



# L1. POSITIVE RELATIONSHIPS

Y2



LAUGHOLOGY  
HAPPY-CENTRED  
SCHOOL PROGRAMME

LAUGHOLOGY

## LESSON 1 QUESTION:

What can I do to make friends and show empathy?



### YOU WILL NEED:

Jacob's Story sheet; small white boards.



### DIRECT TEACHING INPUT:

- › Read the short story about Jacob, humanise the character as much as possible without giving his feelings away.
- › Group the children in pairs and explain that you are going to ask them questions about the story. Together they should discuss each question before giving an answer.
- › Explain that you will be looking for positive ways the children work together. Ask them to identify some of the positive behaviours you will be looking for, e.g. listening and taking turns to talk.
- › Ask questions such as, 'How do you think Jacob felt as he walked away?' 'What would you have said to Jacob?'
- › If you have them available, use small white boards to write some answers down. Share answers with the whole class.
- › Once you have shared answers to the questions, read the story again and ask the children what they would change to help Jacob make friends. In larger groups, the children should work on a short piece of drama, which shows the story so far and the ending.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › In groups or pairs the children could re-write the story.
- › Some children will be able to suggest an appropriate ending, others may want to think about changing the existing beginning so that the girls and boys playing football are more proactive in inviting Jacob to join their game.

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Empathy, Friendship, Share, Caring, Kind, Feelings, Belonging, Playing, Together, Support

#### → DIFFERENTIATION AND EXTENSION:

Can children think of things they could say to someone standing alone, looking lonely to make them feel better?

In pairs, can the children think of one example when they could show their skills in positive relationship building. For example, if they see a person standing by themselves at break or if a new child joins the class?

Ask children to draw pictures to show how to help form and build positive relationships. It could be suggested that they fold a piece of paper in quarters, and make a story showing a problem and how it is solved through good relationship building skills.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

#### → WHAT MAY BE EVEN BETTER NEXT TIME?

#### → OTHER IDEAS...

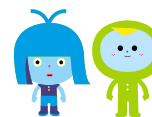


## L2. POSITIVE RELATIONSHIPS

### LESSON 2 QUESTION:

What is being a good friend and caring?

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#### YOU WILL NEED:

Picture of Children's Faces with various expressions, such as worry and fear.



#### DIRECT TEACHING INPUT:

- › Begin the lesson by explaining that you are going to talk about being a good friend and caring.
- › Ask the children what being cared for feels like and what caring for others feels like.
- › Ask the children if they have ever started something new and been the only person new to a situation.
- › As a teacher you might want to share an experience you have had, perhaps when starting as a new teacher.
- › Next share the pictures and ask the children to try to identify the emotion of the child in each. Ask the children to think about why the child in the picture might be feeling that way. The children can be as imaginative as they like with the scenarios they create.
- › Explain to the children that you are going to pretend there is a new person starting the class. How do the children think the new pupil will be feeling? What might they be doing with their face?
- › In pairs, put together a plan to welcome the person and help them feel comfortable. Encourage the children to think about things the person might need to know.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › After you have given the children some time, bring them back together and share their plans.
- › Give out award leaves for children who have a plan that shows they know how to be friendly and caring.

#### TEACHER NOTES:



##### → POSSIBLE RELATED VOCABULARY TO TEACH:

Empathy, Friendship, Share, Caring, Kind, Feelings, Belonging, Playing, Together, Support

##### → DIFFERENTIATION AND EXTENSION:

In pairs, can the children act out a role play of how to make someone feel welcome? Encourage children to think about friendly facial expressions and body language.

Practise friendly poses with the class.

##### → TEACHER'S ANNOTATIONS:

##### → WHAT WENT WELL?

##### → WHAT MAY BE EVEN BETTER NEXT TIME?

##### → OTHER IDEAS...



# L3. POSITIVE RELATIONSHIPS

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## LESSON 3 QUESTION:

How can I help others feel like they belong and be a good friend?



### YOU WILL NEED:

Blank pieces of paper; pens; award leaves.



