

Recognising what is gone or changed

This document is separated into session plans for 5-7-year olds and another for 7-11-year olds with alternative activities. Educators are encouraged to adapt all activities to the needs of their specific learners.

In life, things often change. Things we rely on or look forward to change, leave or do not happen. It is important to acknowledge how we feel about this change or loss. Use the three activities below to reflect to know what we can do to feel better about change or loss.

Recommended ages: 5-7



Suggested timing: 45 minutes



Learning objectives

Learners will:

- recognise our feelings
- say goodbye or identify changes
- think positively about the future

Teacher guidance



Learners may be feeling like they have lost something in their lives. Maybe they miss their former teachers, or they never got to have the end of term celebrations with their class, or they missed a birthday or event during the lockdown. It may be that learners have lost people during this pandemic.

It is normal to feel sad about these losses, and it is important to acknowledge them.

Learners may need extra support if they are grieving these losses. Let them know that they do not have to take part in activities that may upset them and allow them to go somewhere else if they need to. Avoid asking direct questions or discussions of sensitive topics in front of the whole class.

Starter activity: What is a change?



Encourage learners to think about a change. Have learners pick out one example of a recent change. To frame the discussion, you can ask them to identify one change about being back at school, either in the school or the transition from home learning to school learning.

Ask them to think about whether the change is good or bad. What is good or bad about it?

Remember to remind learners that it is typical to miss people or things when they are gone or have changed, especially if you were not expecting it.

If learners identify any specific worries, about recent changes, ensure that you support them within your schools' policies and refer to external services if needed.

Core activity: Thank you postcard



Even if someone or something leaves or changes unexpectedly, we can still do things to feel better. One thing we can do is say thank you and goodbye.

Have learners write and design a postcard of a picture to send to someone they want to say thank you and goodbye too. It could be a person, or it could be a group of people or even an event or object.

- who do you want to say thank you and goodbye too?
- what do you want to thank them for?

Is there a way they can get their postcard to the person? If it is a former teacher or class in the same school, you could send the postcards or a picture of the postcard to that person. You could also scan and email the postcard.

Extension activity: Reflect on your journey



Use the [back to better journey map](#) to encourage learners to reflect on their learning. Have learners fill out the footsteps template with one way they can deal with change or missing something or someone.



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Recommended ages: 7-11



Suggested timing: 45 minutes



Learning objectives

Learners will:

- recognise our feelings
- say goodbye or identify changes
- think positively about the future

Teacher guidance



Learners may be feeling like they have lost somethings in their life. They miss their old teachers, or they never got to have their last day in their former class, or they missed a birthday or event during the lockdown. It may be that learners have lost people during this pandemic.

It is normal to feel sad about these losses, and it is important to acknowledge them.

Learners may need extra support if they are grieving these losses. Let students know that they do not have to take part in activities that upset them and allow them to go somewhere else if they need to. Avoid any direct questions or having them discuss sensitive topics in front of the whole class.

Starter activity: What is a change?



Encourage learners to think about change. Have learners select one example of a recent change. To frame the discussion, you can ask them to identify one change about being back at school, either in the school or a transition from home learning to school learning.

Ask learners to think about whether the change is good or bad. What is good or bad about it?

Remember to remind learners that it is normal to miss people or things when they are have changed, especially if you were not expecting it.

If learners identify any specific worries, about recent changes, ensure that you support them within your schools' policies and refer to external services if needed.

Core activity: Acknowledging changes



Ask to draw an empty jar on a piece of paper, or you could use a box. Inside the box or jar have learners write or draw things that have changed in their lives recently. They can use different colours for changes or differences they feel positive about and changes they feel less positive about, or they can reflect on each change individually afterwards.

You could also ask learners to think retrospectively about lockdown, and how it was different from regular life. What changes were good, and which were not so good?

Ask them to pick one change at a time and think about how they feel about it.

Is there anything they can do to feel better about this change? For example, if they moved class without getting to say goodbye to former friends or teachers, could they write a postcard-like the activity above to say goodbye?

If it was a past change that they liked – such as home-schooling meant being able to spend more time with family – how can they spend more time with family in the future?

Ask learners why they think it is important to acknowledge worries?

Extension activity: Reflect on your journey



Use the [back to better journey map and footsteps](#) to encourage learners to reflect on their feelings and experiences. Have learners write one thing they can do to feel better about change in general or one change specifically in the footstep template.