

# L1. SUPPORT

## LESSON 1 QUESTION: What does support mean?

Y3



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### YOU WILL NEED:

A parachute (a large blanket or sheet of cloth will do); several balls;  
a device capable of filming.



### DIRECT TEACHING INPUT:

- › Ask the children what they think the word support means.
- › Write down their thoughts on a large piece of paper.
- › Explain that this week they are going to complete a team challenge and that they will all need to work together and be supportive of each other, in order to achieve it.
- › Ask the children to form a circle around the edge of the parachute and ask them to pick it up.
- › Now ask the children to practise lifting the parachute up and down together.
- › Ask the children what happens when we don't all do it at the same time.
- › Now place a ball in the parachute and ask the children to move it around in a Mexican wave.
- › Ask what happens when they don't lift and drop at the right time.
- › Now tell the children that they are going to play a game of popcorn. (This means placing all the balls on the parachute and making them jump like popcorn)
- › Place some more balls in the parachute and explain that they need to work together, lifting it up and down, to get all the balls off the parachute.
- › Time the children to see how long it takes, whilst filming the game.
- › After a few attempts, ask the children to think about how they could do it quicker; for example, is everyone lifting at the same time, are they looking where the balls are, is everyone joining in?
- › Play again and time it to see if the children can complete the challenge faster.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Return to the children's original thoughts about support. Do they feel that they were supportive of each other with their actions and words?
- › Sit the children back on the carpet and let them watch the films of them playing popcorn.
- › Discuss what they did to get the balls off quicker
- › Ask the children how they felt working together as a team. Did it work when some people didn't join in?
- › How did it feel to complete the challenge quicker? Did they want to try again?
- › Complete a leaf to award the whole class for trying their best in the challenge.
- › Record their times to show the progress they made by working as a team.

### TEACHER NOTES:



#### > POSSIBLE RELATED VOCABULARY TO TEACH:

Support, Help, Team, Assist, Trust, Strengths, Success, Co-operation, Friendships, Aid, Guide, Listen, Model, Achieve, Together, Teamwork, Community, Compassion, Reassurance, Giving, Comfort, Thoughtfulness

#### > DIFFERENTIATION AND EXTENSION:

The children might like to set themselves other challenges with the parachute. They could research team games on the internet to play at another time.

#### > TEACHER'S ANNOTATIONS:

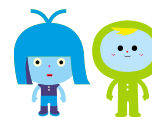
#### > WHAT WENT WELL?

#### > EVEN BETTER NEXT TIME?

#### > OTHER IDEAS...

## L2. SUPPORT

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### LESSON 2 QUESTION: How do I know when I need support?



#### YOU WILL NEED: Support pictures.



#### DIRECT TEACHING INPUT:

- › Explain to the children that the session is about understanding when and how to ask for support. Throughout the lesson they should talk to a partner or their group about their ideas.
- › Ask the children if they can think of a time when they might ask for support. What might they say?
- › Using the pictures as prompts, show one at a time and ask the children what they think might be going on in the picture. You are looking for answers such as: 'The person is angry about something,' 'The person is lonely,' or 'The person is upset about something.'
- › Encourage the children to be as specific as they can and to use their imagination. For example, if they say the person is upset, ask them to imagine what might be upsetting them.
- › Once they have given a scenario, ask the children who the person in the picture should go to for support, how might they know to go to that person and what would they do or say to get support.
- › Write up all the answers on the board.
- › Once you've gone through all the pictures, review the answers and see if there is anything else the children want to add.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask children if they have they ever been in similar situations. If so, who did they go to and what did they say?
- › Explain to the children that different people give support for different things and knowing the right person to go to can be difficult, especially when you are upset.
- › Ask the children who might be the first person they go to? Perhaps it is someone they can always speak to about anything.
- › Give out award leaves for understanding when support is needed.
- › Explain that you would like the children to practise going to the most appropriate person for support at home and at school. It may be that they can sort some things out for themselves over the next few weeks, that usually they would ask for help with.
- › Alongside a letter/ email to parents explaining their child's challenge, ask for examples from home of when the child thought carefully about who to ask for support, or realised that they didn't need help on this occasion. These need to be brought/ emailed in by the final Support session.

