

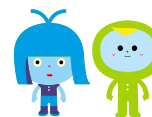


L1. POSITIVE RELATIONSHIPS

LESSON 1 QUESTION:

What is belonging and how do I know I belong?

FS



LAUGHOLOGY
HAPPY-CENTRED
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LAUGHOLOGY



YOU WILL NEED:

Bags for the children to collect items in.



DIRECT TEACHING INPUT:

- › Ensure that you can take children around the school to visit different areas.
- › Explain that the children are explorers and they will be going on a special treasure hunt. Ask them to identify treasures they want to find. Explain that the objects they choose should relate to feeling happy and belonging to the school family. For example, objects could include a pen from their favourite teacher. If they enjoy eating lunch with their friends, the 'treasure' could be a kitchen tray. If they enjoy reading, it could be a book. If they enjoy playtime, it could be a leaf from the playground. Give them some examples and ask them to make a short list of no more than three items to collect.
- › In small supervised groups, or in whatever format is most practical, allow the children to explore the school and its grounds for the 'treasures' they have chosen. Explain that they must get permission from the relevant person by asking politely before taking the object and that it must be returned afterwards.
- › Set an allotted time to fit in with the lesson duration and, when the time is up, ask the children to bring the objects back to the classroom and lay them out on their tables.
- › Individually or in groups, they should then take it in turns to talk to each other about the objects they chose and why.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Help the children to make the links between their chosen items and how these remind them that they belong to the school family. Encourage them to reflect on how great it feels to be part of the school and, if they have recently started school, how good it feels to belong.
- › Ask the children to talk about other places they feel they belong to and to reflect on how these make them feel, e.g. a swimming club, their own family or a place of worship.
- › Give out award leaves for children who show a good understanding of the positive relationships.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other.

→ DIFFERENTIATION AND EXTENSION:

Some children may be able to write a caption to explain why a particular object makes them feel that they belong.

These objects could be photographed and shown as a slide show throughout the half term to remind children that they belong to the school family.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L2. POSITIVE RELATIONSHIPS

FS



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LESSON 2 QUESTION:

How can I tell how others are feeling?



YOU WILL NEED:

A digital camera or device with a built-in camera and a screen on which to display uploaded photographs; pictures of faces that illustrate emotions; one Magic Moments sheet per child.



DIRECT TEACHING INPUT:

- › Explain that today's lesson is going to be about spotting emotions.
- › Using the pictures of faces that illustrate emotions, ask the children what emotion they think each face is showing. How do they know it is that emotion? If children identify different emotions, ask them to explain their choices. What similarities in the faces cause confusion and how might they be able to identify the correct emotion?
- › Explain that they are going to play at pulling faces that show different feelings, just like on the pictures discussed earlier.
- › Call out different emotions, such as sad, happy, frustrated, angry, shocked, excited and worried. Each time, the children must change their face to reflect the emotion. Choose the child with the best expression for each emotion and take a photo.
- › After the exercise, load a slideshow. While you do this, encourage the children to discuss the questions: What helps me know my friend is excited? What helps me know my friend is feeling sad? What can I do to help? How can I show that I care? What can I do if I think someone looks worried?
- › Show the slideshow and ask the class what emotions are being displayed. How do they know this?



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children why it is good to understand how someone else feels. Help them understand that one of the ways to be a good friend is to identify how people are feeling.
- › Ask them to reflect on ways they can identify how someone else is feeling, e.g. What expression are they showing and what words are they using? Explain that if they spot the clues, they can be a really good friend by being kind.
- › Ask them how can they be kind to others, e.g. they can ask someone how they are feeling, listen to them or help them by suggesting they talk to a teacher if something is wrong. Explain that being excited and happy for a friend when something good happens to them is also a way of showing you care.
- › Good relationships can often be about understanding how things feel for others. Say that this is what the word empathy means. Explain that the ability to gather clues about how friends or even teachers feel, will help the children to be great and kind friends.
- › Give out award leaves for spotting feelings and showing a good understanding of emotions.
- › Explain to the children that, for the next few weeks, you are going to continue to learn about being a good friend and having positive relationships at home and at school. Alongside a letter/ email to parents, ask the children to think of examples from home where they could be kinder or more helpful. They may become more patient with a younger sibling, or throw fewer tantrums when an older brother or sister winds them up. Examples, photos, and the Magic Moments sheets need to be brought/ emailed in by the final Positive Relationships session.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other.