### DIRECT TEACHING INPUT:

- › Explain to the children you are going to look at what it means to belong. Describe how being part of the class means they belong, or being part of a family means they belong. Being part of a community helps them feel like they belong.
- › Ask the children why it's nice to feel a sense of belonging. Can they think of other examples of groups or places that they belong to?
- › Split the children into smaller groups and give each group a sheet of paper on which to write their names, leaving space between each to make notes.
- › Ask them to discuss the strengths of each individual in their group, write them next to their name and identify why that person is an important member of the class. The children may need the concept of strengths explained with examples, such as good at speaking to others or good at helping others.
- › Once they have completed the exercise, nominate a member of each group to stand up and read out the strengths of each individual.
- › After each group has shared, open discussions with the class as to why individual strengths are important to the class as a whole. You might want to use the example, if there is a child who is good at helping others, they can help others learn and help the class as a whole move on with learning activities.
- › List all the strengths on a white board or large sheet of paper and together appreciate the wide variety of strengths in class.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children how it felt to hear their classmates appreciate their strengths.
- › Encourage them to feel proud of being part of the class.
- › Award leaves can be given out for children who show skills in building positive relationships.

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Empathy, Friendship, Share, Caring, Kind, Feelings, Belonging, Playing, Together, Support

#### → DIFFERENTIATION AND EXTENSION:

Ask the children to think about other people who help them feel like they belong, such as parents and teachers. What are their strengths? The class can make a poster of all these people too.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

#### → WHAT MAY BE EVEN BETTER NEXT TIME?

#### → OTHER IDEAS...



## L4. POSITIVE RELATIONSHIPS

### LESSON 4 QUESTION:

What is my role in positive relationships and how can I resolve conflicts?

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### YOU WILL NEED:

Pictures of Broken Objects; different Images of Children with Different Expressions including sulking, angry, upset, confused, worried.

Mediation Script: I noticed, I feel, I think, I would like, I agree to.



### DIRECT TEACHING INPUT:

- › Share the pictures of the broken items with the children and talk about what happens when something is broken.
- › Ask children to suggest ways to fix the broken items in the pictures.
- › Ask the children what else might need fixing sometimes, perhaps things that they don't see; for example, can a friendship break?
- › Ask the children if they know what conflict is. If not, explain this to them.
- › Explain that conflict resolution is a way for two or more parties to find a peaceful solution to a problem or disagreement.
- › Show the class the pictures of children with different facial expressions. With their talk partner can they think of a situation or conflict that could have led to these expressions?
- › Ask for a few examples and choose one. Can the children suggest ways in which this conflict can be resolved? Note their ideas on the board.
- › Introduce the children to the mediation script and explain that only one person may speak at a time. The other should listen. Ask for two volunteers and support them to work through the same scenario using the mediation script in front of the class.
- › Ask the volunteers how it felt to be able to give their side of the story and listen to the other person's. How did it feel to be able to resolve the conflict between themselves without an adult telling them what to do?
- › Choose a different scenario and build up the story, using children A and B, e.g. A was playing with their ball in the playground, when B came along and kicked it. Unfortunately, it went over the fence. A was very upset and pushed B.
- › With their talk partners, children should label themselves A and B. Ask the children to close their eyes and repeat the story as they picture it in their head, including how they are feeling.
- › Ask the children to work through the mediation script with their partner to see if they can resolve the conflict.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask for different pairs to feed back on how they resolved the conflict.
- › How did they find the process of using the mediation script? Did it help? Did each person listen to the other's point of view?
- › Give out award leaves for children who have shown a great understanding of how to solve problems.

### TEACHER NOTES:

#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Empathy, Friendship, Share, Caring, Kind, Feelings, Belonging, Playing, Together, Support, Conflict, Resolution, Mediation.

#### → DIFFERENTIATION AND EXTENSION:

This lesson provides good opportunities to ask higher order thinking questions:

Conflicts occur every day. When they happen, what do you think we could do to avoid making the conflict worse? Can you think of a time when perhaps you handled a conflict in the wrong way?

Conflicts can make you angry and frustrated, but why is it important not to raise your voice and blame the other person when resolving a conflict? Why is it important to listen to the other person without interrupting?

Can you think of ways in which you could work together to find a solution to resolve a conflict, where both people would be pleased with the outcome?

Why do you think it is important to resolve conflicts?

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

#### → WHAT MAY BE EVEN BETTER NEXT TIME?

#### → OTHER IDEAS...



## L5. POSITIVE RELATIONSHIPS

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### LESSON 5 QUESTION:

Can I reflect on the positive relationships in my life?



