



# L1. POSITIVE RELATIONSHIPS

## LESSON 1 QUESTION:

Can I reflect on the positive relationships in my life?

Y3



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### YOU WILL NEED:

Four buckets filled with water; four buckets without; a digital camera or device with built-in camera; clipboards; paper; pencils.



### DIRECT TEACHING INPUT:

- › In the playground, place the 4 buckets in two parallel rows. Each row should contain two empty and two full buckets
- › Take the children outside and show them the buckets. Explain that each row contains empty buckets and buckets full of water and that, in teams, the children's task is to transfer the full buckets to the empty ones on the opposite side.
- › Split the children into two teams – or however many you feel works.
- › Inform the first team that they are going to work together to transfer the water.
- › Give the other team(s) clipboards and explain that you would like them to observe the first team and make notes on how they work together. What do they do well? Does one person take the lead? Do they devise a plan?
- › Let each group have a go and take photos of the activity.
- › Back in the classroom, go through each team's strengths as noted by their peers on the clipboards. Did they ensure everyone had a go? Were they having fun? Was positive feedback given? Were team members supported if they struggled?
- › Outline that these are features of building positive relationships.
- › Upload pictures from the activity and allow the children to create captions for them, so that they can be displayed in the classroom.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Bring the children back together and ask them to sit in a circle.
- › Look at the positive relationships list created from the activity and discuss people in their lives that may show these attributes.
- › Give out award leaves for skills in building positive relationships

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Support, Supportive, Team, Care, Open, Honest, Friends, Choices, Relationships, Feelings, Closeness, Happy, Emotions, Confidence, Trust, Encourage, Beneficial, Help, Listen, Equal, Equality, Community, Belonging, Club, Positive, Enemy, Family, Caring, Cooperation, Respect, Tolerance, Selfless, Assistance, Kindness, Fair, Consideration, Negotiation, Compliments

#### → DIFFERENTIATION AND EXTENSION:

Some children may find working as part of a team more challenging. They may benefit from being set a personal target prior to the task, e.g. I want you to let everyone have a turn, I would like to see you having a go and not letting others do all of the work.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



## L2. POSITIVE RELATIONSHIPS

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### LESSON 2 QUESTION:

What is my role in creating positive relationships in school?



#### YOU WILL NEED:

Mini white boards; large pieces of paper; positive sayings sheets.



#### DIRECT TEACHING INPUT:

- › Explain that the children are now over halfway through the year. This means that they can start looking forward to moving up a year group and this brings change. Alternatively, if you have chosen to deliver this lesson earlier in the year, use the class's recent move up a year group as an example of change.
- › As a class, make a list of the changes that might happen (or happened) when they move(d) class. For example, new teachers, new classmates, new surroundings, new adults and new clubs.
- › Explain that, as a result of all these new people coming into their lives, we need to make sure that they maintain and develop positive relationships to create the best possible learning environment for themselves.
- › Discuss with the children all the things they can do as individuals to make friends, remembering some of the discussions from the previous sessions about how to show people that we are friendly.
- › Using mini white boards, ask the children to capture some of the things they are talking about. Make sure you include in discussions the importance of caring and empathy.
- › Go around the class and number each child 1 to 6. Ask all the children with the same number to form a group.
- › Give each group a large outline of a person, or they can draw their own outline of a person on a large piece of paper. Explain that you want all the even-numbered groups to create the profile of a person they would like to be friends with (e.g. smiling, friendly, fun, similar interests, etc.). Then ask all the odd-numbered groups to create the profile of someone they might want to avoid (e.g. grumpy, selfish etc.).
- › Give the children 20 minutes to create their drawing and label the space around the person with personality attributes.
- › If you can, do the latter part of the session outside using chalk to make it more fun.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Give the groups three minutes to rehearse a presentation about the person they have created.
- › Allow each group to deliver their presentation.
- › Ask questions to bring out more details about how and why the attributes they have included will or won't make a person friendly.
- › Over the next week explain you will be looking for the positive behaviours in children and will be giving out award leaves to those who show them.
- › The children can also nominate other children who have been nice to them and have shown positive relationship skills.

