

Dealing with change

**Better
Health** every mind
matters



Overview

In this lesson, students will explore the nature of both expected and unexpected change, identify some of the challenges that can arise in managing changing situations and relationships, and learn where to get support if needed.

Recommended age group

Education providers for ages 11-16 (KS3/KS4)

Time

45 minutes approximately

Preparation

Before delivering the lesson:

- consider cross-curricular links and how this could be related to other content such as the Every Mind Matters resources on puberty and positive relationships
- familiarise yourself with the film content on slides 8 and 11 of this PowerPoint
- read through the Every Mind Matters classroom tips on slide 3.

Resources

- PowerPoint presentation
- Blank A4 paper and pens
- Sticky-notes

Key vocabulary

Change, new, transition (moving), routine (usual), challenge (hard), expected (known), unexpected (not known), support (help)

Follow up

You may wish to extend students' learning with one of the extended learning projects on slide 18.

Classroom tips

Climate for learning

Read through [Guidance for Learning in a Safe Environment](#).

This includes advice on:

- developing and revisiting effective ground rules drawn up with students
- familiarity with your school's safeguarding policy and procedures, including Child Protection and other relevant policies
- being prepared in case students make a disclosure
- including and protecting vulnerable students
- using distancing techniques so that students can discuss sensitive issues without being encouraged to make a disclosure
- handling sensitive questions
- involving students with special educational needs and disabilities (SEND) and autism

You may also wish to familiarise yourself with any schemes or offers available in your school, organisation or local area to support young people's mental health.

Anonymous question box

Place a question box or envelope somewhere in the classroom. Students write down any questions that occur to them during the lesson and submit them anonymously. You can address these questions in the next lesson or in form time.

Social distancing

Preparation

Returning to school and managing the changes that have come about in their lives because of Covid-19 will have posed many different challenges for young people. It will have affected every young person differently and it will be more important than ever before for students to have a safe space to explore their feelings and experiences.

This lesson has a scenario related to Covid-19 and this may be particularly sensitive for any students who have experienced significant distress, loss or trauma prior to Covid-19 or during this time. There is clear guidance for teaching sensitive issues in the [Guidance for Learning in a Safe Environment document](#) and it is important that this is read before delivering this lesson.

Adapting lessons to social distancing

- Please refer to the Government guidelines and your own school's advice
- Where pair or small group discussions aren't possible, replace with personal reflections or individual contributions to whole class discussions
- Activity 1 (Slide 8): Dealing with change – students could draw out their answers individually on A3 paper and then hold up their mind-maps to share with the person in front or behind them

What are we learning?

Learning objectives

We are learning about change and how to deal with some of the challenges that can arise with change.

Learning outcomes

- identify expected and unexpected changes
- describe the impact that change can have
- explain different ways of managing change and where to seek support

Key vocabulary

- change
- new
- transition (moving)
- routine (usual)
- challenge (hard)
- expected (known)
- unexpected (not known)
- support (help)

