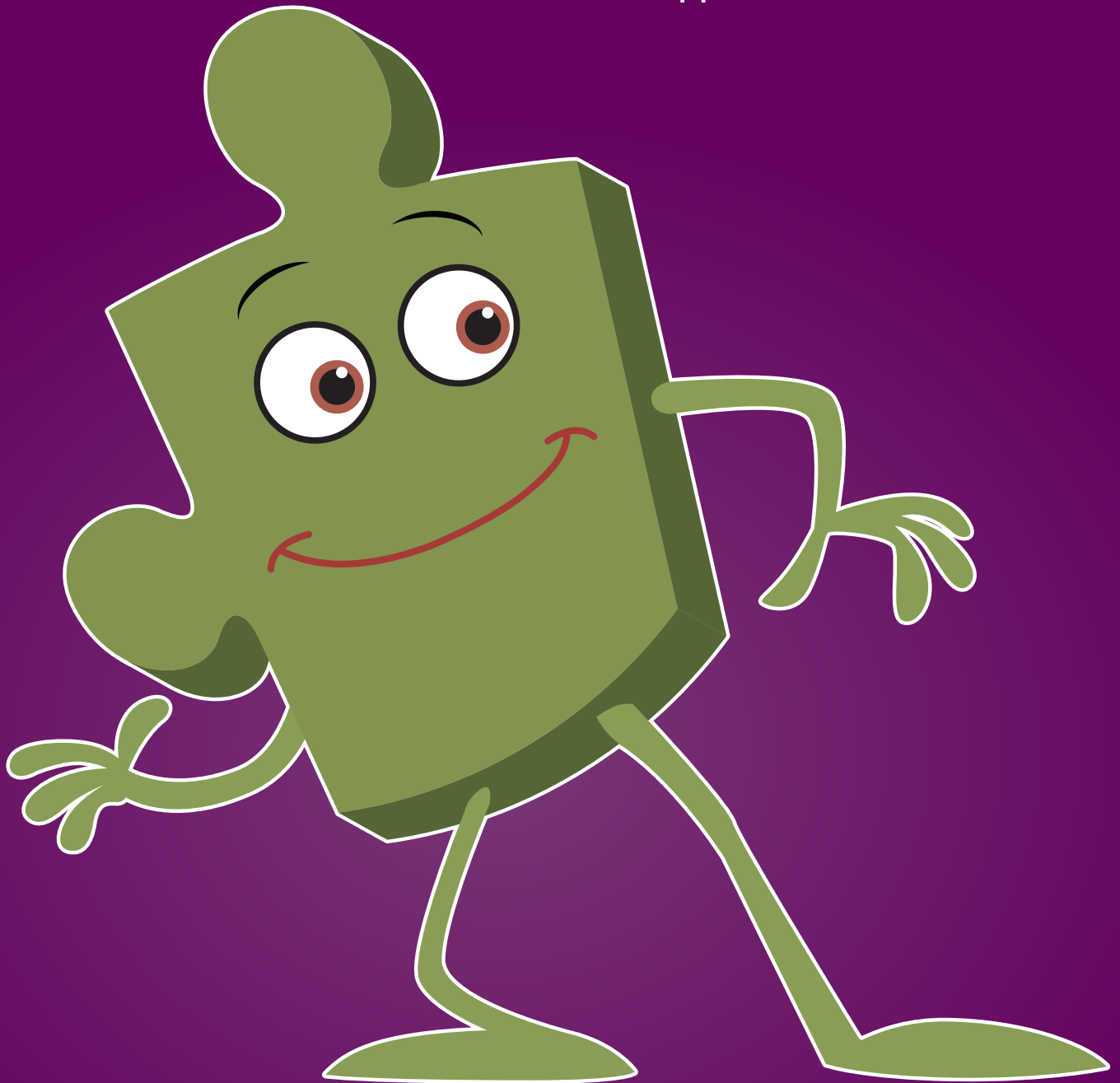


Jigsaw!

The mindful approach to PSHE



Dreams and Goals - Ages 9-10

www.jigsawpshe.com

Dreams and Goals

Puzzle Map - Ages 9-10



Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals
 Pieces 5-6: Charity fundraising

| Weekly Celebration | Pieces | PSHE learning intention | Social and emotional development learning intention | Resources |
|--|--|--|--|--|
| Stay motivated when doing something challenging | 1. When I Grow Up (My Dream Lifestyle) | I understand that I will need money to help me achieve some of my dreams | I can identify what I would like my life to be like when I am grown up | Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Journals, PowerPoint – adult life/ jobs, and professions, Dream cloud template, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| Keep trying even when it is difficult | 2. Investigate Jobs and Careers | I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs | I appreciate the contributions made by people in different jobs | Jigsaw Chime, 'Calm Me' script, Job charades cards, Jigsaw Jez, Jobs and Salaries cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| Work well with a partner or in a group | 3. My Dream Job. Why I want it and the steps to get there | I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it | I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future | Job cards (Charades cards from Piece 2), Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Internet/library books, My Ideal Job resource sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| Have a positive attitude | 4. Dreams and Goals of Young People in Other Cultures | I can describe the dreams and goals of young people in a culture different to mine | I can reflect on how these relate to my own | Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Child pictures, Mary factsheet, Video clip (optional), Dream spiral template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| Help others to achieve their goals | 5. How Can We Support Each Other? Puzzle Outcome: Charity fundraising | I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other | I appreciate the similarities and differences in aspirations between myself and young people in a different culture | Jigsaw Chime, 'Calm Me' script, Bag of items Optional: Teacher-sourced video clip, Jigsaw Jez, Project planning sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| Are working hard to achieve their own dreams and goals | 6. Rallying Support Assessment Opportunity ★ | I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship | I understand why I am motivated to make a positive contribution to supporting others | Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Journals, Jigsaw Song: 'For Me', My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat. |



Subject Leader's Preparation to Lead the **Dreams and Goals** Puzzle

- 1) Agree with staff in advance the End of Puzzle Outcome(s) you are planning for this Puzzle from:
 - The Garden of Dreams and Goals whole school display and/or charity fete
 - Individual class displays of pupil work (Class teacher or children to design)
 - Whole school sharing assembly between different year groups
 - Celebration assembly with parents/carers – class or whole school as appropriate
- 2) Brief staff (if needed) using training materials from the Jigsaw Community website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Dreams and Goals.
- 3) Discuss Jigsaw song with school's music lead to include within any singing/ music sessions as appropriate.
- 4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 5) Coordinate the Weekly Celebration Scrolls.
- 6) Identify and signpost any of the Jigsaw A-Z articles (available on the website) that may be useful for staff during this Puzzle, e.g. Building Learning Power, SMSC and emotional literacy domains in Jigsaw, British Values in Jigsaw PSHE, Jigsaw and the challenge of radicalisation and extremism, International Primary Curriculum and Jigsaw, Global Learning Programme and Jigsaw, Jigsaw and the UN Convention of the Rights of the Child, The Prevent Agenda and Jigsaw.
- 7) Ask staff if they have any questions about any aspects of the Puzzle Pieces (lessons) and offer support as necessary. Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/ timetabling considerations when planning in advance of the Puzzle (unit).

Please contact your Jigsaw Mentor if you need support or to ask questions about any of the above.





Dreams and Goals

Extending the Dreams and Goals Puzzle (unit of work) into a whole-school enterprise activity

The Dreams and Goal Puzzle lends itself to developing children's entrepreneurial skills to help them:

- work with money to aid their understanding of financial capability;
- generate money that could be used to support others less fortunate;
- develop age-appropriate skills to support them in their future workplace.

Many schools have used the 'Garden of Dreams and Goals' end of puzzle outcome to hold a whole-school garden-party (fete) where children have organised and run stalls in order to raise money for a chosen charity/cause. This also allows each year group to celebrate their work in this Puzzle with the whole-school community.

Stalls at this event could include products designed and made by the children (e.g. bake sale or items made in lessons), games and side-shows (e.g. a tombola/raffle/sweepstake), and sponsored events (e.g. a sponsored walk such as those designed in the upper primary lessons).

This enhances the group work skills element of this Puzzle (unit of work) and provides additional opportunities to enrich children's creativity and heighten skills of empathy.

Jigsaw subject leads my wish to consider the garden-party as an extension opportunity when planning to lead the Dreams and Goals Puzzle in school. It is recommended that additional curriculum time is set aside outside of Jigsaw lessons, or a cross-curricular approach is taken to organise and prepare for the garden party such as one suggestion below:

| | | |
|---|---|---|
| Maths Budgeting/raising money | Literacy Advertising the garden party | Design and technology Making products to sell |
| Art Advertising/making products to sell | Computing Advertising/social media/spreadsheets | Geography Researching world populations/charities |
| Science Designing scientific games e.g. magnetism, electricity | History Famous philanthropists | Religious and moral education Helping others |
| Languages Making the event accessible for different language speakers | Physical Education Sponsored events | Music Performances at garden-party |



Puzzle Assembly/Collective Worship: Dreams and Goals

Title: Dreams and Goals - Song: For Me

Resources: PowerPoint slide show of people looking proud. Staff members prepped in advance. Empty balloons. PowerPoint slide of a rollercoaster ride. Jigsaw song: For Me backing track or played on piano/ or played with children singing from the MP3 file.

Stimulus (focus for reflection): PowerPoint of people/children who look proud.

Calm me: Begin Calm Me by sounding the Jigsaw Chime inviting everyone to listen as the sound fades away. Invite the children to use their 4/6 breathing, silently counting 4 on the in-breath and 6 on the out-breath. Ask them to repeat this, imagining they are very gently blowing up a balloon with their out-breaths and then tying it tight and seeing it float above them. Allow the children to settle for a few moments with this image and then sound the Jigsaw Chime again and ask everyone to bring their attention back to the room when they can no longer hear the sound.

Help me think about: Ask the children to whisper to the person next to them about something that they have done that makes them feel proud. Remind the children of the images they have seen on the screen, perhaps one of their achievements is something like these? Explain that today's assembly introduces our Jigsaw Dreams and Goals lessons for this term.

Puzzle Assembly Plan: Prepare members of staff before assembly and invite them up as a volunteer to 'share' a dream or goal that they have (these can be real or made up depending on what staff feel comfortable with). Once they have shared their dream/goal, they are to pretend that their balloon is their dream and try to blow it up. Each member of staff meets a difficulty e.g. gets distracted, likes someone else's balloon more, only blows a little, blows too much so that it pops (teacher judgement on this one) or it's just too hard to blow up. Will their dreams come true and will they ever meet their goal if they give up? Then have a member of staff to blow up a balloon and, although meeting lots of challenges, keeps going back to it until they reach their goal. Perhaps the teachers could work together to help one person blow their balloon up? Invite the children to explain what was going on and how the teacher that succeeded managed to achieve the task. Perhaps ask the children to do this in talk partners first before sharing some of their ideas.

Show the children the PowerPoint slide of the rollercoaster and ask them to guess why a rollercoaster is a bit like having a Dream or Goal? Draw out from their suggestion that there is an end destination but the way to get there is full of ups and downs and twists and turns, and may feel uncomfortable or exciting sometimes. Can they see this is a bit like a dream or goal? Not every dream is easy to achieve so we have to go through the ups and downs to get there.

Help me reflect: In this moment of stillness invite everyone to think of a dream or goal that is important to them. Perhaps it is a long term one, or it might be one to do with their learning in school, or even something they want to achieve today. Invite the children to imagine this dream is like one of the balloons the teachers were holding. Ask the children to imagine blowing up the balloon and succeeding in their dream. They can then imagine the balloon floating up into the air to celebrate their success.

(Settings with a particular religious character/ faith/ denomination may wish to use an appropriate prayer or act of worship at this point).

Closing the assembly

Either play or ask the children to sing the Jigsaw Song for Dreams and Goals: For Me.

Dreams and Goals Assembly (PowerPoint Slides)

Slide 1

For Me
(Dreams and Goals)

VERSE 1:
I will be,
I will be,
I will be,
Be the best that I can be,
Yes you'll see,
I will be,
Be the best that I can be,
Take your turn, you can do it too.

BRIDGE:
Driving forward,
Taste the passion,
I can see it,
I'm in pole position.

CHORUS:
I know to reach the top that
I must climb,
I must climb way up high,
I'm gunna' reach the sky.

I will, I can,
I'm moving on with hope,
Don't look back,

Don't look back,
Don't look back, see,
I'm doing this for me.

VERSE 2:
I can be,
I can be,
I can be,
Be the best that I can be,
Yes you'll see,
I can be,
Be the best that I can be,
Take your turn, you can do it too.

BRIDGE 2:
Take that first step,
Make it happen,
Seize this moment,
That's what dreams and goals
are made of.

CHORUS
BRIDGE 1+2

That's what dreams are

CHORUS
Future doctors,
Future actors,
Future teachers,
Let's all sing it together.
Future pilots,
And the writers,
Future chefs,
And future fire fighters.
We're the laughers,
We're the simlers,
The future's bright,
Now let's all sing this together.