#### YOU WILL NEED:

Strips of paper to make a paper chain; pens.



#### DIRECT TEACHING INPUT:

- › Recap all of the learning that has taken place over this unit. Discuss the features of a positive relationship, where they can be found, the importance of positive relationships and the different types of positive relationships.
- › Inform the children that today you are going to give them time to reflect on the positive relationships in their lives by making a personal paper chain.
- › Show the children a personal paper chain of people that have a positive impact on your life, such as your team, your family and your friends. Include the ways that these people have had a positive impact under their names.
- › Give each child at least four strips of paper for them to write a name on and show them how to create the paper chain of people.
- › Ask children to group with three other people in the class that they don't usually work with. In their groups ask them to share their paper chains and talk about all the different things the people on them do and why they have been chosen.
- › Before they go into their groups, remind the children of the skills they might need when working positively with others. These include taking turns to talk, active listening and asking interested questions. Explain that you will be looking for these skills and giving out award leaves for people who display them.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Bring the children together to share what they learned about the chains in their groups and who was included on them. How did each chain differ?
- › Allow children to link up their chains so they have bigger chains.
- › Ask the children to nominate people in their class and school (include teachers) that they want to give an award leaf to for helping to build positive relationships. They can nominate up to three. As a teacher you can choose how many receive the award leaves and try to ensure all children receive one.

#### TEACHER NOTES:



##### → POSSIBLE RELATED VOCABULARY TO TEACH:

Empathy, Friendship, Share, Caring, Kind, Feelings, Belonging, Playing, Together, Support

##### → DIFFERENTIATION AND EXTENSION:

Some children may prefer to draw pictures of the people they are nominating, others may be supported by a word bank of key vocabulary.

Explain to the children that next week they will be writing a thank you card to a classmate, but that it won't necessarily be their best friend. Instead, you will be choosing who they write to/ they will be pulling a name out of a hat. This week they need to be really aware of all members of their class and their positive attributes.

##### → TEACHER'S ANNOTATIONS:

##### → WHAT WENT WELL?

##### → WHAT MAY BE EVEN BETTER NEXT TIME?

##### → OTHER IDEAS...



# L6. POSITIVE RELATIONSHIPS

## LESSON 6 QUESTION:

Can I identify ways in which a classmate adds to the positive relationships within the school?

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### YOU WILL NEED:

Card; pencils; crayons.



### DIRECT TEACHING INPUT:

- › Recap on all of the things that the children have learnt about positive relationships.
- › Remind them of how they said they would welcome and include a new child, how they would resolve conflicts, how their classmates were proud of them.
- › Explain that each child is going to make a thank you card for one of their classmates. This should not be a best friend. Ask the children why they think that is.
- › To suit your class, either have pre-prepared recipients or children should pull names out of a hat.
- › Give them a couple of minutes to think how their recipient adds to the positive relationships within the class and school. What would they like to thank them for?
- › The children should work independently on this activity so that, when the cards are given, there is an element of surprise. This activity can also be used as an assessment activity.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ensure that all cards are finished and say something appropriate.
- › All cards should be distributed for the recipient to read.
- › Ask the children how they felt about making the cards and receiving them. Why is it important to thank people and be thanked?

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Empathy, Friendship, Share, Caring, Kind, Feelings, Belonging, Playing, Together, Support

#### → DIFFERENTIATION AND EXTENSION:

Ensure that all children are able to recognise the positive contributions and attributes that their recipient has. For some children, this may need some pre-teaching.

Some children can be extended to give examples of when their recipient was kind or helpful.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

#### → WHAT MAY BE EVEN BETTER NEXT TIME?

#### → OTHER IDEAS...



# L7. POSITIVE RELATIONSHIPS

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## LESSON 7 QUESTION:

Which parts of my body are private?



