



L1. ACHIEVEMENT & SUCCESS

Y2



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION: What is achievement?



YOU WILL NEED:

Drawing paper; colouring pens.



DIRECT TEACHING INPUT:

- › Ask the children what they understand about the word achievement. In groups, encourage the children to mind-map ideas on A3 paper.
- › Share with the children the dictionary definition: 'Achievement is a thing done successfully with effort, skill or courage.' Explain that other words which mean much the same thing (synonyms) are: attainment, reaching, gaining and winning– can they think of any more?
- › Write the following quote on the whiteboard: 'Imagine what you could achieve if you tried.' Ask the children to discuss what the quote means. Ask them to try another sentence that builds on the quote, for example: 'Achieving is all about having a go.'
- › Explain that the children have already achieved a lot through trying and having a go.
- › Ask the children what their latest achievement has been. They should tell their talk partner what it was and how they achieved it.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask children what their partner's latest achievement was and how they ensured that they were successful.
- › Display the mind-maps in the classroom.
- › Following this, groups might like to add more to their mind-maps.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Plan, Challenge, Hard work, Success/Succeed, Practise

> DIFFERENTIATION AND EXTENSION:

Throughout the week, children should be encouraged to share with others any new achievements, including how they ensured they were successful.

Less confident children should be supported to recognise and share their successes.

> 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:

What would I like to achieve in the future?



YOU WILL NEED:

Drawing paper; colouring pens; prepared card to be used as bookmarks printed with the phrase: 'Imagine what you could achieve if you tried'.



DIRECT TEACHING INPUT:

- > Remind the children that everyone has the ability to achieve and be successful.
- > Give each child a bookmark printed with the quote: 'Imagine what you could achieve if you tried.'
- > Write a list of activities they could achieve on the whiteboard. For example, counting to twenty in Spanish, learning the three times table or tying their own shoelaces.
- > Ask the children to think of up to 5 things that they would like to achieve and write them on the blank space on the back of their bookmark. If they wish, they can choose examples from the board.
- > Teachers should also create their own bookmark and show the children what they are going to achieve.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Remind the children that, in order to achieve goals, they need to have a step-by-step plan.
- > The children should choose one of their goals and explain to their talk partner how they will achieve it.
- > If time allows, ask the children to write their steps to success out. In particular, what will they do within the next 24 hours to help them achieve their goal.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Plan, Challenge, Hard work, Success/Succeed, Practise

> DIFFERENTIATION AND EXTENSION:

Ensure that all children have an appropriate number of goals and that these are suitably challenging according to the individual.

Some children may need support to generate appropriate ideas. Others may need to be challenged further.

> 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:

Why is it important not to give up?



YOU WILL NEED:

Any device capable of playing:

www.youtube.com/watch?v=VVL8ptff7yl;

other images/quotes from Thomas Edison



DIRECT TEACHING INPUT:

- › Explain to the children that Thomas Edison was an American inventor who lived between 1847 and 1931. He invented many things.
- › Show the children the YouTube clip.
- › Explain that the light bulb had already been invented but could not yet be used in homes. Ask the children what Thomas Edison needed to successfully invent a light bulb that could be used in houses, e.g. knowledge, money, confidence, determination.
- › What do the children think happened? How many attempts do they think it took Edison to be successful? Tell them that it took a very long time and he said, 'I haven't failed. I've just found 1,000 ways that won't work.' Eventually though he was successful.
- › Ask the children why they think it was important for Thomas Edison to keep going. Encourage them to think about him personally, but also of all of the things that use light bulbs.
- › In groups, the children should create a list of statements that begin, 'It was important that Thomas Edison kept going because...'



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children how they think Edison and his team felt when they were successful? How had they felt throughout the process?
- › Ask the children if they have ever felt frustrated, like they were failing. Share some examples.
- › Ask them what they have learnt from the story of Thomas Edison.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Plan, Challenge, Hard work, Success/Succeed, Practise

> DIFFERENTIATION AND EXTENSION:

Some children may need some support to recognise the many uses for light bulbs. They could search for ideas on the internet.

Some children will be able to think creatively of the consequences and 'what ifs' of Edison giving up on his quest to invent a light bulb which worked indoors. They should create statements that begin, 'If Thomas Edison had given up...' e.g. people would have worse eyesight because they would be straining to see things in the dark.

