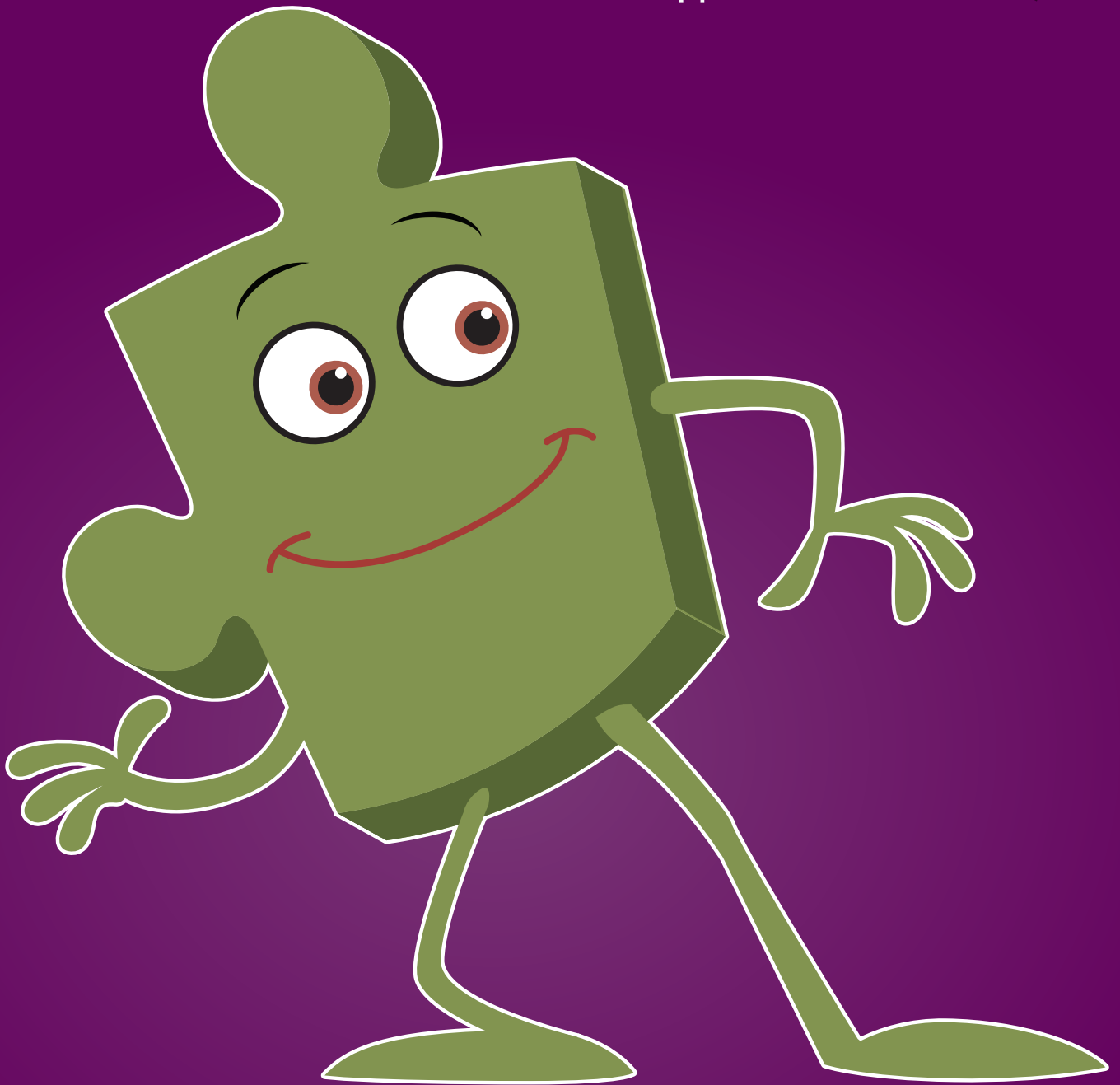


# Jigsaw!

The mindful approach to PSHE



Celebrating Difference - Ages 9-10

[www.jigsawpshe.com](http://www.jigsawpshe.com)

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# Celebrating Difference

## Puzzle Map - Ages 9-10



### Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display  
(Puzzle Outcome: Culture display - Pieces 5&6)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. Different cultures	I understand that cultural differences sometimes cause conflict	I am aware of my own culture	Jigsaw Chime, 'Calm Me' script, Culture wheel template, Jigsaw Journals, Culture PowerPoint pictures, Timer, Scenario cards, My Jigsaw Journey, Jigsaw Jerrie Cat.
Include others when working and playing	2. Racism	I understand what racism is	I am aware of my attitude towards people from different races	Jigsaw Chime, 'Calm Me' script, Abdul and Atira picture, Abdul and Atira fact cards, Ribbon template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. Rumours and Name-calling	I understand how rumour-spreading and name-calling can be bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint scenario picture: Carol, Different coloured post-its (2 colours), Example Snakes and Ladders game, A3 board game grids, Scenario strip templates, Snake and ladder templates, Glue sticks, Sources of support (sourced by teacher), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve problems	4. Types of Bullying	I can explain the difference between direct and indirect types of bullying	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	Jigsaw Chime, 'Calm me' script, Jigsaw Jez, Snake and ladder board game from Piece 3, Dice and counters, Snake and ladder templates, Different coloured post-its (2 colours), Glue sticks, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to use kind words	5. Does Money Matter? Puzzle outcome: Culture displays	I can compare my life with people in the developing world	I can appreciate the value of happiness regardless of material wealth	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Happiness continuum cards- one set per group, Jigsaw Journals, BBC Learning Clip 13599 Fact sheets, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating Difference across the world ★ Assessment Opportunity	I can understand a different culture from my own	I respect my own and other people's cultures	Jigsaw Chime, Jigsaw Jez, 'Calm Me' script, Culture wheel templates, Flip chart paper/chunky pens, Children's own culture wheels (produced earlier in the unit (Puzzle)), Fact sheet 2 (from previous lesson), My Jigsaw Journey, Jigsaw Journals, Certificates, Jigsaw Jerrie Cat.



## Subject Leader's Preparation to Lead the Celebrating Difference Puzzle

- 1) Agree with staff in advance the End of Puzzle Outcome(s) you are planning for this Puzzle from:
  - Hall of Fame Whole School Display
  - 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 Celebrating Difference.
- 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. British Values in Jigsaw PSHE, LGBT+, Same-sex relationships and homophobia, Jigsaw and the challenge of radicalisation and extremism, Jigsaw and the latest OFSTED guidance on safeguarding, International Primary Programme and Jigsaw, Global Learning Programme and Jigsaw, Equality Act 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.



## Puzzle Assembly/Collective Worship: Celebrating Difference

**Title: Celebrating Difference - Song: There's a Place**

**Resources:** Slide show of different children (slides 2-13). Two members of staff (prepped in advance ) who look similar perhaps wearing similar colour clothes, have the same colour hair etc. Fact cards. Jigsaw song: There's a Place (slide 1), backing track or played on piano/or played with children singing from the MP3 file.


**Stimulus (focus for reflection):** PowerPoint pictures of different children (slides 2-13). PowerPoint slides of animals (slides 14-23)

**Calm me:** Start the assembly by asking the children listen to the Jigsaw Chime until they can no longer hear any sound. Invite the children to breathe in slowly on a count of 4 through their noses and out through their mouths to a count of 6. Can they feel their lungs filling and emptying? Repeat these breaths on 3 more occasions and then carry on breathing gently. In this quiet moment, invite the children to think about something that they share with some of the children in the pictures they have just seen, and something that makes them different. Do they look similar/different? Are their ages similar/different? Are they from a similar /different community? Ask them to keep these ideas in their heads. Sound the Jigsaw Chime again and as the sound fades ask the children to bring their attention back to the room.

**Help me think about:** Invite the children to share some of their ideas. What do they think the Jigsaw Puzzle is about this term?

**Puzzle Assembly Plan:** Ask 2 pre-prepped the adults to come up to the front - preferably same gender, similar hair colour, etc. and tell everyone that these adults are exactly the same as each other and say why, same colour clothes, same height, both female/male, etc. They are exactly the same. One of the adults to role play alongside the lead practitioner and point out that while there may be some similarities actually they are quite different. Give some examples about favourite foods/colours/hobbies, etc. Lead practitioner to reflect that perhaps it would be very boring if everyone was the same and actually the world is much more fun and interesting because everyone is different. Ask the pupils to look at their fingertips and look carefully at the lines on them. Tell them that there is no one else in the WORLD that has the same lines on their fingertips as you. That makes you unique. (Check for understanding of the term unique.) Show each animal slide as some volunteers come up and read out the unique facts about some animals on our planet, something that makes them completely different from every other type of animal. Use some/all of the following facts: Sharks lay the largest eggs in the world. Bees have five eyes. No two zebras have the same markings. Crocodiles can't stick their tongues out. Dolphins sleep with one eye closed. Slugs have four noses. A snail can sleep for 3 years. Honeybees have hair on their eyes. A hippo can run faster than a man. Tigers have striped skin not just striped fur. Isn't it brilliant that we are all different?

Show PowerPoint slide 24: Lyrics of There's a Place and using the backing track, sing this song together.

**Help me reflect:** Slide 25  In this quiet and peaceful moment, invite everyone to reflect on how they and others are completely unique and how special that is. Then give everyone a minute or two to reflect on how they are each unique or what it is about a friend that makes them unique.

(You could use Jigsaw Jerrie Cat and make this a Pause Point, reinforcing Pause Points in Jigsaw lessons and raising Jigsaw Jerrie Cat's paws to indicate this Pause Point).

Settings with a particular religious character/ faith/ denomination may wish to use an appropriate prayer or act of worship at this point. See the Community Area on website for suggestions.

### Closing the assembly

Play the Jigsaw Song for Celebrating Difference: There's a Place.

## Celebrating Difference Assembly (PowerPoint Slides)

Slide 1

**There's a Place**  
*(Celebrating Difference)*

**VERSE:**  
Have you ever felt out of place?  
Someone said something hurtful to your face?  
How would you feel if that someone was you?  
Before we judge someone, just take a second.  
It doesn't matter if you're:

**CHORUS:**  
Black, mixed or white,  
Your hair colour, your height  
This don't matter to me,  
There's a place in this world for  
Your religion and race.  
Never feel out of place  
Whether you're young or you're old,  
There's a place in this world for you,  
And there's a place in this world for me.

**VERSE RAP:**  
How can we make the world a better place?  
Swap the hate, hate, hate and liberate.  
We can all make the choice so let's raise our voice,  
It starts with you, let's sing and rejoice.  
Black, mixed or white,  
Your hair colour, your height  
This don't matter to me,  
There's a place in this world for  
Your religion and race,  
Never feel out of place  
Whether you're young or you're old,  
There's a place in this world for you,  
And there's a place in this world for me.

