



L1. COPING SKILLS

Y3



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

What is coping and how can coping help me bounce back?



YOU WILL NEED:

Large shallow containers; plenty of small soft apples (or oranges/pears); cool water; towels; a timer; coloured pencils; paper/card.



DIRECT TEACHING INPUT:

- Ask the children what they understand by the word 'coping'. List their ideas on the board.
- Explain to the children what is meant by 'bounce back'. Give examples, such as when you don't come first at something and you don't let it upset you; you get back up and have another go.
- Ask the children if they can think of a time when they did bounce back.
- Explain that they are going to play a game that will help with their 'bounce-back-ability.'
- Arrange the class into equal teams.
- Each team has a shallow tub of water filled with apples. Don't fill with too many apples as that makes the task too easy and it is meant to be difficult. Containers can be placed on tables OR on the floor where children can kneel. When the teacher says 'GO', the first team member has to bob for apples. The teacher or TA will record when anyone successfully retrieves an apple. Each team member has a time limit of 1 minute.
- When time is up for everyone, children are to be seated and individual and team scores are revealed.
- It is important NOT to give out awards for winning teams or individuals.
- Ask the children how they felt when bobbing for apples. Write up the feelings on the board.
- Ask if the children said anything to their team members to encourage them. What did they say?
- Ask how the children felt when they weren't successful.
- If appropriate, give out award leaves to children who showed great 'bounce-back-ability.'
- Ask the children if they think it matters when they don't win. Then ask if they think it will matter tomorrow, next week, next year, when they are a grown up.
- Ask the children, in their teams, to think of something helpful to say to someone who didn't get an apple. You may get such answers as, 'You might do better next time,' 'I don't care that we didn't win, I had fun getting wet.'



REFLECTION/BRINGING THE SESSION TOGETHER:

- When the children are dry and back in the classroom, ask them to think of a time when they didn't do well at something.
- Next ask them to make a card to send to themselves. On the front they can draw a picture of themselves doing something they are good at. Inside they can write: 'Dear Self / Name, The next time you aren't good at something, remember it isn't worth feeling sad about it. To get good at something you have to work hard at it.'
- These cards can be put in sealed envelopes for the children to write their own name on and for the teacher to keep so that next time an individual doesn't do well at something the teacher can send them the card to help them cope.

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, who find it hard to cope in lots of situations, may benefit from having their card to hand on a more regular basis.

Some children might like to write definitions of bounce-back-ability to be displayed around the room.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY GO EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L2. COPING SKILLS

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LAUGHOLGY

LESSON 2 QUESTION:

How can coping skills help me learn?



YOU WILL NEED:

Cardboard or paper cube templates; glue or Sellotape; coloured crayons or markers; Developing a Growth Mindset chart.



DIRECT TEACHING INPUT:

- › Ask the children what kind of things they say (or hear others say) when they feel they aren't very good at something in school. You may get such answers as, 'I'm rubbish at this,' 'I can't do it,' or 'I don't like this subject' etc.
- › Share and write up the answers on the board.
- › Ask what you can say instead to help you cope with that subject and help you learn better.
- › Write the answers on the board.
- › Introduce the 'Developing a growth' chart to help with answers.
- › Now ask the children to choose their 6 favourite coping phrases. They can be ones they made up themselves or from a friend or the chart.
- › Ask them to write each of their phrases on a square of the cube template. Allow them time to be creative.
- › Next, get them to stick the template together to create a 'coping cube'.
- › In their groups, each child gets a chance to throw the cube. Ask children to talk about a situation when they might use the saying that the cube lands on, to help them feel better.
- › Share ideas with the rest of the class
- › Hand out award leaves to the most creative.
- › Explain that these 'coping cubes' can be kept in the classroom on desks to motivate the children when they feel that they are struggling. Explain that they can turn the cubes over until they find the phrase that helps them best at that moment.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask each child to think of one thing in school they would like to get better at.
- › Now arrange the children in pairs.
- › Each child can share the one thing they would like to get better at with their partner.
- › That partner then thinks of something to say to help the other get better at the chosen thing, e.g. 'You can do it,' 'I can help you with that' etc.
- › Ask children what ingredients they may need to get better at something.
- › Encourage answers like 'having a go,' 'making a mistake and learning' and 'seeking advice from others who have already done it.'

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 think of their own positive phrases, once they have seen the examples on the growth mindset sheet.

Some children may benefit from making a coping cube for home too. The template could be shared with parents.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY GO EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



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LESSON 3 QUESTION:

What is a mantra and how do they help people to cope?



YOU WILL NEED:

Devices capable of carrying out internet research; a printer.



DIRECT TEACHING INPUT:

- › Ask the children if they know what a mantra is.
- › Explain that a mantra is a positive saying that we repeat to ourselves either out loud or in our heads to help us to focus and cope.
- › Tell the children that there are lots of positive sayings and mantras, some of which are anonymous, others have been said by famous people. Share a couple of your favourites. Explain them if required and the reasons that you've chosen them.
- › Ask the children to use the internet to research mantras. There are many examples if they search for 'positive sayings' and go to images.
- › Tell the children that the class is going to make a mantra wall in the classroom and, to start off with, everyone is going to add one existing positive saying.
- › When they have looked through a range of mantras, the children should choose their favourite and think about a situation in which having that mantra would help, e.g. When problem solving, 'If plan A didn't work, the alphabet has 25 more letters.'
- › Once they have chatted to a partner, to check that their thinking makes sense and to discuss anything else that they might add, they should produce an A4 poster on their device (either copying and pasting or presenting the mantra in their own style). They should include on their poster, the one or more situations that it would help in.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ensure that everyone's mantra is printed off and begin to display these on a wall in the classroom.
- › These could be grouped according to the type of message or distributed more randomly.
- › Ask if any of the children are likely to adopt the mantra that they've presented or one that someone else has chosen.
- › Explain that, in the next session, the children are going to create their own original mantra. They might want to give this some thought over the next few days.

