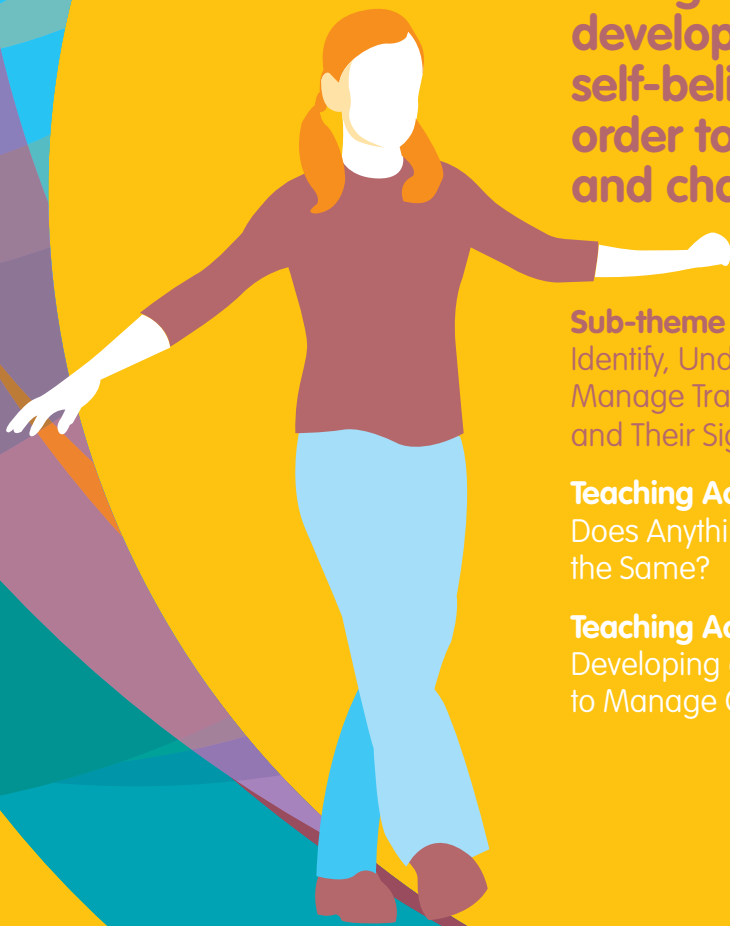


5 Managing Change

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.



Sub-theme 1
Identify, Understand and Manage Transitions in Life and Their Significance

Teaching Activity 1
Does Anything Ever Stay the Same?

Teaching Activity 2
Developing a Framework to Manage Change

Sub-theme 2
School Transition

Teaching Activity 3
Moving on From Primary School

Resources

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.

Sub-theme 1

Identify, Understand and Manage Transitions in Life and Their Significance

Teaching Activity 1

Does Anything Ever Stay the Same?

Learning Intentions

Pupils are learning:

- to identify change as an inevitable part of everyday life, both positive and negative;
- to recognise the degrees and levels of change and their significance;
- to make links between cause and effect through self-reflection on changes in life.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Thinking, Problem Solving, Decision Making: Make links between cause and effect through self reflection on changes in life;
- Working with Others: Listen actively and share opinions through pair and class discussion;
- Communication.



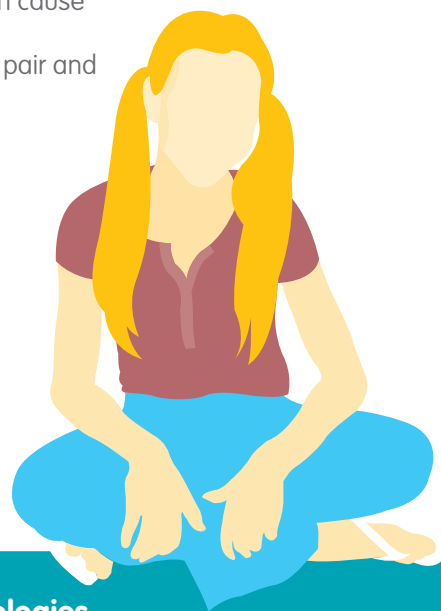
Learning Experiences

- Enquiry based
- Offers choice



Attitudes and Dispositions

- Personal responsibility
- Flexibility
- Curiosity



Resources

- 'Changes in My Life...' (Resource 1), to record thoughts

Methodologies

- Snowballing activity
- Class discussion
- Self-reflection

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.

Sub-theme 1

Identify, Understand and Manage Transitions in Life and Their Significance

Teaching Activity 1

Does Anything Ever Stay the Same?

Teaching Notes

Change is an inevitable part of life. It starts from the moment we are conceived and never stops. It is something that we therefore have to learn to accept and embrace if we are to benefit and develop through it.