**There's a place in this world for  
Your religion and race,  
Never feel out of place  
Whether you're young or you're old,  
There's a place in this world for you,  
And there's a place in this world for me.**

**Let me tell you a little something that you should know,  
People out there, scared to smile, let their face show.  
I - N - D - I - V - I - D - U - A - L,  
That's I - N - D - I - V - I - D - U - A - L.  
Let's make the world a better place,  
Swap the hate, hate, hate and liberate.  
We can all make the choice so let's raise our voice,  
It starts with you, let's sing and rejoice.  
Let's make the world a better place,  
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Your hair colour, your height  
This don't matter to me,  
There's a place in this world for  
Your religion and race,  
Never feel out of place  
Whether you're young or you're old,  
There's a place in this world for you,  
And there's a place in this world for me.**

Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



**Celebrating Difference**  
**Assembly (PowerPoint Slides)**

**Slide 7**



**Slide 8**



**Slide 9**



**Slide 10**



**Slide 11**



**Slide 12**



## Celebrating Difference Assembly (PowerPoint Slides)

Slide 13



Slide 14



Slide 15



Slide 16



Slide 17



Slide 18



## Celebrating Difference Assembly (PowerPoint Slides)

Slide 19



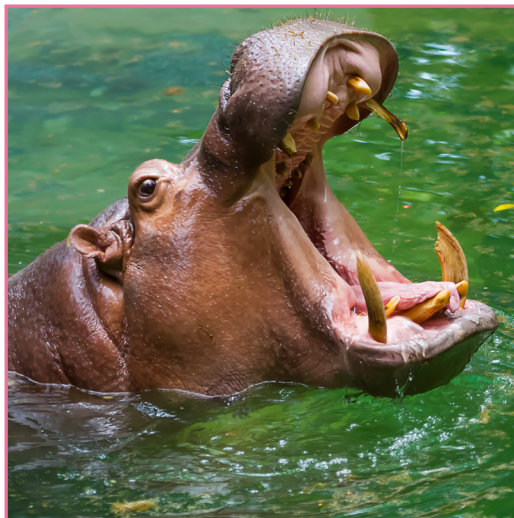
Slide 20



Slide 21



Slide 22



Slide 23



Slide 24

**There's a Place**  
(Celebrating Difference)

**VERSE:**  
Have you ever felt out of place?  
Someone said something hurtful to your face?  
How would you feel if that someone was you?  
Before we judge someone, just take a second.  
It doesn't matter if you're...

**CHORUS:**  
Black, mixed or white,  
Your hair colour, your height  
This don't matter to me,  
There's a place in this world for  
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Whether you're young or you're old,  
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And there's a place in this world for me.

**VERSE RAP:**  
How can we make the world a better place?  
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We can all make the choice so let's raise our voice,  
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There's a place in this world for you,  
And there's a place in this world for me.

Let me tell you a little something that you should know,  
People out there, scared to smile, let their face show.  
I - N - D - I - V - I - D - U - A - L  
That's I - N - D - I - V - I - D - U - A - L  
Let's make the world a better place,  
Swap the hate, hate, hate and liberate.  
We can all make the choice so let's raise our voice,  
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Never feel out of place  
Whether you're young or you're old,  
There's a place in this world for you,  
And there's a place in this world for me.

**Celebrating Difference**  
**Assembly (PowerPoint Slides)**

Slide 25



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14

**Sharks lay the largest eggs in the world.**

15

**Bees have five eyes.**

16

**No two zebras have the same markings.**

17

**Crocodiles can't stick their tongues out.**

18

**Dolphins sleep with one eye closed.**

19

**Slugs have four noses.**

20

**A snail can sleep for 3 years.**

21

**Honeybees have hair on their eyes.**

22

**A hippo can run faster than a man.**

23

**Tigers have striped skin not just striped fur.**

**Isn't it brilliant that we are all different?**



## **There's a Place** (Celebrating Difference)

### **VERSE:**

**Have you ever felt out of place?  
Someone said something hurtful to your face?  
How would you feel if that someone was you?  
Before we judge someone, just take a second.  
It doesn't matter if you're:**

### **CHORUS:**

**Black, mixed or white.  
Your hair colour, your height  
This don't matter to me,  
There's a place in this world for  
Your religion and race,  
Never feel out of place,  
Whether you're young or you're old,  
There's a place in this world for you,  
And there's a place in this world for me.**

### **VERSE RAP:**

**How can we make the world a better place?  
Swap the hate, hate, hate and liberate.  
We can all make the choice so let's raise our voice,  
It starts with you, let's sing and rejoice.**



## **There's a Place** **(Celebrating Difference)**

**Black, mixed or white.  
Your hair colour, your height  
This don't matter to me,  
There's a place in this world for  
Your religion and race,  
Never feel out of place,  
Whether you're young or you're old,  
There's a place in this world for you,  
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**Let me tell you a little something that you should know,  
People out there, scared to smile, let their face show.**

**I - N - D - I - V - I - D - U - A - L,  
That's I - N - D - I - V - I - D - U - A - L.**

**Let's make the world a better place,  
Swap the hate, hate, hate and liberate.**

**We can all make the choice so let's raise our voice,  
It starts with you, let's sing and rejoice.**

**Let's make the world a better place,  
Swap the hate, hate, hate and liberate.**

**We can all make the choice so let's raise our voice,  
It starts with you, let's sing and rejoice.**

**Black, mixed or white.  
Your hair colour, your height  
This don't matter to me,  
There's a place in this world for  
Your religion and race,  
Never feel out of place,  
Whether you're young or you're old,  
There's a place in this world for you,  
And there's a place in this world for me.**

## There's a Place (Celebrating Difference)

A Bm F#m D

5

Have you ev - er felt out of place? Some - one said some - thing

8

hurt - ful to your face? How would you feel if that some - one

12

was you? Be - fore you judge some - one, just take a

16

sec - ond. It doe - sn't mat - ter if you're black, mixed or white, your hair col -

19

- our, your height. This don't mat-ter to me, ther'es a place in this world for your rel-

22

ig - ion and race, ne - ver feel out of place, whe - ther you're

24

young or you're old, there's a place in this world for you.

27

And there's a place in this world for me.

31

How can we

34

make the world a bet - ter place? Swap the hate, hate, hate and lib - er - ate. We can

36

all make the choice so let's raise our voice, it

37

starts with you let's sing and re-joice! Black, mixed or white, your hair col -

39

- our, your height. This don't mat - ter to me, there's a place in this world for your rel -

42

ig - ion and race, ne - ver feel out of place, whe - ther you're

44

young or you're old, there's a place in this world for you.

47

And there's a place in this world for me.

51

Let me

54

tell you a little some-thing that you should know, people out

55

there's scared to smile let their faces show. I N D I V I D U A L, that's

58

I N D I V I D U A L. Let's make the world a bet - ter place? Swap the

61

hate, hate, hate and lib - er - ate. We can all make the choice so let's raise our voice, it

63

starts with you let's sing and re-joice! Let's make the world a bet - ter place? Swap the

65

hate, hate, hate and lib - er - ate. We can all make the choice so let's raise our voice, it

67

starts with you let's sing and re-joice! Black, mixed or white, your hair col -

69

- our, your height. This don't mat-ter to me, ther'es a place in this world for your rel -

72

ig - ion and race, ne - ver feel out of place, whe - ther you're

74

young or you're old, there's a place in this world for you.

77

And there's a place in this world for me.

81

Puzzle 2

# Weekly Celebration 1

This week we are celebrating people who:  
**Accept that everyone is different**



Puzzle 2

# Weekly Celebration 2

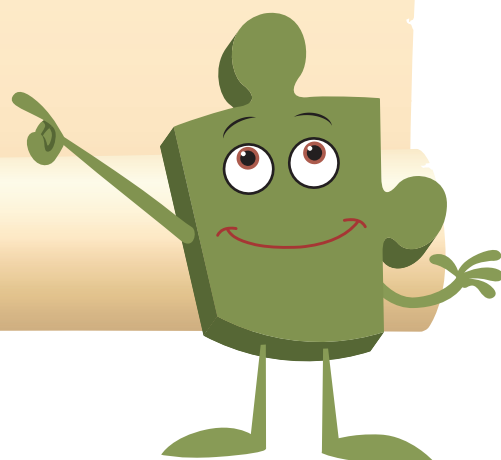
This week we are celebrating people who:  
**Include others when working and playing**



Puzzle 2

# Weekly Celebration 3

This week we are celebrating people who:  
**Know how to help if someone is being bullied**



Puzzle 2

# Weekly Celebration 4

This week we are celebrating people who:  
**Try to solve problems**



Puzzle 2

# Weekly Celebration 5

This week we are celebrating people who:  
**Use kind words**



Puzzle 2

# Weekly Celebration 6

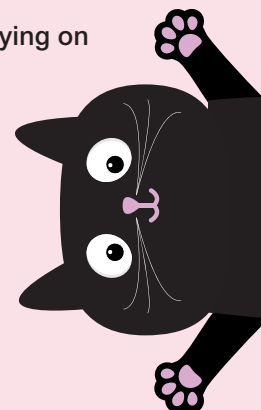
This week we are celebrating people who:  
**Know how to give and receive compliments**



## Class Teacher's Preparation to Lead the **Celebrating Difference** Puzzle with children Ages-9-10

### Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Timer  
Laminated Jigsaw Charter
- Piece 2: All resources within Jigsaw
- Piece 3: Teacher to source local and national sources of advice and support in regard to bullying on and off line  
Different coloured post-its (2 colours needed)  
Glue sticks
- Piece 4: Dice  
Counters  
Children's games from last piece  
Post-its as for last piece  
Glue sticks
- Piece 5: BBC learning clip 13599 (or use Fact Sheet 1)
- Piece 6: Flip chart/chunky pens  
Children's culture wheels made earlier in the unit (Puzzle)



### Additional planning 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** a set of scenario cards, one set per group. **Print/copy** 'culture wheel templates', one per child. Note: culture wheels need to be kept for use later in the unit (Puzzle).
- Piece 2: **Copy/print** sets of Abdul and Atira Fact Cards , one set per group.
- Piece 3: **Copy/print** A3 Board game grids (one per group), **copy/print** one blank scenario strip per group, copy/print enough snake and ladders for the class (each group will need 2-3 sheets). Save the children's games for the next lesson (Piece).
- Piece 4: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 4-6). Have some spare snakes and ladders **printed** in case children need additional ones (suggest one additional sheet per group).
- Piece 5: **Copy/print** one set of 'happiness continuum cards' one set per group.
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child.

Teachers can use this lesson 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 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.



## 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.

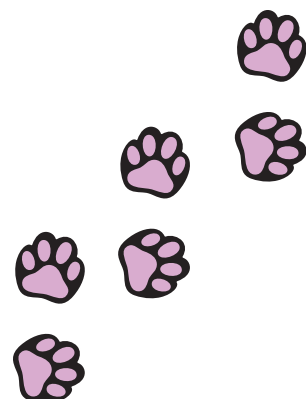
This will help schools track progress in PSHE alongside other curriculum subjects.

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](http://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](mailto: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
<b>Puzzle 1 Being Me in My World</b>		<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>	
<b>Puzzle 2 Celebrating Difference</b>		<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>	
<b>Puzzle 3 Dreams &amp; Goals</b>		<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
<b>Puzzle 4 Healthy Me</b>		<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>	
<b>Puzzle 5 Relationships</b>		<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>	
<b>Puzzle 6 Changing Me</b>		<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
<b>Student responses may be limited to:</b>	<b>Student responses may demonstrate:</b>	<b>In addition to Working At, student responses may also demonstrate:</b>
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 try when there are disagreements in your friendship group?*





Ask the question: "Is there ever any conflict between people that have a religion and those that don't? Or perhaps people with different religions?" (Draw out it may not be an issue in school, but how about historically and globally?)

Emphasise that we are all different and belong to different groups. We all need to belong and need to celebrate our uniqueness and specialness, as well as our similarities and differences. State clearly that, sometimes, people allow differences to cause conflict.

### **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**

Each child completes a culture wheel template, writing words in each section that describes the things that the child feels describes his/her culture best. These can be kept as part of the child's Jigsaw Journal. However, they will need their culture wheels for the next part of the lesson.

### **Tell me or show me**


#### **Speed Dating**

Students find a partner, preferably someone they usually don't interact with. Allow 1 minute for them to compare their culture wheels and find one aspect that is similar, and one that is different.

At the teacher's signal the couples split and find a new partner and repeat the process.

