



L1. ACHIEVEMENT & SUCCESS

Y3



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

What is achievement? What is success?



YOU WILL NEED:

Statements from the Passport to Success; copies of the Passport to Success.



DIRECT TEACHING INPUT:

- › Ask the children what they understand by the words achievement and success.
- › Ask if they can give any synonyms for the words achievement and success?
- › Can they think of the attributes that people need to achieve and be successful, from working on this in previous years?
- › Can they give any examples of when they have achieved or been successful.
- › Split the class into groups of 4 and give them one pack of statements from the Passport to Success per group, face down on the table.
- › Explain that the children will take it in turns to pick up a statement and give an example of when this happened to them, e.g. I was noticed for doing something positive around the school by the lunchtime supervisors, when I helped wipe the table.
- › When the children have had 2 or 3 goes each, explain that they are going to work through their own personal Passport to Success ticking off the things that they have already achieved and giving brief examples.
- ›



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to share things from their Passports to Success that they have already achieved.
- › Explain that they should continue to work on the areas that are already ticked off, but that you would like them to focus on the areas that they have not yet achieved and set them as targets.
- › Tell the children that you will be returning to this activity next week, to see how they are doing.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Achievement, Success, Celebrate, Humble, Teamwork, Resilience, Effort, Quit, Winning, Losing, Challenge, Steps, Plan, Accomplishment, Confidence, Hope, Possible, Impossible, Fail, Failure, Goals, Targets.

> DIFFERENTIATION AND EXTENSION:

Some children may need support from their peers or adults to recognise their achievements so far.

Some children could be encouraged to think of more than one example of when they have achieved a statement on their Passport to Success.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L2. ACHIEVEMENT & SUCCESS

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LESSON 2 QUESTION:
How does it feel to achieve?



YOU WILL NEED:

Passports to Success from the previous week;
Pupil Target Templates.



DIRECT TEACHING INPUT:

- › Give the children their Passports to Success from the previous week and ask if anyone has managed to achieve one of their targets.
- › Ask for examples of how the targets were achieved, e.g. if the child solved a problem, how did they go about it?
- › Ask the children how it feels when we experience success. Write their ideas on the board.
- › Explain that all of the children are going to think of one thing that they would like to achieve over the next few weeks. This might be something on their Passport to Success or it could be another personal target.
- › Ask them to discuss how they will achieve their target with their talk partner.
- › Individually, on their Pupil Target sheet, the children should write their target, their plan to achieve the target and how this will make them feel.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask several children to share their targets, and their plans.
- › Discuss with the group whether these targets can be achieved independently or whether support will be needed.
- › Discuss the kind of support that we can give each other in terms of encouragement, praise, celebration, advice etc.
- › Pair the children up and explain that it is their task to keep a regular check on their buddy and how they are progressing against their target.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

You should ensure that children have targets and plans that are appropriately challenging and achievable. When 'buddying up' the class, consider which pairs will be the most supportive of each other.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



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LESSON 3 QUESTION:

How can I help others to achieve and how can they help me?



YOU WILL NEED:

Any device capable of playing:

www.youtube.com/watch?v=locLkk3aYlk



DIRECT TEACHING INPUT:

- › Ask the children if they know what the difference is between Olympic and Paralympic athletes.
- › Can any of the children explain ways in which Paralympians are enabled to compete in sport.
- › Show the children the trailer for the Rio 2016 Games 'Yes I Can'.
- › On whiteboards, ask the children to write down all of the ways that they noticed Paralympians were enabled to compete, e.g. the swimmer who held a towel in his mouth to begin his backstroke race, rather than holding on to the edge of the pool.
- › Share some of the children's observations. Ask them what other people did to help the Paralympians and what they did to help themselves.
- › Ask the children to imagine they want to be an Olympian or a Paralympian. They are going to produce a speech which must include what they will do to help themselves and what others will do to help them. It must finish with Can I do it? Yes I can!
- › For example, I can be a visually impaired footballer, because I will train every week with my teammates and learn their voices so that I know where to kick the ball when they shout. I will be helped by companies who make the footballs, as they will put ballbearings in the ball so that I can hear where it is. Can I do it? Yes I can!



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask for volunteers to give their speeches to the rest of the class. Explain that these should be said with confidence, determination and gusto.
- › When several children have had a turn, discuss what it was about the speeches that made you believe they would achieve their target.
- › Ask the children to take a minute or two to think about their personal target from last week. How will they help themselves? How will others help them?
- › Encourage a couple of children to have a go at a speech related to their own target, ending with Can I do it? Yes I Can!

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Some children might find it helpful to have images of the Paralympians to remind them of ways in which equipment and coaches support them.

Some children might benefit from having time to rehearse their speeches in a smaller group/ quieter space, before delivering them to the whole class. Remind the children of the previous half term's theme of self-confidence and how important it is to speak and act confidently, if we are to achieve our targets.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L4. ACHIEVEMENT & SUCCESS

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LESSON 4 QUESTION:

Why is it important not to give up?



