

L1. SUPPORT

LESSON 1 QUESTION: What does support mean?

Y2



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YOU WILL NEED:

Support pictures; blindfold material.



DIRECT TEACHING INPUT:

- › Ask the children what they think the word 'support' means and discuss the answers.
- › Show them the pictures of different types of support, such as a carer helping an elderly person, someone pushing a friend in a wheelchair, gymnasts performing a pyramid.
- › Discuss how each of these types of support work. Talk about being loyal and taking care of one another. Encourage children to think about other behaviours that are related to the pictures and different types of support that people give.
- › Next, explain that, as class, you are going to do a fun activity, but you need support from everyone. Ask the children what they might do to show support, encouraging answers such as listening, sitting still and watching etc.
- › Blindfold a volunteer and give them a simple job, such as picking up a pen from a desk and writing a name on a flip chart with it.
- › Ask the class to watch and see how challenging the task is, then discuss what made the task a challenge?
- › Ask the children how they could better support the volunteer with their challenge.
- › Guide them to generate ideas.
- › Then choose the most appropriate way of supporting (this might be giving verbal instructions).
- › Ask the volunteer to try again with the children's instructions.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to compare the first time without support and the second time with support. What was different?
- › Ask why it is important to have support from your peers?
- › Give out award leaves.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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

> DIFFERENTIATION AND EXTENSION:

In pairs, the children could work on a similar task, taking turns to wear the blindfold and to give instructions.

Once all the children have had a turn, have an open discussion about how it felt to completely rely on someone else and what it felt like to be the people helping and supporting.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

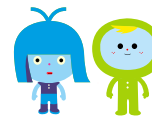
> OTHER IDEAS...

L2. SUPPORT

LESSON 2 QUESTION:

Can I use the right tools to find support myself?

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YOU WILL NEED:

TALK for Support worksheet; Speech Bubbles;
Know Who Can Help worksheet.



DIRECT TEACHING INPUT:

- › Share the TALK for support worksheet with the children, going through each letter of the acronym as below.
- › **Think:** Ask the children why it's good to think about whether they need support and why the sheet suggests you have to recognise you need it. Look for answers such as, 'Sometimes we might worry by ourselves,' or 'If you feel upset, you might need someone to help you understand why you feel upset.'
- › **Action:** Ask the children to give some examples of how they might let someone know they need support. Using the speech bubbles, can the children write some things they might say? Remind them that taking action is really important. Explain that sometimes writing things down and sharing the note is a good way of taking action. What things might they write or say?
- › **Language:** On their whiteboards, ask the children to write down some feelings that might mean they need help. For example when they are scared, anxious or nervous. Explain to the children that giving feelings a name, and knowing what those feelings are, helps you understand you need support.
- › Discuss all the feelings the children have written and why and when they might feel these.
- › **Know:** Give the children a Know Who Can Help worksheet. Go through the sheet and ask children to fill in the various boxes. Encourage them to draw and write answers. When finished, share work with the rest of the class.
- › Point out that some of the children have different answers. Ask why that might be. Explain that we all have different people who can help us at different times.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Review all the worksheets and ask the children to think about one thing they will take away from the lesson that will help them to get support in the future. What will they do?
- › Give out award leaves for recognising ways to find support.
- › Explain that you would like children to practise using TALK at home and school over the next few weeks.
- › Alongside a letter/email to parents explaining their child's challenge, ask for examples of when they used the TALK model. These need to be brought in/ emailed before the final Support session.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

The children could be extended to add other scenarios to their 'Know Who Can Help' sheets.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

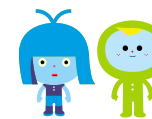


L3. SUPPORT

LESSON 3 QUESTION:

How can I listen to other people's opinions and ask them to listen to mine?

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YOU WILL NEED:

Printed pictures of people in the community.



