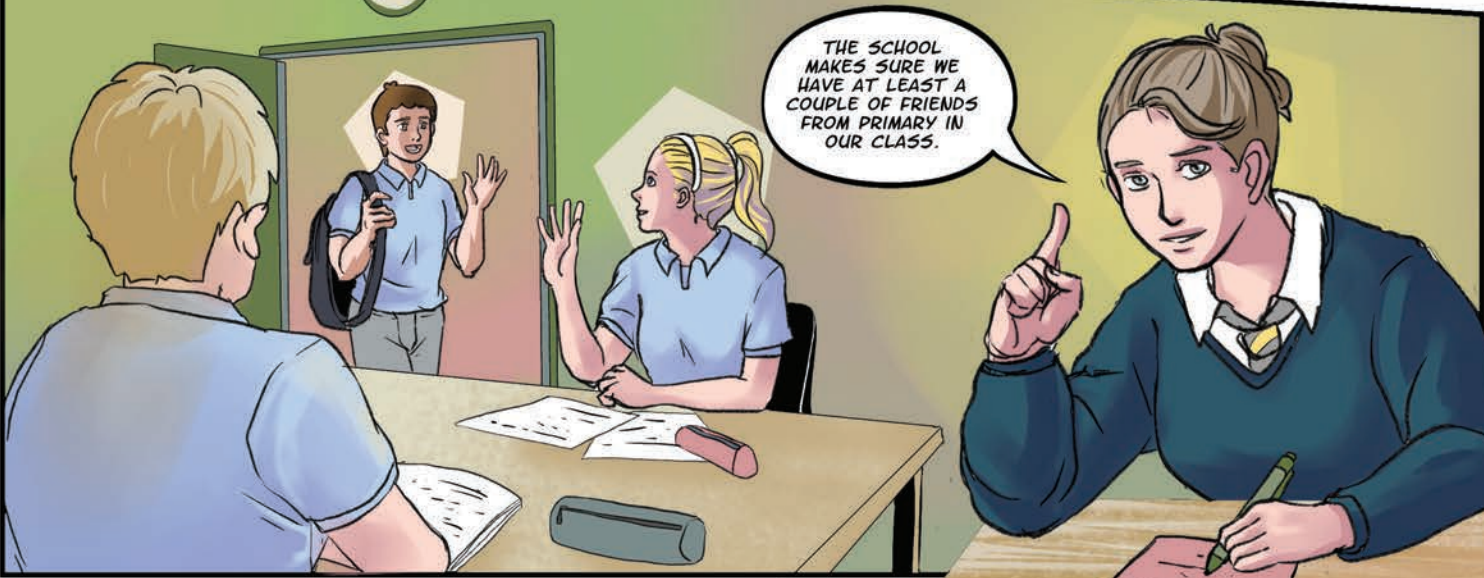


DON'T WORRY ABOUT HIGH SCHOOL. IT'S AMAZING.

TRY TO MAKE SOME FRIENDS! IT'S NOT THAT HARD.



I WAS WORRIED ABOUT LOSING FRIENDS BUT I SEE THEM AT LUNCH TIME AND IN THE PLAYGROUND.



THE SCHOOL MAKES SURE WE HAVE AT LEAST A COUPLE OF FRIENDS FROM PRIMARY IN OUR CLASS.

UNDERSTANDING TRANSITIONS THROUGH DRAMA: THE GIFT

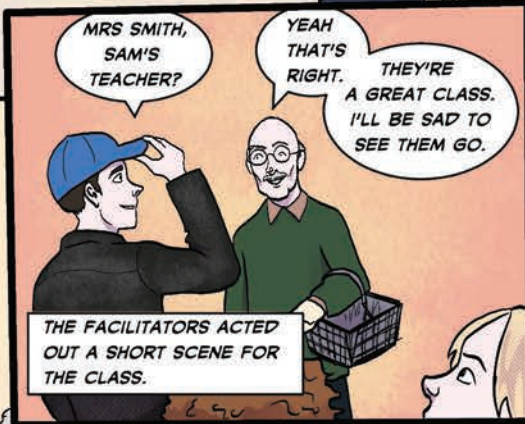
Script: Monica Burns, William D. Barlow, Tony Goode, Elizabeth F.S. Hannah, Divya Jindal-Snape and Tricia Tooman. Art: Monica Burns

PUPILS TOOK PART IN A DRAMA WORKSHOP TO SUPPORT THEIR TRANSITIONS TO SECONDARY SCHOOL.