#### TEACHER NOTES:



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

Share, Support, Supportive, Team, Care, Open, Honest, Friends, Choices, Relationships, Feelings, Closeness, Happy, Emotions, Confidence, Trust, Encourage, Beneficial, Help, Listen, Equal, Equality, Community, Belonging, Club, Positive, Enemy, Family, Caring, Cooperation, Respect, Tolerance, Selfless, Assistance, Kindness, Fair, Consideration, Negotiation, Compliments

##### → DIFFERENTIATION AND EXTENSION:

Ask children to think about some of the things that people might say to help others feel good or to be a good friend. For example, it might be 'Can I help you with that?' or 'Are you okay?'

Using some of these examples, ask the children to think how this shows you are being a good friend. Look for answers such as: they are showing that they care, or they are being helpful and supportive.

##### → TEACHER'S ANNOTATIONS:

##### → WHAT WENT WELL?

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

##### → OTHER IDEAS...

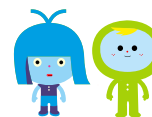


# L3. POSITIVE RELATIONSHIPS

## LESSON 3 QUESTION:

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

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### YOU WILL NEED:

Pictures of children in conflict; Conflict Resolution sheet.



### DIRECT TEACHING INPUT:

- › Ask the children if they can recall, from the previous year, what conflict and conflict resolution are. If not, remind them.
- › Remind the children of the mediation script that they used in Year 2. Has anyone used it since to sort out problems?
- › Ask the children to think about situations in class where they might feel upset with friends.
- › Once children have given some answers, take one example and ask the class to think about how they might resolve the problem.
- › Share the Conflict Resolution sheet.
- › Show the children pictures of conflict. Discuss the possible problem and how they think everyone is feeling in the picture.
- › In groups, ask them to work through one of the scenarios using the Conflict Resolution sheet. They should then devise a variety of plans to solve the problem. Remind the children that you will be looking for positive relationships and good team working.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask groups to share the plans which they feel will be most successful. Does everyone agree that these would work? If not, why not? Encourage children to think about everyone's role in being willing to resolve conflict.
- › Explain that 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 NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Support, Supportive, Team, Care, Open, Honest, Friends, Choices, Relationships, Feelings, Closeness, Happy, Emotions, Confidence, Trust, Encourage, Beneficial, Help, Listen, Equal, Equality, Community, Belonging, Club, Positive, Enemy, Family, Caring, Cooperation, Respect, Tolerance, Selfless, Assistance, Kindness, Fair, Consideration, Negotiation, Compliments

#### → DIFFERENTIATION AND EXTENSION:

Some children could be supported to use the mediation script from Year 2.

Some children could be extended in their thinking by asking questions such as, 'What if the child refuses to apologise...?'

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



## L4. POSITIVE RELATIONSHIPS

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### LESSON 4 QUESTION:

What is the importance of positive relationships?



#### YOU WILL NEED:

My Positive Relationships sheet; Smiley Face template.



#### DIRECT TEACHING INPUT:

- › Start a discussion with the children about everything they have achieved so far in their lives, e.g. learning to ride a bike, learning to walk and learning to read and write.
- › Ask the children if they can figure out what all of these achievements have in common (the answer you should arrive at is that someone helped them achieve their goals).
- › Once the children understand that they have generally always received help in achieving a goal, give out a 'My Positive Relationships sheet' and ask them to fill it in with all the important people who have helped them achieve things in their lives.
- › When they have completed the task, explain to the children that, in order for these people to help them, they would have had to build positive and trusting relationships with them.
- › Discuss why positive relationships are beneficial and explain that everyone needs them, even famous people rely on support from others.
- › Ask the children to think about what they can do to help form positive relationships in their lives. How can they behave with others? Keep asking questions to develop their ideas. How might we demonstrate friendliness? How would we show that we are friendly? How else might someone know we are being friendly?



