

Primary Activity Booklet

# Change and Loss

**Educational Psychology Service &  
North Ayrshire Primary Schools**



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

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# Change and Loss Activities

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# Nurturing North Ayrshire's Learners

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In North Ayrshire we are committed to supporting and sustaining whole school Nurturing practice and ethos in our educational establishments, where the importance of transition in children and young people's (cyp) lives is recognised and supported.

Many cyp encounter stressful change and loss events, sometimes defined as Adverse Childhood Experiences (ACEs). For example cyp may live in homes where parents or carers are emotionally absent from their cyp's lives, or family members are experiencing addiction, or family relationships have broken down. Change and loss can impact negatively on children's ability to engage in learning, however schools and school staff can mitigate the impact of change and loss through preventative whole class discussion around strategies to manage the challenge that change and loss can bring.

Research is clear that where establishments provide a consistent whole school nurturing approach and implement evidence-based social and emotional approaches, resilience is developed (Zins & Elias, 2006, Health Equity Evidence Review, 2014). This evidence-based resource promotes the Health and Wellbeing of all cyp, supports the principals behind Getting It Right For Every Child (GIRFEC) and delivery of the following Curriculum for Excellence (CfE) Experience and Outcome.

*I am learning skills and strategies which will support me in  
challenging times, particularly in relation to change and loss (HWB  
Experience & Outcome 0-07a, 1-07a, 2-07a, 3-07a, 4-07a)  
(SEED, 2004)*



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# Principles and Practice

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Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

([www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk) , 2013)

## Experience and Outcome

A Curriculum for Excellence (SEED, 2004), expects that schools will support children experiencing change and loss. The following activities are designed to allow practitioners to discuss skills and strategies regularly in ways which take account of the stage of development and understanding of each child and young person and are relevant and realistic for them. These activities are designed for early years and primary aged pupils and aim to:

- 1 introduce children to feelings associated with change and loss.
- 2 teach children that all feelings are OK.
- 3 give children vocabulary to express feelings about change.
- 4 introduce the fact that everyone experiences change and the emotions associated with change pass.
- 5 introduce the fact that children can overcome challenges and there are people around them who can help.

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# Impact

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Change activities catalyse discussion of change and loss, can be easily implemented into existing classroom practice and there is evidence that activities can support the development of self-efficacy, empathy and optimism in classes, and have a positive impact on levels of support, communication and teacher confidence.

## Self-efficacy

*'the P1s were able to say to the pre-schoolers ' I can do that.. '*

*(P1 teacher)*

## Empathy

*'Kids are taking it (Change book)out again – there are volunteers that read it out...they are reading stories to each other and asking questions.'*

*(P3/4 teacher)*

## Optimism

*'Its almost a change of mindset for the class....they are much more positive.. it's more we can do something, we have the find the silver lining game all the time....I've left my homework – what's the silver lining?'*

*(Primary 6 teacher)*

## Support

*'This is really helping me...I feel so much better now.'*

*(Pupil in small group)*

## Open communication

*'Kids are more prepared to talk..two or three of the more aggressive kids have spoken to me'*

*(Primary 3/4 teacher)*

*'You let out what's bad..let people know.'*

*(Primary 4 pupil)*

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# Essential Preparation

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## 1 In advance

- Read tips for practitioners
- Vital to create culture in classroom where pupils feel relaxed and willing to share their feelings.
- Develop Full Value Contract to establish ethos for Change activities.
- Although a great deal of the work is discussion based, it may be useful for pupils to have a Change jotter where they can keep work and reflect upon their ideas as they grow and develop into young adults. Alternatively, some teachers like pupils to use whiteboards so they can erase their thoughts after activities.
- Use the questionnaire on page 17 with your class pre and post change lessons to measure the impact of discussions.

## 2 How to start

- Plan initial lessons at the start of term to support open communication and the development of positive relationships.
- Activities can be introduced within the context of school life, for example, for early and first level children, activities could be introduced during inductions to new classes. For second level children, it may be useful to introduce the activities around the time of a trip away from school, discussions about puberty with the school nurse or transitions to secondary school.
- It is essential to be responsive to situations and disclosures as they arise. Note that this cannot be timetabled. Be aware of confidentiality however remember that in potential Child Protection cases it is the Class Teachers role to pass on concerns to Senior Management.

## 3 How to use

- Ideally activities should be used with the whole class but they can be used in small groups and with individuals.
- Adapt the activities in any way you feel is appropriate for your class.

- Try to work through activities fairly closely together and make sure that the self-efficacy and optimism activities are covered.
- Plenaries are essential. End of lesson reviews may be more useful than Success Criteria to learn what the children have understood. Success Criteria tend not to be helpful as they may drive the direction of conversations that ideally would be pupil-led.
- Measure the impact of the activities. You could use the questionnaire to measure impact of lessons pre and post and pay attention to the comments children make as they are faced with changes throughout the school year.
- Note that for sustained impact, regular conversations with cyp about positive strategies for managing change should be actively facilitated.

