

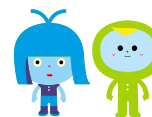


L1. POSITIVE RELATIONSHIPS

LESSON 1 QUESTION:

How can I make others belong and be a good friend

Y1



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SCHOOL PROGRAMME

LAUGHOLOGY



YOU WILL NEED:

Paper; pencils; crayons.



DIRECT TEACHING INPUT:

- › Explain to the children that sometimes we go through life not reflecting on how we are doing and the sort of person that we are. It is only when we look at ourselves through another person's eyes that we realise we could improve.
- › Give the children an example, e.g. I get in my car every day and drive to and from school quite happily but yesterday another teacher wanted a lift. It was only when she got in my car that I realised what a messy person I am. I had to move wrappers and parking tickets and an empty water bottle just so that she could sit down.
- › Ask them to imagine a new child has started at the school (perhaps a new child has). Think about how you act in the playground and in the classroom. What do you think the new child would say about you?
- › Encourage the children to give some examples. If they say that they are friendly, ask them why they have said that. Can they give an example of when they were friendly?
- › Write a list of vocabulary on the board.
- › Independently, the children should draw a picture of their face in the middle of a sheet of A4 paper. Around the edge, they should leave enough room to write their attributes and how they think a new child would describe them.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask children to give examples of what they have written and why.
- › If anyone has written anything negative, discuss this with them (away from the rest of the class, as appropriate) and what could be done about it.
- › Ask if anyone would have liked to have written something but didn't feel that they could yet and again make a plan for this. How could they be more helpful or kind?
- › Discuss why it is important to be a smiley, kind, supportive person. Why is it important to have smiley, kind and supportive people around you?

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Friendships, Belong, Accept, Safe, Nurture, Share, Comfort, Kind, Helpful, Smiley, Supportive, Listening, Patience.

→ DIFFERENTIATION AND EXTENSION:

Some children may be able to give verbal reasons for choosing words such as kind. Others may be able to write an example.

Some children may need support to generate positive words. The adult should be able to give specific examples of when that child displayed positive attributes to support their understanding.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...

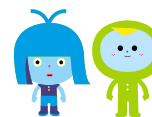


L2. POSITIVE RELATIONSHIPS

LESSON 2 QUESTION:

How can I be a good friend and show empathy?

Y1



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YOU WILL NEED:

A3 strips of paper folded into 4 (to make a cartoon strip); crayons; pencils.



DIRECT TEACHING INPUT:

- › Remind the children of your messy car story from last week.
- › Model drawing a cartoon strip linked to this. In the first box draw an embarrassed you, moving things out of the way for your friend to get in the seat. Ask the children how they can tell you are embarrassed from the picture.
- › In the second box draw a speech bubble and your friend saying, 'Let me get a bin bag and help you to clear this up.' Ask them how they think you would be feeling or what you might be saying at this point. Add this to the cartoon.
- › In the third box draw the clearing up process and appropriate thought or speech bubbles.
- › In the final box draw you driving away, with your friend and a big smile. Ask the children how they think you are feeling now. What targets should you be setting yourself for the future?
- › Explain that, last week, the children imagined a new child had joined the class. Remind them of their self-portraits and how they thought the new child would see them.
- › This week they are going to imagine the new child is very upset and draw a cartoon to show what they would do in this situation.
- › Discuss how, in the cartoon, we could tell the child was upset. Ask the children to suggest the kind of things that could be put in speech and thought bubbles throughout the cartoon.
- › Children could work individually, in pairs or small groups on this activity.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to swap comic strips and feed back any speech or thoughts that they notice another group has used.
- › Write, on the board, the sentences that show the children understand how to be a good friend, e.g. Shall I get a teacher for you?
- › Tell the children that you will be watching and listening for anyone who is saying this kind of thing over the next week.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Friendships, Belong, Accept, Safe, Nurture, Share, Comfort, Kind, Helpful, Smiley, Supportive, Listening, Patience.

→ DIFFERENTIATION AND EXTENSION:

It may help some children if they are given a specific scenario in which to help the new child, e.g. no-one will play with them.

Some children could be extended by asking, for example, 'What if the adults are all busy?'

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...

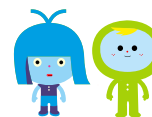


L3. POSITIVE RELATIONSHIPS

LESSON 3 QUESTION:

What is my role in a friendship and what can I do to help resolve a conflict?