Change is always negative



Discuss

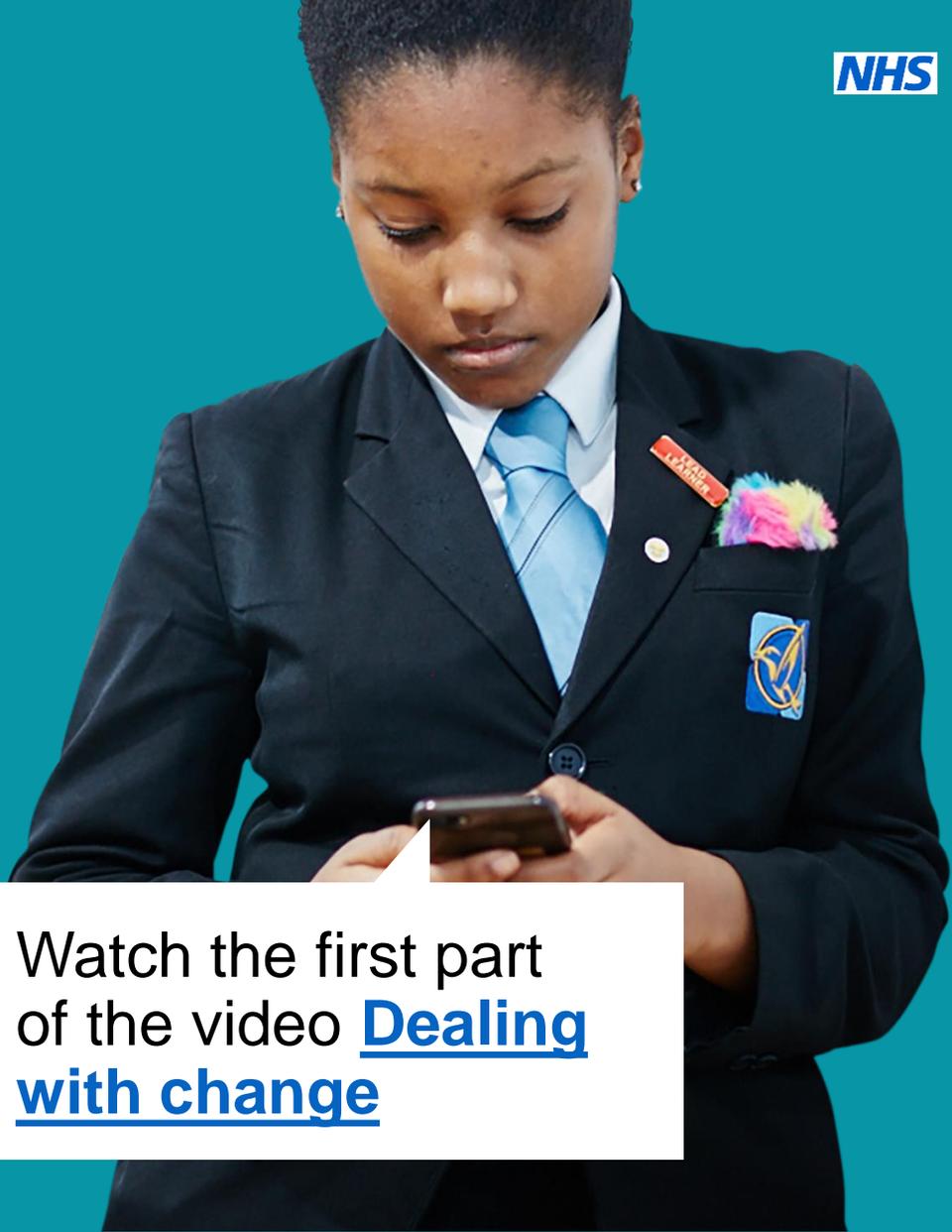
How confident are you in...

- identifying expected and unexpected changes?
- understanding the effect that change can have? (e.g. on friendships, mood, routines, confidence etc.)
- knowing strategies to manage change and where to seek support?



Dealing with change

- Imagine a student is starting a new school year. What changes could have taken place for them?
- Think about personal interests, relationships, home life, school life, homework, exams, college, work and possible changes in wider society.
- Highlight expected changes in one colour and unexpected changes in another colour.
- Draw emojis that show the impact of each change or write possible emotions associated with the change.

A young Black woman in a school uniform is looking down at her smartphone. She is wearing a dark blue blazer over a light blue shirt and a light blue tie. On her blazer, there is a colorful pom-pom and a small blue and yellow logo. The background is a solid teal color.

Watch the first part of the video [Dealing with change](#)

Discuss

- What changes will everyone face?
- Do you think some changes are easier to deal with than others? Why?
- Is it true that change always causes stress?
- When in life can change be positive and welcomed?
- When in life is change exciting and inspiring?



Further challenge

Which life changes are expected?

What might be the impact of a life change being expected?

Which life changes are unexpected?

What might be the impact of a life change being unexpected?