It may be easier to have pairs facing each other in an inner and an outer circle. Then the inner circle can move round while the outer circle stays put.

If time allows repeat 3 or 4 more times.

**Pause Point:** Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, take some gentle, deep breaths and look inside to identify their thoughts and feelings in this present moment.

They do not need to share these as we are trying to build the own awareness.

Does your mind feel calm and ready to learn?

Which aspects of your culture do you share with other members of the class? Which aspects of your culture are different?

Why are our wheels not all exactly the same if we all live in the same country and go to the same school?

Why do you think there are differences in the wheels?

Did you learn anything new and interesting about your classmates?

Is there anything you would like to learn more about?

Why are our wheels not exactly the same even though we go to the same school?

### Let me learn

Invite the children think about situations where differences have led to conflicts.

Explain that sometimes people have conflicts with people from other cultures because they are unfamiliar to them and appear to be different. That can make some people feel uncomfortable. However, rather than allowing that to create a conflict, the person could ask a question and use the difference in culture as a learning experience, which will bring people closer together.

Using the first scenario card:

“One child tells another child at lunchtime that their food smells disgusting.”

Invite the children to think of a way that situation could be reframed to turn the possible conflict into a learning moment. eg. The child could ask what he is eating. Maybe they could say that it has a strong smell and asks what is in it?

Discuss this with the children so they understand how the conflict has been avoided and the situation improved because the children are finding out about each other rather than highlighting their differences.

Then in groups hand out a set of scenario cards and ask the children to go through the same process with each scenario. (Note there are 2 blank cards so that teachers/ or children can create their own scenarios if desired that are pertinent to their class).

### Help me reflect

Slide 2: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). 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 aspects of people's culture do you think may cause conflict?

### Notes



## Celebrating Difference

### Calm Me Script - Ages 9-10 - Piece 1

I invite you to sit back in your chair, to adopt a dignified posture with a straight back and relaxed shoulders.

Close your eyes if you are comfortable to do so and start to focus your mind by directing your attention to your breathing as you breathe in through your nose and out through your mouth.

Your breaths are slightly deeper than usual and now you are helping your mind to focus on the air coming in and out of your body.

When I sound the Jigsaw Chime, allow yourself to listen to the sound until you can no longer hear it, and then re-direct your attention to your breathing.

Breathing in through your nose and silently counting to 4...1..2..3..4

Breathing out through your mouth and silently counting to 6...1..2..3..4..5..6

Do this a few times without me talking and become aware of the cycle of the breath, like a circle coming in through your nose, travelling to the lungs and then following the outward path to be breathed out through your mouth.

You may like to practice pausing your breath at the moment the in-breath wants to turn around and become the out-breath.

(Give children a minute or 2 to practise one of these breathing techniques to help them experience being able to choose how they direct their mind's attention)

When I sound the chime again, please gently bring your attention back into the room. It may help to wiggle your fingers and toes before gently opening your eyes.

(Sound chime and give plenty of time for 're-entry')





**Celebrating Difference**  
Scenario Cards - Ages 9-10 - Piece 1

**1) A child tells another child at lunchtime that their food smells disgusting.**

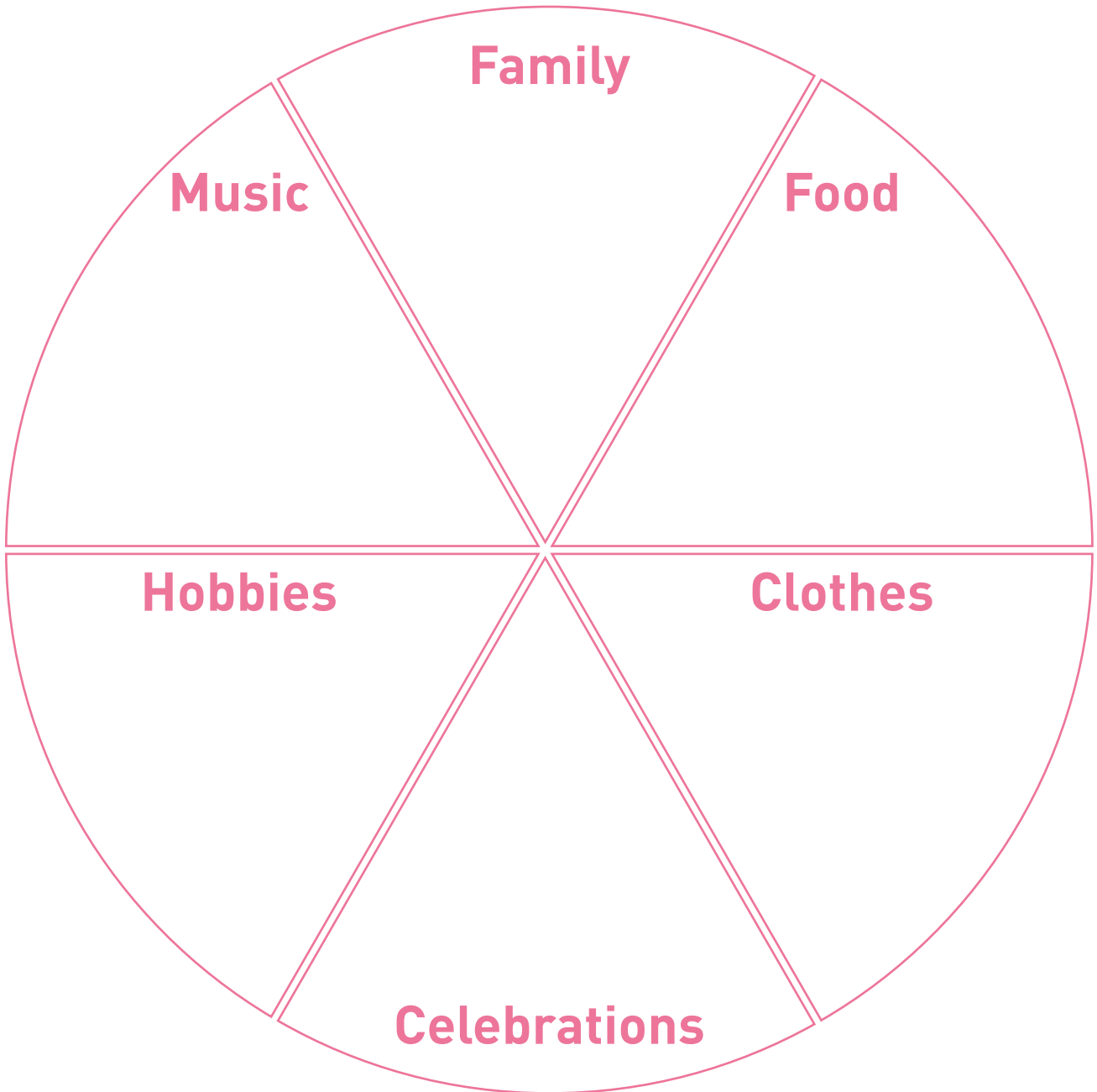
**2) A child gets called names for wearing a turban or another religious item.**

**3) A child tells another child that their religion is wrong.**

**4) A child makes fun of a new child because they speak a different language.**

**5) A child says it is not normal to have two mums.**

**Celebrating Difference**  
**Culture Wheel - Ages 9-10 - Piece 1**





**Celebrating Difference**  
**Jerrie Cat PowerPoint Slide 1 - Ages 9-10 - Piece 1**





# Celebrating Difference

## PowerPoint Slide 2: My Jigsaw Journey - Ages 9-10 - Piece 1



Puzzle 2 - Celebrating Difference (Pieces 1-3) Ages 9-10

Name: .....

						TINT BOX - To improve next time I...
Piece 1	I understand that cultural differences sometimes cause conflict.					
	I am aware of my own culture.					
Piece 2	I understand what racism is.					
	I am aware of my attitude towards people from different races.					
Piece 3	I understand how rumour-spreading and name-calling can be bullying behaviours.					
	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.					

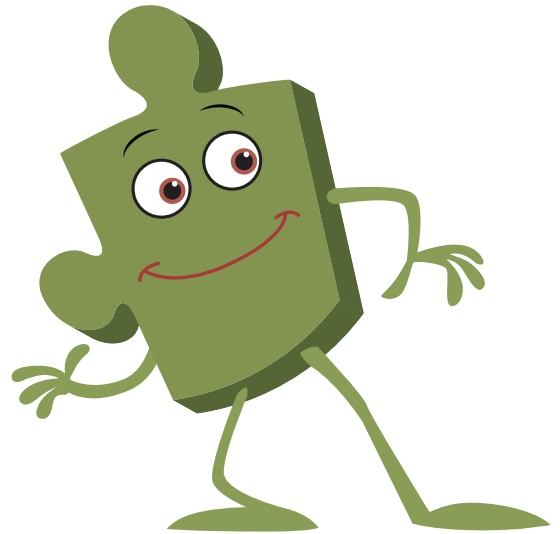
I don't get this at all.
I'm getting there but need some help to understand.
I get this and can give examples if you ask me.
I missed this lesson.





## Puzzle 2: Celebrating Difference - Ages 9-10 - Piece 2

Racism	
<p><b>Puzzle 2 Outcome</b> <b>Hall of Fame</b></p>	<p><b>Please teach me to...</b> understand what racism is be aware of my attitude towards people from different races</p>
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat Abdul and Atira picture Abdul and Atira fact cards Ribbon template Jigsaw Journals My Jigsaw journey</p>	<p><b>Vocabulary</b> Racism Colour Race Discrimination Culture Ribbon</p>
<p><b>Teaching and Learning Note</b> Children sometimes use racist language and terms without understanding their meaning. It is important for children to realise that no words should be used to hurt others and that all racist words are unacceptable. Just because they might hear others use it and accept it, they should not copy this negative behaviour.</p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play a game of pass the squeeze which includes everyone and emphasise how it is important that everyone feels included and part of the class. Children hold hands and a squeeze is gently passed around the circle. Variations: Pass the squeeze with eyes closed. Pass a rhythm, not just a squeeze. Time how fast a squeeze can travel around the circle.</p> <p><b>Calm me</b> 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><b>Open my mind</b> Play the game 'cool' or 'not cool'. With the children sitting in a circle, the teacher goes around the circle saying whether a child is 'cool' or 'not cool'. To decide the teacher chooses a simple criterion, e.g. that the child is sat with legs crossed or has arms folded but this remains secret to the children. The children have to guess the criteria to make sure they are cool. After a while some of the children will start to guess and so will fold or cross their arms/legs. Stop the game at this point and ask those who have not guessed (they should still be the majority) how they feel. Ask how they might feel if the game went on and they were the only person left out of the 'cool' gang. Ask the children if they can think of any examples in society where people may feel excluded or discriminated against and record their ideas. They may well come up with racism at this point.</p>	<p><b>Ask me this...</b></p> <p>Does your mind feel calm and ready to learn?</p>



### Tell me or show me

Slide 1: Ask the children if they know what racism is? Explain or clarify that it is discrimination or a negative judgement about someone due to the colour of their skin or their race and might include their beliefs or religion. Explain that all forms of racism are unacceptable.

Show the picture of Abdul and Atira to the children and explain that they have to imagine the children are moving to a new school. (Not the school you are in).


Divide the children into groups and hand out a set of Abdul and Atira Fact Cards to each.

Ask the children to rank the cards in order using the following question:

“Which of these facts might cause Abdul and Atira to face racism in their new school? Rank them from 1 to 9. (1 being the fact that you think is most likely to make other children tease/bully them, with 9 being the least likely).”

Explain there is no right or wrong answer- just come to an agreement in your group. Also say that different groups may choose a different order, and that's OK.

