



L1. POSITIVE RELATIONSHIPS

Y6



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 1 QUESTION:

Can I reflect on the positive relationships in my life?



YOU WILL NEED:

Hall or playground space.



DIRECT TEACHING INPUT:

- › In the playground or hall, split the children into two teams.
- › Explain that you are going to play a game that is similar to Rock, Paper Scissors, but that this one is called Giants, Wizards, Dwarfs.
- › Ask for three volunteers who would be happy to share their idea of a stance and sound that a giant, wizard and dwarf would make. Everyone should copy these.
- › Explain that the teams will have a few seconds to consult amongst themselves and then, on the count of three, each team will 'do' their character at the opposing team.
- › Giants beat wizards, wizards beat dwarfs and dwarfs beat giants.
- › The team that wins, then have to tag as many of the other team as possible before they get to a safe designated place.
- › Then you repeat the process until everyone is on the same team.
- › Ask the children how the team worked when they were deciding on which character to be. How did it feel when they were in a big team? How did it feel when they were in a small team? How did they contribute personally to the team?



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Back in the classroom, go through each team's strengths, making a positive relationships list.
- › Ask the children if they had fun and a laugh and, if so, why do they think this is important.
- › Explain that laughter is good for us as it releases chemicals in the brain that make us feel happier and more positive, it boosts our immune system, relaxes the whole body and reduces stress.



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, Patience.

→ 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 be supportive of others, I would like to see you being positive when they get tagged.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L2. POSITIVE RELATIONSHIPS

Y6



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LESSON 2 QUESTION:

Why should we aim to have positive relationships with people?



YOU WILL NEED:

Any device capable of playing YouTube clip:

www.youtube.com/watch?v=2x_Fl3NQVd4



DIRECT TEACHING INPUT:

- › Remind the children of the Unsung Hero film clip that they watched in Year 5 and the debate that they had about whether happiness and love are more important than money and possessions.
- › Ask the children if they can remember the rewards that the unsung hero got in the film. These included: friendship, laughter, hugs, the knowledge that he had given a little girl an education.
- › Ask the children how they would feel if they kept helping people and being kind but didn't seem to get anything in return. Encourage a range of answers. Some children might say that they would stop if people were ungrateful, others might say that they would continue as it would make them feel good to help people.
- › Show the children the YouTube clip Amazing Life 247. Stop this at appropriate points to ask questions such as, 'Why do you think the little boy was going to steal the medicine and why did he snatch the bag?' and, 'Why has the daughter got her head in her hands, how is she feeling?'
- › Ask the children what the moral of the story is.
- › In groups, they should work to create their own story board with a similar moral.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › You might like to ask the children to act out their storyboards, or present them to the rest of the class in a different way.
- › Ask the children how they would have felt if they were the daughter and no-one had come to help her financially even though her father had helped lots of people over the years. Some will say that they would be angry/ feel let down. Others will say that they would have been proud of their dad and somehow they would get the money to pay his bills. Discuss these different feelings, and the importance of being positive.

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, Patience.

→ DIFFERENTIATION AND EXTENSION:

Some children may benefit from the whole class generating ideas for the alternative stories.

Some children could write a play script to accompany their storyboard. This could form part of a class assembly or be filmed.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...

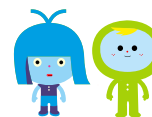


L3. POSITIVE RELATIONSHIPS

LESSON 3 QUESTION:

Where would you find positive relationships and why are they so important in the workplace?

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YOU WILL NEED:

The list of teamworking attributes from last week's session;
Job Advert template; post it notes.



DIRECT TEACHING INPUT:

- › Remind the children of week 1's team game and the list of attributes that they generated about working together and belonging.
- › Explain that teaching requires a lot of teamwork because all of the adults have the shared aim to do their best for every child, whether the child is in their class or not.
- › Explain that when Head Teachers advertise jobs in their school they make it very clear that they will only employ people with positive relationship skills.
- › Model writing an advert for a teaching job.
- › Ask the children to think about the job that they would like to do when they grow up. They should talk to a partner about the attributes and skills that they will need to be employed to do this role.
- › The children should write their own job advert. This could be done independently or, if several children have the same aspiration, as a group.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › The children should swap job adverts and imagine that they are the editor of the newspaper that these will be advertised in.
- › On post-it notes they should write any additions or changes that the editorial team should make to improve the adverts before they go to press.
- › The final drafts could be typed up and collated to look like the jobs page in a newspaper.