## 4 How to manage children's responses

- Use an example from your own situation to start the conversation.
- Where children appear reluctant to participate, tell them they can anonymously write down something that is worrying them and put it in the worry box at the end of the lesson / use an 'I want to talk to you' card.
- Offer support at golden time or after class.
- Answer questions honestly - don't be afraid to say you don't have all the answers but you will try and find out for them (refer to tips point 6 for further detail)

## 5 Consolidate on learning

- Once activities are covered, frequently revisit coping strategies and ways of looking positively at change.
- Think flexibly and use all areas of the curriculum to consolidate the message about managing change and optimism throughout the school year.
- The key message we want children and young people to receive is that change is a normal part of life and we can all use strategies and supports to help us cope with change.

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# Tips for Practitioners

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## 1 Listen

A caring empathetic relationship is key for the child. Make eye contact with the child, sit near to them at their level, allow them to talk, nod in response to their words and acknowledge the situation "I can see that you are sad".

## 2 Ask how the child is feeling

During check-ins ask "Are you doing OK today?" "If it helps to talk, you can always come and see me or another adult".

## 3 Use clear language

"I am sorry that your granny died". Avoid evasive terms like "she went to sleep".

## 4 Normalise the child's reaction

"The way you are feeling is normal, this has happened to other people too and this feeling will change".

## 5 Let the child know they don't have to react as adults

"It's OK not to be sad all the time; it's OK to have fun".

## 6 Answer questions honestly

If a child asks a question to which you are not sure how to respond, ask them what they think about the issue.

Don't be afraid to say you don't know but you will try and find out for them.

"That's an interesting question, let me think about that and get back to you" - gives you a chance to clarify your response.

## 7 Give the child permission to express how they feel

Use tools like 'I want to talk to you' cards or a worry box.

## 8 Consider how you are linking with parents

Good communication with home stimulates emotional coping. Help parents give adequate information, check what the family has told the child, check out where areas of difficulty lie and try to work out strategies with the child and their family to make school life easier.

## 9 Remember what you say can have a lasting effect on children

When the time is right, consider how to address change with the whole class. Education about change and loss supports an easier adjustment process.

## 10 Take care of yourself

Be prepared to acknowledge your own feelings about change and loss should they emerge. At the end of a difficult day take time for yourself. Teachers have a unique contribution to make in supporting and caring for children experiencing change and loss:

- Teachers know the child and their personality
- Teachers know the culture within the class
- Teachers are experts in providing children with knowledge
- Children trust teachers

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# Lesson 1 – Introduce the concept of change

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## Learning Intention

*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss (HWB Experiences & Outcomes 0-07a, HWB 1-07a, HWB 2-07a, HWB 3-07a, HWB 4-07a)*

*A Curriculum for Excellence (SEED, 2004)*

Throughout this lesson, children are

- introduced to feelings associated with change and loss
- learning that all feelings are OK
- given vocabulary to express feelings about change

## Potential resources

Early and first level activities	Second level activities
CHANGE VOCABULARY Photographs/flashcards of people who are sad/happy, Feelings Fans (not included in appendices)	CHANGE VOCABULARY Examples from current affairs, literature, Feelings Cards

## Introduction

After introducing and explaining the learning intention, set the context e.g natural event, character in a story or song about change. You could say something like:

***Today we are going to talk about feelings that come when things change.***

## Change Vocabulary Activity

- Show class pictures of characters in story / photographs of people experiencing change
- Ask class if anyone can guess what they feel like? Can anyone guess why?
- Broaden the discussion by referring to more examples of change, using a personal example if appropriate e.g. starting with a new class, or when a pet died.
- Ask children to discuss in groups or pairs a time when things have changed for them. What happened? What did they feel / think / do?
- Brainstorm words associated with change and write them up where they are visible to whole class e.g happy, nervous, sad ,worried, excited ,scared ,angry,



- If appropriate, get children to pick a word and give examples of when they have had that feeling.
- For second level children, play Bingo with feelings cards – this can extend children’s range of vocabulary linked to feelings.
- Children can practice spelling and writing sentences with new vocabulary.

## Top Tips

- May be useful to start small with a physical object like a set of keys, classroom object, PE kits then develop the conversation building in the language and developing emotional literacy
- As an example of characters with different feelings, you could use the 7 dwarves with younger children
- Encourage discussion and paraphrase, repeat or clarify as necessary to improve understanding. Empathise as appropriate and praise each child for his or her participation.

## Plenary

To summarise the discussion, make the point that feelings are integral to who we are and are always present. You could say something like:

Feelings are something that we have all the time. Feelings are very important signals that tell us what is going on around us and inside of us. If we pay attention to our feelings, they can help us understand things.

All feelings are OK to have. There is no such thing as a ‘bad feeling’. Some feelings feel uncomfortable or upsetting. Some feelings can feel comfortable and uncomfortable at the same time! But no matter how feelings feel inside, they are all OK and important to have (don’t worry if the children don’t understand this yet, these are difficult concepts.)

