



L1. COPING SKILLS

FS



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

What do feelings mean and why do I need coping skills?



YOU WILL NEED:

A familiar story with lots of feelings in it; paper cut into comic strips; pens; pencils.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

Some children may be able to label the feelings on their comic strip or add speech bubbles which say, 'I am sad' or 'I am angry.'

Some children might like to think of different stories to use for their comic strip or make up their own story, with a solution.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



DIRECT TEACHING INPUT:

- > Explain to the children that you are going to talk about feelings and the impact they have on us.
- > Ask the children to think of as many different words to describe feelings as they can. Write these on a piece of paper. It's okay for children to use metaphors for feelings such as butterflies in tummy for excitement, but ensure the feeling is also named.
- > Ask the children if the feeling is one that makes us feel really great, or one that makes us feel not so great.
- > Write the answers on a board. Question further and ask: If the feeling is not so great, why is it not so great and what happens? What would help with this feeling?
- > If you need help with the feeling, what would you do?
- > Who would you go to, to get help?
- > Pick a story from the school collection that the children might already know
- > Read the story to the children in small parts. When appropriate, stop and ask the children what feelings the characters might be experiencing and why.
- > Refer to some of the questions earlier in the lesson about feelings too.
- > Ask the children if there is anyone in the story who the character might go to for help. Or, using their imagination, who else might the person go to for help? This can be anyone.
- > Can the children think of a way that the person could feel better? Collate and share answers. Ask how that might change the story.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > On their comic strip paper, ask the children to draw three parts of the story that show different feelings.
- > Assuming there is a happy ending to the story, the children should be asked to explain what the challenge was and what the solution was.
- > Ask the children if they can think of any other solutions or people who could have helped. Encourage them to understand that there are lots of people who can help and lots of ways to sort out problems.

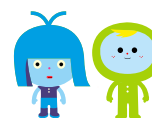


L2. COPING SKILLS

LESSON 2 QUESTION:

Can I change how my body acts when I'm worried or angry,

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YOU WILL NEED:

Hall space; sad, angry, calming, happy music.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

Back in the classroom, the children could paint a worried, angry or sad body and a happy, calm or coping body.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



DIRECT TEACHING INPUT:

- > Ask the children if they can explain what happens to their body when they are worried or angry.
- > Encourage them to think about every part of their body, including how they breathe.
- > Ask the children to lay down and play the 'sad' music quietly. Explain that you are going to describe a situation and you would like the children to imagine that they are the person who is struggling in the situation.
- > Tell the children to imagine that earlier today, when they went out to play, their friends were busy and ignored them. They felt sad. Their face was frowning, their shoulders were drooping and their head was down. On the count of three, the children should move around the room like this.
- > Once the children have been round the hall a couple of times in character, ask them to stop. Although they were only imagining the situation, how did the children feel listening to the sad music and pretending they were sad?
- > Ask the children to lay down again. Explain that, in the playground, they watched their friends playing football together. The ball flew over and hit them on the head and their friends laughed and ran away. Ask the children how they would be feeling now.
- > Play the angry music more loudly and say that now you want the children to clench their fists, stiffen their bodies, grit their teeth and stomp angrily round the room.
- > When they have done this for a couple of times, ask them how they are feeling now.
- > Explain that, even though they were pretending, by listening to sad or angry music and doing certain things with our bodies such as clenching our fists and hanging our heads, our brain thinks that we are really feeling sad, angry or worried.
- > Ask the children what we could do to tell our brain that we are okay, we are feeling better, feeling in control and coping.
- > This time, when the children lay down, play some happy music. Explain that today you've decided not to worry about your friends. Instead, you are going to skip round slowly and calmly, with loose shoulders, open hands and a smiling face. You are going to say hello to everyone that you skip past and hum along to the music.
- > Ask the children how they feel once they have skipped round the hall for a couple of times. What difference did the happy music make?



