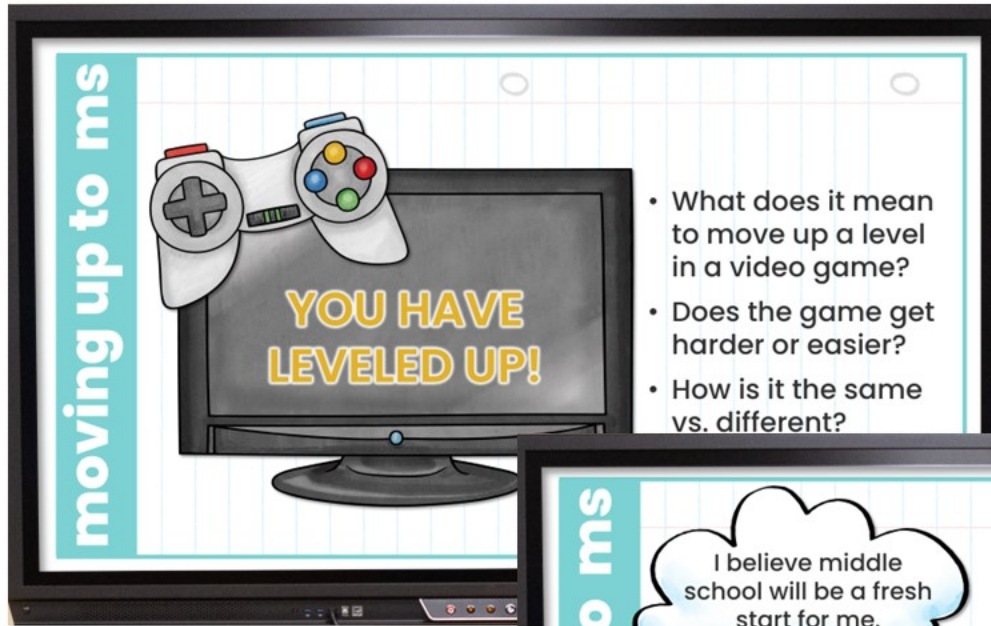


# moving on to middle school


- **Middle School Transition**  
lesson for grades 4-6
- Teaches about important **middle school skills**
- Helps students to **process the change**
- Super **low prep!**



# interactive opener



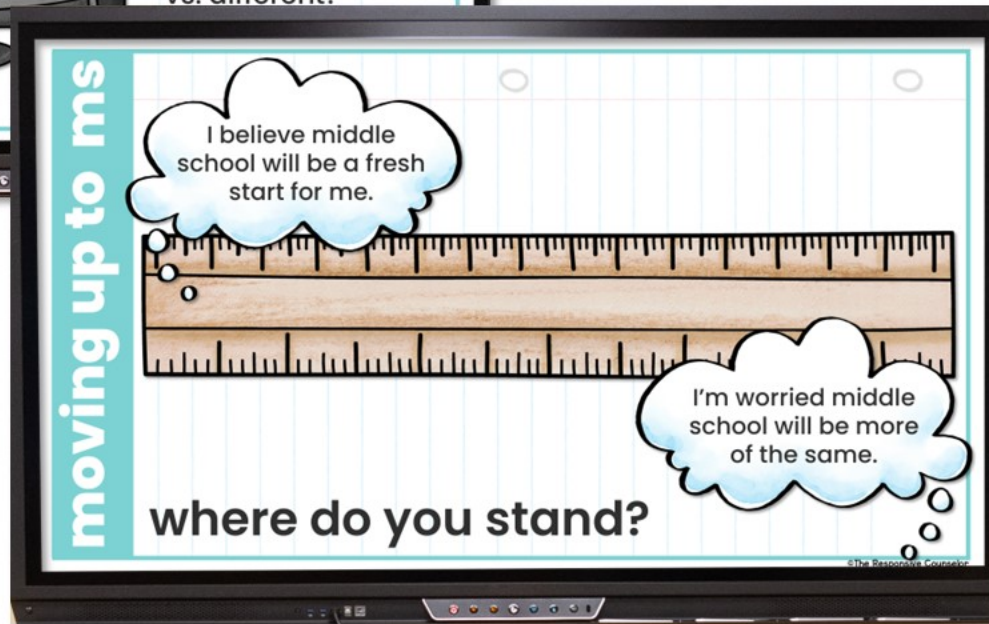
moving up to ms



YOU HAVE  
LEVELED UP!


