



# L1. ACHIEVEMENT & SUCCESS

Y1



LAUGHOLOGY  
HAPPY-CENTRED  
SCHOOL PROGRAMME

LAUGHOLOGY

## LESSON 1 QUESTION:

Can I think of goals I have achieved and been successful at?



### YOU WILL NEED:

**Pictures of the life stages of a human (cut out individual characters); pupil time lines.**

[thumbs.dreamstime.com/z/age-human-life-vector-illustration-42434193.jpg](https://thumbs.dreamstime.com/z/age-human-life-vector-illustration-42434193.jpg)



### DIRECT TEACHING INPUT:

- > Put the character pictures in non-chronological order.
- > Discuss with the children that, although they are still very young, they have already achieved much.
- > On a timeline, ask the children to sort the images from them being a baby until now.
- > Ask the children what they have achieved so far in their lives, e.g. learning to walk and talk, being able to ride a bike with stabilisers, knowing some of their sounds etc.
- > Ask the children to draw some of the things that they have already achieved below their timeline.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask the children to share their achievements and successes so far. Which ones did they find the trickiest? What did they have to do to achieve them?
- > Give out achievement and success award leaves and encourage children to nominate each other.

## 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 find it difficult to think of their successes. Pictures of babies might help them to think of the things that they didn't used to be able to do. Pictures of children eating solids, putting on coats, climbing on the climbing frame might also help.

Some children could be extended by asking them to break down the steps of their success, e.g. When learning to walk did they use furniture, an adult's hand, a walker? Did they toddle and fall at first?

N.B. Do not discuss future goals at this point as you will be returning to the timeline in the next lesson.

### > TEACHER'S ANNOTATIONS:

### > WHAT WENT WELL?

### > WHAT COULD BE EVEN BETTER NEXT TIME?

### > OTHER IDEAS...



## L2. ACHIEVEMENT & SUCCESS

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### LESSON 2 QUESTION:

Can I think of goals that I would like to be able to achieve and be successful at?



### YOU WILL NEED:

The children's timelines from the previous week; remaining pictures of the life stages of a human.



### DIRECT TEACHING INPUT:

- > Recap on the many things that the children have already achieved, using their timelines from the last lesson.
- > Explain that, this week, we are going to think about all of the things that we would like to achieve and be successful at as we get older. What would the children like to be able to do while they are in KS1 and when they are in KS2? What would they like to achieve when they are a teenager and when they are a grown up?
- > Children generate ideas which the teacher either writes or draws on the board, e.g. writing their last name, being a doctor, going to the moon.
- > Explain that you need to put things in place/ have a plan so that you can work towards a goal.
- > With their talk partner children should discuss what they would like to achieve and how they will do this?
- > Ask the children to continue to put the character pictures in order on their timeline.
- > Underneath the pictures, ask the children to write or draw one thing that they would like to achieve at that age.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- > Encourage the children to share their ambitions with the rest of the class.
- > Ask them to explain how they will achieve their goals. What is their plan?
- > Give out achievement and success award leaves for anyone who has thought of a really good plan to achieve their ambitions.
- > Ask everyone to set themselves a goal that they could work to achieve in the next few weeks.

### 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 might need support to generate ideas. They should be encouraged to think of the things that older siblings and parents can do that they can't yet.

Some children may be able to devise a step by step plan to achieve their aims. These could be shared with the rest of the class.

#### > TEACHER'S ANNOTATIONS:

#### > WHAT WENT WELL?

#### > WHAT COULD 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 Youtube clips:  
[www.youtube.com/watch?v=MxCQReNt0Zo](https://www.youtube.com/watch?v=MxCQReNt0Zo) (Pledges) and/or  
[www.youtube.com/watch?v=Ncq27mZq6b4](https://www.youtube.com/watch?v=Ncq27mZq6b4) (Blind Skateboarder);  
drawing paper; pens and award leaves



### DIRECT TEACHING INPUT:

- › Remind the children that last week we set ourselves goals that we wanted to achieve.
- › Ask the children to discuss with their talk partner one thing that they think they can achieve soon, if they come up with a good plan and work hard on it.
- › Ask the children if there is anything that would make them give up? Discuss the things that they say. If they say that it might be too hard, explain that targets should be small and achievable. So, rather than saying I am going to learn to swim, they should think of the steps that come first.
- › Show the children the YouTube clip of the blind skateboarder.
- › While this is playing, write up the following quotes on the whiteboard:
  - 'I will continue to keep trying my hardest.'
  - 'I believe I am able to achieve anything I set my mind to.'
  - 'Giving up is not an option.'
  - 'I will achieve my dreams.'
  - 'I believe in myself.'
- › Ask the children to create a drawing to illustrate something that they are not going to give up at, e.g. learning to play a particular tune on a musical instrument, learning all of their Year 1 tricky spellings. The children should use some of the quotes on the board or they can invent their own quote.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Model how to say one of the quotes half-heartedly and then with gusto.
- › Ask the children to share their drawings.
- › Encourage them to say their quote with gusto. If appropriate, recap on the previous half term's work on confidence. Remind the children that the more positively they speak, the more confident they will feel about working on their target.

## 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 be able to set goals to reach in one week, one month, six months and one year?

Can the children draw a picture of themselves or describe what they will look like in a year's time when they have achieved their goals?

