

L1. SUPPORT

Y6



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

How do other people give and gain support?



YOU WILL NEED:

A member of the community, who is prepared to talk to the children about their supportive role, e.g. a police officer, a firefighter, a religious leader, a person who organises community events.



DIRECT TEACHING INPUT:

- > Ask the children to explain what 'support' means to them.
- > Ask if they can suggest people in the 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 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, so that they can create some top tips for anyone who wants help but doesn't know how to gain it.
- > In groups, they should generate questions to ask the member of the 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 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, in their next session, the children will be making a poster about gaining support.

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 benefit from having the interview recorded, so that they can remind themselves of the top tips before the following session.

The children could be asked to make notes, or keep a diary of support, over the coming week, to aid their top tips poster.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...



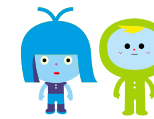


L2. SUPPORT

LESSON 2 QUESTION:

What top tips would you give to someone who needs support?

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YOU WILL NEED:

Notes or recording of the previous session's interview; A3 paper; felt tip pens, post-it notes.



DIRECT TEACHING INPUT:

- › Recap on the answers that the member of the community gave in the last session.
- › Ask the children if anyone has anything to add to these notes, from thinking about giving and gaining support over the past few days.
- › Explain that they are going to work in teams to create a poster of top tips for how to get support. They should think about someone who might struggle to ask for help, perhaps someone shy or embarrassed and write the top tips for them.
- › 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 top tips, listening to others' point of view.
- › In teams, the children should make their top tips posters.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask each group to rotate round the room, looking at all of the top tips posters.
- › Explain that they are going to leave two post-it notes on each poster. One will say something that they really like about the top tips, 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 poster 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 my local community?

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YOU WILL NEED:
Consequences sheet; paper and pens



DIRECT TEACHING INPUT:

- > Ask the children to suggest people in the local community who support others, either on a voluntary basis or as part of their job. Ensure that they think about unsung heroes.
- > Assign each pair or group one of the jobs/roles mentioned and ask them to work together on the Consequences sheet. Explain that they can be as practical or creative as they like with their thinking, e.g. If the grass verges weren't ever cut, all sorts of wildlife could live in them and we might be in danger from tiger attacks.
- > Remind the children how well they worked in teams last week and say that you are expecting to see similarly supportive behaviours this week.
- > Take feedback from each group.
- > Explain to the children that it is never too early to start helping out in the community and that you are going to set them a challenge.
- > Today, they should plan to do something that will support the local area. They can do this individually, in groups or as a class.
- > They will then have three weeks to make a start on their plan and will review their progress so far in the final session on Support.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Depending on the children's plans, establish what support they may need themselves. For example, if the class decide to go to the local care home to sing to the residents they may need some help to organise this.
- > Ask the children how they will keep themselves safe in the local community and whether their plans could put them in danger, e.g. litter picking could lead to injury unless appropriate safety equipment is used.
- > Ensure that all children have a workable plan. Explain to the children that you would like them to take a copy of their plan home, so that parents can support them.
- > Remind the children that their activity must be non-profit making!

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

Some children may need more support from adults at school than others. In which case, they should be encouraged to carry out an activity which supports the school community such as listening to younger children read. Any adult working with them, should ensure that the progress towards their target is regularly reviewed over the next three weeks.

Some children may like to keep a diary or take photos of the support they have given to the local community.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L4. SUPPORT

LESSON 4 QUESTION:

Can I get my opinion across and listen to others to show support?

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YOU WILL NEED:

Story of Bungee Barb.



