

Mentoring Session 6: Change happens and how to cope

Aim

- To discuss strategies for dealing with changes in life, particularly during the transitional period when school is coming to an end and decisions about next steps need to be made. This time can be both exciting and potentially worrying.

Prepare in Advance

- Review the session outline and prepare any personal stories or experiences that you feel comfortable sharing.
- Familiarise yourself with the F-A-C-E strategy and the resources from Manchester University on dealing with change.

Scaffolding

If the mentees finish early, ask them to research ways to cope with expected and unexpected changes, stress, how to make new friends while maintaining contact with the old ones, etc.

Learning Objectives

By the end of this session, the mentees will be able to...

- Understand common feelings associated with the end of school/college.
- Explore strategies for managing change effectively.
- Reflect on personal experiences and share concerns or excitement about the future.
- Learn the F-A-C-E strategy to deal with change.
- Identify signs in themselves or others who might be struggling with change.
- Know where to seek further support if needed.



Session Flow



Time

Activity

5 min

Introductions and Aims

- Welcome and introductions
- Brief overview of the session's objectives and activities

10 min

Ice-breaker Question:

- Ask participants: How do you feel about your time at school/college coming to an end later this year? What next steps do you have planned? What are you looking forward to about the next stage of life?

25 min

Sharing Experiences

- There are 3 parts to this. See the next page for more details:
 - Share your experiences of the last year of school/college and the transition to university. Discuss final exams, uncertainties about results, moving to a new place, and making new friends.
 - Introduce and explain the F-A-C-E strategy: Focus on what is in your control, Acknowledge your thoughts and feelings, Come back to your body, Engage in what you are doing. Use the resource from Manchester University: [Looking After Yourself - Change](#).
 - Engage participants in an art activity where they create a visual representation of their feelings about the upcoming changes. This could be a collage, drawing, or painting.

5 min

Mentee Questions

- Allow time for mentees to ask questions
- Summary of key points discussed
- Closing remarks and encouragement

10 min

Plenary: Cycle 1 Reflection

- Give the mentees the link/QR code to complete Cycle 1 reflection
 - There are some prompt questions on the next page

MENTOR GUIDANCE

MENTORING SESSION 6: CHANGE HAPPENS AND HOW TO COPE

The aim of this session is to discuss strategies for dealing with changes in life, particularly during the transitional period when school or college is coming to an end and decisions about next steps need to be made. This time can be both exciting and potentially worrying.

By the end of this session, participants will understand common feelings associated with the end of school or college, explore strategies for managing change effectively, reflect on personal experiences and share concerns or excitement about the future, learn the F-A-C-E strategy to deal with change, identify signs in themselves or others who might be struggling with change, and know where to seek further support if needed.

MENTOR ROLES

1. Before the session, review the outline and prepare personal stories or experiences that you feel comfortable sharing. Familiarize yourself with the F-A-C-E strategy and the resources from Manchester University on dealing with change.
2. Start the session by welcoming participants and explaining the aims and learning objectives. Emphasise that this is a safe space for sharing and discussing their thoughts and feelings about the end of school or college and the upcoming changes.
3. Encourage participants to share their feelings about the transition from school or college. Use the icebreaker questions to get the conversation started. Share your own experiences to create a connection with the participants and show that it is normal to have mixed emotions during this time.
4. Clearly explain the F-A-C-E strategy, providing examples of how each step can be applied in real-life situations. Use the Manchester University resource to reinforce the strategy and provide additional insights into managing change. <https://www.studentsupport.manchester.ac.uk/taking-care/wellbeing/looking-after-yourself/change/> (there are some helpful videos also)
5. Facilitate a group discussion on the given questions, ensuring that everyone has the opportunity to share their thoughts. Highlight the importance of recognising signs of struggle in themselves and others, and discuss where to seek support if needed.

Discuss the following questions: Is change always negative? What have been positive times of change in the past? What signs might you see in someone who is finding it hard to manage change? Why can it sometimes be difficult to cope with changes in life? Will strategies to help work for everyone? If someone is struggling, where could they get further support?

6. Introduce the art activity as a creative way to express feelings about the upcoming changes. Provide guidance and encouragement as participants create their visual representations.
7. Conclude the session by reminding participants that it is normal to experience a range of emotions during transitions. Encourage them to seek support if they find it challenging to cope with the changes and reassure them that help is available.

MENTORING SESSION 6: CHANGE HAPPENS AND HOW TO COPE BRIGHT IDEAS!

This page contains ideas for alternative sessions, changes/additions, extra activities, etc.
Feel free to use as you wish!

UCAS Research

Ask the mentees to open the UCAS website, and encourage them to get creative exploring different degree options.

- Remind the mentees to be open-minded about degree routes, as there will be many they haven't heard about before!
- Encourage mentees to take notes and write down pros/cons of each degree they are interested in.
 - This information can be used in the future when they apply for degrees!



Exploring Worries

If you think the mentees are particularly anxious about university, take time to focus on this. Open a discussion about why they are feeling this way, so you can help address those concerns. You could even tailor future sessions to come back to this!

Career Hot Potato

1. Suggest a STEM career (e.g. biomedical scientist, engineer, etc.)
2. Randomly select a mentee. They have to come up with a degree that would enable someone to work in that field, and list one thing that would be useful from that degree in the chosen field.
3. Continue randomly selecting mentees until they run out of ideas!

You can repeat this with different careers, or choose careers that the mentees have previously shown interest in!

I Wanna Be Like You

Choose some role models or famous people in a STEM industry, and explore their university/career journeys. Really nice way to show there's no fixed path to success or a good career!

An example: Bessie Blount (left-handed, nurse, invented apparatus for disabled veterans, then changed career at 55 to become a forgery expert with Scotland Yard)