



# L1. POSITIVE RELATIONSHIPS

Y4



LAUGHOLOGY  
HAPPY-CENTRED  
SCHOOL PROGRAMME

LAUGHOLOGY

## LESSON 1 QUESTION:

Can I reflect on the positive relationships in my life?



### YOU WILL NEED:

An inflated balloon for each group of 4 people.



### DIRECT TEACHING INPUT:

- › In the playground or hall, split the children into groups of 3 or 4 and give each group a balloon.
- › Explain that the aim of the exercise is for the children to work as a team to use any part of their body to keep the balloon in the air longer than the other groups, 'keepy uppy style'. When the balloon touches the floor, the group should sit down.
- › The first time that they try this they should stand independently of each other. Ask the children how they found the exercise. Did everyone play their part? Was there a time when they were frustrated, either with themselves or with someone else? Were team mates supportive if they struggled?
- › The next time that you play the game, the children should hold hands. Explain that they are not allowed to break the circle. If they do, they must sit down. Ask the children if they found this easier or more challenging than the first attempt and why they think that is. Ask if anyone took the lead. Who was being encouraging to others?
- › Join two of the teams together so now you have a group of 6-8 people and 2 balloons. Repeat the games and continue to question the children on their contribution to this team exercise.



### 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 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...

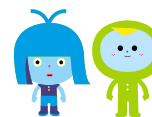


## L2. POSITIVE RELATIONSHIPS

### LESSON 2 QUESTION:

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

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### YOU WILL NEED:

The list of team working attributes from last week's session;  
A3 paper; coloured pens.



### DIRECT TEACHING INPUT:

- › Remind the children of last week's team game and the list of attributes that they generated about working together and belonging.
- › Ask them to suggest other activities in their lives that either require teamwork or are more fun if they are done by a group of people. These might be activities at school such as a class assembly, or Double Dutch skipping. They could be activities at home such as preparing a meal or making the bed.
- › In groups, the children should make a mind-map of all the activities that they can think of. They might have separate branches for home, school, clubs, sports and the virtual world.
- › When they have a wide range of activities, they should generate an additional list of attributes that these activities need.
- › Explain that you are looking for good team working during this activity.
- › Once they have finished, extend the whole class list with their further ideas.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Using some of the activities on the mind-maps, set the children some 'what if' scenarios, e.g. What if you got in a tangle with the bed sheets but the person making the bed with you wasn't patient?
- › Ask the children to go through the list of attributes with a partner and say which one they would like to personally improve at.

### 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 could be extended by using a thesaurus to generate a wider range of vocabulary.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



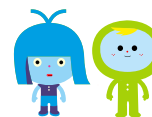


## L3. POSITIVE RELATIONSHIPS

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### LESSON 3 QUESTION:

How do you form positive relationships, when you're not sure what the other person or activity needs?



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### YOU WILL NEED:

Any device capable of playing YouTube clip:

[www.youtube.com/watch?v=PmCDxY2LJAE](https://www.youtube.com/watch?v=PmCDxY2LJAE);

a picture of a child curled up crying, with some other children laughing in the background.



### DIRECT TEACHING INPUT:

- › Explain to the children that, so far, they have been able to generate ideas about teamworking because they have understood the activity or the problem.
- › Ask them what they would do if they were faced with a new challenge or person that they didn't yet understand. Encourage them to think about reading someone's body language and facial expressions, asking questions, assessing the situation.
- › Show them the YouTube clip and stop it at 45 seconds. Ask the children if they think the mum and dad's ideas so far have been good ones and why they think that.
- › Ask the children what they would try next and why. Then show them the rest of the clip.
- › Discuss the fact that the dad appeared to be nervous and ask the children why they think this was? Also, why do they think the mum shed a tear in the supermarket? Why do they think the advertisers used the slogan, 'Technology will never replace love'?
- › Show the class a picture of a child curled up crying, with some other children laughing in the background. Tell them that the child who is upset won't talk to anyone.
- › In pairs, the children should discuss a plan to make the child feel happier and to help them to solve their problem.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Each pair should share their plan with at least two other pairs.
- › Ask the children, if they were upset, which of the plans would have been most likely to work for them and why.
- › Explain that it can be difficult if you want to help someone but you don't know what to do. Ask the children if they think it would be okay to try a couple of ideas and then give up, if the upset child did not engage with them. There should be some discussion here about not giving up versus leaving the person to have some time on their own.
- › Agree that there isn't a right or wrong answer, but that we have to judge the situation as we find it.

