



# L1. POSITIVE RELATIONSHIPS

Y5



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## LESSON 1 QUESTION:

Can I reflect on the positive relationships in my life?



### YOU WILL NEED:

Sponge balls



### DIRECT TEACHING INPUT:

- › In the playground or hall, split the children into two groups and ask them to stand in a circle. Give each team a sponge ball.
- › Explain that the aim of the game is pass the ball across the circle, so that everyone has caught and thrown it. The child decides who they are going to throw to, makes eye contact/looks towards the recipient and says that person's name. The children should try to remember who has already caught and thrown the ball as throwing it to someone twice is wasting time. They should remember that the first person to throw the ball hasn't yet caught it.
- › Once everyone has had a turn, the team should sit down.
- › Ask the children how they feel their team did. How did they personally contribute? Were their team mates supportive?
- › When you have played this game a couple of times, add another sponge ball. Remind everyone that they only have to concentrate on two things to make this game work: who you throw to, who throws to you. Tell them that everything else is a distraction.
- › At the end, ask them how they felt their team did under more challenging circumstances?



### REFLECTION/BRINGING THE SESSION TOGETHER:

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

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

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

#### → DIFFERENTIATION AND EXTENSION:

Some children may find working as part of a team more challenging. They may benefit from being set a personal target prior to the task, e.g. I want you to be supportive of others, I would like to see you being positive when things go wrong.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...

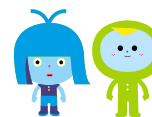


## L2. POSITIVE RELATIONSHIPS

### LESSON 2 QUESTION:

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

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### YOU WILL NEED:

The list of teamworking attributes from last week's session;  
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.
- › Explain that there are many jobs that need really good teamwork and relationship skills. Give the children a minute to think of as many of these jobs as possible.
- › Ask the children for their ideas and list these. Make sure that they explain their thinking regarding some of these roles, e.g. What do surgeons in an operating theatre need other people to do? Why is it important for a surgeon to speak to other people in a professional and positive manner?
- › Model writing a job description for one of the jobs on your list.
- › Ask the children to work with a partner to choose a different job from the list, or one of their own.
- › Together, they should write a job description for that role.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Pairs should swap their job descriptions and work through their new one, assessing whether or not they would be well suited to the job description.
- › If they feel they would be well suited, they should give the reasons why.
- › If they feel they wouldn't be, they should explain why and what they might do to improve their chances of securing such a role, e.g. If I was a surgeon and things were going wrong with an operation, I'm not sure that I would be very patient with my team. I can practise being patient with my little brother.

### TEACHER NOTES:



#### → POSSIBLE RELATED VOCABULARY TO TEACH:

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

#### → DIFFERENTIATION AND EXTENSION:

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

You may choose to ask an adult into the class, to explain their role to the children and why teamwork is important.

Alternatively, if any of the children write a job description for a role within the school, you may ask the person doing that job to come to the classroom and assess their job description.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



## L3. POSITIVE RELATIONSHIPS

### LESSON 3 QUESTION:

How can I create positive relationships, both in school and out of school?

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### YOU WILL NEED:

Any device capable of playing YouTube clip:  
[www.youtube.com/watch?v=uaWA2GbcnJU](https://www.youtube.com/watch?v=uaWA2GbcnJU);  
room to debate.