- What does it mean to move up a level in a video game?
- Does the game get harder or easier?
- How is it the same vs. different?

This slide features a vertical title 'moving up to ms' on the left. The main content area shows a video game controller and a monitor displaying 'YOU HAVE LEVELED UP!'. To the right, there are three bullet points asking about the meaning of leveling up, whether the game gets harder or easier, and how it compares to other experiences.



moving up to ms

I believe middle school will be a fresh start for me.



I'm worried middle school will be more of the same.

where do you stand?

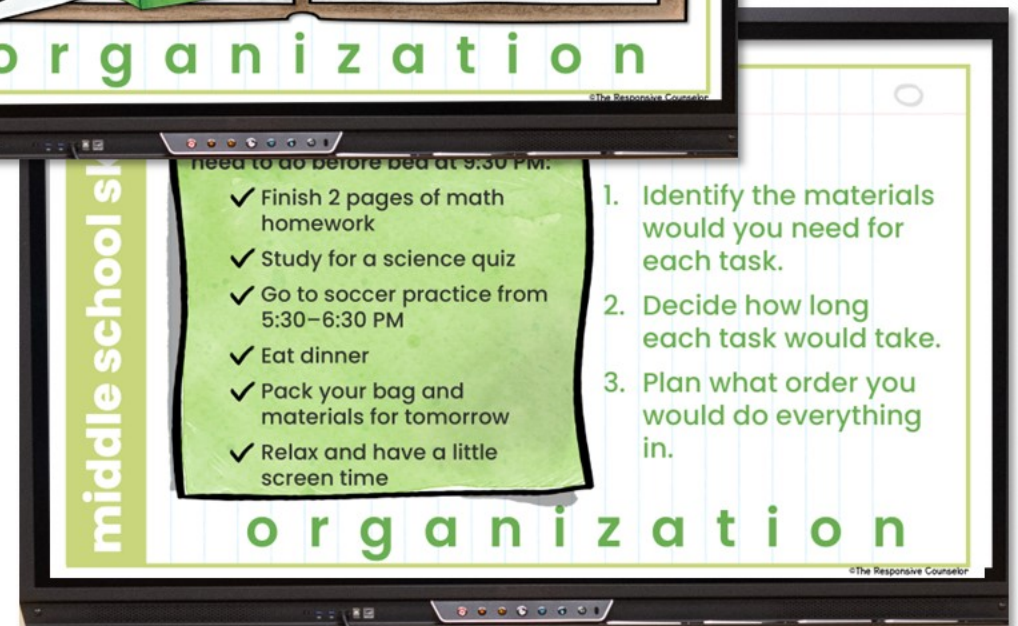
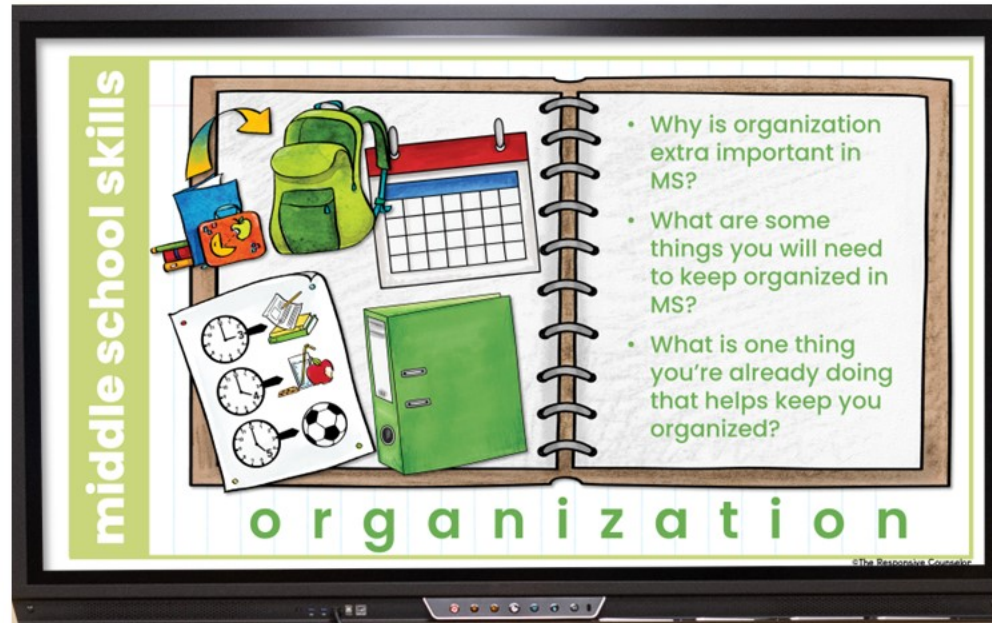
This slide features a vertical title 'moving up to ms' on the left. The main content area shows a ruler with two thought bubbles. The top bubble says 'I believe middle school will be a fresh start for me.' and the bottom bubble says 'I'm worried middle school will be more of the same.' Below the ruler, the text 'where do you stand?' is displayed.

