



L1. ACHIEVEMENT & SUCCESS

Y4



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

What is achievement and success?



YOU WILL NEED:

An example of an Achievement Graph.



DIRECT TEACHING INPUT:

- > On the whiteboard, write this quote: 'All great achievements require time.'
- > Explain to the children that even though they are young they have already achieved an amazing amount in their lives, even in the last school year.
- > On the board draw a simple line graph. On the horizontal axis write the months of the year using the school year if you wish (September to July). On the vertical axis write 0% at the bottom and 100%+ at the top of the line (see assets for example).
- > Ask the children why they think you have put 100%+ and not just 100%. Explain that this is because they can always improve and get better at things, no matter how good they are.
- > Show the class the ready-made graph and explain that it is an Achievement Graph.
- > Using the graph you have drawn on the board, plot some achievements the children have been working on in class, for example, learning times tables or learning to speak in Spanish.
- > Ask the children to make their own graphs to show how far they have progressed with their personal achievements.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Bring children together to share their graphs with each other.
- > Let the children pick their favourite achievement so far and share this with the class.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Achievement, Success, Celebrate, 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

> DIFFERENTIATION AND EXTENSION:

Some children may need support to remember and identify past achievements. A list of examples may 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 make a plan that will lead to me having greater success?



YOU WILL NEED:

The children's Achievement Graphs from last week; paper and pens.



DIRECT TEACHING INPUT:

- > Remind the children of last week's lesson, in which everyone produced a personal Achievement Graph.
- > Show an example of someone's and ask the child to explain why they have plotted themselves at different points, i.e. Which areas have they been really successful in and why? Which areas need working on?
- > Choose one of the areas which needs further improvement and, taking suggestions from the rest of the class, write a 7-step plan to support the child to be successful. Include dates that each part of the plan should be achieved by.
- > Give everyone their own graph and ask them to choose an area that they would like to work on. They should have a few minutes to think of their plan and then discuss this with their talk partner.
- > The children should then write their 7 step plan, with dates.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Share one or two examples.
- > Explain that talk partners should keep a check on their buddy's progress.
- > Ask the children what attributes they would like their talk partner to have, when they are keeping a check. Would they like them to be encouraging, give praise, to be a bit tough if milestones aren't being met etc.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Remind the children that, in order to tackle their 7 step plan, and achieve their goal, they will need to be confident and avoid having any limiting beliefs.

Ask the children to research people from the past and present who broke limiting beliefs to achieve great goals that changed the way we think about the world. A good example could be Dick Fosbury, the athlete who developed the Fosbury Flop. You can show a clip from Youtube which explains his story - www.youtube.com/watch?v=tBm0F6Zsj_o

> 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=zOzsJEmjjHs;

images of Nick Vujicic with his family (internet search).



DIRECT TEACHING INPUT:

- > Ask the children what they think they would be able to achieve if they had been born with no limbs. Ask them to justify their answers.
- > Explain that Nick Vujicic was born without fully formed limbs and was bullied at school. Despite this, he is now an inspirational speaker and you're going to watch a film clip of him speaking to students in a school.
- > Encourage the children to write notes on their whiteboard of any barriers that Nick has to achieving and succeeding and anything else that they find interesting.
- > Discuss the things that the children have noted. They will probably wonder how Nick Vujicic goes to the toilet!
- > Explain that they are going to work in pairs. One child will pretend to be Nick and the other will pretend to be an interviewer. Give the children a few minutes to prepare their thoughts and then encourage them to carry out the interview.
- > If time permits, the children should swap roles so that both partners have had a chance to think about and verbalise how Nick has overcome some of his barriers.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Tell the children that Nick's mother would not look at him after he was born, but she then accepted him. It was his mum who showed him a newspaper article when he was seventeen, about someone who was severely disabled but embracing the challenges. This motivated Nick to talk to groups of people.
- > Show the children a photo of Nick Vujicic with his wife and children.
- > Ask the children to recap: what has Nick Vujicic done to help himself, what help has he had from others and what does he do to help others.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Some children may benefit from pre-teaching to think of questions that they would want to ask Nick, and how they might answer them.

> 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 to fail, in order to be successful?



YOU WILL NEED:

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

www.youtube.com/watch?v=VLq3kV55ESw



DIRECT TEACHING INPUT:

- › Explain to the children that, although they are relatively young, they have already achieved an amazing amount in their lives, and that making mistakes is part of learning.
- › Ask the children to work in pairs to write as many things that they can think of, that they have learnt to date. Share some of these ideas.
- › Show the children the clip of the baby learning to walk. Ask the children what helped her to learn.
- › On the whiteboard, draw a picture of a rollercoaster and explain that this represents your own life journey. Explain that you are using a rollercoaster because in life there are highs and lows and all the experiences are part of the ride. Making mistakes might not feel good at the time but they are essential to learning and so it helps to think about them differently.
- › Share some of your personal learning stories as a teacher, describing the emotions that you felt at each point.
- › Give the children a blank piece of A3 paper and ask them to draw their own rollercoaster life journey so far, highlighting the highs and lows.
- › Ask the children to note down some of the feelings they had at the time of the various events in their life. When they reflect on the experiences now do they seem as bad as they felt at the time? Ask them how this helps, when they think about mistakes they will make in future.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask for volunteers to come up and share their life journey rollercoaster with the rest of the class.
- › What advice would they give to their younger selves at the low points? How might they use that advice now?

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Some children may benefit from visual prompts of milestones, e.g. learning to use a knife and fork, learning to write their name, knowing their 10x tables.

Most children should be encouraged to add emotional vocabulary to their rollercoaster.

> 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 work in a team to be successful?



YOU WILL NEED:

Large paper and a marker pen; pre-prepared sheets of ten random objects.



DIRECT TEACHING INPUT:

- > Ask the children to rate their memory, on a scale of one to ten. Ask them to explain their ratings.
- > Say that you are going to work as a whole class to try to remember ten random objects. Take suggestions from the class, as to what these objects could be and list them on a large sheet of paper for everyone to see.
- > Ask one child to come to the front and explain that, with their classmates' help, they are going to make up a story which mentions each of the objects in order. As the story progresses, make sure that you continually repeat the previous parts.
- > At the end, remove the piece of paper and see if, as a team, you can remember the objects in order.
- > Discuss the benefits of working together to do this.
- > Explain that the children are going to work in smaller groups, using the pre-prepared sheet, to make up their own story and see if they can remember their objects.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Ask each group to tell their story to the rest of the class, with other groups checking off the objects.
- > Ask how it felt when they achieved their target to name all ten objects. How did it feel if they didn't? What would help next time?
- > Ask the children to evaluate how their team worked together? Did they contribute well personally? Did they try to take over, or let someone else do the work? How could they improve their team working next time?

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

Some children may have difficulties with this task. Consider how they can be supported, e.g. by reducing the number of objects, by making them less random, by putting actions to the story.

> 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:

Background rap music, e.g.

www.youtube.com/watch?v=nI-6Svg1UVU

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 how much effort we are putting in, working as a team.
- > Recap on the lessons that we have learnt from hearing about, and watching, Nick Vujicic and the toddler.
- > Ask the children to work in groups of 6 to create a short rap song that explains to others how we achieve and succeed
- > Rotate round the groups and use any notes that you make for assessment.

REFLECTION/BRINGING THE SESSION TOGETHER:

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

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

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> DIFFERENTIATION AND EXTENSION:

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

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...