

Adapting to Change.

Learning Objective: To enable children and young people to recognise the positive and negative aspects of change.

Success Criteria:

- To be able to describe positive and negative aspects of change.
- To be able to talk about changes that they have experienced in their lives
- To be able to talk about potential changes that they are yet to experience.
- To be able to explore the challenges changes can bring and ways to manage these.

Pupils Can.....	Share a change they have experienced and highlight the positive and negative aspects of this.
	Share ways that they can support themselves when dealing with change.
	Discuss changes they will face in the future and identify ways that they can get help if they need.



Adapting to change: Change is inevitable but we don't always see it coming. Having good mental health and wellbeing is often dependent on how we react to change and difficult times.

Charles Darwin said 'it is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change'.

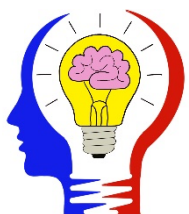
When we accept change as being part of life, we are more able to make plans to adapt. If however, change is difficult or not experienced in a positive way then it can make us anxious or stressed. For some young people change has been very traumatic and those memories have affected how they experience and form of change. For other young people who are neurodiverse then being flexible in thinking can be a challenge and change represents a very difficult time.

Learning to think about change and accept that it is part of life's rich tapestry and learning ways that enable change to happen is a very important skill.



Who Moved My Cheese (For teenagers) by Dr Spencer Johnson

Items to change you appearance - hat, sunglasses, different clothes etc.
Paper
Coloured markers

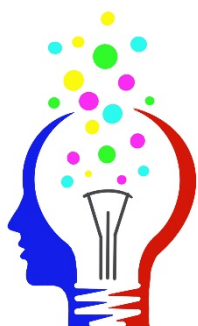


Taster: Emoticon Match

Change your appearance before the class arrives. (This could be by changing hairstyle or getting rid of a beard, wearing a hat and glasses a bright shirt with patterns, a suite or changing the style of your clothes completely - just

have fun) As your class arrive greet them as usual and notice their reactions but don't engage in any conversations about the changes you have made. When they are all at their desks ask if anyone has noticed anything different. Invite the children and young people to share what they think. Write these comments on the board = positive comments in one colour, negative in another and neutral in a third colour. (Don't share about the colours)

Explain that life is full of changes, big and small. Some of these changes we create ourselves and others are caused by other people, organisations or the government. Explain that today you are going to be exploring the different types of changes that can occur and how they may affect us.

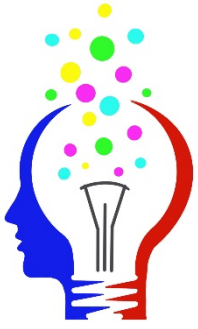


Building Task: Pull a face!

Reflect with the children and young people about the different ways they experienced and reacted to your 'new look'

Ask the children and young people:

- How might people react to a change in another person's appearance?
 - People may ignore, be positive, be negative, compliment the person, say why they don't like it or laugh. Record on the board.
- Now ask the children and young people how the person who has made the change might experience the different responses. – they could feel upset, uncertain, excited, proud, sad, happy or be self-conscious. Record on the board
- Ask the children and young people to add a + or a - sign to each response showing if the response was a negative or positive response.
- Explain that all changes have negative or positive responses or sometimes a change can have both and that these changes and experiences can affect people in different ways. Sometimes a change can be experienced as positive sometimes negative and sometimes we can be ambivalent about them. Different changes will cause different reactions.
- Ask the children to share a change that they experienced as negative.
- Ask the children to share a change they experienced as positive.
- Have they ever experienced a change as negative, which then turned out to be positive?
- If during these examples, you get the chance to explore tolerance and respect to others then explore this with the young people. If this doesn't naturally come up then highlight a situation where we have to be respectful to someone else.



Building Task: Experiencing change.

Explain to the children and young people that you are going to change the seating plan in the classroom. Ask the children or young people to sit in a different place – this could be alphabetically or randomly or by hair colour or birthday months.

Give children and young people time to change seats and settle themselves.

Explain that you saw some very different reactions and that these were caused by how they thought about the change which then affected how they felt about the change. Collect the thoughts and emotions and write on the board. You can then add the behaviours as well to show how they are all connected.

Thought: It's only for a short while to show us how it feels

Feeling: Chilled

Behaviour: Accepting

Thought: Oh no I can't cope with sitting next to ???

Feeling: Anxious

Behaviour: Called out/refused to move/ stressed

Help the children and young people to see how we think about the change affects how we feel and then how we behave.



Main Task: Change and Stress

Help the children and young people explore that they have the power to change how they experience change by thinking about it in a different way and adapting to the changes. That when we adapt it takes time to try something out and get used to it.

Explore changes that take place over time such as how we grow and learn new things or how we think about what we want to do as we grow up.

These invisible changes are slow and happen over time and so are gradual. Prompt the children to think about likes and dislikes, opinions, feelings, thinking, learning or goals that they may want to achieve.

Write on the board 'Some changes are difficult to manage' Share a change you feel was a challenge for yourself and then ask if there are any that the children and young people are prepared to share.

Write the statement on the board
CHANGE CAN BE STRESSFUL

Set up an imaginary line in the classroom with Change can be stressful one end and change is easy to manage the other. Ask the children to go and stand on the line where they feel they experience change.

Explore with the children and young people what STRESS is - how it makes them feel and what may cause it when thinking about it in relation to change.

Help the children and young people to understand that change doesn't cause stress but how we think about it and what we feel does.

Explore ways of managing how we think and feel about change - ask children and young people to share strategies they use.

Give the children and young people a pair of glasses frames and ask them to:

1. Draw in one lens what they wear today and in the other what they would like to be wearing in a few years time
2. Their world today and how they think it may be in 4 years time
3. A picture of them, a goal for the year ahead and their school and in the other how these may be different in 6 years

If time permits and children and young people are willing ask them to share their picture. Lay them out on the table and ask them to walk around the room looking at each other's work.



Teacher Tools and Techniques	
Emotional Literacy	Recognition and awareness of emotions and how they can affect our behaviour.
Developing Relationships	Talking partners sharing strategies to manage change.
Self-Development	Exploring how they think about change and how this affects how they deal with changes. Stress and the strategies they use to manage stress.
Skills for Learning	Working together, sharing ideas, listening and interacting.
The Brain Learning and Behaviour	How our thinking can affect how we feel and how we behave. How the way we have, experienced change affects how we think about it. How we manage stress and the strategies we can use.