Activity 1.1

- a Brainstorm changes that have happened in pupils lives to date. The pupils could be challenged to think of something that never changes. This would bring out that time scales of change vary, but inevitably everything does change.
- b In pairs, pupils think of as many changes as they can. The changes may be big or small but they should think of as many as possible. (The five elements, social, physical, emotional, cognitive and spiritual can be used to trigger ideas). Emphasis the importance of only sharing what is comfortable. 'Snowball' this by pairs joining to make fours, then fours joining etc.
- c Whole class discussion about aspects of change using the following key questions as prompts:
 - Is change good or bad?
 - What does change feel like?
 - Is change difficult?
 - What factors affect the impact of a change?



Opportunity for AfL Effective questioning

- d Conclude this activity by encouraging the class to record their thoughts and feelings generated during the class discussion in the form of a mind map or summary diagram. This will help inform the next activity.



Opportunity for AfL Pupil reflection



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.

Sub-theme 1

Identify, Understand and Manage Transitions in Life and Their Significance

Activity 1.2

- a Use the resource 'Changes in My Life...' (Resource 1) or allow the class to create a visual representation under the following headings:

- description of a change that took place;
- the level of impact on me;
- how the change made me feel;
- how I coped with the change.

Pupils select a significant change that has happened to them. The tables or artwork are completed individually by writing/drawing a brief description of the change that occurred, the level of impact it had (with an explanation), the feelings that the change evoked and what actions they took to cope with it.

- b Class discussion; ask for volunteers to present their work to their peers. Choose a variety of impacts to explore the degrees and levels of change and how these may have a different significance to individuals, depending on circumstances.



Opportunity for AfL Pupil reflection

- c Explore the coping strategies that pupils used to handle the changes they experienced. Compare the strategies considering the following questions:

- How successful were they?
- Would each strategy work equally well in all situations?
- Are there other coping strategies that you can think of that may be equally effective or better?
- What makes them better and why is this the case?



Opportunity for AfL Effective questioning

- d As an extension activity, pupils could take any of the change situations identified and convert them into a drama to explore the effectiveness of different coping strategies.

Teaching Notes

Explore both positive and negative changes. Did the pupils tend to write down more negative than positive changes? This can give an indication of how they perceive change in their life. During discussion, to emphasise that the reactions to change can be positive and negative.

Reflect on both positive and negative experiences; Identify what made the change a positive experience and why? On reflection, could the pupil have responded differently to reduce the level of negativity they experienced? Explore specifically the thinking and attitude that generated the response and its effect upon the impact the change had on them. e.g. is change a threat or an opportunity?



Opportunity for AfL Formative feedback

Introduce the idea of learning from experience for the next activity.



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.

Sub-theme 1

Identify, Understand and Manage Transitions in Life and Their Significance

Teaching Activity 2

Developing a Framework to Manage Change



Learning Intentions

Pupils are learning:

- to learn from experience in order to develop strategies to manage change;
- to build on others' experiences and value other people's ideas to stimulate their own thinking, through application of a decision making framework.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Being Creative: Learn from and build on others' experiences, through application of a decision making framework;
- Being Creative: Value others people's ideas to stimulate their own thinking, through application of a decision making framework;
- Communication.



Learning Experiences

- Investigating and problem solving
- Ongoing reflection



Attitudes and Dispositions

- Developing a helpful attitude to change
- Moral Courage
- Flexibility - Openness to new ideas
- Self-belief - Optimism



Resources

- 'A Framework for Managing Change' (Resource 2)
- Scenarios around managing change

Methodologies

- Class discussion
- Group work
- Role-play

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.

Sub-theme 1

Identify, Understand and Manage Transitions in Life and Their Significance

Teaching Activity 2

Developing a Framework to Manage Change

Activity 2.1

a Recap the ideas that:

- Life is full of changes and constant change is here to stay;
- The impact of change on an individual has more to do with attitude and thinking rather than the change event.

Teaching Notes

In order to cope with change in a helpful way, it is important to develop a process that enables us to work through it in a positive way. The four step model outlined below is one approach that pupils may find useful when managing change in their life.

Manage Change Framework

1 Facing the fact that changes are happening.

Thoughts and Action: This is how I think and behave when faced with the change: denial, avoidance, blame-shifting, acceptance, etc.

2 To admit and explore my feelings about the changes.

Feelings: This is how I feel about the change (may be conscious or unconscious): fear threat, insecurity, elation, resignation, excitement, nervousness, etc.

3 To identify the opportunities and problems created by the change.

Thoughts: How I think when faced with change: a problem, challenge, opportunity, potential, etc.

4 To adjust my life to make the most of the changes.

Adjusting my thoughts, feelings and actions to develop flexibility and adaptability, in order to take ownership and manage the change effectively.

- b Below is an example to help explain how the four steps work.

