

L1. SUPPORT

LESSON 1 QUESTION: What does support mean?

Y1



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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 football supporters, a building support, a mother supporting a child, fans supporting pop stars etc.
- › 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.
- › 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. Encourage answers such as listening, sitting still and watching etc.
- › Create some small easy to navigate obstacles in a clear space in the room. For example, some cones to step around and a low object to step over. Split the children into pairs and allow one person in each pair to be blindfolded. Walking slowly and safely and working positively as a team, while the rest of the class are being silent, the person without the blindfold should guide their partner through the obstacles with directions.
- › 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.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask why is it important to have support from your peers?
- › Ask the children if they want to add anything else to their original ideas about what support is.
- › 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:

The obstacle course should be designed to enable access to all children.

Some children may benefit from practising their instructions prior to using them with their partner.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L2. SUPPORT

LESSON 2 QUESTION:

How can I make myself heard and listen carefully to others?

Y1



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YOU WILL NEED:

Statements That Divide Opinions.



DIRECT TEACHING INPUT:

- › Ask the children why it is important to listen to other people's opinions and to make ourselves heard.
- › Explain that they are going to have a discussion in a group. The aim of the exercise is to listen carefully to others and to speak clearly and make their point when it is their turn. Do not give further input at this stage.
- › At their tables, the children should turn over the first statement and discuss it, e.g. I love brussel sprouts.
- › After a few minutes, ask the children for their thoughts on how the activity went. Did they listen to each other? Was anyone tempted to shout over the others and, if so, what happened then? How did it feel when someone disagreed with them?
- › Explain that they are going to repeat the activity, with a different statement, but before that they should suggest how the next discussion could be better. Write down their suggestions.
- › Tell the children that their group will decide on the rules for their table, e.g. taking turns, having a timer for each person, putting hands up and choosing each other to speak.
- › Once they have decided on their group's rules, a second statement should be discussed.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children how the second discussion went. Were people listening more carefully than before?
- › Ask them if and how the rules helped the discussion. If they had another go, which rules would they change or adopt?
- › The teacher should say what they noticed about each group, e.g. I noticed that you were all looking at the speaker with interest.
- › Recap on why it is important to be heard and to listen to others carefully.
- › Explain to the children that you would also like to know how carefully they are listening at home. Alongside a letter/ email to parents, ask the children to bring in photos of themselves listening to someone at home. These need to be brought/ emailed in by the final Support session.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Some children may find it challenging to listen to others carefully. It may help to set them a personal target prior to the lesson such as, 'I'd like to see you trying not to interrupt.'

Some children may benefit from having a whole body listening diagram to refer to. Examples can be found on the internet.

Some children may benefit from having some thinking time, prior to giving their opinion.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L3. SUPPORT

LESSON 3 QUESTION: Who supports me?

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YOU WILL NEED:

Pens; string; paper; a Supporting Hand example picture;
Who Supports Me chart.



DIRECT TEACHING INPUT:

- > Explain to the children that there are lots of people in their lives who support them in different ways.
- > Open up a discussion about all the people who support them and how they do it.
- > Collect the answers and write them on the board.
- > Once you have collected all the information, explain to the children you are going to make support bunting, using their hands as the bunting flags.
- > Ask the children to work in pairs, drawing around each other's hands neatly. Ask the children how they might show support to each other when doing this.
- > Once they all have a drawing of a hand, they should cut them out and on each finger write the name of a person who supports them.
- > Explain to the children that they can colour the hand in and put patterns on it to make it eye-catching.
- > Once they have completed this task, ask each child to share someone who is on their hand and explain what that person does to give them a 'supporting hand'. Before children share their hands, ask them how they can show support for the people speaking - before, during, and after they have spoken? Connect all the hands together using string to make the bunting.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask the children to write a sentence about one of the people they have written on their hand and how they support them.
- > Give out award leaves for showing a good understanding of support.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

During the day children can note down every time they receive support of some kind by recording who does this and how it makes them feel on their 'Who Supports Me' chart.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L4. SUPPORT

LESSON 4 QUESTION:

How and when do I ask for help, and how do I know when others need my help?

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YOU WILL NEED:

Different Emotions cards; Different People cards.