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, Patience.

→ DIFFERENTIATION AND EXTENSION:

Some children may benefit from watching film clips or looking at visuals prior to the lesson, in order to better understand the importance of teamwork in the workplace.

Some children may benefit from a word bank of key skills and attributes.

Some children could extend their vocabulary by using a thesaurus.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L4. POSITIVE RELATIONSHIPS

LESSON 4 QUESTION:

Can I reflect on my personal positive attributes and set targets of areas that I would like to improve?

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YOU WILL NEED:

A newspaper, with the page of job adverts that you produced in last week's lesson inserted into it; copies of the job adverts; paper and pens.



DIRECT TEACHING INPUT:

- › Ask the children to close their eyes and imagine themselves in ten or so years' time.
- › They should imagine that they have been looking for a job for some time. They may have applied for some jobs already but only received rejection letters, they may have been for several interviews but not been successful, they are starting to feel disillusioned and as though they will never work.
- › When they open their eyes, produce the newspaper and build up the tension. Explain that today is the day that jobs are advertised and there might just be a suitable one for them.
- › Open the newspaper. Lo and behold there is a job that looks perfect for each and every one of them!
- › The children should tell their talk partner how their future self is feeling at this moment in time.
- › Explain that they should plan their letter of application before writing it out on good quality paper, making sure that they address everything in the job advert. They can use imaginary examples, e.g. I work very well in a team because at university I carried out some research with four others. This required us to discuss our findings and produce a report together.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children how they found the exercise. Was it easy to give examples of their attributes? Was there anything that was tricky to give an example for?
- › Tell the children that throughout secondary school there are plenty of opportunities to develop positive relationship skills, through attending clubs, joining teams, achieving awards such as The Duke of Edinburgh's Award.
- › They should reflect on the type of person that they want to be and think about their personal targets to achieve this going forward.

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, Patience.

→ DIFFERENTIATION AND EXTENSION:

Some children may benefit from having a writing scaffold and word bank.

Some children could be extended to write references for themselves, looking from someone else's perspective, instead of a letter of application.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L5. POSITIVE RELATIONSHIPS

LESSON 5 QUESTION:

Can I reflect on the positive attributes of others?

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YOU WILL NEED:

Example of a mind-map; A3 paper and coloured pens; post-it notes.



DIRECT TEACHING INPUT:

- › Recap on all of the things that have been learnt over the past few weeks and the many positive relationship attributes that have been discussed.
- › Explain to the children that next week they will be writing poems about the teacher that they think has the most positive impact on the school.
- › Ask the children to speak to their talk partner about the teacher that they feel makes the biggest and most positive contribution to the school.
- › Show the children the example of a mind-map and explain that, this week, they are going to generate ideas for their poems.
- › Depending on who they want to write their poem about, the children could work on their own, with a partner or as part of a group to produce their mind-map.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › The mind-maps should be left on the tables and the children encouraged to walk round the room adding any further thoughts via post-its.
- › Tell the children your intention that their poems will be given at the end of the year, in their Leavers' assembly etc. and that they should not tell the person that they are writing to about this, as that would spoil the surprise.
- › Over the week, they should think about the kind of poem that they would like to write.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

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→ DIFFERENTIATION AND EXTENSION:

Some children may be extended by considering the possible impact on the school, if their person didn't have a positive outlook, e.g. if the Head Teacher was grumpy and firm but not fair.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L6. POSITIVE RELATIONSHIPS

LESSON 6 QUESTION:

Why is it important to recognise the positive attributes of others and to thank them?

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YOU WILL NEED:

Mind-maps from last week; paper and pens; examples of thank you poems.