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask the children what their bodies are likely to do if they are really sad, worried or angry. Remind them that these signs are going to the brain and, unless we do something different, these feelings may carry on for much longer than we'd like.
- > Ask the children what they could tell their body to do so that it relaxes. Encourage answers such as unclenching fists, breathing slowly and calmly, standing straight.
- > Tell the children that you will be looking for people who are giving their bodies positive messages over the course of the next week.
- > Give out award leaves for answers that show an understanding of learning how to cope.



L3. COPING SKILLS

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LESSON 3 QUESTION:

How do I cope when I can't do something yet?



YOU WILL NEED:
Paper and pens.



DIRECT TEACHING INPUT:

- › Tell the children a story from your childhood which involves not being able to do something that your classmates or friends could do. This could have been tying your shoelaces, or learning to read, or climbing to the top of the climbing frame.
- › Ask the children how they think you felt. Encourage answers such as sad, frustrated, jealous.
- › Explain that you felt all of those things and ask the children what they think you did. Some may say that you got angry, or that you gave up. Tell them that a bit of you wanted to do those things, but you didn't.
- › Tell the children that you stopped saying, 'I can't tie my shoelaces.' Instead you said, 'It's okay. I can't tie my shoelaces yet but, if I practise and ask for help and don't give up, I will be able to tie my laces soon.' And you could.
- › Ask the children what they can't do at the moment. When anyone answers make sure that they say yet at the end of their sentence. Tell them that, by just saying, 'I can't do that' they are telling their brain and their body not to try any more. If they say, 'I can't do that yet,' they are being determined and resilient and their body and brain know that they won't give up.
- › Each child should choose one thing that they want to be able to do that they can't do yet. On one side of a folded piece of paper they should draw themselves struggling and write the sentence, 'I can'tyet.'



REFLECTION/BRINGING THE SESSION TOGETHER:

- › The children should share, with their classmates, some of the things that they want to be able to do.
- › Explain that you are going to take copies of their targets so that parents also know what they are working to achieve.
- › Remind the children that, if they use certain negative language, their brain and body might give up. Then they will worry that they won't ever be able to do that thing. However, if they use positive language that sounds like they are going to get there in the end, their brain and body will keep trying and they will be better able to cope with any setbacks on the way.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial Expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION

The aim of this exercise is that children will use positive language and have made significant progress towards achieving their target by the end of the module. Adults should check that the targets that the children choose are achievable within the next three weeks.

A letter or email to parents should explain the benefits of using positive language and ask them to support their child with their target. Schools may like to give parents further information about fixed and growth mind-sets.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L4. COPING SKILLS

LESSON 4 QUESTION:

Do I know how to help myself feel better and have coping skills for outside school?

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YOU WILL NEED:

Paper and pens.



DIRECT TEACHING INPUT:

- › Ask the children to think of a place outside of school that they visit regularly. This might be the swimming baths, a member of the family's home, a religious place, the shops.
- › Ask the children to draw a picture of the place, along with a map of the route highlighting any places on the way that make them worried or that they really enjoy (examples could be a busy road and a sweet shop).
- › Once they have done this, encourage the children to share the pictures and talk through the feelings they have about the places they've added in, asking questions such as: What could you do to make you feel happier, safer and calmer?
- › When you did that journey or visited that place previously, were you able to get through it, deal with it? If so, how? What does that tell you?
- › This time, ask them to add to their picture things they will do to help them feel better and get through the situations.
- › When the children have finished their pictures, ask them to share them with their class along with their coping skills.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children if anybody has thought of a different solution to one of their classmate's worries, e.g. They might have said that they hold their dad's hand to cross the road. Perhaps they could hold their dad's hand and use a crossing too?
- › Encourage the children to think of as many solutions as possible to their problems, so that they understand there are different ways of coping and a range of people who can help them. Do be aware of children suggesting that they ask strangers for help though.
- › Give out award leaves for children coming up with solutions that would help their friends.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial Expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

Some children may be able to use their imaginations to draw a fictional character's route, such as Little Red Riding Hood. They could identify the things that happened on the way to, and at, Grandma's house and suggest solutions, e.g. phoning the police.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L5. COPING SKILLS

LESSON 5 QUESTION:

Do I know how to feel better and help others feel better?