DIRECT TEACHING INPUT:

- › Give each child a different emotion from the cards.
- › Ask children to pair up with someone they don't normally work with and name themselves A and B.
- › A goes first and expresses the emotion on their card to B. Make sure that the children know not to show the word on the card.
- › Explain that B needs to guess how the other child might be feeling.
- › Explain that A can give some clues as to how they might be feeling without actually saying the word. For example, if they are frightened, they might say, 'I don't like it here.'
- › B then uses positive language to support A, such as, 'Are you ok? Do you need to talk to someone? Do you want to tell someone? Who do you want to talk to?'
- › Allow this to happen for about 90 seconds, then allow pairs to swap.
- › Invite the children back to the carpet to talk about the experience
- › Once each pair has had a go, and if you have time, you might want to encourage children to swap emotions with another child and/or pair up with someone different and repeat the exercise.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › What did the children learn about how to read each other's faces? Was it tricky or easy? Were some emotions easier to work out than others?
- › Ask the children what they might do to support and help others in the future.
- › Discuss who they can talk to and check that they know who it is best to get support from. Remind them of last week's activity and all the people that give support to us.
- › Give out award leaves for showing how to help others.
- › Give out award leaves for showing an understanding of how to get help.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

Share the different people cards.

Showing one of the emotions to the whole class, ask the children for a reason why someone might be feeling that emotion. Encourage them to use their imagination to create a story. Once they have done that, encourage them to choose who would be the right person to go to for support and why. Explain that there could be more than one answer.

Encourage discussions around these people and why they would be good when support and help are needed.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L5. SUPPORT

LESSON 5 QUESTION: How can I build a good support system?

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YOU WILL NEED:

Complete picture of house and garden scene; several copies of each of the following drawings: a house with no roof, a roof, a garden, a tree and a family.



DIRECT TEACHING INPUT:

- › Randomly give children the drawings and ask them to cut them out, while explaining that all five elements make up one complete picture.
- › Once they have cut them out, each child gets one piece of the picture. Explain that the children have to go around the class and group with others to try and complete the picture.
- › Encourage children to be helpful and ask others to join them nicely and confidently.
- › Children will need to cooperate, share and communicate with each other. Adults should explain to the children that they can come to them for help at any time.
- › By the end of the task, there should be several groups with completed pictures.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to sit on the carpet and discuss what they learnt during the exercise about supporting each other and working together. How did it feel asking for help? Were they listened to?
- › Ask if children noticed other children who needed help. Did they help them and how did they know they needed help?
- › Ask if the children found it tricky or easy. Can they share information to help support their class mates?
- › Give out award leaves for showing a great understanding of support.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

It may be useful for the children to share the complete picture, so they have an idea of what they are looking for.

Depending on numbers/ confidence, some children may be given more than one element and it may help to write the different elements they are looking for on a board.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L6. SUPPORT

LESSON 6 QUESTION:

How well do I listen when people need help?

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YOU WILL NEED:

Photos and emails from home.



DIRECT TEACHING INPUT:

- > Recap on all of the things that the children have learnt about being supportive such as: there are lots of people who can help us, it is important to look at people and listen to them to know how they are feeling, some jobs and tasks are easier with support.
- > Ask the children to share any of their photos from home which show them listening well. Ask them how they have improved and encourage answers such as, 'I look at the person,' 'I don't interrupt.'
- > Explain that they should draw a whole person and label the parts of the body that they use to listen to others.
- > This work may be used for assessment. If not, ask the children for their ideas as to how they might label the body parts, e.g. I can sit still on my bottom, I can keep my mouth closed.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > When the children have finished labelling the whole body listening parts, they should be encouraged to think of the one thing that they have improved over the past few weeks (this may be linked to their photo from home).
- > Encourage some of the children to share their sentences and, as they do, ask everyone else to put their finger on their nose if they think they have improved in that area too, and their finger on their chin if they haven't.
- > Either at the bottom or on the back of their whole body listening sheet they should write: I am even better at because.....
- > Explain that it can be tricky to listen sometimes. We might get distracted by something else in the room, or something might pop into our heads that we want to say, but we can improve and be more supportive if we practise.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

Some children may not have brought in photos from home, in which case they should have a photo of them listening at school.

If the work is being used for assessment, ensure that children are supported by annotating comments as appropriate.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...