Two different types of openers hook students into the learning and set the stage for the rest of the lesson

# teaching about skills

Provides brief teaching and a short practice activity for three different key skills:

- Communication
- Organization
- Perseverance




# processing the change

thinking + processing

Hopefully, you feel at least a little...

**optimistic:**  
*hopeful and confident that good things are going to happen in the future*

Annalise had a tough time last year, but she's trying to go into middle school with a more positive mindset. She knows it won't be perfect (she might not have classes with her closest friends), but she believes good things are still ahead. She's looking forward to reading new books and getting to know new teachers.




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thinking + processing

And you have some...

**goals:**  
*things you want to happen and that you put in effort to achieve*

Colin has big plans for this year. Math has always been a challenge for him, but one of his goals is to feel more confident and capable in it. He's planning to practice a little each night and speak up more in class when he doesn't understand something. Colin knows it won't be easy, but he's ready to put in the effort.



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Fosters optimism and goal-setting (which research says is important for the transition!)

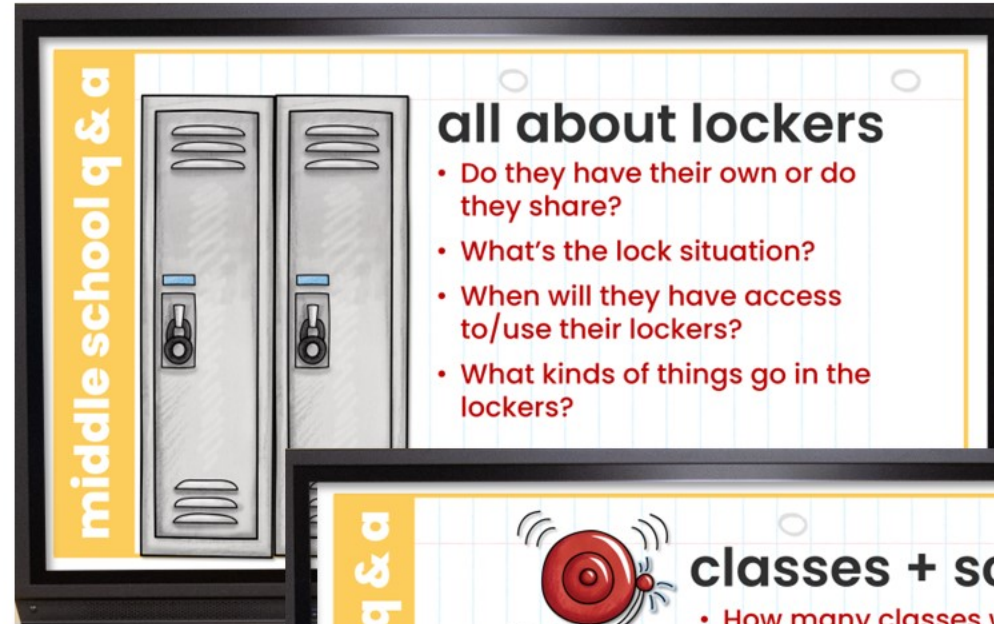
# processing the change



Movement-based activity gives students the opportunity to process the change and what it means for them