YOU WILL NEED:

A3 paper; any device capable of playing:

www.youtube.com/watch?v=KGSYe2fNqD8; drawing paper; pens.



DIRECT TEACHING INPUT:

- › Share the following story:
- › I wonder if you can work out who I am talking about. There was once a man who was fired by a newspaper editor who said he, 'lacked imagination and no good ideas.' After that, the man started a number of businesses that didn't last too long and ended in failure. He kept ploughing along and eventually found a recipe for success that worked. He went on to create the world's most famous mouse.
- › Ask the children if they know who this might be.
- › Explain that you are going to play a film clip about Walt Disney. You will pause the film every now and again.
- › When the film is paused, ask the children to work in pairs or groups and fold their A3 sheet in half. On one side they need to write 'Barriers' and on the other 'Ways to Overcome Them'. Under Barriers, the children might write down: bankrupt, not enough water fountains. Under Ways to Overcome Them, they could write: wouldn't give up and perseverance.
- › When the film has finished, ask the children to share some of their notes. Check that everyone understands words such as bankrupt.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to discuss, in their groups, what the consequences of Walt Disney giving up would have been.
- › At the bottom of their sheet, in response to the sentence starter 'If Walt Disney had given up...' they should write as many ideas as possible.
- › Share some of the children's ideas and reinforce the message that it is good to keep going, persevere and not give up.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Some children would benefit from being extended, when answering the 'What If...' question, e.g. to think of merchandise (my younger sibling wouldn't have a Disney themed pencil case), jobs that Disney has created, impact on family viewing.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L5. ACHIEVEMENT & SUCCESS

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LESSON 5 QUESTION: Can I help others to achieve?



YOU WILL NEED:

Drawing paper; pens; award leaves; pictures/drawings of various recognisable objects such as: a tractor, stopwatch, a car, a house.



DIRECT TEACHING INPUT:

- › Write on the board the following statement: 'Together, Everyone Achieves More'.
- › Ask the class if they think this is true. If yes, why? If no, why not?
- › Ask the children how working together helps with being successful and what characteristics are needed for effective teamwork. Examples could include good communication, letting others speak, taking turns, etc.
- › Write some of the suggestions on the board.
- › Explain that the class is about to play the memory and retrieval game, in which the children work in teams of three or four.
- › Give each team one of the pictures face down and ask them to nominate one member of the team who will not be allowed to see it, but must copy it from descriptions given by his or her team mates. They are not allowed to say what it is or what colours have been used.
- › Explain that, as a team, the children who can see the picture will have to work together. The aim is for the person without the picture to copy it as accurately as possible, by them describing shapes and using descriptions.
- › The team members allowed to see the picture can look at it for 30 seconds to a minute and then must turn it over again so they can't see it.
- › Start the task and set a time limit you feel is appropriate.
- › Halfway through, stop the task and ask the children if their team is working effectively and if there is anything they can do to work together even more successfully.
- › Start the clock again, until time is up.
- › Ask the children to share pictures and see which ones are most similar.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › As a class reflect on how the task went. Ask the question: Which skills did you need to help your team achieve?
- › You may discuss: communication, team work, staying calm – not getting cross with your team, encouraging others, listening, taking turns, respecting others.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Working in their teams, can the children design their own memory and retrieval game?

Can they think of existing memory games that they could play, i.e. Kim's game or pairs where a team approach is likely to be more successful than when an individual plays?

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L6. ACHIEVEMENT & SUCCESS

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LESSON 6 QUESTION:

Can I explain to others how to be successful?



YOU WILL NEED:

The Paralympian and Walt Disney work that the children have produced in previous weeks.



DIRECT TEACHING INPUT:

- › Remind the children about the things that we have learnt over the past few weeks.
- › This includes setting achievable goals, thinking about our steps to success, how we can help ourselves and others, working as a team.
- › Recap on the lessons that we have learnt from hearing about and watching the Paralympians and Walt Disney.
- › Ask the children to work in groups of 3 or 4 to create a short drama sketch that shows how we achieve and succeed. This could be based on the Paralympians or Walt Disney, or something else.
- › Rotate round the groups and use any observations that you make for assessment.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask each group to share their drama sketch.
- › Ask others for feedback. Which messages were strong? How could it have been even better?
- › You may choose to film the sketches or invite another class/ parents in to watch them. If so, remind the groups of their feedback and how they can further improve.

TEACHER NOTES:

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> DIFFERENTIATION AND EXTENSION:

Ensure that all children are able to contribute and have an active role in the sketch.

Particularly note the comments that children make, when giving feedback. Are these purposeful and supportive suggestions?

Also note the reactions of those receiving the feedback, to assess individuals' understanding of teamwork and reflection, as well as their desire to further improve.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...