DIRECT TEACHING INPUT:

- › Recap on the previous week's lesson and remind children that they will be creating a poem this week for a teacher to say thank you for their positive contributions to the school.
- › Ask the children why they think it is important to recognise the positive attributes of others and to thank them
- › Together, read examples of thank you poems and discuss the different types of poems that the children have written in primary school. These may include rhyming poems, acrostic poems, Haikus, etc.
- › Either independently, in pairs or as a group, the children should use their mind-map to produce a thank you poem for their chosen member of staff.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Give the children a few minutes to rehearse their poem and then ask everyone to perform their poem to the class.
- › Ask the children how they felt writing and performing their poems. How do they think their recipient will feel when they receive their poem? Do they think it would be better to give their recipient the written version of their poem or to perform it to them?
- › Ask the children how they would feel if, as an adult, they received such a poem.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

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→ DIFFERENTIATION AND EXTENSION:

Some children may benefit from having a writing scaffold and word bank.

Some might be extended to write a 'What if you weren't you..' style poem.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L7. POSITIVE RELATIONSHIPS

Y6



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LESSON 7 QUESTION:

How can I ensure boundaries keep me safe?



YOU WILL NEED:

Rashid Scenario; Comic Strip Template



DIRECT TEACHING INPUT:

- › Discuss with the children what they already understand about the term, 'boundaries' and ask them to explain how boundaries in all areas of life keep us safe.
- › Now ask the children what boundaries they think are in place online – both generally and for them personally? Ask them whether they think these boundaries are enough and what else they think should be put in place?
- › Ask the children how they think boundaries are put in place when meeting new people, both online and face-to-face. Why is it important to get these boundaries in place early on?
- › Show the children the scenario involving Rashid– discuss what boundaries the children think are missing for him and also which boundaries they think should be put in place?
- › Explain to the children that they are going to create a comic strip using the template and it should include the scenario as described. They can then choose how they finish the scenario in the comic strip, by showing the importance of boundaries being put in place.
- › Children complete the comic strip activity.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Bring the children back together as a group. Ask the children what boundaries they put in place for Rashid in their comic strip? Why did they choose to use those ones?
- › Ask the children to think whether they are any others that could be used?
- › Ask if there are any children who are willing to share which boundaries they might start putting in place from now on, particularly when they are online and why.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Boundaries, Online, Scenario.

→ DIFFERENTIATION AND EXTENSION:

Some children can be challenged to think of an acronym they can use for people to remember when thinking about boundaries. They could think of an acrostic poem for the word 'boundary' or 'boundaries' to give helpful tips to others.

Some children might need support when creating their comic strip – provide children with some of the vocabulary needed.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L8. POSITIVE RELATIONSHIPS

Y6



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LESSON 8 QUESTION:

Who can I get advice from if I/my friend is unsafe?



YOU WILL NEED:

Safety Card template; Card Sorting activity



DIRECT TEACHING INPUT:

- › Ask the children to think of situations that may be considered 'unsafe' for children in Year 6, e.g. being out late at night, talking to people they don't know online etc... Ask them to explain why they think their examples are unsafe?
- › Now discuss with the children what they think they would do if they were in an unsafe situation, i.e. what could they do in any of the situations they've given examples of.
- › Show the children the card sorting activity. Explain to them that they are going to cut out the cards and sort them into two piles, one pile is for 'safe' situations and the other for 'unsafe'. Reassure them that they can create a third pile for any that they are unsure about.
- › Explain to the children that they will need to explain their reasoning as to why they have chosen to put the card into a particular pile.
- › Working in pairs children put the cards into the piles that they feel they belong in.
- › Bring the children back together and pick out some examples from both piles – select some children to explain why they put that particular situation in that particular pile. Were there any that children weren't sure about? Discuss those together.
- › Explain to the children they are going to design their own Safety Cards for other children in the class. On the cards they need to write some top tips to keeping safe both online and offline.
- › On the cards, children need to include safety tips, i.e. who they can talk to if they feel they or a friend are acting in an unsafe way.
- › Children complete the card activity and decorate them accordingly.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Bring the children back together and ask some children for examples of tips they included on their cards.
- › Explain to the children that the cards are going to be laminated and everyone in the class will receive one to keep.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Safe, Unsafe, Situation.

→ DIFFERENTIATION AND EXTENSION:

Some children could research numbers to call/contact if they feel they need advice from a professional – they can share these at the end of the session and add these to their cards.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L9. POSITIVE RELATIONSHIPS

Y6



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LESSON 9 QUESTION:

What impact can online behaviour have on wellbeing?



