



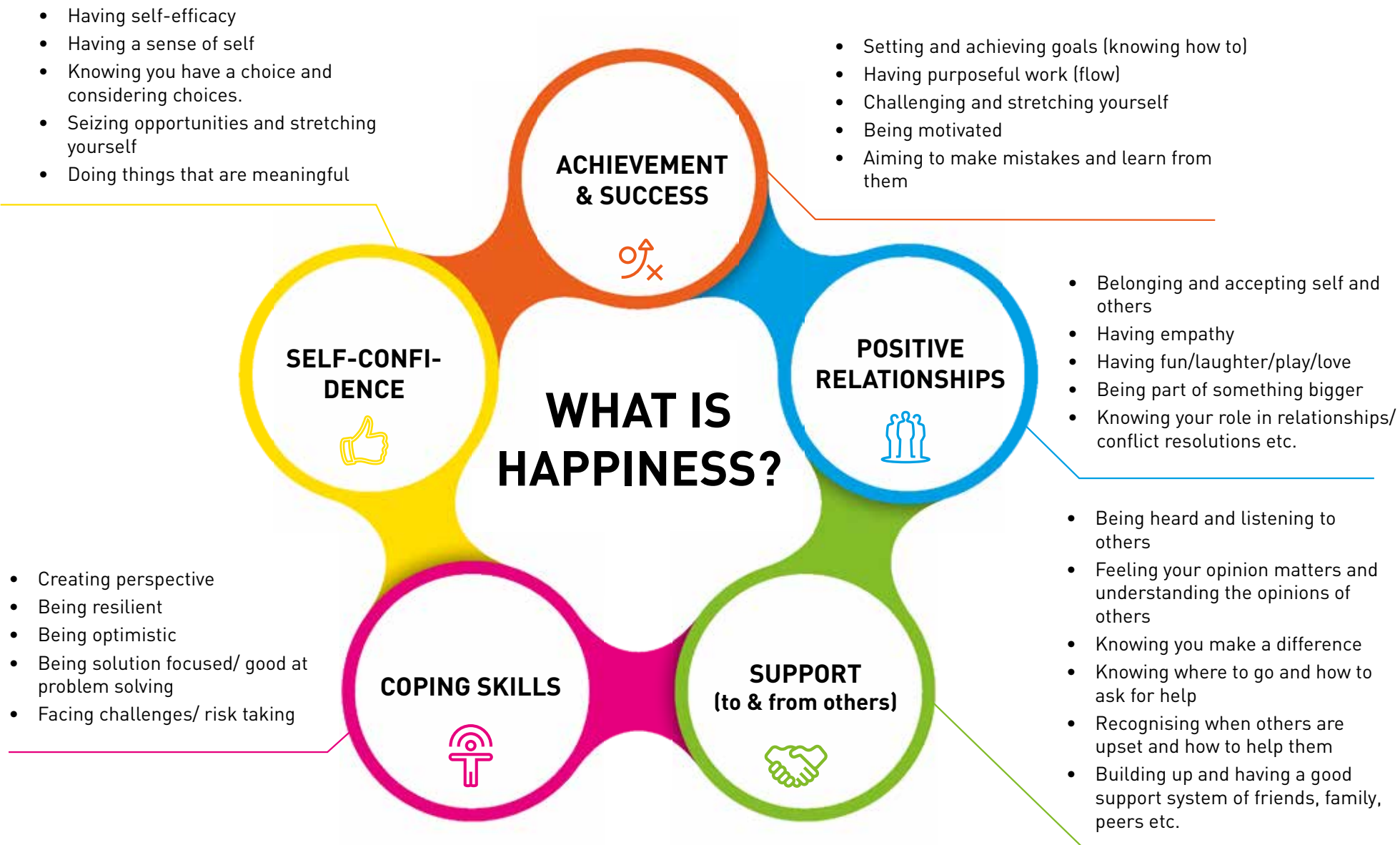
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Appendix 1 - Happiness Matrix



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LAUGHOLOGY





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Appendix 1 (cont) - What is happiness?



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Undoubtedly, things like being active, safe and secure impact on happiness. These are not included on the above matrix as the matrix is designed to help understand where and how skills can be taught to increase happiness and what can improve happiness on a cognitive, relationship and organisational level.