Once complete, ask for some feedback from each group and discuss. Draw out the features of a person's culture that may influence people to be racist towards them and reinforce that this behaviour is unacceptable and should be challenged. Teachers can use the guide questions in the 'Ask me this...' column of the lesson plan.

**Pause Point:** Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, take some gentle, deep breaths and look inside to identify their thoughts and feelings in this present moment. These do not need to be shared.

### Let me learn

Explain that many campaigns for good causes now use a ribbon as a symbol. Ask the children if they know of any.

Hand out a ribbon template to each child and ask them to design a ribbon that show we need to fight racism. They can include slogans, words, pictures as appropriate. Perhaps they will choose certain colours or a mix of colours to get their message across.

### Help me reflect

Slide 3: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). 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.

### Notes

The BBC Learning Clip about Joe and Megan facing racism and how it makes them feel is also a useful source of information to show the children. This can be searched for on the web and used as part of this lesson to explain the effects of racist behaviour.

Did different groups order the cards differently?

Why did you rank the cards in the order you did?

Are any of the facts a reason why the children should face racism?

How might it feel to be discriminated against because of your colour or race?

What could you do if you thought racism was happening in our school?

What might these ribbons signify in terms of their design, the logo, and the message behind them?

How might it feel?



## Celebrating Difference

### Calm Me Script - Ages 9-10 - Piece 2

I invite you to sit back in your chair, to adopt a dignified posture with a straight back and relaxed shoulders.

Close your eyes if you are comfortable to do so and start to focus your mind by directing your attention to your breathing as you breathe in through your nose and out through your mouth.

Your breaths are slightly deeper than usual and now you are helping your mind to focus on the air coming in and out of your body.

When I sound the Jigsaw Chime, allow yourself to listen to the sound until you can no longer hear it, and then re-direct your attention to your breathing.

Breathing in through your nose and silently counting to 4...1..2..3..4

Breathing out through your mouth and silently counting to 6...1..2..3..4..5..6

Do this a few times without me talking and become aware of the cycle of the breath, like a circle coming in through your nose, travelling to the lungs and then following the outward path to be breathed out through your mouth.

You may like to practice pausing your breath at the moment the in-breath wants to turn around and become the out-breath.

(Give children a minute or 2 to practise one of these breathing techniques to help them experience being able to choose how they direct their mind's attention)

When I sound the chime again, please gently bring your attention back into the room. It may help to wiggle your fingers and toes before gently opening your eyes.

(Sound chime and give plenty of time for 're-entry')



## Celebrating Difference

Abdul and Atira PowerPoint Slide 1 - Ages 9-10 - Piece 2





**Celebrating Difference**  
**Jerrie Cat PowerPoint Slide 2 - Ages 9-10 - Piece 2**





## Celebrating Difference

Abdul and Atira Fact Cards - Ages 9-10 - Piece 2

**Abdul and Atira speak English at school but Urdu with their family.**

**Most of the children in their new school are white.**

**Abdul goes to Mosque with his father most evenings.**

**Abdul and Atira were born in this country and are British citizens.**

**Abdul and Atira have brown skin, dark hair and brown eyes.**

**Abdul and Atira are Muslims.**

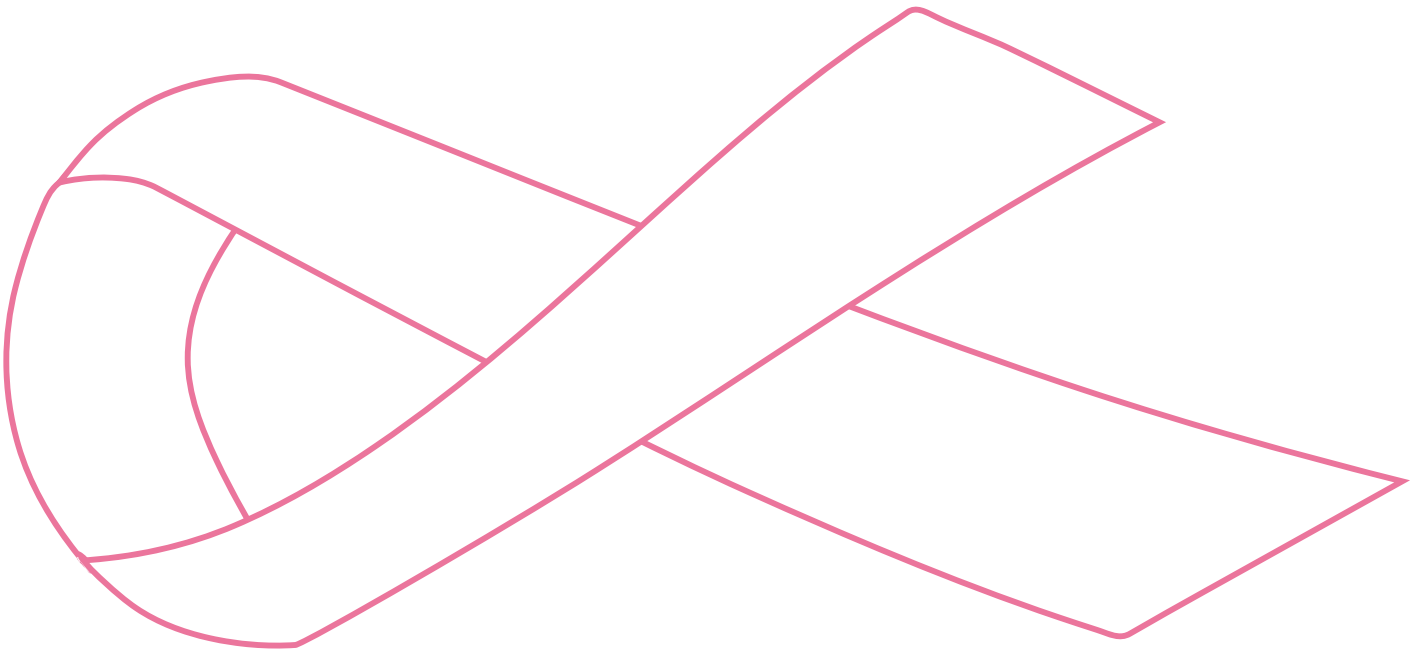
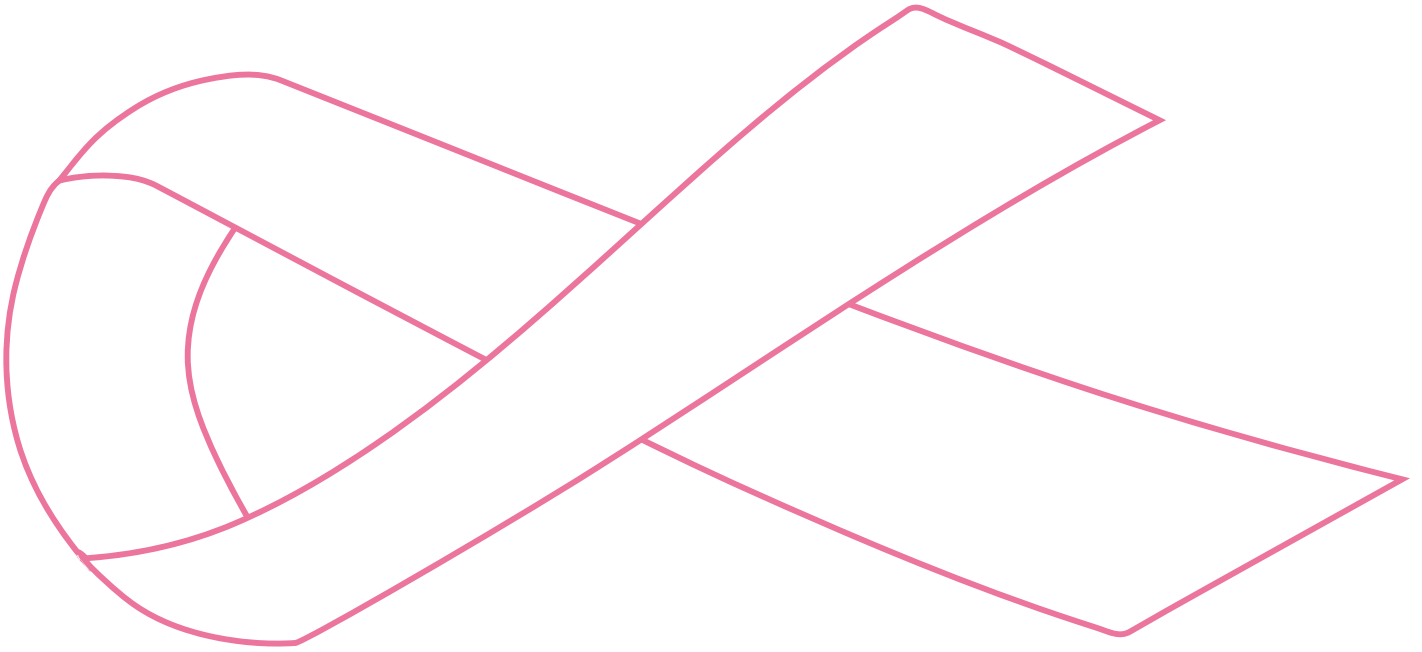
**The children's old school had mostly Muslim children and they have never had any friends from a different culture.**

**Abdul and Atira are good at school work.**

**Atira's parents like her to wear a hijab (a scarf headdress).**

**Abdul likes football and Atira likes to make Lego models.**

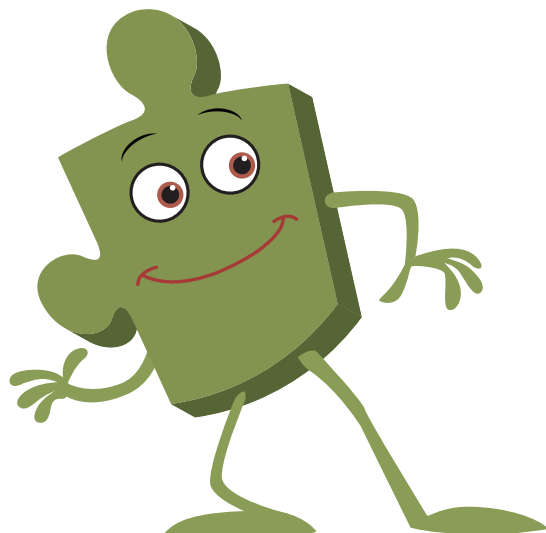
**Celebrating Difference**  
**Ribbon Template - Ages 9-10 - Piece 2**





## Puzzle 2: Celebrating Difference - Ages 9-10 - Piece 3

Rumours and name-calling	
<p><b>Puzzle 2 Outcome</b> <b>Hall of Fame</b></p>	<p><b>Please teach me to...</b> understand how rumour-spreading and name-calling can be bullying behaviour tell you a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one</p>
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat PowerPoint scenario picture: Carol Different coloured small post-its (2 colours) Example Snakes and Ladders game A3 board game grids Dice and counters Scenario strip templates Snake and ladder templates Sources of support (sourced by teacher) Glue sticks Jigsaw Journals My Jigsaw Journey</p>	<p><b>Vocabulary</b> Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving</p>
<p><b>Teaching and Learning</b> <b>Note</b> Teachers should source range of local and national websites that can give children information about bullying on and off line and be prepared to share these with the children during this lesson.</p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play Chinese whispers. With the children all sitting in a circle, the teacher whispers a sentence, e.g. "I went to the shops and bought some stamps and an envelope" to the child next to them. That child then passes on the sentence that they heard to the person next to them and so on until the sentence comes back to the other child sitting in the circle next to the teacher, who says the sentence they heard out loud. The teacher then says the actual sentence they started with and the children see how the sentence changed as it went around the circle. Ask the children to think about what happened in the game and then ask them to think about how things that are said can change from reality or truth when they are passed on through different people. Make the point that it can sometimes feel very uncomfortable if you think people are whispering about you; this can sometimes be how rumours are spread as they get changed when passed on through different people. Emphasise that spreading rumours and name-calling are unacceptable and are examples of bullying behaviour.</p>	<p><b>Ask me this...</b></p> <p>What is a rumour? How are rumours spread? How might it feel to pass on information about someone else? How might it feel if you think people are whispering about you and/or spreading rumours?</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.