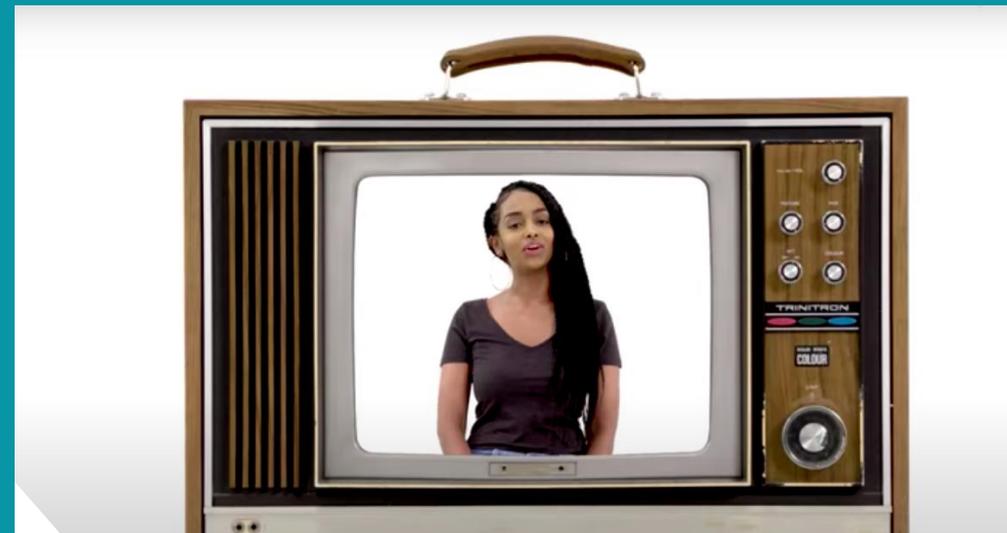
What qualities and strengths might someone gain from having to manage unexpected change?

How can change be managed?

While watching, look out for strategies to manage change.



Dealing with change



Let's talk about change!



Scenarios

Read the scenarios 1-5

What advice would you give to each of the students? You can use strategies from your own list or the list on the next slide.

Challenge

In 2020, Covid-19 resulted in a lockdown. This was a major and unexpected change affecting many parts of people's lives. What would be your top three pieces of advice for a young person experiencing this?

1

Someone who has just moved to this country

2

Someone who is starting a new school or job

3

Someone whose parents are separating

4

Someone who has experienced a change in their friendship group

5

Someone who is going through physical changes (e.g. puberty)

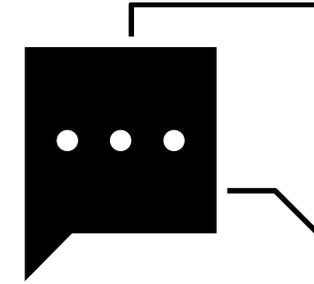
Strategies

What advice would you give to each of the students on the previous slide?

You can use strategies from your own list or the ideas on this slide.

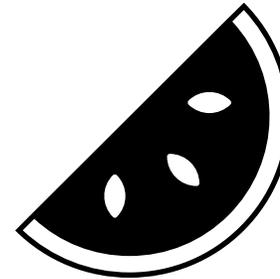
Talk to someone you trust

Make time for relaxing activities



Have realistic expectations

Eat and drink healthily

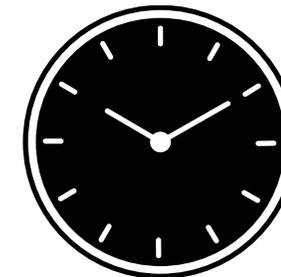


Create (or continue) a daily routine

Spend less time on social media

Spend time doing things you enjoy, such as listening to music

Set achievable goals



Give yourself time to adjust

Discuss

All

- What signs might you see in someone finding it hard to manage change?
- Can you think of any missing strategies?
- Will all of these strategies work for everybody?



Further challenge

- What have all of these strategies got in common?
- Why can managing change be difficult at times?
- What is the relationship between managing change and resilience?

How confident are you now in...

- identifying expected and unexpected changes?
- understanding the effect that change can have? (e.g. on friendships, mood, routines, confidence etc.)
- knowing strategies to manage change and where to seek support?



Complete the sentences:

1

Something I now think/believe about change is...

2

Something I know now which I didn't before is...

3

Something I can do now as a result of this lesson is...

It's really normal to have lots of different feelings when change occurs.

If you are worried about changes affecting you or a friend, remember you can always speak to a trusted adult at home or at school, or you can contact an organisation like Childline.

Childline:

childline.org.uk

Or call 0800 1111

The Mix:

Call 0808 808 4994

Shout:

Text 85258



Extended learning

KS3

1. Create a vlog or write an article for your school website on managing change.
2. In groups, prepare a transition lesson for Year 6 students to be delivered in a local primary school on the theme of positively managing change. Particularly highlight the opportunities of change.
3. Design a 'change box' with items that could help someone if unexpected change occurs. Design what the box would look like, what would go in the box and include a description of why each item in the box could be useful in dealing with change.

KS4

1. In groups, prepare a transition workshop for KS3 students on the theme of positively managing change. Particularly highlight the opportunities of change and strategies for managing change.
2. Design a podcast for a new Year 7 class on the subject of managing change.