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# Lesson 2 - Expressing feelings about change

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## Learning Intention

*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss (HWB Experience & Outcome 0-07a, 1-07a, 2-07a, 3-07a, 4-07a)*  
*A Curriculum for Excellence (SEED, 2004)*

Throughout this lesson, children are

- given vocabulary to express feelings about change
- introduced to the fact that everyone experiences change and the emotions associated with change pass

## Potential resources

Early and first level activities	Second level activities
EXPRESSING FEELINGS - Art materials: paper, crayons, pens, Paper plates, digestive biscuits/ oatcakes, icing sugar, water, sweets  THINGS WE CAN CHANGE / CANNOT CHANGE SHEET 1	EXPRESSING FEELINGS - Art materials: paper, crayons, pens, Faces sheet  THINGS WE CAN CHANGE / CANNOT CHANGE SHEET 2

## Introduction

After introducing and explaining the learning intention, point out that some things, like starting school, losing a pet etc can make us feel really excited or really sad. When different things happen to us, we feel different things.

## Expressing Feelings Activity

- Ask children to work in groups or pairs and to think of a time when something changed – what were they doing? What did it feel like? Get pupils to talk about this for 2 minutes, if appropriate some could feedback to the class.
- Give each child a face sheet/ art materials / biscuits etc. They are going to make 3 different faces. A face that describes how they felt at that time, a face that shows how they feel today and a face they can decide for themselves.
- To finish, get each child to show their face to their partner/group/class and talk about the feelings represented and what it was that made them feel that way.

## Things we can change and things we can't activity

- Ask children to work in small groups or pairs, whichever is most appropriate
- Give out the visual prompts to groups and ask them to categorise them into things they can change and things they can't.
- Ask children to explain their choices. Encourage discussion and paraphrase, repeat or clarify as necessary to improve understanding.
- Get children to write down questions they have about change and debate amongst the class.

## Top Tips

- Empathise as appropriate and praise each pupil for his or her participation. Listen closely to pupil's responses to determine where to lead discussion next.
- It is important to emphasise that the teacher does not have all the answers

## Plenary

- To summarise the discussion, you could say something like:

Different things happen to us all the time and these can make us feel and think lots of different things. Today we've been thinking and talking about feelings that come with change and you've been talking about lots of different changes that sometimes you have a bit of control over and sometimes you don't. The important thing to remember is that everyone experiences change and that the feelings and emotions that come with change will pass in time.

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# Lesson 3 – Self efficacy (confidence about achieving success on tasks)

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## Learning Intention

*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss (HWB Experience & Outcome 0-07a, 1-07a, 2-07a, 3-07a, 4-07a)*  
*A Curriculum for Excellence (SEED, 2004)*

Throughout this lesson, children

- discuss the fact that everyone experiences change and the emotions associated with change pass
- introduce the fact that children can overcome challenges and there are people around them who can help

## Potential resources

<b>Early/first/second level activities</b>
MY LIFE BEFORE/AFTER THINGS CHANGED - worksheets blank / lined AGONY AUNT ACTIVITY - Flip chart, paper, different coloured felt tip pens, Coping Cards

## Introduction

After introducing and explaining the learning intention, re-iterate the fact that change happens to everyone, sometimes major, sometimes minor. Refer to previous examples from the previous lesson or your own experiences if appropriate. Point out that it is important to remember that we are all experts in managing change – sometimes changes happen that can make us feel very sad or scared, but these feelings will pass and things that seem very difficult, get easier.

## My life before and after things changed activity

- Ask children to think of a time when they had something hard to do and they managed it, for example, learning to ride a bike or swim, reading some letters, going from nursery school to primary school / P1 to P2 / infant playground to senior playground.
- What made it hard?
- How worried were they on a scale of 1-10? (1 very worried – 10 not at all worried) (Early / First level could use smiley faces.)
- Brainstorm for comments about how they managed to work through the challenge?
- If children say that their friend/parent or school staff helped them, point out that when things are hard there are always people around to help. Asking for help can be a sign of strength.

- How do they feel about it now on a scale of 1-10? (1 very worried – 10 not at all worried)
- Use MY LIFE BEFORE THINGS CHANGED SHEETS and ask children to draw their feelings, thoughts and behaviour before the challenge and after the challenge. Children should record their scaled responses so they can see the change before and after.
- If appropriate, children could write about their experiences before and after.

## **Agony aunt activity**

- In groups get children to suggest ways of overcoming various challenges. These can be generated by the children or you could use the examples detailed in the appendix on page
- Where children advise asking for help, reiterate the message that people are always around who will support them when they are experiencing challenges.
- For second level children, use COPING CARDS on Page 42 if necessary to catalyse ideas.
- Distribute cards to groups and ask children to debate pros and cons of potential solutions since some may be useful and some less so.
- Get children to put cards into categories:
  1. Useful
  2. Quite useful
  3. No difference
  4. Useless
  5. Harmful
- Get groups to compare responses and explain why they have chosen particular positions.

## **Top tips**

- It is important to normalise the fact that everyone reacts differently to different situations.
- NB Self efficacy and self esteem (beliefs about our own self worth, part of overall personality, grows through success in achieving tasks) are different
- Promoting a growth mindset in the classroom can support development of self efficacy ([www.mindsetonline.com](http://www.mindsetonline.com))

## **PLENARY**

- To summarise the discussion, you could say something like

Since you were born you have all managed to get through big changes in your lives – you have all coped with leaving your homes to come to school, you are learning to meet new people and today you have proved how you are able to solve difficult challenges that happen – you are experts in change, well done!