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Give each child a Smiley Face template. Ask them to write on it why they believe it is important to develop positive relationships with people. Also ask them to write one thing they are going to do more of to help form positive relationships with others.
- › Share with the class.
- › Ask children to think about things they can do this week to help form positive relationships across the school.
- › Give out award leaves for children with great ideas.

#### TEACHER NOTES:



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

Share, Support, Supportive, Team, Care, Open, Honest, Friends, Choices, Relationships, Feelings, Closeness, Happy, Emotions, Confidence, Trust, Encourage, Beneficial, Help, Listen, Equal, Equality, Community, Belonging, Club, Positive, Enemy, Family, Caring, Cooperation, Respect, Tolerance, Selfless, Assistance, Kindness, Fair, Consideration, Negotiation, Compliments

##### → DIFFERENTIATION AND EXTENSION:

There may be some children in your class who set targets such as, being kinder to my sister or sulking less at home. It would help to send a copy of their target home or to give parents a call, so that they can support their child.

Some children may be able to think of ways in which famous people are supported and could produce a poster at home to show this.

##### → 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:

Where would you find positive relationships and what helps you feel like you belong?



### YOU WILL NEED:

Picture of a Positive Relationships Tree; blank templates of Positive Relationships Trees.



### DIRECT TEACHING INPUT:

- › Explain to the children that we meet people in all areas of our lives who show us how to develop positive relationships, e.g. teachers, parents, shopkeepers, coaches, etc.
- › Explain that all these people make up the community that we live in and help us feel like we belong somewhere. Ask the children how these people might help them feel that they belong. For example, because they are familiar, friendly, caring and supportive.
- › Inform the children that today they are going to create Positive Relationships Trees.
- › Model how to create a tree containing different branches for different areas, such as school, family, clubs, hobbies and interests. Use the picture provided to give examples.
- › The children should be encouraged to work independently to create their own Positive Relationships Tree.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › The children should be asked to choose one person from their Positive Relationships Tree and think, in more detail, about the reasons that they have chosen them.
- › Put the children in small groups and give everyone one minute to tell the others about their chosen person.
- › Ask for a list of words that were commonly used, and write these on a large sheet of paper.

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Support, Supportive, Team, Care, Open, Honest, Friends, Choices, Relationships, Feelings, Closeness, Happy, Emotions, Confidence, Trust, Encourage, Beneficial, Help, Listen, Equal, Equality, Community, Belonging, Club, Positive, Enemy, Family, Caring, Cooperation, Respect, Tolerance, Selfless, Assistance, Kindness, Fair, Consideration, Negotiation, Compliments

#### → DIFFERENTIATION AND EXTENSION:

Some children may prefer to design their own tree with a wider variety of branches.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



## L6. POSITIVE RELATIONSHIPS

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### LESSON 6 QUESTION:

Can I identify ways in which a member of my family adds to the positive relationships within my home?



#### 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 the attributes needed to work well in a team, the attributes needed to be a good friend, how to resolve conflicts, etc.
- › Explain that the children are going to think about all of the members of their family (both in the home and the wider family). They are going to make a card for the person that they think contributes most to a positive family atmosphere.
- › Ask the children to discuss their options with a partner, in order to make their choice, giving reasons for this.
- › Ensure that the children understand that, now they are in year 3, there is an expectation that even more thought is put into the wording of their card. This should include examples of times when the recipient has been positive, why it means so much to the child.
- › 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 taken home for the recipients to read. You may be able to ask one of the family members to come to the classroom to receive their card in person.
- › Ask the children how they felt about making the cards. How do they think their recipients will feel about receiving them?
- › Why is it important to thank people and be thanked?