It is important to note that avoiding unhappiness will not make you happy and that happiness is not a constant.

Life is full of challenges and ups and downs. Experiencing all emotions and challenges is part of life's rich tapestry. Therefore, having skills to face any situation, to learn from all experiences and to flourish through tough times as well as happy times will enable a 'happier' existence.

'We should concern ourselves not so much with the pursuit of happiness but with the happiness of pursuit'.
(Hector and the Search for Happiness, 2014)



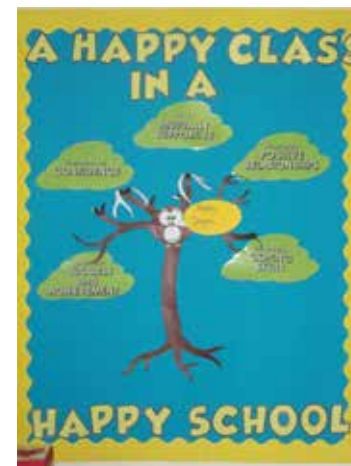
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Appendix 2 - Happiness Tree Gallery



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These are examples of Happy Trees created by other schools.
Be creative when making your own and encourage children to join in.



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Appendix 3 - Happiness Tree themes



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LAUGHOLGY

Coping Skills

Positive Relationships



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Appendix 3 - Happiness Tree themes



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Support
(from and to others)

Self-Confidence



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Appendix 3 - Happiness Tree themes



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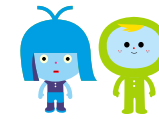


Achievement and Success



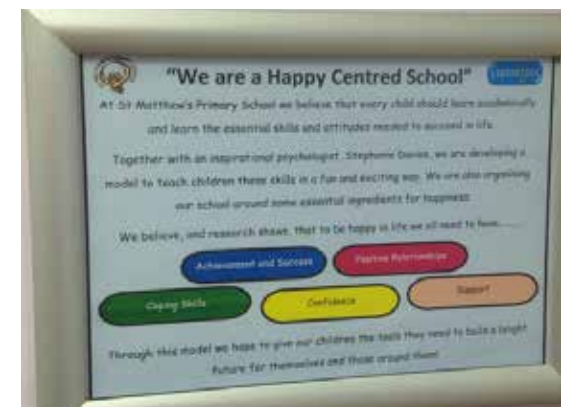
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Appendix 4 - Posters and phrases for themes (example)



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Appendix 5 - Flowchart example



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In this example you will see we have included outcomes across the whole school. Becoming a Happy-Centred School is about whole school development; children, teachers, learning support staff, SLT, parents, governors and the wider learning community.

HAPPY-CENTRED SCHOOL DEVELOPMENT PROJECT

To develop levels of **SELF-CONFIDENCE** amongst all stakeholders – Children/ Adults/Parents/Staff

What success will look like

Systems within the school will enable greater contributions from stakeholders who will see their input come to fruition.

Opportunities for greater responsibility will be distributed across the school for children and adults in a range of contexts. Opportunities to understand staff development needs will be built in and outcomes acted upon as appropriate for groups/ individuals, etc.

To develop opportunities for **ACHIEVEMENT and SUCCESS** to be overtly enabled and celebrated

What success will look like

All children and adults will understand and know about their own and the school's successes and have the opportunity to self determine their next steps/challenges.

Successes will be shared more routinely across the school, with families and the wider community. Excellence in any aspect of school life will be acknowledged and promoted.

To develop systems to establish, facilitate and maintain **POSITIVE RELATIONSHIPS**

What success will look like

All children and adults will feel a sense of belonging and acceptance within the school community and empathy for others will be clearly evident.

Systems will enable all individuals, teams and groups within the school to feel they are part of 'something bigger.' The importance of fun, laughter, play and love in maintaining healthy relationships will be recognised. Children and adults across the school will invest in relationships with others and will have a clear understanding of their role in enhancing and protecting these.

To develop systems to facilitate and enable **SUPPORT** from and to others amongst children and adults

What success will look like

All individuals, teams, and groups within the school feel they have a voice and a contribution to make to the whole school's development, progress and successes through a variety of avenues and through the established organisational culture.