→ DIFFERENTIATION AND EXTENSION:

In pairs or small groups can the children put into practice some questions that they can ask a friend, to work out how they might be feeling?

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L3. POSITIVE RELATIONSHIPS

FS



LAUGHOLOGY
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SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 3 QUESTION:

Why do fun and laughter feel good with others?



YOU WILL NEED:

A selection of musical instruments.



DIRECT TEACHING INPUT:

- › This exercise can be carried out in smaller groups or as a whole class.
- › Display the instruments in a spacious area, such as the hall.
- › Ask the children to think about choosing an instrument for another child to play. What instrument do they think that other child would like and why? Allow the children to give each other the instruments they have chosen.
- › Arrange the children in small groups, each standing in a line facing forward.
- › The first person in a line is asked to make a noise for two seconds with their instrument and to try to make a musical note with it. Explain you would like the children to take the exercise very seriously. Once the first person has finished, the child behind has a turn with their instrument, and so on down the line.
- › Once all the children have finished ask them how the task felt. Was it serious, fun, exciting, or boring?
- › Ask the children to repeat the exercise in their groups but to stand in circles facing each other. Encourage them to smile, have fun and just have a go at making a sound, rather than a musical note. Instead of one child playing at a time, one child begins then the next joins in and so on until every child in each circle is making a noise.
- › Afterwards ask them what was different about the activity the second time? How did it feel? Ask the children what difference it made when they were allowed to have fun with the instruments and smile and laugh together.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to discuss the activity in their groups. How did it feel when someone else chose an instrument for them? What was the difference between the first exercise and the second?
- › Explain that when we see others having fun and watch our friends enjoying themselves, it encourages us to have more fun. We can share laughter and build stronger, healthier relationships through having a good giggle and having fun.
- › Ask the children to think about other fun things they can do with their friends. What else makes them feel good?
- › Give out award leaves for children who played well with others and helped other people enjoy the exercise too.



TEACHER NOTES:

→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other.

→ DIFFERENTIATION AND EXTENSION:

How could the children develop this idea at break-times? As a class, can they write some guidelines on how to play and have fun with other children? What games or fun could they have that they could share with others? How can these include everyone? What could they do if someone is on their own? What ideas does the class have to help others who want to join in and maybe don't know how to ask?

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L4. POSITIVE RELATIONSHIPS

FS



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SCHOOL PROGRAMME

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LESSON 4 QUESTION:

How can I play with, and love, others?



YOU WILL NEED:

How to be a Good Friend and Caring for Others cards.



DIRECT TEACHING INPUT:

- › Ask the children to come to school in dressing-up clothes of their choice or to bring some with them that they can change into for the lesson.
- › Once in their costumes, place the children in small groups with others they don't know very well or don't play with very often.
- › Ask them to play a game together using their costumes as themes; for example, if one child is dressed as a doctor and another as a firefighter, they may play a game about rescuing someone.
- › Allow them a set time and, when they have finished, encourage them to discuss why they chose their outfits and what they liked about their classmates' outfits. Ask them to talk about how playing with new friends made them feel and how they think the other children in their group felt.
- › Ask the children what they have noticed about being a good friend. What do they do when they are being a good friend? What do other people do? Go through the 'How to be a good friend and caring for others' cards.
- › Ask the children to think of their own example and fill in the blank template.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Get the class together on the carpet and ask them to sit with their new friends.
- › Ask the children what they love about school. What do they love about their friends and about themselves? How do they feel when they love something?
- › Playing and having fun with friends at school can make them feel really happy. How does this help them to love coming to school and feel loved and cared for?
- › Positive relationship award leaves can be given out for great answers.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other.