### DIRECT TEACHING INPUT:

- Ask the children how they think they can create positive relationships with people. Write their ideas on a board.
- Show the children the YouTube clip, stopping it at appropriate times to encourage discussion. Why do the children think that some people are shaking their heads at the unsung hero? How would they feel if they helped people out, but then they expected this every day? How did the children feel when the little girl was missing and then when they saw her in a school uniform? Why do they think the film is called *Unsung Hero*?
- Put the children in two debating teams. One team will argue that emotions, happiness and love are the most important things that people can have. The others will argue that money and material possessions are more important.
- Give each team time to prepare their thoughts and write notes if they would like. Acknowledge that this might be tricky, if you don't agree with your side of the argument, but that the teams should do their best to convince the other side of the room that they are correct.
- Have the debate, ensuring that everyone has the opportunity to say one thing.
- At the end of the debate, ask any questions for clarification and then hold a vote (either hands up or paper) to find out which side of the argument won.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- Depending on the outcome of the vote, have a series of 'What if' questions available to extend the children's thinking further.
- For example, 'What if you were a millionaire but had no friends or family to spend your money with?' or 'What if you had lots of love from your family, but they could not afford food?'
- Remind the children that last year they made a thank you card for a member of school staff who might be an unsung hero. At the end of this module they will be writing a thank you letter to a member of the community who may, or may not, be an unsung hero. In order to do this well, they should give this some thought over the coming weeks.



### 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, Unsung hero.

#### → DIFFERENTIATION AND EXTENSION:

Some children may benefit from some scaffolding or verbal rehearsal before they join the debate.

Some children may be adamant that material possessions are more important than positive relationships. It should be acknowledged that without a certain amount of money, life can be challenging but they should consider what their life would be like if they fell out with everyone.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



## L4. POSITIVE RELATIONSHIPS

### LESSON 4 QUESTION:

How can I create positive relationships outside school and feel like I belong?

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### YOU WILL NEED:

Large pieces of paper; pens.



### DIRECT TEACHING INPUT:

- › Begin by recapping the lesson from the previous week.
- › Ask the children what their role is, in creating positive relationships in school?
- › Explain that we do not spend our whole lives inside school and therefore it is extremely important to develop similar relationships with people outside school. Explain this can help us feel part of the community. Ask children why feeling part of a community is important.
- › As a class, make a mind-map of the different places we may visit outside school such as clubs, relatives' houses and shops.
- › Expand the map to include the people we may come into contact with in these places, for example shopkeepers, dentists and coaches.
- › Split the class into groups of four or five and ask them to choose one of the people mentioned in the mind-map. Together, they must create a personality profile of that person. What skills do they need? How do they reassure you? What type of person are they? How do they help in the community? What are their personal and professional skills?
- › Bring the children back to share their mind-maps with the rest of the class.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Recap the idea of positive relationships being built around trust and mutual respect (equality). How can this idea/concept help us to develop positive relationships with these people?
- › Discuss the idea of being a 'mirror' and treating people as we would want to be treated.

### 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, Unsung hero.

#### → DIFFERENTIATION AND EXTENSION:

Using the mind-maps, can the children think of a problem that one of the people might help to resolve. Use speech bubbles to create a conversation. Make sure they include, in the bubbles, phrases that are positive and are about asking for, and giving, help.

Over the next week, can children record all the people they come into contact with who help them and bring examples back to lesson.

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...



## L5. POSITIVE RELATIONSHIPS

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### LESSON 5 QUESTION:

Can I reflect on the attributes that I have, to form positive relationships?



### YOU WILL NEED:

Job Descriptions; an Evaluation List.



### DIRECT TEACHING INPUT:

- › Recap on all of the learning that has taken place over this Positive Relationships module, including how to work well in a team, how to build positive relationships in the community, how different people are suited to different jobs.
- › Tell the children a personal story or the story of a friend who had their heart set on a particular career from being a child either to fulfil or not fulfil that dream. Perhaps you always wanted to be a teacher and you realised that, in order to do that, you would have to be a more creative thinker so that you could plan lessons that lots of different children would enjoy. Or perhaps you wanted to be a member of air cabin crew, but you realised that you wouldn't deal well with disgruntled customers.
- › Explain that the children are independently going to look through a range of job descriptions and see which ones they think they would be suited to and which ones they don't. They should tick or cross the corresponding boxes on their evaluation list and make notes as to their thinking.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask for volunteers to share their thinking about the jobs that they are currently suited to and those that they aren't. Remind the other children that this is a personal assessment, so they should listen carefully, but not contribute at this point.
- › Ask the children, if they are not suited to specific jobs now, does that mean they won't ever be in the future? Encourage growth mindsets, where children speak about improving their skills.
- › Explain that, if children do want to improve certain skills, now is the right time to work on this.
- › Remind the children that next week they will be making a card for a member of the community, so they should keep thinking about this over the next few days.

