

# CHANGE

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reach  
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## CHANGE

Change is inevitable and will happen both around us and to us throughout our life. We all experience change differently, and whether we love it or hate it, it is important we learn how to process the change healthily. Sometimes change looks like the unknown, sometimes we choose it and other times it happens to us outside of our control. Whether it is expected or not, there is always a measure of loss and gain and it is important we allow ourselves to process that. It is worth noting that larger levels of change may require a longer process and continued opportunities to talk or think about the change and its impact. If you haven't already it might be good to check out our [self awareness videos](#) - they massively complement this series.

## RESOURCES

[Online videos](#)  
Worksheets  
Pens and large sheets of paper

## GOALS

Students will:

- understand that we were designed with the ability to learn and to process change.
- reflect on and become self-aware of how they experience change.
- be able to identify what they can and cannot change.
- begin to focus and apply their energy to their 'cans'.
- understand the importance of processing the old and new when in transition.
- understand the role of same, and being able to use it to help us feel calm and safe.

## CHANGE

# Session 1

### **Individually:**

Take 1-3 minutes to write down first thoughts/images/sounds when they hear the word change.

[Watch the video](#)

### **Group Discussion**

Take some time to think about changes they may experience, consider which are small and which are large. For example, small changes may be: substitute teacher, weather. Larger changes may be: moving house, learning to drive.

## CHANGE - MIND, HEART, BODY

# Session 2

[Watch the video](#)

### **In groups mind-map and discuss:**

Some people love change, some people struggle with change, for others it depends upon the change. Encourage the pupils to think about change or an unknown situation and mind map feelings, thoughts and physical responses (eg lack of sleep, nauseous, bouncing, energy). Help the students to unpack their responses based upon each category, eg notice feelings and notice individual thoughts, ie. 'I feel worried' is different to 'What if I fail? I don't know how to do this.'

Encourage the students to see if their responses are different in different situations, eg changing schools verses a holiday? A holiday to an unknown destination verses to a place they visit every year?

## CAN AND CAN'T CHANGE

# Session 3

[Watch the video](#)

### **In groups discuss and mind-map:**

Sometimes the difficulty with change is feeling out of control. It is important to become aware of what we can and can't control. In groups mind-map what they can or can't control on a daily or weekly basis. Maybe think about some bigger changes, eg exams, applying for jobs - what can they control and what can't they control.

If you have time you could focus upon practicing the 'I cans' and the self-talk around the 'I cans.' It is important that pupils also give themselves permission for 'I cans' to change, and ask others to help with the process. Eg 'I can't study' 'I can't stay awake when I study.' BECOMES - 'I can learn to study.' 'I can study for 30 minutes and take 2 minute break. 'I can try to improve my score by 10%.'

## YESTERDAY, TODAY AND TOMORROW - WHAT STAYS THE SAME?

# Session 4

[Watch the video](#)

Just like change is inevitable so is 'same'. Same can feel constricting to some, but to many it can be comforting or safe. It can be helpful to remember this when we feel like our world is out of control, or if something is making us feel anxious.

### **Mind-Map**

What are some sames that you like? Make a mindmap the sames that are important to you? Fro example: family traditions (caravan, Christmas), a place you like to walk, football team. Maybe in a different colour list some sames you would like to change.

### **Scenarios**

How can we make use of these when we are struggling with change or an unknown? Give the pupils some change scenarios and invite them to think how they can use 'sames' to help them feel safe as they face the change. E.g. moving house - still have Friday night take away, same bed and duvet, invite an old friend over.

## Session 5

### I'LL MISS AND I'M EXCITED FOR

[Watch the video](#)

#### **Group Discussion & Table**

There are various stages of transition, for example one could be thinking about it but not physically in change yet, or one could have changed a few months ago and are still thinking about the old. Whatever stage of transition we are in it is important to take time to process what has been lost and what has been gained. There are things lost we do not miss and some things we will miss. There will be things we are excited for and things we are not excited for. It is important to talk with someone about what these things are for us and even revisit it later after the change.

Divide the paper into quarters. Use the following headings: I will miss, I won't miss, I am excited for and I am not excited for (dreading/worried). Consider a future change or a near change and complete the quadrants. Eg learning to drive, finishing school, moving house, changing jobs.

## Session 6

### EXTRA VIDEOS - TOOL

Here are some extra videos of tools that can help when someone is in transition.

[What I can or what I can't control](#)

[I can...](#)

[Goodbye and hello](#)