### > TEACHER'S ANNOTATIONS:

### > WHAT WENT WELL?

### > WHAT COULD BE EVEN BETTER NEXT TIME?

### > OTHER IDEAS...



## L4. ACHIEVEMENT & SUCCESS

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### LESSON 4 QUESTION:

Can I help others achieve a goal?



#### YOU WILL NEED:

Paper; pencils; crayons; pictures of a **Tiger Swallowtail Butterfly**; any device capable of playing YouTube clip:

[www.youtube.com/watch?v=dOSiU42P8Gc](https://www.youtube.com/watch?v=dOSiU42P8Gc) (Austin's Butterfly)



#### DIRECT TEACHING INPUT:

- › Introduce the children to the picture of the Tiger Swallowtail Butterfly.
- › Explain that you are setting the children a goal, to draw the butterfly as accurately as they can. Without any further input, ask everyone to have a go at sketching a picture of the butterfly (without colour).
- › Once everyone has finished, bring the children back to the carpet and show them the film clip of Austin's Butterfly. Discuss the help that Austin got to improve his drawing and the reasons why, sometimes, it is easier to spot improvements that can be made to someone else's work rather than your own.
- › Ask the children to work in pairs to give another person advice/ coach them as to how they could improve their butterfly.
- › Once both partners have had some advice/ coaching, ask the children to draw another butterfly.
- › If time permits, repeat the process either with the same partner or a new one.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to share their drawings and comment on the progress that they have made towards achieving the goal.
- › Can the children explain how they were helped and how they helped their partner?
- › Ask the children if they think they would have made as much progress if they were working on their own? Would they have been happy with their first attempt?
- › Discuss the personal goals that the children have set themselves. Could a partner help them?

#### 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 feel confident to coach the whole class on a new skill or how to colour the Tiger Swallowtail Butterfly in accurately.

Some children may like to continue with this work for several more attempts, as Austin did. Give them the opportunity to receive coaching from a member of the class. Information about this task could be shared with parents, in case the children would like to continue at home.

Some children might benefit from being coached by an adult, with their own copy of the butterfly picture to hand.

##### > TEACHER'S ANNOTATIONS:

##### > WHAT WENT WELL?

##### > WHAT COULD BE EVEN BETTER NEXT TIME?

##### > OTHER IDEAS...



# L5. ACHIEVEMENT & SUCCESS

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## LESSON 5 QUESTION:

How can we work as a team to achieve a goal?



### YOU WILL NEED:

A hula hoop and a timer.



### DIRECT TEACHING INPUT:

- > Play a game of 'pass the hoop'.
- > Stand children in a circle holding hands and place a hula hoop over the arm of one child.
- > The goal of the game is to move the hoop around the circle back to the beginning, without breaking hands or dropping the hoop.
- > Use the timer to see how quickly they can do it.
- > Stop the children half way and see if they can remember what the goal was. Discuss what methods are working.
- > What are they finding difficult? How can they make the game easier? How can they make it harder? Use the timer to see if they can beat their previous time.
- > Explain to the children that they have achieved their goal because they got the hoop back to the start without dropping it.
- > Explain that, as a class, you are going to set a goal to achieve (for example, getting better at lining up). Take suggestions from the class, but the teacher should decide on a goal they feel the children need to work on.
- > Encourage the children to discuss ways to achieve the class goal and write this on a class poster.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- > Place your class goal poster on the wall and encourage every child to put a handprint/signature on it to show that they are going to work together to achieve the 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:

Some children might be able to write a step by step plan as to how the class will achieve its goal of lining up more successfully. These should be added to the whole class poster and referred to as a checklist after each lining up time.

Some children might like to practise the hula hoop activity at break times. They should be responsible for the hula hoop and other equipment such as a stopwatch.

### > TEACHER'S ANNOTATIONS:

### > WHAT WENT WELL?

### > WHAT COULD BE EVEN BETTER NEXT TIME?

### > OTHER IDEAS...



## L6. ACHIEVEMENT & SUCCESS

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### LESSON 6 QUESTION: How can I achieve my goals?



#### YOU WILL NEED:

Speech and thought bubbles; the drawings from lesson 3 and/or photographs of the children.



#### DIRECT TEACHING INPUT:

- › Remind the children of the Achievement and Success lessons over the past few weeks.
- › Ask them what they have learnt from these lessons, e.g. we need to set ourselves manageable goals; we need a step by step plan to achieve them; we need to keep trying and not give up; that sometimes we need help from others, etc.
- › Introduce the speech and thought bubbles and ask the children to tell their talk partner when they are working to achieve one of their goals, what they are thinking and what they are saying. Once both partners have had a chance to verbally rehearse their thoughts and words, ask the children to work independently to record these.
- › 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 thoughts and words. You might like to add these to their previous drawings (from lesson 3) or photographs of them.
- › Ask if anyone has achieved the goal that they set themselves a few weeks ago.
- › Give out awards for effort and success.

#### 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 will be able to give more detailed thoughts and words than others. Encourage as full an answer as possible for those that are able, scribing if necessary.

##### > TEACHER'S ANNOTATIONS:

##### > WHAT WENT WELL?

##### > WHAT COULD BE EVEN BETTER NEXT TIME?

##### > OTHER IDEAS...