### YOU WILL NEED:

YouTube clip: <https://bit.ly/2mmpQjB>; flip chart paper;  
Body template



### DIRECT TEACHING INPUT:

- › Draw round a child on a big sheet of paper and pin this up on the board.
- › Ask the children to name as many of their body parts as they can. Label these on the body outline. If any slang words are used, encourage them to think of the 'real' name, e.g. stomach for tummy, breasts for boobies.
- › Explain to the children that today we are going to talk about the pants rule and how this keeps us safe.
- › Ask the children which parts of their body are covered by pants. On a different piece of flip chart paper, write down all of the different words.
- › Tell the children that all of these different words are names for our private parts.
- › Explain that different families have different names for their private parts and give an example from the words on the list, e.g. some families might call a girl's private part her twinkle, others might call it a front bottom!
- › Explain that this can be confusing, especially if we have a pain and need to explain it to a doctor. Add the real names for the parts that are covered by our underwear on the body outline – explain that girls have a vagina, boys have a penis and testicles. Encourage the children to repeat these words, making sure there isn't any misunderstanding between testicles and an octopus' tentacles!
- › Ask the children why they think that body parts covered by pants are 'private'. Agree that these are the bits of you that nobody else should touch, unless there are special reasons. For example, your private parts might be sore and a doctor will need to examine them.
- › Show the children the YouTube clip. You may want to show it twice so that they can start to sing along.
- › Model drawing a pair of pants on the body outline.
- › Give each child a blank body template. Ask them to draw in their favourite pants (or a pair they'd like to own) and label as many body parts as they can, but especially the body parts that the pants are covering – remembering to use the real names.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Encourage the children to share their diagram with a partner and talk through the labels.
- › Ask them to remind you of the pants rule. Did anyone remember that 'nobody else should touch your private parts, unless there are special reasons'?
- › Explain that, on any part of our body, there can be 'good' and 'bad' touches. For example, we might like getting hugs and kisses from members of our family or holding hands to cross the road. We know these are good because they make us feel positive and safe.
- › Explain that doctors or nurses might need to touch us if we're unwell. We might not always feel positive about this, but it is a good touch because they need to examine us to find out what the problem is and how to make us feel better.
- › Explain that sometimes we might be touched and it doesn't make us feel safe or positive. If that happens, we need to tell someone that we trust about it.
- › Say that we will chat more about this in the next session.

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Good and bad touches, Penis, Private parts, Safe/Unsafe, Testicles, Vagina

#### → DIFFERENTIATION AND EXTENSION:

Some children may benefit from being pre-taught the correct terminology for body parts. This could be something that you work with their parents to do.

N.B. Teachers should use their knowledge of the children in their class to deliver this session in the most appropriate way. This may include working in partnership with parents and/or carers.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

#### → WHAT MAY BE EVEN BETTER NEXT TIME?

#### → OTHER IDEAS...



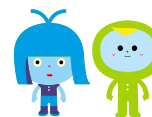


## L8. POSITIVE RELATIONSHIPS

### LESSON 8 QUESTION:

What are secrets and when is it not okay to keep them?

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### YOU WILL NEED:

Good, Helpful and Bad Touch template



### DIRECT TEACHING INPUT:

- › Ask the children what they think a secret is. Do they remember, from Year 1, times when it might be good to keep a secret? For example, if someone has planned a surprise party, or you have bought a friend a present, as these are supposed to be fun. Or perhaps you think that a family member doesn't look great in their new outfit – but this is just your opinion and it would hurt their feelings if you said it to them.
- › Tell the children that today we are going to think about times when it's not okay to keep a secret, particularly when we think about the good and bad touches that we started to talk about last week.
- › Remind the children of last week's session and the pants rule.
- › Remind them that 'nobody else should touch your private parts, unless there are special reasons.' Ask if anyone can remember a reason why someone else might need to see or touch your vagina, penis or testicles?
- › Remind them that good touches either help you to feel positive and safe, or the person has a good reason, such as a doctor wanting to help you feel better.
- › Explain that a bad touch doesn't make you feel positive and safe. Instead it makes you feel uncomfortable and that things aren't right.
- › Ask the children how they would feel if another child, a teenager or a grown up gave them a hug and kiss, but then told them to keep it a secret. What would they do?
- › Ask the children what they would do if their friend told them that someone had hurt them, but they have to keep it a secret.
- › Explain that, if you are being asked to keep a secret and you don't understand why/ if you don't think it's a good idea, then you should talk to someone you trust.
- › Ask the children to tell their partner who their trusted people are and who they would chat to.
- › Explain that, on the Good, Helpful and Bad touch sheet, children should draw examples for each, from the things we've chatted about. At the bottom of the bad touch box they should write what they would do if this ever happened to them.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask for volunteers to share their examples.
- › Give out award leaves for great understanding about good and bad touches, as well as knowing when it is okay and not okay to keep secrets.
- › Reinforce any misconceptions, e.g. 'Nobody should ever touch my private parts.'
- › If anything is said or drawn which concerns you, report it to the school's Designated Safeguarding Lead (DSL).