Y1



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YOU WILL NEED:

The 'I scream or Ice Cream' story; a device on which to display images; paper and pens for drawing; Question sheet



DIRECT TEACHING INPUT:

- › Write the word 'conflict' on the board. Ask the children what they think the word means. You can use the following explanation: Sometimes we all get a bit upset about things that don't feel right, or if we don't get our own way. We may get angry if we feel that something is unfair or if something has been taken or broken that we really like. We can get upset if someone is being mean or if we're not getting a fair share. Ask the children to think of other things that might cause us to have conflict.
- › Now ask the children to think of things people do when they have conflict. They may throw tantrums, get upset, be mean to everybody. Ask them if those things are helpful? Do any of those reactions solve the problem?
- › Explain that the lesson is about solving conflict and making it feel better for everyone. Maybe ask the children why you said everyone.
- › Read the story to the children, stopping at different stages to ask the questions included on the worksheet. Improvised questions can be added to help children think further. What can the father do to help make things better? What can the children do to help make things better?
- › Ask the children to work in groups of 5 on a drama sketch that solves dad's problem. They should think about the things that the father can do to make things better and calm the situation. Also, what the children can do.
- › Give the children time to work on this and then each group should perform their drama sketch to the rest of the class.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › After the story talk about what the children have learned. How can they help a friend? Who can they talk to if there is a problem? How can the way they choose to behave help situations?
- › Can children go through the story again and recognise where the conflict starts? How might they stop it before it escalates? What personal calming techniques could the child use to stop getting angry?

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Friendships, Belong, Accept, Safe, Nurture, Share, Comfort, Kind, Helpful, Smiley, Supportive, Listening, Patience.

→ DIFFERENTIATION AND EXTENSION:

It may help some children to be put in the role of the father, in order for them to understand events from an adult's perspective.

Ensure that, in the sketch, children don't just magically find enough money for everyone to get an ice cream!

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L4. POSITIVE RELATIONSHIPS

LESSON 4 QUESTION:

How can we resolve conflict?

Y1



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YOU WILL NEED:

A copy of Goldilocks and the Three Bears (or a similar fairy tale with conflict in it); Resolving Conflict worksheet.



DIRECT TEACHING INPUT:

- › Remind the children of last week's lesson and the ways in which they suggested the father and children should resolve their conflict.
- › Read the story of Goldilocks and the Three Bears and ask the children to stop you when they spot any conflict or an action that will lead to conflict. If the children don't stop you at the point that Goldilocks breaks into the bears' house, then say that you are wondering if this could cause a problem.
- › Throughout the story, ask the children how the characters are feeling and what are the actions that are causing these feelings. Encourage vocabulary such as thoughtless, selfish, unkind, mean.
- › Explain to the children that, as a class, you are going to rewrite the story but this time you are going to imagine that Goldilocks has had some training in conflict resolution and is a thoughtful, selfless, kind and caring person.
- › The children should work in groups to make notes of the events in the alternative story, e.g. Goldilocks knocked on the door, there was no answer, so she went to find the bears in the woods. She asked politely if they would share their porridge and they said they would.
- › Write the story together.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › When the story is finished, ask each group to draw an illustration, thinking about the character's facial expressions.
- › Ask the children which story they preferred to read and why? Which one would they rather have been a character in and why?
- › Ask the children what they have learnt about resolving conflict when it happens, but also about avoiding it in the first place.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Friendships, Belong, Accept, Safe, Nurture, Share, Comfort, Kind, Helpful, Smiley, Supportive, Listening, Patience.

→ DIFFERENTIATION AND EXTENSION:

The final story and illustrations could be made into a class book for the library, or you could make copies for each child to read to another class.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L5. POSITIVE RELATIONSHIPS

LESSON 5 QUESTION:

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

Y1



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YOU WILL NEED:

Cooking ingredients; kitchen utensils; recipes/cooking instructions.



DIRECT TEACHING INPUT:

- › This activity can be done in small groups or as a whole class. It can involve baking or cooking from scratch or decorating biscuits/ adding pizza toppings to suit you.
- › You may choose to link this with Valentine's Day or Mothers' Day.
- › Remind the children of all the things that we have learnt over the past few weeks. In particular, we have learnt about the importance of positive relationships and how these make people feel.
- › Explain that, today, we are going to make a treat to say thank you to the school staff/ our mums/ someone we love.
- › Ask the children to describe their mum/ person they love and say why it is important to thank them.
- › Divide the class into small groups and seat each on a table with cooking ingredients, utensils and instructions. Explain that you are looking for teams that have a positive relationship and no conflicts. If they do have any problems, you will be watching how they resolve them.
- › When the treats are finished, the children can write thank you tags and deliver them to their recipient.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children how they will/did feel when they delivered their treat. How do they think the recipient felt?
- › Ask them why it is important to recognise what others do. How else can we say thank you without always baking a cake?