Change happens to everyone, sometimes big, sometimes little (could refer to previous examples from class if appropriate). We are all experts in managing change – sometimes changes happen that can make us feel very sad or scared but these feelings will pass and things that seem very difficult, get easier. Sometimes we have to work very hard to manage challenges and sometimes we need help from other people but this is normal.

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# Lesson 4 – Optimism

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## Learning intention

*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss (HWB Experience & Outcome 0-07a, 1-07a, 2-07a, 3-07a, 4-07a)  
A Curriculum for Excellence (SEED, 2004)*

Throughout this lesson, children

- discuss looking at change in a positive way
- practice applying an optimistic perspective during challenging times

## Potential resources

Early/first/second level activities
OPTIMISM FIND THE SILVER LINING NO ADDITIONAL RESOURCES REQUIRED AND APPROPRIATE TO REPEAT ACTIVITIES ACROSS ALL CfE LEVELS

## Introduction

After introducing and explaining the learning intention, introduce the idea that sometimes changes happen that are difficult and can make us feel sad but there is always something in the world that we can feel good about. Tell the class that today we are going to talk about things to be glad about.

## Optimism activity

- Ask children to work in groups or pairs and discuss / write some things to be glad about?
  1. today
  2. outside
  3. in school
  4. yourself
  5. the future / tomorrow / next year
- Get children to feed-back their thoughts to the class and note their ideas on the board.
- Ask children what other ways they know of cheering themselves up when they are feeling a bit sad? Brainstorm suggestions and write them up on the board.
- Ask children which strategies they might use – vocalizing a strategy may increase the likelihood that the strategy will be used.

## Find the silver lining activity

- Introduce different scenarios, children have to find the silver lining, for example:

### Early level scenarios

- Your teacher is going to a new school
- You have lost your favourite toy
- You have no friends

### First level scenarios

- You don't understand the new work in class
- Your friends won't include you in their game anymore
- Someone has taken your pencil

### Second level scenarios

- Granny has come out of hospital, gone home, stopped eating and died.
- You are finding your homework really difficult this year
- Your body is changing and you don't know why

## Plenary

To summarise the discussion, make the point that however challenging a situation can seem, there is always a positive that can come out of it. You could say something like:

- Life is full of challenges and change. Sometimes things happen that we think are too hard to manage and that can make us feel low. We can train ourselves to think about challenges in a good way, to find the silver lining when times are tough. And if we practice this, it will become something that we do without having to think about it. It doesn't mean that challenges will disappear but that when they come, we see them in a positive way, one that might help us see opportunities instead of problems.
- Incorporate the 'Find the Silver Lining' activity into the everyday running of your classroom so that children regularly practice re-framing skills.

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# Lesson 5 – Consolidating self-efficacy and optimism activities

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## Learning intention

*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss (HWB Experience & Outcome 0-07a, 1-07a, 2-07a, 3-07a, 4-07a)*  
*A Curriculum for Excellence (SEED, 2004)*

Throughout this lesson, children are

- recapping on feelings associated with change and loss
- reasserting the fact that all feelings are OK
- using vocabulary to express feelings about change
- consolidating the message that everyone experiences change and the emotions associated with change pass
- reasserting the fact that children can overcome challenges and there are people around them who can help
- practising applying an optimistic perspective during challenging times

## Activities

After introducing and explaining the learning intentions, discuss with children ideas for summarising what they have learned about managing change. Activities may include:

- a) devising a slogan about change,
- b) creating a Health and Wellbeing area or book so children can access this as a resource when they are looking for a word to describe a feeling.
- c) creating posters or a collage about change,
- d) making a film about managing change for younger classes moving up the school,
- e) making a leaflet or information booklet for new pupils coming into the school,
- f) making a podcast of tips for pupils who are finding a change difficult to manage,
- g) creating a play about managing change.



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# Carrying Out Research

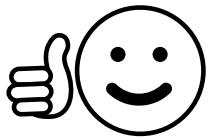
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Name : \_\_\_\_\_ Class : \_\_\_\_\_

Date : \_\_\_\_\_ Age: \_\_\_\_\_

**I am someone who:**

likes school



1                      2                      3                      4                      5

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does not like school



likes change



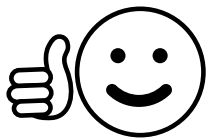
1                      2                      3                      4                      5

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does not like change



can manage when things change



1                      2                      3                      4                      5

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can't manage when things change



has control over my life



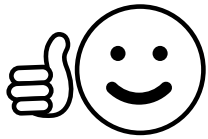
1                      2                      3                      4                      5

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has no control over my life



knows what to do when I am feeling worried



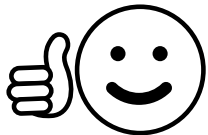
1                      2                      3                      4                      5

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doesn't know what to do when I am feeling worried



knows where to get help if I am feeling worried



1                      2                      3                      4                      5

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doesn't know where to get help if I am feeling worried



feels positive about the future



1                      2                      3                      4                      5

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feels negative about the future



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# Procedural Guidelines

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You may have questions about how to support a pupil within school. Use these procedural guidelines for information on how to best support pupils as they deal with change and loss.

## What we might see

### Reactions

These may present themselves months or years after the event so it may be difficult for staff or other pupils to relate behaviours to the past event.