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Good and bad touches, Penis, Private parts, Safe/Unsafe, Secrets, Testicles, Vagina

#### → DIFFERENTIATION AND EXTENSION:

Some children might be asked to draw good and bad touch examples – and not the helpful scenario. Or they may find it more manageable to talk through scenarios with an adult, who can scribe for them.

N.B. Teachers should use their knowledge of the children in their class to deliver this session in the most appropriate way. This may include working in partnership with parents and/or carers.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

#### → WHAT MAY BE EVEN BETTER NEXT TIME?

#### → OTHER IDEAS...





## L9. POSITIVE RELATIONSHIPS

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### LESSON 9 QUESTION:

Is everything on the internet true and how do we know?



#### YOU WILL NEED:

A fake news website such as: <http://thedogisland.com>. Or, if you have been doing a topic on explorers, for example, use this: <https://www.allaboutexplorers.com/explorers/columbus/>.



#### DIRECT TEACHING INPUT:

- › Ask the children to stand on one side of the classroom if they think that everything on the internet is true, on the other side if they think some things might be false and in the middle if they are unsure.
- › On the interactive whiteboard put up a site which contains fake news. Read through the first paragraph or page with the children.
- › Ask them if everything sounds right. Which bits don't seem correct and why? Make a list on the board.
- › Tell the children that they are going to work in pairs to spot other inaccuracies on the website – they can either do this on photocopied sheets or by reading from the IWB and making notes on mini whiteboards.
- › Ask the children what they found and make a list on flip chart paper. Count the number of things that they spotted.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Tell the children that anyone can post anything on the internet and that while most people try to get their facts right, some get them wrong and some people deliberately post 'fake news'. This might be to persuade people to vote in a certain way, or believe in a certain cause, or dislike or like a particular person.
- › Explain that we should always be a bit careful when we see things online. If it doesn't sound real then it may not be.
- › If we can't find that information or story anywhere else then that should make us question it. If the facts don't add up (e.g. The Columbus information states that he was born in 1951 and died in 1906) then it can't be right.
- › Return to the original activity – ask children to stand on one side of the room if they believe everything on the internet is real. Hopefully their thinking will have shifted!

#### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Fake news, Sources of Information, Trust, Question, Challenge, Social media, Internet, Websites

→ DIFFERENTIATION AND EXTENSION:

Ask the children to see if they can find any more fake news on the internet.

Point them and their parents in the direction of fake news quizzes such as: <https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz>

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



# L10. POSITIVE RELATIONSHIPS

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## LESSON 10 QUESTION:

How easy is it to spread fake news?



### YOU WILL NEED:

Access to the school website and school social media accounts (if you have them).



### DIRECT TEACHING INPUT:

- › Remind the children what you found out about fake news in the previous session.
- › Ask them how easy they think it is to spread fake news.
- › Ask the children to suggest some celebrities. Choose the one that you know the most about/fancy writing about and begin.
- › Model mixing in some true facts with some false information. Explain to the children that this is what people do to try to persuade you that the whole piece is real e.g.
  - › We know that Dele Alli has played for Spurs and England, but now someone is telling us that he was born in a delicatessen in an alley and that's how he got his name – fancy that!
  - › Tell the children that they are going to work in groups to write some fake news. It can be a general story like the dog island one from last week, or about a famous person.
  - › Remind them that, although some people who spread fake news can be unkind, we are looking for funny, silly stories.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to share their fake news stories. Decide which one the class likes the best by having a vote.
- › As they read it out again, type it up on the interactive whiteboard (or do this at a later stage if that is easier).
- › With an added note, to say: 'The children in Year 2 have been learning about fake news. They have written their own story and wonder how easily and far it will spread.'
- › Post the story to the school website and any social media accounts with hashtags such as #edutwitter. Throughout the following days, see what happens.
- › Remind children that, although they may have had fun today, a lot of people who spread fake news do it for unkind reasons.