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YOU WILL NEED:

Paper; pens; glue; scissors; pictures of positive events and happy images such as fair grounds, family pictures - these can be from magazines or from the Internet; 'Dealing With Worries' worksheets



DIRECT TEACHING INPUT:

- › Explain to children that today you are going to look at pictures that help bring on happy memories.
- › Put children into small groups with a selection of pictures on the table.
- › Explain to the children that they are going to look at all the pictures and choose the ones that make them the happiest. They should put them together on a piece of A4 paper.
- › Encourage the children to use lots of images to tell a story.
- › Before the children stick the pictures down, ask them to share their pictures and memories with others on their table.
- › Once they have done this, ask the class how it felt to hear other people's happy memories and how it made them feel talking about happy memories.
- › Now let the children stick their pictures down to make a collage.
- › Ask a few children to share their memories with the whole class.
- › Now ask the children to close their eyes and see if they can visualise the pictures and the memories they have just created in their imagination. Give the children a few minutes to make the image really strong in their mind. Tell them to turn the picture brightness up in their minds and if there is volume, turn that up as well so they can really see, hear and feel the memory.
- › Once the children have done this, ask them to open their eyes. Ask them how it felt to see the memory in their mind and visualise/imagine it. You are looking for answers such as: It felt happy, like I was there again etc.
- › Explain to the children that visualising/imagining and talking about a positive experience or memory can help them feel good and this is called a happy anchor. It's something that can anchor happy feelings.
- › Practise this exercise with the children a few times coming in and out of the visualisation.
- › Explain to the children that they can imagine a happy memory anchor whenever they want to feel better.

REFLECTION/BRINGING THE SESSION TOGETHER:

- › Bring the children together in a circle and ask them when they might need to use their happy anchors. Encourage the children to think of real situations
- › Explain to the children that they can use this technique to feel safe, calm and relaxed too. Ask the children when they might need to feel these positive feelings.
- › Ask the children to think about how they could use this technique with their friends and help others feel better. Remind them how it felt to share positive memories with their class friends.
- › Give out award leaves for children who were able to understand how to help themselves and others feel better.



TEACHER NOTES:

> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

Encourage the children to talk about times when they might feel worried, upset or fidgety.

Write some of these examples up on the board.

Ask the children to think of times when they have felt the opposite of these things, when they were calm, relaxed or brave. Where were they? Who was there? How were they standing?

Once they have these memories, give out the 'Dealing With Worries' worksheets and encourage the children to draw or write their positive memories in the bubbles.

Once they have done these, share them with the class

Children can take these home for their wall or they can be added to the class display.

Remind the children they can just use their imagination to think of memories to bring on the positive feelings and anchor their thoughts.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L6. COPING SKILLS

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LESSON 6 QUESTION:

What have I learnt about managing my worries and learning to cope?



YOU WILL NEED:

The targets that the children set themselves in week 3; pens and paper.



DIRECT TEACHING INPUT:

- › Recap on all of the things that have been learnt over the past few weeks such as: If our bodies are telling our brains that we are worried or angry we need to change how we are holding ourselves, happy music makes us feel better than sad music, if we visualise/imagine happy places this helps us to feel better.
- › Remind the children that what we think and say also matters. Ask them why we shouldn't say, 'I can't do that.'
- › Give out the personal targets that the children set themselves three weeks ago.
- › Ask them to talk to a partner to say what progress they have made towards achieving their target. What kind of things helped them? Was it a person? Was it practice? Was it being positive and not giving up?
- › When both children have had their turn to share, they should draw a picture of themselves on the other side of the paper to show the situation now. If some children haven't made progress, ask them why they think that is.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › The children should leave their sheet on their table and wander round the room looking at everyone else's.
- › When they have done this, ask them for feedback. Encourage them to say things like, 'I am proud of you because...' and 'I am happy that you can... because...'

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

Some children may be able to describe their learning journey and how they coped with any setbacks along the way.

You may like to make a list of growth mind-set phrases and encourage the children to use these when they are facing challenges.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...