YOU WILL NEED:

Pictures of celebrities children would know with approximate number of 'likes' for each picture; Natalie/George Scenario; Thought Bubble Template; YouTube video of Asch Experiment: <https://www.youtube.com/watch?v=BOBhKR4MK3w>



DIRECT TEACHING INPUT:

- › Discuss with children the term 'wellbeing' – what do they already know about it? What does it mean?
- › Ask the children how they currently look after their wellbeing, what do they do to keep themselves happy?
- › Show the children one of the celebrity pictures and identify who it is. Give children three options as to the number of 'likes' that picture got. Ask the children to discuss which number they think is the correct one. Repeat the activity with other pictures you have found.
- › When each of the celebrities saw the number of likes their picture received, how do the children think they would have felt? Why?
- › Now write a much lower number on the board, e.g. 150. Ask the children to think about how that person might have felt to see such a low number? What would happen if the number went from several million to 28 or 6 or even 0? How would that person feel then?
- › How can the need for likes impact on people's wellbeing? What about any comments that are made about photos or status updates – how can that make people feel?
- › Introduce the term 'groupthink' – ask the children if any of them have heard of that phrase before?
- › Explain to the children that it's when a group of people all decide/feel the pressure to have the same opinion as the rest of the group.
- › Watch the YouTube clip of the Asch experiment. Once it has finished, ask the children what they would have done in that situation? Have there been times when they have felt pressured to follow what the group thinks? How did it make them feel?
- › Share the scenario with the children that uses a comment shared on a WhatsApp group about someone else.
- › Show the children the thought bubble template – what are the two options that they could think about in this situation? What would they think if they opted to go with the 'groupthink' and what would they 'possibly' think if they decided to go with their own opinions and not follow the group?
- › Children complete thought bubble activity.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Bring the children together to discuss their thought bubble.
- › How do the children think that online behaviour like this can affect people's wellbeing?
- › What could they do to make sure that they continue to feel happy online? What steps could they take if they get into a situation like the scenario that they worked on?
- › Share the news that Instagram will be getting rid of the 'like' button soon, as they have in Australia. What impact do the children think this will have on overall wellbeing? Do they agree with the decision? Why/why not?

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Groupthink, Social Media, Wellbeing, Status Update

→ DIFFERENTIATION AND EXTENSION:

Challenge some children to include tips on what to do if someone's is feeling upset/angry with something that has been posted online by drawing an additional speech bubble on their template.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...

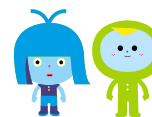


L10. POSITIVE RELATIONSHIPS

Y6

LESSON 10 QUESTION:

How is information and data shared online?



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YOU WILL NEED:

James/Michael Scenario; video clip <https://www.youtube.com/watch?v=MjP-pG2e71Ec>



DIRECT TEACHING INPUT:

- Working in pairs, children to share something that they're proud of with their partner – something that maybe the other person doesn't know about them, but they are happy to share.
- Teacher plays some music, children walk around the room. When the music stops, children find a new partner and share the information that the other person has told them. Repeat this several times, with each person only sharing what the original person told them.
- At the end, choose a child and ask them to share something they heard about another person in the class, e.g. it could be from their original partner or it could be something else they've heard.
- Explain to the children that they've just been sharing information about themselves with one another, sharing something they want other people to know.
- Ask children how information can be shared online, e.g. via social media, school website, email etc. How similar or different is it to how we share things in person? e.g. in person, things can be explained fully, it's hard to get rid of information when it's been online etc.
- Explain to the children that you're going to share a scenario where something has been shared that someone didn't want other people knowing.
- Share the scenario with the children. Working in pairs, children can think of possible consequences to Michael's actions? How do they think James/Michael felt at different points in the story? What could the outcome of Michael's behaviour be in the future?
- Show children the video about sharing information online.
- Children work in pairs to create a slide show presentation or a poster to explain how to keep information safe online and what to do should something be shared that they didn't want to be shared.