### TEACHER NOTES:

#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Fake news, Sources of Information, Trust, Question, Challenge, Social media, Internet, Websites

#### → DIFFERENTIATION AND EXTENSION:

It will help if you send a note, prior to the session, to parents, to ask them to like and retweet the post. If they have relatives in other countries, ask them to spread the word.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

#### → WHAT MAY BE EVEN BETTER NEXT TIME?

#### → OTHER IDEAS...



# L11. POSITIVE RELATIONSHIPS

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## LESSON 11 QUESTION:

What do families around the world look like?



### YOU WILL NEED:

Flip chart paper



### DIRECT TEACHING INPUT:

- › Tell the children that, in this session, they are going to think about families who live in different parts of the world.
- › In groups, they are to think of 4 different countries in the world and draw a family that might live there. Explain that, today, they won't be using an atlas or the internet.
- › Ask the children what kinds of things they could show in their drawings and make a list, e.g. what the family might eat, what they might wear, where they might live, what they might do for hobbies.
- › Set groups off and, as they work, note down any misconceptions that you hear being discussed.
- › At the end of the session, each group should present their thoughts to the rest of the class.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › As the groups share their thoughts, write down some of their comments on a flip chart – to be returned to in the next session.
- › Explain that sometimes we have ideas about people from watching the television, or reading books, or looking at newspapers and that, unless we do a bit more research, that information might not show us the whole picture.
- › Ask the children how we could get a more accurate idea of what families around the world look like. Perhaps some of the children have relatives in other countries, or friends? Maybe we could search the internet? Maybe parents could help?
- › Explain that each child is going to take a set of questions home that they generated earlier. For next week's session, they should choose one country and try to answer the questions in relation to the families that live there.

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Family, Differences, Similarities, Homes, Hobbies, Love, Share, Fun, Laughter, Play

#### → DIFFERENTIATION AND EXTENSION:

In a letter to parents, it helps to explain that you are aiming to address any stereotypes that the children may have.

Some children might prefer to do their research at school, or with a partner. Check on children who might find it difficult to do research at home and offer them other options.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

#### → WHAT MAY BE EVEN BETTER NEXT TIME?

#### → OTHER IDEAS...



# L12. POSITIVE RELATIONSHIPS

Y2



LAUGHOLOGY  
HAPPY-CENTRED  
SCHOOL PROGRAMME

LAUGHOLOGY

## LESSON 12 QUESTION:

What mistakes might we make about people, if we don't know them or ask questions?



### YOU WILL NEED:

A scrapbook or other presentation book; paper; crayons; glue.



### DIRECT TEACHING INPUT:

- › Check that everyone has remembered to bring in their research from the previous session. They should have the answers to 5 or so questions about families around the world, and maybe some photos.
- › Remind the children of the things that they said last week about families in different countries. Perhaps they thought that families in some countries were poorer than others? Or that parents in some countries are stricter than in others?
- › Tell the children that you're going to make a class book, to see if families around the world have things in common, or if they are very different.
- › Children should work individually, or in pairs or small groups to present the information that they have. Ideally, each different country will have its own page.
- › The children might like to draw a picture, or a flag. They might want to write the questions and answers out or write a short paragraph.
- › As they finish, transfer their work into a presentation book.
- › When everyone has contributed, bring the class back to the carpet and choose some of the pages to read.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children what they notice about the information. Point out similarities.
- › Discuss any differences that crop up and help the children to understand that families are essentially the same, but different.
- › For example, all families need somewhere to live – and there are palaces, and flats, and more traditional homes in every country.
- › Similarly, all families will have things that they like to do together. For some this might be linked to their religion, for others it might be outdoor activities, and others might like reading a book together.
- › Remind the children of their thoughts from the previous week and any wonky thinking that they had.
- › Tell the children that, if we don't know people or ask them questions, we can sometimes make mistakes about them and their families.

## TEACHER NOTES:



### → POSSIBLE RELATED VOCABULARY TO TEACH:

Family, Differences, Similarities, Homes, Hobbies, Love, Share, Fun, Laughter, Play

### → DIFFERENTIATION AND EXTENSION:

Some children might find it helpful to have a template to write on. Perhaps the questions typed out, for them to fill in?

The class book could be put in the library, or sent home overnight with each child.

### → TEACHER'S ANNOTATIONS:

### → WHAT WENT WELL?

### → WHAT MAY BE EVEN BETTER NEXT TIME?

### → OTHER IDEAS...