

Think Positive: Changes

<p>Aim: To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>I understand that some changes can be difficult, but that there are things we can do to cope.</p>	<p>The Big Questions: How does it feel when big changes happen in our lives?</p> <p>How can we cope with these feelings?</p>	<p>Resources: Lesson Pack</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p>
<p>Success Criteria: I can name some big changes that happen in people's lives.</p> <p>I understand how these big changes can make us feel.</p> <p>I can name some strategies for helping deal with difficult feelings.</p>	<p>Key/New Words: Changes, difficult, sudden, exciting, small, experience, different, feelings, emotions, unpleasant, deal, cope, manage, strategies, prepare.</p>	<p>Preparation: Changes Cards - one between two</p> <p>Stories of Change Activity Sheet - one per child</p> <p>Story Board Activity Sheet - one per child</p>

Prior Learning

This lesson builds on the Changes lesson in Year 2 Think Positive unit. It would be useful if children have a good vocabulary for discussing emotions.

Special Considerations

Some children in the class may have very recently experienced some of the changes being discussed in this lesson, or may even be currently going through a difficult time with something in their life changing. Be mindful of this and steer discussions away from any personal examples.

Learning Sequence

	<p>Reconnecting - Spot the Link: Ask children to look at the photographs in the Lesson Presentation and with their talk partner, spot what they all have in common. Value all answers given, but steer them into seeing that they are all things that experience change and change is the theme of today's lesson.</p>	
	<p>Reconnecting - Changes: Next, look at the Big Questions and ask children to discuss in their groups changes that a child of their age might have experienced. Remind children that this is not a time to share personal information about themselves or others, but to just offer ideas and suggestions, which might be based on their own experience. Scribe their ideas on a board, if possible, to refer to later in the lesson.</p>	
	<p>Exploring - Types of Change: Show children the next slide in the Lesson Presentation and ask them to compare the ideas they came up with, with the ideas on the slide. Again, value all their ideas and take time to discuss those they have come up with. Continue to work through the Lesson Presentation. Explain to the children that there are many different types of change: some are small, some are big; some are sudden and unexpected, while others are ones we know about in advance; some are exciting, but others make us feel bad. Emphasise the fact that we are all different and that what one person sees as a small change, that's easy to cope with, another person might see as a problem. Tell the children that they are going to work in pairs to look at a Change Card. They will need to read the type of change on their card and jot down, on the card, all their ideas about that change, including what type of change it is, whether it is common and the range of emotions it could make a person feel.</p>	
	<p>Exploring - Coping with Change: Go round the class, asking children in turn to share an emotion they thought of that a person experiencing a certain type of change might feel. This is an opportunity to explore and develop children's vocabulary for discussing emotions and you can encourage synonyms for words such as happy and sad. Work through the Lesson Presentation, explaining that it is normal to feel these emotions, even the unpleasant ones, but that it isn't nice and we wouldn't want to feel that way all the time. Explain that you are going to look at some strategies that children can use if they are experiencing difficult emotions, due to changes in their lives. Look at and discuss each strategy and how it could be used when experiencing different types of change.</p>	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	<p>Reflecting – Help Lacey Out: Read out the scenario about the fictional character, Lacey, whose parents are separating. Read through all her feelings about this big change, then ask the children what Lacey could do. Encourage them to think of strategies previously discussed in the lesson that Lacey could use in this situation to get her through this difficult time.</p>	
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	<p>Consolidating: A Story of Change: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. In this activity, children choose one of the scenarios about change from the Stories of Change Activity Sheet. They then use the Story Board Activity Sheet to illustrate the story, showing what has happened. They will need to decide on an ending – How will the person in the story deal with the emotions they are experiencing? Which strategy will they use to manage their feelings?</p>
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	<p>Supporting: Some children could work with a partner, in order to provide peer support with ideas, illustrations, or writing.</p>
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	<p>Extending: Encourage children to use a thesaurus to find new and interesting synonyms for the emotions vocabulary they come up with.</p>
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	<p>Developing: The scenarios in the Stories of Change Activity Sheet could be used for some great drama sessions. Children could work in groups to write a script for one of the scenarios, then create short plays to show to the rest of the class. Ensure they resolve the scenario suitably, using strategies covered in the lesson.</p>
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Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

<p>Policies:</p>	<p>If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.</p>
<p>Rules:</p>	<p>Remind children of the class agreement or ground rules for discussion.</p>
<p>Expect:</p>	<p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p>
<p>Procedures:</p>	<p>Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p>
<p>Ask:</p>	<p>Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.</p>
<p>Respond:</p>	<p>Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p>
<p>Enable:</p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p>

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