#### TEACHER NOTES:



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

Share, Support, Supportive, Team, Care, Open, Honest, Friends, Choices, Relationships, Feelings, Closeness, Happy, Emotions, Confidence, Trust, Encourage, Beneficial, Help, Listen, Equal, Equality, Community, Belonging, Club, Positive, Enemy, Family, Caring, Cooperation, Respect, Tolerance, Selfless, Assistance, Kindness, Fair, Consideration, Negotiation, Compliments

##### → DIFFERENTIATION AND EXTENSION:

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

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

Some cards may need posting if the child does not regularly see their family member.

##### → 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:

What is privacy for children and adults, and why is it important?



### YOU WILL NEED:

Card sorting activity (+1 enlarged copy with cards cut out); scissors; 3 x small hoops or sorting equipment.



### DIRECT TEACHING INPUT:

- Put the word 'private' on the board and ask the children what it means. Follow up with the word 'privacy' and ask them about the meaning of that too. Why do they think privacy is important?
- Discuss with the children when they expect privacy as a child? Follow up with a discussion about what adults might expect and when?
- Ask the children what might happen if they don't respect someone's privacy and ask whether any of them can think of any examples.
- Share with the children the enlarged copy of the sorting activity they are going to be doing. Explain that they are going to look at the statement on each card and decide whether they agree/disagree with the statement, or whether they are not sure.
- Explain that they are going to stick each statement into the column that they think it might belong in. Reassure them that it's okay to put statements in the 'not sure' column. Do an example one with the children to model the activity.
- Working in pairs, children sort the statement cards into three piles and then stick them onto the sheet.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- Put the sorting hoops/equipment into the centre of the carpet area and ask children to sit in a circle.
- Using the enlarged statements, ask the children to work with you to put the cards into the appropriate hoop/pile. Discuss with the children why they chose that particular hoop/pile and why it might not be either of the other two.
- Remind the children of the importance of respecting someone's privacy and discuss with them who they could talk to if they felt that their privacy wasn't being respected.

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Private, Privacy, Respect, Sorting, Agree/Disagree

#### → DIFFERENTIATION AND EXTENSION:

Children to work in mixed ability pairs. Teacher/additional adult to support any children who might need help reading the statements.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...





## L8. POSITIVE RELATIONSHIPS

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### LESSON 8 QUESTION:

How can I respond safely to adults who I don't know?



#### YOU WILL NEED:

You will need: Poster paper; Scenario presented in YouTube clip  
<https://www.youtube.com/watch?v=SY7RhBszp0k> (stop at 1.22)



#### DIRECT TEACHING INPUT:

- › On a whiteboard, children to make a list of all the people they have seen this week that they know? E.g. family, friends from school, friends from clubs, club leaders, etc.
- › Ask the children what it is like to see those people, how does it make them feel? How do the children respond to them?
- › Now ask the children to make a list of people they've met this week that they don't know, e.g. cashier in the supermarket, a bus driver, etc. How did they respond to those people? How were their responses different to when they met the people they did know?
- › Discuss with the children what they already know about the term, 'stranger' – where have they heard it before? What does the word mean?
- › Now discuss with the children whether they think all strangers are dangerous. Explain that most strangers are normal people, so it's okay to be polite and say hello when they speak to you.
- › Watch YouTube clip until 1:22 – discuss with the children what they think the children should do? What should the boy do and what should the girl do?
- › Watch the rest of the video – how does the stranger's behaviour change? At what point was he just being friendly? What do they think the children in the video learned from this experience?
- › Reiterate the point that most strangers are just being polite and friendly, so it's important that the children are polite and friendly in response.
- › What signs were there in the video that showed the stranger's behaviour changing from polite and friendly to something not so positive?
- › Explain to the children that they are going to be designing a poster about meeting people they don't know. Discuss with them what the key message from the poster should be, i.e. it needs to be a mixture of being safe and sensible and that not all strangers are dangerous.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Children share their posters with the rest of the class – what important tips did they remember to include?
- › Discuss with the children what they should do if their friend wasn't being safe with a stranger, like the girl in the video. Who could they ask for help? What could they do? What should they never do?

#### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Stranger, Safety, Behaviour, Polite,

→ DIFFERENTIATION AND EXTENSION:

Some children might need the challenge of adding a list of signs to look out for when speaking to someone they don't know.

Some children might need support with vocabulary and should have access to a word bank of key terminology.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



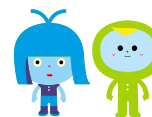


## L9. POSITIVE RELATIONSHIPS

### LESSON 9 QUESTION:

What are the risks of online activity and how can you protect yourself?

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### YOU WILL NEED:

A4 strips of coloured card (size of bookmark); coloured pens,  
Youtube video: <https://bit.ly/3aDzSoj>



### DIRECT TEACHING INPUT:

- › Discuss with the children what it means to be 'online', e.g. on the computer, tablet, phone, games console etc. What does that term actually mean?
- › Ask the children what they do online – what activities do they do, but also what activities do other members of their family do online?
- › Working in pairs, ask the children to discuss what the positives are of doing things online and take answers from a few pairs, making a list on the board.
- › Discuss with the children the word 'risk' – what does it mean? What are some risks that we face in our real lives, e.g. crossing the road, riding our bikes etc.
- › Again in pairs, ask children about any potential risks to being online? Make a list of the responses next to the list of positives.
- › Watch the video – what risks were there that the children hadn't thought of?
- › Working in groups of three or four, children discuss how they can protect themselves against online risks – what could they do to make sure they are safe when doing games and activities they enjoy? Create a spider diagram or list of responses from the groups.
- › Children create a bookmark entitled 'Top Ten Tips for Staying Safe Online' (number of tips can be changed accordingly) to give to someone else in the class.
- › Teacher to laminate and share out among members of the class, ensuring that everyone has one.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Challenge the children to remember three of the online safety rules to share with their family at home.
- › Explain that you're going to make a poster of the rules they've created and use it during computing lessons to help children remember the ways to keep safe.
- › Look at the list – are any of the rules more important than others? Put an asterisk by the most important ones.

### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Online, Risk

→ DIFFERENTIATION AND EXTENSION:

A word bank of key vocabulary may help children when creating their lists.

Challenge some children to think of extra details to include on their book mark to make their tips have useful suggestions etc...

→ 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:

What information and data about you is online?



### YOU WILL NEED:

Key phrases cut into strips; 'Online Me' template; flipchart/whiteboard



### DIRECT TEACHING INPUT:

- › Discuss with the children what they think different people know about them, e.g. their friends, their family, their teachers. What things would they like people to know? Does everybody know everything about them?
- › Draw a table on the board with three columns. Put one of these headings in each of the three columns: Family, Friends, Anyone.
- › Look at each of the key phrases – which column do the children think it should go into and why? Place each phrase into the chosen column.
- › Why do the children think it's important that only certain people know certain things about them?
- › Ask the children what might be online about them already, e.g. parents' social media, school website etc.
- › In groups discuss how this makes them feel? What do you like about it? What don't you like about it? Take feedback.
- › Ask the children why they think companies put age restrictions on things such as social media? Why does the school have to get permission to use your pictures on the website?\*
- › Make a list with the class about what they think is okay to be online about them and what isn't. Encourage them to think of reasons why.
- › If they're not feeling happy about what is shared online, what could they do? What changes could be made?
- › Children complete the 'Online Me' template – label the picture of the child with what should/shouldn't be shared online. Also add in things they don't want shared. Personalise the template by adding details to make it look like them.

**\*Be mindful of this question if there are children whose families don't allow them to appear on the website for personal/safeguarding reasons.**



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › As a class, look at some examples of the work the children have done together.
- › If the children were going to show this picture to someone, who would they show it to and why?
- › Discuss with the children whether they think it's possible to be completely invisible online, both as children and as adults. What are the pros and cons of this?

### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Online, Online Presence, Social Media

→ DIFFERENTIATION AND EXTENSION:

Some children may need support from an adult to write their suggestions/ideas.

Challenge some children to add the advice they would give to a friend or classmate who didn't feel happy about being online to their picture.

→ 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:

How might families be similar or the same?



### YOU WILL NEED:

Family Bingo Card: space to move around in, pencils or crayons.



### DIRECT TEACHING INPUT:

- › Remind the children that all families are unique and that no two families will be the same. However, there are lots of things that families have in common.
- › Ask the children what kinds of things make families similar or the same. Write their ideas down.
- › Explain that we are going to play a game of Family Bingo. Give each child a bingo card and make sure that everyone understands the words.
- › When you say go, the children need to find themselves a partner. You will give them 1 minute each to choose a word on their card (they don't have to be the same word) and explain what that means to their family.
- › For example: 'Togetherness. We always have Sunday lunch with my grandparents. When we've finished eating, we tidy up the table together and then play games or watch the telly.'
- › Once both children have explained their word, they can tick it off on their card.
- › When you say go again, they need to find a new partner and repeat the process. The aim is to get 3 words in a row ticked off.
- › Hopefully most people will get 3 words ticked off in 3 goes, but do give more time for those that would like it.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Bring the children together and ask them to share the things that their partners told them.
- › If someone shares the Sunday lunch example, ask if any other families do something similar or the same? It might be parents and children (and not grandparents), or less regularly than every week, or on special occasions.
- › Once they've shared and discussed a few examples, remind the children that every family is unique and special and will do things slightly differently. But that there are characteristics that families share.
- › Ask if anyone has heard anything today that they are going to go home and suggest to their family.

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Unique; Love; Care; Respect; Kindness; Laughter; Togetherness; Protection; Acceptance; Pride.

#### → DIFFERENTIATION AND EXTENSION:

Some children might need an adult to support them with their conversations, particularly those who may be Looked After.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



# L12. POSITIVE RELATIONSHIPS

Y3



LAUGHOLOGY  
HAPPY-CENTRED  
SCHOOL PROGRAMME

LAUGHOLOGY

## LESSON 12 QUESTION:

What is a stereotype?



### YOU WILL NEED:

Fairy tales where the woman is saved by a man, e.g. Cinderella, Snow White, Sleeping Beauty; paper; pencils; crayons.



### DIRECT TEACHING INPUT:

- › Ask the children if they know what a stereotype is.
- › Explain that it is a fixed view of a person or group of people, based on one of their characteristics. For example, sometimes stereotypes are linked to whether we are male or female: 'Boys play football, girls skip' 'Doctors are men, women are nurses.'
- › Ask if anyone would like to challenge these stereotypes.
- › Explain that we get these ideas from watching the television, reading books and being told things by adults and that, once we have these wonky ideas, it can be tricky to change them.
- › Show the children the fairy tale books and ask them if they think there is a common stereotype running through them. Establish that, in each book, the woman is a weak victim who needs to be saved by a man.
- › Ask if the children think that's a helpful message for young children to get – why/ why not?
- › Tell them that they are going to create a story for a younger group of children, perhaps a Reception class, to help challenge a stereotype.
- › In groups, they should start to discuss their ideas and plan their story.
- › They should work together to create a book, with text and images.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the groups to feedback the message behind their story. Ask how this will help younger children when they are forming their ideas about people.
- › Explain that there will be award leaves given to anyone who challenges stereotypes over the coming weeks.
- › Either arrange for the children to visit Reception, to read their stories, or send the books to the younger children for their book corner.

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Unique; Love; Care; Respect; Kindness; Laughter; Togetherness; Protection; Acceptance; Pride; Difference; Stereotype.

#### → DIFFERENTIATION AND EXTENSION:

The objective is to convey the message about stereotypes, but some children may benefit from scaffolding to produce their story.

The class could also be encouraged to remember all of the things that they've learnt in their English lessons and apply them to this task.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...