



L1. ACHIEVEMENT & SUCCESS

Y6



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

What is achievement? What is success?



YOU WILL NEED:

Packs of Timeline Events cards; an electronic copy of the Year 3 Passport To Success; a blank copy of the Passport To Success and a 4x3 grid.



DIRECT TEACHING INPUT:

- › On the whiteboard write: 'It's not the mountain that we conquer, but ourselves'. Sir Edmund Hillary.
- › Ask if any of the children know who Sir Edmund Hilary was and what he achieved. If necessary, explain that he was the first person to conquer Mount Everest.
- › Split the class into small groups.
- › Give each group a pack of Timeline Events cards and ask them to put them in order of when they happened.
- › Discuss the various timelines, asking the children to explain why they put the events in the order they did.
- › Inform the children of the correct order and discuss what all of the events have in common.
- › Single out one of the events and discuss, as a whole class, what barriers the person had to overcome in order to succeed.
- › Show the children a copy of the Passport to Success that they worked on in Year 3. Discuss the fact that the statements aren't linked to academic success, but rather personal, social and emotional success.
- › Explain that they are going to do a similar activity in Year 6, but they need to agree on the statements on the passport.
- › In groups, children should write down their top twelve statements on a 4x3 grid of things that they could be successful at personally, socially and emotionally.
- › Once every group has filled their grid in, play target bingo.
- › Each group takes a turn to read one of their statements, if at least two/three other groups (depending on the size of your class) has the same, or similar, then that statement will go on the Passport to Success.
- › As statements are agreed, either an adult or one of the children can type/ write these onto the blank template.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › If any groups have a statement that hasn't been agreed, but they think is important, give them the opportunity to argue their case. Then take a vote as to whether or not it should be included.
- › Explain to the children that, in the next session, they will be ticking off statements on their personal Passports To Success and setting targets. If they think they have completed any of the targets already they should remember/ keep a note of these.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Achievement, Success, Celebrate, Humble, Humility, Team work, Resilience, Effort, Quit, Winning, Losing, Challenge, Development, Steps, Plan, Accomplishment, Confidence, Hope, Possible, Impossible, Fail, Failure, Goals, Targets, Control, Succeed, Determined, Determination, Try, Support, Motivation, Frustration, Patience, Relief, Pressure.

> DIFFERENTIATION AND EXTENSION:

Some children may struggle to generate ideas. They could use a copy of the Year 3 Passport to help them.

> 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:

Can I set myself goals/ targets for the future?



YOU WILL NEED:

Year 6 Passports To Success; SMART slides; SMART example worksheets.



DIRECT TEACHING INPUT:

- › Remind the children of last week's lesson and hand out their Passports To Success.
- › Give the children time to tick off any of the targets that they have already achieved. Discuss the importance of being honest and the fact that, if you haven't completed a target but tick it off anyway, you are only cheating yourself. Also explain that this is not a race, but designed to develop their personal, social and emotional skills and give them greater success in life.
- › If appropriate, the children should note down the occasion that they believe they modelled the target behaviour.
- › Explain that the children are going to set themselves a SMART medium term target with steps to success, linked to their Passport, that is to be achieved by the time they leave primary school.
- › Ask if anyone can remember what a SMART target is, from their work in Year 5. If not, use the SMART slides to remind them.
- › Children should have time to consider what they would like to achieve and then discuss this with their talk partner. They should each work on whiteboards in order to refine their target, ensuring it is SMART.
- › Once they are happy with their target and steps to success they should write it up on the setting goals activity sheet.
- › You might guide them to think about preparing themselves for and achieving something on the residential, e.g. staying overnight with family members and friends, prior to the residential, if this is something they might find challenging.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Tell the children that you are going to make them a copy of their target for them to keep at school or take home, if they need parents' support.
- › The originals will all go in a sealed envelope, to be opened at the end of term. It may be that those who have achieved their target get a special mention/ reward in the leavers' assembly.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Ensure that everyone has a target that is appropriately challenging and achievable. Some children may need support from home. You may choose to give parents a call to enlist their help.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



L3. ACHIEVEMENT & SUCCESS

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LESSON 3 QUESTION:

What can we learn from others about success?



