

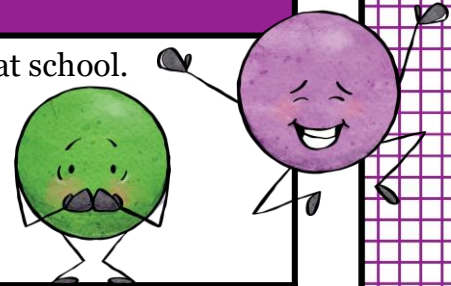
# Change at School

## Learning Objectives

**Learning Objective:** We are learning about changes at school.

### Success Criteria:

- I can identify what changes occur at school.
- I can connect these changes with emotions I feel.
- I can participate in Circle Time.



## Homework

Students use the sheet to complete an “All About Me” to introduce themselves to their next teacher, noting any questions they have for them.

## Materials

- Change at School circle time worksheet
- Homework sheet
- “Mae’s First Day of School” by Kate Berube: <https://www.youtube.com/watch?v=YIAFhdKzuM>

## Activities and Main Teaching Points

Read the Learning Objectives and Success Criteria with students and rephrase them in student-friendly language as needed. Read the text “Mae’s First Day of School” by Kate Berube. Ask students the following questions about the text:

- What was the big change for Mae?
- How was Mae feeling throughout the book? How do you know this?

After reading the text and discussing the questions above, explain to students that when we are at school, there can be lots of changes. Discuss as a class some changes we may experience at school. Brainstorm these ideas on the whiteboard. Some examples may include: first time speaking in front of the class, a teacher leaving, moving to a different class or year level etc.

Now, delve deeper into the transition period that students go through when they change classes at the end of the school year. Students are to discuss with a partner how they feel and what changes they experience when they move to a new class.

Move onto a Circle Time about transition, explaining that participating in Circle Time is an opportunity for them to express themselves, and that Circle Time is a safe space. Model a Circle Time with the students as needed, including rules.

During Circle Time, validate and reassure them in relation to their emotions, thoughts and experiences, including any worries.



# Change at School

## Activities and Main Teaching Points

Model to students their independent task. Show students the worksheet 'Change at School.' After participating in Circle Time with the class, model the students' task using your own adult experiences of class transitions. Students are to write (and/or draw) about their own emotions and experiences around the upcoming transition, and then record the emotions and experiences of 5 other students.

Once the task is complete, come back together as a class to share. Students are to recount the emotions and experiences that 1 other student shared during Circle Time. Use the prompting questions below to guide the class discussion:

- What did they think about the change?
- What emotions did they share?
- Are these emotions okay? Why? (Answer: Yes, because all emotions are okay. Emotions are not bad or good. Teacher can make the distinction between emotions and actions/behaviours as needed. Also, reiterate that change can feel difficult, as we've learned about previously.)

## Differentiation

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

**Support:** Students can work with the teacher. The teacher is to take a small group of students and focus on recording their emotions and experiences together. Students could also draw their responses rather than writing.

**Extension:** Students can explain why their own emotions and those of their classmates are okay, and how they can reassure themselves and/or their classmates that these are normal and understandable feelings about change. Students can explain in writing what they could say to their classmates or to themselves.

## Teacher Evaluation

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

