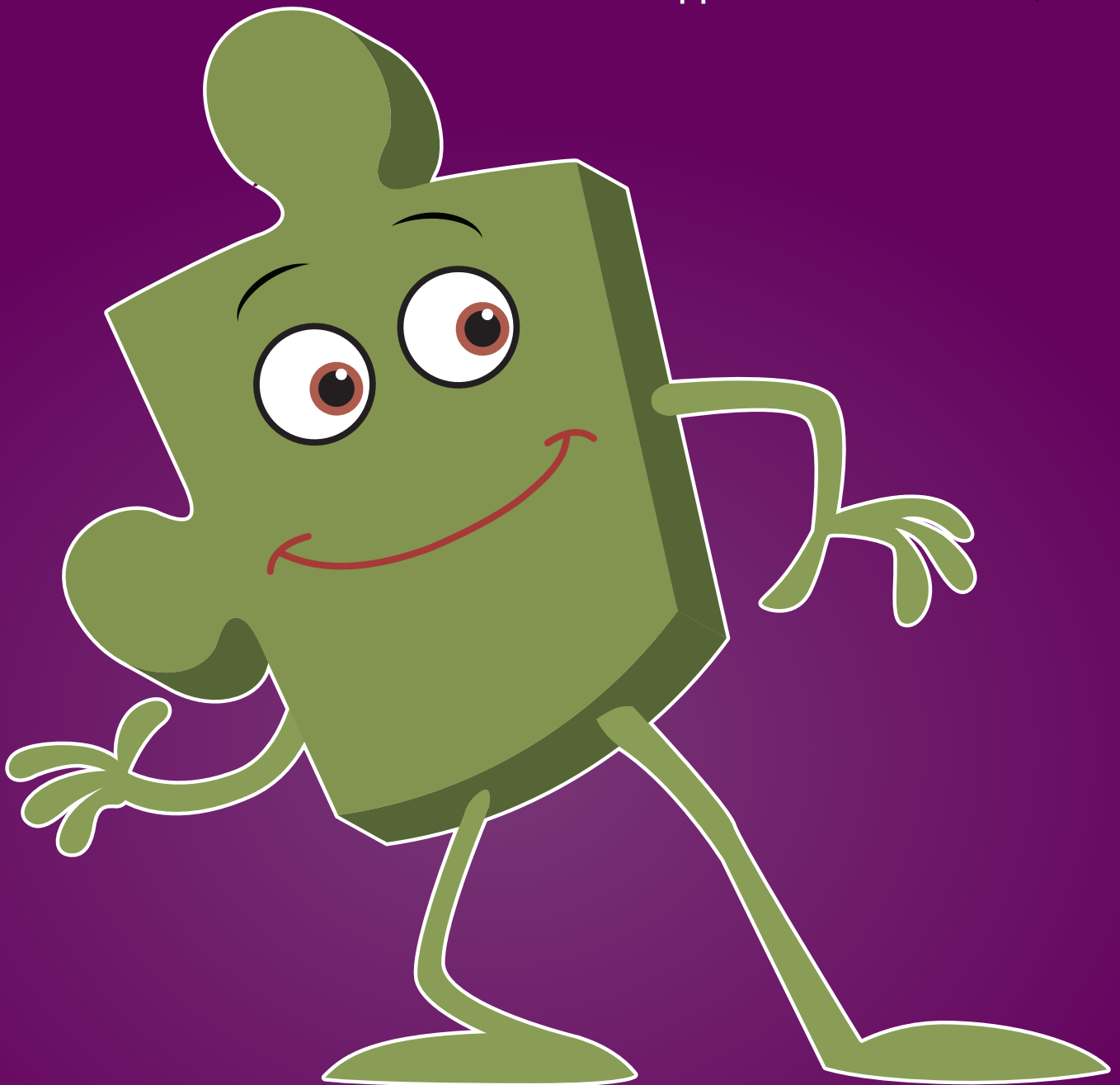


Jigsaw!®

The mindful approach to PSHE



Being Me in My World – Ages 9–10

www.jigsawpshe.com

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Being Me in My World

Puzzle Map - Ages 9-10



Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. My Year Ahead	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal	I know what I value most about my school and can identify my hopes for this school year	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, paper bricks, Head teacher, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Being a Citizen of My Country	I understand my rights and responsibilities as a citizen of my country	I can empathise with people in this country whose lives are different to my own	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, PowerPoint montage:, UNCRC Article cards, UNCRC Rights/Responsibilities resource sheet Jigsaw Jez, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Year 5 Responsibilities	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I can empathise with people in this country whose lives are different to my own	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, post-its, small sponge/tennis balls, Jigsaw Jez, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect me and others	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Reward PowerPoint slide, Jigsaw Jez, Jigsaw Jez's bag, Post-Its, Clip of London Riots 2011 (for use if time), Piece 3 flipchart - Rights/Responsibilities, Learning Charter puzzle pieces, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, School Learning Charter, flipchart, timer, Lyrics song sheet Song 'Together as One', newspaper, sticky tape, My Jigsaw Journey, Jigsaw Journal, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter	6. Owing our Learning Charter ★	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand why our school community benefits from a Learning Charter and can help others to follow it	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, recording equipment (optional), scenario cards, flipchart and pens, Jigsaw song 'Together as One', Learning Charter, Jigsaw Jez, certificates, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.

Subject Leader's Preparation to Lead the **Being Me in My World** Puzzle

The end of puzzle outcome for this unit of work is the whole school Learning Charter (see the Jigsaw Approach / folder introduction) for further details about this). If your school has been using Jigsaw for several years use these lessons to refresh the Learning Charter on an annual basis. If your school does not have a student council, you can elect students from each year group to take a lead in coordinating the Learning Charter, or designate this role to older classes as appropriate.

- 1) Ensure class **teachers** are aware that this Puzzle (unit of work) involves every class contributing to the Whole School Learning Charter.
- 2) Brief staff (if needed) using training materials from the Jigsaw Community Area website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Being Me in My World.
- 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 staff to training materials (and videos) on the Community Area pages of the Jigsaw website to support their understanding of the elements of Jigsaw such as mindfulness (Calm me).
- 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).
- 8) Discuss Jigsaw Journals with teachers and decide on individual or class journals. (Jigsaw recommends individual journals to show learning progress and coverage of PSHE including statutory requirements)
Make a plan to get the Journals made ready for Lesson 1. Print Journal covers from the Community Area of the Jigsaw website and stick to the front of exercise books or scrapbooks.
You could use a generic Key Stage 1 or 2, or Primary cover and then stick the specific year group one inside to mark the start of this year's work. In this case you may like to use the full colour KS version for the front but the line-drawing year group cover for inside so the children can colour this in and make it their own.
Using a journal across year groups is a great help to transition and children love to see how they have progressed.
- 9) Jigsaw Charter
Discuss how vitally important the Charter is to create a safe learning environment and arrange to get a large, laminated Charter made for each class.

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





Puzzle Assembly/Collective Worship: Being Me in My World

Title: Being Me in My World - Song: Together As One

Resources: PowerPoint slideshow of people using their hands. Can of squirty cream or shaving foam. Plate. Flip chart paper/whiteboard/pens. Jigsaw song: Together as One (track with children singing, or backing track or played on the piano as appropriate). Lyrics of Together As One displayed on a whiteboard.

Stimulus (focus for reflection): Show the PowerPoint slideshow of people using their hands in different ways as the children are entering the assembly space.

Calm me: Sound the Jigsaw Chime and invite everyone to listen very very intently until they can no longer hear the sound. Ask everyone to close their eyes and take three long, gentle breaths. Sound the Chime again. This time as the sound fades ask everyone if they can remember when somebody used their hands to be kind to them. Perhaps this was to help them with their school work, or was it in a game, or maybe when they were feeling poorly or upset? Can they remember how that person's kindness made them feel? Ask the children to think of these images for a little while, and when it feels right sound the Jigsaw Chime again. As the sound fades away ask everyone to open their eyes and bring their attention back to the room.

Help me think about: Explain that today's assembly is about how we can use our words and actions and what we say to be kind to someone else. Ask the children to share some of their thoughts they had during Calm me. They can do this with the person next to them, or the Lead practitioner can ask for some examples.

Puzzle Assembly Plan: In talk partners ask the children to think of different ways that they can do something kind with their hands. Take some feedback and scribe their ideas onto a piece of flip chart or a whiteboard under the heading 'KIND'. Repeat the exercise with children thinking of unkind actions.

Explain that our hands have the power to do good or cause harm in the same way that our words can do kind things and sometimes unkind things. It's our choice how we use our words and actions so it is important to stop and think about what we say and do to others.