### **Open my mind**

Slides 1-2: Share the following scenario with the children (PowerPoint slide picture of Carol displayed on the whiteboard):

Scenario: "Carol has recently moved to the school. She has few friends and recently a group of girls has made it obvious they will not accept her into their group, by isolating her and giving her nasty looks. They make her feel like they are talking about her and she has recently begun to receive anonymous text messages calling her names. Carol feels very lonely, sad and isolated and is feeling scared about coming to school."

In talking partners, ask the children to decide whether or not Carol is being bullied and to give their reasons. During the feedback reinforce the facts about bullying by showing the Powerpoint:

Slide 2:

1. It doesn't just happen once: it goes on over time and happens again and again
2. It is deliberate: hurting someone on purpose, not accidentally
3. It is unfair: the person doing the bullying is older, stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the person being bullied is not.

Ensure children know that name-calling and rumour-spreading can be just as hurtful as physical bullying.


### **Tell me or show me**

Share some sources of support with the children so they have a range of signposts to refer to if they are worried. (Some children may not want to report bullying to anyone in school or to their family at first, so it is important children also have some 'third -party' support such as those available on the web e.g in the UK Child-Line, Kidscape, Thinkuknow etc. Teachers in International settings should source appropriate equivalents for their context).

Still in talking partners, children have two different coloured post its.

- On one colour post-it children write a way Carol or someone in her class could help solve this situation or make it better.
- On the other colour, they write something that might make the situation worse.

Jigsaw Jez receives feedback, emphasising that Carol and her classmates have a responsibility to ensure that she feels safe and happy enough to come to school. Refer back to the school Learning Charter and every child's right to learn in a happy and safe environment and to the Jigsaw Charter.

**Pause Point:** Slide 3:  Raise Jigsaw Jerrycat's paws to indicate this Pause Point. Invite the children to stop, take some gentle, deep breaths and look inside to identify their thoughts and feelings in this present moment.

Does your mind feel calm and ready to learn?

How do we know what is bullying?

What sort of bullying do you think is the most hurtful and cause the most harm to the person on the receiving end?

Is this different for different people?

### Let me learn

Slide 4: In groups of four, each group has:

- an A3 board game grid (there is a choice of two sizes): children tend to find it easier to work with the larger grid.
- some sheets with snakes and ladders to cut out
- 6x post-its of each colour as used above
- a blank scenario strip

Starting with the scenario strip, children create a scenario using the prompt questions (there is a slide you can show the children). The children create their scenarios and write these onto the blank scenario strip (this is part of the photocopiable resources).

Ask each group to take a different bullying focus, e.g. sexism, racism, homophobia, appearance, disability, cyber-bullying etc.

Then on six post-its of one colour, they write at six ways to help solve the situation or make it better (keeping to the same colours as above)

On the other colour post-its, they write six ways that the situation could be made worse or might continue the situation.

Children then decide where to place the post-its on their board game grid so that the snakes and ladders can be attached to them accordingly. Also ask them to stick their scenario strip as a 'title' to their game.

Solutions would be placed at the base of a ladder taking the player forward and up the ladder in the game. Things that make the situation worse would be at the head of the snakes, taking the player backwards and down the snake in the game.

Take feedback from the groups about their game and tell them they will complete these games in the next Piece when they will also get to play each other's games.

### Help me reflect

Slide 5: Share the purple and green learning intentions from the lesson with the children (reframe or exemplify if necessary) and ask them to indicate if they are a thumbs-up/down or neutral for each. The children then record this on the My Jigsaw Journey sheet as a part of their Jigsaw Journal.

Do you understand the different types of bullying E.g. racist, homophobic, against disability, gender, etc?



## Celebrating Difference

### Calm Me Script - Ages 9-10 - Piece 3

I invite you to sit back in your chair, to adopt a dignified posture with a straight back and relaxed shoulders.

Close your eyes if you are comfortable to do so and start to focus your mind by directing your attention to your breathing as you breathe in through your nose and out through your mouth.

Your breaths are slightly deeper than usual and now you are helping your mind to focus on the air coming in and out of your body.

When I sound the Jigsaw Chime, allow yourself to listen to the sound until you can no longer hear it, and then re-direct your attention to your breathing.

Breathing in through your nose and silently counting to 4...1..2..3..4

Breathing out through your mouth and silently counting to 6...1..2..3..4..5..6

Do this a few times without me talking and become aware of the cycle of the breath, like a circle coming in through your nose, travelling to the lungs and then following the outward path to be breathed out through your mouth.

You may like to practice pausing your breath at the moment the in-breath wants to turn around and become the out-breath.

(Give children a minute or 2 to practise one of these breathing techniques to help them experience being able to choose how they direct their mind's attention)

When I sound the chime again, please gently bring your attention back into the room. It may help to wiggle your fingers and toes before gently opening your eyes.

(Sound chime and give plenty of time for 're-entry')



**Celebrating Difference**  
Carol PowerPoint Slides 1-2 - Ages 9-10 - Piece 3



1. It doesn't just happen once: it goes on over time and happens again and again
2. It is deliberate: hurting someone on purpose, not accidentally
3. It is unfair: the person doing the bullying is older, stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the person being bullied is not.



## Celebrating Difference

Jerrie Cat PowerPoint Slide 3 - Ages 9-10 - Piece 3



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## **Celebrating Difference**

Prompt Questions for Scenario PowerPoint Slide 4- Ages 9-10 - Piece 3

**Who are the people being bullied?**








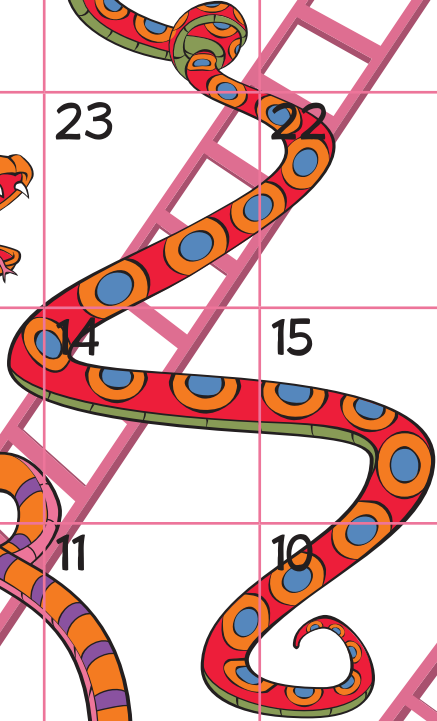





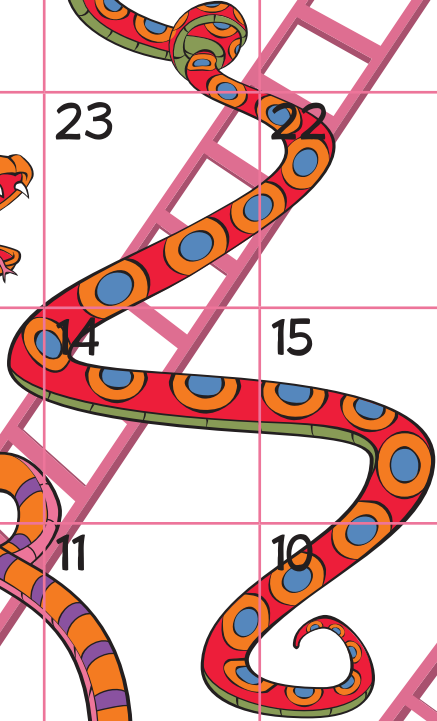





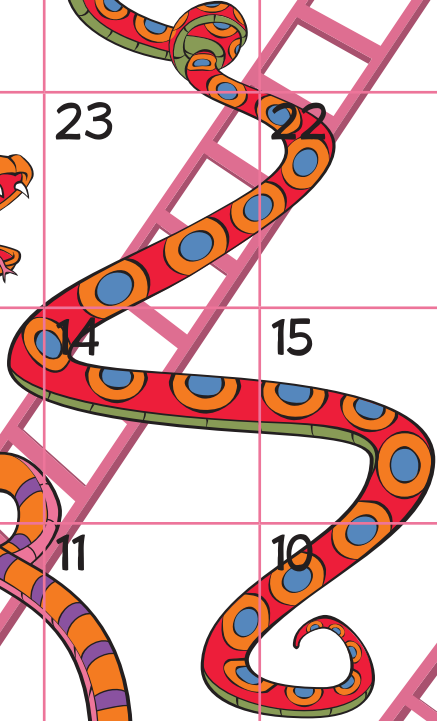







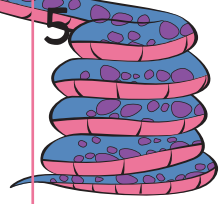

**Who is/are the bully/bullies**

**What is happening?**

**What is the effect on the person/people being bullied?**

**Celebrating Difference**  
Snakes and Ladders - Ages 9-10 - Piece 3

**Scenario**

36	35 	34	33	32	31
25	26 	27 	28 	29 	30 
24 	23 	22 	21 	20 	19 
13 	14 	15 	16 	17 	18 
12 	11 	10 	9 	8 	7 
1 <b>Start</b>	2 	3 	4 	5 	6 



## Celebrating Difference

A3 Board Game Grids - Ages 9-10 - Piece 3

60	59	58	57	56	55
49	50	51	52	53	54
48	47	46	45	44	43
37	38	39	40	41	42
36	35	34	33	32	31
25	26	27	28	29	30
24	23	22	21	20	19
13	14	15	16	17	18
12	11	10	9	8	7
1	2	3	4	5	6