### 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:

You may choose to ask for volunteers to act out the role of the upset child, and give them instructions not to engage with anyone who tries to talk to them, unless they really feel that they want to.

You may choose to look at other situations, such as someone who is embarrassed that they are struggling with their learning, a sibling who is frustrated that they can't put their coat on yet.

#### → 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 my role in creating positive relationships in school?



#### YOU WILL NEED:

Mini white boards; A3 paper; pencils; crayons.



#### DIRECT TEACHING INPUT:

- › Show the class the positive sayings: 'Are you okay?' and 'Can I help you with that?'
- › Ask the children to think about some of the things that people might say to help others feel good or to be a good friend.
- › With a partner, they should write as many suggestions as possible on their white board.
- › Ask for feedback and make a list on a large sheet of paper.
- › Ask the children how these questions and comments would show that you are being a good friend and building a positive relationship. Look for answers such as: they are showing they care, or they are being supportive.
- › In the same pairs, the children should think of a new situation where it would be good to use one or more of the questions/ comments.
- › Explain that they are going to make a poster which encourages younger children in the school to say supportive things and build positive relationships.
- › On the poster they should draw their scenario and use speech bubbles to show the kinds of things that people can say to help.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Each pair should share their poster with the class.
- › Explain that you want to see people put what they have learnt about building positive relationships into practice as they tell the pair what they like about the poster and what can be improved.
- › Give opportunity for improvements to be made and then allow couples to either stick their posters around the school or deliver them to different classes.

#### TEACHER NOTES:



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

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##### → DIFFERENTIATION AND EXTENSION:

When the children are feeding back on each other's posters some may benefit from a script such as: 'The thing that I like about your poster is ..... The one thing that would make it even better would be ...'

When the posters are displayed, think about which ones will suit the younger year groups better, and which will suit the older year groups.

##### → TEACHER'S ANNOTATIONS:

##### → WHAT WENT WELL?

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

##### → OTHER IDEAS...



# L5. POSITIVE RELATIONSHIPS

## LESSON 5 QUESTION:

How can I create positive relationships and be part of something bigger?

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**YOU WILL NEED:**  
Super Spy sheets.



### DIRECT TEACHING INPUT:

- › You may need to introduce this lesson at the start of the day to help with time to spy.
- › Tell the children that they are going to be 'Super Spies'.
- › Their special mission is to try to notice whenever someone needs help – these could be fellow pupils, teachers, teaching assistants or admin staff.
- › Ask the children for examples, such as holding a door open for someone and helping to clear things away.
- › Explain the spying rules. If they notice someone in need of help, they must note this down. This gets one point. If they stop to help someone do something, they get two points.
- › They must secretly make a note of their observations and actions on their Super Spying sheets. Their aim is to not let anyone from outside the classroom know that they are a secret Super Spy.
- › Once you have explained how the exercise works, ask children to work in pairs. Give each pair a Super Spy worksheet.
- › Remind the children that they will need their teamworking and positive relationship skills to work together successfully. Ask the children what these skills might be and say that you will be looking for them.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › When the children have completed their missions, ask them to work out their scores.
- › Discuss with the class the importance of noticing and paying attention to other people's needs.
- › Ask the children why it is important to notice other people's needs and why we should help.
- › Ask the children if any of them have been able to put into practice the skills, questions and comments that the class has generated over the past few weeks.
- › Children in the group who can give examples of these receive an award leaf.

### 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:

In groups, can children write a short poem that includes details of why it is good to help people and why that helps us feel good and part of something bigger. Ask the children to read out their poems. Display the poems on the wall.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



## L6. POSITIVE RELATIONSHIPS

### LESSON 6 QUESTION:

Can I identify ways in which an adult at school adds to the positive relationships within the school?

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### YOU WILL NEED:

Card; pencils; crayons.



### DIRECT TEACHING INPUT:

- › Recap on all of the things that the children have learnt about positive relationships.
- › Remind them of the attributes needed to work well in a team, the attributes needed to be a good friend, things that good friends say.
- › In Year 2 the children made a thank you card for a classmate to thank them for their positive contribution. Explain that this year they are going to make a card for a member of staff who is, perhaps, an unsung hero.
- › Discuss the meaning of 'unsung hero' and who those people might be in a school. This could be a member of the admin team, the site manager, a lunchtime supervisor, a teaching assistant.
- › Ask the children to choose the person that they would like to give a card to and give them a couple of minutes to think how their recipient adds to the positive relationships within the school. What would they like to thank them for?
- › The children could work on this independently, in pairs or groups. This activity can also be used as an assessment activity.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ensure that all cards are finished and say something appropriate.
- › All cards should be distributed for the recipients to read. You may be able to ask one of these 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 felt receiving them? Why is it important to thank people and be thanked?