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Friendships, Belong, Accept, Safe, Nurture, Share, Comfort, Kind, Helpful, Smiley, Supportive, Listening, Patience.

→ DIFFERENTIATION AND EXTENSION:

You could have an afternoon tea for mums, so that the children can deliver the treats in the classroom. Then the mums can explain how they are feeling.

The children could read their Goldilocks books to their mums and explain what they have learnt about conflict resolution.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L6. POSITIVE RELATIONSHIPS

LESSON 6 QUESTION:

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

Y1



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YOU WILL NEED:

Card; pencils; crayons.



DIRECT TEACHING INPUT:

- › Recap on all of the things that the children have learnt about positive relationships.
- › Remind them of how they said they would welcome and include a new child, how they would resolve conflicts, ways in which to avoid conflict.
- › Ask the children to pair up with a friend, or you could organise these pairings for them. Explain that the pairs are going to make a thank you card for each other but they have to sit on opposite sides of the room, so that they can't see what their partner is writing.
- › Give them a couple of minutes to think how their friend adds to the positive relationships within the class and school. What would they like to thank them for?
- › The children should work independently on this activity so that, when the cards are given, there is an element of surprise. This activity can also be used as an assessment activity.



REFLECTION/BRINGING THE SESSION TOGETHER:

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

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Friendships, Belong, Accept, Safe, Nurture, Share, Comfort, Kind, Helpful, Smiley, Supportive, Listening, Patience.

→ DIFFERENTIATION AND EXTENSION:

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

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

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L7. POSITIVE RELATIONSHIPS

Y1



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LESSON 7 QUESTION:

How can I ask for help and what can I do with the advice that I'm given?



YOU WILL NEED:

Whiteboards and pens; children from an older year group, who have been prepped to give good advice.



DIRECT TEACHING INPUT:

- Ask the children for problems or challenges that children in Year 1 are likely to have, at some stage in the year, linked to relationships. These might be: feeling lonely at playtime, not getting on with a friend, fighting with a brother or sister, getting told off a lot.
- Write all of the ideas up on the board.
- Ask the children to choose one that they would like some help with and give them a few minutes to draw or write notes on their whiteboard about that problem.
- Introduce the older children. Explain that everyone will get a partner and your children will need to explain their problem, to their partner, in as much detail as possible.
- Ask them what they will do when their partner is giving advice and making suggestions. Talk to the children about being open-minded – even if they don't think the advice will help or they've tried it before. If they still listen, they might be able to come up with a better plan.
- Encourage the children to get the most out of their partner by asking questions such as: 'Can you think of anything else I could try?'
- Pair the children up and let them chat.
- Before you come back together, ask each pair to agree on a plan – things the Year 1 child will try. It could be that the older children write these down on the whiteboards and that these are photocopied.



REFLECTION/BRINGING THE SESSION TOGETHER:

- At the end of the session, ask what went well for both groups. Who, out of your class, thought their partner gave them some really good advice? Who, from the older class, had a partner who was keen to listen and learn from them?
- Give award leaves, to children from both year groups, who demonstrated especially positive relationships.
- Encourage the younger children to thank their partner and ask the older children to check in on their buddy in a couple of weeks' time to see how things are going.



TEACHER NOTES:

→ POSSIBLE RELATED VOCABULARY TO TEACH:

Friendships, Belong, Accept, Safe, Nurture, Share, Comfort, Kind, Helpful, Smiley, Supportive, Listening, Patience.

→ DIFFERENTIATION AND EXTENSION:

Some children will find it easier to think of a physical challenge rather than a social or emotional one. For example, they might want to improve their handwriting.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L8. POSITIVE RELATIONSHIPS

Y1



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LESSON 8 QUESTION:

What are secrets and when is it okay to keep them?



YOU WILL NEED:

Some party equipment, e.g. a cake and candles, paper to make banners, music; another member of staff.