LISTEN EVERYONE! THIS IS SAM. SHE LIVES WITH HER FOSTER CARER.

SAM IS IN P7, BUT MOVING UP TO SECONDARY SCHOOL VERY SOON. JUST LIKE ALL OF YOU.

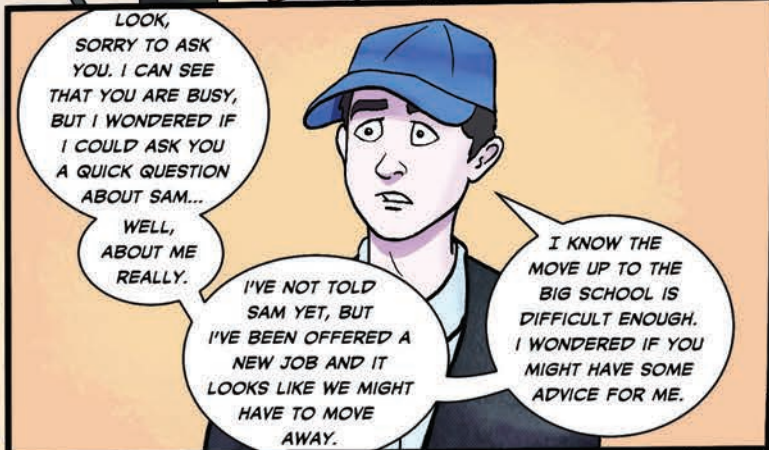


MRS SMITH, SAM'S TEACHER?

YEAH THAT'S RIGHT.

THEY'RE A GREAT CLASS. I'LL BE SAD TO SEE THEM GO.

THE FACILITATORS ACTED OUT A SHORT SCENE FOR THE CLASS.



LOOK, SORRY TO ASK YOU. I CAN SEE THAT YOU ARE BUSY, BUT I WONDERED IF I COULD ASK YOU A QUICK QUESTION ABOUT SAM...

WELL, ABOUT ME REALLY.

I'VE NOT TOLD SAM YET, BUT I'VE BEEN OFFERED A NEW JOB AND IT LOOKS LIKE WE MIGHT HAVE TO MOVE AWAY.

I KNOW THE MOVE UP TO THE BIG SCHOOL IS DIFFICULT ENOUGH. I WONDERED IF YOU MIGHT HAVE SOME ADVICE FOR ME.



NOW, CLASS, WHAT DID YOU SEE FROM THIS CONVERSATION? WHAT DID YOU HEAR?

SAM'S CARER IS MAYBE GETTING A NEW JOB SOMEWHERE ELSE?

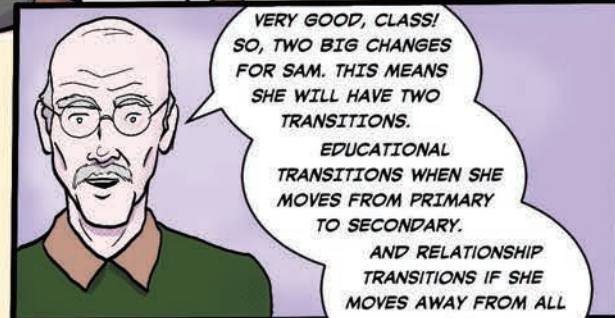
IF HER CARER IS MOVING, SAM WILL HAVE TO MOVE SCHOOLS?

AND HOW DID THIS CONVERSATION MAKE YOU FEEL?



MAYBE THAT SAM'S GOT A LOT OF STUFF HAPPENING TO HER.

YEAH, LIKE THAT'S TWO HUGE THINGS HAPPENING AT THE SAME TIME.



VERY GOOD, CLASS! SO, TWO BIG CHANGES FOR SAM. THIS MEANS SHE WILL HAVE TWO TRANSITIONS.

EDUCATIONAL TRANSITIONS WHEN SHE MOVES FROM PRIMARY TO SECONDARY.

AND RELATIONSHIP TRANSITIONS IF SHE MOVES AWAY FROM ALL HER FRIENDS AND ALL THAT'S FAMILIAR.



WHO DO YOU HAVE MORE EMPATHY FOR? SAM, HER CARER, OR BOTH? AND WHY?