Don't be surprised by an unusual behaviour! All behaviour is communication

### Explanations

#### **Reactions may be triggered by environmental cues**

Children may be affected by a song, article of clothing, figure of speech that reminds them of their loved one.

#### **Special occasions can be difficult**

Note significant dates which may affect child e.g. birthdays. Make sure other staff are aware of these and possible reactions from child.

#### **Consider possible reactions to certain class/assembly topics**

e.g. making father's/mother's day cards – do ask the child if they wish to be included.

#### **Don't be afraid to acknowledge potentially difficult times with child**

e.g. I know Christmas is coming up and this may be a very different and difficult time for you all this year without your dad/mum – so don't forget if it helps you can always come and see me.

**Revisit Nurture Training and Change and Loss Materials:**  
Staff Tips and Change Activities and Information Booklet.

## What we can do

### **Maintain structure, normal rules and expectations of behaviour.**

Quietly check on a regular basis how things are going.

### **Help child work out and meet priorities.**

If problems arise, ask child what they think could be done to improve situation

Organise ways for child to cover missed work and consider other ways of helping child complete homework tasks

Consider use of a time in card

### **Support the maintaining of positive relationships with peers and staff**

Sensitivity to the child's needs is crucial

### **Child may benefit from formal support from peers and school staff.**

Look out for indication of isolation, incidents in playground.

### **Consider impact of loss on child when considering consequences.**

e.g. it may be inappropriate to punish for bringing incorrect equipment to school but lashing out at a peer may require sanction.

Use Restorative Approaches to support conversations

### **Staged Intervention & Additional Support**

If appropriate the child can be identified as having additional support needs and placed on staged intervention.

### **Concentration is often diminished, child is often tired and disorganised and may need more of your help than usual.**

Consider strategies to support concentration and motivation e.g. Shorter, high interest tasks. Refer to Staged Intervention model.

Consider consulting Management team, Pupil Support, Principal Teacher, Child Protection Officer etc

# Additional Resources

Ideally the issue of change can be woven into interdisciplinary studies and discussed in line with naturally occurring events for increased impact. Here are some suggestions for how this could be done:

EXPRESSIVE ARTS	<p>Art, dance, drama and music are ideal areas to engage children in the area of change and loss. Here are some ideas :</p> <p>Art – re-building Glasgow School of Art ,Picasso’s Guernica, Van Gogh (discussion of artist’s loss of mental health)</p> <p>Drama – Up (U), ET (U), Circle Time discussion using puppets</p> <p>Music – One Love Manchester benefit concert, Fabby Dabby Dee ‘It’s good to be me’ <a href="http://www.fischy.com">www.fischy.com</a> (Early Level)</p> <p>David Bowie ‘Changes’</p>
LANGUAGES	<p>A large number of literary texts incorporate issues of change and loss. Here are some examples:</p> <p>YOUNGER READERS</p> <p>A Deacon Beegu</p> <p>K Gray Mum and Dad Glue</p> <p>O Jeffers The Heart and the Bottle, How to Catch a Star, Lost and Found, The Way Back Home</p> <p>S Lean A Dog Called Homeless</p> <p>A Meek I’m Special, I’m Me</p> <p>S Murphy Pearl (Granny with dementia)</p> <p>M Mundy Mad Isn’t Bad</p> <p>M. Walsh Living with Mum and Living with Dad : My Two Homes</p> <p>J Witek In My Heart: A Book of Feelings</p> <p>OLDER READERS</p> <p>A.Carter (Ed.) Virago Book of Fairy Tales</p> <p>A.Jen Mah. Chinese Cinderella</p> <p>P. Ness A Monster Calls</p> <p>S. Mason Moon Pie</p> <p>M. Morpurgo A Medal for Leroy</p> <p>M.Rosen &amp; Q.Blake. Michael Rosen’s Sad Book</p> <p>J .Ure Ice Lolly</p> <p>N .Singer The Flask</p> <p>Jacqueline Wilson books</p>
MATHEMATICS	Via discussion of how mathematical symbols change functions
RELIGIOUS AND MORAL EDUCATION	Changing perspectives about religion and philosophies
SCIENCES	Climate change, changes in body
SOCIAL STUDIES	<p>Use naturally occurring events – change and loss are ubiquitous</p> <p>‘Daily What’ (GLOW)</p>
TECHNOLOGIES	Advances in social media, changes in technology e.g. Snapchat, instagram

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# Appendices

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## Lesson 1 – Introduction to the concept of change

Could be used for bingo cards (photocopy onto card and separate into boards containing 12 words)

<b>hurt</b>	<b>rejected</b>	<b>afraid</b>
<b>angry</b>	<b>dismayed</b>	<b>delighted</b>
<b>unwanted</b>	<b>upset</b>	<b>determined</b>
<b>frustrated</b>	<b>worried</b>	<b>proud</b>

<b>abandoned</b>	<b>peaceful</b>	<b>betrayed</b>
<b>excited</b>	<b>jealous</b>	<b>broken hearted</b>
<b>powerless</b>	<b>happy</b>	<b>calm</b>
<b>stressed</b>	<b>sad</b>	<b>lost</b>