### 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, Unsung hero.

#### → DIFFERENTIATION AND EXTENSION:

Job descriptions can be differentiated to allow all children to consider their suitability, at their own level.

Some children may consider themselves unsuitable for all jobs. It may help to pair them up with someone who can remind them of all their fantastic attributes.

Other children may consider themselves suitable for all jobs. It may help to pair them up with a friend who could help them to come to a more realistic assessment

#### → 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 in the community adds to the positive feeling of our local area?

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### YOU WILL NEED:

The local Community Mind-Map from Lesson 4; headed note paper and pens.



### DIRECT TEACHING INPUT:

- › Remind the children of the mind-map that you previously made. Are there any other people that they would now like to add?
- › The children should think of the person in the community that they believe is most deserving of a thank you letter, for developing positive relationships.
- › Children could be put in groups if they want to write to the same person, or they could work individually or in pairs.
- › Before they begin their letter, the children should plan it to ensure that they are giving good examples of the person's attributes and really saying what they want to say.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ensure that all letters are finished and say something appropriate.
- › All letters 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 letter in person.
- › Ask the children how they felt about writing the letters. How do they think their recipients will feel receiving them?
- › When they have a job, how will they feel if they receive such a letter? 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 community life. For some children, this may need some pre-teaching.

All children should be encouraged to give examples, but some can be extended to think of more specific instances when the person went above and beyond.

If using these letters for assessment purposes, remember to copy them before posting!

#### → TEACHER'S ANNOTATIONS:

#### → WHAT WENT WELL?

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

#### → OTHER IDEAS...

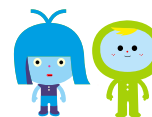


# L7. POSITIVE RELATIONSHIPS

## LESSON 7 QUESTION:

What is appropriate contact and what would I do if I thought something was inappropriate/unsafe?

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### YOU WILL NEED:

Sorting cards; YouTube clip: <https://www.youtube.com/watch?v=zNTUMKSNwk>



### DIRECT TEACHING INPUT:

- › Ask the children what they understand about the words 'appropriate' and 'inappropriate' – can they give examples of this in different contexts?
- › Revisit the idea of 'appropriate touch' from their lessons in Year 4 – what can they remember about what this means?
- › Discuss what the children know about the phrase 'inappropriate touch' – ask them what they think the difference is between the two.
- › Explain to the children about the swimwear rule – what do the children think this means? How does it help them to keep safe?
- › Explain to the children that sometimes it's necessary for people to touch them in a way that feels inappropriate, e.g. when they visit the doctor or if someone grabs you to pull you out of danger. If you are visiting the doctor, your parents should always be present so that you feel safe.
- › Show the children the card sorting activity and explain that they need to put the cards into three piles – appropriate, inappropriate and unsure. Do an example with the children.
- › Children work in pairs to sort the cards into the right categories.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Work with the children to discuss the piles they put the cards into.
- › Watch the YouTube clip.
- › Discuss with the children what they could do if they felt a touch was unsafe? What did the video suggest you do? Why does the girl suggest you keep telling someone until you're listened to?
- › Ask the children if anybody knows the difference between a safe secret and unsafe secret – can they give any examples. Remind the children about the importance of only keeping a secret if it's a safe one.

### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Inappropriate, Appropriate, Touch, Safe, Unsafe, Secret

→ DIFFERENTIATION AND EXTENSION:

Children work in mixed ability pairs for the card sorting activity.

→ 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 would you do if you thought a friend was unsafe?