THE CARER. BECAUSE HE DOESN'T KNOW WHAT TO DO.

I FEEL BAD FOR BOTH OF THEM. IT'LL BE DIFFICULT FOR THEM BOTH.

SAM. BECAUSE THE CARER IS THE ONE MAKING ALL THE DECISIONS. SAM DOESN'T HAVE A CHOICE IN ANY OF THIS.

THE PUPILS TOOK ON DIFFERENT ROLES TO EXPLORE SAM'S SITUATION.

I'M SURE WE'LL LOVE IT THERE. IS THERE A SECONDARY SCHOOL NEARBY? I WILL NEED TO ENROL MY DAUGHTER AS SHE'S ABOUT -

WE'RE MOVING? WHY DIDN'T YOU TELL ME?!

SAM! WAIT!

SAM DOESN'T KNOW WHAT TO DO TO HAVE HER VOICE HEARD.

DEAR DIARY,
I'M **NOT** LEAVING ALL MY FRIENDS!
I'M NOT MOVING AWAY WITH MY CARER!
THERE'S NOTHING HE CAN SAY THAT WILL MAKE ME CHANGE MY MIND!!
HELP! I HAVE NO IDEA WHAT TO DO!
I JUST WISH SOMEONE WOULD GIVE ME SOME ADVICE.
MAYBE I SHOULD SPEAK TO MY FRIENDS...
THEY MIGHT KNOW WHAT TO DO.
I'M GOING TO ASK THEM...

I'VE BEEN THINKING A LOT ABOUT FRIENDSHIP RECENTLY. WHAT WITH MOVING TO SECONDARY SCHOOL AND ALL...
I ALWAYS THOUGHT SAM AND ME WERE THE RIGHT KIND OF FRIENDS BUT NOW SHE MIGHT BE MOVING AWAY AND NOT ONLY WON'T SHE BE THERE FOR ME, BUT I MIGHT NEVER EVEN SEE HER AGAIN.

ANGRY
CONFUSED
SAD
HELPLESS
NERVOUS
HUR?

PUPILS THEN TOOK PART IN A SERIES OF DRAMA WORKSHOPS. SOME OF THEM PLAYED THE ROLE OF SAM, SOME PLAYED THE CARER. TOGETHER, THEY EXPLORED HOW SAM AND THOSE AROUND HER MUST BE FEELING, INCLUDING HER BEST FRIEND.

WHAT 'ADVICE GIFTS' CAN WE GIVE SAM TO SUPPORT HER ON HER TRANSITIONS JOURNEY? WRITE DOWN YOUR ADVICE AND GIVE IT TO HER.

YEAH, WE HAD OURS RECENTLY AND IT WAS REALLY FUN. WE EVEN MADE NEW FRIENDS. YOU WILL TOO.

SAM... IT'S OKAY. EVEN IN YOUR NEW SCHOOL, YOU'LL GET A GOOD INDUCTION TO HELP YOU GET USED TO IT.

courage

EMPATHY

advice

KINDNESS

THE GROUP REFLECTED ON WHAT THEY HAD LEARNED AND THE IMPACT OF THE DRAMA WORKSHOP ON SUPPORTING THEIR OWN TRANSITIONS.

WE WERE ALSO ASKED TO CONSIDER THE IMPACT OF OUR TRANSITIONS ON OUR FAMILY. I SAW MY FRIEND PLAY THE LITTLE SISTER. SHE WASN'T GOING TO SECONDARY BUT IT LET ME SEE HOW IT COULD AFFECT THE PERSON'S FAMILY.

I PLAYED THE ROLE OF SAM'S FRIEND. I HAD TO HELP HER GET THROUGH HER TRANSITIONS. I DIDN'T NOTICE THAT I WAS ACTUALLY HELPING MYSELF AS WELL FOR GOING TO HIGH SCHOOL.

DRAMA HELPED ME UNDERSTAND WHAT WAS HAPPENING AND I COULD RELATE IT TO MY OWN WORRIES.

I REALISED THAT EVERYONE HAS DIFFERENT FEELINGS ABOUT STARTING SECONDARY SCHOOL.