# middle school q&a

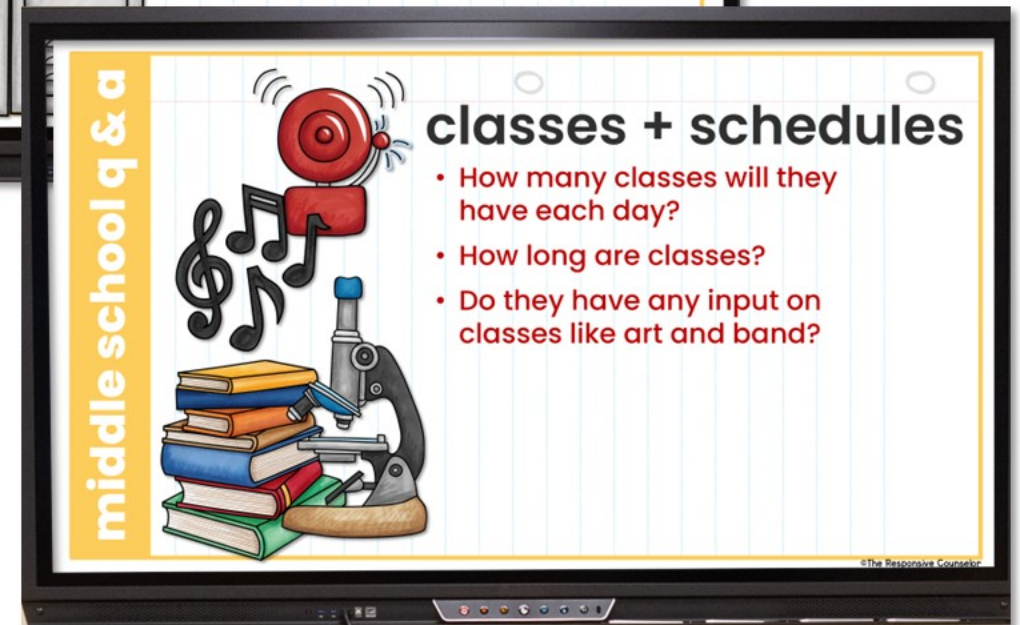
These slides include editable text to answer students' burning questions about middle school – and give them factual information!



**middle school q & a**

## all about lockers

- Do they have their own or do they share?
- What's the lock situation?
- When will they have access to/use their lockers?
- What kinds of things go in the lockers?



