



## L2. COPING SKILLS

### LESSON 2 QUESTION:

Can I change how my body acts when I'm worried or angry, to show that I am coping?

FS



LAUGHOLGY  
HAPPY-CENTRED  
SCHOOL PROGRAMME



### YOU WILL NEED:

Hall space; sad, angry, calming, happy music.



### DIRECT TEACHING INPUT:

- › Ask the children if they can explain what happens to their body when they are worried or angry.
- › Encourage them to think about every part of their body, including how they breathe.
- › Ask the children to lay down and play the 'sad' music quietly. Explain that you are going to describe a situation and you would like the children to imagine that they are the person who is struggling in the situation.
- › Tell the children to imagine that earlier today, when they went out to play, their friends were busy and ignored them. They felt sad. Their face was frowning, their shoulders were drooping and their head was down. On the count of three, the children should move around the room like this.
- › Once the children have been round the hall a couple of times in character, ask them to stop. Although they were only imagining the situation, how did the children feel listening to the sad music and pretending they were sad?
- › Ask the children to lay down again. Explain that, in the playground, they watched their friends playing football together. The ball flew over and hit them on the head and their friends laughed and ran away. Ask the children how they would be feeling now.
- › Play the angry music more loudly and say that now you want the children to clench their fists, stiffen their bodies, grit their teeth and stomp angrily round the room.
- › When they have done this for a couple of times, ask them how they are feeling now.
- › Explain that, even though they were pretending, by listening to sad or angry music and doing certain things with our bodies such as clenching our fists and hanging our heads, our brain thinks that we are really feeling sad, angry or worried.
- › Ask the children what we could do to tell our brain that we are okay, we are feeling better, feeling in control and coping.
- › This time, when the children lay down, play some happy music. Explain that today you've decided not to worry about your friends. Instead, you are going to skip round slowly and calmly, with loose shoulders, open hands and a smiling face. You are going to say hello to everyone that you skip past and hum along to the music.
- › Ask the children how they feel once they have skipped round the hall for a couple of times. What difference did the happy music make?



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children what their bodies are likely to do if they are really sad, worried or angry. Remind them that these signs are going to the brain and, unless we do something different, these feelings may carry on for much longer than we'd like.
- › Ask the children what they could tell their body to do so that it relaxes. Encourage answers such as unclenching fists, breathing slowly and calmly, standing straight.
- › Tell the children that you will be looking for people who are giving their bodies positive messages over the course of the next week.
- › Give out award leaves for answers that show an understanding of learning how to 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:

Back in the classroom, the children could paint a worried, angry or sad body and a happy, calm or coping body.

#### > TEACHER'S ANNOTATIONS:

#### > WHAT WENT WELL?

#### > WHAT MAY BE EVEN BETTER NEXT TIME?

#### > OTHER IDEAS...