

L1. SUPPORT

Y5



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

How do other people give and gain support?



YOU WILL NEED:

A member of the school community, who is prepared to talk to the children about their supportive role, e.g. someone from the admin team, a parent who volunteers to listen to children read.



DIRECT TEACHING INPUT:

- > Ask the children to explain what 'support' means to them.
- > Ask if they can suggest people in the school community who give support to others and receive support from others.
- > Explain that, later in the session, you will be joined by a member of the school community who both gives support to others and gains support from others.
- > Tell the children who the visitor will be and explain that they are going to interview them. The aim of the interview is to find out more specifically about the supportive side of the person's role.
- > In groups, they should generate questions to ask the member of the school community.
- > Each group should decide on their 'best' question/s. By sharing these prior to the interviewee arriving they may be able to support each other to improve or extend them, to ensure that they have worked as a team to reduce any duplication, to plan the order in which they are asked, who is going to ask them, how they will note the answers etc.
- > Once the children have formed their plan, invite the member of the school community in and allow the children to conduct the interview, giving as little input as possible.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask the children how they felt they supported each other to conduct the interview. Did everyone play a role? Did they remember the basics, such as to thank the person for taking time out to speak to them?
- > Ask them if there were any answers that surprised them and what most interested them about the interviewee's responses.
- > Explain that everyone who works in a school should be supporting others and getting support from others. Can the children think why this is the case?

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:

Some children may need to be supported to ask their question and then maintain an interested expression whilst others ask theirs. By explaining that you might be checking who has listened carefully to the answers, this should ensure that no-one 'switches off', once their question has been asked.

Some children might like to write notes or doodle illustrations while the interviewee answers. These rough reminders could be pinned on the classroom wall for future reference.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L2. SUPPORT

LESSON 2 QUESTION:

Can I reflect on the support I receive from others?

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YOU WILL NEED:

Spider diagram template; A3 paper and pens; post-it notes.



DIRECT TEACHING INPUT:

- > Recap on the previous week's session. What did the children learn from the interview? Who else can they think of in school who provides support for others.
- > Explain that they are going to work in teams to create a spider diagram of school support. This will include drawings and annotations. Demonstrate what this might look like using the template e.g. The site manager supports children by clearing the hall after lunch so that they can have PE lessons. The school business manager supports the site manager by making sure that all of his cleaning equipment is ordered. The children support the school business manager by using their resources sensibly, so that she doesn't have to spend lots of money replacing broken things.
- > 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 people included on the spider diagram, listening to others' point of view.
- > In teams, the children should create their spider diagram, with annotations.



REFLECTION/BRINGING THE SESSION TOGETHER:

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

L3. SUPPORT

LESSON 3 QUESTION:

How can I support others and make a difference?

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YOU WILL NEED:

Skills For Listening And Support worksheet; Metaphoric Support pictures.



DIRECT TEACHING INPUT:

- › Split the class into pairs. In each pair one person is A and the other is B. A's task is to tell a story, B's is to listen. Encourage the children to think about a story from their own life - perhaps a time when they tried something new, or struggled to do something. Examples could be learning lines for a school play and the challenge of getting over nerves or getting something wrong, or starting a new school or club.
- › Before you start the stories, as a class, discuss what good listening skills are. Collect answers and write these on a flip chart or board. Look for answers such as eye contact/looking at the person, nodding to let the other person know you have understood what they have said, showing empathy (seeing things from the other person's perspective).
- › Give the children a few minutes to tell their stories. When they have finished ask the As how they felt about being listened to in a supportive way.
- › Bs then have to re-tell the story to their partner who should listen and give positive support.
- › This time ask As what they can do to show support. Answers should include helping the other person to relax and supporting them to get it right with encouraging and positive language.
- › Once this part of the lesson has been completed, ask for feedback from the pairs on how it felt to be supported, as well as listened to.
- › If there is time you can repeat the exercise so each pair has a go at listening and supporting.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the class what they learnt about supporting someone else. Why does listening well and supporting someone make a difference?
- › Ask them to fill in the Skills For Listening And Support worksheet with their partner who can rate how good they were at listening, so they can see what they need to improve on.
- › Explain to the children that, over the next few weeks, you want them to work on one of the listening and support areas that has just been identified, to improve it. For example, this might be nodding to show listening or waiting for the person to finish speaking before asking a question.
- › Explain that you would like them to practise their target at school and at home. So that parents can support them, they should highlight their target on their feedback sheet and these should be photocopied and sent home. Alongside a letter/ email to parents, ask the children to bring in photos/ short film clips of themselves listening attentively to someone at home. These need to be brought/ emailed in by the final Support session.
- › Give out award leaves for great listening skills and showing an understanding of how to make a difference