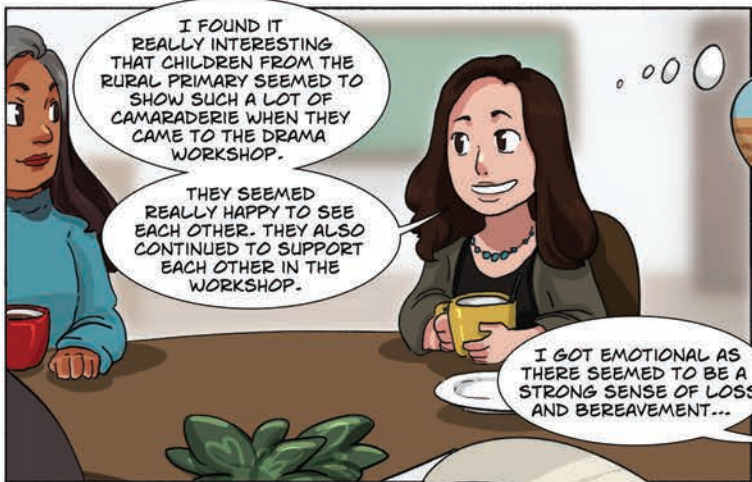
DRAMA HAS HELPED ME BECOME MORE CONFIDENT ABOUT MY TRANSITIONS.

Script: Divya Jindal-Snape, William D. Bartow, Tony Goode, Elizabeth F.S. Hannah, Tricia Tooman
Art: Tasha Santiago



THAT'S THE END OF OUR DRAMA SESSIONS. HOW DID TODAY'S SESSIONS IN THE HIGH SCHOOL GO?

IT WAS INTERESTING TO SEE HOW THE SESSIONS WITH THE CHILDREN WHO MOVED TO THIS HIGH SCHOOL FROM AN URBAN PRIMARY WERE DIFFERENT FROM THE ONE WITH THOSE FROM THE RURAL SCHOOL.



I FOUND IT REALLY INTERESTING THAT CHILDREN FROM THE RURAL PRIMARY SEEMED TO SHOW SUCH A LOT OF CAMARADERIE WHEN THEY CAME TO THE DRAMA WORKSHOP.

THEY SEEMED REALLY HAPPY TO SEE EACH OTHER. THEY ALSO CONTINUED TO SUPPORT EACH OTHER IN THE WORKSHOP.

I GOT EMOTIONAL AS THERE SEEMED TO BE A STRONG SENSE OF LOSS AND BEREAVEMENT...

