



L1. COPING SKILLS

Y1



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

What do feelings mean and why do I need coping skills?



YOU WILL NEED:

Large pieces of paper; pens; Feelings prompt cards; a variety of newspapers, magazines, comics, photos showing different emotions.



DIRECT TEACHING INPUT:

- › Today, explain to the children that you are going to talk about feelings and the impact they have on us.
- › Ask the children to think of as many different words to describe feelings as they can.
- › Collect as many words for feelings as you can and write them on a piece of paper. It's okay for children to use metaphors for feelings such as butterflies in tummy for excitement, but ensure the feeling is also named for what you believe the metaphor to be.
- › It may help to ask the following questions:
 - › Is the feeling one that makes us feel really great, or that makes us feel not so great?
 - › Is it a really big feeling or a little feeling, or can it be both?
- › If you get this feeling, do you think it's a feeling you need help with? What makes this feeling happen?
- › Write the answers on a board. Question further and ask:
 - › If the feeling is not so great, why is it not so great and what happens? What would help with this feeling?
 - › Why is it a big or little feeling? What would help make it smaller or what would make it bigger?
 - › If you need help with the feeling, who would you go to, to get help?
- › Collate some of the answers and go through all the things they have discussed and explain that some of these things help us to cope when we have feelings that don't feel so good.
- › In groups, ask children to make a collage of feelings, using the pictures from the magazines, comics and newspapers.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Share the collages and continue to encourage a wide range of language linked to feelings. Can the children think of other words for happy such as pleased, or words that mean slightly more than happy, e.g. delighted, joyful.
- › Add any new words onto the list and explain to children that you will be listening out for them over the course of the week.
- › Give out award leaves for children who showed an understanding of feelings and what they mean, as well as an understanding of how we can cope.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

Some children could be extended, by encouraging them to sort the pictures into great and not so great feelings prior to making their collage.

Some children could label their collages into either great/ not so great groups or they could be more specific, using vocabulary such as 'happy feelings' and 'angry feelings.'

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...

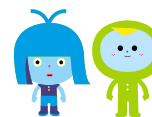


L2. COPING SKILLS

LESSON 2 QUESTION:

How can I understand my feelings and make myself feel better?

Y1



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY



YOU WILL NEED:

Image cards of situations that cause not so good feelings; images of situations that cause good feelings.



DIRECT TEACHING INPUT:

- › Start by reflecting on the last lesson and ask the children if anyone can remember some of the feelings they talked about.
- › If you still have the feelings that were written on the paper, bring these out as a reminder.
- › Ask the children if anything has happened in the last week when any of the feelings have occurred. Encourage the children to share stories and maybe share some of your own.
- › Ask the children what they did when they got the feeling. Encourage them to be honest. Depending on what children say, ask further questions, such as: Did that make you feel better or worse? Did it solve the problem?
- › Share the cards for the 'not so good feelings' one at a time with the children. Ask how the situation described might make them feel and how they might react if they felt that way. Encourage honest answers. You might have to provide prompts and ask whether they would cry, stamp their feet or shout.
- › When they talk about the feeling, ask the children to show how their faces and bodies would reflect that feeling. Encourage children to stand up in small groups and show the rest of the class the feeling.
- › Ask the children if it makes them feel better or worse when acting out the not so good feelings. How do they feel when they frown, scrunch up their faces and clench their fists?
- › Then ask children to shake off the feelings, encouraging them to move their hands and arms and wiggle.
- › Next, share the 'good situations' cards.
- › Ask the children again how they would react to these situations. You are looking for positive words, e.g. smile and laugh.
- › Ask the children again to act out these feelings, repeating the exercise above, encouraging small groups to show the rest of the class.
- › Now ask the children to sit calmly on the carpet and ask them which felt better, acting out the not so good or the good feelings. Which actions made them happier?
- › Explain to the children that even pretending to act out a positive action can help you feel better, even at times when you don't.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask for children to think of situations that happen, like in the example cards, that make them upset or sad. These might be the real situations they have shared at the start of the session.
- › From what they have learnt about being able to act differently to how they feel, how might they change the situation by acting differently?
- › It could be helpful to give them options, such as: would it make me feel better if I a) cry, b) stamp my feet or c) walk away and play with my favourite toy instead. Repeat this several times with different examples.
- › Give out award leaves for great answers.
- › Give out award leaves for understanding feelings and being aware of how to feel better.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

With the children sitting in a circle or in their seats, explain that you are going to play a game of quick-fire feelings.