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

Ask the class to rate how good they are at supporting each other, with 1 being not so good and 10 being great. What could they do even better to help them to get a top score?

> 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 support that exists in my life?



YOU WILL NEED:

Your Wider Community Support Network sheet.



DIRECT TEACHING INPUT:

- > Fill in a Wider Community 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 Wider Community 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.
- > 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.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask the children to think about ways in which they get support from the local community, the government and others.
- > What could they do to show support back in different ways? Encourage ideas like volunteering, charity work, 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:

Over the next few days or week, can the children keep a support diary? At the end of each day, encourage the children to fill it in, adding as much detail as possible. As a class, at the end of the allotted period, review all the support they have had and have given. Help the children be aware of the importance of the support in their lives and of giving support to others.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

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LESSON 5 QUESTION:

Can I identify ways in which people support others?



YOU WILL NEED:

National and/or local newspapers; large sheets of paper; pencils; pens; glue.



DIRECT TEACHING INPUT:

- > Explain that the children are going to work in teams to become 'Support Detectives.'
- > Recap on the skills needed to work effectively and supportively as a member of a team.
- > Their task for the session is to look through the newspapers and find stories, or parts of stories, which show someone being supportive either to a family member, a friend or a person that they don't know.
- > The teams should then work together to think how they will display the key messages from these stories on a large sheet of paper. Ask the children for ideas as to how they could do this, e.g. cutting out particular phrases, cutting out the photos and adding speech bubbles.
- > Explain that you are looking for the team that finds the most stories, displays the key messages about support in the most creative way, and that works well together.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Give the teams time to decide how they will present their display and then allow each team to show their classmates what they've produced. Remind the children that they should be listening supportively to their peers and not thinking about their own presentation.
- > Use a scoring system to proclaim a winning team.
- > Gauge the responses of the winning and losing teams before discussing how important it is to be supportive and gracious in both success and defeat.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

Some children may find it difficult to work in a team. They may benefit from being set a personal target prior to the session, e.g. I would like you to make sure that you volunteer your ideas today.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L6. SUPPORT

LESSON 6 QUESTION:

How have I become more supportive over the past few weeks?

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YOU WILL NEED:

The Listening And Support sheets, with the children's targets highlighted; any evidence from home that has been sent/emailed in.



DIRECT TEACHING INPUT:

- > Recap with the children all of the things that they have learnt about being supportive including: the fact that we are all linked through giving and receiving support, how it's important to both win and lose graciously, that we can become better at being supportive if we practise some of the skills.
- > Hand out the Listening And Support sheets and ask the children to spend two minutes each telling their talk partner how they have improved against their target. What do they do now that they didn't before? How does that make them feel? How do they think it makes other people feel? What do they still need to work on?
- > 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 a before and after sheet, showing their new improved listening skills.



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 spider diagrams.
- > 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 document their journey to improvement in smaller steps, e.g. before, while practising, now, in the future.

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. When I speak to her, my child always looks at me and shows me that she's interested. This will not only help them to complete their before and after sheet but will also boost their confidence.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...