CHORUS

Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



Dreams and Goals
Assembly (PowerPoint Slides)

Slide 7



Slide 8



Slide 9



Slide 10



Slide 11



Slide 12



Dreams and Goals Assembly (PowerPoint Slides)

Slide 13



Slide 14

| | | |
|--|---|---|
| <p>VERSE 1: I I will be, I will be, I will be, Be the best that I can be. Yes you'll see, I will be, Be the best that I can be. Take your turn, you can do it too.</p> <p>BRIDGE: Driving forward, Taste the passion. I can see it, I'm in pole position.</p> <p>CHORUS: I know to reach the top that I must climb, I must climb way up high, I'm gunna' reach the sky.</p> <p>I will, I can, I'm moving on with hope. Don't look back,</p> | <p>For Me <i>(Dreams and Goals)</i></p> <p>Don't look back, Don't look back, see, I'm doing this for me.</p> <p>VERSE 2: I I can be, I can be, Be the best that I can be. Yes you'll see, I can be, Be the best that I can be. Take your turn, you can do it too.</p> <p>BRIDGE 2: Take that first step, Make it happen. Seize this moment, That's what dreams and goals are made of.</p> <p>CHORUS BRIDGE 1+2</p> | <p>That's what dreams are</p> <p>CHORUS Future doctors, Future actors, Future teachers, Let's all sing it together. Future pilots, And the writers, Future chefs, And future fire fighters. We're the Laughers, We're the amblers, The future's bright, Now let's all sing this together.</p> <p>CHORUS</p> |
|--|---|---|



For Me
(Dreams and Goals)

VERSE 1:

I,
I will be,
I will be,
Be the best that I can be.
Yes you'll see,
I will be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE:

Driving forward,
Taste the passion.
I can see it,
I'm in pole position.

CHORUS:

I know to reach the top that
I must climb,
I must climb way up high,
I'm gunna' reach the sky.

I will, I can,
I'm moving on with hope.
Don't look back,
Don't look back,
Don't look back, see,
I'm doing this for me.



For Me

(Dreams and Goals)

VERSE 2:

I,
I can be,
I can be,
Be the best that I can be.
Yes you'll see,
I can be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE 2:

Take that first step,
Make it happen.
Seize this moment,
That's what dreams and goals
are made of.

CHORUS

BRIDGE 1+2

That's what dreams are

CHORUS

Future doctors,
Future actors,
Future teachers,
Let's all sing it together.
Future pilots,
And the writers,
Future chefs,
And future fire fighters.
We're the laughers,
We're the smilers.
The future's bright,
Now let's all sing this together.

CHORUS

For Me (Dreams and Goals)

Musical notation for measures 1-8. The score is in 4/4 time and B-flat major. The right hand features a melody with triplet eighth notes starting in measure 5. The left hand provides a bass line with a chord labeled 'F' in measure 5.

9

Musical notation for measures 9-13. The right hand continues the melody with triplet eighth notes. The left hand has a bass line with chords labeled 'Dm' and 'F'.

14

Musical notation for measures 14-17. The right hand continues the melody. The left hand has a bass line with chords labeled 'Dm' and 'Bb'.

19

I, I will be, I will be, be the best that I can
 I I can be, I can be, be the best that I can

23

be, yes you'll see, I will be, be the best that I can be. Take your turn, you can
 be, yes you'll see, I can be, be the best that I can be. Take your turn, you can

27

2nd verse, higher pitch

do it too. Driv-ing for-ward, taste the pass-ion.
 do it too. Take that first step, make it happ-en.

31

I can see it, I'm in Po - le pos - it - ion.
 Seize this mom - ent that's what Dreams and goals are made of.

Dm Em

2nd 1st

33

I know to reach the top that I must climb, I must climb way up high, I'm gun-na'

F F/ Em Dm C Dm C

3 3

36

reach the sk - y. I will, I can, I'm mov-ing on with hope. Don't look back,

Bb F F/ Em Dm C

3 3

39

don't look back, don't look back. See, I'm do-ing this for me _____

Bb F

43

Driv-ing for-ward, taste the pass-ion. I can see it, I'm in
 Take that first step, make it happ-en. Seize this mom-ent that's what

Bb C Dm

46

1. Po-le-pos-it - ion. 2. Dreams and goals are made of. That's what dreams__

Em Em

50

are.

G F# Em F# Em D C

54

I know to reach the top that I must climb, I must climb way up high, I'm gun-na'

G F# Em D Em D

57

reach the sk - y. I will, I can, I'm mov-ing on with hope. Don't look back,

C G F# Em Dm

60

don't look back, don't look back. See, I'm do - ing this for me—

C

62

— Fut - ure doct-ors, fut - ure act-or - s, fut-ure teach - ers let's all
 Fut - ure pil-ots, and the writ-er - s, fut-ure-chefs, and fut-ure
 We're the laughers, we're the smil-er - s, the fut-ure's bright, let's all

G F# Em Dm C

65

sing it togeth - er. I know to reach the top that I must climb, I must climb
 fi - re fight - ers.
 sing this togeth - er.

68

way up high, I'm gun-na' reach the sk - y. I will, I can, I'm mov-ing

71

on with hope. Don't look back, don't look back, don't look back.

73

See, I'm do-ing this for me _____

G G

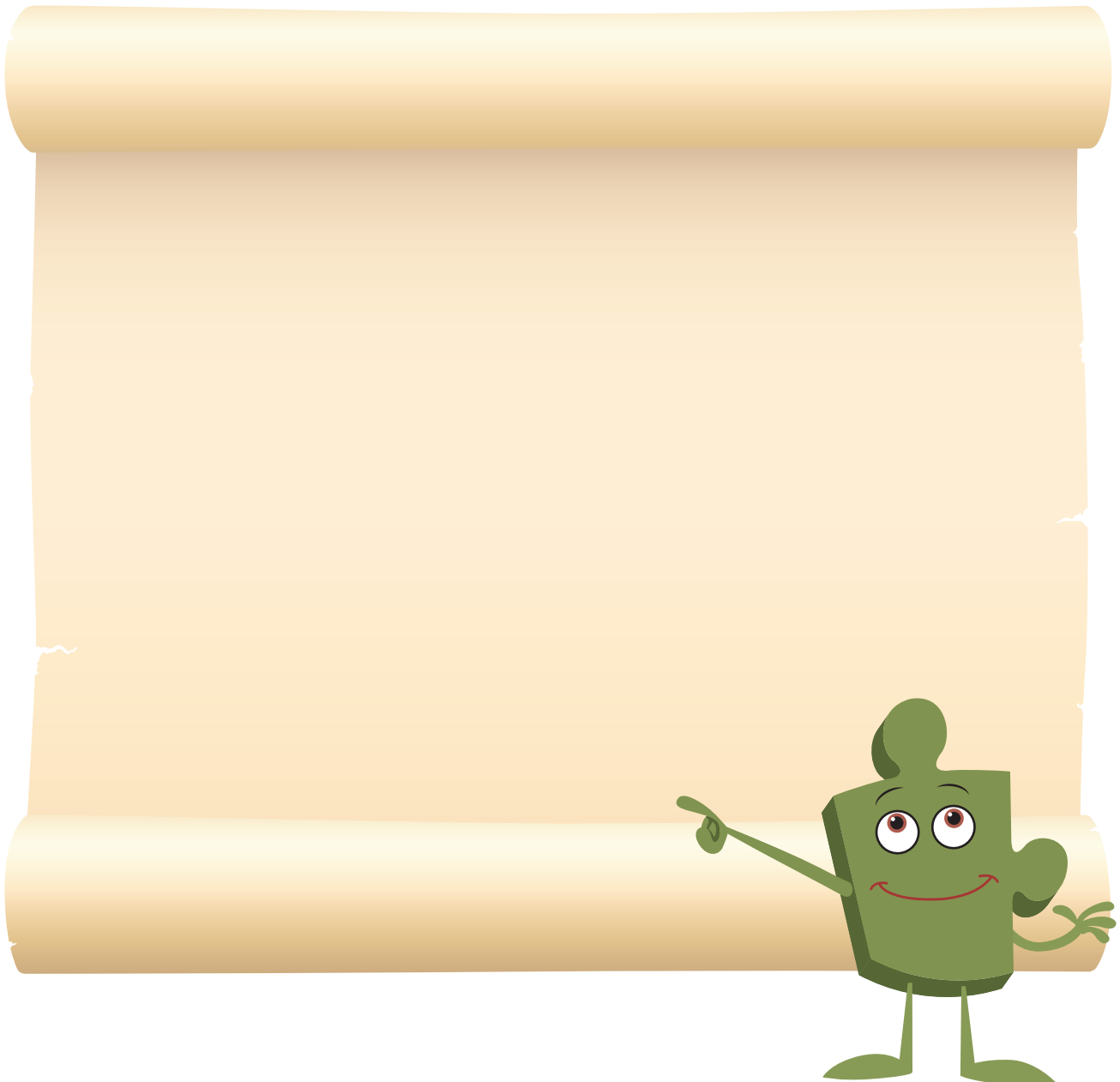
The musical score consists of three staves. The top staff is a vocal line in treble clef with a key signature of one sharp (F#). The lyrics are "See, I'm do-ing this for me" followed by a long horizontal line for a vocal flourish. The middle staff is the right-hand piano accompaniment in treble clef, showing sustained chords. The bottom staff is the left-hand piano accompaniment in bass clef, featuring a rhythmic pattern of eighth notes. The word "G" is written below the piano accompaniment staves at two points.

Puzzle 3

Weekly Celebration 1

This week we are celebrating people who:

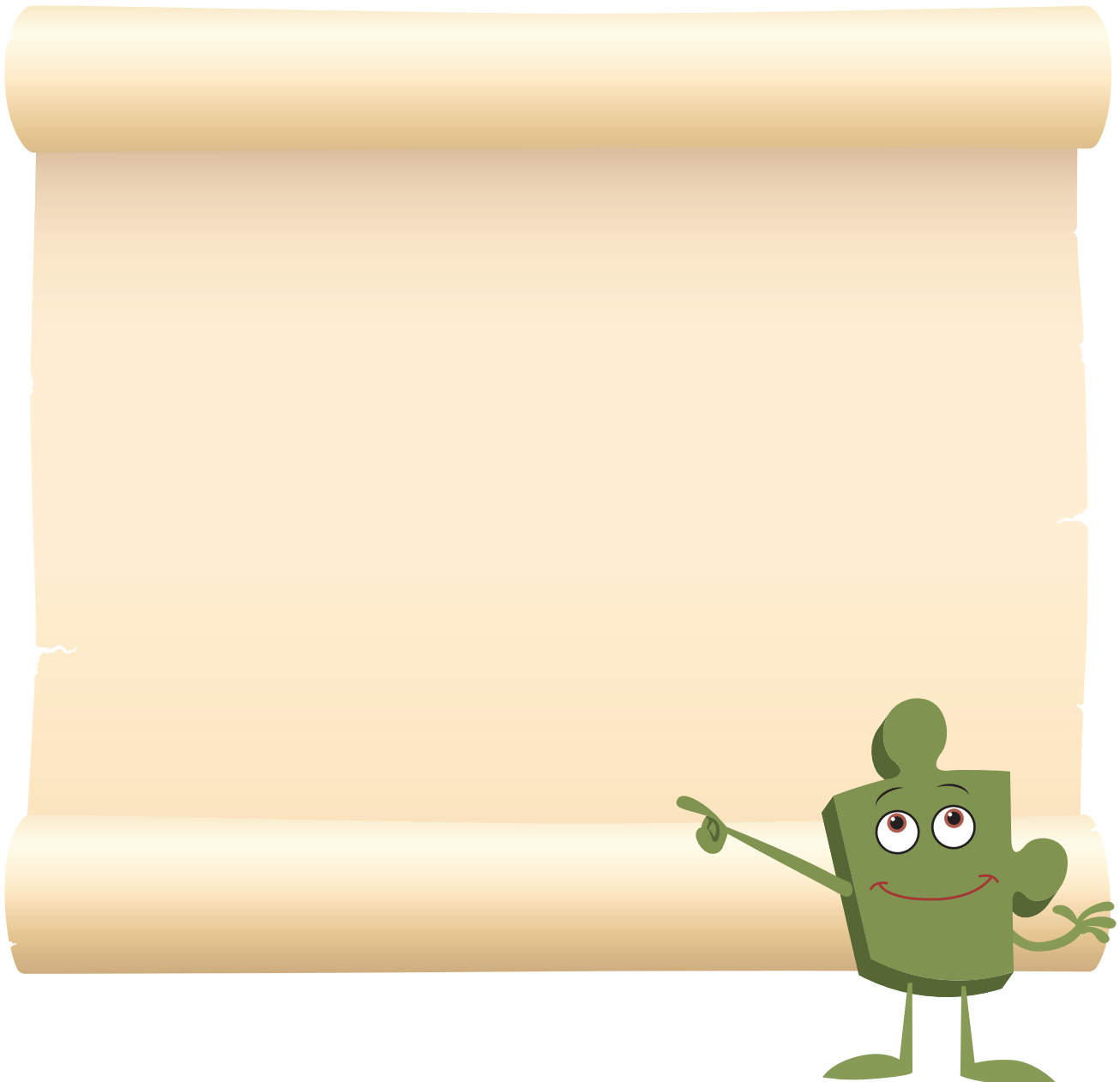
**Stay motivated when doing
something challenging**