DIRECT TEACHING INPUT:

- › It helps if you try to coincide this lesson with a special occasion.
- › Tell the children that it's a special day for one of the members of staff. Perhaps a big birthday, or an anniversary.
- › Explain that the class is going to plan a surprise for them. Ask the children what you could do. You might have a special cake, or some banners or decide to sing 'Happy Birthday.'
- › Give everyone jobs and keep checking that the guest isn't outside to build up the tension and excitement.
- › When everyone is quiet and ready, ensure that the guest arrives, looks surprised and says a lot of lovely things about how kind and thoughtful the class is.
- › After a bit of celebration, bring the children back to the carpet and ask them how that felt for the guest and for them. What would have happened if someone had accidentally told the guest about the secret beforehand? Would it have been the same?



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Explain to the children that some secrets are good and some not so good.
- › Good secrets make us feel positive and comfortable and they are good for the other person too.
- › Give an example when you were going out with a friend and they arrived in an outfit that didn't really fit or suit them. If they had been at home it might have been okay to suggest they try something else on but, as they were already out, it was better to keep what you thought a secret and not make them feel uncomfortable.
- › Ask the children how they would try to keep a good secret. Tell them it's often best to talk about something completely different so that you don't accidentally spill the beans.
- › Say that sometimes we might be asked to keep a secret that we don't understand or that doesn't feel right. If that happens we should tell someone that we trust, like a teacher or a parent.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Friendships, Belong, Accept, Safe, Nurture, Share, Comfort, Kind, Helpful, Smiley, Supportive, Listening, Patience, Good secrets, Bad secrets.

→ DIFFERENTIATION AND EXTENSION:

Some children may be able to talk about other good secrets that they've kept in the past and say how they knew they were good.

If anyone says anything about bad secrets, that doesn't feel right, report comments on to your Designated Safeguarding Lead (DSL).

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...

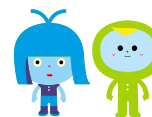


L9. POSITIVE RELATIONSHIPS

LESSON 9 QUESTION:

Who can help you, if you see something that doesn't look right on your device?

Y1



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YOU WILL NEED:

Keeping Safe Online slides; electronic devices to use as props or Images of Electronic Devices.



DIRECT TEACHING INPUT:

- › Ask the children which devices they play games on, watch film clips on, listen to music on at home.
- › Make a list of the different devices that the children have.
- › Ask them to tell a partner which games they play and write these down too.
- › Explain that, at home and at school, teachers and parents can do things to help keep children safe online but, even then, sometimes things appear on devices that don't seem quite right.
- › Ask if any of the children have ever seen something that didn't seem right when they opened or were playing on a device. If they are struggling to think of anything, then show them the Keeping Safe Online slides that they saw when they were in Reception.
- › When you've got some examples, ask the children what they did. Did they try to sort things out themselves or did they tell an adult? Remind them about the posters they made last year and that it is best to tell an adult, as they might be able to block or report things to stop them happening over and over again.
- › Ask the children who they would tell if they were at home, at school, at a friend's house, at a grandparents' house.
- › In pairs the children should take a device/image of a device and create a short play, to show what they would do and who they would tell if they saw something that didn't look right.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to share their plays, making sure that everyone tells an adult.
- › If appropriate, make sure that they understand it's not their fault if something pops-up that's a bit rude, and that they shouldn't be embarrassed about telling an adult.

TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Friendships, Belong, Accept, Safe, Nurture, Share, Comfort, Kind, Helpful, Smiley, Supportive, Listening, Patience, Good secrets, Bad secrets, Kindness, Internet, Online, Unkind, Pop-ups

→ DIFFERENTIATION AND EXTENSION:

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...



L10. POSITIVE RELATIONSHIPS

Y1



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LESSON 10 QUESTION:

How would you spot a stranger online and what would you do if they tried to chat to you?



YOU WILL NEED:

Keeping Safe Online – Don't Chat To Strangers slide.