<b>flat</b>	<b>devastated</b>	<b>unappreciated</b>
<b>relieved</b>	<b>insecure</b>	<b>guilty</b>
<b>embarrassed</b>	<b>unloved</b>	<b>all over the place</b>
<b>lonely</b>	<b>friendless</b>	<b>ashamed</b>

<b>inconsolable</b>	<b>to blame</b>	<b>responsible</b>
<b>bad tempered</b>	<b>proud</b>	<b>weak</b>
<b>anxious</b>	<b>grumpy</b>	<b>powerless</b>
<b>aggressive</b>	<b>thoughtful</b>	<b>confused</b>

<b>confident</b>	<b>glad</b>	<b>concerned</b>
<b>weird</b>	<b>shocked</b>	<b>satisfied</b>
<b>nervous</b>	<b>amazed</b>	<b>strong</b>
<b>hurt</b>	<b>rejected</b>	<b>afraid</b>

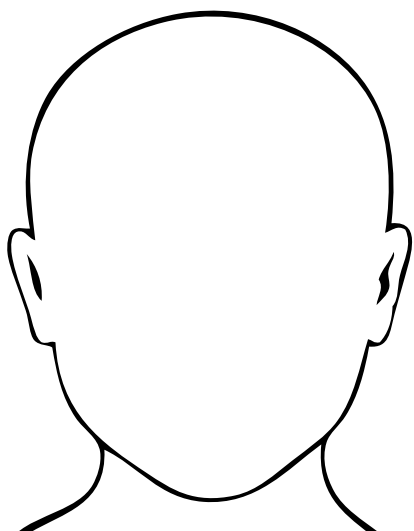
<b>angry</b>	<b>dismayed</b>	<b>delighted</b>
<b>powerless</b>	<b>happy</b>	<b>calm</b>
<b>bad tempered</b>	<b>proud</b>	<b>weak</b>
<b>weird</b>	<b>shocked</b>	<b>satisfied</b>

<b>nervous</b>	<b>amazed</b>	<b>strong</b>
<b>embarrassed</b>	<b>unloved</b>	<b>all over the place</b>
<b>abandoned</b>	<b>peaceful</b>	<b>betrayed</b>
<b>hurt</b>	<b>rejected</b>	<b>afraid</b>

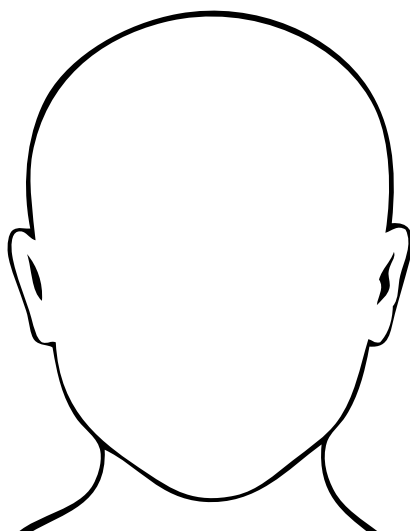
<b>confident</b>	<b>glad</b>	<b>concerned</b>
<b>lonely</b>	<b>friendless</b>	<b>ashamed</b>
<b>hopeful</b>	<b>defiant</b>	<b>depressed</b>
<b>unwanted</b>	<b>upset</b>	<b>determined</b>

## Lesson 2 – Expressing feelings about change

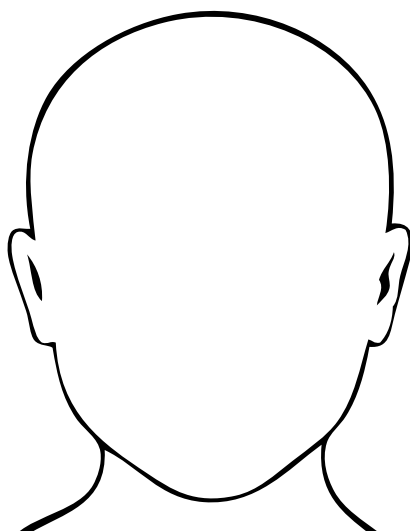
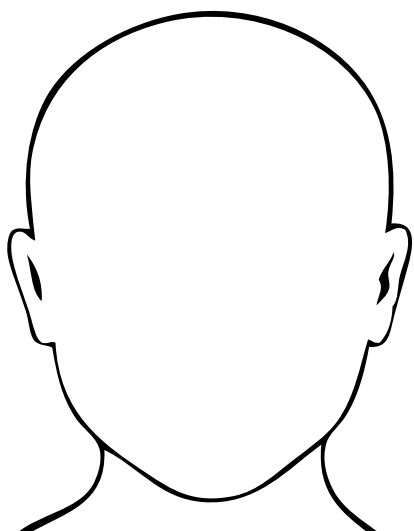
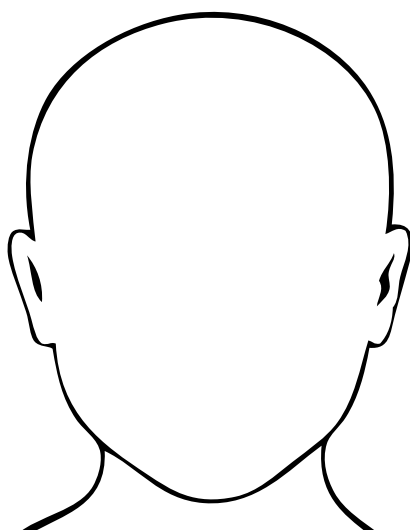
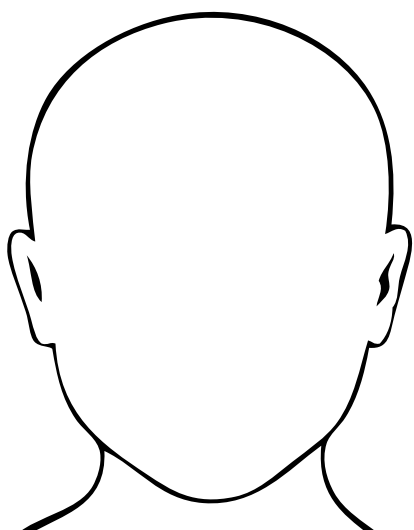
### Faces



