



Dealing with change

In this lesson, students will explore the nature of 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: 11-16 (KS3/KS4)

Learning outcomes

Pupils can:

- identify changes and transitions that can take place during adolescence
- describe the impact that change can have
- explain different ways of managing change and where to seek support.

Preparation

Before delivering the lesson:

- visit the Rise Above website (riseabove.org.uk) and [Rise Above YouTube](#) channel and familiarise yourself with its content
- consider cross-curricular links and how this could be related to other content such as the Rise Above resources on puberty and positive relationships (*This lesson has been designed to be part of the planned programme for PSHE education and should be taught within the context of other PSHE education lessons.*)
- read through [Introduction to Rise Above](#)
- read through [Guidance for learning in a safe environment](#)
- read through the **classroom tips** included in the download pack.

Learning objectives

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

>> Resources

- [Let's talk about change!](#) video (3:06)
- [Dealing with change!](#) video (3:17)
- [Life Swap](#) video (2:54)
- Access to the Rise Above website
- Blank A4 paper and pens
- Sticky notes

>> Time

- 45 minutes approximately

>> Key vocabulary

- Change, new, relationships, transition, routine, unknown, challenge, expected, unexpected, support



Lesson stimulus (3-4 mins)

Show the following stimulus on the board:

Change is always negative. Discuss.

This activity can be carried out in pairs or small groups, or students can feedback as a whole class.

Baseline assessment



How do you feel? (3-4 mins)

You can choose how to conduct this activity. Students can complete it individually on paper, or verbally in pairs/groups. You could also use 'traffic lights' (red/amber/green) or self-assessment statements e.g. 'I understand where to get help and advice about managing change', depending on your preference.

Students should answer the three baseline questions below, on a confidence scale (0 = not confident, 10 = extremely confident):

- A) How confident are you in identifying changes that can take place in adolescence?
- B) How confident are you in understanding the effect that change can have (e.g. on friendships, mood, routines, confidence, etc.)?
- C) How confident are you in knowing strategies to manage change and where to seek support?



Core activity 1

The impact of change (10 mins)

View the first part of the [Let's talk about change!](#) video. (0:00 - 1:13)

- Imagine it is the end of the school year. In pairs, think of all the examples of changes that could take place for a student and write these out. Areas to think about: personal interests, relationships, home life, school life, homework, exams, college, work and society.
- Take two different coloured pens or highlighters. Choose one colour to identify expected change and one colour to identify unexpected change. Go through your list and highlight the changes accordingly.
- Next to each of these changes, draw some emojis that could show the impact or effect of the change (KS4 students can write the emotion rather than using an emoji).
- Pick three different examples of change from your list and discuss the challenges and opportunities that could arise from this change.

Optional questions:

All

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

Further challenge

- Do you think some life changes are expected? If so, can you think of any examples?
- Do you think some life changes are unexpected? If so, can you think of any examples?
- At what time in your life do you think the most changes will take place? Why?

NOTE FOR TEACHERS: Some examples of expected changes might be puberty, exams, homework, new teachers, new timetable. Some examples of unexpected changes might be new relationships, friendships either starting or ending, divorce, moving home, losing jobs or starting work, etc.

Core activity 2

Managing change (20 mins)

Watch the following videos:

[Let's talk about change!](#) video (1:13-3:05)

[Dealing with change!](#) video (3:17)

If time permits and students require further stimuli, then this video can also be used: [Life Swap](#) video (2:54)

1. Scenario match up

In groups of four, give students five different scenarios. Ask students to match the scenarios with possible management strategies (each scenario could match up to multiple strategies). As a whole class or in large groups, ask students to share and discuss their choices.

Scenarios

- Someone is starting a new job (KS4)
- Someone has just moved to this country
- Someone is going through physical changes (e.g. puberty)
- Someone's parents are separating (for KS4, someone has split up with a partner themselves)
- Someone has experienced a change in their friendship group

Strategies

- Talk to someone they trust
- Make time for relaxing activities
- Have realistic expectations
- Eat and drink healthily
- Create a daily routine
- Reduce time on social media
- Spend time doing activities they enjoy, such as listening to music or playing sports
- Set achievable goals
- Give themselves time to adjust
- Think positively and use self encouragement

2. Encourage students to explore the Rise Above website using the following questions to support their discussion:

All

- What signs might you see in someone finding it hard to manage change?
- Can you think of any strategies that are missing?
- 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?

Plenary



Complete the sentence (3-4 mins)

Ask students to complete the following sentences:

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

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

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

Remind them that it is really normal to experience different feelings during times of change. If things become difficult, they should speak to a trusted adult in school, at home or contact Childline (0800 1111 or <https://www.childline.org.uk/>)



Assessment for learning



(3-4 mins)

Students think back to the confidence line that they shared at the start of the session and consider:

- A) How confident are you in identifying changes that can take place in adolescence?
- B) How confident are you in understanding the effect that change can have (e.g. friendships, mood, routines, confidence etc.)?
- C) How confident are you in knowing strategies to manage change and where to seek support?

Ask students to consider why their scores have changed and give an example of something new they have learned or thought about.

Extended learning projects



KS3/4

1. Create a vlog or write an article for the Rise Above 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.
4. Create a timeline of school life and mark when the most significant changes could occur and how someone might prepare for these.

KS4

5. Write a letter to a local college/apprenticeship provider/workplace. Invite them to write to you about their experiences of moving into the workplace/college and ask them any questions you might have. You could also ask if they could come and do a presentation in your school.
6. Create a mentoring workshop run by students to use with a new Year 7 class on the subject of managing change.