Puzzle 3

Weekly Celebration 2

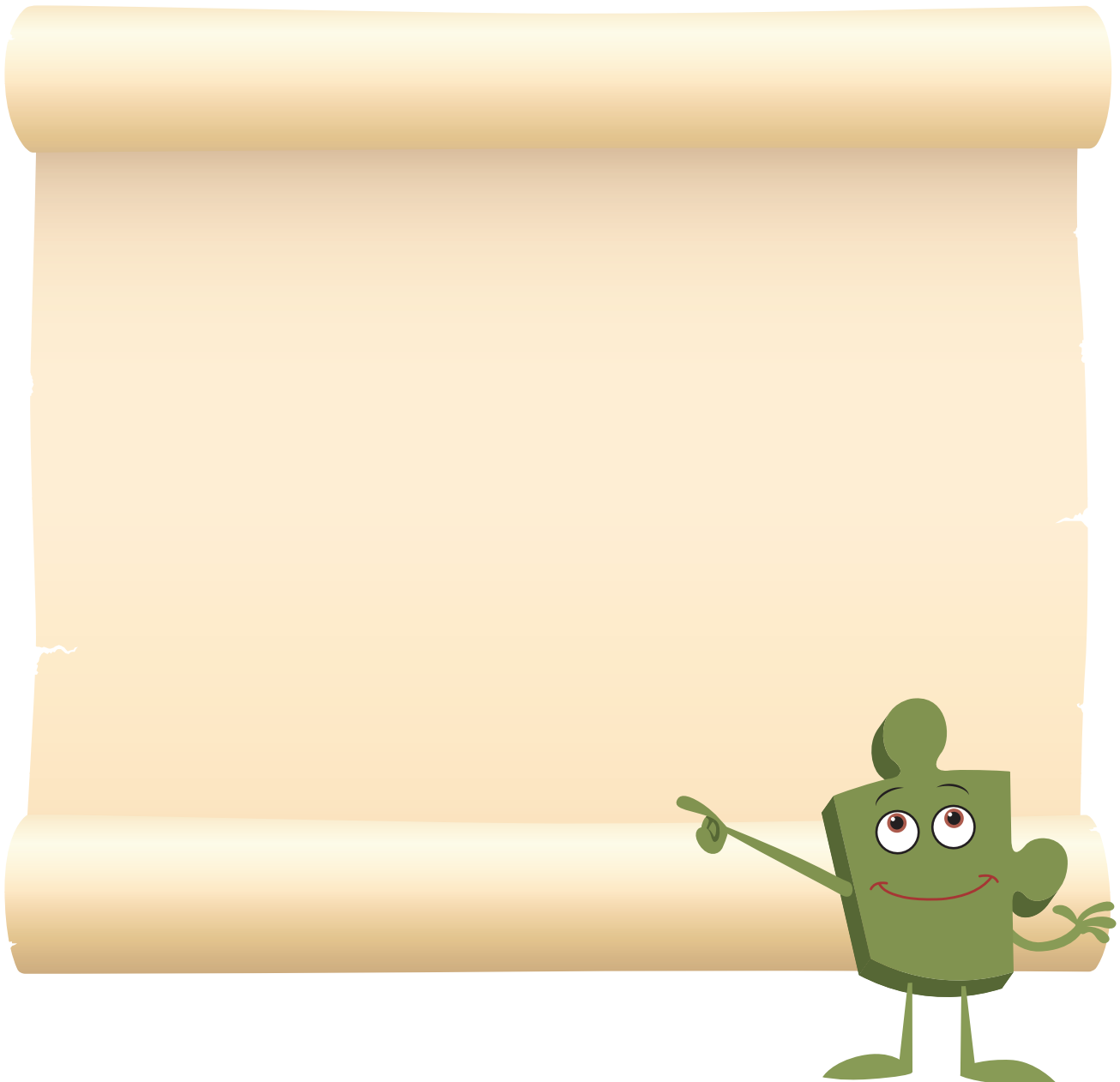
This week we are celebrating people who:
Keep trying even when it is difficult



Puzzle 3

Weekly Celebration 3

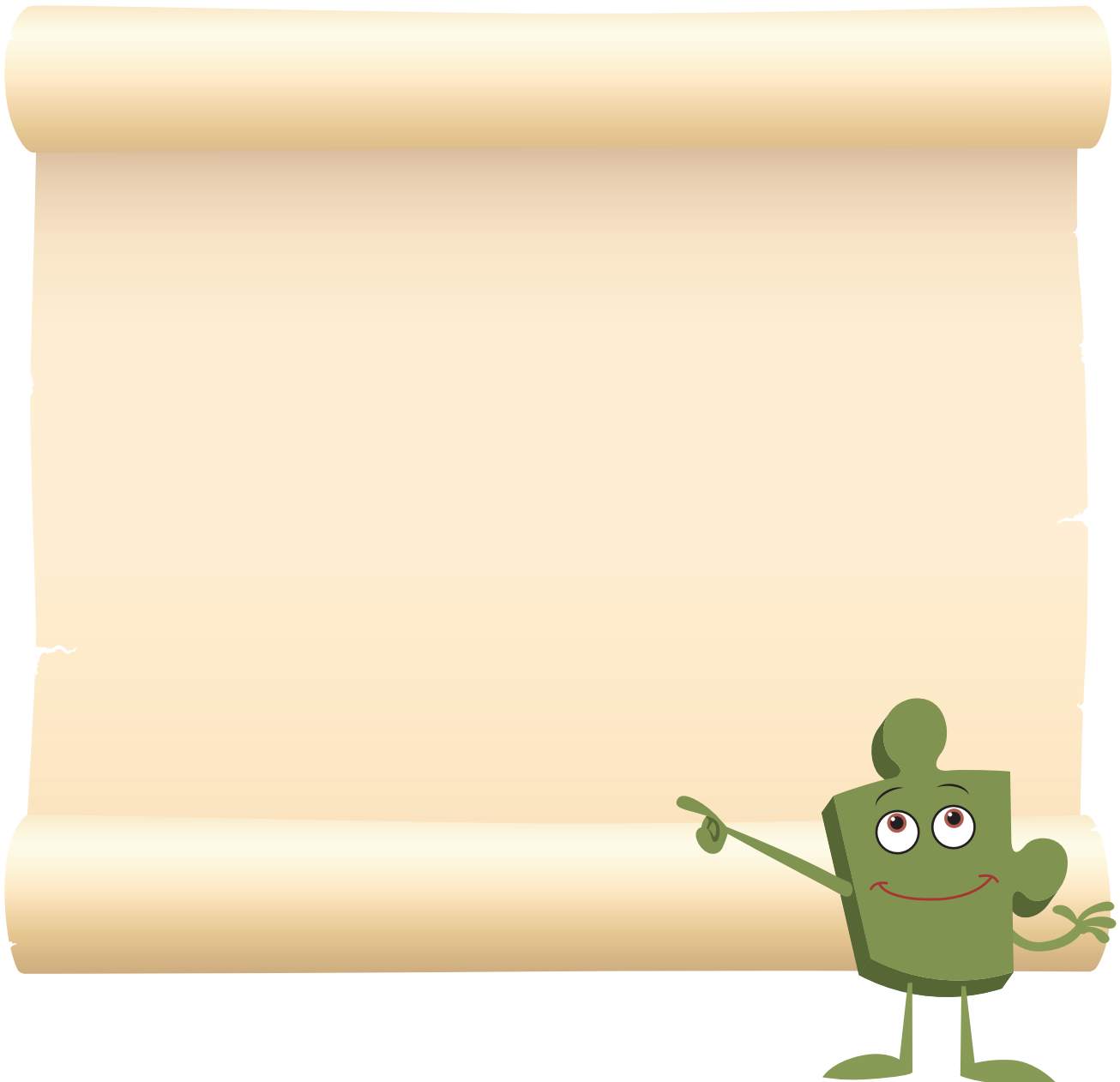
This week we are celebrating people who:
Work well with a partner or in a group



Puzzle 3

Weekly Celebration 4

This week we are celebrating people who:
Have a positive attitude



Puzzle 3

Weekly Celebration 5

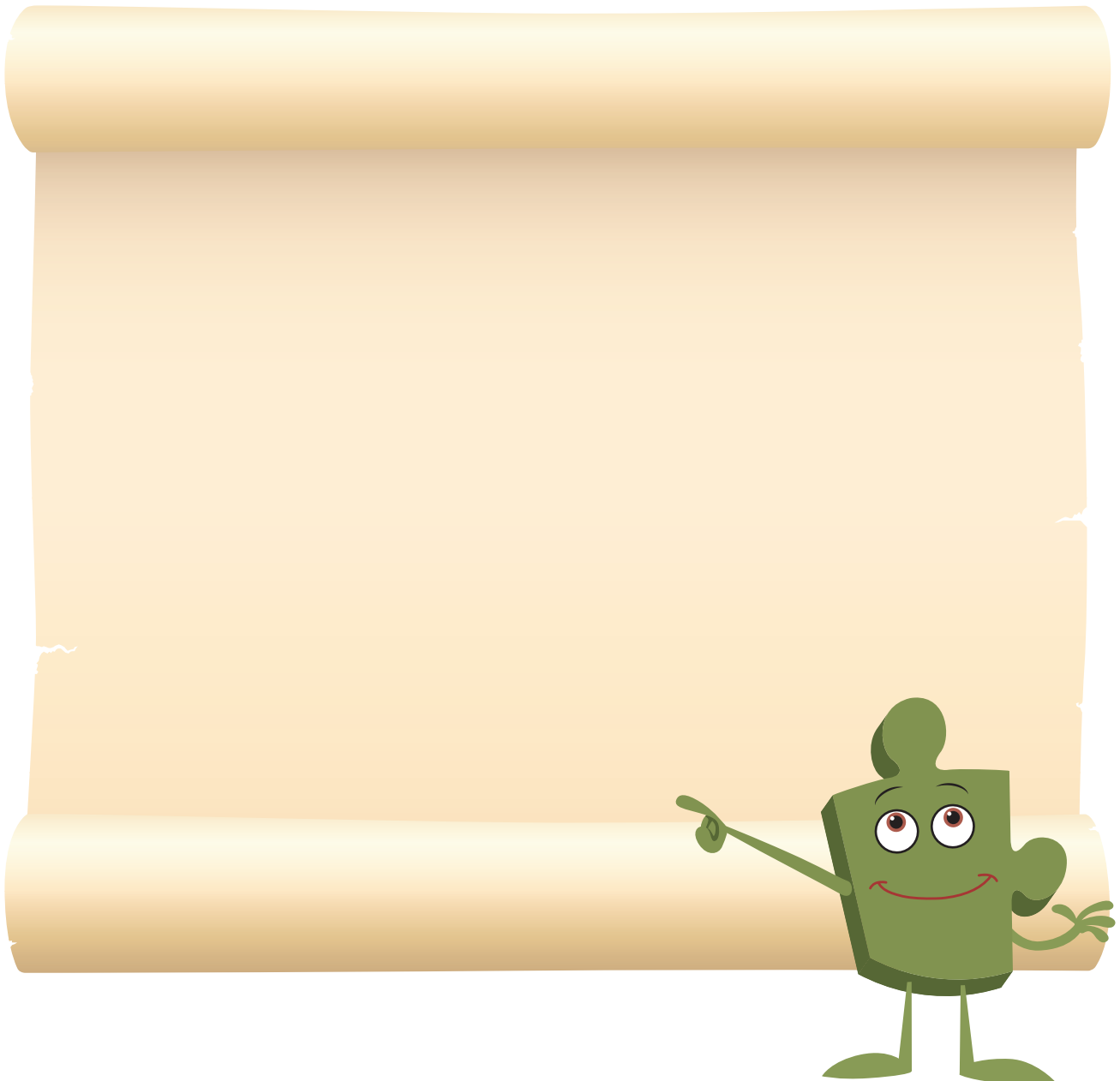
This week we are celebrating people who:
Help other to achieve their goals



Puzzle 3

Weekly Celebration 6

This week we are celebrating people who:
**Are working hard to achieve their own
dreams and goals**



Class Teacher's Preparation to Lead the **Dreams and Goals** Puzzle with children Ages 9-10



Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: All resources in Jigsaw
Laminated Jigsaw Charter
- Piece 2: Prior to the lesson the teacher needs to research 'average salaries' for each of the jobs/professions shown in the 'Jobs and Salaries cards' and write these amounts onto the appropriate 'salaries cards. See lesson plan.
- Piece 3: Access to internet/ library for children to research different careers.
- Piece 4: Optional: Appropriate clip of a child from another country (teacher to source)
- Piece 5: Mixed bag of items made/ sourced from different countries e.g. Fairtrade items, food items, clothing etc.
Optional: video clip of televised charity event/ charity advert (teacher to source)
- Piece 6: All resources in Jigsaw

Additional considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** enough Dream cloud templates enough for each child. Remember to keep the children's work from this lesson for later in the unit (Puzzle).
- Piece 2: **Copy/print** one set of Job charades cards. **Copy/print** sets of Jobs and Salaries cards, one set per group. (Ensure teacher has completed the salary amounts on the blank cards).
- Piece 3: Use the Job charade cards from the last lesson. **Copy/print** enough My ideal job sheets, one per child. This lesson contains a research activity so teachers may want to consider allowing additional curriculum time if needed.
- Piece 4: **Print /copy**, My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6). **Copy/print**, Dream spiral templates one per child. **Copy/print** Mary Fact Sheets if being used.
- Piece 5: Teachers may wish to consider teaching this lesson with Piece (lesson) 6 as an extended learning task. **Print/copy**, Project planning sheet, one per group.
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 9-10 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may wish to also organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 9-10

A copy of this table will be needed for each child. This table has three summative attainment descriptors for each Puzzle (unit of work). Each descriptor has two elements, the purple being specific to Personal, Social, Health and Economic education, and the green having a social/emotional focus. Using the child's formative assessments for each lesson relevant to that Puzzle, (My Jigsaw Learning/My Jigsaw Journey) and work in the child's Jigsaw Journal, and the assessment activities in Piece 6, the teacher should highlight the appropriate descriptors using a 'best fit' approach. Teachers should highlight one green and one purple statement which indicates whether the child is working towards, working at, or working beyond for that Puzzle. Teachers are also free to support their decisions by adding notes in the Teacher comments box from their own observation of the child across the six lessons in the Puzzle. As the summative assessment record is added to across the year, teachers may observe some children's progress is better within the purple or green statements. This will allow appropriate support to be identified for these children in future Jigsaw lessons and in the pastoral care system.

