

5 Managing Change

Aim: To encourage pupils to take personal responsibility for the changes in their lives, and to develop positive attitudes such as self-belief, flexibility and respect in order to embrace the opportunities and challenges change presents.

Identify, Understand and Manage Change in Adolescence

Activity 1
Then And Now

Activity 2
How's Adolescence For You?



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Activity 1: Then And Now

Learning Intentions

Pupils are learning:

- to reflect on the concept and impact of change;
- to explore how relationships change over time;
- to use a range of methods for collating, recording and representing information.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Being Creative: Making new connections between ideas/information.
- Thinking, Problem Solving, Decision Making: Make links between cause and effect.
- Communication

Learning Experiences

- Linked to other curriculum areas
- Relevant and enjoyable
- Enquiry based

Attitudes and Dispositions

- Curiosity
- Openness to new ideas
- Respect

Resources

- 'Then And Now' (Resource 1)
- Appropriate resources for presentations (if relevant)

Methodologies

- Brainstorm
- Pair/group work
- Self reflection

Identify, Understand and Manage Change in Adolescence

Activity 1: Then And Now

Adolescence is the stage of life when we change from a child to an adult. Throughout this time, hormone levels rise, resulting in physical and emotional changes.

Physical changes usually happen between 11 - 14 years for girls, and 13 - 16 years for boys, but can start as early as 9 years and go on until 18 years. The emotional changes people go through in adolescence influence the way they look at things and how they interact with their family and friends. They may also start to consider existential questions such as 'why am I here and what is the point of it all?' They may challenge rules and authority as they try to understand what they want and who they are.

1.1

Brainstorm the meaning of the word 'adolescence.'

Prompt pupils with the following questions:

- What changes happen during adolescence? (Focus on physical, emotional and social.)
- What is the purpose of these changes?
- Why are they necessary and important?

Ask pupils to reflect on the changes they have experienced in their personal journal and write about how they feel about these.



Opportunity for AfL Effective questioning

Ask pupils to reflect on how they have changed over the last few years. They could do this by completing Resource 1, 'Then and Now' either individually or in pairs/groups. Alternatively, ask pupils to sit in two concentric circles, with people in the outer circle facing those on the inner. Read out the first question from 'Then and Now', the pupils share their answers with each other. The inner circle then moves one seat to the left and you read out the next question, and so on until all questions are answered. Follow this exercise with a class discussion.

In small groups, ask pupils to list the major physical, emotional, relationship and attitude changes they think have occurred to them during the last few years. They then present their ideas to the rest of the class as they wish (by making posters, role-play, PowerPoints, or simply oral feedback).



Opportunity for AfL Pupil reflection



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Aim: To encourage pupils to take personal responsibility for the changes in their lives, and to develop positive attitudes such as self-belief, flexibility and respect in order to embrace the opportunities and challenges change presents.

Identify, Understand and Manage Change in Adolescence

Activity 2: How's Adolescence For You?

Learning Intentions

Pupils are learning:

- to consider the personal implications of change during adolescence;
- to develop strategies to manage change;
- to communicate with a sense of audience and purpose;
- to respect the views and opinions of others, reaching agreements using negotiation and compromise.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Managing Information: Communicate with a sense of audience and purpose.
- Working with Others: Respect the views and opinions of others, reaching agreements using negotiation and compromise.
- Communication

Learning Experiences

- Challenging and engaging
- Supportive environment
- Ongoing reflection

Attitudes and Dispositions

- Personal responsibility
- Community spirit
- Self belief, optimism, pragmatism

Resources

- 'Difficult Situations' (Resource 2)
- 'Surviving Adolescence Discussion Questions' (Resource 3)
- 'Survival Tactics For Adolescence' (Resource 4)
- 6 large sheets of paper
- Marker pens
- Blu-tak

Methodologies

- Group work
- Feedback presentations
- Class discussion
- Worksheet
- Self reflection



Identify, Understand and Manage Change in Adolescence

Activity 2: How's Adolescence For You?

This activity considers the benefits and difficulties of adolescence. These will be subjective opinions and it is important to allow time for people to explain themselves if they wish to. Pupils will probably make a lot of complaints. Allow them the time and space to say what they really think and then use gentle questioning to help them see other perspectives.

The second part of the activity involves discussion on coping with some of the difficult situations that arise during adolescence. Scenarios are provided to help explore these situations, but it may be more beneficial to use situations provided by the class. However, careful management is needed if a pupil volunteers a situation that is specific to them personally. You need to highlight the point that all comments and ideas need to be constructive and supportive and that privacy is respected.

2.1

This activity examines all sides of adolescence, using a PMI (Plus, Minus, Interesting) chart. Split the class into six groups and give each a large sheet of paper and a marker pen.

Ask two groups to write 'Plus - benefits of adolescence' at the top of their sheet, two groups to write 'Minus - downsides of adolescence' and the last two to write 'Interesting - other points that stem from considering adolescence'. Each group lists their ideas.

Carousel the sheets so that all pupils have the opportunity to add their ideas to either the 'Plus', 'Minus' or 'Interesting' sheets. Display all the sheets and give pupils the opportunity to read each other's ideas.



Opportunity for AFL

Peer assessment and formative feedback

Have a whole class discussion comparing and contrasting pupils' PMIs, followed by an exploration of any interesting points highlighted. Keep these sheets for the next activity.



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Activity 2: How's Adolescence For You?

2.2

Review the 'Minus' sheets from Activity 2.1, drawing out a list of specific difficult situations as agreed on by the class. Ask the class to volunteer more examples to add to this list. Split the class into small groups and allocate one situation to each group. Alternatively, they could use one of the scenarios on Resource 2, 'Difficult Situations'.

Using Resource 3, 'Surviving Adolescence Discussion Questions', each group analyses their allocated situation and feeds back to the rest of the class.

As a class, discuss some of the issues that have arisen through the activity, prompt questions include:

- Which situations do you think are the most difficult, and why?
- Is there always a solution?
- What do you think is the biggest problem (control, freedom, how we appear to others, lack of communication)?
- What general tactics/attitudes could help? (Record these suggestions for comparison in the next part of the activity.)

Distribute Resource 4, 'Survival Tactics for Adolescence'. Ask the class to compare this to the list they produced earlier.

Pupils reflect in their personal journals on how they cope with their personal difficult situations. They could apply the earlier discussion questions to a personal situation.



Opportunity for AfL Pupil reflection