

## Secondary School Linking

### Link Day Plan

An outline plan designed for a first 'Secondary School Linking' visit day. This is for use by the linked pairs of schools when visiting each other and meeting for the first time.		
Time	Activity	Resources
Setting up the link	<ul style="list-style-type: none"> <li>• Discuss with SMT and agree aims for project.</li> <li>• Search for a linked school and agree shared aims with SMT from both schools.</li> <li>• Have a general conversation with the link teacher about aims and students.</li> <li>• Have a detailed meeting with link teacher (phone, Skype or ideally in person) about.</li> <li>• Items to exchange and dates that you will exchange items by.</li> <li>• The groups of students you plan to run the link with so that these are equitable e.g. Y8 volunteers, Y9 top set RE students, School Council Y7 to Y11.</li> <li>• Detailed plan of the first day.</li> <li>• Students and crucially any special needs or particular features of the schools or pupils which may need prior discussion with students.</li> <li>• Date of the second meeting.</li> <li>• Date of a possible third meeting.</li> </ul>	Letter about link
Before the day	<p>Introduce the project and its aims to the students. Optional: take applications for the project and select the group.</p> <p><b>Your link is a potentially challenging link for your students it is essential that at least another 2 hours will be essential to meet to prepare for an absolute minimum of 2 hours over at least 2 sessions. However if need to be found for preparation and exploration of thoughts and feelings if the link is to be successful and worth doing.</b></p> <p><b>If your linking will challenge your pupils' attitudes beyond developing communication and social skills of meeting new people then it will be essential to find additional planning session time before you meet. At least 4 sessions of preparation time will be essential in this case for preparation of thoughts and feelings if the link is to be worth doing.</b></p> <p>E.g. if your pupils will not have met people of a particular faith before or if the two schools are very different socio-economic groups such as fee paying non-fee paying.</p> <ul style="list-style-type: none"> <li>• The exchange of photographs will be essential.</li> <li>• We highly recommend that both groups complete and exchange passports.</li> <li>• We highly recommend both groups complete and exchange the <b>Hopes and Dreams</b> activity as this will</li> </ul>	

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	<p>create an understanding of identity and diversity and commonality before meeting. Each teacher needs to read and check all material for exchange before anything is sent.</p> <ul style="list-style-type: none"> <li>We also recommend that the whole group devise curiosity questions and that time is allowed to send these, receive and send replies to the other group as well as discuss the answers the other group send.</li> </ul> <p>We acknowledge that this is time-consuming but this work is as important as the meeting itself and is essential for the work to have maximum impact.</p>	
<p><b>Before the day</b> <b>Session 1</b></p>	<p><b>Session 1</b> (four weeks before the link day to allow time for exchange of the passports).</p> <ul style="list-style-type: none"> <li>Web research: Look at Google Maps to see the route between the two schools, look at Google Earth to see the area around the school and look at the website of your own school and the link school. You could begin a PowerPoint of information about both schools (e.g. include screenshots of websites, Google Map route, facts about both schools such as size, uniform...)</li> <li>Fill in Passports for Exchange – the photos are an essential element of this.</li> <li>Complete <b>Hopes and Dreams</b> activity for exchange (ideally ask parents/family friends, siblings for their hopes and dreams of time permits)</li> <li>Make a list or film curiosity questions your students would like to ask the other students before they meet to email to the other teacher.</li> <li>Think, Pair, Share to reduce to eight questions or What do you know? What do you want to know? (KWL)</li> </ul>	<p>Paper passport per student or electronic</p> <p>Access to internet between pairs</p> <p>Paper and felt tips</p>
<p><b>Before the day</b> <b>Session 2</b></p>	<p><b>Session 2</b></p> <ul style="list-style-type: none"> <li>Open the passports from the other school.</li> <li>If possible look at the answers to the curiosity questions from the other school; prepare your groups answers to the curiosity questions the other school have sent to you.</li> <li>Consider <b>Hopes and Dreams</b> sent by the link school.</li> <li>Play visible differences in your own group and look for differences and commonalities within your own school.</li> <li>Plan the tour of school or the tour of the area by minibus for the link day so that your students have ownership-teacher and a couple of students take the tour to check timings etc.</li> <li>Plenary – safe conversation about emotions having looked at the other school what has surprised you? What questions are you asking? What do we think about the</li> </ul>	<p>Passports from other school</p> <p>Curiosity questions from other school to reply to.</p> <p>Map of area or school and grounds</p>

