



L1. ACHIEVEMENT & SUCCESS

FS



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

What have I already achieved in my life?



YOU WILL NEED:

Pictures of babies and five year olds; pictures of the things that most children will have achieved by the time that they are 4 or 5; pictures of the things that 4 and 5 year olds may not be able to do yet. Venn diagram sheet (3 separate circles, some children may remember the intersection from the Confidence sorting lesson)



DIRECT TEACHING INPUT:

- › Explain to the children that everyone develops at different rates but that, already, they have achieved a lot in their lives.
- › Show the children pictures of babies and 5 year olds. Ask them to think of the things that they can do now that they couldn't do when they were a baby. What have they achieved so far?
- › Talk partners should share their ideas.
- › Ask for feedback from the class. Ideas will include skills such as being able to talk, walk, feed themselves, climb to the top of a climbing frame.
- › Explain that you have lots of pictures of different activities and that the children should sort them into groups. The things that they can do now, the things that they can't do yet and the things that they can do a bit but need more practice at.
- › Independently, children should work on the sorting activity. Remind them about different rates of development e.g. some people might be able to use a knife and fork confidently, others might still be learning how to do this.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to share their work.
- › For the things that they have achieved, how do they think they reached their goals? Did adults help them? Did they have to practise a lot? Did they learn from their mistakes?
- › For the things that they haven't achieved yet, why do they think this is? For example, they aren't allowed to drive a car until they are older as it would be too dangerous.
- › For the things that they can do a bit, how will they achieve their goal?

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Success/Succeed, Practise.

> DIFFERENTIATION AND EXTENSION:

Some children may be able to order the skills that they have acquired into a timeline e.g. when I was a baby, when I was a toddler, now I am 5.

> 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:

What is a goal and how do I achieve one?



YOU WILL NEED:

Sorting activity from last week; a grid of goals – a sheet of paper folded into sections with headings/pictures such as: soon, when I am 6, when I am a teenager, when I am an adult; pictures of skills that 5 year olds can learn, teenagers can learn, adults can learn; a photo of the teacher when they were 5(ish); one Wishing Star and Magic Moments sheet per child.



DIRECT TEACHING INPUT:

- › Show the children the photo of you when you were their age.
 - › Explain that, like them, when you were 5 you could talk, walk, feed yourself etc.
 - › Explain that you had lots of things that you wanted to be able to do but that you couldn't do yet.
 - › Show the children the grid of goals and explain that you are going to show them how to fill this in.
 - › Say that one of the things that you wanted to do when you were 5 was to be a teacher. Ask the children if they think this was a quick goal that you could achieve by the time you were 6, or a goal for you when you were a teenager, or a goal for you when you were an adult?
 - › Agree that you could help people to learn things when you were younger but only adults can become teachers.
- › On the grid of goals, either write or draw, to show the children that this was a goal for when you grew up.
 - › Explain to the children that, when you were 5, your mum bought you some lace up shoes and you wanted to be able to tie them up yourself so that you didn't have to keep asking people for help. Do they think this was a goal that you could achieve soon, when you were a teenager, when you were an adult? By writing or drawing, show where this would go on the grid.
 - › Ask the children to complete their own grids of goals, including some that they would like to achieve soon, and others in the future.
 - › Children should be encouraged to draw one thing that they would like to achieve soon on their Wishing Star.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › On the carpet, share the children's ideas.
- › Explain to the children that their Wishing Stars and Magic Moments sheets will be going home. Alongside a letter/ email to parents, ask the children to bring in photos of themselves attempting their goal at home. These need to be brought/ emailed in by the final Achievement and Success session.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Success/Succeed, Practise.

> DIFFERENTIATION AND EXTENSION:

Some children may find it difficult to generate goals. Pictures of people carrying out tasks will support them. Also, they could have a differentiated grid, possibly with 2 sections: Things I would like to do as a child and Things I would like to do as an adult.

Some children will need support to set realistic goals – reasons for these could be discussed as a group.

Some children may be able to break goals down into a timeline and be able to think more deeply about how these will be achieved e.g. eating healthily and keeping fit if they would like to be a sports person when they grow up.

> 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:

Can I help others to achieve a goal?



YOU WILL NEED:

Any device capable of playing Youtube clip:
www.youtube.com/watch?v=o6pf4z34500;
an untidy classroom.



DIRECT TEACHING INPUT:

- › Remind the children of last week's session and discuss what a goal is.
- › Explain that we are going to create a class goal, to tidy up.
- › Ask the children to help you write guidelines or steps to follow which will allow the goal to be met. What would all the children need to do and how could they help each other?
- › Show the Youtube clip. The clip is about tidying up the classroom and children working together.
- › At the end of the clip discuss what the children on it did to achieve their goal of tidying up the classroom.
- › Ask what would happen if not everyone helped or only a few people joined in.
- › At the end of the session ask the children if they can work together to tidy up their own classroom.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Explain to the children that you are all going to have your first practice at tidying together and see how it goes.
- › Everyone tidies. You might like to nominate two children to be the observers (every day the observers should change).
- › Review how the tidying went. Ask the observers for their thoughts. Did everyone help? Did we follow our plan e.g. if particular groups were responsible for specific areas? How can we improve next time?
- › Explain to the children that this is an ongoing target for the class. You may like to add extra challenges, such as a time.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Success/Succeed, Practise.