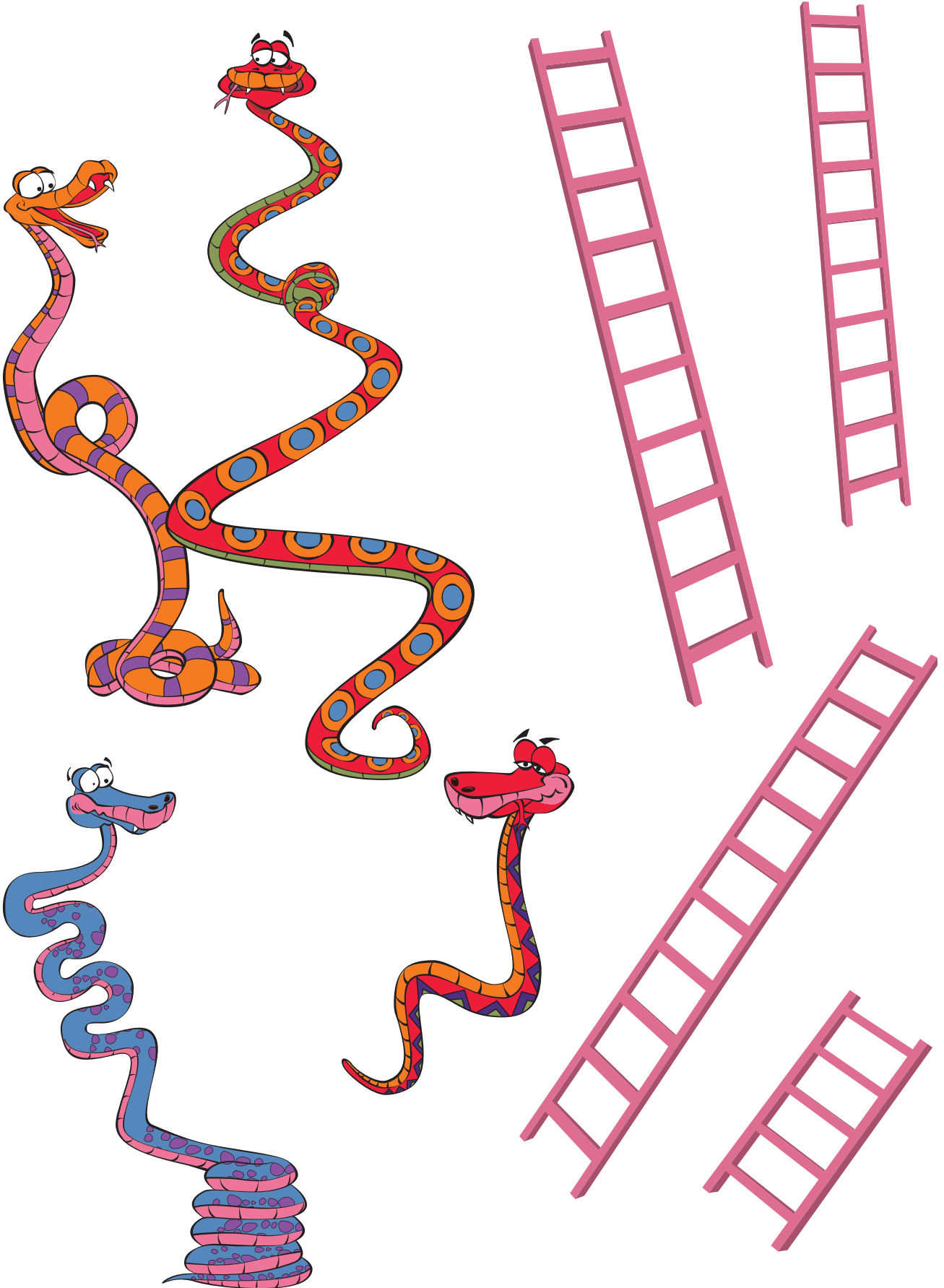
## Celebrating Difference

Snakes and Ladders Template - Ages 9-10 - Piece 3

36	35	34	33	32	31
25	26	27	28	29	30
24	23	22	21	20	19
13	14	15	16	17	18
12	11	10	9	8	7
1 Start	2	3	4	5	6

Celebrating Difference

Snakes and Ladders Template - Ages 9-10 - Piece 3





# Celebrating Difference

## PowerPoint Slide 5: My Jigsaw Journey - Ages 9-10 - Piece 3



**My Jigsaw Journey**

**Jigsaw**

Puzzle 2 - Celebrating Difference (Pieces 1-3) Ages 9-10

Name: .....

						<b>TINT BOX - To improve next time I...</b>
<b>Piece 1</b>	Understand that cultural differences sometimes cause conflict.					
	I am aware of my own culture.					
<b>Piece 2</b>	I understand what racism is.					
	I am aware of my attitude towards people from different races.					
<b>Piece 3</b>	I understand how rumour-spreading and name-calling can be bullying behaviours.					
	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.					


P13 3850\_www.jigsaw.org

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.





### Open my mind

Read out each of the following statements, one at a time, from the direct/indirect bullying list below. Children stand in either the direct or indirect corner of the room according to whether they think the behaviour you have read out is a form of **direct** or **indirect** bullying.


1. Jasmine hides Kevin's lunchbox every day
2. Olayinka trips up Yussef every time he passes by her
3. Elliot calls Mohammed names on the bus to school every morning
4. Ella and her friends ignore Sally and give her nasty looks
5. Marcus keeps persuading his friends to take away Connor's friends so that Connor has no-one to play with
6. Ahmed is frequently texting messages to Billy, threatening to beat him up on the way home from school
7. Ryan keeps finding his pencils, rulers and equipment broken up into pieces in his tray
8. Pippa's friend tells her she thinks the girls in Class Two are spreading nasty rumours about her

### Tell me or show me

Go through each of the statements, Jigsaw Jez receiving feedback from the children about why they think this is direct/indirect bullying (or if it is bullying at all).

Ensure that children understand the difference between these types of bullying.

- **Direct** bullying: when the bullying is done directly to the person being bullied. He or she might be pushed, hit, tripped, texted/ emailed, or told, "No, you can't play with us", having signs made at them, etc.
- **Indirect** bullying: bullying that happens behind someone's back, (spreading rumours, whispering, making signs to each other, stealing or damaging things without the person knowing who is doing it, excluding someone indirectly, e.g. making up excuses about why they can't come rather than telling them directly).

**Pause Point:** Slide 1:  Invite the children to stop, take some gentle, deep breaths and look inside to identify their thoughts and feelings in this present moment. Use Calm Me breathing to calm thoughts and feelings if needs be.

### Let me learn

Working in the same groups as in the last Piece (lesson), each group adds more snakes and ladders to their game as follows:

- One example of indirect bullying (head of a snake) and a coloured post-it that matches the other snakes
- One example direct bullying (head of a snake) and a coloured post-it that matches the other snakes
- One way to encourage children who are using bullying behaviours to make other choices (base of a ladder) and a coloured post-it that matches the other ladders
- One way to support children who are being bullied (base of a ladder) and a coloured post-it that matches the other ladders

Swap games with another group and play the game.

(It would be beneficial for children to give positive and constructive feedback to the group whose game they are playing if there is time.)

The games could be laminated and displayed for other children to play. Photos of the games can also be stuck into the children's Jigsaw Journals.

### Help me reflect

Slide 2: Share the purple and green learning intentions from the lesson with the children (reframe or exemplify if necessary) and ask them to indicate if they are a thumbs-up/down or neutral for each. The children then record this on the My Jigsaw Journey sheet as a part of their Jigsaw Journal.

Is this direct or indirect bullying?

Do you understand the difference between indirect and direct bullying?

Do you know how you can prevent bullying of any type?

Do you know what to do if ever you or someone else was on the receiving end of bullying?

How well does our school prevent bullying and deal with it if it does happen?



## Celebrating Difference

### Calm Me Script - Ages 9-10 - Piece 4

I invite you to sit back in your chair, to adopt a dignified posture with a straight back and relaxed shoulders.

Close your eyes if you are comfortable to do so and start to focus your mind by directing your attention to your breathing as you breathe in through your nose and out through your mouth.

Your breaths are slightly deeper than usual and now you are helping your mind to focus on the air coming in and out of your body.

When I sound the Jigsaw Chime, allow yourself to listen to the sound until you can no longer hear it, and then re-direct your attention to your breathing.

Breathing in through your nose and silently counting to 4...1..2..3..4

Breathing out through your mouth and silently counting to 6...1..2..3..4..5..6

Do this a few times without me talking and become aware of the cycle of the breath, like a circle coming in through your nose, travelling to the lungs and then following the outward path to be breathed out through your mouth.

You may like to practice pausing your breath at the moment the in-breath wants to turn around and become the out-breath.

(Give children a minute or 2 to practise one of these breathing techniques to help them experience being able to choose how they direct their mind's attention)

When I sound the chime again, please gently bring your attention back into the room. It may help to wiggle your fingers and toes before gently opening your eyes.

(Sound chime and give plenty of time for 're-entry')





## Celebrating Difference

Jerrie Cat PowerPoint Slide 1 - Ages 9-10 - Piece 4





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## Celebrating Difference

### PowerPoint Slide 2: My Jigsaw Journey - Ages 9-10 - Piece 4





**My Jigsaw Journey**

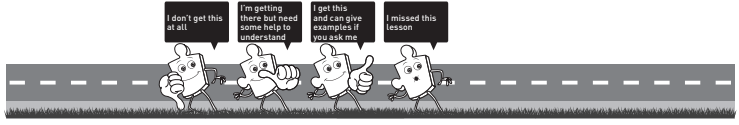


**Puzzle 2 - Celebrating Difference (Pieces 4-6)**

Ages 9-10

Name: .....

						TINT BOX - To improve next time I...
Piece 4	I can explain the difference between direct and indirect types of bullying.					
	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.					
Piece 5	I can compare my life with people in the developing world.					
	I can appreciate the value of happiness regardless of material wealth.					
Piece 6	I can understand a different culture from my own.					
	I respect my own and other people's cultures.					



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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### **Tell me or show me**

Slide 1: Show the children the BBC Learning Clip 13599. This clip is approximately 11 minutes long. (If the clip is unavailable, teachers can use Fact Sheet 1 and share this with the children).

Each group then has a set of the happiness cards they have just used, including two blank cards. Ask the children to do the continuum activity again but this time from the perspective of the children in the clip. They may need to add new ideas themselves using the blank cards.

Discuss the differences between their personal continuums and the cocoa plantation children's continuum and think about why they might be different. As a class, draw together some of the main learning points, i.e. what we value often depends on our culture and situation. Ask the class what they think would make the Ghanaian children happier.

### **Let me learn**

Slide 2: Share Fact Sheet 2 with the children. This shows an alternative life of a child in Ghana: Joseph

Ask the children if anything surprises them about this child. Ask the children if they know what stereotyping means. Draw out that it can be easy to stereotype people from different cultures because of the things we see and read, and we should always realise that all cultures have many different people and situations, some of which we may not always get to learn about.

Repeat the happiness continuum activity, but this time focus on Joseph in Fact Sheet 2.

Discuss the differences between the children working on the cocoa plantations and the Ghanaian child living in the city. Discuss why the happiness continuums may be different. Is this child's happiness similar? Does money affect happiness? Is there anything that might make the city child happier? Is this material or are there other important things? Are there richer and poorer people in every culture?

Ask the children to summarise their thoughts in their Jigsaw Journals, following these comparisons.

What are the main things that they have learnt today?

These pages can be used as the class contribution to the End of Puzzle Outcome as discussed with your Jigsaw Subject Lead in school, prior to starting this unit of work.

### **Help me reflect**

Slide 3: Invite the children to review their learning for this Piece (lesson) and record this on My Jigsaw Journey.

Can money make you happy?

How important do you think money is to children in the culture you are finding out about?

Do you think more money would make them happy?

Are there more important things than money and material things for the children in the country you are learning about?

Do you think that you are happier than these children? Why/Why not?

Are there any ways that you think the children might be happier than you

### **Notes**

#### **Certificates**

**For next lesson you will need to personalise a Puzzle certificate for each child to hand out next lesson. Electronic versions of this can be accessed on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)**



## Celebrating Difference

### Calm Me Script - Ages 9-10 - Piece 5

I invite you to sit back in your chair, to adopt a dignified posture with a straight back and relaxed shoulders.

Close your eyes if you are comfortable to do so and start to focus your mind by directing your attention to your breathing as you breathe in through your nose and out through your mouth.

Your breaths are slightly deeper than usual and now you are helping your mind to focus on the air coming in and out of your body.

When I sound the Jigsaw Chime, allow yourself to listen to the sound until you can no longer hear it, and then re-direct your attention to your breathing.

Breathing in through your nose and silently counting to 4...1..2..3..4

Breathing out through your mouth and silently counting to 6...1..2..3..4..5..6

Do this a few times without me talking and become aware of the cycle of the breath, like a circle coming in through your nose, travelling to the lungs and then following the outward path to be breathed out through your mouth.

You may like to practice pausing your breath at the moment the in-breath wants to turn around and become the out-breath.

(Give children a minute or 2 to practise one of these breathing techniques to help them experience being able to choose how they direct their mind's attention)

When I sound the chime again, please gently bring your attention back into the room. It may help to wiggle your fingers and toes before gently opening your eyes.