> 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:

How does it feel to achieve and help someone else be successful?



YOU WILL NEED:

Paper; pencils; crayons; any device capable of playing YouTube clip:

www.youtube.com/watch?v=5wVbvOg704k



DIRECT TEACHING INPUT:

- > Tell the children that you are going to show them a film clip of a man called Arthur. You want them to think about how Arthur felt at the start of the story, throughout the story and at the end. Also, they should think about how the man who helped him felt.
- > Show the children Arthur's story. If appropriate, pause in a couple of places for the children to discuss with a partner how Arthur and his yoga teacher, Diamond Dallas Page, might be feeling.
- > Once the film has finished, ask the children for their ideas. Discuss the fact that both men may have been thinking some negative thoughts, but they tried to remain positive and this paid off in the end.
- > Tell the children that they are going to create before and after sketches of Arthur. They should include speech and thought bubbles to show what he was thinking and feeling.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask the children to spread out around the room, producing freeze frame images of Arthur at the beginning of the story.
- > Ask them to think about one of the things that Arthur might have been thinking or saying. The teacher walks round the room gently patting children on the shoulder and they speak his thoughts.
- > Repeat this for Arthur during the story and at the end.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Plan, Challenge, Hard work, Success/Succeed, Practise

> DIFFERENTIATION AND EXTENSION:

Some children can be challenged to think how Arthur's yoga teacher was feeling throughout the process and what he was saying. He only appears in the film at the beginning so this will require greater empathy and insight.

> 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:

One empty bucket and one filled with tennis balls; images and quotes (internet search) from Michael Jordan about success and failure; mind-maps from lesson 1.



DIRECT TEACHING INPUT:

- › On the whiteboard write: 'Talent wins games, but teamwork and intelligence wins championships.' Michael Jordan.
- › Ask if any of the children know who Michael Jordan is. Show them images and quotes as to why he is so successful.
- › Take the children outside to the playground.
- › On one side of the playground place a bucket full of tennis balls. On the other side place an empty bucket.
- › Ask for a volunteer and explain to them that you would like them to transfer the tennis balls from one bucket to the other, but they can only take one ball at a time. How many can they transfer in two minutes?
- › Now ask for a few more children to help. Repeat the exercise and see how many they can do in two minutes.
- › Finally, get all of the children to form a human chain between the two buckets and to work together to transfer the balls. Now how many balls can they transfer in two minutes?
- › Discuss the whole activity and how, working as a team, we can often achieve more.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Bring the children back inside and discuss teamwork as a class.
- › From learning about Thomas Edison and his friends, to Arthur and his yoga teacher, to working on the tennis ball challenge, is there anything the children would like to add to their mind-maps (from week 1) in relation to teamwork and support?

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Plan, Challenge, Hard work, Success/Succeed, Practise

> DIFFERENTIATION AND EXTENSION:

Discuss, as a whole group, how they used their intelligence and teamwork to achieve more in the tennis ball challenge. What types of phrases did they use to encourage each other?

Discuss what might have happened if they hadn't used teamwork.

What did they learn from the task and what might they do differently next time?

Ask them how discussing this exercise relates to intelligence. Ask each child to write a sentence about intelligence and how it can be improved.

> 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:

A3 paper; pencils and crayons



DIRECT TEACHING INPUT:

- › Remind the children about the things that we have learnt over the past few weeks.
- › This includes setting achievable goals and thinking about our steps to success in reaching them.
- › Recap on the lessons that we have learned from hearing about and watching Thomas Edison, Arthur and Michael Jordan.
- › Ask the children to work individually to create a poster that tells other people how they can be successful.
- › Use these pieces of work for assessment, ensuring that any child who has difficulties recording on paper has had their comments annotated.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Share the children's posters and particularly pertinent reflective comments

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Plan, Challenge, Hard work, Success/Succeed, Practise

> DIFFERENTIATION AND EXTENSION:

Some children may need to be supported by adults or mind-maps from the previous weeks.

Some children should be encouraged to give further information and reasoning, e.g. rather than writing 'don't give up' they should think about what happens if you do give up.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT MAY BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...