

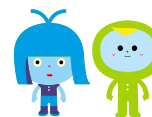


L1. COPING SKILLS

LESSON 1 QUESTION:

What does it mean to cope?

Y2



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YOU WILL NEED:

Smarties (or alternatives such as chocolate buttons or raisins); large pieces of paper; a timer.



DIRECT TEACHING INPUT:

- Ask the children if they've ever heard a grown up say that they can't cope. What do they think it means? Share some answers.
- Ask the children to stand and demonstrate what people look like when they can't cope. If they need visual prompts, you could throw your hands up in despair or look down and drop your shoulders in defeat.
- Now, ask the children to sit and think about what it means to be able to cope. Share answers.
- Ask the children to stand again and this time demonstrate what coping looks like. Visual prompts could be standing straight with shoulders back or folding your arms in satisfaction
- Explain to the children that they are going to be set a challenge to test their coping skills. You may need to explain that our coping skills are what we use to deal well with challenges.
- The children are to work in groups at tables. Each group is given a large piece of paper, and each child is given a tube of Smarties.
- Explain to the children that each group is to make a simple picture from ALL of their Smarties, such as the outline of a person, animal or face. They must NOT eat any Smarties. Ensure you give each group an equal amount of Smarties or whichever alternative you choose.
- They have four minutes to complete the challenge, during which time the teacher will have his/her back turned.
- Set the timer and say 'GO.'
- When the time is up say 'STOP' and walk around the room inspecting the pictures.



REFLECTION/BRINGING THE SESSION TOGETHER:

- Ask how the children felt when they were making the pictures. Write answers on the board. You may get such responses as: excited, frustrated, worried, rushed.
- Ask how they coped with the time pressure and with not being able to eat the Smarties? Was it hard, or easy? Did anyone eat a Smartie?
- Ask what kind of things they said to each other and themselves to cope with the challenge.
- Write answers on the board.
- Give out award leaves for strong answers.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Cope, Help, Team, Assist, Trust, Support, Time, Deal with, Understand, Think, Talk, Manage, Emotions, Look after, Persist, Carry on, Grit, Brave, Bravery, Sharing

> DIFFERENTIATION AND EXTENSION:

Some children may be able to label their picture with the skills that people use to help them in challenging situations, e.g. the teacher sees people who look like they are stuck, she is patient when she is explaining, she shows them what to do on a whiteboard.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY GO EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L2. COPING SKILLS

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LESSON 2 QUESTION:

How will I cope in different situations?



YOU WILL NEED:

Space for groups to create their drama in; large paper and pens.



DIRECT TEACHING INPUT:

- > Recap on the previous session and what the children already know about coping.
- > Ask the children to suggest challenging situations, when it might be difficult to cope. Encourage answers such as: moving home, starting a new school, losing a pet, a friend not playing with you, etc.
- > List these ideas on a large piece of paper.
- > In small groups, the children should be allocated a scenario.
- > They should discuss the strategies that they would use to cope in this scenario.
- > Once they have done this, they should create a short piece of drama to show to the rest of the class.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > One at a time, the groups should show their short piece of drama to each other.
- > After each one, the children should list the coping techniques that they saw, e.g. walking away, standing straight, explaining their feelings.
- > Encourage discussion as to whether anyone would use a different strategy to cope in these scenarios. Add further suggestions to the list.
- > Discuss the fact that some coping strategies are better than others in certain situations, and depending on our mood at the time, e.g. if there has been an argument between friends, sometimes it is better to try to talk about it and sort it out there and then, at other times it is better to give ourselves a bit of time and space away from each other.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Cope, Help, Team, Assist, Trust, Support, Time, Deal with, Understand, Think, Talk, Manage, Emotions, Look after, Persist, Carry on, Grit, Brave, Bravery, Sharing

> DIFFERENTIATION AND EXTENSION:

Some children may be able to talk about times when they used some of the coping techniques effectively, or when they didn't.

Some may be able to suggest hypothetical situations when certain techniques may or may not be effective.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY GO EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L3. COPING SKILLS

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LESSON 3 QUESTION:

Why is it important to have good coping skills?