> DIFFERENTIATION AND EXTENSION:

Some children could be encouraged to think of a plan for tidying up at home. These could be shared with parents and could also form part of the Magic Moments feedback from home in the final session.

> 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:

What can I do when something is not working?



YOU WILL NEED:

A box of Lego bricks; a box of large Duplo-type bricks; a box of wooden bricks; a box of mixed craft items, e.g. egg boxes, cups, straws, empty cereal boxes, etc.



DIRECT TEACHING INPUT:

- > Remind the children about the importance of working together to achieve goals.
- > Ask the children to think what happens when we don't work together.
- > Explain to the children that you have a problem that you need their help with. Matthew (a pretend character) is stuck up the Happiness Tree and you need to build a tower to help him get down. What different things could the children use to build the tower?
- > Tell the children that some boxes have objects in that they can use to build the tower.
- > Split the class into smaller groups and ask the children to build towers to try to reach Matthew. They can use items from all the boxes.
- > Stop them half way through and see how they are doing. Are they finding it difficult? If so, why? What can they do to help themselves?
- > Give out award leaves to children who achieve the task and work successfully as a team.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Look at the towers and discuss their positive points.
- > Decide which ones worked best.
- > Reflect on the fact that when the children worked together and took their time, taking it in turns, things happened quicker and it was easier to achieve goals.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Success/Succeed, Practise.

> DIFFERENTIATION AND EXTENSION:

Leave the tower building activity out as a task for the rest of the week. Remind the children that it is a group activity and you are looking for people who work well together to create tall towers.

Some children might like to measure their towers or time how long it takes to make them. Others may be able to feedback further advice to the class on how to work successfully as a team.

> 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 will I know if I have achieved my goal?



YOU WILL NEED:

Older pupils who can act as mentors and relate their own experiences about achieving goals.



DIRECT TEACHING INPUT:

- > Remind the children of the goals that they have been working to achieve, i.e. their Wishing Star goal at home, the class goal of tidying up, the tall tower task.
- > Invite the mentors in to discuss something they have achieved and to detail the steps they took to reach that achievement; how they knew they had achieved their goal and how it made them feel. Let the younger children ask questions related to achieving a goal.
- > Look at the class goal and discuss how well they are working towards achieving it.
- > Look at the steps they came up with and ask the children to decide, with a thumbs up or down, whether they have met the goal and succeeded.
- > If they haven't succeeded, ask the children to speak to their mentors about what the next steps to achievement might be.
- > If they have achieved the tidying up goal, what could they do next? Let the children know there is always an opportunity to do something more to further improve. They should explore this with their mentors.
- > Update the class goal, as appropriate.



REFLECTION/BRINGING THE SESSION TOGETHER:

- > Discuss how we reward people when they have achieved something or completed their goal, such as with reward assemblies, award leaves on the Happiness Tree, balloons, certificates, medals, stickers and praise.
- > Ask the children about rewards they would like for completing their goal.
- > Are there any children who should have award leaves?
- > Remind the children, alongside an email/letter to parents, that they will be sharing their Magic Moments next week. Photos of them working towards and/or achieving their goals should be sent in by the final session.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Success/Succeed, Practise.

> DIFFERENTIATION AND EXTENSION:

Can children discuss phrases that will encourage them and their friends to keep on trying to achieve goals? For example: 'Come on you can do it', 'I can achieve if I keep trying'. Put these phrases up around the room.

> 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: What have I achieved at home?



YOU WILL NEED:

Copies of the **Magic Moments** sheets and photos that children have brought in/emailed from home; range of paper – different colours, lined/ unlined etc., pencils and crayons. N.B. If anyone doesn't have a photo from home they should have one from school that the other children haven't seen before.



DIRECT TEACHING INPUT:

- › Remind the children of the many things that you have learnt about achieving and succeeding over the past few weeks, i.e. they have already achieved a lot in their lives, there are many things still to be achieved, sometimes it is good to work together to achieve a goal.
- › Together you should discuss how the class goal of tidying up has gone. Did we achieve it? How do we know? What could we get even better at?
- › Linked to this, on a board, the teacher should model different ways of showing progress against a target e.g. smiley faces, traffic lights, bullseye and arrows.
- › With their talk partner the children should discuss the goals that they have set themselves recently and what they have done to try and achieve them.
- › Independently children should think how they would like to show off their photo.
- › They should be encouraged to record what their goal was and whether or not they have achieved it, using one of the systems that the teacher has modelled.
- › Adults should support children by annotating additional comments to enable these pieces to be used for assessment.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Individuals should show their final work to their group or the whole class and be given award leaves for their efforts against their goal.
- › The class should be reminded that some people might have set themselves really tricky goals but tried really hard, others might have set themselves easier goals that they achieved quickly.

TEACHER NOTES:



> POSSIBLE RELATED VOCABULARY TO TEACH:

Goal, Achieve/Achievement, Steps, Keep going, Work together, Bored, Happy, Excited, Confident, Frustrated, Success/Succeed, Practise.

> DIFFERENTIATION AND EXTENSION:

Teachers should ensure that accurate assessments are made for children who find the physical recording aspects more demanding, by annotating conversations.

Children should be encouraged to think about the next steps they could take if they haven't yet achieved their goal, i.e. if they have a straight face or an amber traffic light.

> TEACHER'S ANNOTATIONS:

> WHAT WENT WELL?

> WHAT COULD BE EVEN BETTER NEXT TIME?

> OTHER IDEAS...