→ DIFFERENTIATION AND EXTENSION:

Some children may need to be supported to play well with classmates that they don't ordinarily play with. They may need reminding to take part or not to take over the game.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L5. POSITIVE RELATIONSHIPS

FS



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LESSON 5 QUESTION:

How can I help others and what does it mean to be part of something bigger?



YOU WILL NEED:

Different coloured crepe paper; lollipop sticks; coloured card; scissors; Pritt stick; Sellotape; Folding Flower templates.



DIRECT TEACHING INPUT:

- › Divide the class into small groups and seat each on a table with a selection of the craft materials listed.
- › Ask each group to work together to make flowers. While they are doing this they need to choose people who work in the school to give the flowers to as a thank you gift.
- › Encourage the children to think about all the adults in the school who make them feel good and help create a positive school environment. Encourage the children to help ALL staff to get a flower, from teaching assistants, caretakers, dinner support staff to the Head Teacher.
- › Ask the children why they think they are doing this. Ideas could include: as a thank you for their hard work, because the person's job is very important, because without that person, the school wouldn't get cleaned, the gates wouldn't get opened or dinners wouldn't get served.
- › Ask the class if they can think of ALL the jobs that need doing in the school to make it work. What could the children do to help everyone in the school too, such as picking up litter and putting things away?
- › When the flowers are finished and the children have decided on the recipients, they can write 'thank you' messages on tags and attach these to the flowers.
- › The groups can then deliver their flowers in person or leave them in pigeon holes and on desks. Alternatively, they can deliver them in secret as a random act of kindness.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › On the carpet, encourage the class to discuss how they felt when they delivered their flowers. What did they like about it, how did they think it made the recipient feel and why is it important to recognise what others do?
- › Give out award leaves.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other.

→ DIFFERENTIATION AND EXTENSION:

Extend the exercise and ask the children to nominate people in the wider community, outside the school, to receive thank you flowers. These could be local businesses or helpful people living near the school. Make the flowers and deliver them.

Alternatively, in the autumn, plant daffodil bulbs in planters in the grounds. In the spring, when the bulbs flower, cut them and make bunches to give out to people in the wider community.

Can the children name all the people who are important within their community, who help make the community work well? Ask them how they can contribute even more to the community. Can they make a collage of all the people who help in their community and explain where they fit in?

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L6. POSITIVE RELATIONSHIPS

FS



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SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 6 QUESTION:

How have I worked on my positive relationships at home?



YOU WILL NEED:

Copies of the photos that children have brought in/emailed from home; range of paper – different colours, lined/ unlined etc, pencils and crayons.

N.B. If anyone doesn't have a photo from home they should have one from school that the other children haven't seen before.



DIRECT TEACHING INPUT:

- › Remind the children of the many things that you have learnt about positive relationships and friendships over the past few weeks, i.e. that we all belong to the school family, how to spot if our friend is worried or excited, how much fun it is playing together and with new people, how good it feels to make a thank you present for someone.
- › Remind the children that, as well as developing positive relationships at school, they were asked to think about how they are with their family.
- › Ask if anyone feels that they have built a more positive relationship with a family member. How have they done that?
- › Independently, children should think how they would like to show off their photo. This could be by using a previously taught method, e.g. a green traffic light to show that I am now sharing with my little sister, or it could be a sentence to this effect.
- › This work can be used for assessment purposes.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Individuals should show their final work to their group or the whole class and be given award leaves for their efforts to build a more positive relationship.
- › The class should be reminded that this is an ongoing thing that they should be working on. How can they help out more at home? Who would that please? What could they do for themselves now, instead of asking for help? How would that please the adults?



TEACHER NOTES:

→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other.

→ DIFFERENTIATION AND EXTENSION:

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

If children are keen to set themselves targets for building more positive relationships at home, these may need to be shared with parents so that they can support their child.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...