#### YOU WILL NEED:

YouTube video clip: <https://www.youtube.com/watch?v=GWqTzelTGLY>

A4 Poster paper; Colouring pens



#### DIRECT TEACHING INPUT:

- › Discuss with the children how we show our friends that we care about them. Why is it important for people to know we care?
- › Give the children the following scenario: If we were walking with a friend and they were about to cross the road without looking to check if it was safe, what would we do? Take responses from the children.
- › Ask the children in what other ways their friends could be unsafe – both online and offline?
- › Begin to watch YouTube clip, but stop it at 1:21 to discuss with the children what the signs were that made Darius suspicious and worried?
- › Continue to watch the video until 2:56 – ask the children why they think that Jamal doesn't want to tell anyone? How does Darius try to make him see that they should?
- › Continue to watch the video. At the end, reinforce the comment that Darius' teacher made – i.e. that this is rare and that it shouldn't mean that children shouldn't trust their teachers/other adults in their lives.
- › Ask the children how Darius showed Jamal, his friend, that he cared about him?
- › Tell the children that they're going to design a 'Keeping our Friends Safe' poster – on the poster, you'd like them to write some of the possible signs that your friend might be unsafe, what you could do to help them and the important rule of, 'Say No, Run and Tell'. The poster needs to give all the relevant information to other children.
- › Children design their posters.



#### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Ask some children to share their posters with the rest of the class – did they remember to include the important bits?
- › Explain to the children that we looked at one particular way that our friends can be unsafe, but ask them to remind themselves of the other ways you all discussed at the start of the lesson.
- › How could you keep them safe then? For example in a situation, always tell a trusted adult.
- › Use the end of the lesson to reassure the children that things like this are rare, but if they do happen to themselves or a friend in any unsafe situation, each child knows what they must do.

#### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Appropriate, Inappropriate, Safe, Unsafe

→ DIFFERENTIATION AND EXTENSION:

Some children might need support with the appropriate vocabulary to use – you might like to supply them with a list of words to use in their posters.

→ 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:

What kind of things are and are not appropriate to say online?



### YOU WILL NEED:

YouTube clip: Manage Your Online Reputation (Google) <https://www.youtube.com/watch?v=w7qEbPVw3hA>  
Picture of children playing; Examples of Negative Comments  
Online reputation checklist from <https://www.childnet.com/ufiles/Online-Reputation-Checklist.pdf>  
A4 card/paper for poster designs



### DIRECT TEACHING INPUT:

- Put up the picture of the children playing – what kinds of things do we notice in the picture?
- If a friend put this picture online of a day out with his/her friends or sent it to you on WhatsApp, what comments might you make? Teacher to lead with positive examples, e.g. It looks like you're having a great time etc.
- Put up some examples of negative comments on the board, surrounding the picture.
- Children discuss who might have made these comments and how it might make someone feel to read them? Why might someone say these kinds of things?
- Discuss terminology, 'trolling', 'keyboard warriors' and 'cyber bullying' – what do they mean?
- Refer back to the negative comments on the board – what would happen if you went up to someone in the classroom or playground and said those things? What would the consequences be?
- Discuss with the children what would happen if they made these comments online? Do any of the children know what to do if they experience people who are rude online? Talk about the 'reporting' and 'blocking' functions online and 'keeping evidence' of the comments to show people who can help.
- Discuss with them the consequences of sending inappropriate things online – can be a criminal offence. Who can they tell? Who can help them?
- Watch the Online Reputation video clip on YouTube.
- Explain to the children that they are going to design a poster about staying respectful online, with tips and advice on what to do should someone be the target of negative comments.
- Working individually, children create posters.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- Model with another adult in the class/or one of the children two types of interaction.
- Tell the adult/child that you're going to tell them about an amazing day out that you've had recently (can be real/imaginary). The adult/child is then going to say one nice comment about your day out and one negative comment.
- Once this is done, ask the adult/child who was doing the activity with you, how it made them feel to say something horrible to you personally.
- Highlight the importance of understanding that if you wouldn't say something hurtful to someone in person, it's not okay to say it online. If you wouldn't say it, don't write it.
- Look at examples of posters and decide, as a class, where the best place to display them would be.