Using the can of squirty cream/shaving foam, squirt some onto the plate and ask for a volunteer to try and put the cream back into the can. Explain that we can't put it back in, in the same way that we can't take back unkind words or undo unkind actions. Once they are out, they are out.

Display the lyrics of the Jigsaw song for Being Me in My World: Together as One, and play the song (version with children singing), or ask the children to sing the song if they know it. Invite the children to think about the meaning of the song. What is it trying to teach us? How does it relate to doing and saying kind things?

After the song has finished take some feedback from the children.

Help me reflect: In this moment of stillness ask everyone to think of something kind they can do with their hands and something kind they can say. Maybe this is in school/ the setting or perhaps at home. Ask them to imagine how these kind deeds will make the people around them feel and bring out feelings of happiness and belonging. If we always try to act kindly towards each other we are working towards being a happy team, together as one.

(Settings with a particular religious character/fai th/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 'Together As One' again as the children leave the assembly space.

Being Me in My World Assembly (PowerPoint Slides)





Being Me in My World Assembly (PowerPoint Slides) cont.



Together As One (Being Me in My World)

T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R

T, together,
T, T, together as one.
Together,
T, T, together as one,
T, T, together as one,
Together as one O-N-E.

Everybody stand up, let's sing it loud,
Celebrate each other yeah, yeah, we're proud.
Oh Oh (Shout it out!)

Oh Oh Oh!

CHORUS

T, together,
T, T, together as one.
Together,
T, T, together as one,
T, T, together as one,
Together as one O-N-E.

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)

Oh Oh Oh!

CHORUS

Everybody stand up, let's sing it loud,
Celebrate our difference yeah, yeah, we're proud.
Oh Oh (Shout it out!)

Oh Oh Oh!

CHORUS

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)

Oh Oh Oh!

CHORUS



Together As One

(Being Me In My World)

T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Everybody stand up, let's sing it loud,
Celebrate each other yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

CHORUS

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS

Everybody stand up, let's sing it loud,
Celebrate our difference yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS

Together As One

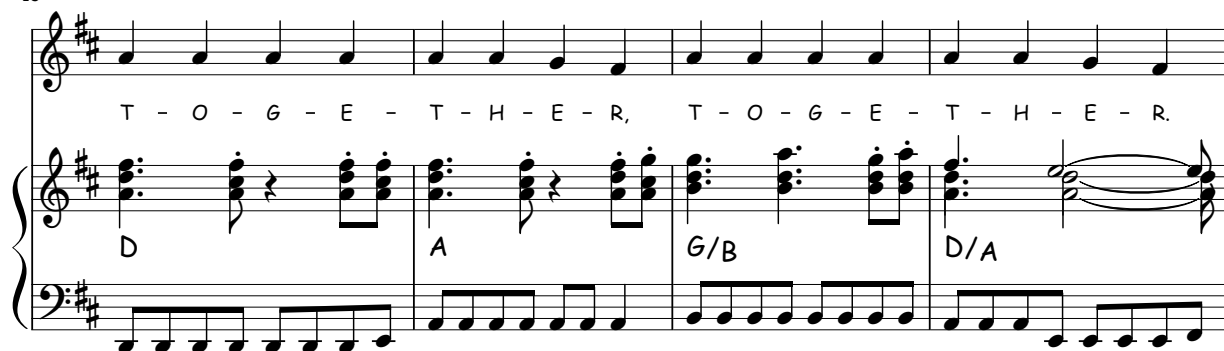
(Being Me In My World)

First system of musical notation (measures 1-4). The key signature is D major (two sharps). The time signature is 4/4. The notation includes a vocal line (treble clef) and a piano accompaniment (grand staff). The piano accompaniment features a steady eighth-note bass line in the left hand and chords in the right hand. Chord labels are provided below the piano staff: D, A, G/B, D/A, and A/E.

Second system of musical notation (measures 5-8). This system continues the piano accompaniment from the first system, with the same chord labels: D, A, G/B, D/A, and A/E. The vocal line remains silent in this system.

Third system of musical notation (measures 9-12). The vocal line begins in measure 9 with the lyrics "T - O - G - E - T - H - E - R,". The piano accompaniment continues with the same chord progression: D, A, G/B, D/A, and A/E.

13



T - O - G - E - T - H - E - R, T - O - G - E - T - H - E - R.

Chords: D, A, G/B, D/A

17



T, To-ge-ther. T, T, To-ge-ther as__ one. To-ge-ther, T,

Chords: D, A, G/B

20



T, To-ge-ther as__ one. To-ge-ther, T, T, To-ge-ther as__

Chords: D/A, D, A

23



one. To-ge-ther as__ one. O - N - E. Eve-ry-bo-dystand up, let's sing it loud.

Chords: G/B, G, D, D

27



Ce - le - brate each oth - er yeah, yeah we're proud. Oh, oh! (SHOUT IT OUT!)

Chords: F#, F#, F# E

30



Oh, oh, oh! T, To - ge - ther. T, T, To - ge - ther as one. To - ge - ther, T,

Chords: D, A, G/B

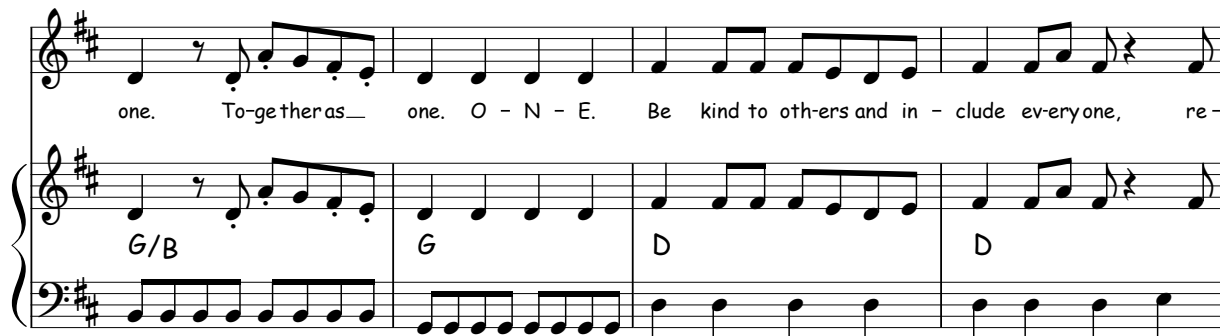
34



T, To - ge - ther as one. To - ge - ther, T, T, To - ge - ther as

Chords: D/A, D, A

37



one. To - ge - ther as one. O - N - E. Be kind to oth - ers and in - clude ev - er - yone, re -

Chords: G/B, G, D, D

41



spect one an-oth-er, it's a job WELL DONE! Oh, oh! (SHOUT IT OUT!) Oh, oh, oh!

F# F# E

45



T, To-ge-ther. T, T, To-ge-ther as one. To-ge-ther, T,

D A G/B

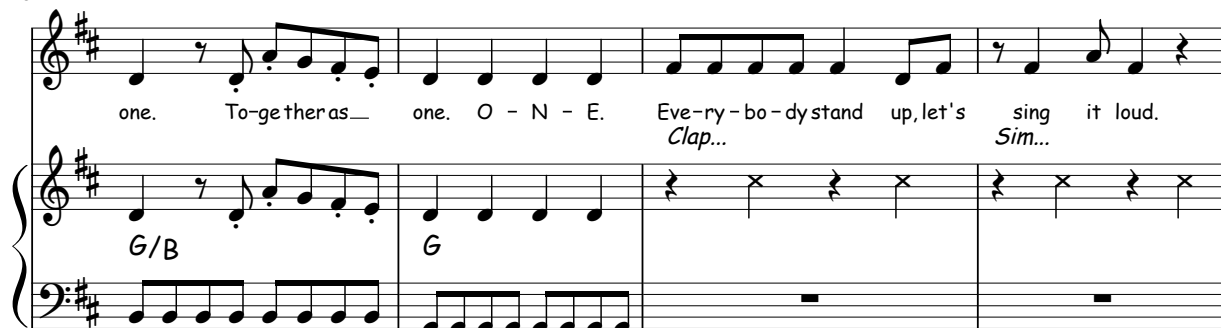
48



T, To-ge-ther as one. To-ge-ther, T, T, To-ge-ther as

D/A D A

51



one. To-gether as one. O - N - E. Eve-ry-bo-dy stand up, let's sing it loud.
Clap... Sim...

