



L1. COPING SKILLS

Y4



LAUGHOLGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLGY

LESSON 1 QUESTION:

What is coping and how do I feel when I am coping well?



YOU WILL NEED:

Space; well-inflated and semi-deflated balls; pumps.



DIRECT TEACHING INPUT:

- › Ask the children what they understand by the word 'coping'. Write down some of their ideas on a large sheet of paper.
- › With a partner and a whiteboard between them, ask the children to write down words to describe how they feel when they are coping well and words to describe how they feel when they are not coping well.
- › In a large space, ask the children to take it in turns bouncing well-inflated balls. While they are bouncing the balls, they should say how they feel when they are coping well.
- › Following this, they should bounce semi-deflated balls and say how they feel when they are not coping so well.
- › Explain that we need to keep ourselves and each other inflated with our coping skills.
- › Ask the children to stand up and deflate, i.e. let air out and bodies slump. Model using coping words to help them inflate again.
- › Ask the children to work in teams/ as a team to ensure that all of the balls are inflated. Each time that they pump, they should say a coping word.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children if they can think of any other objects, in different states, which could be used as analogies for coping. These could be similar to the balls, such as inflating a hot air balloon, or slightly different such as rising dough.
- › When you have several alternatives, ask each group to design a poster which demonstrates these analogies. This should include all of the words, actions, behaviours etc. that would help someone to feel better about themselves and cope more successfully.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Coping, Strengths, Success, Co-operation, Friendships, Aid, Guide, Listen, Model, Together, Teamwork, Community, Compassion, Reassurance, Giving, Comfort, Thoughtfulness, Grit, Determination, Can-do, Attitude, Together, Standing tall, Breathing, Relaxation

> DIFFERENTIATION AND EXTENSION:

Rather than creating an analogy poster, some children may benefit from writing coping words on slips of paper and sticking these onto pictures of inflated balls.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS:



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LESSON 2 QUESTION:

What coping skills can I use in school?



YOU WILL NEED:

I Feel Calm posters and I Feel Calm cards; a device to play the Youtube clip:
www.youtube.com/watch?v=phcDQ0H_LnY **'Power posing' by Amy Cuddy**



DIRECT TEACHING INPUT:

- › Explain to the group that today you are going to look at physical exercises that help you to relax and feel calm and in control.
- › Split the class into small groups or pairs and ask them to draw an outline of a human body.
- › On the body, draw a line down the middle. Explain that one side of the body is going to be calm and controlled, and the other side is going to be nervous and stressed.
- › Ask the children to think of scenarios in which they may experience these opposing feelings.
- › Ask the children to draw/write, on the relevant parts of their diagrams, all the physical things that they know the body does when two opposite feelings are activated. For example, when they are nervous their shoulders may be hunched. When calm and in control, a smile may appear.
- › Ask the children to share their drawings.
- › Ask the children to stand up, and when you read out some of the physical manifestations of stress or nervousness ask them to demonstrate them. Hold the action for a few seconds.
- › Do this a few times and ask the children how they felt. Explain that this is because the brain gets a message from the body to say it is reacting in a stressed way so it sends out signals that it is stressed.
- › Next, repeat the exercise but with all the positive feelings and movements. Hold these actions for a few seconds. Ask how they felt. Play the clip (Amy Cuddy).
- › When the clip has finished, ask the children to discuss in pairs what they learnt from it and from the exercises they have just done. They need to become aware of what their body is doing and how this can make them feel. Encourage classmates to help each other by saying: 'Relax your shoulders,' or 'Stand strong'.
- › Ask them to think of other famous people who have power poses, e.g. Mo Farah and Usain Bolt.
- › Practise power posing with the children. Ask them to inhale deeply through the nose for 5 seconds and out through the mouth for 5 seconds. This helps to relax the mind.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Explain to the children that they are going to act as coaches to each other. (You might have to explain that a coach is a person who helps someone achieve things, feel better and cope with challenges). They are going to coach each other to power pose in a confident way and encourage each other with positive phrases and words. They are also going to coach each other to breathe in a calm way. Give the children time to practise this with each other, then invite pairs to show what they did to help their partner.
- › Put up the 'I can feel calm' posters.
- › Give out award leaves to children who show an understanding of the positive impact that power posing can have.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Coping, Strengths, Success, Co-operation, Friendships, Aid, Guide, Listen, Model, Together, Teamwork, Community, Compassion, Reassurance, Giving, Comfort, Thoughtfulness, Grit, Determination, Can-do, Attitude, Together, Standing tall, Breathing, Relaxation

> DIFFERENTIATION AND EXTENSION:

Ask the children to make their own 'I feel calm' prompt cards to help other children.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L3. COPING SKILLS

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LESSON 3 QUESTION: How can I help others to cope?



YOU WILL NEED:

Feeling-o-meter; Mindfulness Script sheet; space for children to relax; pens and paper.