Jigsaw and Tracking Software

Jigsaw is pleased to be working in partnership with a growing number of education software companies to embed the Jigsaw attainment descriptors into their systems.

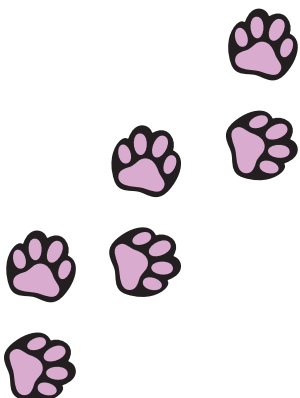
This will help schools track progress in PSHE alongside other curriculum subjects.

To see if the software you use at your school is from one of our partner companies, please see the list of companies on the Community Area of www.jigsawpshe.com or email your Jigsaw mentor.

If your software company is not yet on the list we may be working with them but not yet have completed the process, but to be sure, we would welcome you emailing us to let us know which company you work with so we can extend our work to include them if they are willing.

Please email office@janleverage.com

There is no charge for this service, we are just trying to support schools and teachers to deliver the highest quality PSHE, and this is one more way that might help. Assessment is also a requirement in the statutory Relationships and Health Education guidance.





Ages 9-10

Jigsaw Summative Assessment: Tracking Pupil Progress

| Child's name | | | | | |
|--|-----------------|--|---|---|------------------|
| | Assessment Date | Working towards | Working at | Working beyond | Teacher comments |
| Puzzle 1 Being Me in My World | | <p>I can give some examples of people in my country who have different lives to mine.</p> <p>I can tell you why being part of a community is positive and why it is important that the community is a fair one.</p> | <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> | <p>I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.</p> <p>I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.</p> | |
| Puzzle 2 Celebrating Difference | | <p>I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel.</p> <p>I can tell you why it is important to respect my own and other people's cultures.</p> | <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p> | <p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/discrimination and why respect is an important value.</p> | |
| Puzzle 3 Dreams & Goals | | <p>I can tell you about my dreams and goals and also some that young people from different cultures might have.</p> <p>I can tell you how I feel about my dreams and goals.</p> | <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> | <p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p> <p>I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p> | |

| | Assessment Date | Working towards | Working at | Working beyond | Teacher comments |
|-----------------------------------|-----------------|---|---|---|------------------|
| Puzzle 4 Healthy Me | | <p>I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives.</p> <p>I can tell you why my body is good the way it is.</p> | <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p> | <p>I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.</p> <p>I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.</p> | |
| Puzzle 5 Relationships | | <p>I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends.</p> <p>I can tell you why some feelings might lead to someone using technology to harm myself or others.</p> | <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> | <p>I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.</p> <p>I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.</p> | |
| Puzzle 6 Changing Me | | <p>I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too.</p> <p>I know that I will change during puberty and I can tell you how I feel about that.</p> | <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p> | <p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process.</p> <p>I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p> | |



General Exemplification Guidance for teachers to assess children’s work

Children will produce a variety of work in the six Jigsaw lessons that make up each unit of work (Puzzle). Much of this will be verbal, and some of it written. Within Jigsaw Primary materials there are specific assessment activities in Piece (lesson) 6 with some exemplification of the nature of the responses the pupils might give in relation to these.

In addition, Jigsaw has provided some general guidance below that can be used to assess each child at Jigsaw’s Working Towards, Working At and Working Beyond Attainment levels (descriptors).

The guidance below offers suggestions of how children’s responses (written or verbal) may be presented at each of these levels, as appropriate to children’s age and stage.

| WORKING TOWARDS | WORKING AT | WORKING BEYOND |
|--|---|---|
| Student responses may be limited to: | Student responses may demonstrate: | In addition to Working At, student responses may also demonstrate: |
| Description Naïve definitions or unsophisticated explanations Basic recall of lesson facts Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson) Asking basic questions – may demonstrate the student has not understood the content Inability to make comparisons (or makes simple comparisons) of lesson content to other examples Demonstrating a limited internalisation of the concepts: A lack of personal resonance/ application with the lesson content Demonstrating a low level of cognitive challenge Poor acquisition of new knowledge Evidence of weak understanding A fixed stance: (unable/unwilling to change position) Basic vocabulary Weak development in skills Unconfident responses | A higher level of cognitive demand Application and comparison of the lesson content to other situations or scenarios Mental processing of information beyond simple recall Some decision making Evidence of problem solving Explanation of concepts with some reasoning The ability to categorise/ group, connect and identify patterns A degree of organisation in thought processes Inference and interpretation The ability to predict The ability to summarise a range of ideas succinctly A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this An increase in knowledge An increase in understanding A change of a feeling based on new learning A richer vocabulary An increase in a skill An increase in confidence | Abstract ideas Complex description Thinking and expression that involves solving complex problems Complex cognitive challenge The ability to discuss alternative outcomes or routes Justification of answers The use of evidence to support their thinking drawn from the lesson and beyond The ability to appraise or assess a situation : evaluation The ability to hypothesise An investigative approach: asks complex questions Creative solutions Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail A reflective approach |

Teacher Feedback to Pupils

Jigsaw does not encourage teachers to mark or ‘grade’ student’s work, but instead give positive written and/or verbal feedback that indicates what the pupil has done well, and a suggestion for development. Many teachers use systems such as ‘2 stars and a wish’, with the 2 stars being comments on achievement, and the wish, a learning target for the child to consider in future Jigsaw lessons. Some teachers use the TINT (to improve next time) Box to help children set goals for progress. Teachers and schools are free to use their own feedback systems in accordance with this philosophy.

For example:

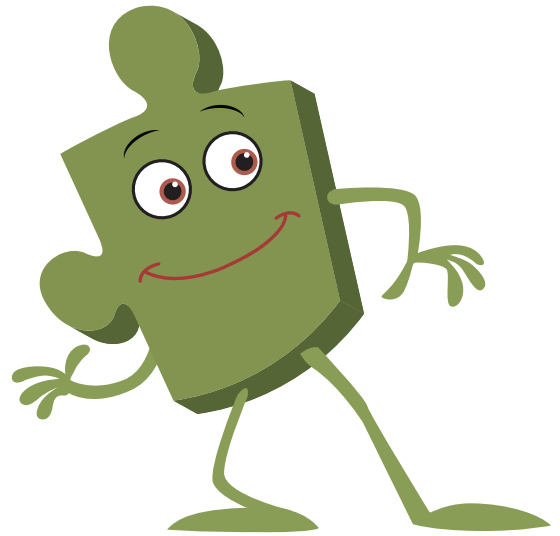
You participated actively in this lesson.

You are getting much more confident at putting your point of view across in a group. Well done.

We have been discussing how to negotiate in friendships. What can you can try when there are disagreements in your friendship group?

Puzzle 3: Dreams & Goals - Ages 9-10 - Piece 1

| When I Grow Up (My Dream Lifestyle) | |
|--|--|
| <p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p> | <p>Please teach me to... understand that I will need money to help me achieve some of my dreams identify what I would like my life to be like when I am grown up</p> |
| <p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat Jigsaw Journals PowerPoint – adult life/ jobs and professions Dream cloud templat Laminated Jigsaw Charter My Jigsaw Journey</p> | <p>Vocabulary Dream Hope Goal Feeling Achievement Money Grown up Adult Lifestyle</p> |
| <p>Teaching and Learning Note Please ensure you are familiar with the Jigsaw Approach, prior to teaching this Puzzle (unit). The Jigsaw Approach is the introductory chapter that can be found at the start of each set of Year Group materials.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display.</p> <p>Connect us Play 'I sit in the garden'. With the children sitting in a circle, make sure there is an empty chair by someone in the circle. The person with the chair on their right moves into the empty chair saying, 'I sit...', then the person next to them, who now has the empty chair on their right, moves into the chair and says '...in the garden...' and then the person next to them, who now has the empty chair next to them, moves into the chair and says '...and I would like... (person's name) to sit next to me.' That person chooses someone in the circle that they might not usually choose to sit next to them. This then frees up another empty chair somewhere else in the circle and the process begins again until all children have moved chairs at least once during the game.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Passing Jigsaw Jez around the circle, as the students to complete the sentence stem: 'If I won lots of money my dream would be...' Ask the children in talking partners to think about whether any of their dreams could be fulfilled without having money. What dreams might we have that do not involve money? Or do most of our dreams rely on us having enough money to make them come true? Share ideas. Draw out with the children the difference between any dreams that do and don't involve money to enable them to happen.</p> | <p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>How does money affect you at the moment in terms of having what you would like to have?</p> <p>What dreams might we have that do not involve money or do most of our dreams rely on us having enough money to make them come true?</p> |



Tell me or show me

Slides 1-14: Share the PowerPoint slides of professions/adult life. Ask the children to identify the jobs they can see. In talking partners, ask the children to think about what they would like their life to be like when they are grown up. How might it be different? What might they be able to do that they can't do now? Do they have an ambition/ dream that wasn't shown in the pictures? What might they like to be able to do? Using Jigsaw Jez as the talking object, share ideas around the circle. Ask the children to think about what their lifestyle might be like, e.g. what might they do with their time, what job might they do, what might their hobbies/interests be?

Let me learn

Invite the children to draw/write some notes in their Jigsaw Journals which describes the dream they have for themselves when they grow up. This can include what hobbies they might have, what they might be able to do that they are not allowed to do at the moment, or it could be to gain a particular job/ profession. Once the children have planned their ideas in their Jigsaw Journal, ask them to write it carefully onto a 'dream cloud' template. The completed clouds can be used to create a hanging display.

Help me reflect

Slide 15: Share the learning intentions for the lesson with the children (the purple and green statements). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

What would you like your life to be like when you are grown up. How might it be different? What might you be able to do that you can't do now? What might you like to be able to do?

What dreams do you have?

What might you need to do in order to be able to achieve your dream?

Notes

Teacher sensitivity is needed when discussing money as there may be considerable differences in the financial situations of their families, creating very different perspectives.



Dreams and Goals

Calm Me Script - Ages 9-10 - Piece 1

Let's see if we can learn even more effectively if our minds are more focussed...

Please sit upright in your chair, and imagine a golden thread pulling up through the crown of your head so your spine is long and dignified, with hands in your lap and feet flat on the floor.

Start focussing on your breathing and close your eyes to blank out distractions.

(Strike the chime once.)

Listen until you can no longer hear any sound...

Breathe in through your nose, nice gentle, slow and mindful breaths.....aware that you are breathing, aware that you are relaxing your body with every out-breath.

Breathing in through your nose... and out through your mouth.

You may like to silently count your breath in... 1,2,3,4,5.

And out... 1,2,3,4,5,6,7.

Regulate the speed of your breathing so it is comfortable for you and slightly deeper than usual. Feel how relaxing and calming it is to focus your mind on your breathing. You are in control and can focus your mind.

Then ask your mind to focus all its attention on your right knee...actually see if you can feel just your right knee... just your right knee... keep breathing in and out... slowly, gently... and focus your whole mind on your right knee. How does it feel?

Breathe in... out...

Now bring all the attention of your mind to your left foot... just your left foot... can you get all your mind's attention just on your left foot? How does it feel?

Breathe in... out...

As you breathe in hear yourself silently say "I breathe in with dignity"... and as you breathe out "I am calm and in control."

Practise this a few times.

I breathe in with dignity... I breathe out and I feel calm and in control..

A few clean breaths... enjoy the breathing.

(Strike the chime.)

When you can no longer hear the chime resonate, start to bring your awareness back into the classroom... stretch, wiggle your fingers and toes...

And invite your mind to focus on the present moment, here and now, ready to learn.



