

# L1. SUPPORT

FS



LAUGHOLOGY  
HAPPY-CENTRED  
SCHOOL PROGRAMME

LAUGHOLOGY

## LESSON 1 QUESTION:

What support do we need and why do we need it?



### YOU WILL NEED:

Some upbeat music and a system to play it on; People who Support Me picture cards



### DIRECT TEACHING INPUT:

- › In a large space, such as the school hall, play some suitable upbeat music for the class, preferably a recognisable song that the children will know.
- › Encourage the children to dance and move around but tell them they must do this by themselves.
- › When the music stops, explain that all the children must find a partner, making sure that no-one is left out.
- › Play the song again and encourage the children to hold hands with their partner and dance in pairs. They should also be encouraged to sing the words of the song to their partner.
- › When the music stops they need to pair up with another pair to form a foursome. Play the song and encourage them to join hands, make a circle and dance and sing together.
- › When the music stops they can join another group to create eight and so on until the whole class is one big circle, dancing and singing to the song.
- › Reduce the volume and ask the children to become quieter and quieter so that when the music stops they can sit down in their large circle on the floor.
- › Encourage them to keep holding hands as they sit down, supporting each other as they do.
- › Then explain you are going to bring the music up again and ask them to get up from the floor without letting go of each other's hands.
- › Encourage them to think about how they can support each other to get up without letting go of hands or touching the floor with hands.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › In the classroom, discuss whether it was better to sing and dance alone or with friends.
- › Ask the children why it was better with the bigger circle. Why is it more fun when others are included?
- › Reinforce that when we support one another we build trust, friendships and confidence.
- › Give out award leaves for showing an understanding of what support means.

### TEACHER NOTES:



#### > POSSIBLE RELATED VOCABULARY TO TEACH:

Support, Care, Friends, Dance, Music, Creative, Include, Fun, Sing, Think, Help, Team, Trust, Strengths, Success, Friendships, Listen, Achieve, Together, Teamwork, Community, Giving, Comfort, Thoughtfulness

#### > DIFFERENTIATION AND EXTENSION:

Adults should support any children with physical difficulties by placing themselves next to these children in the circle.

#### > 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?

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#### YOU WILL NEED:

Pre-printed cards of ears and mouths.



#### DIRECT TEACHING INPUT:

- › Ask the children to creep and tiptoe to the carpet without making a sound and sit down.
- › When they are seated ask them to listen carefully. What sounds can they hear inside the room? Encourage them to listen out for the clock ticking, the air conditioning etc.
- › Then ask the children what they can hear outside the room. This might be doors opening, other children making noises, traffic, birdsong. Encourage them to put their hand up and speak softly and quietly.
- › Now ask if they can hear anything inside their own bodies. Can they hear their hearts beating or their own breathing? Listening closely, can they hear the person sitting next to them?
- › Explain that listening to each other and hearing each other is a brilliant skill to have, and very important too.
- › Ask the children when a friend or someone else might need to listen carefully to them. Encourage answers such as: sometimes if they are having troubles, problems or just want to have fun and have someone to talk to. Explain that we have to be able to listen to others and also to be heard.
- › Ask the children to go back to their tables with a partner as quietly as they can and sit silently facing each other.
- › Then, without speaking, they need to watch each other very carefully.
- › One person in each pair is the EAR, the other is the MOUTH (they can have pictures of these to hold).
- › The MOUTH can talk about anything they like that they love (ice cream, chocolate, football, drawing etc.) The EAR has to listen.
- › Once a minute has passed the pairs can swap pictures and roles.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › After the task, the children can talk about what they heard and what they liked about the conversation.
- › Encourage children to talk about how lovely it is to share things with each other and be listened to.
- › Children may want to talk about how hard it is to sit quietly and listen to someone else too. Allow them to do this.
- › Explain that being supportive is about talking and listening carefully to one another.
- › Give out award leaves for understanding how to listen to others.

#### TEACHER NOTES:



##### > POSSIBLE RELATED VOCABULARY TO TEACH:

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##### > DIFFERENTIATION AND EXTENSION:

Some children may find it challenging to speak for a minute. Pre-teaching or cue cards with different topics on could help.

Some children might find it challenging to sit and listen for a minute. Having their own sand timer might help.

##### > TEACHER'S ANNOTATIONS:

##### > WHAT WENT WELL?

##### > WHAT MAY BE EVEN BETTER NEXT TIME?

##### > OTHER IDEAS...

## L3. SUPPORT

### LESSON 3 QUESTION: Can I listen carefully to others?

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#### YOU WILL NEED:

**Pre-printed cards of ears and mouths; Magic Moment sheets.**



#### DIRECT TEACHING INPUT:

- › Remind the children of last week's listening activity by showing them the ear and mouth cards.
- › Recap why it is important to be able to speak and be listened to.
- › Explain that they are going to play a game which will help to improve their listening skills.
- › Explain the rules. The first person decides one thing that they want to say (or you could provide a sentence for them). They whisper to the next person and the whisper gets passed round the circle. You can only whisper once, so encourage the children to have clear voices.
- › The class can be split into smaller groups to have a competition and see which group has the best listening skills.
- › The last person in the group has to stand up and say clearly and loudly what they hear.
- › If playing the game in groups, they can have several turns and rotate who starts and finishes each time.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › After the game, ask them which bits they found easy and difficult, e.g. did background noise distract them, did the person whisper very quietly?
- › Ask the children what they learnt about speaking clearly and listening 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 and the Magic Moments sheets need to be brought/ emailed in by the final Support session.

#### TEACHER NOTES:



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##### > DIFFERENTIATION AND EXTENSION:

Explain that, if we want someone to listen to us carefully, there are things that we can do to get their attention such as: saying their name first, explaining the importance of what we're about to say, asking them to put their phone away, saying that we need some help.