G/B G

55



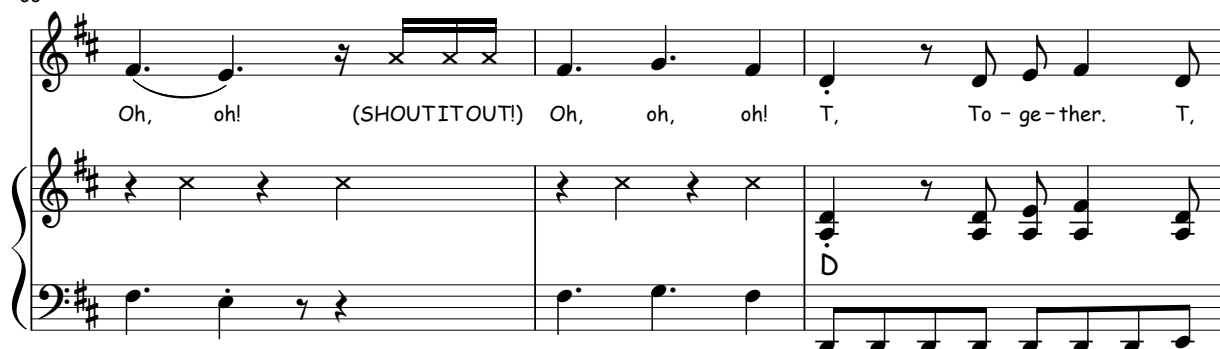
Ce-lebrate each-oth - eryeah, yeah we're proud. Oh, oh! (SHOUT IT OUT!) Oh, oh, oh!

59



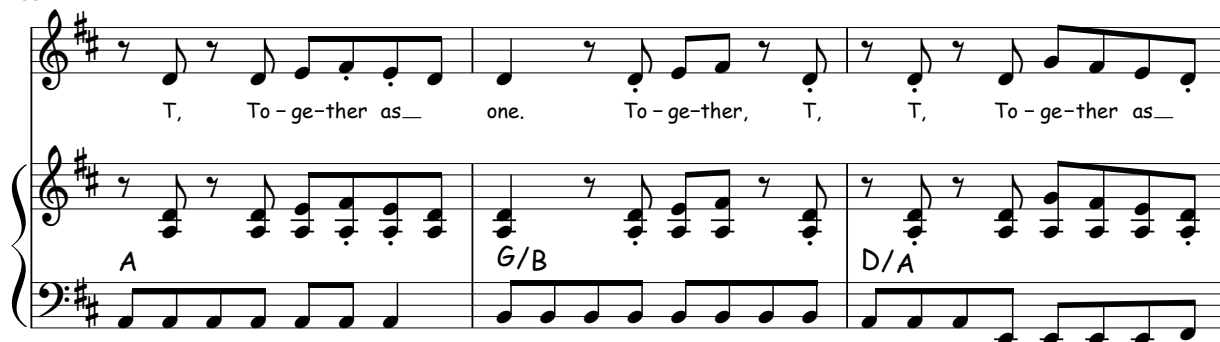
Be kind to others and in - clude everyone, re - spect one an-oth-er, it's a job WELL DONE!

63



Oh, oh! (SHOUT IT OUT!) Oh, oh, oh! T, To - ge - ther. T,

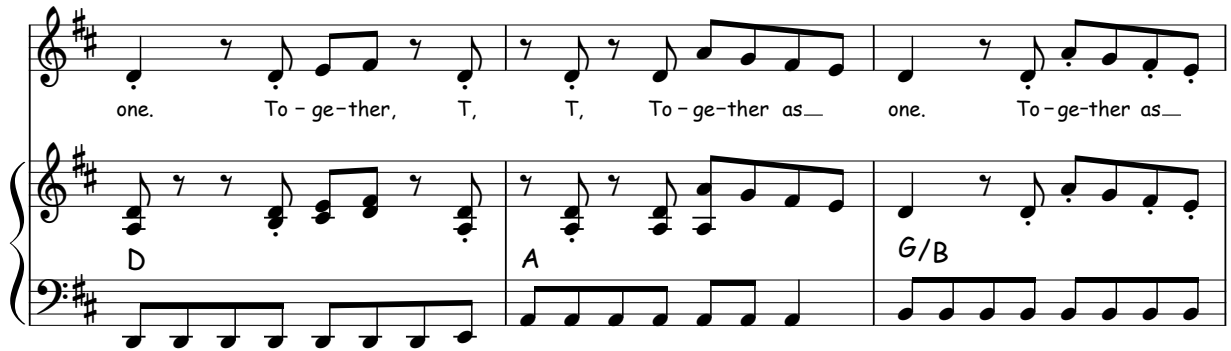
66



T, To - ge - ther as one. To - ge - ther, T, T, To - ge - ther as

A G/B D/A

69



one. To - ge - ther, T, T, To - ge - ther as__ one. To - ge - ther as__

D A G/B

72



one. O - N - E.

G



Mindfulness Assemblies

Introducing Jerrie Cat

These two assemblies can be used to introduce mindfulness, explain the purpose of Calm Me Time to the children, the reason for the inclusion of 'Pause Points' in Jigsaw lessons, and how Jigsaw Jerrie Cat and his big paws will help them pause and become more mindful.

Schools may wish to use these within the first few weeks of a new academic year, or when first introducing Jigsaw, the mindful approach to PSHE, in the school.

The two assemblies contain a story that is split into two parts to run across both assemblies so schools should run these in sequence.





Puzzle Assembly/Collective Worship: Being Me in My World

Title: Why do we do Calm Me time? - Song: Together As One

Resources: PowerPoint slideshow of the Jigsaw Friends Story- Part 1

PowerPoint slide showing a Jigsaw Chime

Jigsaw Chime

Jigsaw song : 'Together as One' (track with children singing, or backing track or played on the piano as appropriate)

Lyrics of 'Together As One' displayed

Jigsaw Friends

Stimulus (focus for reflection): Show the PowerPoint slideshow of the Jigsaw Chime as the children are entering the assembly space.

If the children are used to Jigsaw ask them if they recognise the chime from the photograph and ask them what they use it for in school. Share some of their ideas.

If Jigsaw is new in your setting, ask the children what the photograph is showing and what they think they might use the chime for in school.

Explain that today's assembly is going to help everyone understand why the chime is an important part of school and in particular their Jigsaw lessons. (If the children have not been introduced to the Jigsaw Friends, the assembly lead may wish to show the children the friends at this point, maybe one child could introduce each friend, in sequence from Jigsaw Jenie up through the year groups, by reading out their names and saying which year group they will belong to. Let the children know that collectively the Jigsaw friends are known as The Jiggies).

Calm me: Sound the Jigsaw Chime and invite everyone to listen intently until they can no longer hear the sound. Ask everyone to close their eyes, and sound the chime again. As the sound fades away ask everyone to open their eyes and bring their attention back to the room. Although the chime was only sounded twice, ask the children to say how they felt when they were listening to it. Share some of their ideas and draw out the calming aspect of the chime.

Help me think about: Explain that today's assembly is about the chime and why it isn't a musical instrument, but instead is going to be used in Calm Me; a special time in their Jigsaw lessons where everyone will learn to relax their bodies and minds, and be peaceful.



Puzzle Assembly Plan: Read the Jigsaw Friends Story - Part 1, and show the accompanying Powerpoint illustrations.

Jigsaw Friends Story – Part 1

Slide 2

One day, Jigsaw Jem called all of the Jigsaw Friends together for a meeting. Jem asked all the friends to sit in a circle, just like the children did in Jigsaw lessons. All the Jiggies (that's what they called themselves) wondered why Jem had called them to a meeting and they chattered amongst themselves wondering what the reasons might be.

Jem called the meeting to order and said, "Jiggies, I have been wondering about something for a long time now, and I need your help to solve a problem."

Jack said excitedly, "Great, we're good at solving problems, what can we help you with?"

"Well...", replied Jem, "I've been thinking about the Jigsaw Chime the children use in their classes...there is something more we could be doing with Calm Me Time...but...I can't quite work out what that might be?"

All the Jiggies looked very puzzled, they didn't know what Jem was trying to say.

Jaz spoke up, "We're not sure what you mean Jem? All the children seem to like Calm Me Time and the Jigsaw Chime. What more is there?"

Slide 3

Jenie said, "Before we carry on with the meeting, can I ask a question?"

All the Jiggies nodded and Jenie continued, "As you know I learn with the youngest children in the school and if I'm honest I'm not sure why we use the chime at all. What is it for?"

Jem asked the Jiggies if they could answer Jenie's question. They chatted to each other to try and find the answer.

Slide 4

Jaz said, "It helps the children learn to be calm."

Jo said, "It is peaceful."

Jino said, "It makes my ears tingle."

Jenie thanked them for their answers but said, "Yes I know that, but WHY do we use the chime and do Calm Me Time?"

All the while Jez had been looking thoughtful. "I think I know what you are asking, Jenie. Can I ask you a question?"

Slide 5

Jenie nodded and Jez asked, "Imagine that Jack has promised to play with you at breaktime, but he doesn't show up and you have to spend the playtime on your own. What would you think?"