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	school?	
<b>Before the day Session 3</b>	<p><b>Session 3</b> <b>Essential in a link that will challenge your students or your school community.</b></p> <ul style="list-style-type: none"> <li>• Hold discussion about vocabulary and labels to ensure the students have been given space to consider.</li> <li>• Read poetry e.g. <b>I am poems, I am Isolated, People Equal</b> from our website.</li> <li>• Watch Sayed's story from <b>I am Hull on You Tube</b> and lead a discussion about everyone having a story.</li> <li>• Play <b>Geoscapes</b> with your own group then discuss belonging and migration drawing out the ways in all communities has diversity.</li> <li>• Provide any information about the range of faith or cultural practice in groups represented in the other class that are not known you feel is needed by your students and discuss commonalities.</li> </ul>	<p>Film footage to stimulate discussion about identity e.g. Sayed's story- I am Hull.</p> <p>Poems to stimulate discussion about identity I am poems, I am Isolated, People Equal.</p> <p>Information about faith or cultural practice, as you feel is appropriate.</p>
<b>The first meeting day in the host school before the visitors arrive</b> 8.45 - 9.45	<ul style="list-style-type: none"> <li>• <b>Intro about the day</b> - remind aims of day. Welcome, getting to know one another.</li> <li>• <b>Mind Maps</b> show secondary mind map doodles or secondary identity circles. Construct own mind maps to prepare and scaffold each student in introducing themselves to others. The mind map is not for showing, it is just preparation.</li> <li>• Practice playing <b>Invisible differences and similarities</b> within your own group.</li> <li>• <b>Evaluation sheets</b> (ask students to fill in individually).</li> <li>• <b>Look at answers to curiosity questions</b> if this was not possible to do before.</li> <li>• <b>Prepare to be welcoming</b> Look at images about welcoming guests as a stimulus for discussion on the day ahead: "<b>Something Else</b>" and show a clip called <b>The Lost Thing on You Tube</b>.</li> <li>• <b>Plan initial welcome roles:</b> refreshments (who will serve them) and initial welcome (who will lead students through school with member of SMT).</li> </ul>	<p>PowerPoint Plain paper, pens Evaluation sheets Images of welcome on PowerPoint or printed Refreshments e.g. grapes, flap jack, squash,</p>
<b>The first meeting day on the bus travelling to the host school</b>	<p><b>Prior to travelling or if impossible- with clip boards on the bus!</b></p> <ul style="list-style-type: none"> <li>• <b>Mind Maps</b> on paper construct own mind maps to prepare and scaffold each student in introducing themselves to others. The mind map is not for showing, it is just preparation.</li> <li>• <b>Evaluation sheets</b> (ask students to fill in individually)</li> </ul> <p><b>On the bus</b></p>	

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	<ul style="list-style-type: none"> <li>• <b>Intro</b> about the day - remind aims of day. Getting to know one another,</li> <li>• Practice playing <b>Invisible differences and similarities</b> with person sat next to them</li> <li>• <b>Look at answers to curiosity questions</b> if this was not possible to do before</li> <li>• <b>Prepare to be good guests</b> – discuss what this will look like- stress that it's all obvious things – get them to give you the answers (e.g. smiling, looking appreciative of activities, being polite about the local area or school building appreciating food, saying thank you, asking questions, replying).</li> </ul>	
10.00 - 10.30 <b>Welcome</b>	<p><b>Refreshments</b> Served as soon as other group arrive at the same time as the <b>Icebreaker</b> e.g. cartoon characters stickers.</p> <ul style="list-style-type: none"> <li>• Welcome – aims, intro <b>Invisible Differences</b>.</li> <li>• Play <b>Invisible Differences</b> led by a teacher in pairs then fours (Don't play visible differences).</li> <li>• <b>Dot Challenge</b> All students given small sheet of <b>coloured dots</b> (each student needs a different colour) and challenged to try to speak to everyone else in the group through the day and swap a dot when they do so!</li> <li>• Intro to two tasks – <b>Tour</b> and <b>Challenge</b>.</li> </ul>	<p>Name labels</p> <p>Sticker per person with cartoon character name</p>
10.40 – 11.30	<p>Split in two groups – equal pre-planned number of students from each school.</p> <p><b>Group 1 minibus tour</b> This should have been pre-planned by the students and teacher from the host school) or school tour. (This should have been prepared in advance by the students and teacher from the host school and must take place within lesson time with students back in the linking space at any lesson change over time).</p> <p>Students should be reminded that they will be using what they see to make a brochure about their two schools. And also reminded that the overall purpose is to work together and get to know one another.</p> <p><b>Group 2 Marshmallows and Spaghetti Challenge</b> Challenge to build a building of any kind out of spaghetti and marshmallows- to be judged on criteria of artistic design and stability – but students should be told that the main objective of the task is to enjoy working together and getting to know one another! Groups of four, two from each school.</p>	<p>Route map for tour, 4 digital cameras, possibly video camera</p> <p>½ pack marshmallows and ½ pack spaghetti for each group of 4, newspaper or covers for tables</p>
11.30 – 11.40	Regroup and briefly share then groups swap over.	

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11.40 – 12.30	Repeat previous tasks with second group.	
12.30 – 1.00	<p><b>Intro lunch</b> Set name challenge that will open the afternoon- is there anyone who can say everyone's name in the room for a small prize!</p> <p><b>Lunch</b> Within the space being used for the linking meeting- not taken in the school dining room. Possibly prepared by Food Technology students if useful to them. Or by school kitchen but brought to room.</p>	
1.00 – 1.10	<p><b>Ice breaker</b> <b>Name challenge</b> – cover up name labels with hands- is there anyone who thinks they know everyone's name in the circle?.</p>	
1.10 – 2.10	<ul style="list-style-type: none"> <li>• Groups of four prepare rough list of 10 features of local area around each school and communities.</li> <li>• Teacher post findings onto whiteboard/poster and introduces next task.</li> <li>• New pairs construct Venn diagrams of schools similarities and differences (five for each section) on A3 paper</li> <li>• Make collage working in pairs or fours as preparation work for brochures about schools (equal numbers of each school) sketch photos they know they have taken (if possible provide printed photos taken during tour).</li> </ul>	
2.10 – 2.30	<ul style="list-style-type: none"> <li>• Group photos, Thanks, Goodbyes - <b>Check on Dot Challenge</b>, final chance to speak to everyone! Say goodbye to at least three people.</li> <li>• Escort pupils through school building and take photos by the bus if appropriate. Member of SMT support goodbye and support movement through school.</li> </ul>	