DIRECT TEACHING INPUT:

- › Divide the children into small groups.
- › Give each group the pictures of people in the community.
- › Explain to the children that, in small groups, they are going to talk to each other supportively. They should put the pictures in order of the people they think do the most important jobs and why.
- › Ask the children what skills they might need, to listen to each other's opinions.
- › Ask them how they are going to react if someone disagrees with them, encouraging answers such as, 'I will ask why they think that and listen carefully to what they have to say.'
- › Tell the children they have three minutes to discuss and order the pictures in a line with the most important person at the front.
- › Once they have completed the exercise, ask the groups to explain their choices.
- › Encourage others in the group to put their hands up if they disagree and politely talk about why they disagree (at this point it may be useful to refer back to the P4C guidelines on how to have positive discussions).
- › Question children's statements about who has the most important job, by asking them what would happen if the refuse collector stopped collecting refuse. Use further questions to think about different ideas and opinions.
- › Once all the groups have had a chance to share their thoughts, give the groups a further two minutes to discuss the pictures and see if they want to change anything.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › When they have had a chance to make changes, open up discussions again.
- › Encourage the children to question their own opinions in a positive way.
- › End the lesson by asking the children to make a statement about the different job roles.
- › Give out award leaves for showing how to listen to other opinions.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

Some children might benefit being given time to order the people individually, prior to making their case within a group.

This activity could be done collectively and led by the teacher.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L4. SUPPORT

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LESSON 4 QUESTION:

Can I reflect on the positive relationships in my life?



YOU WILL NEED:

Any device capable of playing Youtube clip:

www.youtube.com/watch?v=prPQC9l8muM



DIRECT TEACHING INPUT:

- > Watch the YouTube clip together.
- > After, discuss with the children how the film clip shows lots of different types of support.
- > Ask the children what support they see in the clip and from whom.
- > Ask the children to think of other situations they know in their lives where support exists.
- > In groups, can children put a short play together that shows many different types of support?
- > Encourage the children to use some of the vocabulary for support in the play.
- > Explain that you don't always have to be in the play to support it - you might write the lines, help with props etc.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Show the plays and have discussions afterwards about what support they spotted and from whom.
- > Encourage discussion about the importance of support and what has been learnt through the module so far.
- > Give out award leaves for reflecting on what support they have and for understanding the concept of support.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

Ask the children to write about their role in the play and how it supported the work of the group.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L5. SUPPORT

LESSON 5 QUESTION: How can I support others?

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YOU WILL NEED:

Pens and paper; post-it notes.



DIRECT TEACHING INPUT:

- > Explain to the children that today they will learn about supporting others.
- > Ask the children who might need support and why. Encourage them to think of their friends, people in the school, their family and people in the community.
- > Explain that some people find it difficult to ask for help. Can the children think of any reasons why people might find it hard to ask for support? Encourage them to think about people who are embarrassed, shy, too proud or housebound.
- > Explain that the children are going to work in teams to pick a person who might find it difficult to ask for support. They are going to work together to devise a plan of how they could help that person, e.g. helping to unpack shopping, helping raise money for charity.
- > 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 plan, listening to others' point of view.
- > Once the children have written their plan, ask each team to leave theirs on the table, for others to see.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask each group to rotate round the room, looking at all of the plans.
- > Explain that they are going to leave two post it notes on each plan. 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 plan 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:

How have I used the TALK model to gain support over the past few weeks?

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YOU WILL NEED:

TALK Sheets; emails/photos sent in from home; paper; pens.



DIRECT TEACHING INPUT:

- › Recap on the many things that have been learnt over the past few weeks such as: there are lots of different kinds of support, not everyone finds it easy to ask for support, we can use the TALK model to help us.
- › Remind the children that, three weeks ago, they were set a challenge to use the TALK model more at home and at school.
- › The children should have two minutes each to tell a talk partner about the progress they have made against their target so far. What was their aim? What has gone well? What hasn't gone so well and why? How do they feel about any success they've had so far? Has anyone in their family acknowledged what they've done?
- › When both children have had a turn to speak, ask them how their partner made them feel supported. Did they look interested? Did they nod or make supportive comments?
- › Explain that the children are going to work independently to create a guide on 'How To Use The TALK Model'.
- › If the children have emailed photos through they could add these to their reports.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask for volunteers to read their How To.. sheets out.
- › Ask the children who are listening, how they will show their support, through their facial expressions, body language and comments.
- › These pieces of work can be used for assessment purposes and then, perhaps, go home so that parents can praise and further support.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

If you feel that any of the children might find it harder to think of how they are improving, it could help to catch their parents for a quote e.g. 'I could tell that he was really thinking about whether or not he needed support, before he asked.' This will not only help them to complete their report but will also boost their confidence.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...