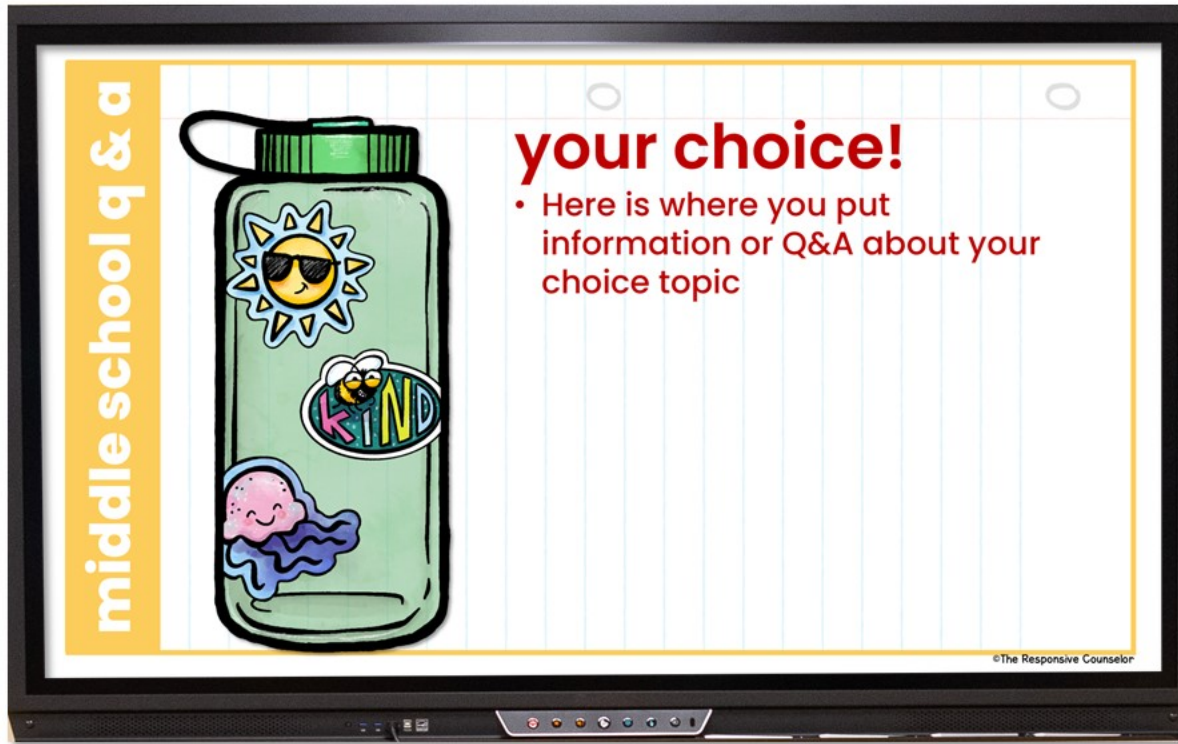
**middle school q & a**

## classes + schedules

- How many classes will they have each day?
- How long are classes?
- Do they have any input on classes like art and band?