Jenie replied, "Well I'd be very surprised because Jack always keeps a promise, so I might be a little bit worried that he hadn't met me like he said he would."

Jez asked the other Jiggies what they might think if Jack hadn't shown up for them.

Jem said, "Well I'd be disappointed that Jack had broken a promise."

"OK", said Jem, "So how might that make you feel...?"

Jenie explained about feeling scared that something might have happened to Jack, and Jem explained about maybe feeling grumpy with Jack.

Jez asked, so how might you treat Jack the next time you saw him. Jem replied, "I'd be a bit 'off' with him I think. I don't like it when people break their promises."

Jack suddenly started jumping up and down to get all the Jiggies attention. "Hold on a minute, this doesn't seem very fair" he exclaimed. "I might have had a real reason why I couldn't play with Jenie, it would be unfair of you Jem if you got cross with me. Perhaps I decided to stay in and help someone with their learning, or maybe I accidentally forgot."

Jez suddenly jumped up, did a little jig and said, "And that's why we have Calm Me Time! Do you get it?"

All the Jiggies looked more confused than ever and shrugged their shoulders.



Slide 6

Jez explained, "When we use the chime it helps us relax our bodies and calm our minds down. We can use our breathing to help us calm down.

Sometimes we get thoughts in our heads that make us feel worried, or cross, or angry, or sad. Sometimes these thoughts get so BIG they make us behave in an unhelpful way.

So, if we can put a PAUSE in our thoughts and feelings, we can stop and think before we behave in a way that isn't helpful.

If Jem was feeling cross with Jack he might fall out with him, even though it wasn't really Jack's fault he didn't show up. And Jenie might be worried about Jack for no reason. If they both did Calm Me when the thoughts and feelings started to get BIG, it would help them not to worry or be cross. So, we use the Jigsaw Chime and our special breathing to practice calming down."

Slide 7

All the Jiggies looked very impressed with Jez.

"Is the chime magic then, like Harry Potter?" Jo asked.

"I can see what Jez is saying," Jem replied. "It's not magic, but our brains are so clever and good at learning that the chime teaches our brains to help us stay calm. If we practice Calm Me Time enough our brains start calming us down without us even realising, every time our feelings or thoughts get too BIG."

"Oh, I get it now," Jo nodded. So, we don't ALWAYS need a chime to practice Calm Me Time then? Sometimes we can just imagine the chime, or a calm picture, or start slowing our breathing down so our brains take over and calm us down. That is bit like magic really!"

Jem said, "And that's what I was trying to say right at the start of this meeting. I said there was something we were not doing with Calm Me Time. I've worked it out now by everything we've talked about. We need to practise it...but in a different way so we get used to doing it without a chime..."

The Jiggies stopped and wondered....what could that way be? Have you got any ideas?

We'll find out what the Jiggies decide next time...

Ask the children if they understand how the Jigsaw Chime and Calm Me Time work from the Jigsaw Friends' story.

Repeat the example in the story that thoughts lead to feelings, that lead to behaviour and Calm Me helps us put a PAUSE in that sequence so we have time to relax, think without reacting unhelpfully. It may be helpful to ask for some children to model this with the Jigsaw Friends as you/ they are explaining, asking what each Friend is thinking and feeling and how that might result in unhelpful/ unfair behaviour.

Ask the children to share with a Talking Partner if they can think of any times when they might get BIG feelings that are difficult to manage when they could try to use Calm Me Time. Can they think of examples when thoughts might lead to feelings that could lead on to unhelpful behaviours? Share some of the children's ideas.

Help me reflect: Sound the Jigsaw Chime and invite the children to close their eyes and breathe gently and deeply, listening to the sound of the chime as it fades away.

In this moment of stillness ask everyone to think of a time where they could use Calm Me to help them pause and be still. Maybe they could use it when they are feeling worried or anxious about something? Or perhaps when they have fallen out with a friend or are finding a piece of learning difficult? Maybe they could use it at home? Invite the children to think of an example that is relevant to them and to keep the idea in their heads.

[Settings with a particular religious character/fairth/denomination may wish to use an appropriate prayer or act of worship at this point.]

Closing the assembly

Play 'Together As One' again as the children leave the assembly space.



Being Me in My World

Jigsaw Chime PowerPoint Slide 1 - Assembly all years

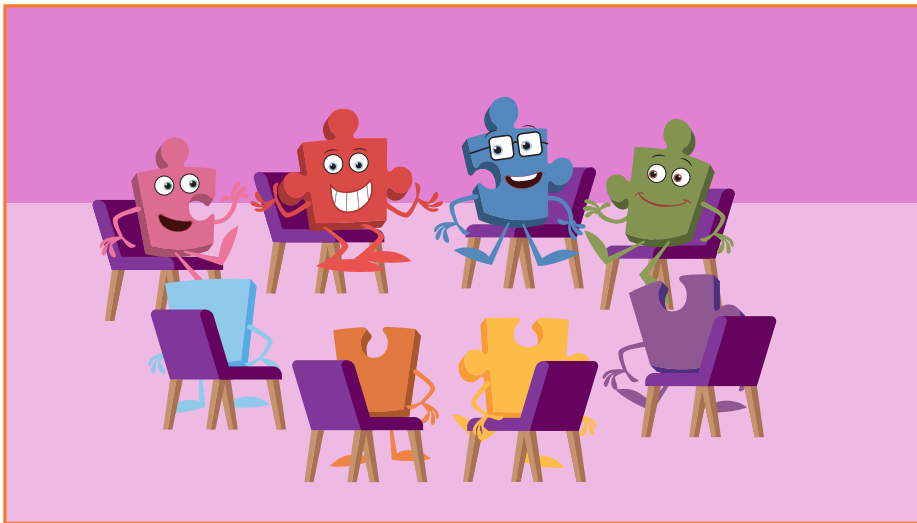


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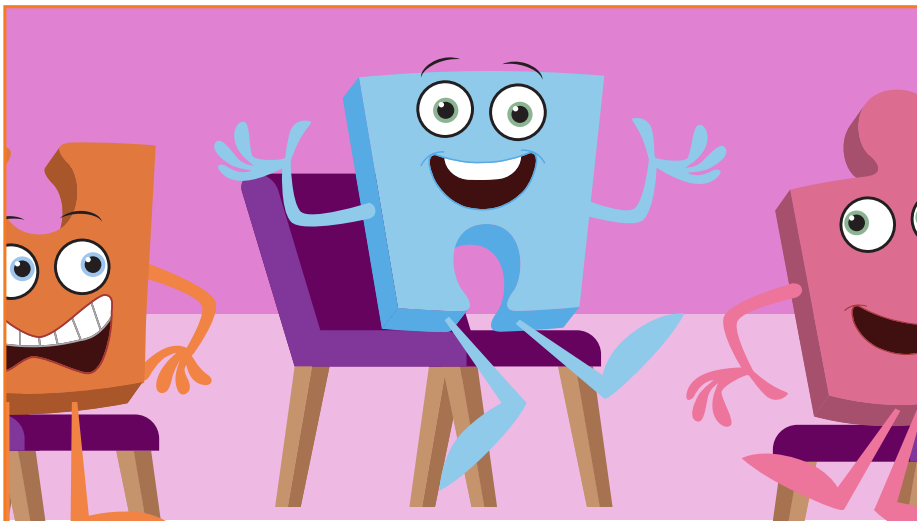
Being Me in My World

Why do we do Calm Me Time PowerPoint - Assembly all years

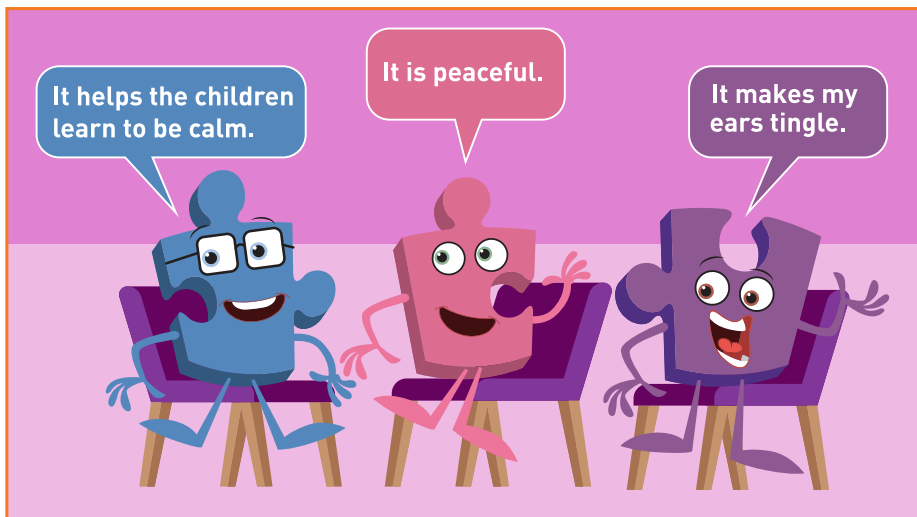
Slide 2



Slide 3



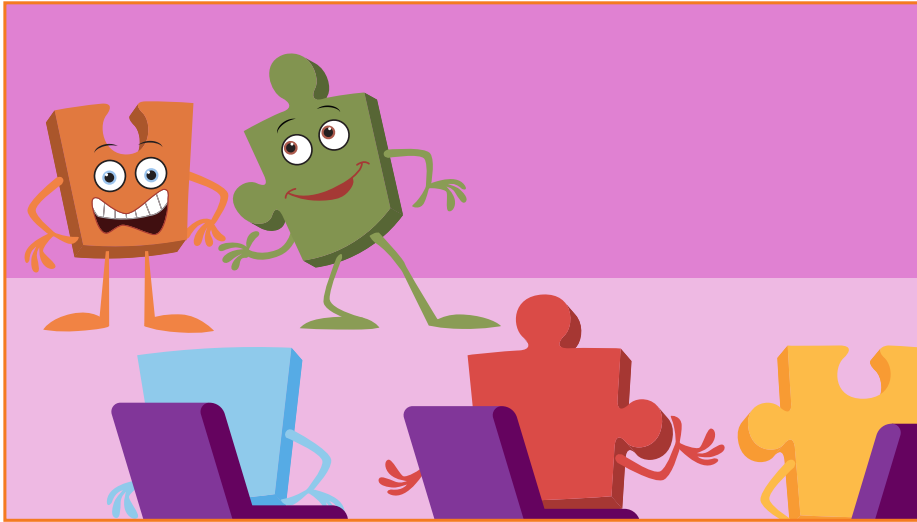
Slide 4



Being Me in My World

Why do we do Calm Me Time PowerPoint - Assembly all years

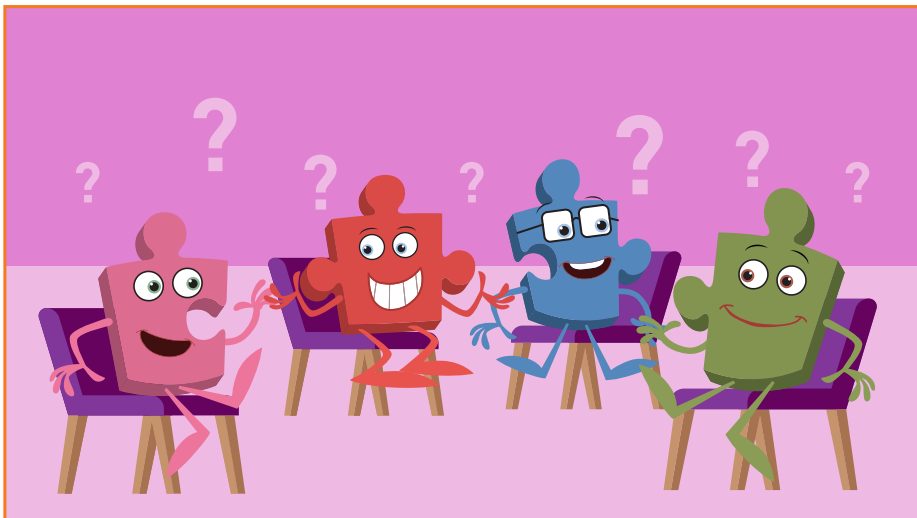
Slide 5



Slide 6



Slide 7





Puzzle Assembly/Collective Worship: Being Me in My World

Title: Introducing PAUSE POINTS and Jigsaw Jerrie Cat - Song: Together As One

Resources: PowerPoint slideshow of the Jigsaw Friends Story- Part 2

PowerPoint slide showing Jigsaw Jerrie Cat

Jigsaw Chime

Jigsaw song: Together as One (track with children singing, or backing track or played on the piano as appropriate)

Lyrics of Together As One displayed

Jigsaw Friends

Jigsaw Jerrie Cat if you have one

Stimulus (focus for reflection): Show the PowerPoint slideshow of Jigsaw Jerrie Cat (the cat picture) as the children are entering the assembly space.

Calm me: Sound the Jigsaw Chime and invite everyone to listen very intently until they can no longer hear the sound. Ask everyone to close their eyes and sound the chime again. This time when the sound has faded ask everyone to think about the story from last time. What were the Jigsaw Friends trying to teach us about Calm Me Time? Ask the children to think of these images for a little while keeping the ideas in their heads, and when it feels right sound the Jigsaw Chime again. As the sound fades away ask everyone to open their eyes and bring their attention back to the room.

Help me think about: Explain that in today's assembly we are going to hear the next part of the Jigsaw Friends' story. Can the children remember the question we were left with at the end of Part 1?

Puzzle Assembly Plan: Read the Jigsaw Friends Story - Part 1, and show the accompanying Powerpoint illustrations.

Jigsaw Friends Story – Part 2

Slide 2

The Jiggies sat and pondered...nobody could seem to think of an idea to practise being calm without a chime.

Jem asked, "Has anyone had any ideas yet?"

Jaz hesitated and then said, "Well I've heard some children saying that having a pet can help people. Some children can't have pets so do you think we could get a pet that everyone can share?"

Jack got very excited, "Yeah we could get a crocodile! That would be cool!"

Jino suggested an elephant and Jo said a tiger.

"Nice ideas," Jem said, "but those animals aren't really the type of pets that will help keep the children calm are they? Can you imagine a tiger or a crocodile loose in the school, let alone an elephant! What would the teachers say? Imagine the mess! But, how about a cat?"

Slide 3

"What's so special about a cat?" Jez asked, looking a little disappointed that they weren't going to get an elephant.

"Well, they can be very good to talk to, and nice to pet and stroke." Jem replied. "That's calming."

"I think a dog would be better" Jenie said. "Dogs are fun and you can teach them tricks."

"I agree Jenie," Jem said, "but dogs take a lot of looking after and need a lot of time to keep them exercised and healthy. We are so busy in school we wouldn't have the time."

"But don't cats still need looking after?" Jo asked.

"They do, but as long as they have plenty of space, are given nice food and are kept safe from busy roads they exercise themselves, so they are easier to look after in some ways, compared to a dog. Jem replied. "Whatever animal we choose, we have to make sure that we can look after it properly or it wouldn't be fair. Also, I know a place where there are cats that need re-homing."

"What's re-homing?" said Jenie.

"Sometimes people have to give up their pets for all sorts of reasons, or the animals are strays and have never had a home. This place I know takes in cats and then finds them forever homes.", explained Jem.

"Oh, let's go now" Jack said bouncing up and down again excitedly.

Slide 4

Jem led the Jigsaw Friends into town and into the nearest cat re-homing centre. The lady behind the front desk gave the Friends a quizzical look, it wasn't every day that a set of live Jigsaw pieces walked in.

Peering over the desk she asked, "How can I help you?"

"We've come to re-home a cat" Jino said hopping up and down with excitement, "For all the children in our school."

"Oh, that's splendid" the lady said, "but before we can go ahead we will need to take some details to make sure that the cat is going to a good home."

It seemed to take ages. The lady asked so many questions, but it made the Jiggies realise that having a pet is a big responsibility and there were lots of things to think about. Eventually the lady led them into a small room with three windows raised off the ground. She explained that the cats looking for a home were in their own special enclosure and they would be able to see them through the windows. On each window there was some information about the cats.

Slide 5

The Jiggies peered into the first window but they couldn't see a cat.

"This one's empty." Jez said sounding disappointed.

They walked up to the second window and looked in. Behind it were three ginger kittens but the information on the window said, "Need to be re-homed together."

"Oh, that's sad" Jem said, "We can't look after three cats, they will need to go to a home with a lot of space. I'm sure they will find a family soon though."

They moved on to the third window and saw a beautiful grey and white cat. "Oh, this one is lovely!" exclaimed Jino.

"Yes, but the information said it is frightened of children, so it wouldn't be fair to take it to school." Jaz said. "This is hopeless!"

"I can feel a BIG feeling, coming." Jo said, "And I don't like it! I'm feeling very disappointed and that's making me upset."

"Quick do a Calm Me Time." said Jem.

The Jiggies started to walk out of the little room, practising their breathing and trying their best to stay calm and not let the sadness they were feeling get too big. As they passed by the first window again, this time there was jet-black cat looking down at them. It had both paws up against the window and it made them stop and PAUSE.

Slide 6

Jem said, "Oh look everyone, there was a cat in this one after all. Look he has made us stop and PAUSE. It's like his paws are saying PAUSE!" All the Jiggies laughed at the joke, and the sad feeling went away.

Jez looked up at the information on the window and read it out. The notice said, "My name is Jerrie. I would love to be re-homed with children. I am a very quiet cat and very gentle, but I also like to play games sometimes like chasing a piece of string."

All the Jiggies looked at each other, They had found their Jigsaw cat. Jerrie was perfect.

"What made you choose Jerrie?" the lady asked them.

"Well we were looking for a cat to help the children practise their Calm Me Time." Jem said. "He showed us his paws which made us PAUSE. That means when Jerrie shows us his paws in school we can practise Calm Me without needing the Jigsaw Chime."

The lady didn't really understand about Calm Me Time, but nodded to pretend she had understood.

Slide 7

A few days later the Jiggies collected Jerrie Cat and took him back to the school to be in his forever home. Welcome Jigsaw Jerrie!

Show the children the picture of Jigsaw Jerrie again. Explain that in Jigsaw lessons the teachers will sometimes ask everyone to PAUSE. When the teacher does that, the children need to make a 'paws' symbol with their hands, like Jerrie reaching up to the window? Ask the children to show you their PAUSE hands.

When the teacher asks everyone to PAUSE, they need to close their eyes (if that is comfortable for them), and then listen to what the teacher asks.



The teacher will ask them:

“What are you thinking now?”

“What are you feeling now?”

The children need to do what the teacher asks and keep their ideas in their heads. It only takes a few seconds. This is another type of Calm Me Time, that they can use to help them whenever they need to PAUSE.

Slide 8

Practise this once by saying PAUSE, the children make the PAUSE hand sign, close their eyes if they choose to do so, and then ask the two questions.

“What are you thinking now?”

“What are you feeling now?”

Ask the children if they can remember what to do when the PAUSE Points happen in Jigsaw lessons?

Can they think of some situations where thoughts might lead to BIG feelings, where a PAUSE Point might help? Share some of the children's ideas.

Help me reflect: In this moment of stillness explain that we have different types of Calm Me Time that can help us when we feel sad, angry, or worried. These are Calm Me Time with the chime, using Pause Points and we can also use Calm Me Time without the chime just by practising our breathing or imagining calm pictures in our heads. Ask the children to imagine them using Calm Me to help them manage a time when they might be worried, sad or angry. Can they picture in their heads the Calm Me Time working and making them feel better and calming the BIG emotions down?

Thank the children for their participation.

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

Closing the assembly

Play ‘Together As One’ again as the children leave the assembly space.

Jigsaw Jerrie Cat is available to purchase on the Jigsaw online shop and may be an asset in the classroom to signify Pause Points and/or to use as a comforter for children who need support or time out to calm down, or have a Calm Me Time to regulate their emotions.

www.jigsawpshe.com



Being Me in My World

Jerrie Cat PowerPoint Slide 1 - Assembly all years



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Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

Slide 2



Slide 3



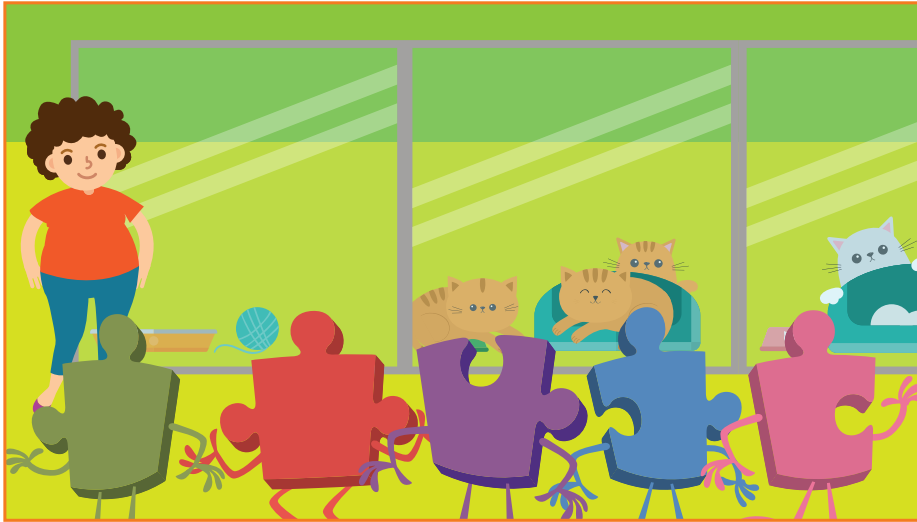
Slide 4



Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

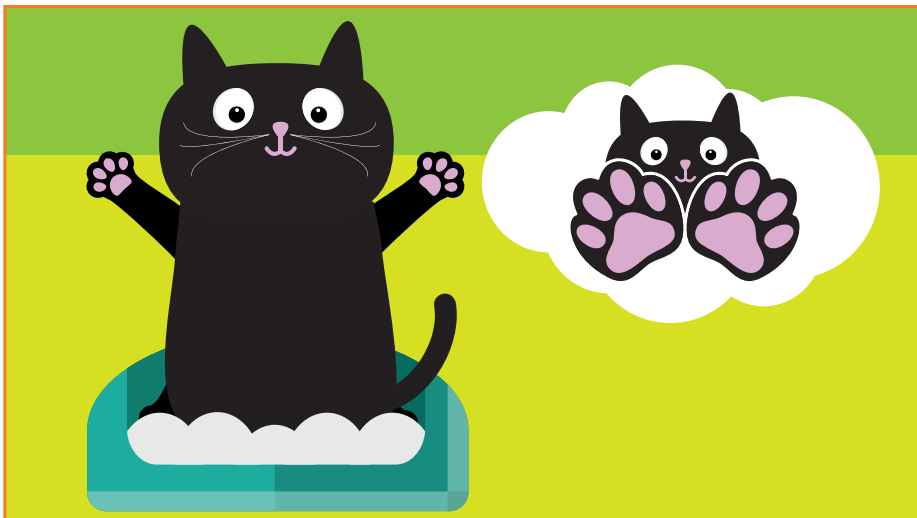
Slide 5



Slide 6



Slide 7



Puzzle 1

Weekly Celebration 1

This week we are celebrating people who:
Help others to feel welcome



Puzzle 1

Weekly Celebration 2

This week we are celebrating people who:
Try to make our school community a better place



Puzzle 1

Weekly Celebration 3

This week we are celebrating people who:
Think about everyone's right to learn



Puzzle 1

Weekly Celebration 4

This week we are celebrating people who:
Care about other people's feelings



Puzzle 1

Weekly Celebration 5

This week we are celebrating people who:
Work well with others



Puzzle 1

Weekly Celebration 6

This week we are celebrating people who:
Choose to follow the Learning Charter

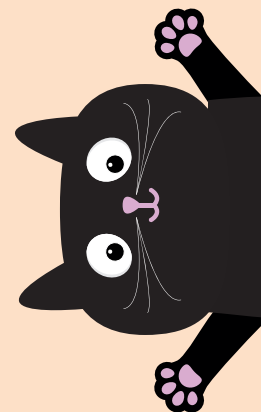


Class Teacher's Preparation to Lead the **Being Me in My World** Puzzle with children Ages 9-10

Prepare each child a Jigsaw Journal by printing a Journal cover from the Community Area and sticking to the front of an exercise book or scrapbook. You may like to use a generic Primary or Key Stage cover for the front and then stick the specific year group cover inside to mark the start of the work for that year. If the Journal lasts more than one year, the same one can continue with the child by just sticking the next year group cover in as a divider.

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: You need to arrange for a member of your senior leadership team to visit your class and explain the school/setting vision for learning
Print and laminate a large Jigsaw Charter
- Piece 2: All resources within Jigsaw
- Piece 3: Small sponge balls/tennis balls
Flip chart
Post-its (one colour)
- Piece 4: Class list of rights/responsibilities from last Piece (lesson)
Jez's bag (A bag or box containing a section of random objects E.g. a spoon, a marble, a pebble, a shell, some coins, a key, a bell etc
Post-it notes (ideally use a different colour from those in Piece 3)
- Piece 5: Sheets of newspaper
Sticky tape
Timers (one per group)
Post-its
Flip chart
Whole-school learning charter (if available) or else use the sample one in the Jigsaw resources
- Piece 6: Flip chart
Chunky pens
Recording equipment (optional)



Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each student needs one that includes Learning Intentions for Pieces 1-3). Arrange for a member of your senior leadership team to visit your class for this lesson (Piece).
- Piece 2: **Copy/print** UNCRC Article cards enough for one set per group. **Copy/print** the Rights and Responsibilities Resource sheet, one per child.
- Piece 3: Keep the class list of rights/responsibilities for the next lesson (Piece).
- Piece 4: Ensure enough My Jigsaw Journey sheets have been **printed** (each student needs one that includes Learning Intentions for Pieces 4-6) Find the flip chart of rights/responsibilities from the last Piece (lesson). Create Jez's bag of objects (see above and lesson plan).
- Piece 5: See your Jigsaw Lead to obtain a copy of the Whole-school Learning Charter (or if this is not available then use the example one in the Jigsaw resources for this lesson (Piece).
- Piece 6: **Copy/print enough end of puzzle certificates and complete in advance** for each child. **Copy/print** enough scenario cards, one card for each group.