YOU WILL NEED:

Sheets of A3 paper and pens; any device capable of playing YouTube clip:

www.youtube.com/watch?v=MRb2_Bk9Nt0;

any device with internet connection for research purposes; a copy of the Business Plan template.



DIRECT TEACHING INPUT:

- › Ask the children if they know who Richard Branson is. If not, explain that he is a business entrepreneur and tell them some of his many achievements over the years.
- › Tell the children that Richard Branson really struggled at school. He was dyslexic and found tests really tricky. However, he was very creative and had lots of ideas.
- › Show the children the Youtube clip of Branson talking about how to make a business a success.
- › Tell the children that you are going to set them a business challenge. They are going to work in teams to plan and make something to sell at the next school fair/ on a stall to raise funds for their prom, etc. It could be a game, a service such as face painting or an object. Remind them of the new and useful things that they made in Year 5, from recycled materials.
- › Ask the children what they think they will need to bear in mind when completing this task, e.g. time, cost, advertising.
- › If possible, acquire a small budget for each group to fund their project.
- › Depending on the class, you may want to split them into teams and set them off with no further input. You may prefer to take suggestions as to what could be sold and then ask children to team up, according to which idea they prefer.
- › The children should produce their business plan and any designs for games or objects that are appropriate.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Each group shares their plan.
- › They should be asked to rate their success. Have they planned something which people will want to buy? Did they work successfully as a team?
- › Individuals should be asked how they felt during the process and the reasons for this. If anyone says that they did/ wanted to give up, explore this more. What if Richard Branson had given up?
- › Explain that, in order to achieve success, we will often have to go through a difficult process, with lots of emotions.
- › Tell the children that they are going to make their games or objects, advertising etc. next week. They are not allowed to completely change their plan but they may have ideas over the next few days as to how to tweak and improve it. They should make sure that they bring in any additional resources that they need.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

If children are finding it tricky to generate ideas, they could be encouraged to research school fair games on the internet. Some children will find it more challenging to work as a member of a team and will need to be supported with this, e.g. with a set of teamwork rules.

> 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:

What can we learn from failing? How will this help us to be successful?



YOU WILL NEED:

The plans from the previous week's session; resources to make games and objects to sell; any device capable of playing Youtube clip:

www.youtube.com/watch?v=bvMtUuedLwU



DIRECT TEACHING INPUT:

- › Remind the children of the previous week's lesson, and their business challenge, including the fact that their aim is to make a profit for the school, their prom, etc.
- › Ask them how they will feel if it all goes wrong and they end up failing? Take a variety of answers and ask all of the children to put a numerical rating on this, i.e. if you fail and feel it would be a catastrophe that would be a 1, if you fail and you would be absolutely fine about it, that would be a 10.
- › Show the children the film clip of JK Rowling's top 10 rules for success. Stop the film at 4 mins 40 secs. Ask the children what messages JK Rowling gives about failure. Write these on the board. Reinforce the fact that she doesn't say failure is fantastic, she says it is hard but that it makes you stronger, appreciate success more and your true friendships.
- › Tell the children that one way to make sure that their business challenge isn't a failure is to be well prepared and resourced.
- › Explain that their job today is to make everything that they will need for their stall, e.g. their game, objects to sell, advertising, price tags, etc. If they don't finish today they may need extra class time, or to know that they will have to complete it in their own time.
- › The children should work in teams. At the end, they will reflect on how successfully they worked as a team, how closely they stuck to their plan and the feelings that they had throughout the process. Did they try to take over? Did they let someone else do all of the work? Did they feel left out? Did they feel pressured by lack of time?
- › Set the children off, and rotate to note down any pertinent comments or actions that are happening in the room.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Each group presents what they have done so far and evaluates their progress.
- › They should be asked to rate their success. Have they got a business and resources that will raise money? Did they work successfully as a team?
- › Individuals should be asked how they felt during the process and the reasons for this. Did anyone not fully engage? What if JK Rowling had given up?
- › Reinforce, from last week, that in order to achieve success, we will often have to go through a difficult process, with lots of emotions.
- › Plan next steps with the children – do any groups need more time? Do any groups need to go into the playground at the end of the day to advertise?
- › When the fair has been held, review how the process went for each group.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Some children will find it more challenging to work as a member of a team and will need to be supported with this, e.g. with a set of teamwork rules.

