



Recognising what has gone or changed

This document is separated into session plans for 11-14 year olds and 14-18 year olds with alternative activities. Educators are encouraged to adapt all activities to the specific needs of their 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: 11-14



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. Maybe they miss their former teachers, or they never got to have their last day in their former class, or they missed a birthday or event during a 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?



Ask learners to think about 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 a transition from home learning to school learning.

Encourage learners to consider how this change has affected their wellbeing: physically, psychologically, and emotionally.

Remind learners that it is normal 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: Recovery cards



It is important to acknowledge and recognise what you feel. On a piece of paper, have learners write down some changes that have happened recently. Tell them to pick one or two changes they feel positive about and one or two they are having difficulty with.

Encourage learners to reflect on what changes they are having difficulty with and why. Can they think of any ways they can help feel better about this issue?

Use the recovery cards download to explore ways to deal with difficult emotions or experiences and supply examples. Ensure learners know whom they can speak to if they need to talk about their problems with someone.

Now encourage learners to think about other people they know. Do they have a friend or family member who is struggling with something or someone who has changed or gone from their life? Could they print out the cards, cut them out and give specific ones to specific people as a kind act?

They could also turn the cards into an ice breaker game with their class or bubble. See if they can exchange cards with people in their class, having a conversation about why they think that card is a useful thing to do for wellbeing. Encourage them to draw a design or write a personalised message on the card they give.

If they cannot pass cards between each other, encourage them to offer the written advice verbally.

Extension activity: Reflect on your journey



Use the [back to better journey map](#) to encourage learners to reflect on their learning. Encourage learners to fill out the journal to record their feelings and experiences this week. What have they learnt about dealing with change and loss for the future?



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Recommended ages: 14-18



Suggested timing: 45 minutes



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Learners will:

- recognise our feelings
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- think positively about the future

Teacher guidance



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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.

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.

Starter activity: Acknowledging changes



It is important to acknowledge and recognise what you feel. On a piece of paper, ask learners to write down some changes that have happened recently. Tell them to pick one or two changes they feel positive about and one or two they are having difficulty with.

Encourage learners to reflect on what changes they are having difficulty with and why. Can they think of any ways they can help feel better about this issue?



Use the recovery cards download to explore ways to deal with difficult emotions or experiences. Ensure learners know whom they can speak to if they need to talk about their problems with someone.

Now encourage learners to think about other people they know. Do they have a friend or family member who is struggling with something or someone who has changed or gone from their life? Could they print out the cards, cut them out and give specific ones to specific people as a kind act?

Encourage them to draw a design or write a personalised message on the card they give.

Core activity: A letter to myself



One thing we can do to feel better about changes and loss is to recognise and express our feelings. Encourage learners to write a letter to themselves or an anonymous person or someone they know. Reassure them that they do not need to send the message but could if they wanted to.

Encourage them to consider these points when writing the letter:

- what challenge(s), change(s), or loss(es) do you want to write about?
- what about this has been challenging?
- how has it made you feel?
- has there been anything that has helped you feel better about it?
- what are you going to do in the future to feel better about it?

When they have written the letter, ask learners to read it back. Please encourage them to keep the message and reread it in a few days or weeks. Have them consider:

- do you still feel the same way?
- did you do the things you said you would to feel better?
- what will you do to deal with this kind of problem (or this problem if it still needs more time) in the future?

You can use the downloadable pdf to show the instructions to learners. Send this to students for home-learning or use it in tutor time.

Extension activity: Reflect on your journey



Use the [back to better journey map](#) to encourage learners to reflect on their learning. Encourage learners to fill out the journal to record their feelings and experiences this week. What have they learnt about dealing with change and loss that can help you in the future?