### TEACHER NOTES:

→ POSSIBLE RELATED VOCABULARY TO TEACH:

Trolling, Keyboard Warriors, Cyberbullying, Reputation, Reporting, Blocking.

→ DIFFERENTIATION AND EXTENSION:

Challenge some children to research the names of organisations that can support cyberbullying/charities that people can get advice from.

Support some children with a key phrases written on the board for them to use.

→ 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 can you build positive online relationships?



### YOU WILL NEED:

Scenarios A and B; Large sheet of paper/card; Video clip: <https://www.youtube.com/watch?v=916K8xRxQZw>



### DIRECT TEACHING INPUT:

- › Ask the children what they already know about building positive relationships with others. What makes a relationship 'positive'?
- › Working in pairs, children to discuss the relationships they might already have online, e.g. via gaming or messaging. How do they keep them positive? How are they different to face-to-face relationships (if they are)?
- › Present children with Scenario A (friend's brother) – ask the children whether there are any problems with this scenario? Agree that if you know them and they are friendly towards you, it shouldn't be a problem.
- › Present the children with Scenario B (someone they don't know) – ask the children to discuss this with their partner – what should Max do? How has this friendship changed? What could Max do to make sure that his friendships online stay positive and keep him happy? Discuss the responses as a class.
- › Watch the video clip and talk through different ways online relationships can be negative? How can we ensure we keep ours positive? Discuss the 'block, report, tell' rule that was discussed in the video?
- › Ask the children what they think they should do if one of their friends tells them that they're not having a positive time online?



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › As a class, create a mind map of ideas to keep positive relationships online, e.g. what to do if they're experiencing problems, but also how to build friendships positively in the first place. Explain to the children that some good friendships can start as a result of getting to know each other online, it's not always negative/dangerous, so ask them to consider how best to do that too.
- › Display the mind map somewhere prominently in the classroom to remind children of the class' suggestions.

### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Positive Relationships, Gaming, Scenario, Online Relationships, Cyberbullying.

→ DIFFERENTIATION AND EXTENSION:

Children will be working in pairs and/or as a class.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...

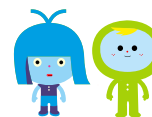


# L11. POSITIVE RELATIONSHIPS

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## LESSON 11 QUESTION:

How do I respect people whose families are different to mine?



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### YOU WILL NEED:

YouTube clips: 'Different Kinds of Families' <https://www.youtube.com/watch?v=hpCyiyNqzIE> and 'Children and Families around the World': <https://www.youtube.com/watch?v=y2r2C26RCYs>; Images of a family from different cultures/countries; Mini whiteboards/pens.



### DIRECT TEACHING INPUT:

- > Ask children to reflect on their understanding of family – can they remember the terms, 'extended family' and 'immediate family'? Who makes up their family?
- > Explain to the children that families are made up in very different ways, what might be 'usual' or 'ordinary' for one family might be very different to another family. Watch the YouTube clip: 'Different Kinds of Families'.
- > Ask the children what they can tell you about the word 'respect' – what does it mean in context of respecting other people's families? Do all have families have to be the same?
- > Watch the YouTube clip: 'Children and Families Around the World' with the children.
- > Ask them to think about what is the same or different about the families in the video to their own family? E.g. what the families wear, eat, where they live or the number of people in the family etc... How are the families different from their own?
- > Discuss with the children how they think they can be respectful to families that are not similar to their own. Make a list of the children's suggestions.
- > Explain to the children that being respectful can mean asking questions if you're not sure about a particular tradition or aspect of that family.
- > Show the children the images of families from different cultures/countries/with single parents or families with two fathers or two mothers.
- > Split the children into groups and explain that they are going to have one photo for each group – ask the children to consider respectful questions they could ask to increase their understanding or awareness of that particular family.
- > Children work in groups to complete activity, writing questions to ask on their mini whiteboards.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- > Bring the children back together to discuss the questions they have chosen to ask. Each group to share their top three questions with the class.
- > Remind the class about the importance of respecting other people's families, especially if they are different from their own.

### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

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

→ DIFFERENTIATION AND EXTENSION:

Children working in groups.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...



# L12. POSITIVE RELATIONSHIPS

Y5



LAUGHOLOGY  
HAPPY-CENTRED  
SCHOOL PROGRAMME

LAUGHOLOGY

## LESSON 12 QUESTION:

What is unconscious bias?



### YOU WILL NEED:

YouTube clip – Boys' Toys vs Girls' Toys: <https://www.youtube.com/watch?v=nWu44AqF0il>

YouTube clip – Run Like a Girl: <https://www.youtube.com/watch?v=XjJBjWYDTs&feature=youtu.be>

Photos of People from Different Backgrounds.

Mini whiteboards/pens.



### DIRECT TEACHING INPUT:

- › Ask the children if they have heard of the term, 'bias' – what does it mean? Can they give an example? What about the word stereotype – can they remember what they learned about in Y4.
- › Give the children some examples of simple, exaggerated biases – e.g. all people who wear glasses are smarter than people who don't, all people with blonde hair are faster runners than those with brown, etc...
- › Ask the children how they felt when they heard these comments?
- › Discuss with the children when they think these biases start? When they are babies or when they're older. Why do they think this?
- › Watch the video, 'Boys' Toys vs Girls' Toys' with the children. After the video, ask the children whether they could see any bias in that video? Do they think the people meant to give certain toys to the babies based on their gender?
- › Explore the term unconscious bias – what do they think it means? Did they see any examples of it in the video?
- › Discuss with the children what the dangers are of unconscious bias? Explain to them that our brain naturally seeks out people who are similar to us to form bonds and relationships with.
- › We have to work hard to become consciously aware of whether we are leaving people out.
- › Begin to show the children the video, 'Run Like a Girl' – stop the video at 3.18. Ask the children to stand up and ask them to 'run like a girl' and 'throw like a girl'. Notice their actions and ask a few of them to say why they've chosen to do that particular action.
- › Show the children the rest of the video. After the video has finished, ask the children what changed and why? How did it make them feel to realise that they were being unconsciously biased towards the way girls perform certain things?
- › In what other ways do the children think people can be unconsciously biased?
- › Explain that you are going to split the children into groups of 3 and give each group a photo and whiteboard. Ask the children to think about what impressions they get of this person – what job do they have? Where do they live? Do they have family etc?
- › Children write their suggestions/ideas/answers on mini whiteboards.



### REFLECTION/BRINGING THE SESSION TOGETHER:

- › Bring the class back together – choose three pictures to focus on from the selection given to the children.
- › Ask the children from those groups to read out their overall impressions of the person in their picture.
- › Challenge the children with some of their answers, e.g. Why did they choose that answer? What made them think that answer fitted that person?
- › Explain to the children that, as humans, we can often make snap judgements about people when we first meet them. We assume we know things about them without asking. Remind children that this is another example of unconscious bias and that they need to begin to recognise when they make judgements without the actual knowledge or answers.

### TEACHER NOTES:



→ POSSIBLE RELATED VOCABULARY TO TEACH:

Unconscious, bias, unconscious bias, stereotype, gender,

→ DIFFERENTIATION AND EXTENSION:

Children work in mixed ability groups.

→ TEACHER'S ANNOTATIONS:

→ WHAT WENT WELL?

→ WHAT MAY BE EVEN BETTER NEXT TIME?

→ OTHER IDEAS...