Some children may like to make resources at home. You may want to check with parents that this is okay and that the child isn't spending a lot of their own money on materials in order to raise funds for the school.

Children could write a reflection on the whole process, from hearing what their challenge was, to counting any profits. In this reflection they should include vocabulary to describe their emotions at different times.

> 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:

What does it feel like to achieve?



YOU WILL NEED:

Paper for making airplanes; Paper Plane Instruction Guide; a picture of Maya Angelou.



DIRECT TEACHING INPUT:

- › On the whiteboard write: 'Life is not measured by the number of breaths that we take, but by the moments that take our breath away.' Maya Angelou
- › Ask if any of the children know who Maya Angelou is. If necessary, explain and show the children a picture of her.
- › After explaining some of Maya's achievements, ask the children what they think made her stand out as a great achiever and also what drove her to succeed.
- › Discuss with the children the term 'breaking limiting beliefs'.
- › Explain to the children that everyone has the ability to succeed and that the key is believing in yourself, overcoming barriers (or perceived barriers) and challenging what others might think or believe of you.
- › Ask the children how they think Maya challenged other people's perceptions of her.
- › Now, hand out paper and ask the children to make their own paper airplanes.
- › Once they have made their planes take them outside to test them and measure how far each child's travels when thrown. Record the distances.
- › Bring the children back into the classroom and ask them what they could do to improve the distance their planes travelled.
- › Give them the instruction booklets on how to make a paper airplane and allow them time to modify their planes or to make new ones if they wish.
- › Once they are happy with their final versions, take them back outside and allow them time to try and beat their previous records.
- › Ask the children how and why the exercise relates to their learning about Maya.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Take the children back into the class.
- › Remind the children to review and update any progress on their Passports to Success.
- › Pose the questions: How did you feel when you were asked to make your plane go further and how did you feel when it did?

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Ask the children to research other people from the past and present who broke limiting beliefs to achieve great goals that changed the way we think about the world.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...



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LESSON 6 QUESTION:

Can I explain to others how to be successful?



YOU WILL NEED:

Props, such as lectern.



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, thinking about our work ethic, playing an equal and vital part of a team, embracing failure.
- › Recap on the lessons that we have learnt from hearing about, and watching, Richard Branson and JK Rowling.
- › Ask the children to imagine that they have been nominated for an award. This can either be of your choosing or of theirs. As they will be overwhelmed with emotion if they win, they should write their speech out beforehand.
- › Explain that the speech should be inspirational, with top tips for any children watching as to how you achieved your success and what they can do to be successful in the future.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › When they have finished, the children should rehearse their speech with their talk partner.
- › Sum up the messages and the learning that has taken place over the past few weeks.
- › Ask for nominations from talk partners. Should anyone come to the front and deliver their speech to the whole class?
- › Use the children's speeches for assessment purposes.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Some children might benefit from being given a writing scaffold, and having key vocabulary written down.

Remind the children about all of the things they learnt in the previous half term about being a confident public speaker. They should think about their body language, their poise and posture and their tone of voice. They should also challenge any limiting beliefs and use positive self-talk prior to delivering their speech.

As well as assessing the content of the speeches, you might find it helpful to assess the manner in which they are delivered, particularly noting any children who have made good+ progress when public speaking.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...