DIRECT TEACHING INPUT:

- › Show the children the feeling-o-meter. Explain that the different colours and numbers mean you are either really relaxed or really tense. Can they guess which means what? (1/blue = relaxed and calm, 5/red = stressed and upset).
- › Ask the children to talk to each other about where they are on the meter and why they are there today. Encourage them to ask questions of each other like, 'What would help you get closer to blue?' if they are nearer red. Or, 'What is helping you to feel like blue?'
- › Explain to the children that today you are going to take them through a mindfulness exercise. Ask the children if anyone knows what the word 'mindfulness' means. You may need to share an answer. Write the statement below on the board:
'A mental state achieved by focusing one's awareness on the present moment, whilst calmly acknowledging and accepting feelings, thoughts and bodily sensations.'
- › Break up the sentence about mindfulness and ask the children to discuss what different chunks of it mean.
- › Once you have done this, get the children ready to relax. Explain that you are going to read out a mindfulness script. All they need to do is listen to your voice and think about every word.
- › Read out the script.
- › At the end, give the children time to come round.
- › Ask them how they feel now.
- › In pairs, ask them to rate themselves on the feeling-o-meter now. Have they changed from before the relaxation exercise? What helped them change?
- › Ask the children to talk in pairs and suggest how they might use this exercise to help others. Encourage them to think about the language used and what impact that has on how they feel.
- › Share ideas with the rest of the class.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children how they could use this technique when they are stressed.
- › Ask the children how this technique might help them to be more resilient and tough.
- › Ask them to think of some positive sentences to say to others who need to cope and relax, based on the mindfulness sheet.
- › Give out award leaves for children who understand how to help others cope and relax.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

The children could design their own feeling identity meter to share with others. This could be based on a traffic light or numbered fingers system, or something of their own choice.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



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LESSON 4 QUESTION:

Can I recognise when my body is not coping as well, and put in strategies to help myself cope better?



YOU WILL NEED:

The whole body diagrams from lesson 2; any device capable of playing
YouTube clip: www.youtube.com/watch?v=RVA2N6tX2cg; paper and pens.



DIRECT TEACHING INPUT:

- > Remind the children of the whole body diagrams that they produced in lesson 2.
- > Recap, in particular, on the things that our bodies do when we are not coping as successfully as we would like, e.g. going red in the face, shouting, clenching fists.
- > Ask the children what they do to calm themselves down and regain control, when they feel that they are displaying some of these behaviours.
- > Show the children the YouTube clip.
- > Ask them to talk to a partner about anything new that they have learnt. Then share thoughts with the whole class.
- > Explain that the children in the YouTube clip are very young. Say that you would like the class to make their own film clip with even more ideas of how to cope on it, to help other children at your school. Recap what some of these strategies could be.
- > Tell the children that, in the next session, they will write their script, organise stage directions and produce their film but today they should make their basic plan, decide on the content, make sure that everyone plays a role and help each other to cope with this challenge.
- > Step back from the discussions and watch what happens.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > At an appropriate point, stop the discussion and ask the children to reflect on their progress so far. Have they got a plan? Does everyone have a role? Are they ready to write a script and film it next week?
- > Ask the children questions about the process. Was that easy or difficult? What helped the group, and what didn't? If anyone found it challenging, how did they cope with this?
- > Ask the class if there is anything else that they need from you, in order to achieve their challenge in the next session.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Some children may find the whole class challenge quite tricky to cope with. It may be that they would benefit from working in a smaller group, or from having a personal target related to this part of the lesson, set prior to the session.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L5. COPING SKILLS

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LESSON 5 QUESTION:

Can I give verbal 'How To Cope' advice to others?



YOU WILL NEED:

Paper and pens; filming equipment; possible props.



DIRECT TEACHING INPUT:

- › Remind the children of their challenge, which is to produce a 'How To Cope' film clip for younger pupils at the school.
- › Recap where they got up to last week with their plans and ask if they have done anything else in the intervening time. If they have, point out that, when we are well-prepared, we often find it easier to cope.
- › Explain that, again, you are going to let them direct their own work but remind them that they should be ensuring that everyone plays a part and that everyone should be supported to cope.
- › Say that, when they are ready, you will be happy to film for them.
- › Sit back and watch what happens, making notes of positive behaviours and children displaying good coping skills. From time to time, you may want to give them a time check and praise some of the things that you have seen such as patience, walking away from potential conflict, accepting someone else's decision.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › With ten or so minutes to go, if they haven't already asked you to film their clip, ask the children to stop and say that you are going to film what they have so far, regardless of whether it is ready or not.
- › Again, observe children who are coping well with this and point out the ways in which they are managing their emotions.
- › Film the clip. Ask them what they have learnt from this exercise. What would they do the same next time? What would they do differently?

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Some children may find the whole class challenge quite tricky to cope with. It may be that they would benefit from working in a smaller group, or from having a personal target related to this lesson, set prior to the session.

Some children may be able to break down the session into chunks of time in which they felt different emotions such as excitement and enthusiasm when everyone knew what they were doing, but frustration when the teacher said to stop.

If the film is not finished or as polished as the children would like, they may like some time to finish it off.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L6. COPING SKILLS

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LESSON 6 QUESTION:

Can I give written 'How To Cope' advice to others?



YOU WILL NEED:

Previous session's film clip; paper and pens.



DIRECT TEACHING INPUT:

- › Show the children their film clip from last week and remind them that this was intended to support younger children to develop better coping skills and strategies.
- › Ask the children how they would rate the clip on a scale of 1-10. Does it give a range of ideas? Is it helpful to watch? Is there anything missing?
- › Recap on all of the things that the class has learnt over the last few weeks such as: recognising physical signs when we are struggling to cope, how positive words and actions help us to feel inflated and better able to cope, how mindfulness exercises help us to feel calm.
- › Explain that, to go along with the film clip, you would like each child to write some instructions/ top tips for younger pupils to help them to cope better.
- › The children should work independently on their instructions/ top tips. Explain that they only have a certain amount of time as the younger pupils will be arriving towards the end of the lesson.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Children from a younger class should be invited in to watch the film clip.
- › The Year 4 children should then sit with a younger buddy and go through their written instructions/ top tips with them, demonstrating anything that they need to.
- › When the younger pupils have left, ask the children to summarise what they have learnt about working and coping under pressure.
- › Give out award leaves, as appropriate.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

In order to get their top tips finished within the time limit, some children may benefit from working within a supported group.

You may wish to use these instructions for assessment purposes, in which case you should limit the direct teaching input.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...