Falling out with a friend

You discover that your best friend has told personal information about you to others in your class. You confront your friend, who at first denies it and then starts shouting at you about being a baby. So, you fall out. You can never trust them again. You no longer talk, text or meet.

Step 1: To accept the reality that change is here:

As a result of this incident, what changes have occurred? How is life different? How am I facing reality, or what reality am I prepared to face or think about? (Avoidance or denial, blame-shifting or acceptance, avoiding my responsibility etc.).

Step 2: To admit and explore my feelings about the changes:

Anger, hurt, betrayal, embarrassment, sadness, grief about loss, frustration, isolation, loneliness etc.

Step 3: To identify the opportunities and problems created by the change:

Opportunities: Learning how to forgive, resolve conflict, making up/moving on, new boundaries, deeper communication, assessing qualities of friendship.

Problems: Loneliness (no one to share experiences with), bitterness, depression, feeling vulnerable, lack of trust in others, lack of self-belief.

Step 4: To adjust my life to make the most of the change:

Maximising the opportunities and minimising the problems. Different possibilities; talk and resolve the trust and betrayal issues and re-establish the friendship or decide that the friendship has no healthy foundation and find new friends.

5 Managing Change

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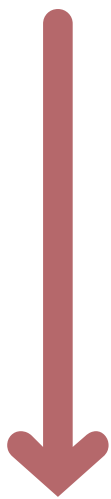
Sub-theme 1

Identify, Understand and Manage Transitions in Life and Their Significance

Activity 2.2

a Scenarios

Take 'A Framework for Managing Change' (Resource 2) and apply it to a variety of contexts of small, medium or large impact changes. (You could use previous changes identified by the class, or other possibilities suggested below). These include:



Small Impact Change

New pet
New outfit
Getting your room done up
Changing school
New neighbours
Braces in your teeth
Falling out with a friend, (example given)
Moving house
Divorce or separation
Bereavement

Large Impact Change



Opportunity for AfL Formative feedback

Extension Activity



Small Impact

Medium Impact

Large Impact

Take the above suggestions and rank them according to what you perceive them to be in terms of small, medium or large impact. This could be done as an individual, small groups or whole class activity (or each in turn).

Personal Journal

Pupils could record their experiences and conclusions on how best they can manage change in their personal journal.



Opportunity for AfL Pupil reflection and evaluation

b Role-Play

Some of the scenarios developed by the pupils could be dramatised in a role-play in order to further explore the usefulness of the four step approach to 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.

Sub-theme 2

School Transition

Teaching Activity 3

Moving on From Primary School



Learning Intentions

Pupils are learning:

- that changing school is challenging and exciting;
- to ask for help and support when needed;
- to select, classify, compare and evaluate information by analysis of changes when moving school.



Opportunity for AFL Sharing learning intentions and success criteria



Skills and Capabilities

- Managing Information: to select, classify, compare and evaluate information by analysis of changes when moving school;
- Self-Management: to seek advice when necessary by increasing knowledge of support systems available;
- Communication.



Learning Experiences

- Investigating and problem solving
- Ongoing reflection
- Supportive environment



Attitudes and Dispositions

- Developing a helpful attitude to change
- Flexibility - Openness to new ideas
- Concern for others

Resources

- Flipchart / Whiteboard
- Relevant school based information on support structures for Year 8

Methodologies

- Class discussion
- Group work



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.

Sub-theme 2

School Transition

Teaching Activity 3

Moving on From Primary School

Teaching Notes

Change is an inevitable part of life. It starts from the moment we are conceived and never stops. It is something that we therefore have to learn to accept and embrace, if we are to benefit and develop through it.

Activity 3.1

This activity is to help pupils in the process of managing the change from primary to post-primary school.

- a In groups of four, use the thinking framework identified below to structure a brainstorm on the major similarities and differences experienced by pupils when moving from primary to post-primary school. Record appropriately.

Comparing and contrasting

- How is it similar?
- How is it different?
- What similarities and differences seem most significant?
- What key factors do you see in the significant similarities and differences?
- What interpretation or conclusion is suggested by the significant similarities and differences?



Opportunity for Afl Effective questioning

- b A representative from each group provides feedback to the whole class, with the teacher recording the main conclusions drawn from the activity on a flipchart/whiteboards. Discuss these conclusions drawing out any significant issues that they identify.



Opportunity for Afl Pupil reflection

Activity 3.2

- a Using some of the differences identified by the groups, select one (or more if time permits) that creates the most challenges for the pupils. In groups, apply the four step framework for processing change, to help the pupils manage the change more effectively. They may find the information gathered from the thinking framework activity useful when completing this activity.
- b Introduce and explore the idea that in order to cope with change, we often need help and support from others. We need to learn how and when to ask for help in life.



Opportunity for Afl Formative feedback

Look at the support structures within the school that apply to Year 8 pupils.

