



# L5. COPING SKILLS

## LESSON 5 QUESTION:

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

Y2



LAUGHOLGY  
HAPPY-CENTRED  
SCHOOL PROGRAMME

LAUGHOLGY



### 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...