DIRECT TEACHING INPUT:

- › Write the question on the board: Can you support others, even when you disagree with them?
- › Read the Bungee Barb story to the children. Stop after each section to ask the questions below. Questions are ordered in relation to the sections in the story. Allow the children to discuss the questions with each other and give answers.
- › Why do you think Barb's parents might not want her to do the bungee jump? Why might they be conflicted in their thinking? What do you think will happen next?
- › Even though Barb knows her mum and dad don't like the idea of her doing a bungee jump, why do you think she still asks them to sponsor her? Is she being thoughtless? What do you think they will do?
- › Why do Barb's parents still sponsor her when they don't like what she is doing?
- › Do you think Barb's mum and dad will drive her there? What will happen next? Why do you think that?
- › After the story, ask children for their general thoughts on it. Take some of their thoughts and then ask the children if they could support others, even if they disagreed with them.
- › Allow the children some discussion time, then ask them for a sentence to sum up what they are thinking.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Can children think of situations where they might need to show or receive support from people even though they disagree with the situation? Ask the children why getting your point across in a calm way is important in these situations.
- › Give out award leaves for great listening and showing support skills.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

If any points are raised that cause you concern ensure that these are either addressed with the individual or the class, as appropriate e.g. My sister isn't eating her lunch but she has asked me not to tell my parents.

Some children will benefit from further discussion about, and practice of, calming strategies.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

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LESSON 5 QUESTION: What are the foundations of support?



YOU WILL NEED:

Slide showing the dictionary definitions of foundations; Jenga cubes (as many as possible), something to knock a Jenga tower over, e.g. a ball and ramp; the Jenga sheet.



DIRECT TEACHING INPUT:

- > Ask the children if they know what foundations are. Establish that these can be part of a building, or an underlying basis for something.
- > Explain that, for a building or idea to succeed, the foundations need to be strong.
- > Challenge the children to work in teams to build the tallest, strongest Jenga tower possible. Explain that, for this exercise, they don't have any rules regarding the number of blocks in each row etc.
- > Remind the children how well they have worked in teams during the previous sessions and, if appropriate, recap on the skills need to support others.
- > When the time is up, measure the height of each tower and, from an equal distance each time, try to knock the towers over. This could be by rolling a ball down a ramp at them.
- > Use the data collected 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.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Discuss with the children the many things that they have learnt about giving and gaining support over the past few weeks.
- > Explain that each quality such as: giving thoughtful feedback, being a good loser and being happy for others, helping the community, are foundations to becoming a more supportive person.
- > Each child should work individually on their Jenga sheet, filling in each block with the attributes that they feel will make them a more supportive person.
- > Remind the children that they will be reviewing their community work next week. If they would like to email in any photos linked to this, they should do so by the following session.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

Some children may find it difficult to lose at the Jenga challenge. They may benefit from being given a personal target beforehand, e.g. If you lose, I would like you to be gracious in defeat.

Some children may benefit from making notes during the class discussion about foundations, to make them a more supportive person.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

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LESSON 6 QUESTION:

Can I reflect on the support given to the local community?



YOU WILL NEED:

A local news story of someone supporting the local community; pens and blank newspaper templates or individual devices for word processing.



DIRECT TEACHING INPUT:

- › Together, read the news story, which covers a member of the local community carrying out some supportive work. Ask the children for their thoughts on the story.
- › Remind the children that, three weeks ago, they were set a challenge to carry out an activity which supported the local community.
- › The children should have two minutes each to tell a talk partner how their project has gone/ is going 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 the community 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 on a news story about their community work. They should refer to themselves in the third person and use the questions as possible headings for each paragraph.
- › Give them time to plan their article on a white board and, when they have done this, encourage them to either write their story on a newspaper template, or word process it using an appropriate program.
- › 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 news stories out.
- › Ask the children who are listening how they will show their support, through their facial expressions, body language and comments.
- › Explain that you are going to collate the stories into one big newspaper. This could be shared during a class assembly or taken to another year group for them to look at.
- › These pieces of work can be used for assessment purposes.

TEACHER NOTES:

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> DIFFERENTIATION AND EXTENSION:

Some children may have been supported to carry out their community work on the school premises. Any adult working with this group will have ensured that progress towards their target has been regularly reviewed over the past three weeks.

Some children may find it easier to word process their news stories, than to write them up on a template.

Some children may benefit from having the original news story and the headings for each paragraph available individually.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...