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:

There are a wide range of positive sayings. Some are short and to the point e.g. Be happy and smile. Others need more thought or play on words e.g. I was reminded that my blood type is be positive. Ensure that the children understand the mantras before choosing them and extend their thinking, as appropriate.

Children could choose their favourite positive saying, or they could be encouraged to find one which would help them to develop their mindset the most.

→ 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:

When do I cope less well and what could I say to myself to help?



YOU WILL NEED:

A4 paper and felt tips.



DIRECT TEACHING INPUT:

- › Recap on the previous week's session, the purpose of mantras and positive sayings.
- › Ask if any of the children have regularly repeated a mantra over the course of the week and what difference it has made.
- › Show the children some good examples of mantra posters, with accompanying illustrations e.g. 'Life isn't about waiting for the storm to pass, it's about learning to dance in the rain.'
- › Ask the children to think of one or more situations, in which they find it trickier to cope. This could be school related, such as when asked to work silently, or in a group, or in a test. It could be socially, e.g. when meeting someone new, or taking turns, or losing.
- › They should talk to their partner about this situation and, between them, devise a mantra which would help.
- › When everyone has an idea, the children should be encouraged to make an illustrated poster of their positive saying.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Share some of the children's ideas.
- › Explain that you would like the children to spend a couple of minutes thinking about how they will use their mantra so that it helps them. They will need to commit it to memory, decide how often they will say it to themselves, decide whether they will say it out loud or silently etc.
- › Add the children's mantras to the wall with last week's famous positive sayings on it.

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:

Check that the children are showing good self-knowledge about the situations that they find most tricky and devising mantras that will be beneficial to them.

Some children will remember their mantras and make a plan to use them independently. Others may need some support to do this, e.g. setting some time aside each day for the child to read their mantra. If possible, this should relate to their target, e.g. just before playtime, if their mantra is about friendships.

Some children might like to think about the tone of their voice, the speed in which they will say their mantra, how many times they will repeat it etc. They might like to trial different approaches to see what works for them.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY GO EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L5. COPING SKILLS

LESSON 5 QUESTION:

How could a personal mantra help others?

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YOU WILL NEED:

Positive Mantra template.



DIRECT TEACHING INPUT:

- › Recap on the previous two sessions and how personal mantras can help us.
- › Ask the children to talk to a partner. They should think about fictional characters or famous people who appear to be good at coping. They should think about the specific language that the person uses, their behaviours, actions and their body language. It might help the children to cast their minds back to the many fairy tales that they know.
- › Once they have chosen someone that they feel copes well, they should suggest a personal mantra/ positive saying for them, e.g. The three little pigs might have the mantra: 'We will survive.'
- › Ask for couples to share some of their thoughts.
- › With a different partner, each child should think of a fictional or famous person who may appear to not cope as well, when things get challenging.
- › They should think about the language, behaviours, actions and body language that they could adopt to help them cope more successfully and create a personal mantra for them.
- › Again, share some of the children's ideas. Remind them that personal mantras should always be worded positively.
- › On the positive mantra template, the children should draw their own character or person and fill in the sentences: 'In order to cope more successfully X should.....'
- › 'A helpful mantra for X would be.....'



REFLECTION/BRINGING THE SESSION TOGETHER:

- › The final sheets should be added to the mantra wall and the children should be given time to study this in detail and comment on any new learning.
- › They may like to invite their parents in to share their knowledge of how personal mantras and positive sayings help people to cope in challenging situations.

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 benefit from having some pictures of characters or famous people to consider, during the discussion part of the session.

Some children may need support to reword the mantra more positively, e.g. For Cinderella, instead of saying, 'My step-sisters will not bully me,' she could say, 'I am just as important as my step-sisters.' This rewording could be done with a partner or by asking for help from the class, during a mini-plenary.

→ 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 advice could I give to others about coping?



YOU WILL NEED:

Draft and special paper; pencils; crayons; ribbon; a recipe book.



DIRECT TEACHING INPUT:

- › Recap on all that has been learnt during the Coping module such as: it helps to have a growth mindset and change negative thoughts into positive ones, we can bounce back after failure, positive mantras help us to manage trickier situations.
- › Explain that the children are going to write a recipe for coping, to help other people. They should think of the ingredients needed to cope and the method of combining these.
- › Look at one or two food recipes together so that the children can make individual notes about the kind of language used, e.g. a pinch of, sprinkle on top, stir until smooth.
- › Independently, the children should draft their recipe for coping.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Once everyone has a first draft, explain that they need to think of a person that would benefit from having their recipe.
- › They should then write it out on special paper, with illustrations that are pertinent to that person.
- › Finally, the children should roll their finished drafts up and tie a ribbon around them, in order to present them to their chosen person.

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:

You may choose to take copies, prior to the recipes being rolled up, in order to use these pieces of work for assessment.

Some children may need to be supported to choose an appropriate person to give their recipe to. A covering letter which explains what the class has been learning, and how we can all develop further strategies to cope with life's challenges, may put the receipt of a recipe for coping into context for adults at home, as well as opening up conversations between parents and children.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY GO EVEN BETTER NEXT TIME?

→ OTHER IDEAS...