

Why is Change Important?

Learning Objectives

Learning Objective: We are learning why change is important.

Success Criteria:

- I can explain how change can affect myself and others.
- I can analyse how change can make our lives better.

Homework

Students use the sheet to identify one change in their week that may have been a challenge/obstacle, and how they might prepare for it better if it happens again in the future.

Materials

- Why is Change Important? worksheet
- Homework sheet
- “The Koala Who Could” by Rachel Bright <https://www.youtube.com/watch?v=VcdVsRfUbjk>

Activities and Main Teaching Points

Read the Learning Objectives and Success Criteria with students and rephrase them in student-friendly language if needed.

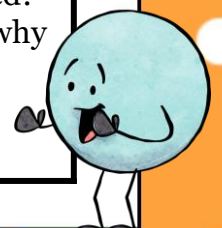
Listen to the story “The Koala Who Could” by Rachel Bright. Stop and ask students the following questions about it:

- Why was change important for Kevin the Koala?
- How did change affect Kevin?
- Do you think Kevin’s life became better or worse because of the change?

After reading the story and discussing the questions above, explain to students that change is important because it gives us the opportunity to learn and grow. You learn not only a lot about the world around you but more about yourself as a person. Ask students to turn to the person next to them and discuss:

- Do you think change is important?
- Can change be important, for example when you feel upset/sad/bored?

Students are to share their responses. Discuss that there are 5 reasons why change is important: it can make our life exciting, it can lead to new learning, it can bring new opportunities, we can develop our strength/resilience, and we can get a chance to re-try things!



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Activities and Main Teaching Points

Model to students their independent task. Show students how they are to complete the 'Why is Change Important?' worksheet. Explain that for their task they will need to answer the questions on the worksheet. For each question, they will need to record a time they have experienced change, and that led to their life becoming more exciting, new opportunities, new learning, made them stronger and how they were able to give something a go again.

Upon completion, come back together as a class to share. Students are to share with a partner. Once they have finished sharing, ask each partner to recount one item from their partner's work to demonstrate active listening. Review the Learning Objectives and Success Criteria, and whether students achieved them. Discuss what changes students may face in the coming week and how these may affect them.

Differentiation

To support the different achievement levels in the classroom, the task can be differentiated by:

Support: Students can work with the teacher or another adult in a small group. Students can either take turns to complete one worksheet, and/or they can verbalise their responses to the adult who can act as a scribe.

Extension: Students can predict what change/s will occur in the future for them and how these might make their life more exciting.

Additional Note for Teachers

It can be difficult for students to explain why change can make their life more exciting, especially in a potentially challenging situation such as leaving a class/teacher they have enjoyed. In this instance, it is better to highlight an opportunity that would not have come if it weren't for the change, for example the opportunity to get to know a new teacher/classroom. One can also highlight the things that will remain the same in their life, providing a sense of stability.

Teacher Evaluation

Record your observations and assessment of the lesson. What worked well, and what didn't? What do you need to follow up?