Encourage the children to role play getting a friend, teacher or parent's attention by using their name first, or explaining the importance of what they have to say.

##### > TEACHER'S ANNOTATIONS:

##### > WHAT WENT WELL?

##### > WHAT MAY BE EVEN BETTER NEXT TIME?

##### > OTHER IDEAS...

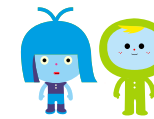


## L4. SUPPORT

### LESSON 4 QUESTION:

Who are the people who can support me,  
when I need help?

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### YOU WILL NEED:

Pictures of people who support us.



### DIRECT TEACHING INPUT:

- > Show children the picture cards of people who can support them.
- > Hold the picture cards up and ask the children how that person helps them. Encourage a wide range of answers.
- > Ask the children to think of other people, at home, at school and in the community, who help and support them. Make a list.
- > Ask each child to choose the person that they think provides fantastic support and to tell their talk partner who they have chosen and why.
- > Once both partners have rehearsed their thoughts, ask each child to draw a picture and write a sentence about their supportive person.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- > When everyone has finished their picture and sentence, the class should be encouraged to group them into people who help us at home, school and in the community.
- > Ask if there is anyone that they think is missing. Write these additional roles on extra pieces of paper and put them in the correct groups.
- > Encourage the children to look at just how many people there are around us who can help us. Explain that not everyone can help with everything, but there will be someone who can help in every situation.

### TEACHER NOTES:



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#### > DIFFERENTIATION AND EXTENSION:

Some children could be extended to write a list of help and support that their chosen person can provide.

The teacher could give different scenarios and ask the children who would be the best person to approach in each case for help and support.

#### > TEACHER'S ANNOTATIONS:

#### > WHAT WENT WELL?

#### > WHAT MAY BE EVEN BETTER NEXT TIME?

#### > OTHER IDEAS...

## L5. SUPPORT

### LESSON 5 QUESTION: How do I make a difference?

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#### YOU WILL NEED:

Several large pieces of paper in the form of sheets, rolls or plain wallpaper; markers; crayons; paint and paintbrushes.



#### DIRECT TEACHING INPUT:

- Write on the board the Dr Seuss quote: 'Today you are you! That is truer than true! There is no-one alive who is you-er than you!'
- Ask children what they think the quote means.
- Encourage answers such as, 'Everyone can be brilliant.' Explain to the children what the word unique means.
- Using one piece of paper on each table, encourage each child to start writing and drawing pictures of each other detailing in words or pictures the things that make them unique and different, and the things that they do to contribute to the class.
- Encourage the children to think about what they notice about their classmates and how they make a difference to the class.
- It may be useful to take some examples before writing and drawing begins. For example, it might be that Harsha draws a picture of James helping her to give out paper in class.
- Encourage each table to include details of everyone in their work and ask for opinions from around the table so that everyone contributes.
- At the end of the activity, each table should have a sheet of paper covered in names and drawings.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- Each sheet can be stuck together to create one long display in the classroom.
- Once it is up on the wall, invite other children or teachers in to share the display and discuss with them who is on it and why.
- It's important to discuss how impressive the artwork looks and how each person's contribution is very important. Make the point that everyone's involvement made it beautiful and different.
- The activity gets to the heart of the fact that every child matters and makes a difference.
- Give out award leaves for understanding what it means to make a difference.

#### TEACHER NOTES:



##### > POSSIBLE RELATED VOCABULARY TO TEACH:

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##### > DIFFERENTIATION AND EXTENSION:

Extend the activity by doing a similar collage but including all the people who help in the school and how they make a difference.

##### > TEACHER'S ANNOTATIONS:

##### > WHAT WENT WELL?

##### > WHAT MAY BE EVEN BETTER NEXT TIME?

##### > OTHER IDEAS...

# L6. SUPPORT

## LESSON 6 QUESTION: How can I listen carefully at home?

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### YOU WILL NEED:

Copies of the photos that children have brought in/emailed from home; range of paper – different colours, lined/ unlined etc. pencils and crayons.  
N.B. If anyone doesn't have a photo from home they should have one from school that the other children haven't seen before.



### DIRECT TEACHING INPUT:

- › Remind the children of the many things that you have learnt about supporting each other over the past few weeks, e.g. we need to speak clearly and listen carefully to others, there are lots of people in the community that help us, we are all unique but our strengths can help other people when we support them.
- › Remind the children that, as well as listening carefully to others at school, they were asked to think about how well they listen to members of their family.
- › Ask if anyone feels that they have improved their listening at home. How have they done that?
- › Independently, children should think how they would like to show off their photo. This could be using a previously taught method of indicating success, e.g. a green traffic light to show that I am now listening to my parents when they ask me to tidy up my things, or it could be a sentence to this effect.
- › Adults should support children by annotating additional comments to enable these pieces to be used for assessment.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Individuals should show their final work to their group or the whole class and be given award leaves for their efforts to be better listeners.
- › The class should be reminded that this is an ongoing thing that they should be working on. Which other family members should they be listening to? Who, in the community, should they be listening to and why?

### TEACHER NOTES:



#### > POSSIBLE RELATED VOCABULARY TO TEACH:

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#### > DIFFERENTIATION AND EXTENSION:

Teachers should ensure that accurate assessments are made for children who find the physical recording aspects more demanding, by annotating conversations.

If children are keen to set themselves targets for listening to other family members, these may need to be shared with parents so that they can support their child.

#### > TEACHER'S ANNOTATIONS:

#### > WHAT WENT WELL?

#### > WHAT MAY BE EVEN BETTER NEXT TIME?

#### > OTHER IDEAS...