The idea of the game is for the teacher to shout the names of feelings and for the children to quickly reflect that feeling in facial expressions and behaviour. Once you have warmed the children up and they have done this a few times, explain that this time you are going to shout out an emotion and the children have to do an opposite emotion. Give a few examples to start with.

Once you have had some fun with this, explain to the children that they are in charge of how they react.

You could show the not so good scenario cards again and ask them to think about ways they could react, rather than how they feel they want to react. Would that change how they felt and the situation?

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L3. COPING SKILLS

Y1



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 3 QUESTION:

Do I know how to help myself feel better in school?



YOU WILL NEED:

My School Day chart; Feel Better prompt cards; I Can Recognise My Feelings Cards; Blank face template; pens and pencils.



DIRECT TEACHING INPUT:

- > Share the My school day chart with the class.
- > At each point on the chart, ask the children to say how the school day makes them feel at that particular point. Ask the children if they feel the same every day or if feelings can change. Ask the children what might make their feelings change.
- > Encourage the children to be honest. As you go through the day, if there are any feelings that aren't so good, ask the children what they might do to help themselves feel better.
- > Share the Feel better prompt cards and allow children to choose from these. Encourage them to think of their own answers too.
- > Once you have gone through the My school day chart and identified things to help them feel better, ask the children what other things might happen in the school day which they might need help with?
- > Take some ideas and ask for solutions on how they could help themselves feel better.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask children to think of situations that make them worried or sad.
- > From what they learnt last week about being able to act differently to the way they feel, how might they change the situation by acting differently?
- > It could be helpful to give them options. For example, if they didn't like their lunch, would it make them feel better if they cried, stamped their feet or spoke to an adult instead? Repeat this several times with different scenarios. You can do this with the example cards.
- > Give out award leaves for great answers and for understanding feelings, being aware of feelings and how to feel better.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial Expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

Give out the I can recognise my feelings cards

Get children to write their name and 'I can recognise mine and other people's feelings' at the top.

On the blank faces, ask the children to draw in the emotions/ feelings with as much detail as possible.

Once children have done this, ask them to share with the class.

Extend this activity by asking them to draw situations for each feeling that can make you feel like that.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L4. COPING SKILLS

LESSON 4 QUESTION:

Do I know how to help myself feel better and have coping skills for outside school?

Y1



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY



YOU WILL NEED:

A device on which to play video clip:

www.youtube.com/watch?v=HttF5HVYtLQ;

Smile On A Stick Example; My Coping Skills Cards



DIRECT TEACHING INPUT:

- › Write the term 'coping skills' on the board. Explain that coping skills are things they can do to help them feel better or be more positive, when they feel sad. They are ways to help you get through everyday challenges such as being at school all by yourself or tying your shoe laces. They help you to keep doing things until you get them right.
- › Ask the children what they do to help themselves feel better when they come across challenges. You can help them with your own examples, such as thinking happy thoughts, taking deep breaths.
- › Collate the suggestions and ask the children to spot any that are similar.
- › Working together as a class, try to group similar coping skills.
- › Ask the children if there are any suggestions from other children that they would like to ask more questions about or that they think they might try.
- › Show the laughing babies clip.
- › Ask the children how they feel after the clip (usually a few of them start laughing as they watch).
- › Ask the children why they think they laughed at the clip. You are looking for answers such as: 'It sounds funny,' 'The babies look funny,' 'Their laughs make me laugh.'
- › Explain to the children that laughing and smiling are great ways to help you feel better.
- › Explain to the children that they are going to do a fun exercise on smiling and laughing, but they have to listen and that when you signal them to stop, they need to be able to.
- › In groups, encourage the children to practise their best smile, then, when they've smiled as wide as possible, break into laughter.
- › Ask the children how it feels to smile and laugh. They should give answers such as happy, excited, funny, friendly, relaxed.
- › Explain to the children that they can smile and laugh whenever they need to feel better. Ask the children for examples of when they might use these skills.
- › Ask the children to write a list of things that are positive that make them laugh.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Using the My coping skills prompt cards, ask the children for suggestions on how to fill in the missing spaces. For example, when I find something a bit scary I can speak to an adult about it. Encourage the children to think of real life scenarios and skills.
- › Give out award leaves for understanding positive coping skills to use outside.
- › Give out award leaves for knowing how to practise positive feelings and being positive in any situation.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial Expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