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

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#### → DIFFERENTIATION AND EXTENSION:

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

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

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



## L7. POSITIVE RELATIONSHIPS

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### LESSON 7 QUESTION:

What are the boundaries within friendships?



#### YOU WILL NEED:

YouTube video – What makes a good friend?: <https://www.youtube.com/watch?v=ReMq3KX8F94>

YouTube video – Keeping our Hands to Yourself: <https://www.youtube.com/watch?v=8iTPPh1d2j8>, Friendship Smoothie Template



#### DIRECT TEACHING INPUT:

- › Discuss with the children what they already know about friendships. How should friends make us feel? What do the children enjoy doing with their friends?
- › Watch 'What Makes a Good Friend' video clip. After watching it, ask the children if they can think of anything else they would add?
- › Discuss with the children how it feels when friendships don't make us feel happy? How do we know when our friendship isn't going well?
- › Explore the term 'boundary' with the children – ask them if anyone knows what it means? Give the children an example of a physical boundary, e.g. a fence. What job does a fence do? E.g. keeps people out, shows where one house's garden starts/ends etc. Ask the children how we could use this when thinking about boundaries in friendships?
- › Discuss with the children what boundaries the children think there should be within a friendship – write a list on the board of their ideas. Ask them whether all the ingredients are easy to include, e.g. what happens if they had to tell them something that might upset them?
- › Ask the children if they've ever had a smoothie? What ingredients go into a smoothie? What are their favourites?
- › Explain to the children that they are going to write a recipe for a Friendship Smoothie. What friendship ingredients would they include? Discuss their ideas with a partner.
- › Show the children the Friendship Smoothie Template and explain that they are going to write their own recipes, using the friendship ingredients they discussed with their partners.
- › Children complete their Friendship Smoothie recipes.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to share their favourite ingredient with a partner. Select a few to share with the class.
- › Remind the children of the term 'boundaries' – what would they do if they felt their friend had stepped over their 'friendship boundaries'?
- › Watch the video, 'Keeping Hands to Yourself'.
- › Discuss with the children the key things they have learned and what was important from the video.

#### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Boundary, Boundaries, Friendship, Friends, Smoothie, Ingredients..

→ DIFFERENTIATION AND EXTENSION:

Some children could be challenged by writing 'safety tips' in their recipes, e.g. Be careful not to sprinkle in too much play fighting or it could turn into the real thing!

Some children will require support and could use a word bank of key words to help them.

→ 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:

What is appropriate physical contact between people?



#### YOU WILL NEED:

Body template (+1 enlarged copy for whole class work)



#### DIRECT TEACHING INPUT:

- › Explore with the children the term 'physical contact' – what does it mean?
- › Ask the children what physical contact they might have with their friends, e.g. Tackling each other in football, giving them a hug, playing 'tag', etc.
- › Discuss with the children how this is different to the physical contact they might have at home with their family? E.g. they might have kiss goodnight from their parents, they might cuddle up with their older sister to have a story together, etc.
- › Ask the children how this physical contact makes them feel and who else they might have this kind of contact with, e.g. grandparents, cousins etc.
- › Now ask the children if there is anyone in their family who they know well, but wouldn't give that kind of physical contact to? Why? Establish that it's about making the appropriate physical contact with someone depending on how well you know them and how that physical contact makes you/them feel. It's the same with understanding what is appropriate physical contact between friends.
- › Show the children the enlarged body template and explain that they are going to label different parts of the body with appropriate physical contact, e.g. write a label next to hands and write 'holding hands with my friend when we're on a school trip' or 'holding hands with my mum as we cross the road,' etc...
- › Children complete their own copies of the body, labelling it with examples of physical contact with friends/family.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Look through some examples of the templates the children have completed – were there any good examples that could be shared with the whole class?
- › Discuss with the children how they might know if someone wasn't giving them appropriate physical contact? What would they do if they didn't feel comfortable? Explain that they must always tell an adult they trust if a friend/family member ever makes them feel uncomfortable.

#### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Physical Contact, Appropriate

→ DIFFERENTIATION AND EXTENSION:

Some children could be challenged to write their ideas in two different colours, one for friends and one for family statements. Can they think of one of each for each of the parts they are labelling?

