



L2. COPING SKILLS

Y4



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

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=phcDQOH_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...