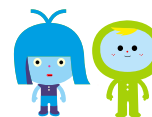


L7. POSITIVE RELATIONSHIPS

LESSON 7 QUESTION:

What is friendly and unfriendly behaviour and what can we do about it?

FS



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YOU WILL NEED:

Friendly and Unfriendly Behaviours Images and Sorting templates; YouTube clip <https://bit.ly/2lQx425>



DIRECT TEACHING INPUT:

- › Ask the children how they can tell if an animal, such as a dog or a cat, is in a friendly or unfriendly mood. What kind of noises do they make? What do their faces do? What do their bodies do?
- › Ask them why they think animals sometimes behave in a friendly way and sometimes don't.
- › Explain that there are lots of reasons why animals and people are sometimes friendly and sometimes not very friendly. We might be friendly because we're feeling happy, or we want to get to know someone, or we don't mind sharing our things. On another day, we might feel unfriendly because we are tired, or jealous, or we just don't fancy sharing our things.
- › Show the children the Friendly and Unfriendly Behaviours sheet. In pairs, can they cut out and sort the friendly and unfriendly behaviours and chat to their friend about what they would do if they saw an animal or a person acting in this way.
- › As the children work on the sorting activity, listen in on their discussions so that you can draw everyone's attention to learning points, e.g. If a child says that they would stroke a friendly looking dog, say that they should check with the owner first. If they say that they would be unfriendly back, to another child, ask them what else could they do? Maybe try to cheer them up, or walk away and give them a bit of time on their own, or tell an adult?



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Remind the children that, at times, we might all feel a bit grumpy and not very friendly.
- › Ask them why we should try to be friendly even more of the time – because then we will get more people wanting to play with us, people will ask us for help, our bodies will feel better (demonstrate slumping with a scowl versus sitting up and smiling).
- › Ask them what they would do if they knew they were being a bit grumpy and unfriendly. How could they change this feeling?
- › Tell the children that it often helps us to change our mood if we think of something that makes us smile or laugh. In pairs, ask them to tell their partner what they would think of to cheer themselves up.
- › Ask everyone to put on a grumpy, unfriendly face and body. Now show the YouTube clip. Did it make us feel happier and friendlier?

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, Friendly, New, Support, Listen, Play, Fun, Laughter, Together, Care about, Look after each other, Unfriendly, Grumpy, Happy

→ DIFFERENTIATION AND EXTENSION:

To give your class a bank of things to think about when they are feeling grumpy or unfriendly, ask parents to send in examples of funny film clips that make their child giggle.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L8. POSITIVE RELATIONSHIPS

FS



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LAUGHOLOGY

LESSON 8 QUESTION:

How well do I know different people?



YOU WILL NEED:

Flip chart paper, pen.



DIRECT TEACHING INPUT:

- › Explain to the children that today we are going to think about people we know very well, people we know a bit and people that we don't know at all.
- › Divide a flip chart sheet into 3, with these headings on. Then talk through personal examples either drawing the people, or writing their names.
- › If possible, try to think of examples that might resonate with certain children, e.g. 'Although she is my auntie, she lives in Australia and I don't see her very often, so I know her a bit.' 'I play games on the computer against this person, but I don't know what they look like or what other hobbies they have, so I don't really know them at all.'
- › Ask the children how they think you behave towards all of these different people. For example, you might give family members a hug and a kiss when you see them, you might say hello to the person who always serves you in the shop, and ask how they are. If you're walking past someone in the street that you've never met before you might smile, but not say anything.
- › Explain that the children are going to work with a partner to act out different examples. Firstly, they are going to think of someone they know well and act out what they would do when they see them. Then they are going to do the same for someone they know a bit and finally, for someone they don't know at all.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask for volunteers to show their role plays. As appropriate, reinforce the fact that, with family members in particular, we all have different relationships, for different reasons. Also, that some people are huggy people and others aren't so much and that's okay.
- › Ask the children why they wouldn't hug and kiss the person in the shop or someone in the street that they've never met before, who is a stranger.
- › Remind them that we only hug and kiss people we know very well and that helps to keep us safe.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Family, Friends, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other, Stranger

→ DIFFERENTIATION AND EXTENSION:

Some children may find this concept tricky.