worried



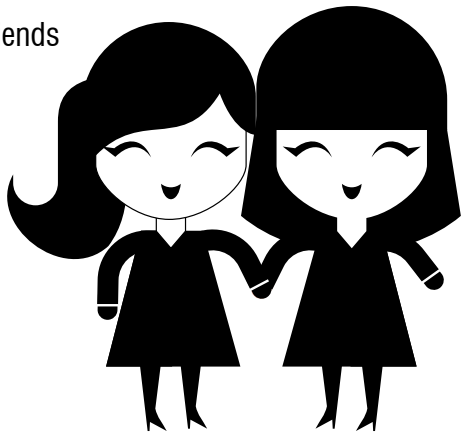
excited



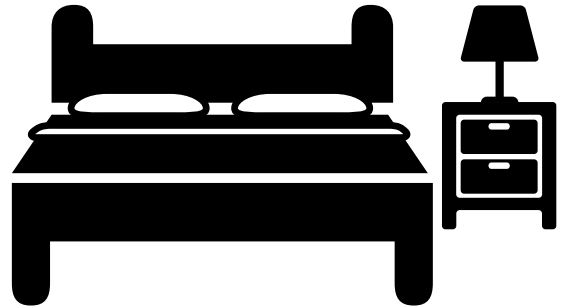


## Things we can change and things we can't

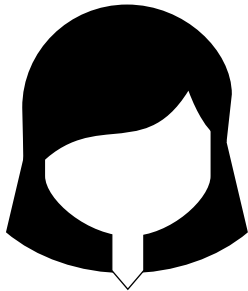
Friends



Your room



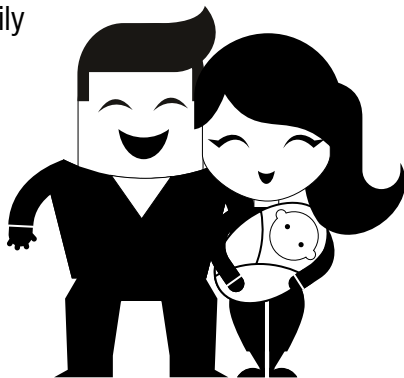
Hairstyle



Behaviour



Family



Weather



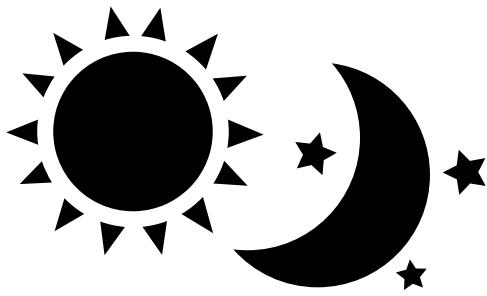
Clothes



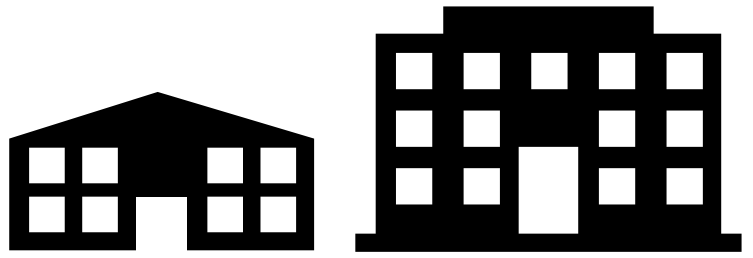
Death



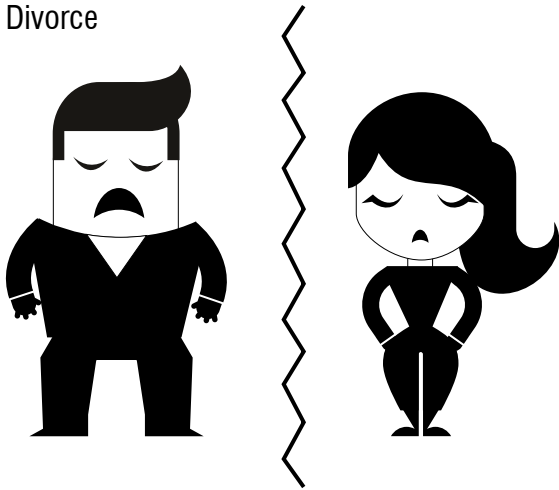
Day and Night



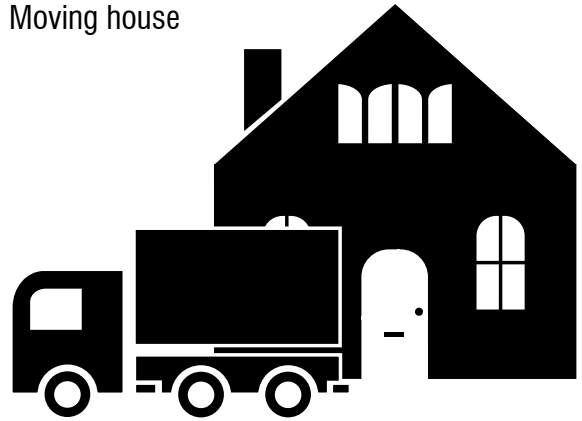
Moving from primary to secondary



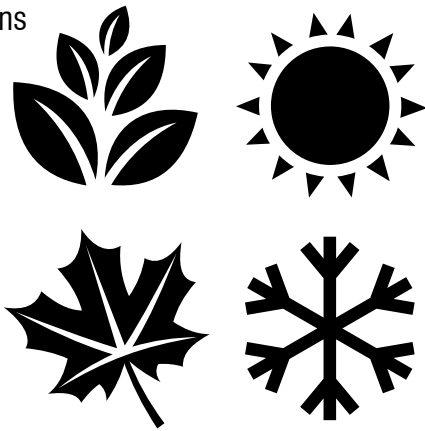
Divorce



Moving house



Seasons



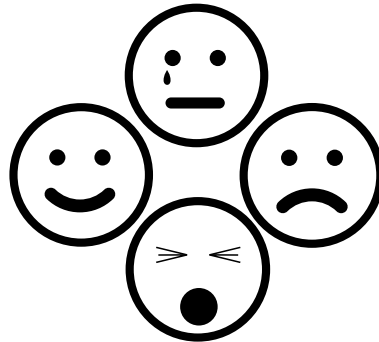
Hobbies



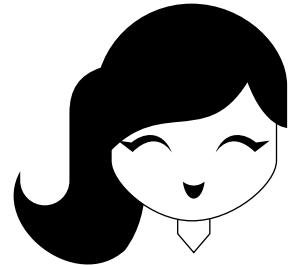
Getting older



Feelings



Your appearance



## Lesson 3 – Self Efficacy

My life before things changed

EARLY / FIRST LEVEL

My life before things changed

My life after things changed

My life before things changed.....

My life after things changed.....

## Agony aunt scenarios

### EARLY LEVEL

Dear Big Brother,

My little rabbit died and I feel so sad. I can't stop crying. Please give me some advice.

*From Harry*

Dear Cool Cousin,

I feel a bit worried about going to my new class next year. Any advice?

*From Vicki*

Dear Thoughtful Thelma,

I get a sore tummy when Mrs Monkey is in our class. Please help!

*From Talkative Tommy*

Dear Soul Sister,

I'm frightened to learn to swim. What should I do?

*From Fiona Flipper*

### FIRST LEVEL

Dear Concerned Cousin,

I can't get the hang of the new dance steps for my exam. Yikes!

*From Lady Gaga*

Dear Agony Aunt,

I am really struggling to learn the recorder. Help!

*From Tommy Tootlington*

Dear Moaning Monica,

My parents seem sad just now. I'm worried I've upset them. Any advice?