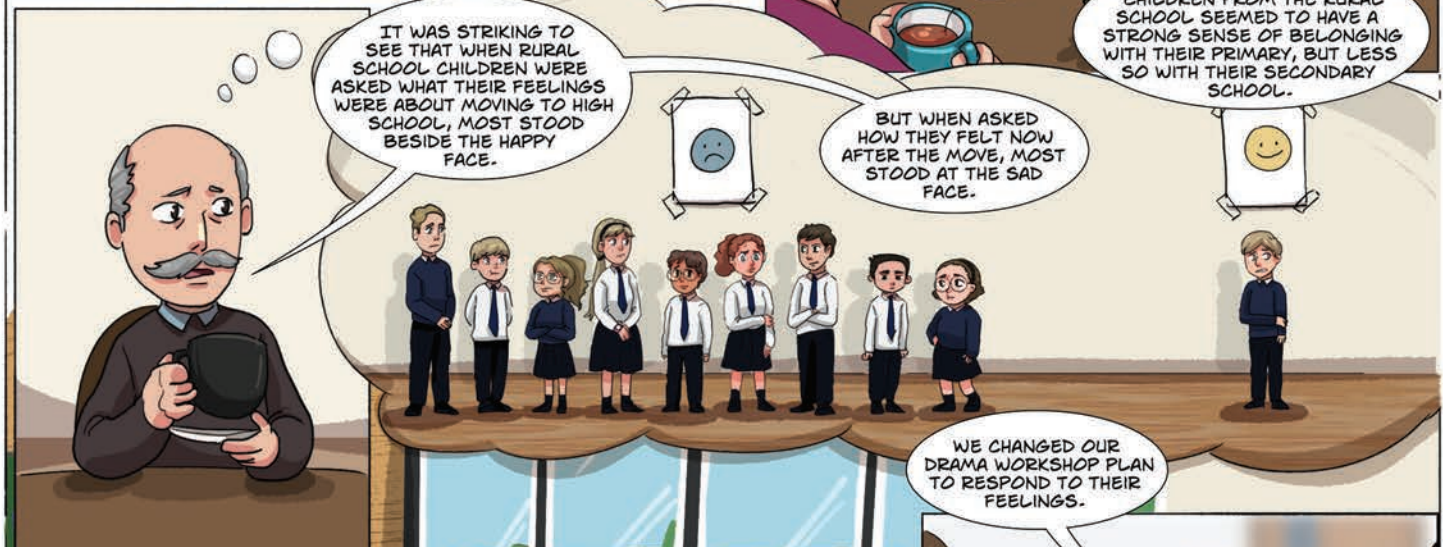


THEY WERE TALKING ABOUT BREAKING UP WITH THEIR SMALL PRIMARY CLASS IN A SMALL RURAL SCHOOL TO THEN MOVE TO A BIG HIGH SCHOOL.

YOU KNOW WHAT I MEAN?

I FELT THAT, TOO.

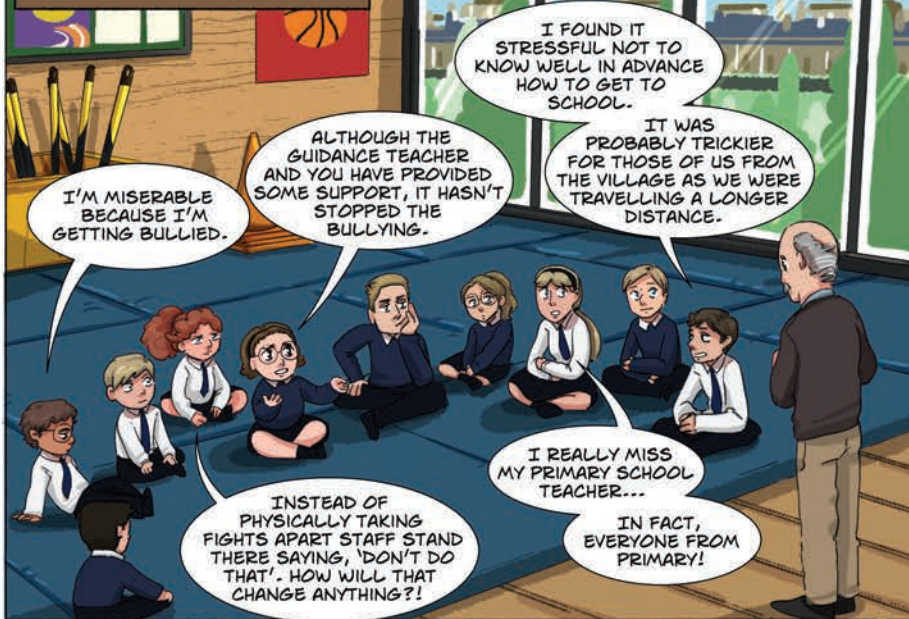
I THINK THE CHILDREN FROM THE RURAL SCHOOL SEEMED TO HAVE A STRONG SENSE OF BELONGING WITH THEIR PRIMARY, BUT LESS SO WITH THEIR SECONDARY SCHOOL.



IT WAS STRIKING TO SEE THAT WHEN RURAL SCHOOL CHILDREN WERE ASKED WHAT THEIR FEELINGS WERE ABOUT MOVING TO HIGH SCHOOL, MOST STOOD BESIDE THE HAPPY FACE.

BUT WHEN ASKED HOW THEY FELT NOW AFTER THE MOVE, MOST STOOD AT THE SAD FACE.

WE CHANGED OUR DRAMA WORKSHOP PLAN TO RESPOND TO THEIR FEELINGS.



I'M MISERABLE BECAUSE I'M GETTING BULLIED.

ALTHOUGH THE GUIDANCE TEACHER AND YOU HAVE PROVIDED SOME SUPPORT, IT HASN'T STOPPED THE BULLYING.

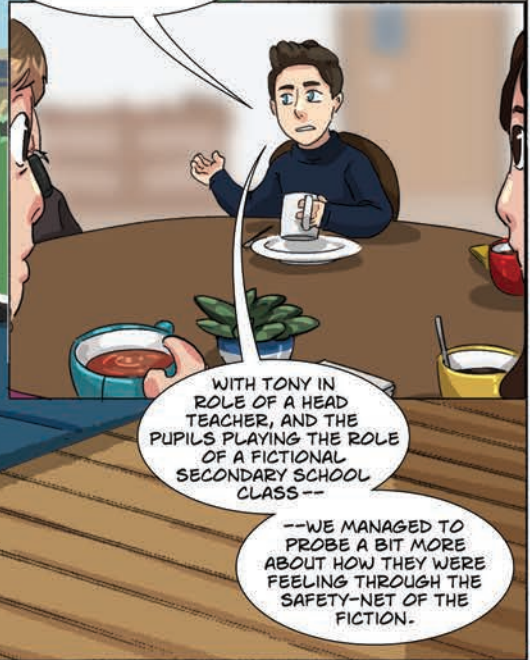
I FOUND IT STRESSFUL NOT TO KNOW WELL IN ADVANCE HOW TO GET TO SCHOOL.