(Sound chime and give plenty of time for 're-entry')



## Celebrating Difference

### Fact Sheets - Ages 9-10 - Piece 5

#### Fact Sheet 1 Ghanaian Cocoa Farming

About 70% of the world's cocoa is grown in Ghana, West Africa. Cocoa is the raw ingredient in chocolate. Many children work in the cocoa plantations helping their families grow and harvest the cocoa. Some children in Ghana go to school as well as work on the cocoa farms. The schools can be very basic and do not have many resources for the children to use. Most of the children have ambitions to get a good education and leave the cocoa farms, but sadly many don't get the opportunity and will grow up to become adult cocoa farmers. In the continent of Africa, it is estimated that over 50 million children work on farms. It is illegal for children under the age of 13 to work on farms in Ghana, but many still do. This means that thousands of children do not attend school regularly and do not receive a good education. The wages on a cocoa farm are low so many families have to grow their own food and farm their own animals to have enough food to eat. If children didn't work on the farms it might mean their families would be short of money. This is a reason why many Ghanaian families who live in the cocoa plantation villages choose work over school for their children.

Many of the villages on the cocoa farms do not have running water or electricity. Houses are also very basic with lots of members of one family sharing a small space. It is not unusual for children to have to share their house with their parents, grandparents, brothers and sisters, aunts, uncles and cousins. Parents expect their children to do as much as they can to support the family.

Work on the cocoa farm is hot, sweaty and exhausting and often involves carrying heavy loads. The weather is warm and wet, which is exactly the right sort of climate to grow cocoa, but it makes working in the plantations hard work. There are also lots of poisonous snakes in Ghana and people working on the cocoa farms can sometimes get bitten. The farms also use a lot of insecticides which can be poisonous if they get on the skin. The children harvesting the cocoa pods use large knives called machetes, so there is also a danger of getting badly cut. Despite the dangers lots of Ghanaian children say they enjoy working with their friends and family as a team and contributing to their family income. Diseases like malaria and typhoid are also common. There are very few machines to help with the cocoa growing and most of the jobs are done by hand.

Children are also expected to help out at home with the family chores such as collecting water, collecting fire wood, looking after the family crops and animals and cleaning the house. Houses don't have things



like washing machines, cookers, microwave ovens, showers and flushing toilets, so housework is also hard work and slow. Food is often cooked over an open fire. Ghanaian families in the cocoa villages have to use a lot of things from their environment to make sure they can live. As well as raising their own animals such as goats and chickens they can they also fish or hunt small animals and birds to use as food. The daily income for a cocoa plantation family is about the same as the price of a bar of chocolate in this country!

When the children are able to get to school, it is usual for the children to be responsible for cleaning the school before the school day. In some schools, teachers use sticks to discipline the children. School is free for children but they have to provide all their own uniforms, books and equipment, so many families don't have enough money to be able to afford these things. This is another reason why many Ghanaian children in the cocoa villages don't attend school. Teaching is very old-fashioned and dull with children having to sit and repeat what their teacher says to be able to remember it. More than half of cocoa plantation children leave primary school unable to read.

Children don't have playgrounds, there are no iPads, game consoles and very few toys and books, so when they get leisure time, the children have to make up their own games, or use things lying around the village to play with. Families enjoy music, which might be played on drums in the villages, or if they have radio, they can listen to pop music if they can pick up a radio station. Many Ghanaian families are Christian so they celebrate festivals such as Christmas and Easter, but these are celebrated differently compared to our country.

## Celebrating Difference

### Fact Sheets - Ages 9-10 - Piece 5

#### Fact Sheet 2

Hello my name is Joseph and I am 10 years old. I live in Ghana's capital city, Accra. Accra is a large city and it is also on the coast. My family choose not to live in town because it is busy and noisy. Instead we live on the city's outskirts in a large modern house with its own front and back garden. We have a swimming pool, which is great, because I love to swim especially when the weather gets very hot.

When people in other countries imagine Africa, they sometimes think that everyone is poor. My parents have good jobs in the city so we have plenty of money to afford luxuries. For my last birthday I had a new mobile phone, one of the top-of the range ones. Most of my friends in school also have mobiles and we chat a lot on social media. I also have a pony.

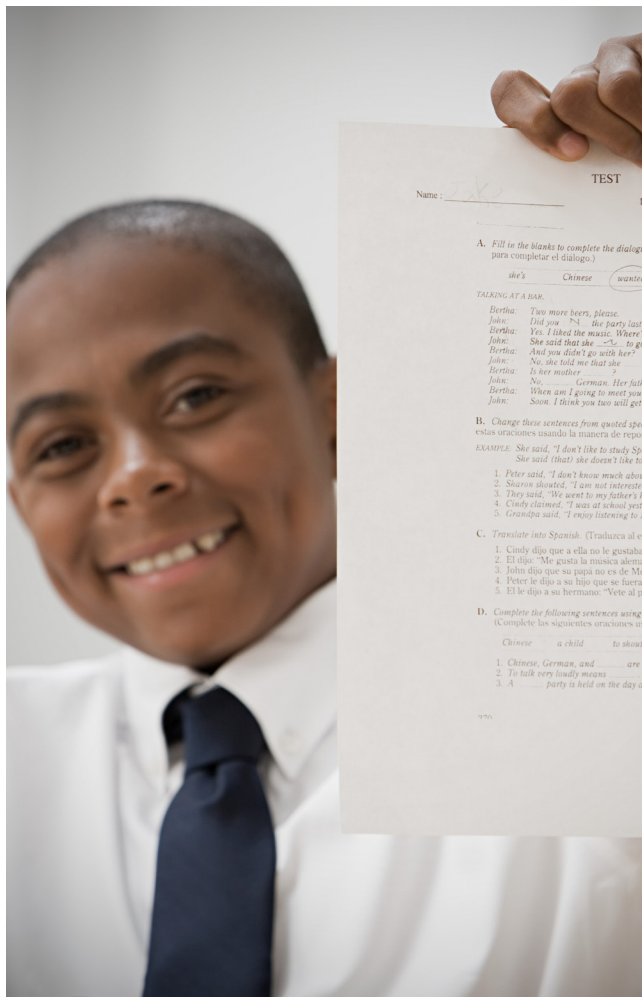
I go to a private school in Accra. My parents earn enough money to pay the school fees for me to go. School hours are long and I'm usually in school by 8.30 am and because of homework club and other school activities I don't get home until 6pm. I get dropped off and collected from school by Monica. Monica is my Nanny. That's not a grandparent, she is paid to look after me by my parents because they have very busy jobs and aren't around much to take care of me. Monica is really nice and she cooks me really good food, but I do wish Mum and Dad would spend more time at home.

Both my parents travel a lot for work and they are always going abroad. If it's school holiday time I can sometimes go with them. I have been to the USA and England, Australia and South Africa. My best trip was when we went to Disney World in Florida. Mum and Dad had business in America so Monica took me to Florida for a week. Mum managed to join us for a couple of days and it was really good to spend time with her by myself.

At school we learn English. I speak English fluently and all our lessons in school are taught in this language. This will be helpful because when I am older, I would like to become an astronomer like Professor Stephen Hawking. I am good at maths and physics, and to pursue my dream I want to go to a University in America or England. Mum and Dad really want me to go to a top University, and they have already said if I need extra lessons to make sure I am good enough, they will pay for a private tutor to teach me at home in my spare time. I hope I can learn enough at school because I am not very keen on having extra lessons!

On the weekends and holidays, if Mum and Dad aren't around, Monica takes me out sometimes to the movies or to watch soccer, my favourite sport. After school in the evenings I am usually quite tired because school is so busy. Most of my leisure time is spent messaging my school friends or watching satellite TV, which I have in my bedroom. Monica also lets me use the internet and I have a games console, but she is very strict about how much time I can spend on it! On most Saturday's I go riding on my pony at a local club.

Mum and Dad want me to learn lots of skills, so on three evenings a week I do other activities. On Monday's I go to soccer, on Tuesday's I have piano lessons, and on Friday's I go to painting class. On Sunday's I go to Sunday School, because my family is Christian. My life is so busy, sometimes I wonder how I fit everything in. Fortunately, Monica is very good at keeping me organised!





**Celebrating Difference**  
Happiness Cards - Ages 9-10 - Piece 5

**iPad/tablet**

**Family**

**Friends**

**Clean water**

**Warm home**

**Healthy food**

**Education**

**Freedom**

**Lots of money**

**Bike**

**Mobile phone**

**Pet**

**Toilet**

**Safety**

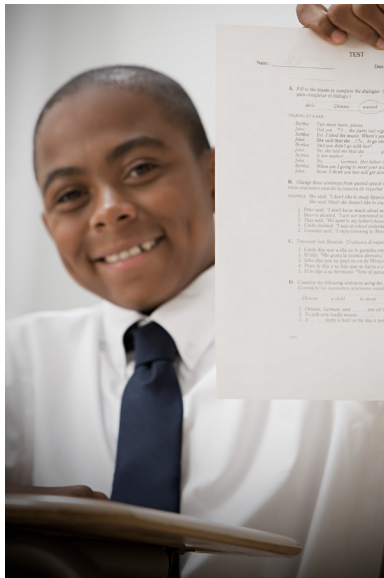


## Celebrating Difference

### Ghana PowerPoint Slides 1-2 - Ages 9-10 - Piece 5



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## Celebrating Difference

### PowerPoint Slide 3: My Jigsaw Journey - Ages 9-10 - Piece 5





**My Jigsaw Journey**

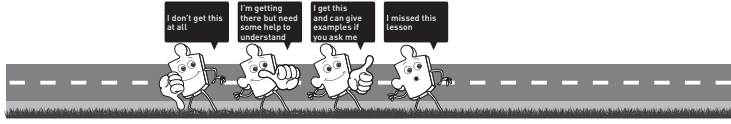


**Puzzle 2 - Celebrating Difference (Pieces 4-6)**

Ages 9-10

Name: .....

						TINT BOX - To improve next time I...
Piece 4	I can explain the difference between direct and indirect types of bullying.					
	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.					
Piece 5	I can compare my life with people in the developing world.					
	I can appreciate the value of happiness regardless of material wealth.					
Piece 6	I can understand a different culture from my own.					
	I respect my own and other people's cultures.					

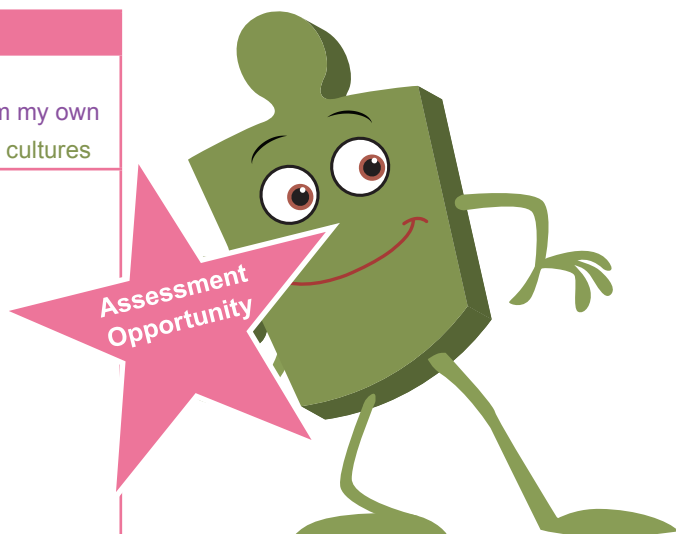


I don't get this at all
I'm getting there but need some help to understand
I get this and can give examples if you ask me
I missed this lesson

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## Puzzle 2: Celebrating Difference - Ages 9-10 - Piece 6

Celebrating difference across the world	
<b>Puzzle 2 Outcome</b> <b>Hall of Fame</b>	<b>Please teach me to...</b> I understand a different culture from my own respect my own and other people's cultures
<b>Resources</b> Jigsaw Chime Jigsaw Jez Jigsaw Jerrie Cat 'Calm Me' script Culture wheel templates Flip chart paper/chunky pens Children's own culture wheels (produced earlier in the unit (Puzzle)) Fact sheet 2 (from previous lesson) My Jigsaw Journey Jigsaw Journals Certificates	<b>Vocabulary</b> Culture Celebration Artefacts Display Presentation



<b>Teaching and Learning</b> <b>Note</b> Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time. As the assessment activity is rich with discussion, teachers may wish to consider in advance a way to scribe or record this as a record of the children's work.  <b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.  <b>Connect us</b> Children play 'Switch' by taking it in turns to complete the stem sentence: 'Part of my culture is...' (e.g. eating roast beef and Yorkshire pudding.) All the children who share that as part of their culture change places.  <b>Calm me</b> 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.	<b>Ask me this...</b>
--	-----------------------

### Open my mind

In pairs ask the children to discuss what they remember about:

- Children living in Ghana who work on cocoa plantations
- Joseph, the Ghanaian child who lived in the city (Fact sheet 2 from previous lesson)

Ask the children what they think the Ghanaian culture is? Is it represented by the farming children, by Joseph or do they both represent different parts of Ghanaian culture?