The scenarios contain sensitive issues that may be pertinent to certain children in the class. If this is the case the teacher should consult with these children before the lesson to seek their agreement that the scenario can be used. Teachers are free to create their own scenarios or use the same scenario for every group if that is more appropriate.

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. Teachers may wish to record or scribe some notes from the role-play task.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 9-10

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

Jigsaw and Tracking Software

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

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

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

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

Please email office@janlevergroup.com

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





Ages 9-10

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one.	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. 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.	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. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.	
Puzzle 2 Celebrating Difference		I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel. I can tell you why it is important to respect my own and other people's cultures.	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. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	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. 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.	
Puzzle 3 Dreams & Goals		I can tell you about my dreams and goals and also some that young people from different cultures might have. I can tell you how I feel about my dreams and goals.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	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. 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.	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		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.. I can tell you why my body is good the way it is.	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. I can summarise different ways that I respect and value my body.	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. I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.	
Puzzle 5 Relationships		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. I can tell you why some feelings might lead to someone using technology to harm myself or others.	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. 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.	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. 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.	
Puzzle 6 Changing Me		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. I know that I will change during puberty and I can tell you how I feel about that.	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. 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.	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. 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.	

General Exemplification Guidance for teachers to assess children's work

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

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

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

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

Teacher Feedback to Pupils

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

For example:

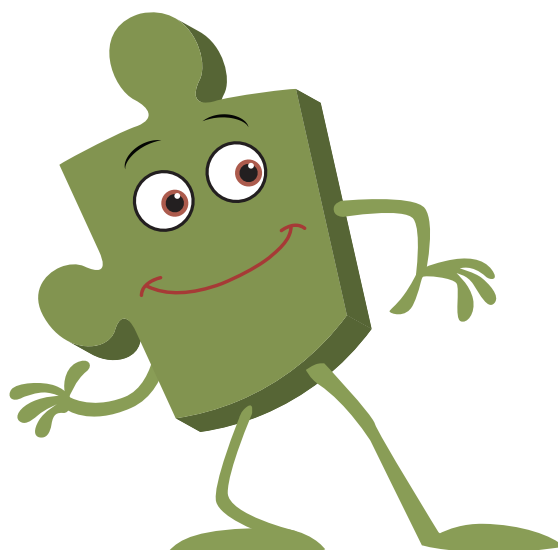
You participated actively in this lesson.

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

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

Puzzle 1: Being Me in My World - Ages 9-10 - Piece 1

My Year Ahead	
Puzzle 1 Outcome Our Learning Charter (See example Learning Charter in Pieces 4,5&6)	Please teach me to... face new challenges positively and know how to set personal goals know how to use my Jigsaw Journal know what I value most about my school and can identify my hopes for this school year
Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script 'Calm' pictures Jigsaw Jez Jigsaw Jerrie Cat Head teacher/SLT My Jigsaw Journey Jigsaw Journals	Vocabulary Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge



Teaching and Learning Note: You will need to invite a member of the senior leadership team, preferably the Head teacher, to be part of this lesson and ask them to share the school's /setting's mission statement or vision with the children. Please also ensure you have read the Jigsaw Approach (the introductory chapter to these resources found at the beginning of each year group folder/file) prior to teaching this Puzzle (unit of work). The Jigsaw Charter Slide 1: The Jigsaw Charter Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive issues. Therefore, we need to establish the 'ground rules', in Jigsaw called 'The Jigsaw Charter'. This needs to include: The right to pass Respect for each other Confidentiality There is a ready-made Jigsaw Charter in this lesson for you, but do start by asking the children what they need to do to make everyone feel safe so we can all learn well. Bring out their ideas and introduce the Jigsaw Charter (Slide 1) and the large printed copy you already made (and laminated). You may like to invite them all to sign the Charter (or maybe colour in a smiley face already drawn on it) as a way of saying they agree to try to stick to it in Jigsaw lessons. You and they can then refer to it in every lesson thus creating a trusted and predictable learning environment. Display the Jigsaw Charter in the classroom and refer to it at the beginning of every Jigsaw lesson. Share 'The Jigsaw Charter' with the children to reinforce how we work together.	Ask me this...
---	-----------------------

Connect us

Introduce Jigsaw Jez as the Talking Object in circle work. When you are holding Jez it is your turn to talk if you wish to.

Still in a circle, but now standing, play the Blast Off Game up to 10 encouraging children to tune into each other as a group. Blast Off Game. Teacher starts by calling out number 1. Any child can then call out '2', any other child can then call out '3'. Continue in this way until the group reaches '10', but instead of saying the number '10', the whole group shouts 'Blast Off!' and does the action of a rocket blasting off into space. Only one person can call out a number at a time so if two people call out at the same time, the whole process has to start again from the teacher calling out '1'. It may take some practice before the group can tune into each other enough to get from 1 to 10 Blast off without having to start again. When they get good at getting from 1 to 10, just increase the target number to, e.g. 15 or 20 and maybe add a speed factor into the game (how quickly can we blast off at 20?). Or you could count down from 10 and blast off after 1.

Calm me

Slide 2: Everyone, including adults, is sitting on chairs in a circle. Explain to 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 Jigsaw Chime, the 'Calm Me' Script and the calm pictures (slide 2).

Open my mind

Welcome the Head teacher (or another member of the senior leadership team) to the circle and ask him/her to share his/her vision for the school, what he/she is trying to do in order to help all the children to learn as well as possible. Can he/she share the schools mission statement and briefly explain the development plan and his/her vision for each child. What is the Head teacher aiming to do?

Tell me or show me

Invite the children to ask the Head teacher questions and share their thoughts using Jigsaw Jez as the 'talking/ turn taking' object. At the end of this part of the lesson, one of the children, on behalf of the class, thanks the Head teacher for his/her time.

Pause Point: Slide 3:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, breathe deeply and notice their feelings in this present moment. No need to share these.

Did you feel part of the group?

Could you tune into the other people in the group during the game?

Is your mind quiet and calm enough to learn?

What is the school trying to achieve for and with you?

Let me learn

Give out the Jigsaw Journals. Ask the children to return to their own seats and work in their Jigsaw Journals. They draw a wall with 8-10 bricks. On five of the bricks they write five personal learning goals for the coming year (focus on the academic). On the remaining bricks they write personal goals relating to other aspects of school life e.g. friendships, clubs, sport, music.

In talking partners, children choose one of their goals and help each other work out the steps they need to take to achieve this goal. If time they can draw a ladder on their wall leading to that goal (brick) and on each rung of the ladder write one of these steps.

Help me reflect

Slide 4: 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 (for Pieces 1-3) 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. In the TINT (to improve next time) Box. Stick the completed sheets into their Jigsaw Journals.

What are your personal learning goals for this year? How motivated are you to achieve these goals?

How great will it feel when you achieve your goals?

Notes

The title 'The Jigsaw Charter' is written on a large, unrolled scroll. 'The' and 'Charter' are in orange, while 'Jigsaw' is in the same multi-colored, puzzle-piece font as the logo. The scroll is a light tan color with a slight shadow and a folded top and bottom edge.

We take turns to speak

We use kind and positive words

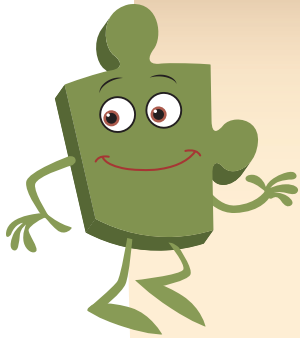
We listen to each other

We have the right to pass

We only use names when giving
compliments or when being positive

We respect each other's privacy
(confidentiality)

The Jigsaw[®] Charter



Class:

*
*
*
*
*
*

We will try our best to keep our Charter:



Being Me in My World

PowerPoint Slide 1 The Jigsaw Charter - Ages 9-10 - Piece 1

The Jigsaw Charter

We take turns to speak
We use kind and positive words
We listen to each other
We have the right to pass
We only use names when giving compliments or when being positive
We respect each other's privacy (confidentiality)

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The graphic shows a central scroll with the Jigsaw Charter text. The scroll is surrounded by several colorful, cartoonish puzzle pieces with faces and arms. The pieces are orange, purple, blue, red, and green. The Jigsaw! logo is at the top of the scroll.