IT WAS PROBABLY TRICKIER FOR THOSE OF US FROM THE VILLAGE AS WE WERE TRAVELLING A LONGER DISTANCE.

I REALLY MISS MY PRIMARY SCHOOL TEACHER...

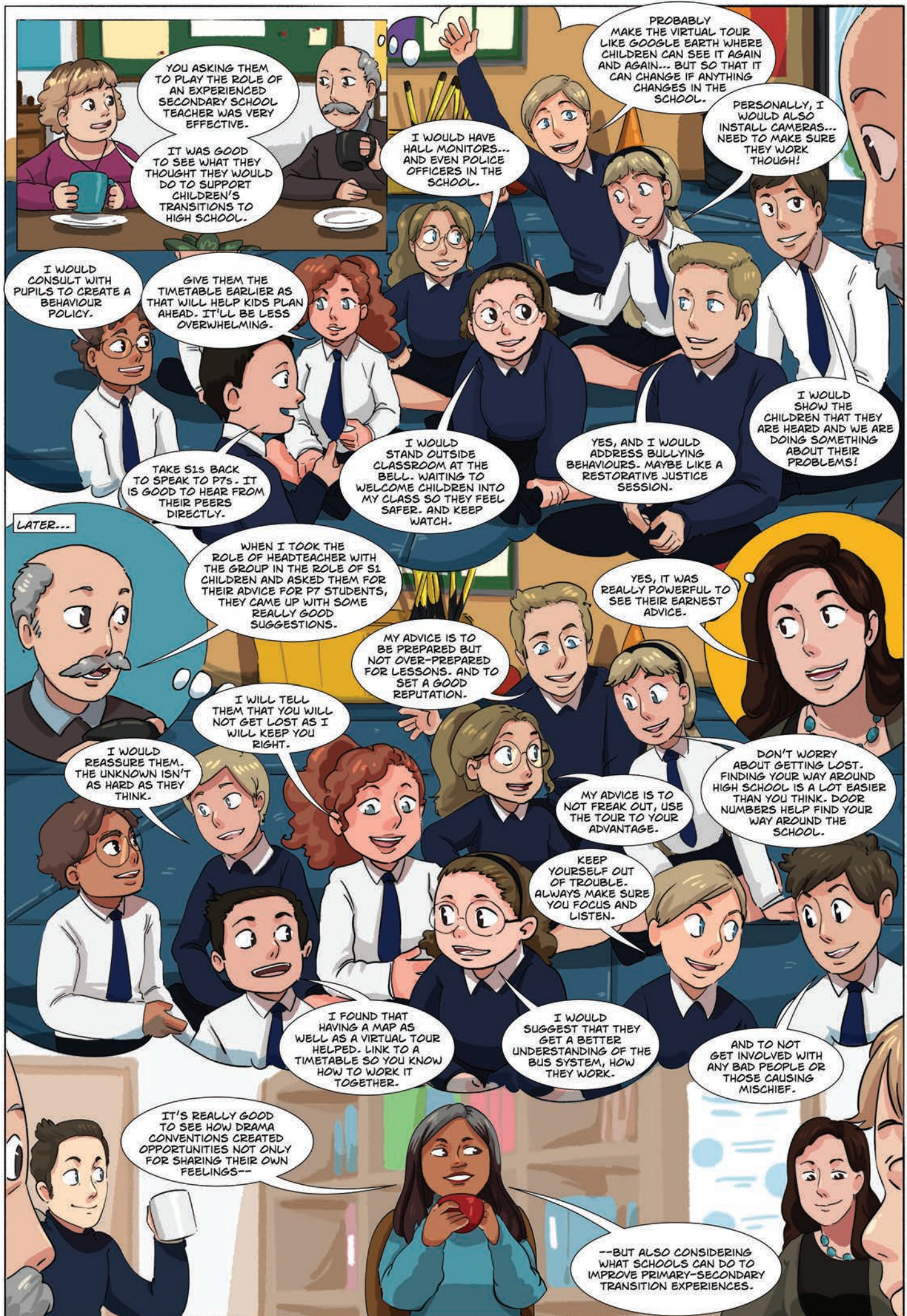
IN FACT, EVERYONE FROM PRIMARY!

