



L1. ACHIEVEMENT & SUCCESS

Y5



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

What are achievement and success? How do people set targets?



YOU WILL NEED:

SMART slides, SMART example worksheets, Setting Goals activity sheets



DIRECT TEACHING INPUT:

- › Write the following quote on the board: 'Goals must be set in order to achieve.'
- › Explain to the children that for achievement and success to happen, goals must be planned ahead.
- › Ask the children to think about and share some examples of people who have achieved great goals in life, such as sports people like Mo Farah, Usain Bolt and Jessica Ennis-Hill. You could get pictures of these people and some biographical details about their lives to share with the children.
- › Share the SMART slides and discuss the content on these.
- › Ask the children whether they think people such as Mo Farah, Usain Bolt and Jessica Ennis-Hill made a plan. Ask them to use the SMART model, to share their ideas as to what these plans could have looked like.
- › Ask the children what might have happened if the people hadn't planned ahead.
- › Explain that the children are going to work in pairs or groups to think of a successful person. They should write the SMART plan that that person might have made when they were a child.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask pairs or groups to share their plans. Is there anything that could be added, that would have helped them to be even better?
- › Explain that next week the children will be devising their own SMART plans for short, medium and long term goals so they should start thinking about what these could be.

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 might benefit from having some prompt questions, e.g. What kind of diet would that person have? What subjects would they have studied at secondary school?

→ 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:

Why is it important to set SMART personal targets?



YOU WILL NEED:

SMART slides, SMART example worksheets, Setting Goals activity sheets



DIRECT TEACHING INPUT:

- › Remind the children of the previous week's work. Can anyone remember what SMART stands for and why it is important to set SMART targets?
- › Explain that people can have short term, medium term and long term targets. These might be achieved in the next few weeks, by the end of the school year, by the end of primary school or when you are an adult.
- › Ask the children to think of something that they would like to achieve, e.g. I would like to learn to swim. Write this on the board. Ask the children to do the SMART test on it. They should realise that this target needs some work. Take their suggestions and make changes until you are satisfied that it is SMART, e.g. I will go to weekly lessons, so that I can swim one length of breast stroke by the end of the summer term.
- › Once you have agreed this target, discuss steps to success and milestones with the children, e.g. being able to hold your breath under water for the count of 10, being able to do a width with a float.
- › Ask the children to discuss with their talk partner a school related target that they would like to achieve, by the end of the academic year. They should use their whiteboard to adjust this, as they check it against the SMART criteria.
- › Individually, children should then write out their SMART target with steps to success and milestones.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Explain that these will be displayed in a book or on the wall, to remind children of their plans and so that they can check progress against their milestones.
- › Ask them to talk to their partner about longer term targets that they might like to set themselves and encourage a few to share these with the class.



TEACHER NOTES:

→ POSSIBLE RELATED VOCABULARY TO TEACH:

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→ DIFFERENTIATION AND EXTENSION:

Some might like to devise their own targets at home. They could put a copy of these in an envelope to be kept somewhere safe and opened on a particular birthday or day in the future.

→ 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 achievement and success?



YOU WILL NEED:

A wide range of recycled materials; any device capable of playing:

www.youtube.com/watch?v=fXynrsrTKbl



DIRECT TEACHING INPUT:

- › Explain to the children that a landfill site is a place where everyone's rubbish is dumped.
- › Show them a range of waste materials. Ask them to speak to their talk partner to suggest ways that these could be recycled to create something new and useful.
- › Take a few suggestions and ask for the most imaginative one to be explained in further detail. As the child speaks, write down their plan on a large piece of paper.
- › Show the children the Landfillharmonic Youtube clip.
- › Ask the children to think about the attributes that the people living in Cateura have. How do the children think the musicians feel when they successfully play their instruments in concert halls? How would you feel if you were in the audience?
- › Explain that the children's task for today is to plan and design something new and useful from the recycled materials. They are to listen to each other's ideas, choose one and then work as a team to create it on paper. As they are not making the objects until next week, they could design something that uses different recycled materials, but they will need to bring them in themselves.
- › At the end of the session, they will also be asked to explain their feelings throughout the process, e.g. Were they frustrated that their idea wasn't chosen? Did they have to be patient while others explained their idea?



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Each group shares their plan.
- › They should be asked to rate their success. Have they planned something which will be new and useful? 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 the people of Cateura 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 designs 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:



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→ DIFFERENTIATION AND EXTENSION:

If children are finding it tricky to generate ideas, they could be encouraged to design a musical instrument or you could have some images of recycled objects that have been made into pencil pots, jewellery, etc.

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:

Can we work as a team to achieve success?



YOU WILL NEED:

The children's plans from the previous session; recycled materials; any device capable of playing:

www.youtube.com/watch?v=8cCiqbSJ9fg



DIRECT TEACHING INPUT:

- › Remind the children of the previous week's session, in which teams designed a new and useful object.
- › Ask the children how they felt about the design stage. Would anyone have preferred just to start making the object without planning it?
- › Explain that, in order for big goals to be achieved, we have to take it step by step. Show the children the cartoon doodle film clip. Stop this at 1 min 35 seconds and explain that, for them to get to the top of the goal staircase today, they have a challenge.
- › The children should work in teams to make their object. At the end they will reflect on how successfully they worked as a team, how closely the final object relates 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 shares their plan and object.
- › They should be asked to rate their success. Have they made something which is new and useful? 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 the people of Cateura/ members of the orchestra didn't play their part?
- › Reinforce, from last week, that in order to achieve success, we will often have to go through a difficult process, with lots of emotions.
- › If appropriate, vote for the object which most children feel they would like to use or buy. Again, ask the children how they feel if their object is chosen. How do they feel if it isn't?

TEACHER NOTES:



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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 design and make another object at home, to share with the class.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



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LESSON 5 QUESTION: Can I show resilience?



YOU WILL NEED:

Six decks of playing cards; Head templates for reflection; any device capable of playing Youtube clip:

www.youtube.com/watch?v=FtLXKJ7LLrs.



DIRECT TEACHING INPUT:

- › Explain to the children that they are going to take on a task that they might find frustrating, but it will test their perseverance.
- › Split the children into around six groups and give each group a deck of playing cards.
- › Tell them that you want them to build the cards up into the biggest pyramid they can in 15 minutes.
- › Allow the children to work together to build their pyramids, but ensure that each group's pyramid falls over at least twice!
- › After the allocated time, stop the children and discuss how they coped with the task and the feelings they had during it.
- › Ask the children how they feel when they look at their pyramid.
- › Show the children the clip of Will Smith talking about mindset. Pause or stop the clip at 1:00 after he says that 'greatness exists in us all.' Ask the class how they think this relates to their own lives and mindset. What can they learn from this?
- › Play more of the clip as required and ask the children to shout out words or phrases that describe some of the qualities Will is talking about, such as fierce work ethic, practice versus talent, making a difference. Write these on the board.
- › In their groups, ask the children to recall a time when they worked hard on a project or skill and surprised themselves with their determination. What made them work so hard? Did they ever feel like giving up? What kept them going? How did it turn out? Share some of the stories with the class.
- › If time permits, encourage the children to have another go at their pyramid, showing all of the attributes that Will Smith has mentioned.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Give the children a Head Template and ask them to fill it in with the thoughts and feelings they experienced throughout the card pyramid building process.
- › What thoughts and feelings were helpful? What thoughts and feelings were unhelpful?
- › What could they say to the unhelpful thoughts to make them go away? Ask them to consider why challenging unhelpful thoughts helps people to be more resilient.

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.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

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L6. ACHIEVEMENT & SUCCESS

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LESSON 6 QUESTION:

Can I explain to others how to be successful?



YOU WILL NEED:

Props, such as a microphone.



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.
- › Recap on the lessons that we have learnt from hearing about, and watching, Landfillharmonic and Will Smith.
- › Ask the children to work in pairs to create a television interview that explains to others how we achieve and succeed. One person should be the interviewer and the other, the interviewee.
- › Rotate round the pairs and use any notes that you make for assessment.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask each pair to present their interview to the rest of the class. You may want to film these.
- › Ask others for feedback. Which messages were strong? How could it have been even better?

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

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→ DIFFERENTIATION AND EXTENSION:

Some children might find it less challenging if they are the interviewer, and have their questions written down.

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...