Dreams and Goals
Dream Cloud Template - Ages 9-10 - Piece 1





Dreams and Goals

Adult Life/Jobs PowerPoint Slides 1-14 - Ages 9-10 - Piece 1



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Dreams and Goals

Adult Life/Jobs PowerPoint Slides 1-14 - Ages 9-10 - Piece 1



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Dreams and Goals

Adult Life/Jobs PowerPoint Slides 1-14 - Ages 9-10 - Piece 1



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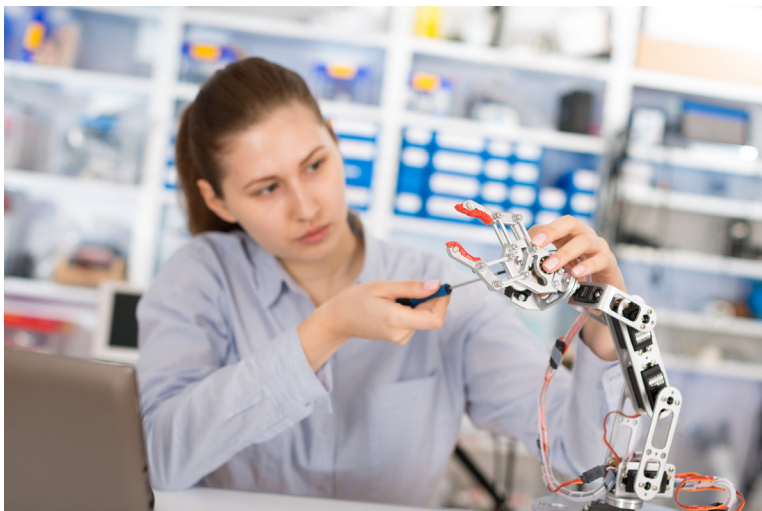


Dreams and Goals

Adult Life/Jobs PowerPoint Slides 1-14 - Ages 9-10 - Piece 1



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Dreams and Goals

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Dreams and Goals

Adult Life/Jobs PowerPoint Slides 1-14 - Ages 9-10 - Piece 1



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Dreams and Goals
Adult Life/Jobs PowerPoint Slides 1-14 - Ages 9-10 - Piece 1



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Dreams and Goals

PowerPoint Slide 15: My Jigsaw Journey - Ages 9-10 - Pieces 1-3

My Jigsaw Journey **Jigsaw**

Puzzle 3 - Dreams & Goals (Pieces 1-3) Ages 9-10

Name

| | | TINT BOX - To improve next time ... | | | | |
|---------|---|-------------------------------------|--|--|--|-------|
| Piece 1 | I can explain why I need money to help me achieve some of my dreams and goals |  |  |  |  | ..... |
| | I can tell you what I would like my life to be like when I grow up |  |  |  |  | ..... |
| Piece 2 | I know about different types of jobs/careers and understand that different jobs/careers may have different wages |  |  |  |  | ..... |
| | I can explain how different jobs contribute to society |  |  |  |  | ..... |
| Piece 3 | I can tell you about a job/career I would like when I grow up and can explain what motivates me and what I need to do to achieve it | | | | | |
| | I can explain how my education is going to help with my future | | | | | |

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Name

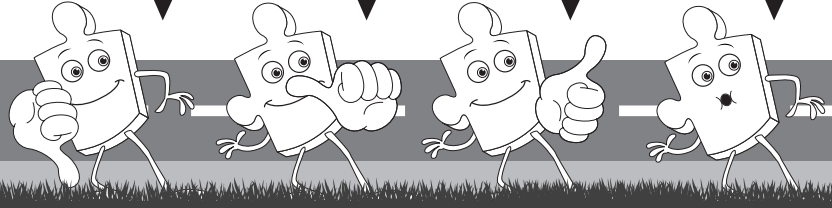
| | | | | | TINT BOX - To improve next time I... |
|---------|---|--|--|--|---|
| Piece 1 | I can explain why I need money to help me achieve some of my dreams and goals | | | | |
| | I can tell you what I would like my life to be like when I grow up | | | | |
| Piece 2 | I know about different types of jobs/careers and understand that different jobs/careers may have different wages |  |  |  | ..... ..... ..... ..... ..... |
| | I can explain how different jobs contribute to society | | | | |
| Piece 3 | I can tell you about a job/career I would like when I grow up and can explain what motivates me and what I need to do to achieve it |  |  |  | ..... ..... ..... ..... ..... |
| | I can explain how my education is going to help with my future | | | | |

I don't get this at all


I'm getting there but need some help to understand

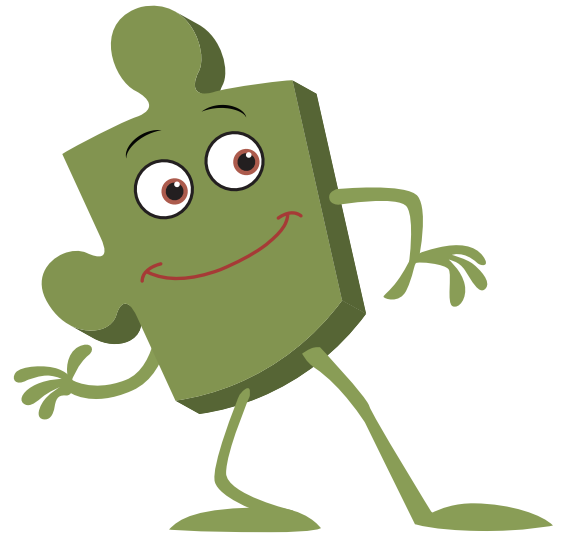
I get this and can give examples if you ask me

I missed this lesson



Puzzle 3: Dreams & Goals - Ages 9-10 - Piece 2

| Investigate Jobs and Careers | |
|--|--|
| <p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p> | <p>Please teach me to... know about a range of jobs carried out by people I know and explore how much people earn in different jobs appreciate the contributions made by people in different jobs</p> |
| <p>Resources Jigsaw Chime 'Calm Me' script Job charades cards Jigsaw Jez Jigsaw Jerrie Cat Jobs and Salaries cards Jigsaw Journals My Jigsaw Journey</p> | <p>Vocabulary Job Career Profession Money Salary Contribution Society</p> |
| <p>Teaching and Learning Note This lesson (Piece) contains an activity where the children rank the salaries of different professions. The teacher should find out the approximate salaries beforehand and write these onto the 'Salary cards'.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Job Charades. Play the 'Job Charades' game where a volunteer takes a card without showing anyone else and mimes the job for the rest of the class to guess. The person who guesses correctly then has a go with a different card.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Encourage the children to think individually for a minute about as many different jobs or professions they can think of. Passing Jigsaw Jez around the circle, invite children to complete a quick round, sharing one of their ideas. How many different jobs or professions were mentioned in the circle?</p> <p>Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to take three gentle, deep breaths and momentarily reflect on what they are thinking and feeling right now. They don't have to share and can keep their ideas in their heads.</p> | <p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> |



Tell me or show me/Let me learn

Using the Job cards, ask the children in groups to rank the different jobs from most important to least important. Share ideas and feedback drawing out the need for these jobs and the children's thoughts about them.

Then ask the children to match the Salary cards to the Job cards. Share ideas and then give the children the answers. Facilitate a discussion about:

1. Who earns the most and why might that be?
2. Who contributes the most to society?
3. Who should earn the most based on the job they do?
4. Do we always choose a profession based on salary?
5. Does a high salary mean that we are successful?

Children can answer the above questions in their Jigsaw Journals if the teacher wants this discussion recorded and time allows.

Help me reflect

Slide 2: Ask the children to assess their understanding of today's lesson (Piece) against the learning intentions and record this on the My Jigsaw Journey sheet.

What professions/jobs can you think of?

What value do these roles have in society?

Does anything surprise you?

Do you think the salaries are fair for the jobs?

Notes

Dreams and Goals

Calm Me Script - Ages 9-10 - Piece 2

Let's see if we can learn even more effectively if our minds are more focussed...

Please sit upright in your chair, and imagine a golden thread pulling up through the crown of your head so your spine is long and dignified, with hands in your lap and feet flat on the floor.

Start focussing on your breathing and close your eyes to blank out distractions.

(Strike the chime once.)

Listen until you can no longer hear any sound...

Breathe in through your nose, nice gentle, slow and mindful breaths.....aware that you are breathing, aware that you are relaxing your body with every out-breath.

Breathing in through your nose... and out through your mouth.

You may like to silently count your breath in... 1,2,3,4,5.

And out... 1,2,3,4,5,6,7.

Regulate the speed of your breathing so it is comfortable for you and slightly deeper than usual. Feel how relaxing and calming it is to focus your mind on your breathing. You are in control and can focus your mind.

Then ask your mind to focus all its attention on your right knee...actually see if you can feel just your right knee... just your right knee... keep breathing in and out... slowly, gently... and focus your whole mind on your right knee. How does it feel?

Breathe in... out...

Now bring all the attention of your mind to your left foot... just your left foot... can you get all your mind's attention just on your left foot? How does it feel?

Breathe in... out...

As you breathe in hear yourself silently say "I breathe in with dignity"... and as you breathe out "I am calm and in control."

Practise this a few times.

I breathe in with dignity... I breathe out and I feel calm and in control..

A few clean breaths... enjoy the breathing.

(Strike the chime.)

When you can no longer hear the chime resonate, start to bring your awareness back into the classroom... stretch, wiggle your fingers and toes...

And invite your mind to focus on the present moment, here and now, ready to learn.

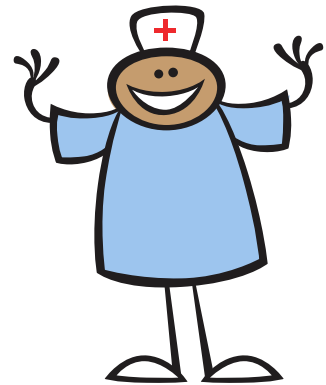


Dreams and Goals
Job Charade Cards - Ages 9-10 - Piece 2

Doctor



Nurse



Teacher



Mechanic



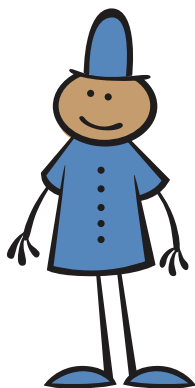
Charity worker



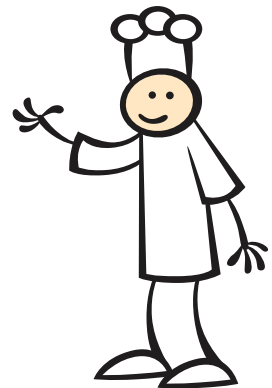
Footballer



Police Officer



Chef



Dreams and Goals
Job Charade Cards - Ages 9-10 - Piece 2

Singer



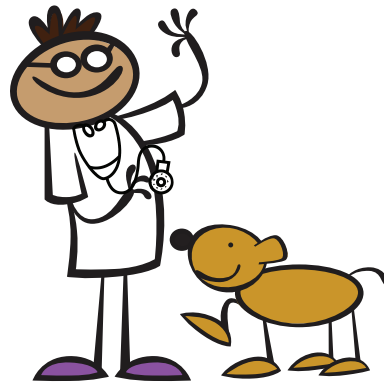
Office worker



Pilot



Vet



Train driver



Farmer



Fire officer



Army





Dreams and Goals
Jobs and Salaries Cards - Ages 9-10 - Piece 2

| | |
|-----------------------|----------------|
| Nurse | Salary: |
| Vet | Salary: |
| Farmer | Salary: |
| Bus Driver | Salary: |
| Mechanic | Salary: |
| Police Officer | Salary: |
| Pilot | Salary: |
| Teacher | Salary: |
| Singer | Salary: |



Dreams and Goals
Jobs and Salaries Cards - Ages 9-10 - Piece 2

| | |
|--------------------------------|----------------|
| Office Worker | Salary: |
| Chef | Salary: |
| Doctor | Salary: |
| Army | Salary: |
| Fire Officer | Salary: |
| Professional Footballer | Salary: |
| Charity Worker | Salary: |




Dreams and Goals
Jerrie Cat PowerPoint Slide 1 - Ages 9-10 - Piece 2







Dreams and Goals

PowerPoint Slide 2: My Jigsaw Journey - Ages 9-10 - Pieces 1-3





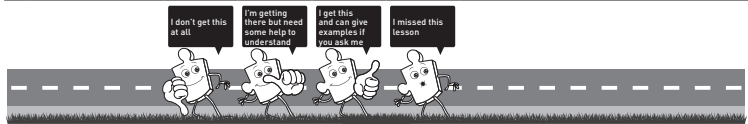


Puzzle 3 - Dreams & Goals (Pieces 1-3)

Ages 9-10

Name:

| | | TINT BOX - To improve next time ... | | | | |
|---------|---|-------------------------------------|--|--|--|-------|
| PIECE 1 | I can explain why I need money to help me achieve some of my dreams and goals |  |  |  |  | ..... |
| | I can tell you what I would like my life to be like when I grow up |  |  |  |  | ..... |
| PIECE 2 | I know about different types of jobs/careers and understand that different jobs/careers may have different wages |  |  |  |  | ..... |
| | I can explain how different jobs contribute to society |  |  |  |  | ..... |
| PIECE 3 | I can tell you about a job/career I would like when I grow up and can explain what motivates me and what I need to do to achieve it |  |  |  |  | ..... |
| | I can explain how my education is going to help with my future |  |  |  |  | ..... |



I don't get this at all
I'm getting there but need some help to understand
I get this and can give examples if you ask me
I missed this lesson

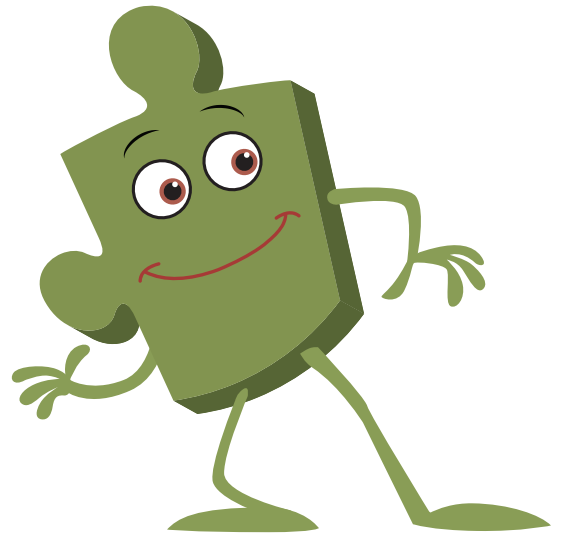
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Puzzle 3: Dreams & Goals - Ages 9-10 - Piece 3

My Dream Job: Why I want it and the steps to get there

| | |
|--|--|
| <p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p> | <p>Please teach me to... identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> |
|--|--|

| | |
|--|---|
| <p>Resources Job cards (Charades cards from Piece 2) Jigsaw Jez Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Internet/library books My Ideal Job resource sheet Jigsaw Journals My Jigsaw Journey</p> | <p>Vocabulary Dream Hope Job Career Goal Determination Perseverance Motivation</p> |
|--|---|



| | |
|---|--|
| <p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us In a circle, using the job cards from the last lesson, play job charades again. Children mime the job on the card shown and the other children guess. The child who guesses correctly can then pick a card and do another mime. Play this game as time allows (suggest 5 minutes).</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Sitting in the circle, and using Jigsaw Jez as the talking object, complete the round: 'My ideal job is... because...'</p> | <p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> |
|---|--|

Tell me or show me/Let me learn

Invite the children to work with a partner to research their ideal job/ career using the internet or school library.