DIRECT TEACHING INPUT:

- › Remind the children of the chat they had when they were in Reception – how well do we know different people?
- › Remind them that, in real life, there are people that we know very well, like friends and family, and we might hug and kiss them. There are people that we see a lot, like the local shopkeeper, and we might say hello to them or ask how they are. There are people that we don't know at all. We might smile at them, but we wouldn't hug them or chat to them.
- › Explain that, when we are using electronic devices, there will be people that we know very well. Ask the children who they might be and what kind of activities we might do with them. Agree that they will be friends or family that we know in real life. We might share photos with them, or message them, or have video chats, or play games against them.
- › Ask the children what they would do if someone that wasn't a member of their family or a real-life friend tried to chat to them online.
- › Show them the Keeping Safe Online – Don't Chat To Strangers slide.
- › Ask who would and wouldn't send a photo? Explain that you wouldn't go around the streets giving out photos of yourself to people that you don't know, so you wouldn't do that online either.
- › Ask who would and wouldn't share their personal details – name, address etc? Again, you wouldn't go up to someone in the park and tell them this information, so you shouldn't do it online.
- › Remind them of last week's lesson, that it is always best to tell an adult if we are unsure.
- › Ask the children to write themselves 3 top tips for staying safe online.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to share their top tips, ensuring that they wouldn't chat to strangers online and that they would ask an adult for help, if they were unsure.
- › 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:

Friendships, Belong, Accept, Safe, Nurture, Share, Comfort, Kind, Helpful, Smiley, Supportive, Listening, Patience, Good secrets, Bad secrets, Kindness, Internet, Online, Unkind, Pop-ups

→ DIFFERENTIATION AND EXTENSION:

Alongside the top tips, 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/ online activities which you know are inappropriate, report this to your Designated Safeguarding Lead (DSL)

If any child says that they have already shared information online, thank them for telling you, reassure them, and say that you will chat to their parent/carer who can help them.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L11. POSITIVE RELATIONSHIPS

Y1

LESSON 11 QUESTION:

What is special about my family?



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YOU WILL NEED:

Art materials.



DIRECT TEACHING INPUT:

- › Remind the children that all families are different and they like doing different things. Some families like hugging and kissing, others don't – and that's okay. Some families chat to each other every day, others chat less often – and that's okay. Some families have loud conversations, others have quiet chats – and both are great.
- › Explain that, whatever your family is like, there will be things that make it really special.
- › Give a personal example, e.g. 'My family can argue quite a lot, but if anyone has a problem, all of the other family members try to help them.' 'My family in England always have Sunday lunch together, and we video chat with our relatives who live abroad.'
- › Ask the children to tell their partner about some of the things that make their family special. Write ideas up on a flip chart.
- › Explain that everyone is going to make a picture of their family – it could be a drawing, a painting, a collage or perhaps a Lego or Plasticine model. Whatever it is, the children need to show what makes their family special.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask the children to come back to the carpet and hold up their work.
- › Go round the circle, with everyone having a chance to say: 'My family is special because...'
- › At the end have a quick quiz. 'Who said their family was special because they...?'
- › Explain that today we only had time to think of a few things, but that there are lots of ways in which each family is special.

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:

Some children might like to write a label for their artwork, explaining why their family is special.

Some children might need some help to generate ideas.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



L12. POSITIVE RELATIONSHIPS

Y1



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LESSON 12 QUESTION:

What mistakes might people make about you, if they didn't know you?



YOU WILL NEED:

I Would Like People To Know That template.



DIRECT TEACHING INPUT:

- › Explain to the children that we all form opinions of people really quickly, within a few seconds of meeting them. Sometimes our opinions are right and sometimes they are not.
- › Sometimes we might even know someone quite well, but not fully understand them.
- › Share a personal story. For example: 'When I was at school I was quite a loud child and my teachers thought I was really confident, but I wasn't really. I was struggling with my learning and that was how I tried to cover it up.'
- › Ask the children if anyone has made a mistake about them. Maybe they often get the blame for starting squabbles with their brother or sister? Or maybe someone thought they were being rude when they weren't. Or maybe people think that they're really quiet, but at home they're loud and funny?
- › Explain that today they're going to have the chance to correct a mistake that someone has made about them by thinking of one thing that they would like a particular person or group of people to know. For example: I would like my mum to know that I don't always start rows with my brother. I would like the person in the park who said I was rude to know that I was just being loud and having fun. I would like my classmates to know that I'm really funny if you give me a chance.



REFLECTION/BRINGING THE SESSION TOGETHER:

- › When everyone has completed their sheet ask the children to sit in a circle and share their thoughts.
- › At the end have a quick quiz. 'Who said they'd like people to know that...?'
- › Remind the children that it's easy to make mistakes about people but, if we chat to them, we will understand them better and have a more accurate opinion of the.

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, Opinions, Mistakes

→ DIFFERENTIATION AND EXTENSION:

From parent-teacher consultations, you may be aware of some children who, for example, are very quiet at school, but whose family say that they're different at home. This exercise provides a great opportunity for them to let others know, if they'd like to.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...