Invite the children to look back at their own culture wheels they made in Piece 1.

What do they think their culture is? Is everyone in our culture the same? Is our culture a mix of lots of different things too? What things make up our culture? Is it OK to be different in a culture?

### Tell me or show me/Let me learn

Split the class into four groups. Explain that each group will do a different task as follows:

Group 1: The task is to produce a culture wheel for a child who works on a cocoa plantation and compare it to theirs.

Group 2: The task is to produce a culture wheel for Joseph and compare it to theirs.

Group 3: Imagine that a child from a cocoa farm is going to live in a different country and go to school there. Can the children identify and list any reasons why this child might be bullied? Can they identify if the bullying is direct or indirect?

Group 4: Imagine that Joseph is going to live in a different country and go to school there. Can the children identify and list any reasons why Joseph might be bullied? Can they identify if the bullying is direct or indirect?

Allow time for the children to discuss and create their culture wheels or lists. Draw the lesson together by asking each group to feedback in turn.

Summarise by discussing the importance of understanding difference and diversity, and the problems of stereotyping to ensure that we don't discriminate.

The children's work from this lesson can be used as the End of Puzzle outcome as discussed with your Jigsaw Lead prior to starting this unit of work (Puzzle).

### Help me reflect

Slide 1: Ask the children complete My Jigsaw Journey for this (Piece) lesson.

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.

Why can different cultures cause conflict, is this fair?

Can there be different cultures in the same country?

What can we do to make sure we live well together when there are lots of different cultures in a community?

If a Ghanaian child came to our school how could we make them feel welcomed and part of our community?

What would you do if you witnessed someone from a different culture being bullied?

### Note

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.



## Celebrating Difference

### Calm Me Script - Ages 9-10 - Piece 6

I invite you to sit back in your chair, to adopt a dignified posture with a straight back and relaxed shoulders.

Close your eyes if you are comfortable to do so and start to focus your mind by directing your attention to your breathing as you breathe in through your nose and out through your mouth.

Your breaths are slightly deeper than usual and now you are helping your mind to focus on the air coming in and out of your body.

When I sound the Jigsaw Chime, allow yourself to listen to the sound until you can no longer hear it, and then re-direct your attention to your breathing.

Breathing in through your nose and silently counting to 4...1..2..3..4

Breathing out through your mouth and silently counting to 6...1..2..3..4..5..6

Do this a few times without me talking and become aware of the cycle of the breath, like a circle coming in through your nose, travelling to the lungs and then following the outward path to be breathed out through your mouth.

You may like to practice pausing your breath at the moment the in-breath wants to turn around and become the out-breath.

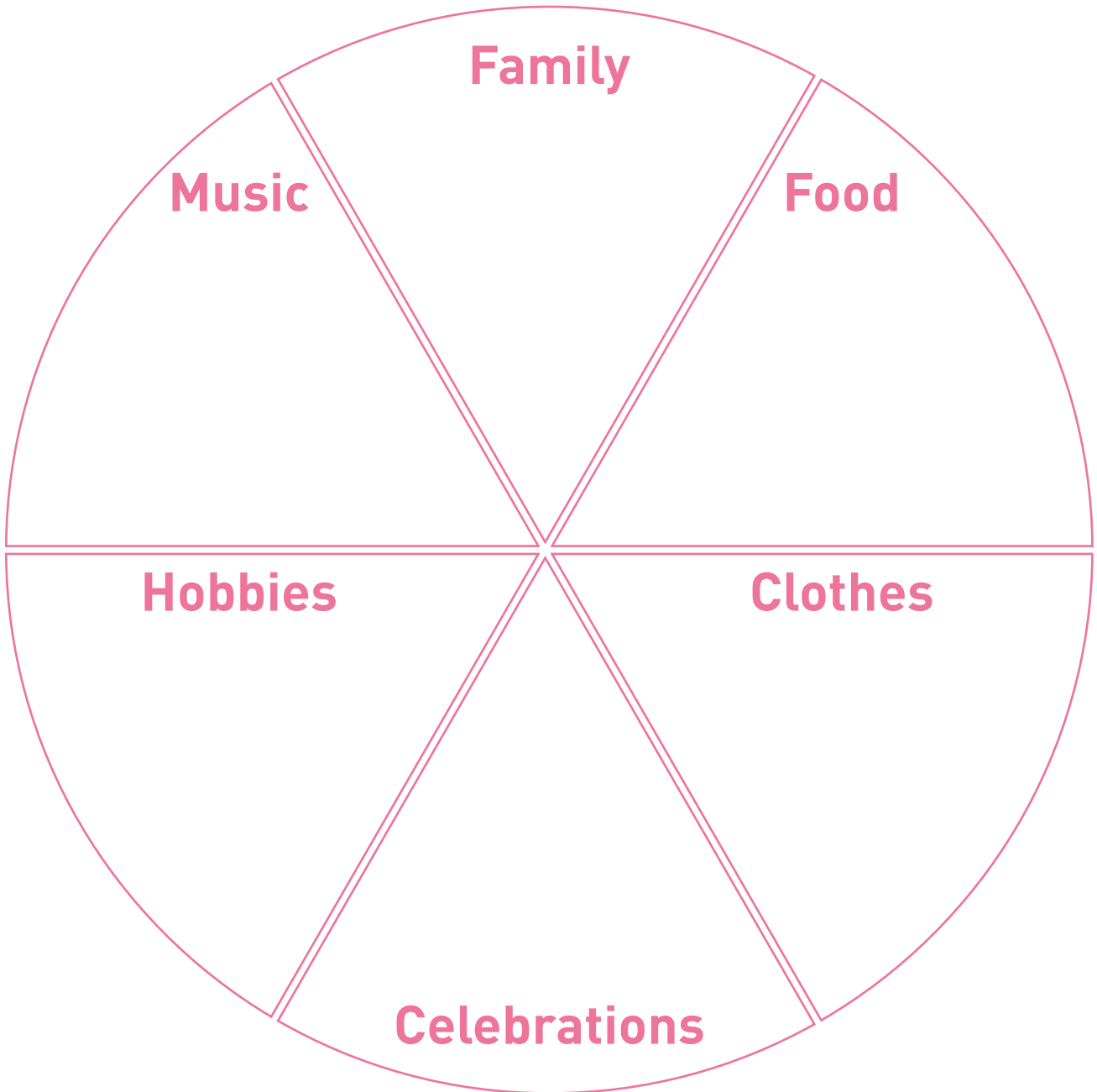
(Give children a minute or 2 to practise one of these breathing techniques to help them experience being able to choose how they direct their mind's attention)

When I sound the chime again, please gently bring your attention back into the room. It may help to wiggle your fingers and toes before gently opening your eyes.

(Sound chime and give plenty of time for 're-entry')



**Celebrating Difference**  
**Culture Wheel - Ages 9-10 - Piece 6**





# Celebrating Difference

## PowerPoint Slide 1: My Jigsaw Journey - Ages 9-10 - Piece 6



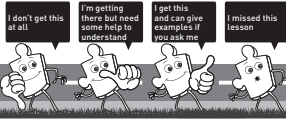
Puzzle 2 - Celebrating Difference (Pieces 4-6)

Ages 9-10

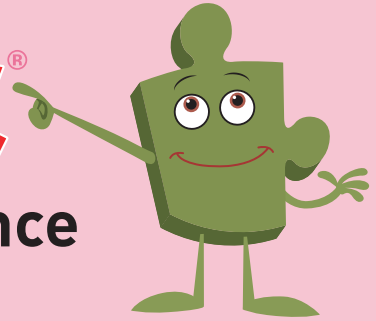
Name .....

					TINT BOX - To improve next time I...
Piece 4	I can explain the difference between direct and indirect types of bullying.				
	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.				
Piece 5	I can compare my life with people in the developing world.				
	I can appreciate the value of happiness regardless of material wealth.				
Piece 6	I can understand a different culture from my own.				
	I respect my own and other people's cultures.				

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# Celebrating Difference

Well done!



.....  
Please feel proud that you have learnt to:



.....

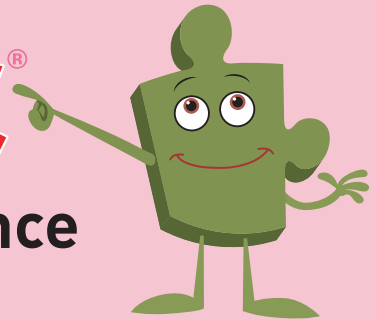
I am especially pleased that you:

.....

I am proud that I can:

.....

Signed:..... Date:.....



# Celebrating Difference

Well done!



.....  
Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

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Signed:..... Date:.....

## Exemplification for Ages 9-10 Celebrating Difference Puzzle

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

### WORKING TOWARDS

This child might get called names. That would be direct bullying. If people hid their belongings that would be indirect bullying. It might make the child feel sad.

I would help the child settle-in by being their friend because everything would be new to them and they might be frightened about coming to school. Our culture wheels are different but that doesn't mean I shouldn't try to help them.

### Ages 9-10 expectation

### WORKING AT

The child might experience indirect bullying such as people spreading rumours or having their things broken. This is indirect bullying because it is done behind a person's back. Direct bullying is done to them, like calling names, hitting or punching them. If I saw the child being bullied I would make sure that they knew how to get help and that I was on their side. This might be difficult because of different languages so I would have to show this in actions and words at first.

All types of racism are unfair because it makes a person feel unwanted just because they are different to other people. I think racism and discrimination should be stopped.

### WORKING BEYOND

The child coming from another country might be the target of bullying because they may be very different from the other children in the school, as their culture wheel shows. They could get teased or physically hurt, which is direct bullying. This might be from more than one person. They might get ignored or excluded which would be indirect bullying. The child would not settle into school which is unfair because we all have a right to be safe and to learn. The bullies may think it is funny, but they may not understand the impact it has on the child. I think that bystanders should get involved and stop the bullying, but that may be more difficult if it is a group doing the bullying. If it was a group I would tell a teacher so that I protect myself.

The child may face discrimination when coming to this country because some people may have unfair perceptions of what that child is like. Things on the TV and on the internet sometimes influence what people think. Sometimes people listen to other people rather than finding out things for themselves. It is more important to get to know the real person rather than make assumptions. If people are different, some people find that scary and that may cause them to treat them unfairly and disrespect them. It is important that we treat people fairly and respect different cultures so that we can get along and live together.