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# middle school q&a

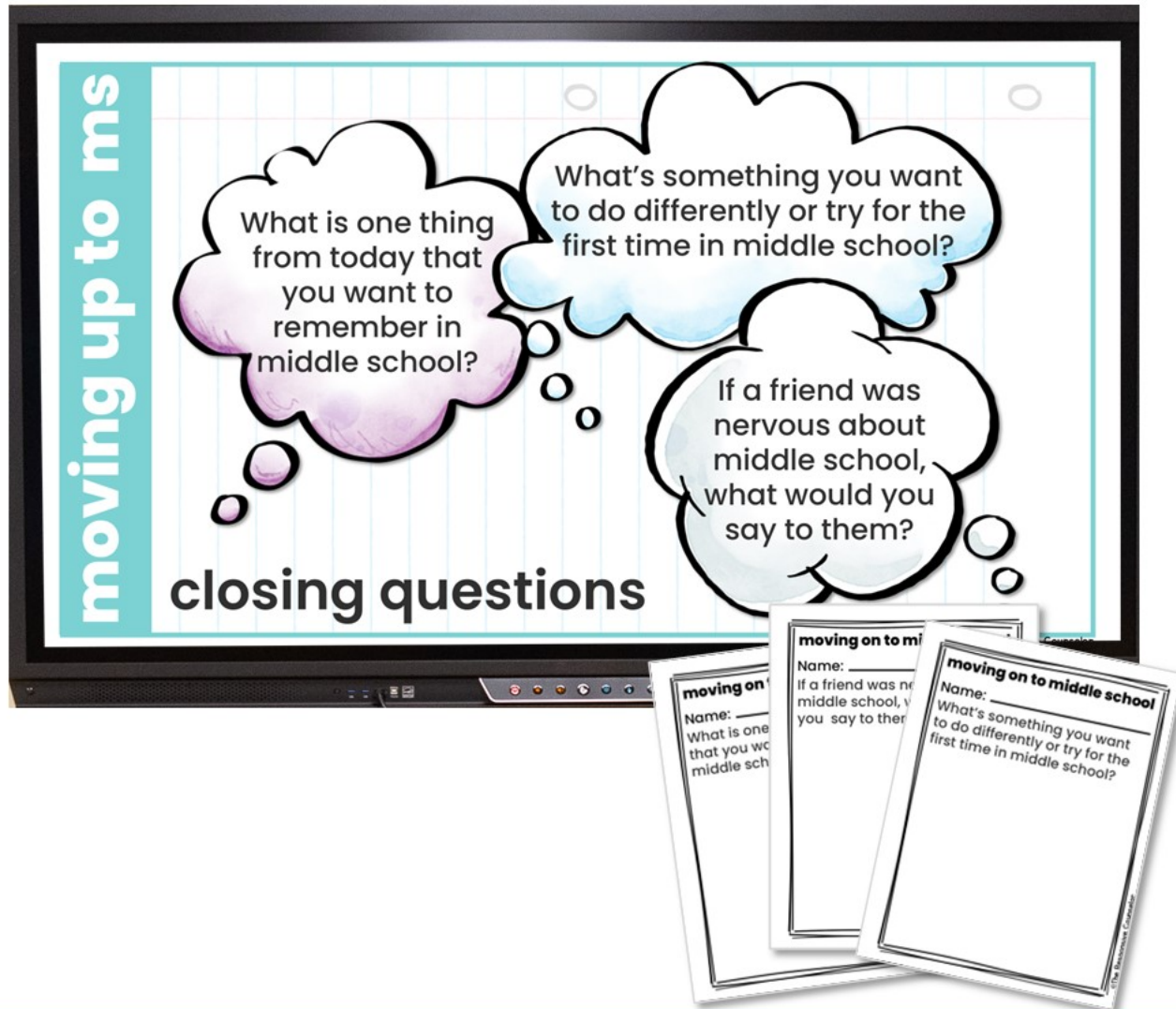


Note: No graphics are editable in this resource, and only the text on the middle school Q&A slides is editable.

- Lockers
- Classes + Schedules
- Homework
- Bullies
- Behavior
- Lunch
- Extracurriculars
- Your Choice (three different visuals)



# closing questions



Closing questions (in slideshow and as exit tickets) provide students with the opportunity to reflect on the lesson and apply it to themselves

# lesson plan

**ASCA and CASEL aligned lesson plan**

**middle school transition**

**Objective(s):** Students will process their thoughts and feelings about the transition to middle school, learn and practice important middle school skills, and learn factual information about what middle school will be like.

**ASCA Mindsets/Behaviors:** Long- and short-term goals, Ability to manage transitions and adapt to change

**CASEL Domains:** Self-Awareness, Responsible Decision-Making

**Additional Materials Needed:** None

**PLAN/PREP**

1. Review the slideshow and the activities inside the lesson plan.
2. Decide which sections to include in your lesson (ie. you might choose just one opener, you might limit the informational slides, you might skip the worksheets all together, etc.)
3. Edit the text in the informational/Q&A slides.
4. Print and copy any of the printable activities you wish to use (snowball toss questions, worksheets, exit tickets).

**LESSON PLAN**

**Opener A**

- Slide 2: Compare moving up in a video game to moving up to a new grade level or up to a new school. Use the discussion questions on the slide.

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**middle school transition**

**Processing**

- Slide 15: Say, "And hopefully you have some goals for middle school!" Read the definition, and then read the scenario. Ask, "What is Colin's goal? What is his plan to achieve it?"
- Slide 16: Say, "We are going to do an activity now called 'Snowball Toss' for you to think a little more about your thoughts and feelings about middle school. You are going to answer questions, crumpling up the paper you wrote on, tossing these paper snowballs into the middle of the floor, and getting a new one to answer on. It is going to be a ton of fun, but we need to make sure we listen to, and follow the rules, so we stay safe. Here's what this will look like:
  - Answer the first three questions on your paper.
  - Crumple it up.
  - On my cue, toss it (gently!) into the middle of the room.
  - On my cue, walk to the pile and get a paper snowball.
  - Walk back to your desk and answer the last three questions.
  - On my cue, toss it (gently!) into the middle of the room.
  - On my cue, walk to the pile and get a paper snowball.
- Together as a group (possibly sitting in a circle), discuss the answers to the questions. You can ask for students to share out the answers on the paper they have, or you can ask questions like "Whose paper has a goal about sports?" and "Raise your hand if your paper has something related to organization for the question about what they need to get better at."

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Optional/  
suggested  
scripting to  
use

Outline  
breakdown  
with activity  
directions



Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.

## Education

BA. from Michigan State University  
Psychology and Anthropology

M.S. from Vanderbilt University  
Community, Research, and Action

MEd. From Vanderbilt University  
Human Development Counseling:  
School Counseling & Mental Health

## Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



Let's Connect:

