

## Change Overview

### Main Points

The resilient child feels that they can have some control over their environment including goal-directedness, persistence and hopefulness. They need to see the future as hopeful and that they will be able to handle situations as they arise, having control over their present and future situations. The ability to see change as inevitable and frequently positive in nature, allows the child to move forward without fear.

### Essential Questions:

1. What is change?
2. How can change be good?
3. How can change be bad?
4. How can we deal with change in a positive way?
5. What are some changes kids will have to deal with?

### Alternate Books:

That's Good! That's Bad! by Margery Cuyler

That's Good! That's Bad in the Grand Canyon by Margery Cuyler

Miss Tizzy by Libba Moore Gray

Ira Says Good-Bye by Bernard Waber

I Hate English by Ellen Levine

### Activities:

1- Provide a pipe cleaner for each student. Have the students think back over the various times of their lives. If something sad or bad happened, have them bend the pipe cleaner down. When they think of something good, they bend the pipe cleaner up. Everyone is asked to compare pipe cleaners. None of them look the same, but none of them are straight either.

2-Have the students get into pairs. Tell each pair to face one another and look at their partner very closely. Next have partners face opposite from each other. Tell them to change something about themselves. The more subtle the better. They face each other again and try to detect the change that was made. Repeat several times. Change partners. Did it get harder or easier? Do friends change? Why?

### Utah State Core Curriculum:

**K-2 Core - Fine Arts, Health, Physical Education, Science, and Social Studies**

**Standard 2: Students will develop a sense of self in relation to families and community.**

K - 1c; 1<sup>st</sup> - 1c; 2<sup>nd</sup> - 1c,d

**3-6 Responsible Healthy Lifestyles**

**Standard 1: The students will learn ways to improve mental health and manage stress.**

3<sup>rd</sup> - 1a; 4<sup>th</sup> - 1c; 5<sup>th</sup> - 1a,b,c; 6<sup>th</sup> - 1a,b

## Change Lesson

### Review:

Briefly review the main points of the previous lesson and point out any connections to the current lesson.

### Main Points:

A- Discuss that change is part of life.

- 1- In pioneer times life was much different than today and life continues to change today, ie advent of computerization
- 2- When changes happens we have a choice of how we will react to it

B- Read the book Who Moved My Cheese for Kids by Spencer Johnson

- 1- Compare the behaviors of Sniff and Scurry (got up early, checked cheese freshness and measured cheese) and Hem and Haw (slept in and relaxed) at Cheese Station C.
- 2- Why weren't Sniff and Scurry surprised to find the cheese gone? What did they think about the new cheese they planned to find? Contrast with Hem and Haw.
- 3- What did Hem and Haw gain by resisting the change? What did they lose?
- 4- We can react to change in different ways. We can:
  - Get mad and refuse to accept it
  - Go into shock and refuse to accept it
  - Accept that change will occur and has occurred. Begin looking for the good parts of the change
- 5- We decide how we will react to change. We can fight it like Hem and Haw or we can know that it is going to happen and prepare like Sniff and scurry. We can even decide to be positive when an unexpected change occurs. We make that choice.

### Challenge:

Watch for change in the coming week. It could be as simple as a change in the daily routine at school. Choose to handle the change in a positive manner.

### Goals:

Students will realize that change is a part of life.

Students will be able to give positive examples of how to handle change.