#### TEACHER NOTES:



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##### > DIFFERENTIATION AND EXTENSION:

Some children can be extended to think of a range of scenarios which make people feel upset or angry.

##### > TEACHER'S ANNOTATIONS:

##### > WHAT WENT WELL?

##### > EVEN BETTER NEXT TIME?

##### > OTHER IDEAS...

## L3. SUPPORT

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### LESSON 3 QUESTION:

Can I reflect on the support that exists in my life?



#### YOU WILL NEED:

Your School Support Network sheet; Support Diary



#### DIRECT TEACHING INPUT:

- › Fill in a School Support Network sheet with your own examples and talk it through with the class.
- › Ask the children why we have different people in our lives who help us with different things.
- › Ask the children to fill in their own School Support Network sheets. Once completed they can talk through who they have put on their sheets with the whole class or in smaller groups. Encourage them to talk about why they have added particular people.
- › Ask the children if they can think of any other people who support them, or any other reasons they might need support that are not on the list.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to think about ways in which they get support from their school community.
- › What could they do to show support back in different ways? Encourage ideas like listening to a younger child read, being a play leader etc.
- › Give out award leaves for showing an understanding of how to give and receive support.
- › Give out award leaves for showing a good understanding of a support network.

#### TEACHER NOTES:



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##### > DIFFERENTIATION AND EXTENSION:

Ask the children to pick three of the people on their support sheet and write down what types of things they do to show support. Ask the children to think about the words they say, their actions and the things they do.

##### > TEACHER'S ANNOTATIONS:

##### > WHAT WENT WELL?

##### > EVEN BETTER NEXT TIME?

##### > OTHER IDEAS...

## L4. SUPPORT

### LESSON 4 QUESTION: Who supports me?

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#### YOU WILL NEED:

Problem Scenario Cards; Solution Posters; Blu-Tack.



#### DIRECT TEACHING INPUT:

- › Remind the children of the previous lessons and that there are a lot of scenarios in which people may like and welcome support. Ask if they can think of any other situations to add to the ones that they thought about in Lesson 2.
- › Use the examples given on the problem scenario cards. Go through these with the children and ask who they think would help to support them in these scenarios
- › Collect the children's ideas. Write all the people they suggest on a flip chart or white board.
- › Ask children to get into pairs and make a poster that would sign-post people to the relevant support.
- › In pairs or groups, give the children the problem scenario cards again, making sure there are enough to go round. This time, children are to discuss and decide in pairs who specifically they would go to for support if they experienced one of the given problems.
- › Put the solution posters around the room (add in names of teachers in your school who might help with some of the problems). Explain to the children that they are going to stick the problems cards on the solutions posters of the people who they think can help with the specific problem. For some of the problems, children may think of other people not in the school. Add some blank sheets around the classroom for children to add their own ideas.
- › Children can use blu-tac to stick problems on solution posters, which can be stuck up around room.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Discuss children's choices as a class and address any misconceptions or disagreements.
- › Give award leaves out to children for showing a good understanding of who they can go to for support.
- › Give award leaves out to children who understand how to solve problems through getting support.

#### TEACHER NOTES:



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##### > DIFFERENTIATION AND EXTENSION:

Come up with additional problems which could occur in school and decide who would provide support.

Can children create their own 'problem quiz'?

##### > TEACHER'S ANNOTATIONS:

##### > WHAT WENT WELL?

##### > EVEN BETTER NEXT TIME?

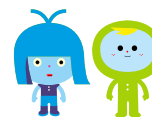
##### > OTHER IDEAS...

## L5. SUPPORT

### LESSON 5 QUESTION:

How successfully can I work in a team and support other people?

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### YOU WILL NEED:

Large rolls of paper; felt tips; post-it notes.