Ask the children to record this on the 'My Ideal Job' resource sheet which could be stuck into their Jigsaw Journals.

They will need to find out about and record:

- Job title
- Job description/main duties
- Qualifications needed
- Salary
- 3 steps needed to take to achieve my dream job, e.g. work hard at school, get some relevant work experience (mechanic/hairdresser), go to university, work in my dad's shop, etc.

Help me reflect

Slide 1: Invite the children to self or peer assess against the learning intentions for this lesson (Piece) and record this on My Jigsaw Journey.

Notes

Dreams and Goals

Calm Me Script - Ages 9-10 - Piece 3

Let's see if we can learn even more effectively if our minds are more focussed...

Please sit upright in your chair, and imagine a golden thread pulling up through the crown of your head so your spine is long and dignified, with hands in your lap and feet flat on the floor.

Start focussing on your breathing and close your eyes to blank out distractions.

(Strike the chime once)

Listen until you can no longer hear any sound...

Breathe in through your nose, nice gentle, slow and mindful breaths... aware that you are breathing, aware that you are relaxing your body with every out-breath.

Breathing in... breathing out...

You may like to silently count your breath in... 1,2,3,4,5.

And out... 1,2,3,4,5.

Regulate the speed of your breathing so it is comfortable to you and slightly deeper than usual. Feel how relaxing and calming it is to focus your mind on your breathing.

Then ask your mind to focus all its attention on your right foot... actually see if you can feel just your right foot... just your right foot... keep breathing in and out... slowly, gently... and focus your whole mind on your right foot. How does it feel? Tingly, warm?

Breathe in... out...

Now bring all the attention of your mind to your right calf muscle, just your right calf muscle... can you get all your mind's attention just on your right calf? How does it feel... relaxed, tight, warm?

Breathe in... out...

Now bring all the attention of your mind to the top of your right leg, just to the top of your right leg... can you get all of your mind's attention just on the top of your right leg? How does it feel... relaxed, tight, warm?

(Note to teacher: you can add as many of these focuses on particular body parts as you think the children have the concentration span to manage, eventually building up to a complete body scan. The idea is to practise maintaining focus and to be able to direct the mind to exactly where you want it to focus.)

As you breathe in hear yourself silently say "I enjoy breathing in"... and as you breathe out "I am calm and in control."

Practise this a few times.

I enjoy breathing in... I am calm and in control.

A few clean breaths... enjoy the breathing.

(Strike the chime.)

When you can no longer hear the chime resonate, start to bring your awareness back into the classroom... stretch, wiggle your fingers and toes...

And invite your mind into the present moment, here and now, ready to learn.

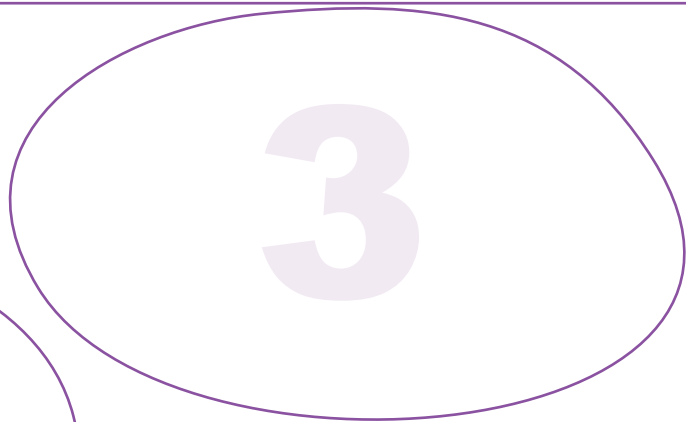


Dreams and Goals

My Ideal Job Resource Sheet - Ages 9-10 - Piece 3

| My Ideal Job | |
|------------------------------|---|
| Job title: | |
| Picture: | |
| Job description/main duties: | <ul style="list-style-type: none">•••• |
| Qualifications | |
| Salary | |


Steps I need to take to become...







Dreams and Goals

PowerPoint Slide 1: My Jigsaw Journey - Ages 9-10 - Pieces 1-3





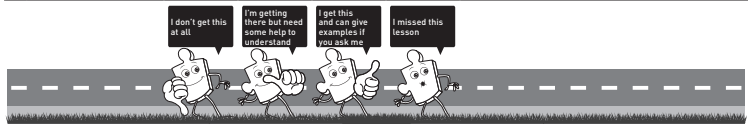


Puzzle 3 - Dreams & Goals (Pieces 1-3)

Ages 9-10

Name:

| | | TINT BOX - To improve next time ... | | | | |
|---------|---|-------------------------------------|--|--|--|---|
| Piece 1 | I can explain why I need money to help me achieve some of my dreams and goals | | | | | <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> |
| | I can tell you what I would like my life to be like when I grow up | | | | | |
| Piece 2 | I know about different types of jobs/careers and understand that different jobs/careers may have different wages | | | | | |
| | I can explain how different jobs contribute to society | | | | | |
| Piece 3 | I can tell you about a job/career I would like when I grow up and can explain what motivates me and what I need to do to achieve it | | | | | |
| | I can explain how my education is going to help with my future | | | | | |

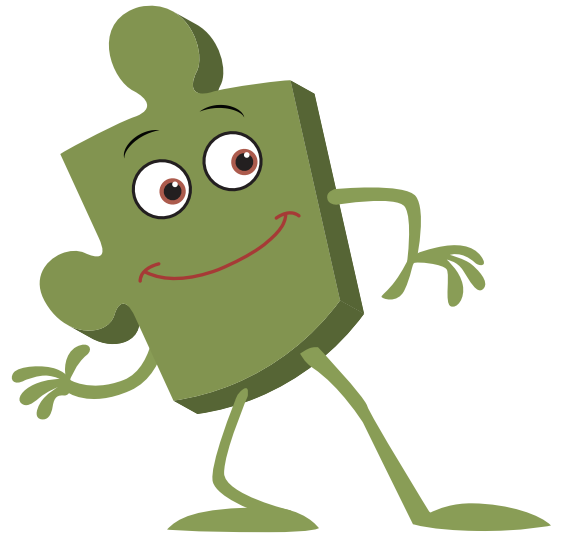



I don't get this at all
I'm getting there but need some help to understand
I get this and can give examples if you ask me
I missed this lesson

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Puzzle 3: Dreams & Goals - Ages 9-10 - Piece 4

| Dreams and Goals of People in Other Cultures | |
|--|---|
| Puzzle 3 Outcome Our Garden of Dreams and Goals | Please teach me to... describe the dreams and goals of young people in a culture different to mine reflect on how these relate to my own |
| Resources Jigsaw Chime 'Calm me' script Jigsaw Jez Jigsaw Jerrie Cat Child pictures Dream spiral templates Jigsaw Journals Optional: video clip of child from another culture (teacher to source) Mary Fact Sheet My Jigsaw Journey | Vocabulary Dream Hope Goal Aspiration Culture Country |



| | |
|--|---|
| Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play 'I sit in the garden'. With the children sitting in a circle, make sure there is an empty chair by someone in the circle. The person with the chair on their right moves into the empty chair saying 'I sit...', then the person next to them, who now has the empty chair on their right, moves into the chair and says 'in the garden...' and then the person next to them, who now has the empty chair next to them, moves into the chair and says '... and I would like... (person's name) to sit next to me'. That person chooses someone in the circle that they might not usually choose to sit next to them. This then frees up another empty chair somewhere else in the circle and the process begins again until all children have moved chairs at least once during the game. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open my mind Slides 1-3: Show the picture cards of children in different countries/ cultures. In talking partners, think about what might these children's dreams/ goals be? Share ideas using Jigsaw Jez as the talking object. Pause Point: Slide 4:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to take three gentle, deep breaths and momentarily reflect on what they are thinking and feeling right now. They don't have to share and can keep their ideas in their heads. | Ask me this... Does your mind feel calm and ready to learn? What might the dreams/aspirations of these children be? How might they differ from yours? |
|--|---|

Tell me or show me

Option 1: If the teacher has sourced an appropriate video clip to show a child's life from a different culture, this can be shared with the children to provide them with a picture of a child growing up in a different country and culture to themselves. Be careful to ensure that stereotypes are not reinforced e.g. not all children in Africa are poor and collect water from rivers/pumps.

Option 2: Use the 'Mary Fact Sheet' from the Jigsaw resources and discuss with the children what Mary's life is like without them initially knowing there are two different Marys, with very different lives, in Kenya.

To ensure children do not embed stereotypes re children living in Kenya, draw comparisons with the different Marys and their lifestyles/dreams and goals.

Let me learn

In talking partners or small groups, ask the children to discuss and scribe their ideas in response to the following questions:

1. How are the lives of these children the same as yours?
2. How are the lives of these children different from yours?
3. What aspirations/dreams might these children have?
4. How are their dreams the same/different to yours?

Share ideas and help to draw out the similarities and differences in the children's goals.

Ask the children to choose one of the children either from the picture cards or the video clip/ Mary Fact Sheet and to hold in mind what they think that child's dream/goal might be. Then give each child a spiral template and invite them to write what they think their chosen child's dream might be around the spiral. When they have completed it, ask them to carefully cut around the spiral so that it opens out. (If it is possible to laminate the spirals before they are cut open, it would be beneficial.) The Dream Spirals can then be used to create a hanging display, alongside the dream clouds from Piece (lesson) 1.

Help me reflect

Slide 5: Invite the children to reflect on their learning from this lesson (Piece) against the learning intentions. They can record this on the My Jigsaw Journey template.

How might it feel to be this child?
How realistic are their dream and goals?
How do you feel about this?)

How might it feel to be the child in the photo/
video clip?
How realistic are their dreams and goals?

Notes

Dreams and Goals

Calm Me Script - Ages 9-10 - Piece 4

Let's see if we can learn even more effectively if our minds are more focussed...

Please sit upright in your chair, and imagine a golden thread pulling up through the crown of your head so your spine is long and dignified, with hands in your lap and feet flat on the floor.

Start focussing on your breathing and close your eyes to blank out distractions.

(Strike the chime once)

Listen until you can no longer hear any sound...

Breathe in through your nose, nice gentle, slow and mindful breaths... aware that you are breathing, aware that you are relaxing your body with every out-breath.

Breathing in through your nose... breathing out through your mouth...

You may like to silently count your breath in... 1,2,3,4,5.

And out... 1,2,3,4,5,6,7.

Regulate the speed of your breathing so it is comfortable to you and slightly deeper than usual. Feel how relaxing and calming it is to focus your mind on your breathing.

Then ask your mind to focus all its attention on your right foot... actually see if you can feel just your right foot... just your right foot... keep breathing in and out... slowly, gently... and focus your whole mind on your right foot. How does it feel? Tingly, warm?

Breathe in... out...

Now bring all the attention of your mind to your right calf muscle, just your right calf muscle... can you get all your mind's attention just on your right calf? How does it feel... relaxed, tight, warm?

Breathe in... out...

Now bring all the attention of your mind to the top of your right leg, just to the top of your right leg... can you get all of your mind's attention just on the top of your right leg? How does it feel... relaxed, tight, warm?

(Note to teacher: you can add as many of these focuses on particular body parts as you think the children have the concentration span to manage, eventually building up to a complete body scan. The idea is to practise maintaining focus and to be able to direct the mind to exactly where you want it to focus.)

As you breathe in hear yourself silently say "I enjoy breathing in"... and as you breathe out "I am calm and in control."

Practise this a few times.

I enjoy breathing in... I am calm and in control.

A few clean breaths... enjoy the breathing.

(Strike the chime.)

When you can no longer hear the chime resonate, start to bring your awareness back into the classroom... stretch, wiggle your fingers and toes...

And invite your mind into the present moment, here and now, ready to learn.