*From Lonely Lesley*

Dear Unflappable Uncle,

I'm moving to a new school in June and I'm worried about having no friends. Any advice?

*From Gavin Going*

### SECOND LEVEL

1. You have a project to do for the end of the week and you haven't started.....
2. Your friend moved away to another school today and you miss them.....
3. You are going into S1 next month and are worried that you won't be able to find your new classes.....
4. Your granny died last week and you are feeling very sad.....
5. You are feeling a bit nervous because you have to do a talk in school tomorrow.....
6. You have lost your cat and can't find her anywhere.....
7. You are moving to a new house far away from your friends.....
8. Your mum is having a baby and you don't know what will happen to you....
9. Your dad is away from the house a lot and you don't see him very often.....
10. Your class are doing assembly this morning and you are scared you'll forget the words....

## Coping cards

<b>do sport</b>	<b>laugh</b>	<b>tell the teacher</b>
<b>cry</b>	<b>go to bed early</b>	<b>listen to music</b>
<b>call a help line</b>	<b>make a plan/list</b>	<b>talk to friends</b>
<b>worry</b>	<b>ignore the problem</b>	<b>talk to someone at home</b>
<b>think positively</b>	<b>read a book</b>	<b>pretend everything is OK</b>
<b>tell yourself you can do it</b>	<b>complain</b>	<b>keep trying</b>
<b>give it 100%</b>	<b>don't think about it</b>	<b>go for a walk</b>
<b>text your friend</b>	<b>get advice from the internet</b>	<b>put up with it</b>

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For further information on change and loss, please contact your school Psychologist.  
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North Ayrshire Council  
Comhairle Siorrachd Air a Tuath