### DIRECT TEACHING INPUT:

- › Recap on the things that have been learnt over the past few weeks such as: there are lots of different people who can help us, different people can help us in different situations and sometimes we can help ourselves without asking for support.
- › Explain that in this week's session they are going to work in teams to create a landscape picture of a school with lots of different people asking for, and receiving, support.
- › Ask for suggestions of things that might be included in this group drawing. For example, you might need speech bubbles to show what people are saying, you will need to think about facial expressions to show how they are feeling.
- › Ask the children how they will ensure that they successfully support their teammates in this exercise, and how will they gain the support that they want. Encourage ideas such as planning everyone's role within the team, finding a fair way to agree on the scenarios included in the drawing, listening to others' point of view.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask each group to rotate round the room, looking at all of the landscape drawings.
- › Explain that they are going to leave two post-it notes on each drawing. One will say something that they really like about it, one will be a suggestion for improvement.
- › Discuss how they might word these post-it notes in a supportive manner.
- › Once all of the groups have completed this task, they should return to their own drawing to read their feedback.
- › Ask each group if they feel that the feedback is supportive. What is it about the way that it is worded that makes it supportive/ unsupportive?

### TEACHER NOTES:



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#### > DIFFERENTIATION AND EXTENSION:

Some children may find it challenging to work in a team. They may benefit from having a personal target set prior to the activity, e.g. I would like you to let everyone else have their say.

Some children might find it difficult to word feedback in a supportive manner. Some sentence starters might help them, e.g. This is great and it would be even better if...

#### > TEACHER'S ANNOTATIONS:

#### > WHAT WENT WELL?

#### > EVEN BETTER NEXT TIME?

#### > OTHER IDEAS...

## L6. SUPPORT

### LESSON 6 QUESTION:

Have I thought more about going to the right person for support over the past few weeks?

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### YOU WILL NEED:

Any evidence from home that has been sent/emailed in.



### DIRECT TEACHING INPUT:

- › Remind the children that, over the past few weeks, they have learnt a lot about seeking and giving support. They know that different people provide different levels of support, depending on what the scenario is. Also, sometimes we quickly ask for support when we can possibly sort out the problem ourselves.
- › Explain that, in this session, they are going to write two top tips for a younger child. They should think of one scenario each, perhaps something linked to their emailed photo.
- › Then they should think of the 'perfect' person to give them support (this could be themselves) and a person who might not be very helpful e.g. If my cat went missing, the postman might be able to help by looking out for him on his travels and posting my missing leaflets through people's doors. My Grandma, who lives in Australia, won't be able to help me find my cat.
- › Ask the children to spend two minutes each telling their talk partner about the scenario they have chosen and the people that they are going to write their top tips about. Encourage the person listening to ask supportive questions to extend the person's thinking, e.g. 'Your Grandma might not be able to help you find your cat, but is there any other kind of support that she could give you?'
- › When they have both had a turn, ask the children what kind of support they received from their partner while they were talking. Did they look interested? Did they nod, gesture or smile supportively?
- › Explain that the children are going to work independently to create two top tips for getting the right support from the right person, to help younger children.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › In pairs, they should review the other person's work saying what they like about it and how it can be further improved.
- › Ask the children how they could make suggestions in a supportive manner. Remind them of the post-it notes that they left and received on their group drawings.
- › These pieces of work, and feedback given, can be used for assessment purposes.



### TEACHER NOTES:

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#### > DIFFERENTIATION AND EXTENSION:

Some children might be able to create a wider range of top tips, e.g. people who would be perfect to provide hands on support, people who could provide emotional support, people who would be less likely to support, people who could not support with this at all.

If you feel that any of the children might find it harder to think of how they are seeking appropriate support, it could help to catch their parents for a quote, e.g. When he fell over last week and was covered in blood, he came inside and asked his uncle for help, because he is a nurse/ better with blood than me.

#### > TEACHER'S ANNOTATIONS:

#### > WHAT WENT WELL?

#### > EVEN BETTER NEXT TIME?

#### > OTHER IDEAS...