Dreams and Goals
Child Picture PowerPoint Slide 1 - Ages 9-10 - Piece 4



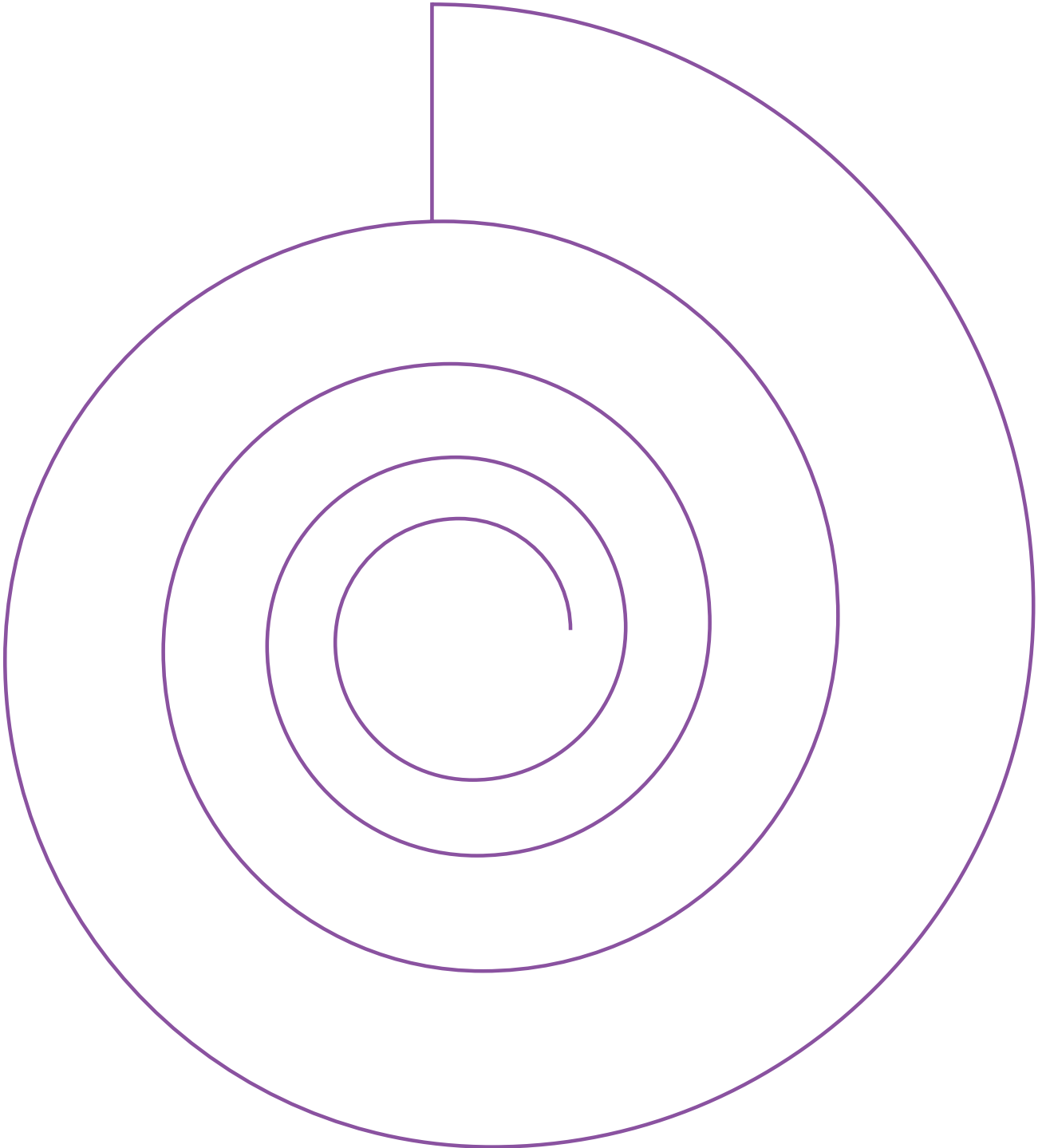
Dreams and Goals
Child Picture PowerPoint Slide 2 - Ages 9-10 - Piece 4



Dreams and Goals
Child Picture PowerPoint Slide 3 - Ages 9-10 - Piece 4



Dreams and Goals
Dream Tree Spiral - Ages 9-10 - Piece 4



Dreams and Goals

Mary Fact Sheet 1 - Ages 9-10 - Piece 4

Hello my name is Mary and I live in a country called Kenya. My home is in a little village in the countryside. I am 10 years old. I live with my parents. I have a big family. I have 4 older sisters who are married with children of their own. We all live together.



It can take me an hour to walk to my school. There are no buses where I live. School starts early at 8am but finishes around 2pm. There are lots of children in my class. The classroom is basic. In most lessons we listen and repeat what the teacher says. We don't have computers or many books to use. I enjoy school and one day would like to go to University. There are lots of different jobs in the city I might like to do when I am older. One day I will find a husband and have children.

After school I need to help my family with all the chores. We have a goat and a few chickens which give us milk and eggs. My father also grows a lot of our own food. My job is to get the water from the well for the crops and livestock. I have to walk to the well and back. The water is heavy to carry in buckets and bottles. My house doesn't have a water supply. After that I help my mother and sisters prepare our evening meal, clean the house, and look after the children.



Although we work hard, we do have time to enjoy ourselves too. We often play games together. My favourite game is football.

In the evening we tell stories and sing songs. We don't have a television set so we keep ourselves amused in different ways. I am very close to my family and the time we spend together is very important to me.

Dreams and Goals

Mary Fact Sheet 2 - Ages 9-10 - Piece 4

Hello my name is Mary and I live in a country called Kenya. My home is in a big city called Nairobi. I am 10 years old. I live with my parents and my younger brother. Nairobi is Kenya's capital city with over 3 million residents. I live in a house in a nicer part of the city where there are many shops, parks and lots of things to see and do. My home is very modern and Mum and Dad like to decorate in the newest styles and fashions, and have the latest technology. We have a maid who Mum pays to do all the cooking and cleaning.



I go to a private school in the city. My parents earn enough to pay for me to go to this school. They say I will get a better education. My mother takes me to and from school in her car. She is a bank manager and my father is a doctor. School starts early at 8am but finishes around 2pm. In my class there are 19 other girls. They are my friends. My favourite lesson is Information Technology when we get to use the I-pads and classroom computers. When I am older, I would like to be a computer programmer because I am very good at coding. I enjoy school and would like to go to University, maybe overseas, so I can experience a different country. One day I might find a husband and have children, but for now I would rather focus on my dream of having a career in computing.

I am in the school football team and after school we sometimes play other schools. Last year my school won the local school championship. Most evenings I have to do a lot of homework, but I'm lucky as I have my own computer to use. After homework I'm allowed to watch TV or Netflix. Sometimes we go out to the cinema or theatre and have a nice meal in a restaurant. For a treat Dad sometimes orders a take-away or we go to a fast-food restaurant.



I love sleep-overs with my friends from school where we listen to the latest music and make up dances to our favourite songs.

I also enjoy playing games on the computer and we have an X-box and a PlayStation at home. Mum thinks it's a waste of my time, but by playing the games I am learning how to make a really good one. One day I would like to create a computer game that is popular all over the world.



Dreams and Goals

Jerrie Cat PowerPoint Slide 4 - Ages 9-10 - Pieces 4-6



PowerPoint Slide 5: My Jigsaw Journey - Ages 9-10 - Pieces 4-6

My Jigsaw Journey

Puzzle 3 - Dreams & Goals (Pieces 4-6)

Ages 9-10

Name:

| | | TINT BOX - To improve next time I... | | | | |
|----------------|---|--------------------------------------|--|--|--|---|
| Piece 4 | I can describe the dreams and goals of young people from a culture different to mine. | | | | | <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed black; height: 15px; margin-bottom: 5px;"></div> |
| | I can compare my dreams and goals with those of young people from a different culture to mine. | | | | | |
| Piece 5 | I understand that communicating with people from a different culture means we learn from each other and can support each other. | | | | | |
| | I can explain the similarities and differences between my dreams and goals and those from young people in a different culture. | | | | | |
| Piece 6 | I can encourage others to help young people here and in other places to achieve their dreams and goals and can suggest ways we could do this. | | | | | |
| | I can explain what motivates me to help others. | | | | | |

I don't get this at all

I'm setting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson

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Name

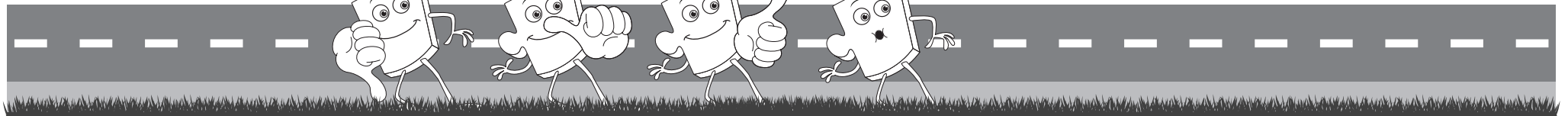
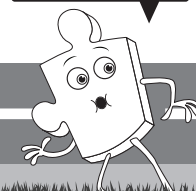
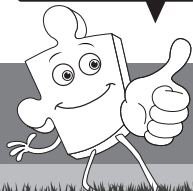
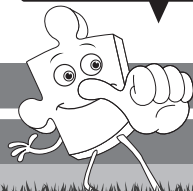
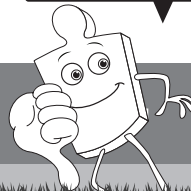
| | | | | | TINT BOX - To improve next time I... |
|---------|---|--|--|--|--------------------------------------|
| Piece 4 | I can describe the dreams and goals of young people from a culture different to mine | | | | |
| | I can compare my dreams and goals with those of young people from a different culture to mine | | | | |
| Piece 5 | I understand that communicating with people from a different culture means we learn from each other and can support each other | | | | |
| | I can explain the similarities and differences between my dreams and goals and those from young people in a different culture | | | | |
| Piece 6 | I can encourage others to help young people here and in other places to achieve their dreams and goals, and can suggest ways we could do this | | | | |
| | I can explain what motivates me to help others | | | | |

I don't get this at all

I'm getting there but need some help to understand

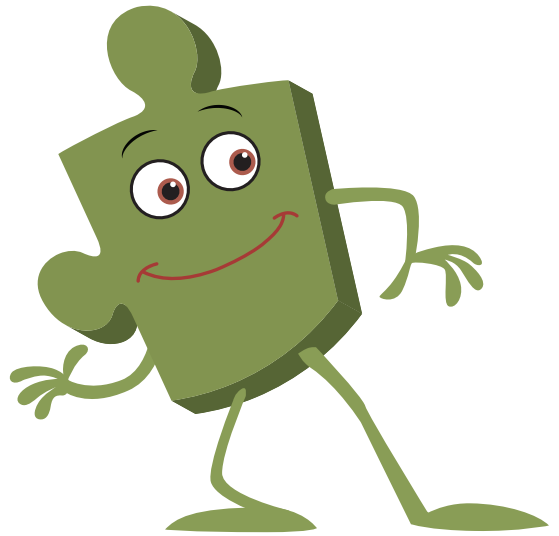
I get this and can give examples if you ask me

I missed this lesson



Puzzle 3: Dreams & Goals - Ages 9-10 - Piece 5

| How Can We Support Each Other? | |
|--|---|
| <p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p> | <p>Please teach me to...</p> <p>understand that communicating with someone in a different culture means we can learn from each other</p> <p>identify a range of ways that we could support each other</p> <p>appreciate the similarities and differences in aspirations between myself and young people in a different culture</p> |
| <p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Mixed bag of items made in different countries e.g. Fairtrade products, clothes, food items etc. (Teacher to source)</p> <p>Optional: Teacher to source appropriate video clip of a TV charity event/ advert</p> <p>Jigsaw Jez</p> <p>Jigsaw Jerrie Cat</p> <p>Project planning sheet</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p> | <p>Vocabulary</p> <p>Aspiration</p> <p>Dream</p> <p>Goal</p> <p>Culture</p> <p>Sponsorship</p> <p>Communication</p> |
| <p>Teaching and Learning</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play the communication game. Everyone walks around the classroom space. The teacher then calls out an instruction for the children to do and then they continue to move around the room until the next instruction is given, e.g.</p> <ul style="list-style-type: none"> • Say hello to someone in the room who you haven't spoken to yet today • Shake hands with someone who has the same eye colour as you • High-five someone who is a different gender to you • Whisper hello to the person standing nearest to you on your right <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> | <p>Ask me this...</p> <p>How do you communicate with people?</p> <p>How does it feel to communicate in different ways?</p> <p>Does your mind feel calm and ready to learn?</p> |




Open my mind

One by one take the items out of the bag and ask the children to think about/ guess where these items come from/ were made. What other things do we get from other countries, e.g. fruit, clothes, etc.?

Help the children to think about what else we can share in from other countries, e.g. music influences, types of foods native to other countries, opportunities to learn about other cultures, sports, dance, etc.

Help the children to recognise that we are able to share in a number of things from other countries and there are many influences in our daily life from other countries and how this can be to our benefit.

Pause Point:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to take three gentle, deep breaths and momentarily reflect on what they are thinking and feeling right now. They don't have to share but can keep these thoughts inside. Use the slide from previous lesson if needed.

Tell me or show me/ Let me learn

In talking partners, ask the children to think about what we might be able to offer to other countries, e.g. music, food specific to UK, aid, medical supplies, etc.

Explain to the children that we are able to share a number of things from and with other countries but also sometimes we are able offer further support to countries/people in other countries that might be in crisis or need support.

Ask the children to share any examples of how they have raised money for charity, taken part in a community event or tried to support others.

If the teacher has sourced an appropriate video clip of a TV charity event or fundraising advert, this could be shown here.

Divide the children into groups. Explain that they are now going to have a challenge to devise an event or activity that could raise money for charity. Give the children time to plan what they would like to do and to start completing the project planning sheet. Explain that you will also be looking for excellent team-work skills during the challenge. The children will also have time in the next lesson (Piece) to complete their project plans, so they do not have to get them finished at this point.