INSTEAD OF PHYSICALLY TAKING FIGHTS APART STAFF STAND THERE SAYING, 'DON'T DO THAT'. HOW WILL THAT CHANGE ANYTHING?!



WITH TONY IN ROLE OF A HEAD TEACHER, AND THE PUPILS PLAYING THE ROLE OF A FICTIONAL SECONDARY SCHOOL CLASS--

--WE MANAGED TO PROBE A BIT MORE ABOUT HOW THEY WERE FEELING THROUGH THE SAFETY-NET OF THE FICTION.



YOU ASKING THEM TO PLAY THE ROLE OF AN EXPERIENCED SECONDARY SCHOOL TEACHER WAS VERY EFFECTIVE.

IT WAS GOOD TO SEE WHAT THEY THOUGHT THEY WOULD DO TO SUPPORT CHILDREN'S TRANSITIONS TO HIGH SCHOOL.

I WOULD HAVE HALL MONITORS... AND EVEN POLICE OFFICERS IN THE SCHOOL.

PROBABLY MAKE THE VIRTUAL TOUR LIKE GOOGLE EARTH WHERE CHILDREN CAN SEE IT AGAIN AND AGAIN... BUT SO THAT IT CAN CHANGE IF ANYTHING CHANGES IN THE SCHOOL.

PERSONALLY, I WOULD ALSO INSTALL CAMERAS... NEED TO MAKE SURE THEY WORK THOUGH!

I WOULD CONSULT WITH PUPILS TO CREATE A BEHAVIOUR POLICY.

GIVE THEM THE TIMETABLE EARLIER AS THAT WILL HELP KIDS PLAN AHEAD. IT'LL BE LESS OVERWHELMING.

I WOULD SHOW THE CHILDREN THAT THEY ARE HEARD AND WE ARE DOING SOMETHING ABOUT THEIR PROBLEMS!

TAKE S1s BACK TO SPEAK TO P7s. IT IS GOOD TO HEAR FROM THEIR PEERS DIRECTLY.

I WOULD STAND OUTSIDE CLASSROOM AT THE BELL. WAITING TO WELCOME CHILDREN INTO MY CLASS SO THEY FEEL SAFER. AND KEEP WATCH.

YES, AND I WOULD ADDRESS BULLYING BEHAVIOURS. MAYBE LIKE A RESTORATIVE JUSTICE SESSION.

LATER...

WHEN I TOOK THE ROLE OF HEADTEACHER WITH THE GROUP IN THE ROLE OF S1 CHILDREN AND ASKED THEM FOR THEIR ADVICE FOR P7 STUDENTS, THEY CAME UP WITH SOME REALLY GOOD SUGGESTIONS.

MY ADVICE IS TO BE PREPARED BUT NOT OVER-PREPARED FOR LESSONS. AND TO SET A GOOD REPUTATION.

YES, IT WAS REALLY POWERFUL TO SEE THEIR EARNEST ADVICE.

I WILL TELL THEM THAT YOU WILL NOT GET LOST AS I WILL KEEP YOU RIGHT.

I WOULD REASSURE THEM. THE UNKNOWN ISN'T AS HARD AS THEY THINK.

DON'T WORRY ABOUT GETTING LOST. FINDING YOUR WAY AROUND HIGH SCHOOL IS A LOT EASIER THAN YOU THINK. DOOR NUMBERS HELP FIND YOUR WAY AROUND THE SCHOOL.

MY ADVICE IS TO NOT FREAK OUT, USE THE TOUR TO YOUR ADVANTAGE.

KEEP YOURSELF OUT OF TROUBLE. ALWAYS MAKE SURE YOU FOCUS AND LISTEN.

I FOUND THAT HAVING A MAP AS WELL AS A VIRTUAL TOUR HELPED. LINK TO A TIMETABLE SO YOU KNOW HOW TO WORK IT TOGETHER.