YOU WILL NEED:

Paper; pencils or pens; a device to play music on; space to move around in, such as a hall or cleared classroom; audiolinks:

Wobbly:

www.youtube.com/watch?v=xThtYC_zsQY

Superhero:

www.youtube.com/watch?v=-bTpp8PQSog

Indiana Jones theme or Superman theme:

www.youtube.com/watch?v=e9vrfEoc8_g



DIRECT TEACHING INPUT:

- › Ask the children to recall a time when they experienced a challenge, such as joining a new after-school club, making new friends or moving house.
- › How did they feel at the time?
- › Write answers on the board. You may get such responses as nervous, scared or worried. Explain that, when we are challenged, our brains can overreact and make us behave in a way that doesn't help.
- › Ask the children to move around the room as if they are worried and nervous and to exaggerate these movements. Play the 'wobbly' music.
- › Stop the music and ask how the children feel.
- › Now ask the children to imagine they are superheroes and can cope with absolutely anything. They should walk around the room demonstrating this. Play the superhero music.
- › Stop the music and ask how the children feel now. How do they feel different? Write these answers on the board, so they can be compared with the earlier answers.
- › Ask what we can say to ourselves to help us cope when there is a challenge. What would a superhero say? 'I am strong, I am confident, I can do this.'
- › Ask the children to each write down a sentence that would help them when they are feeling scared, nervous or worried. Share these sentences.
- › Pick some of the sentences and practise saying them aloud together when standing.
- › Now play the superhero music again and ask the children to keep saying their own sentence as they strut around the room.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Explain to the children that the sentence that they created and said over and over again is their personal mantra.
- › A mantra is a positive saying that we say to ourselves, either out loud or in our head, to help us cope.
- › Ask the children why it is important to have good coping skills.
- › Give out award leaves for strong answers.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Cope, Help, Team, Assist, Trust, Support, Time, Deal with, Understand, Think, Talk, Manage, Emotions, Look after, Persist, Carry on, Grit, Brave, Bravery, Sharing

> DIFFERENTIATION AND EXTENSION:

Some children may like to write their positive sentence/ mantra down so that they can commit it to memory and/or take it home to use.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY GO EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L4. COPING SKILLS

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LESSON 4 QUESTION:

What skills do I need to cope and to help others?



YOU WILL NEED:

Paper and crayons.



DIRECT TEACHING INPUT:

- > Recap on last week's session and how the children practised being superheroes.
- > Explain that this week they are going to think of all of the skills that they need in life to cope themselves and to help others cope.
- > Encourage answers such as: patience, ability to spot someone who may be struggling to cope, ability to ask helpful questions.
- > Tell the children that they are each going to design a coping puppet. It should have a superhero name, e.g. Strong Sarah, Coping Callum, Brave Emma. Each title doesn't need to be limited to using one descriptive word and they don't have to begin with the same letters.
- > On a piece of paper, each child should plan their coping puppet. They should label the parts of the puppet that help it and others to cope, e.g. wide eyes to spot any challenging situations or people who are upset, flexible arms to hug people, a personal mantra on their superhero outfit.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask the children to share their superhero puppet plans with others on their table.
- > Explain that, if there is something on someone else's design that you have forgotten/ not thought about, but would really like to use, you may 'maggie' it.
- > Encourage the children to explain how they feel about someone 'maggie-ing' their ideas. If they are finding it difficult, which strategies are they using to cope.
- > Tell the children that, in the next session, they will be making their coping superhero puppet. If appropriate, they should bring in the things that they will need.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Cope, Help, Team, Assist, Trust, Support, Time, Deal with, Understand, Think, Talk, Manage, Emotions, Look after, Persist, Carry on, Grit, Brave, Bravery, Sharing

> DIFFERENTIATION AND EXTENSION:

Rather than children working individually on their puppets, you may choose to make this a paired or group activity.