If they struggle with physical contact, it is important to let them know that that's okay (not everyone is a huggy person) and give them strategies to communicate that to others.

If they do not yet understand appropriate and inappropriate touch, or choose to hug everyone they meet, they might benefit from more of a rule-based approach through a social story.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...

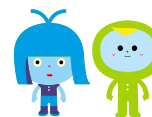


L9. POSITIVE RELATIONSHIPS

LESSON 9 QUESTION:

Is there any difference between winning or losing a game in the playground and winning or losing one online?

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YOU WILL NEED:

Access to computers or tablets, with an age-appropriate game installed.



DIRECT TEACHING INPUT:

- › Put the children in pairs and tell them that they are going to take it in turns to play a game on the computers/ tablets. Say that you will be giving out award leaves at the end, but do not specify what for.
- › Let the children play the game a couple of times and watch for those that are trying hard, but losing graciously. Also, those that are saying well done to their friends and rooting for them.
- › When everyone has had a couple of attempts, ask the children if they enjoyed the game and how they think their partner did. Listen for children who praise the effort that their partner put in and the ones who speak with respect and kindness when their partner didn't do very well.
- › Give out award leaves for good losers and winners.
- › Have another competition and see if anyone's attitude changes. If they do, give more award leaves for improved behaviours.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Bring the children together and acknowledge that it can be tricky to lose a game. Sometimes we might want to cry or say it's not fair – but the truth is that we can't win every game that we play. It would get very boring, we wouldn't ever improve and other people would get fed up of playing with us.
- › Empathise that, if we win, it's good to celebrate, but sometimes we might celebrate a bit too much. This just makes other people feel rubbish and makes us look like we're bragging and showing off.
- › Remind the children that whether they are: playing a game in the playground; or a board game indoors; or a computer game sitting next to a friend; or an online game against someone we don't know, we should always be kind and respectful whether we win or lose.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other, Good winners, Good Losers, Respect, Kindness

→ DIFFERENTIATION AND EXTENSION:

Some children might find losing particularly tricky. If it would help, let them know that award leaves are going to be given out for children who try hard and are good losers.

Similarly, some children might be tempted to give up easily, if they perceive that they are not going to win. Again, it might help them to have an incentive.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...

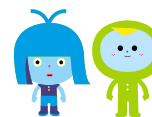


L10. POSITIVE RELATIONSHIPS

LESSON 10 QUESTION:

What would you do if you saw something on your device that didn't seem right?

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LAUGHOLOGY



YOU WILL NEED:

Keeping Safe Online slides; paper and crayons



DIRECT TEACHING INPUT:

- › Remind the children of the last session, when they were playing an online game against each other.
- › Ask the children to tell their partner which devices they play games on at home and which games they like playing.
- › Explain that, when they are at school, the computers/tablets have got special software on them to keep all of the children safe.
- › Explain that parents can also do things at home to keep their children safe online.
- › Say that, most of the time, these things work really well but sometimes the children might see something that doesn't seem right on their device.
- › Show the children the Keeping Safe Online slides and talk through each of the images.
- › Ask if anyone has ever had something pop up on their screen. If so, what did they do about it? Explain that, if they decide to click on the cross themselves, this might keep on happening. It's better to tell an adult so that they can sort it out.
- › Ask if anyone has ever opened up a device and found a game that an older person was playing. Again, explain that it is best to tell an adult, so that they can make sure that doesn't happen again.
- › Ask if anyone has ever seen an unkind message, like: 'You're rubbish at this game.' Ask the children what they think they should do if this ever does happen.
- › Explain that the children are going to make posters about what they should do if they see something on a device that doesn't seem right.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to explain their posters, making sure that they say to tell an adult.
- › Tell them that you are going to give award leaves for anyone that you find out about who sees something that doesn't seem right on their device and tells an adult.