I WOULD SUGGEST THAT THEY GET A BETTER UNDERSTANDING OF THE BUS SYSTEM, HOW THEY WORK.

AND TO NOT GET INVOLVED WITH ANY BAD PEOPLE OR THOSE CAUSING MISCHIEF.

IT'S REALLY GOOD TO SEE HOW DRAMA CONVENTIONS CREATED OPPORTUNITIES NOT ONLY FOR SHARING THEIR OWN FEELINGS--

--BUT ALSO CONSIDERING WHAT SCHOOLS CAN DO TO IMPROVE PRIMARY-SECONDARY TRANSITION EXPERIENCES.

Professionals:

How you might want to use this resource

You could use this comic with a child you are working with at any time, but it will be particularly relevant in the year leading up to the child's transitions from primary to secondary school and in the period following their move to secondary school.

You will see that in the comic we refer to multiple and multi-dimensional primary-secondary school transitions to acknowledge that this is a significant time not only for the child but for other people in the child's life such as family members (parents/carers, siblings, grandparents, uncles, aunts etc), teachers and others. All these individuals are also going through a period of change, and related transitions. Also, changes and transitions that impact one person can affect others.

Here are some suggested activities/questions to use with the child.

1. Look through the first comic together 'My transitions, my views' then ask some or all of the following questions. You could do a drawing activity together like the children in the comic.

- Are there any of the children in the comic that you can relate to? What they are saying/ how they are feeling? Point to the image(s).
- What are you looking forward to about moving to a new school?
- What (if anything) are you worried about?
- Who has helped you during this period?
- What has helped you during this period?

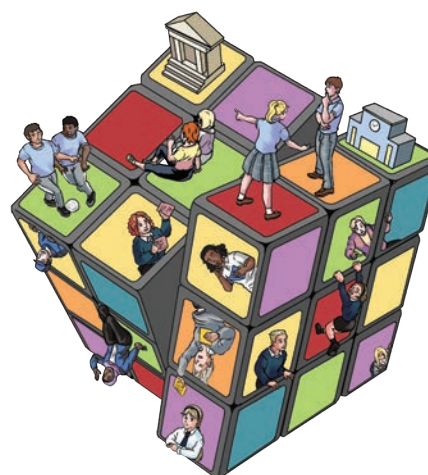


2. Look through the second comic together 'Talking about transitions' then ask some or all of the following questions.

- Were there any bits of advice that you thought were particularly helpful? Point to the image(s).
- What did you think about the advice from the S1 pupils?
- How did the advice make you feel?

3. Look through the third comic together "Understanding transitions through drama: The gift' then ask some or all of the following questions.

- Think about the transitions people you know are going through as you prepare for the move to secondary school.
- How are people in your family feeling (parents/ carers, siblings, grandparents, uncles, aunts etc.?)
- How are your friends feeling?
- How are your teachers feeling?



Parents/carers:

How you might want to use this comic with your child

You could use this comic with your child at any time, but it will be particularly relevant in the year leading up to your child's transitions from primary to secondary school and in the period following their move to secondary school.

You will see that in the comic we refer to multiple and multi-dimensional primary-secondary school transitions to acknowledge that this is a significant time not only for your child but for you as parent/carer and other people in your child's life such as other family members (siblings, grandparents, uncles, aunts etc), teachers and others. You are all going through a period of change and related transitions. Also, changes and transitions that impact one person can affect others.

Here are some suggested activities/questions to use with your child.

1. Look through the first comic together 'My transitions, my views' then ask some or all of the following questions. You could do a drawing activity together like the children in the comic.

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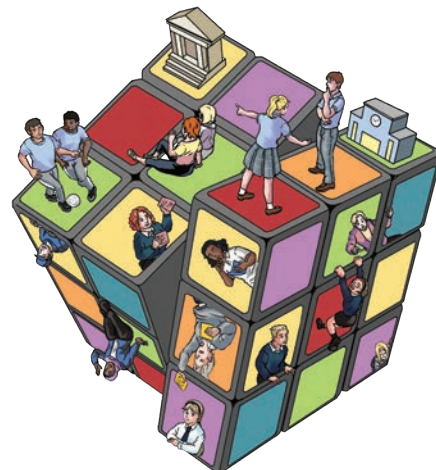


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- How are people in your family feeling?
- How are your friends feeling?
- How are your teachers feeling?



CONTRIBUTOR BIOGRAPHIES



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