Overall expectation: Preparation for Transitions and Change
• Analyze changes taking place in their personal lives, their community and the economy and identify strategies to facilitate smooth transitions during change

Specific Expectations:
• Describe the characteristics of transitions and changes, and identify some of the personal and work-related transitions and changes that they or others have experienced
• Identify positive ways of dealing with transitions and change

Learning Goal:
• Identify and select a variety of appropriate strategies that help individuals deal with change and transitions in their lives

Assessment/Success Criteria
Knowledge and Understanding
• Demonstrates knowledge of content (i.e., broad categories of strategies for transitions and change, phases of change, factors that influence strategies to deal with change)
Thinking
• Selects appropriate strategies for dealing with transitions and change
Communication
• Communicates ideas clearly and succinctly

Prior Learning
Prior to this lesson, students will have:
• Some knowledge of the characteristics of transitions and changes
• An awareness of personal and school/work-related transitions and changes that they or others have experienced (e.g., moving to a new country, losing a job, going to a new school)

Materials and Resources
Materials:
For Last One Standing activity, markers, chart paper, index cards
Appendix A: Learning Centre Cards—create or copy one image and scenario for each Corner Card
Appendix B: Learning Centre Notes—one per group
Appendix C: Education and Career Planning RAFT and Checklist—one per student
Internet Resource:

Resources:
Differentiated Instruction Teaching and Learning Examples 2009

Teaching/Learning Sequence: Grade 10 Career Studies (GLC2O): Preparation for Transitions and Change—Guidance and Career Education

**Teaching/Learning Sequence: Grade 10 Career Studies (GLC2O): Preparations for Transitions and Change—Guidance and Career Education**

**MINDS ON**

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

**Individuals → Last One Standing**

Each student completes the following three sentence stems on the front of an index card:

1. One change (that I have experienced) that most people have experienced is...
2. One change (that I have experienced) that some people have experienced is...
3. One change that is unique to me is...

On the back of the card, students write about how they responded to their unique change (sentence stem #3). Provide an example. Caution students that their responses may be shared with others. Tell students that they may “pass” on any of the statements.

Collect the cards and select a few each day to read to the class:

1. Read the first statement on the card to the class; ask students to stand if this change applies to them.
2. Read the second statement; ask students to remain standing if this change applies to them.
3. Read the final statement; ask students to remain standing if this change applies to them.

In most instances, there will be one student left standing.

**Whole Class → Discussion**

Read some of the student responses for “One change that is unique to me” to initiate a discussion on (a) strategies to address transitions and change and (b) factors to consider (e.g., culture, finances, strengths) that might influence the strategies used.

**ACTION**

- introducing new learning or extending/reinforcing prior learning
- providing opportunities for practice and application of learning (guided → independent)

**Small Groups → Learning Centres**

Post images with change scenarios using Learning Centre Cards (Appendix A) at various locations around the room. Review guidelines for Brainstorming, e.g., DOVE approach as on Learning Centre Notes (Appendix B).

Students select the image/scenario that interests them.

At each Learning Centre, students:

- Share why they chose the particular image/change scenario
- Discuss the particular change scenario from a variety of perspectives (e.g., new to the school, final year of high school, new to country and just learning to speak English)
- Select a recorder, Brainstorm (as a Round Robin—in a circle with each student contributing an idea until all ideas are exhausted) and record, on Learning Centre Notes (Appendix B), factors to consider and possible strategies to address the change
- Highlight those strategies that seem to have the most potential

**Whole Class → Sort and Classify/Guided Discussion**

Groups share their scenario, factors and strategies with the class. Create a master list of strategies for dealing with transitions and change.

Guide a class discussion to classify the strategies (e.g., talk to trusted people, look for positives, get more information, focus on the future, understand the change, make a plan).

**Whole Class/Pairs → Mini-Lecture/Think-Pair-Share**

Indicate that understanding change helps us deal positively with change. Review the three phases in the change process:

1. **Ending/Letting Go**
   - The start of the transition
   - May involve good or bad feelings or both
   - The time between letting go and moving forward
   - Feelings are often unsettled or confused
   - Moving ahead—starting again,
   - Trying new things, taking risks,
   - or taking things step by step
   - Feelings may be positive, negative, or both

Have pairs of students discuss their transition to high school in terms of the three phases of change.

Take up a few examples. Provide feedback and reinforce use of terms.

**CONSOLIDATION AND CONNECTION**

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

**Pairs → RAFT**

Distribute the Education and Career Planning RAFT and Checklist (Appendix C). Explain that the RAFT assignment will help them apply their knowledge of transitions and change to their education and career planning. Review the criteria for success using the Checklist on the Education and Career Planning RAFT and Checklist (Appendix C) and refine based on student suggestions and feedback.

Students:

- Select a role, audience, format, and topic and find a partner who has made a similar choice
- Work in pairs, following the instructions on the RAFT, to prepare a product

**Pairs/Fours → Peer Assessment**

Pairs share their RAFT products with another pair; providing feedback for each other based on the RAFT Checklist. Pairs refine as required.

Ask for a few volunteers to present their RAFT scenarios. Debrief and provide feedback as a class. Schedule time each period for pairs to share their revised products with the class.

**Note:**

To debrief the group activity, students may complete a Positive Participation Chart (Teaching and Learning: Strategies for Student Success, pp. 1.7–12 and p. 34).

**Possible Next Steps**

Students revisit their index card from Last One Standing or select a new change/transition scenario, and develop a response plan that reflects new learning.