To develop **COPING SKILLS** amongst adults and children

What success will look like

Children and adults across the school will show resilience when facing challenges of all kinds. They will look for solutions rather than dwell on the problem/s and will be confident to take risks and 'think outside of the box' when looking to affect change or progress for themselves or for a group/cohort or an individual or the whole school!



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Appendix 6 - Flowchart blank



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The flowchart below is blank for you to fill in. You may do this in year groups or as a whole school. Remember to consider everyone and what it will take for the whole school to become Happy-Centred.



HAPPY-CENTRED SCHOOL DEVELOPMENT PROJECT

To develop levels of **SELF-CONFIDENCE** amongst all stakeholders – Children/ Adults/Parents/Staff

To develop opportunities for **ACHIEVEMENT and SUCCESS** to be overtly enabled and celebrated

To develop systems to establish, facilitate and maintain **POSITIVE RELATIONSHIPS**

To develop systems to facilitate and enable **SUPPORT** from and to others amongst children and adults

To develop **COPING SKILLS** amongst adults and children

What success will look like

What success will look like

What success will look like

What success will look like

What success will look like



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Appendix 7 - Planning an Assembly (example)



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LAUGHOLOGY

PLANNING AN ASSEMBLY

HCS Theme	Direct Teaching Input (Powerpoint slides with images and film clips)			
Assembly Question	Title	Content	Question	Reflection /bringing the assembly together
How did Leicester City win the Premier League in 2016? (Use an image of Leicester players lifting the Premier League Trophy)	Confident In Their Own Ability	Jamie Vardy Let go by Sheffield Wednesday at 16 years of age. Played for Stockbridge Park Steels, FC Halifax Town, Fleetwood Town. Moved to Leicester City in 2012 for £1 million. In 2015-16 scored in 11 consecutive games and was voted Football Writers' Association Player of the Year.	What do you think made Jamie Vardy so confident in his own ability?	Still and Silent Reflection Time (with an image of a candle) What can we learn from knowing that confident underdogs won the Premier League?
	Confident That They Could Prove Others Wrong	Claudio Ranieri was sacked by Chelsea in 2004. In the papers he had been called 'Clownio Ranieri' and 'The Tinkerman'. Kasper Schmeichel was let go by Manchester City in 2009. The papers had said that he wasn't as good as his dad, Peter Schmeichel.	How do you think Ranieri and Schmeichel felt when their other clubs let them go?	What are you confident about? Which areas do you lack confidence in? What could you do about that?
	Confident In Their Team Mates	The whole Leicester squad cost £45 million. Cristiano Ronaldo cost Real Madrid £80 million 7 years ago.	Why do you think it is important to trust your team mates in football? Can you think of any other times that it is important to be confident in the people around you?	
	Happy In Their City And With The People Around Them	Leicester is England's most racially diverse big city outside London. One street, Narborough Road, has been named the most multi-national street in Britain because it has shopkeepers of 23 nationalities from four continents. Leicester has hosted the largest Diwali (Hindu Festival of Light) celebrations outside of India. 10 monks from Bangkok's Buddha Temple flew to Britain to bless the players before most home games. https://uk.news.yahoo.com/prayers-amulet-leicester-title-hopes-012331794.html	How would it help the players to feel that they were part of a diverse community?	
	And Their City Being Confident In Them	http://www.standard.co.uk/sport/football/how-confident-city-of-leicester-is-preparing-for-premier-league-title-lucky-blue-socks-and-mahrez-a3236186.html	The T-shirts and pies were made before Leicester won the league. Do you think that was a good idea or was it being over-confident?	
	BUT They Didn't Get Over -Confident	The manager said he would take the players for a pizza, if they kept a clean sheet and didn't let any goals in. He did, but they weren't waited on, they had to make the pizzas themselves.	How do you think keeping our feet on the ground and not being over-confident helps?	



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Appendix 7 - Planning an Assembly template



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PLANNING AN ASSEMBLY

HCS Theme	Assembly Question	Direct Teaching Input (Powerpoint slides with images and film clips)			
		Title	Content	Question	Reflection /bringing the assembly together