Make a smile on a stick and with the children look at the example. Using lollipop sticks and card-board, let the children make smiles on a stick. Ask the children when they might use these to feel better.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...

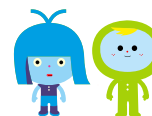


L5. COPING SKILLS

LESSON 5 QUESTION:

Do I know how to feel better and help others feel better when they are worried?

Y1



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY



YOU WILL NEED:

Paper; pens; a jar or something similar; small pieces of card to fit in the jar.



DIRECT TEACHING INPUT:

- > Explain that you are going to talk about worries in a positive way in order to help children deal with them.
- > Explain to the children that they can talk about any concerns and worries in a positive way. Ask them for examples of things they are worried about and write them on a card and put them in the worry jar.
- > Explain that talking about concerns or worries is really good as it gets them out in the open and helps people feel better.
- > Put as many concerns as you can in the worry jar.
- > One at a time, pull them out and ask if others recognise that worry and if they can help each other understand how to deal with it.
- > Stick each worry card on a piece of paper and ask the children for solutions. Draw or write these around the outside.
- > Once you have modelled a couple of these, ask the children to work in pairs or groups on other worries from the jar.
- > Invite others in to see your display and ask children to talk through their worries and solutions with other children.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Bring all of the worries and solution sheets together and encourage the children to share their work.
- > Ask the class if they can think of any other solutions to each worry.
- > Encourage the children to realise that there are many solutions and people who can help with different challenges.
- > Give out award leaves for having a great understanding of coping skills, for challenges now and in the future.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

You may like to read the children a related book, such as *The Huge Bag Of Worries* by Virginia Ironside.

You may also like to write to tell parents about the worry jar at school. With their child, parents could set up a worry jar at home and work through solutions to concerns.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L6. COPING SKILLS

LESSON 6 QUESTION:

How might I use these skills in the future?

Y1



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY



YOU WILL NEED:

Paper; pens; a list of challenges appropriate to the children in your class.



DIRECT TEACHING INPUT:

- > Explain to children that today they are going to think about everything they have learned about feeling good and coping so far.
- > Recap on some of the key learning points from the coping skills module. These should include things such as: people who help me with everyday challenges, acting out positive feelings, smiling, laughing, thinking about positive memories. Encourage the children to think what else you have covered. If you have wall displays it might be helpful to visit these to jog memories.
- > Read out the list of challenges that you know the children in your class face on a regular basis, e.g. sharing equipment, learning their 2,5 and 10 times tables, tying their shoelaces.
- > Explain to the children that, in this lesson, they are going to draw pictures of all the people who help them to do these different things and to cope with different challenges.
- > Give each child an A4 piece of paper. They might want to draw their teacher helping them with class work or a lollipop person helping them to cross the road.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Bring all the drawings together and encourage children to share what they have drawn, explaining the details.
- > Ask the class who else might help with some of the challenges, apart from the person who has been drawn.
- > Encourage the children to realise that there are many solutions and people who can help with different challenges, which is why different children have drawn different things for the same challenge.
- > Give out award leaves for having a great understanding of coping skills for challenges, now and in the future.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Good feelings, Not so good feelings, Happy, Sad, Worried, Confused, Excited, Calm, Upset, Facial expression, Body language, Comfort, Friendships, Help, Happy, Coping, Persevere, Positive, Can do, Have a go, Brave, Challenge, Smile

> DIFFERENTIATION AND EXTENSION:

Some children may be able to label their picture with the skills that the person uses to help them in a challenging situation, 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.

If you choose to use this exercise for assessment purposes, you may want to reduce the amount of direct teaching input.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...