Some children might need support to complete this and could just choose to focus on family or friends.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...





## L9. POSITIVE RELATIONSHIPS

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### LESSON 9 QUESTION:

How might people behave differently online?



#### YOU WILL NEED:

Truths/untruths about you (the teacher); YouTube video: <https://www.youtube.com/watch?v=-nMUbHuff08>; Photos of children dressed up from an activity, e.g. World Book Day; mini whiteboards/pens.



#### DIRECT TEACHING INPUT:

- › Share with children a sheet with a few truths/untruths about you, the teacher, mixed together, e.g. I have been to New York, my favourite animal is a dog, etc. Try and choose things they wouldn't know/would be surprised at too, e.g. I once ran the London Marathon or when I was a child I...
- › Working in pairs, children to sort the statements into two piles depending on whether they think it's a true statement or whether it's untrue.
- › Bring the class together and go through their answers – which column did they put each statement in? Correct them as you go along and put the statements in the correct columns.
- › Look at the completed table – discuss how accurate the children were. How did they decide where each statement should go? What would have made it easier for them? Were they surprised with any of the answers?
- › Pick a statement from the untrue column – the more extravagant the better! Explain that you were pretending this was true, pretending that you were somebody who had done/achieved this. You were pretending to be someone you were/are not.
- › Look at some pictures of the children from the last time they had to dress up, e.g. for World Book Day or a topic day. Who were they pretending to be in these pictures? How had they altered their appearance to be that new person?
- › Explain to the children that, sometimes, people they meet online might pretend to be someone they are not. Why is that a problem? How might they be able to tell if they're pretending? Explain that it's hard, but there are some things they might notice.
- › Watch the YouTube video together. After the video has finished, discuss what they've seen.
- › In pairs, children to discuss how they can stay safe from people pretending to be someone they're not. How would they recognise if someone wasn't being honest. Make a list of ideas on mini whiteboards.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Children to share their ideas with the class – teacher to scribe their list on the board.
- › Does it matter if you have told someone something that wasn't true when you have been online? Discuss how it's best to be honest, but we can all make mistakes. If they're not sure that the person is who they say they are, they need to tell a trusted adult and block that person.
- › Take a photo of the list and stick a copy in children's PSHE books/folders.
- › Sitting in pairs, children play a game of 'Would I Lie to You?' – try and see if their partner can guess which of the two things they tell them are true or false.

#### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Online Persona, Online Presence, True/Untrue,

→ DIFFERENTIATION AND EXTENSION:

Sit children in mixed ability pairs.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



# L10. POSITIVE RELATIONSHIPS

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## LESSON 10 QUESTION:

How do we show respect for people online, including when we're anonymous?



### YOU WILL NEED:

BBC Bitesize Clip: <https://www.bbc.co.uk/bitesize/clips/z9rw7ty>

Sesame Street Clip: <https://www.youtube.com/watch?v=G0zrAK4g0So>

Tone of Voice clip: <https://www.common sense.org/education/lesson/show-respect-online-k-2>. Poster paper; Colouring pens or pencils



### DIRECT TEACHING INPUT:

- › Listen to Aretha Franklin's R.E.S.P.E.C.T (having a little dance is optional, but recommended!) What was the singer spelling out? Clarify that it was the word 'respect'.
- › Discuss with the children what respect means? What does it look/sound like? Why is it so important?
- › Watch the Sesame Street clip together for greater clarity – what did the clip tell us about respect?
- › Explain to the children that you're going to be discussing how to be respectful online. Why do they think it's important to show respect when playing games or interacting with friends online? How can they show respect? Ask the children what they would do if someone was being disrespectful, including sharing things without another person's permission? Brainstorm ideas together, e.g. report or block them etc. Make a spider diagram of their ideas on the board.
- › Watch the BBC Bitesize clip.
- › Explain to the children that they are going to design an Online Respect poster, sharing the ideas that they have thought of on the spider diagram. Can they include five things a child could do if someone wasn't being respectful online?
- › Children complete the activity with their own ideas.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Look through some examples of the children's ideas – including those that highlighted 5 things to do if someone isn't respectful online.
- › Discuss with the children their understanding of tone of voice – what does that phrase mean? How could people misunderstand you if you use different tones of voice – demonstrate saying the same sentence in different ways.
- › Watch the Tone of Voice video clip together – discuss what we've learned, e.g. how people can get confused by your messages if you use capital letters, as they may think you're shouting.
- › Ask the children how they can be more aware of another person's understanding of their tone of voice? How could they make sure they aren't misunderstood?

