

L1. SUPPORT

LESSON 1 QUESTION: What does support mean?

Y4



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YOU WILL NEED:

A space for large group work; paper and pens; example picture of task.



DIRECT TEACHING INPUT:

- › Arrange the children in a circle, facing each other's backs, with their left shoulders facing into the circle. They will need to stand very close, with just a couple of centimetres between each child. The idea of the exercise is for the children to attempt to sit on each other's lap while standing (see picture for example and to show to children). The support of each person should hold the whole circle of children up in a standing sit, as each rests on the person behind. With large classes you can split groups into 15 and see which group does the task the most successfully.
- › Once the children have completed the task ask them how it relates to the word 'support'.
- › Discuss with the group what needed to happen for the task to work. You are looking for answers such as teamwork, listening to each other, working together, being thoughtful of the person in front and behind etc. Write these answers on a flip chart or on the board.
- › Explain that these are the ingredients for supporting others and for receiving support.
- › Split the class into two groups - group A and group B.
- › Group A should discuss situations in their lives when they needed support and discuss how they received it.
- › Group B should discuss situations when they have given support and discuss how they gave it.
- › Take feedback from each group and ask if they recognise any of the ingredients they talked about earlier from the class exercise.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › In groups, can children list the many words related to support? See how many they can think of. In their pairs or small groups, invite the children to share their words.
- › Award leaves to be given out for showing a good understanding of what support means.

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:

Ensure that all children are supportive of their peers during this exercise. Groupings may need to be more carefully considered for this task, than for others.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L2. SUPPORT

LESSON 2 QUESTION:

What tools do I need to receive support?

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YOU WILL NEED:

Lists of words from the previous week; A3 paper and felt pens; post-it notes.



DIRECT TEACHING INPUT:

- › Remind the children of last week's activity and the words that they listed related to support.
- › Explain that, in this week's session, they are going to work in teams to create a toolkit of things that they might need, to ask someone for support.
- › Ask for suggestions of things that might be included in this toolkit. For example, you might need your brain so you can think the problem through, or a piece of paper to write your problem on. The children should draw and cut out their toolkit and tools.
- › Once completed, children should stick their tools onto their toolkit.
- › 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 items included in the toolkit, listening to others' point of view.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask each group to rotate round the room, looking at all of the toolkits.
- › Explain that they are going to leave two post-it notes on each toolkit. 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 toolkit 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?
- › Each child should identify one of the tools in their toolkit that they would like to improve and note this down as a target, e.g. I would like to control my breathing when I am upset and need support.
- › Explain that you would like them to practise their target at school and at home. So that parents can support them, they should take a copy of their target home. Alongside a letter/ email to parents, ask the children to bring in photos/ short film clips of themselves developing their tools to gain and give support. These need to be brought/ emailed in by the final Support session.

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:

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

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YOU WILL NEED:

The statement regarding sweets; room for the children to sit in teams and move.



DIRECT TEACHING INPUT:

- > Split the class into 3 teams.
- > Show the children the statement that: 'Sweets are always bad for you and your teeth.'
- > Explain that team A will argue that this is the case, team B will argue that this isn't the case and team C will present a balanced argument.
- > Explain that the aim of today's session is to work together, to get your point across and convince the members of the other teams to agree with you (whether you agree with your argument or not).
- > Tell the children that, in order to gain support from others, they must put their view across in a calm and positive way.
- > Recap on all of the things that were learnt last week about working well in a team.
- > Give the children time to organise themselves and what they are going to say.
- > Give each team four minutes to present their argument. Following this, allow the children to move to the team which has most convinced them.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask the children to reflect on the exercise. What did they find easy? What was more challenging?
- > When they chose which team to give their support to, was it because of what was said or the manner in which it was said? If someone had shouted at them, would they have been as likely to support that person?
- > Can they think of any other situations when people might try to gain support from others for an argument they might not totally agree with, e.g. politicians?

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

Consider how you will encourage the less confident members of the class to speak up. This could be by having their argument written down, by going first so that they don't duplicate what others say, or by following a more confident speaker so that, if necessary, they can reiterate their sentiment.

Some children might like to consider other contentious statements, which they could debate at another time.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

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LESSON 4 QUESTION:

Can I reflect on the support that exists in my life?



YOU WILL NEED:

Your Family Support Network sheet; Support Diary.



DIRECT TEACHING INPUT:

- › Fill in a Family 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 Family 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 their family.
- › Give out award leaves for showing an understanding of how to give and receive support.
- › What could they do to show support back in different ways? Encourage ideas like washing up, helping younger siblings with homework etc.
- › Give out award leaves for showing a good understanding of a support network.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

If there are any children in the class that have a small network, for one reason or another, they could consider the support they receive from the wider and school community.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L5. SUPPORT

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LESSON 5 QUESTION:

Can I use the right tools to support myself?



YOU WILL NEED:

Paper and pens.



DIRECT TEACHING INPUT:

- > Along with a Teaching Assistant, act out examples of giving good and bad support to each other. Scenarios could include: the teacher needs help lifting something, the TA needs help with a computer problem, the teacher might feel unwell, the TA might be upset about a family bereavement and needs some time off.
- > Ask the children to identify which role play was supportive or not supportive and what could have been done differently.
- > In pairs or small groups, can the children come up with their own scenarios? Ask them to demonstrate bad support first, then good support. Share the role plays with the class.
- > Have a class discussion after each short role play to explore why it was good or bad support, and what elements were shown that displayed this.
- > Remind the children of ways in which we can give supportive verbal feedback, which will help others to improve.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Give out award leaves for children who show a great understanding of all the tools needed to support themselves and others.
- > Remind the children that next week they will be reviewing how well they are doing against their target of improving one of the tools in their support toolkit. Ask if anyone would like any support from their classmates or you to be able to do this.

TEACHER NOTES:



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> DIFFERENTIATION AND EXTENSION:

The class could be encouraged to spot good support around the school. They could note this down to mention in an assembly, or give out stickers or well done cards to anyone providing really helpful support to others.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...

L6. SUPPORT

LESSON 6 QUESTION:

Can I reflect on the tools that I have developed to give and gain support?

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YOU WILL NEED:

Toolkits from lesson 2; copies of the children's toolkit targets; 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: we can provide good and bad support, we are more likely to gain support from others if we are calm and positive, we can all improve our skills when giving and gaining support.
- > Remind the children that, three weeks ago, they were set a challenge to improve one of the tools in their toolkit.
- > 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 on a factual report which sums up their progress so far.
- > 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 reports 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:

Some children may find it easier to word process their reports, than to write them up.

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 report but will also boost their confidence.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> EVEN BETTER NEXT TIME?

> OTHER IDEAS...