Some children may need to be set a personal target, prior to others 'maggie-ing' their ideas. They may benefit from being told that this is a huge compliment or having a personal mantra such as, 'It's good to share.'

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY GO EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L5. COPING SKILLS

LESSON 5 QUESTION:

What advice can I take from a superhero, to help myself and others cope?

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YOU WILL NEED:

Superhero puppet designs from last week; materials to make the puppets with, such as: wooden spoons, material, wool, glue, sequins, felt tips, a puppet theatre (actual or makeshift); paper and pencils.



DIRECT TEACHING INPUT:

- › Recap on the previous week's designing stage, where individuals, pairs or groups planned a coping superhero puppet.
- › Tell the children that they are going to make their puppets this week. Ask them how they will cope if, for example, it is hard to fix the wool on to the spoon, or if there aren't enough sequins to go round. Say that you will be looking for children who manage their frustrations and show good coping skills during this activity.
- › The children should make their puppets. Give out award leaves, as you spot individuals coping with glue or similar related difficulties.
- › When everyone has a completed puppet, explain that they should work in groups to write and perform a puppet play which shows how the superheroes help others to cope. Again, ask the children what strategies they will use if they don't get their own way, bits fall off their puppet when they move it etc.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › When they have had time to practise, each group should perform their puppet play to the others.
- › At the end, the audience should say one thing that they liked about the play and one thing that could have been even better.
- › Ask the children how they coped when they were given some constructive criticism. Explain that it is important to have an open mind and take on board other people's suggestions, as this is how we improve.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Cope, Help, Team, Assist, Trust, Support, Time, Deal with, Understand, Think, Talk, Manage, Emotions, Look after, Persist, Carry on, Grit, Brave, Bravery, Sharing

> DIFFERENTIATION AND EXTENSION:

Consider the size of the group when performing the plays. Some children, who may find this activity difficult to cope in, may benefit from starting off in a relatively small group or pair.

The children may like to perform their puppet plays for other classes, or their parents. If they do this, ask them how they will cope with nerves.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY GO EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L6. COPING SKILLS

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LESSON 6 QUESTION:

What coping skills could I use in school?



YOU WILL NEED:

My Coping Behaviours worksheet; paper; pencils.



DIRECT TEACHING INPUT:

- > Recap on all of the things that the children have learnt over the past few weeks such as: how to identify situations that we might find it more difficult to cope in, how we can change from feeling wobbly to being like a superhero, the skills we need to cope ourselves and support others.
- > Choose someone from the class to come to the front. Ask them to imagine they have just been moved to a new classroom and don't know anyone. Ask them to demonstrate in an exaggerated manner how they would behave if they were nervous and to freeze in a nervous position.
- > Ask another student or two to come to the front and move the first person's body into a position to show that they are coping. Encourage the person who is moving their classmate to think about showing them as more in control, calm, confident and relaxed.
- > Next ask the children to each draw themselves coping. Give out the 'My coping behaviours' worksheet. Ask them to draw in each quadrant. Ensure that they pay attention to how they are standing, what their face is doing, and what they are saying, using speech bubbles. Encourage children to think of their own different emotions and add these to the pictures. Allow plenty of time.
- > Give out award leaves for drawings that demonstrate great coping skills.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Hang these pictures around the classroom.
- > Explain that when we use coping body language and coping words it helps our brain override the scared and worried feelings.
- > Ask the children to notice what their body is doing and what they are saying to themselves next time they are worried and to use their pictures to remind themselves of their coping skills.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH

Cope, Help, Team, Assist, Trust, Support, Time, Deal with, Understand, Think, Talk, Manage, Emotions, Look after, Persist, Carry on, Grit, Brave, Bravery, Sharing

> DIFFERENTIATION AND EXTENSION

If you would like to use these sheets for assessment purposes, then you may choose to give less direct teaching input.

Some children may benefit from taking copies of their coping behaviours sheets home, so that their parents and siblings can support them to practise these skills.

Some children may prefer to draw their behaviours, others may prefer to write about them.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY GO EVEN BETTER NEXT TIME?

> OTHER IDEAS...