REFLECTION/BRINGING THE SESSION TOGETHER:

- Children share some examples of the work they have produced.
- Ask the children to think about how actions we take can follow us into later life, e.g. companies can look on social media to see what things you've shared before offering you a job. What happens if you say something you regret?
- Explain to the children that things can be found years later and you could be held accountable for what you've shared, even if you've moved on from it/changed your mind.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Data, Information Sharing, Social Media

→ DIFFERENTIATION AND EXTENSION:

Children work in mixed ability pairs.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L11. POSITIVE RELATIONSHIPS

Y6



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LESSON 11 QUESTION:

What language is and isn't appropriate when describing mine and other people's families?



YOU WILL NEED:
A4 poster paper; pens.



DIRECT TEACHING INPUT:

- › Discuss with the children the different members of their families. Who knows/can remember what 'extended' and 'immediate' family are? Can any of the children think of different types of families that they might meet? E.g. single parent families, parents in civil partnerships, etc...
- › Ask the children what they know about the term 'respectful' – why is it important that they are respectful to other people's families, as well as their own?
- › What makes a family a family? Do all members of the family always look similar to one another? Explore the idea that, if children are adopted or fostered, they may look different to their parents.
- › Ask the children what some children might say about a family who has parents who are gay – what would be inappropriate to say and why?
- › Discuss with the children why they think some people might say inappropriate things? Explain to them that mostly it's because people don't understand or don't agree with how a particular family is put together. Sometimes children are inappropriate about their own families as they are anxious about what other people think.
- › Discuss how the children think they can always remain respectful and make appropriate comments about their families and about other people's families. Remind the children that families are a group of people who have chosen to be together because they love and support one another.
- › Explain that it's also important that everyone's families are accepted for who they are and also that children should feel comfortable to ask respectful questions if they're not sure about an aspect of someone's family.
- › Explain to the children that they are going to design a 'Respect Our Families' poster with some examples of how to stay respectful when a family isn't the same as ours – the children could include pictures of families that are different and examples of people being respectful, including questions they could ask.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Children share their posters – which questions did they include? Which respectful comments did they think were appropriate?
- › Ask the children if they can think of a family that is made up in a way that is very different to their own – what do they think they might do now they have learned about different family structures? How could they make sure they always remain respectful and use appropriate language?

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Extended Family, Immediate Family, Respectful, Respect, Traditions, Lesbian, Gay, Single-Parent Families, Adoption, Fostering.

→ DIFFERENTIATION AND EXTENSION:

Some children might need support to create questions using appropriate, respectful language.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L12. POSITIVE RELATIONSHIPS

Y6

LESSON 12 QUESTION:

How can we be aware of and challenge our unconscious bias?



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YOU WILL NEED:

YouTube video – Do Children have Unconscious Bias - <https://www.youtube.com/watch?v=2qAL0Dlx6Rw>
Unconscious Bias Questionnaire



DIRECT TEACHING INPUT:

- Ask the children to consider what they remember about the phrase 'unconscious bias' from their lessons in Year 5.
- Discuss with the children whether they can think of any examples of unconscious bias and explain why that is a good example to share.
- Share the video, 'Do Children have Unconscious Bias?' with the class. After each question, pause the video and ask the children what they think, before watching/listening to the children on the video give their answers.
- Ask the children how they think they can become more aware of their unconscious bias and, more importantly, how they can challenge it? Write some of their suggestions on the board.
- Explain to the children that the word 'unconscious' is really important here – that sometimes we don't realise we're being biased. It's just important that we notice it as much as we can.
- Ask the children to think of a teacher that they have not been taught by before – make a list of the names of these teachers or teaching assistants on the board.
- Explain to the children that they are going to work in pairs to answer some questions about that teacher.
- Give the children the Unconscious Bias questionnaire and ask them to fill it in about one of the teachers/adults they don't know very well.



REFLECTION/BRINGING THE SESSION TOGETHER:

- Ask the children to share some of their answers. Challenge them to think why they gave that answer about that person. What made them decide that it was a true judgement?
- Highlight how easy it is to make judgements about someone we don't know very well.
- Why is it important that we take the time to find the right answers, rather than assuming?
- Discuss with the children what they think they might do to challenge their own unconscious bias as they get older. How could they challenge members of their family?

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Unconscious Bias, Bias, Stereotype

→ DIFFERENTIATION AND EXTENSION:

Children work in mixed ability pairs.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...