TEACHER NOTES:

→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other, Good winners, Good Losers, Respect, Kindness, Internet, Online, Unkind, Pop-ups

→ DIFFERENTIATION AND EXTENSION:

Alongside the posters, it's a good idea to send a note home, reminding parents to check the parental controls on any device that their child uses.

Also explain that you've asked the children to report anything unusual on their devices, to a trusted adult. There will be award leaves for anyone who does this, that you find out about.

If children mention any games which you know are inappropriate, report this to your Designated Safeguarding Lead (DSL)

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L11. POSITIVE RELATIONSHIPS

FS



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LESSON 11 QUESTION:

Who is in my family?



YOU WILL NEED:

Enlarged photos of your own family; Children to bring in photos of their immediate and extended family.



DIRECT TEACHING INPUT:

- › Show the children one or two photos of your family.
- › Tell a couple of funny/ pertinent stories about certain family members, which might challenge stereotypes, e.g. 'My uncle is my mum's brother – they lived in the same house and had the same parents. My uncle's a great cook, but my mum is rubbish – she can burn soup.' 'I used to spend weekends with my grandma and grandad, while my mum worked, and my grandma taught me how to ride a bike.'
- › Explain that all families are different. Some are big, and some are small. Some live near to each other, and some live far away. Some like spending time together, and some don't.
- › Tell the children that they are going to take their photos and help someone learn a bit more about their family. It is the friend's job to listen carefully and see how their family is similar to yours, and how it is different. Then you will swap.
- › Do this several times, so that the children have each spoken to at least 3 people.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to come back to the carpet and share what they know. How is their family similar to someone else's? How is it different.
- › Remind the children that all families are different, and that no-one's family is right or wrong.
- › Explain that we can understand each other better if we chat about our families and ask each other polite questions.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, Family, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other, Parents, Grandparents, Auntie, Uncle, Cousin.

→ DIFFERENTIATION AND EXTENSION:

Ensure that everyone has photos of their family to share.

It might help some children to practise what they are going to say about their family.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L12. POSITIVE RELATIONSHIPS

FS



LAUGHOLOGY
HAPPY-CENTRED
SCHOOL PROGRAMME

LAUGHOLOGY

LESSON 12 QUESTION: How do we choose our friends?



YOU WILL NEED:

How Do We Choose Our Friends? template; I Would Like A Friend Who... template



DIRECT TEACHING INPUT:

- › Explain to the children that, throughout their lives, they will make lots of friends. Some will be from school, some will be people who live near them, some could be people they meet on holiday, some might be from work – when they get older.
- › Show them the How Do We Choose Our Friends? slide and ask them to tell their partner who on it they would most like to be friends with and why.
- › It's likely that the children will choose someone who looks like them or someone who is doing something that they like doing. Listen out for these.
- › Once they've had a chance to chat, ask a few children who they said and why.
- › Tell the children that it's really good to make friends with people who aren't just like us and who like doing different things to us. Then tell them a story about one of your friends, who possibly introduced you to a new food, or a new hobby, or who helped you to think about something differently.
- › Show the children the I Would Like A Friend Who... sheet. Say that you want them to think about a new friend that might start school tomorrow and be a bit different to their friends at the moment. It might be that, if their friends at the moment are all girls, they would like a new friend who's a boy. Or, if their friends at the moment all go on the climbing equipment at lunchtime, they might like a friend who helps them learn to skip.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Encourage the children to draw a picture of their new friend and fill in the missing half of the sentence.
- › At the end, explain that we don't need a new friend to start the school. We can make new friendships with people already here.
- › Tell the children that there will be award leaves for people who play with different people, let others join their games.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Share, Love, Friends, Family, New, Support, Care, Listen, Play, Fun, Laughter, Together, Care about, Look after each other

→ DIFFERENTIATION AND EXTENSION:

Some children will need greater encouragement to play with new people. They might benefit from some sentence starters and practice, to ask if they can join in other people's games.

So that children develop a wider circle of friends, let parents know about this lesson and ask them to encourage their child to invite someone different for a play date.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...