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Respect, Respectful, Online, Disrespectful, Tone Of Voice

#### → DIFFERENTIATION AND EXTENSION:

Some children can be challenged to add five things to their poster

Give children a word bank of possible statements or phrases to include on their poster.

#### → 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 are families different?



### YOU WILL NEED: Family Circles template



#### DIRECT TEACHING INPUT:

- › In pairs, children play 'family tennis' – teacher puts thirty seconds on the clock and children try to think of as many people who are in their families, sharing a name each back and forth until the timer runs out.
- › Ask children how they found that activity – who did they include? Take some examples from the children. Ask if any of the children included family members who don't live with them, e.g. aunts, uncles, cousins, etc.
- › Create a spider diagram of different people that could be in family on the whiteboard. Ask the children if any of them know the names for types of family members, i.e. who is in their immediate family and who is in their extended family?
- › Explain to the children that families are made up in lots of different ways. Ask them if they heard different types of family members when they played 'family tennis' – e.g. step brother, step-mum, etc.? Are there always two parents in every family?
- › Ask the children what they understand by the term 'marriage' – are their parents married? Who can get married in this country? Explain to the children the concept of marriage and that any two people can get married as long as they are over a certain age (16, with parental consent, 18 without) and are not related.
- › Ask the children if it's just men and women who can get married? Explore the term 'civil partnership' with the children and what it means. Do any children know anyone who is in this type of marriage?
- › Explain to the children that they are going to complete the 'Family Circles' activity, with one circle for pictures/labels of people in their immediate family and one circle for people in their extended family. Children complete the activity.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Children share some of their family circles.
- › Ask children where they put pets and close friends who feel like family, e.g. aunts and uncles who might not be related but are close friends with their parents.
- › Explain to the children that, as they can see, families are made up in lots of different ways and that they should always be respectful of the different family makeups of their friends. They might not always understand it, so they can politely ask questions, but should never assume or judge.

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

Families, Civil Partnerships, Marriage, Single Parent Families, Extended Families, Immediate Family, Respectful, Family Makeup, Assumption, Judgment.

#### → DIFFERENTIATION AND EXTENSION:

Children may need support for the spelling of names of family members.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



# L12. POSITIVE RELATIONSHIPS

Y4

## LESSON 12 QUESTION:

How does being stereotyped make people feel?



LAUGHOLOGY  
HAPPY-CENTRED  
SCHOOL PROGRAMME

LAUGHOLOGY



### YOU WILL NEED:

Images of Ada Lovelace, Marie Curie, Kirsty Ennis, Russell Tranbarger, Louise Richardson, Cheryl Rogowski, Liam Willett and Nicky Clarke (try to use pictures that don't obviously show what their job is); Teacher's Answer sheet; YouTube clip: <https://www.youtube.com/watch?v=G3Aweo-74kY>



### DIRECT TEACHING INPUT:

- › Ask the children to close their eyes and picture a scientist in their minds. Really think about what they are wearing, what they look like etc... Take some feedback from the children about what they imagined, e.g. someone in a white lab coat, someone wearing glasses etc...
- › Put up the pictures of Ada Lovelace and Marie Curie. Do you think these two women are scientists? Why? Why not? Explain that they are two of the most famous scientists in history and what their achievements were.
- › Now put up the other images from the list on the board and write the letters A, B, C next to each one. Next to the pictures, put the list of job titles. Working in pairs, children try to match the photo of the person to their job title. Write their answers on a mini whiteboard.
- › Children share their answers for each picture, before teacher reveals the person's actual profession.
- › Ask the children what made them decide on their answers.
- › Discuss with the children the word 'stereotype' – do any of them know what it means? Give another general example, e.g. that all boys like football and that all girls like dancing.
- › Discuss how being stereotyped might make someone feel – why can people be upset if you assume something about them? Is it fair to assume someone has a particular job, just because of what they look like?
- › Watch the YouTube clip with the children – why do you think the children were so surprised when they saw who actually did those jobs? Were any of the children in your class surprised?



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Discuss with the children what they have learned today – what has surprised them about this lesson? What might they decide to imagine in the future when they hear some of these job titles?
- › Language has changed, e.g. fireman is now firefighter, policeman is now police officer etc... Ask the children why they think that is?
- › Encourage the children to ask questions in order to avoid stereotyping – if we assume things, we can often be wrong.

### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Stereotyped, Stereotype,

→ DIFFERENTIATION AND EXTENSION:

Children are working in mixed ability pairs for the activity.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...