Help me reflect

Slide 1: Share the learning intentions from today's Piece (lesson) and invite the children to assess their learning on the My Jigsaw Journey template.

What ways might we share in other cultures?
How are our lives influenced by other cultures?

Have you been involved in raising money for charity?

How will you work together as a team?

How will you plan your project?

Notes

Certificates

For next lesson you will need to personalise a Puzzle certificate for each child.

Dreams and Goals

Calm Me Script - Ages 9-10 - Piece 5

Let's see if we can learn even more effectively if our minds are more focussed...

Please sit upright in your chair, and imagine a golden thread pulling up through the crown of your head so your spine is long and dignified, with hands in your lap and feet flat on the floor.

Start focussing on your breathing and close your eyes to blank out distractions.

(Strike the chime once.)

Listen until you can no longer hear any sound...

Breathe in through your nose, nice gentle, slow and mindful breaths... aware that you are breathing, aware that you are relaxing your body with every out-breath.

Breathing in through your nose... breathing out through your mouth...

You may like to silently count your breath in... 1,2,3,4,5.

And out... 1,2,3,4,5,6,7.

Regulate the speed of your breathing so it is comfortable to you and slightly deeper than usual. Feel how relaxing and calming it is to focus your mind on your breathing.

Then ask your mind to focus all its attention on a dream or goal you have for the future.

Breathe in... out...

Now bring all the attention of your mind to your dream for the future and ask your mind to create a clear picture of you achieving your dream, as if it is actually happening right now. Let all your mind's attention be directed just on your dream as if it is happening right here and now? Let your imagination go with this. How does it feel? Can you feel the pride in your achievement?

Breathe in... out...

As you breathe in hear yourself silently say "I breathe in with dignity"... and as you breathe out "I am proud to achieve my dreams"

Practise this a few times

I breathe in with dignity... I am proud to achieve my dreams.

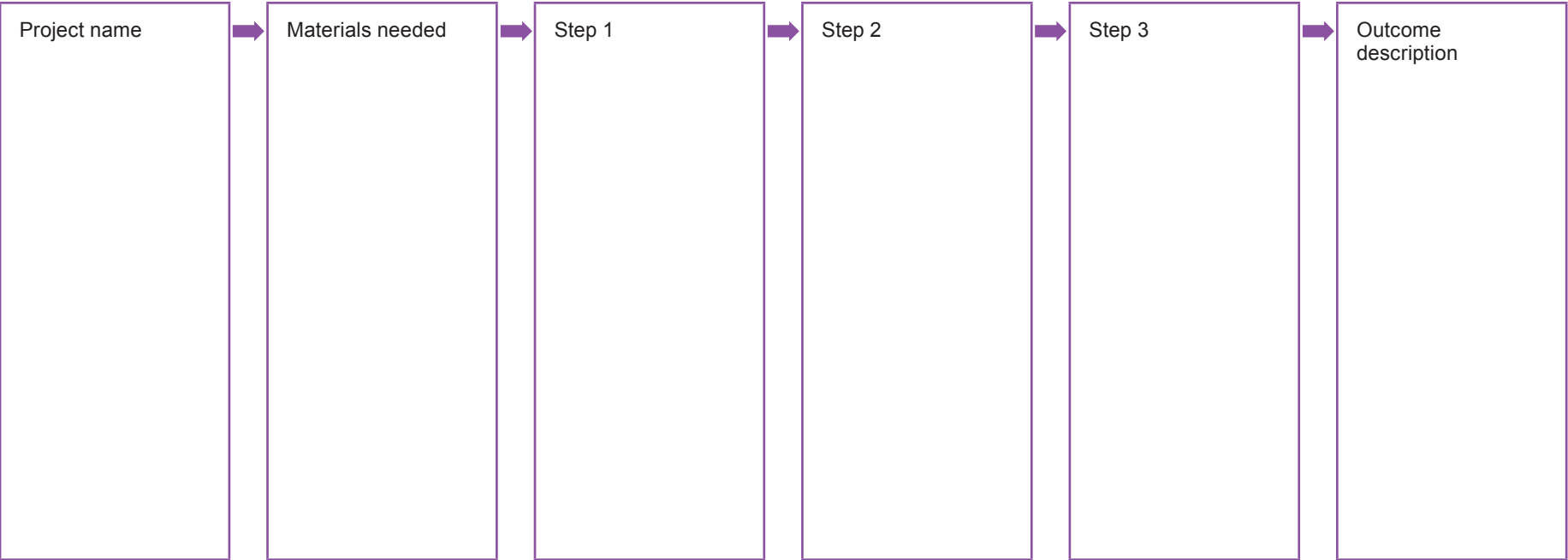
A few clean breaths... enjoy the breathing

(Strike the chime.)

When you can no longer hear the chime resonate, start to bring your awareness back into the classroom... stretch, wiggle your fingers and toes...

And invite your mind into the present moment, here and now, ready to learn.







Roles for each step of the process and who will do what.




Dreams and Goals

PowerPoint Slide 1: My Jigsaw Journey - Ages 9-10 - Pieces 4-6





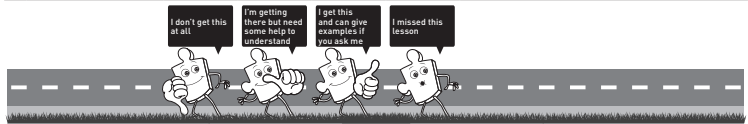


Puzzle 3 - Dreams & Goals (Pieces 4-6)

Ages 9-10

Name:

| | | TINT BOX - To improve next time! | | | | |
|---------|---|----------------------------------|--|--|--|---|
| Piece 4 | I can describe the dreams and goals of young people from a culture different to mine | | | | | <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> |
| | I can compare my dreams and goals with those of young people from a different culture to mine | | | | | |
| Piece 5 | I understand that communicating with people from a different culture means we learn from each other and can support each other | | | | | |
| | I can explain the similarities and differences between my dreams and goals and those from young people in a different culture | | | | | |
| Piece 6 | I can encourage others to help young people here and in other places to achieve their dreams and goals, and can suggest ways we could do this | | | | | |
| | I can explain what motivates me to help others | | | | | |



I don't get this at all
I'm getting there but need some help to understand
I get this and can give examples if you ask me
I missed this lesson

© Jigsaw PSHE Ltd

Tell me or show me/Let me learn

Allow time for the groups to reconvene and complete their project plans. Teachers can use this time to assess the children's understanding of this unit of work (Puzzle). Some suggested assessment questions are:

- How do your dreams and goals compare with those of the children you want to raise money for?
- Why is it important to have dreams and goals?
- Do you think the world is a fair place? How does this make you feel?
- Why do we have different opportunities/ life chances compared to some children in developing countries? How does this make you feel?

At the end of the lesson gather the children together and explain that the intention is for the class do at least one of the planned projects at a future time designated by the teacher. (This may be part of the End of Puzzle Outcome as agreed with your Jigsaw Lead prior to this unit of work.)

It might be that it is possible to do all the events the children have planned or it could be that as a class you vote on the best idea.

Help me reflect

Slide 2: Ask the children to complete My Jigsaw Journey for this Piece (lesson) as before.

Prior to this lesson the teacher has also prepared a Jigsaw Certificate for each child. To round off this Puzzle (unit) bring the children back to the circle and hand out the Certificates. These can also be included in the children's Jigsaw Journals.

Notes

Each Puzzle (unit) has its own certificate for the teacher to complete for each child. This is an opportunity for the teacher to give the child feedback on their learning and progress. The certificates can then be presented and stuck into their Jigsaw Journals. As an extension activity they could then reflect and/ or record how it felt to receive the certificate and their learning progress.

Dreams and Goals

Calm Me Script - Ages 9-10 - Piece 6

Let's see if we can learn even more effectively if our minds are more focussed...

Please sit upright in your chair, and imagine a golden thread pulling up through the crown of your head so your spine is long and dignified, with hands in your lap and feet flat on the floor.

Start focussing on your breathing and close your eyes to blank out distractions.

(Strike the chime once.)

Listen until you can no longer hear any sound...

Breathe in through your nose, nice gentle, slow and mindful breaths... aware that you are breathing, aware that you are relaxing your body with every out-breath.

Breathing in through your nose... breathing out through your mouth...

You may like to silently count your breath in... 1,2,3,4,5.

And out... 1,2,3,4,5,6,7.

Regulate the speed of your breathing so it is comfortable to you and slightly deeper than usual. Feel how relaxing and calming it is to focus your mind on your breathing.

Then ask your mind to focus all its attention on a dream or goal you have for the future.

Breathe in... out...

Now bring all the attention of your mind to your dream for the future and ask your mind to create a clear picture of you achieving your dream, as if it is actually happening right now. Let all your mind's attention be directed just on your dream as if it is happening right here and now? Let your imagination go with this. How does it feel? Can you feel the pride in your achievement?

Breathe in... out...

As you breathe in hear yourself silently say "I breathe in with dignity"... and as you breathe out "I am proud to achieve my dreams"

Practise this a few times

I breathe in with dignity... I am proud to achieve my dreams.

A few clean breaths... enjoy the breathing

(Strike the chime.)

When you can no longer hear the chime resonate, start to bring your awareness back into the classroom... stretch, wiggle your fingers and toes...

And invite your mind into the present moment, here and now, ready to learn.





Dreams and Goals

PowerPoint Slide 1 'For Me' - Ages 9-10 - Piece 6

For Me (Dreams and Goals)

VERSE 1:
I,
I will be,
I will be,
Be the best that I can be.
Yes you'll see,
I will be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE:
Driving forward,
Taste the passion.
I can see it,
I'm in pole position.

CHORUS:
I know to reach the top that
I must climb,
I must climb way up high,
I'm gunna' reach the sky.

I will, I can,
I'm moving on with hope.
Don't look back,

Don't look back,
Don't look back, see,
I'm doing this for me.

VERSE 2:
I,
I can be,
I can be,
Be the best that I can be.
Yes you'll see,
I can be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE 2:
Take that first step,
Make it happen.
Seize this moment,
That's what dreams and goals
are made of.

CHORUS
BRIDGE 1+2

That's what dreams are

CHORUS

Future doctors,
Future actors,
Future teachers,
Let's all sing it together.
Future pilots,
And the writers,
Future chefs,
And future fire fighters.
We're the laughers,
We're the smilers.
The future's bright,
Now let's all sing this together.

CHORUS



Dreams and Goals

PowerPoint Slide 2: My Jigsaw Journey - Ages 9-10 - Pieces 4-6

My Jigsaw Journey **Jigsaw**

Puzzle 3 - Dreams & Goals (Pieces 4-6) Ages 9-10

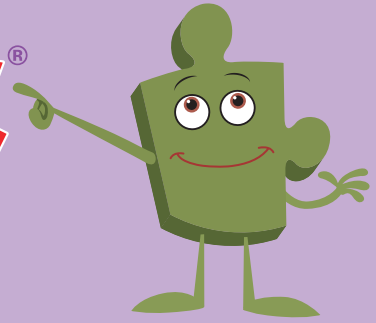
Name

| | | TINT BOX - To improve next time! | | | | |
|---------|---|----------------------------------|--|--|--|--|
| Piece 4 | I can describe the dreams and goals of young people from a culture different to mine | | | | | |
| | I can compare my dreams and goals with those of young people from a different culture to mine | | | | | |
| Piece 5 | I understand that communicating with people from a different culture means we learn from each other and can support each other | | | | | |
| | I can explain the similarities and differences between my dreams and goals and those from young people in a different culture | | | | | |
| Piece 6 | I can encourage others to help young people here and in other places to achieve their dreams and goals, and can suggest ways we could do this | | | | | |
| | I can explain what motivates me to help others | | | | | |

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I don't get this at all I'm getting there but need some help to understand I get this and can give examples if you ask me I missed this lesson

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Dreams & Goals

Well done!



Please feel proud that you have learnt to:



.....

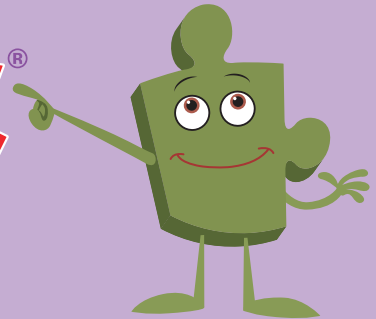
I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:



Dreams & Goals

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:

Exemplification for Ages 9-10 Dreams & Goals Puzzle

These are examples of the style of answers that children may write/ and say in response to lesson (Piece) 6 in particular. The content could be different.

WORKING TOWARDS

I would like to be a nurse when I am older. Some children in other countries might also want to be nurses.

I am excited about my dream of being a nurse.

Ages 9-10 expectation

WORKING AT

I want to go to University. Some children from other countries might also want to go to University but don't have the opportunity.

I think it's unfair that some children from other countries can't go to University because they are expected to work for their family.

WORKING BEYOND

Education in some countries isn't as good as ours. This means that these children might not have as many opportunities to do jobs where you need a good education, such as being a doctor or vet. This might make these children think they cannot achieve these dream jobs, and they will settle for work that doesn't need an education. I want to be a vet and in this country my opportunities to do this are better because schools are better.

I think it is unfair why going to school costs money in some countries. This means that many families can't afford to send their children to school if the parents have a low wage. In our country, education at school is free so all children have the opportunity to learn and get a good job if they want to.

