



# Helpful or unhelpful? Managing change (Y6, Lesson 1)

Vocabulary used and taught in this lesson  
Responsibility, Dealing with Change, Family

## Introduction

Begin by describing a recent change for you, for example a new phone; a new piece of technology; a new colleague; a recent promotion or change of responsibility...

Can the children describe things that have changed for them since last year?

Draw out that sometimes changes are chosen and that these are often positive changes, for example, when we get something new, such as a new phone.

However, some changes can be more challenging and are sometimes changes we do not choose, but happen anyway such as: we move to a different area; someone we know dies; a new brother or sister is born; a friend leaves school; parents split up; a parent has a new partner...

Children talk with a partner about how they felt when they got something new [e.g. a phone, or a special present.]

Then they share responses with the whole class [excited, happy, felt more grown up etc.]

Talk with a partner about how they felt when something happened that wasn't their choice [e.g. moved house/changed school.]

Share their thoughts and reflections.

**NB: we will be aware of and sensitive to events that have occurred in the children's lives and modify content if necessary.**

## Activity

Read *Sophie's Story* (about moving to her mum's boyfriend's house) with the pupils then ask:

1. How do you think Sophie feels when she overhears them talking.
2. Why does she wait out in the hall?
3. Why do you think the grown-ups hadn't shared the conversation with her?
4. What positives may come of a move to Carl's house for Sophie? [e.g. new friends, a bigger house, a good school, a step-dad and a family home...]
5. What anxieties do you think she may have about a move to Carl's house? [Leaving friends, losing what she is familiar with is, possible disruption to her studies at school.]

Next, working in pairs, children read and discuss the *Helpful or unhelpful?* Activity sheet (about different responses Sophie could have to the situation). Give them a few minutes to decide

their responses to this - helpful or unhelpful. As well as a tick in the appropriate columns they could also write down their ideas here.

As a class, go through the possible response to the move and ask them whether they think these would help or not help Sophie.

Take each response one at a time and allow explanation/discussion.

Praise thoughtful contributions and explore the range of different ways people might deal with their feelings.

Next, in groups of three, children role-play a conversation between Sophie, her mum and Carl.

Choose one of the conversations to show to the class. Invite the class to suggest ideas for improvement. Another child could take a role as the conversation is replayed, with improvements added. Further suggestions could be invited and another child could take a role.

What can help someone to make a change more easily?

#### Plenary

Changes happen all through our lives. Many changes we don't notice as they can be quite small and happen slowly. Bigger changes or changes that happen suddenly can be easier to manage if we have people who support us.

Who can help support us with changes?

How can we support others?

#### Learning outcomes:

Children will be able to:

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.