Being Me in My World

Calm Me Script - Ages 9-10 - Piece 1

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (starry sky, calm lake, school playground) with the children, and establish which picture makes them feel the most calm. Encourage the children to bring to mind a special place they have where they feel especially calm, and to let their minds build a picture of this place. Imagine how you feel when you are there and sense those calm feelings now.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again through your mouth. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher and Jigsaw Jez reinforce how good it feels to be calm and quiet.



Being Me in My World

'Calm' Pictures PowerPoint Slide 2 - Ages 9-10 - Piece 1





Being Me in My World

Jerrie Cat PowerPoint Slide 3 - Ages 9-10 - Piece 1



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Being Me in My World

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



My Jigsaw Journey

Jigsaw

Ages 9-10

Puzzle 1 - Being Me in My World (Pieces 1-3)

Name:

					TINT BOX - To improve next time I...
Piece 1	I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal.				
	I know what I value most about my school and can identify my hopes for this school year.				
Piece 2	I understand my rights and responsibilities as a citizen of my country.				
	I can empathise with people in my country whose lives are different to my own.				
Piece 3	I understand my rights and responsibilities as a citizen of my country and as a member of my school.				
	I can empathise with people in my country whose lives are different to my own.				

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Puzzle 1 - Being Me in My World (Pieces 1-3)

Ages 9-10

Name

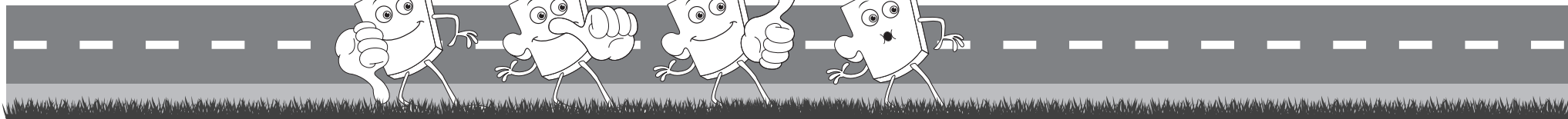
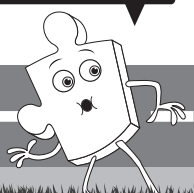
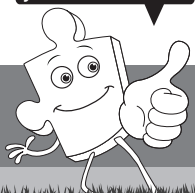
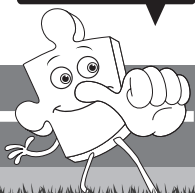
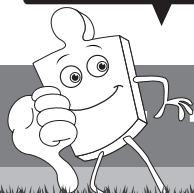
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	I can empathise with people in my country whose lives are different to my own.					
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I don't get this at all

I'm getting there but need some help to understand

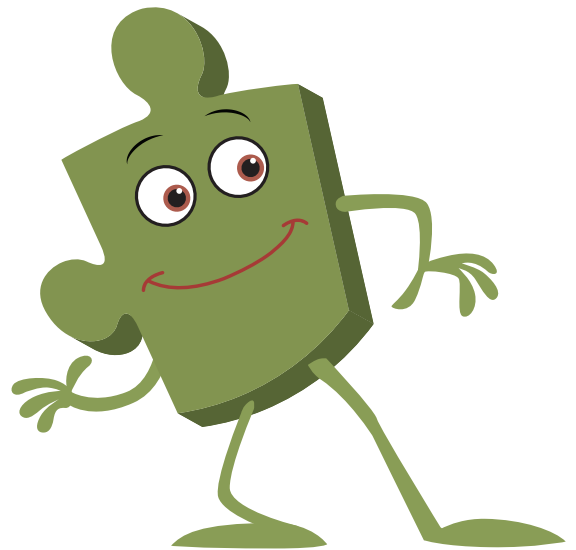
I get this and can give examples if you ask me

I missed this lesson



Puzzle 1: Being Me in My World - Ages 9-10 - Piece 2

Being a Citizen of My Country	
Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)	Please teach me to... understand my rights and responsibilities as a citizen of my country empathise with people in this country whose lives are different to my own
Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script 'Calm' pictures UNCRC Article cards UNCRC Rights and Responsibilities resource sheet Interview prompt sheet Jigsaw Jez Jigsaw Jerrie Cat My Jigsaw Journey Jigsaw Journals	Vocabulary Rights Responsibilities Citizen Denied Empathise Refugee Persecution Conflict Asylum Migrant



Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Standing in a circle, play the Blast Off Game from 10 down to 1, then Blast Off, encouraging children to tune into each other as a group. Blast Off Game. Teacher starts by calling out number 10. Any child can then call out '9', any other child can then call out '8'. Continue in this way until the group reaches '1', but instead of saying the number '1', the whole group shouts 'Blast Off!' and does the action of a rocket blasting off into space. Only one person can call out a number at a time so if two people call out at the same time, the whole process has to start again from the teacher calling out '10'. It may take some practise before the group can tune into each other enough to get from 10 to Blast off without having to start again. When they get good at getting from 10 to 1, just increase the target number to, e.g. 15 or 20 and maybe add a speed factor into the game (how quickly can we blast off from 20?). Calm me Slide 1: Everyone including adults are sitting on chairs in a circle. Explain to 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 Jigsaw Chime, the 'Calm Me' Script and the calm pictures (slide 1).	Ask me this... Did you feel part of the group? Could you tune into the other people in the group during the game? Is your mind quiet and calm enough to learn?
--	--

Open my mind

Slides 2-12: Show the Power Point slides of different children.

Ask children what they know about the UNCRC (United Nation Convention on the Rights of the Child). Explain that it is an international charter that was written to guarantee the rights of all children.

In table groups ask the children to list what rights they think all children should have. Share some of their ideas and then hand out a set of UNCRC Article cards to each group. Invite the children to see if any of the rights on the cards matched with their ideas. Are there some rights that they hadn't thought of that are important?

Tell me or show me

Bring the children back to the circle. Explain that some of the children in the pictures might be refugees. Ask the children if they know what a refugee is? How can we tell? (Definitions for teachers can be found in the notes at the end of this lesson plan).

Draw out that people can have stereotypical ideas of what a refugee looks like because of pictures in the media etc., and we can't necessarily tell by someone's appearance or behaviour. Therefore, any of the children in the pictures could be a refugee. For example the little girl on the horse may have been a refugee as a baby but her life has improved since then? How can we know that from just a picture? Reinforce that it's hard to tell without actually knowing someone to know what their real story is.

Let me learn

Explain to the children that the UNCRC rights mean we have to take on responsibilities. We not only have to respect the rights of others, but we also have to make sure that we pave the way to make sure others can enjoy their rights.

Share Article 12 with the children *"I have the right to a say about decisions that affect me and to have my opinion heard."*

Ask them to discuss in pairs what an associated responsibility might be and share some of their ideas. (e.g. I have the responsibility to give space for others' opinions and to listen with an open mind).

Then for each of the following UNCRC Articles, children will work in groups to come up with a corresponding responsibility for each given right, recording their ideas on the UNCRC Article Rights and Responsibilities resource. (This can be stuck into the children's Jigsaw Journals).

- Article 14 - You have the right to think and believe what you want and practise religion (as long as it doesn't stop other children and young people from enjoying their rights).
- Article 16 - You have the right to privacy.
- Article 22 - Refugee children and young people should have the same rights as children and young people born in that country.
- Article 23 - Children and young people who have a disability should have care and support so they can lead full and independent lives.
- Article 24 - You have the right to health care, clean water, food and a clean environment. Rich countries should help poor countries also have this.
- Article 28 - You have a right to education. Your dignity should be protected and primary education should be free.
- Article 30 - You have the right to learn and use the language and customs of your family. It doesn't matter if the majority of people in the country do not share these.
- Article 31 - You have the right to relax and play and to join in activities.

Is it the government's responsibility to ensure that every citizen in our country can have their rights met?

Should a government help its own citizens before it helps refugees?

What is the difference between a migrant, an asylum seeker and a refugee?

Help me reflect

Slide 13: 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). Ask the children to record their responses on the My Jigsaw Journey sheet. If desired there is space for them to record formative learning targets, or comments about the lesson in the TINT (to improve next time) Box.

Do you have any prejudices?

Notes

Refugees are people escaping from conflict or persecution. They cannot live in their own country and have no other choice but to flee and seek safety. Conflict means violence and war, while persecution is when someone is abused or mistreated because of their religion, political beliefs or social behaviour. When you are given refugee status by another country you are allowed to live in that country, safe from harm. There are international laws to protect refugees preventing them from being sent back to their country if it puts them at risk. Countries are legally bound to give refugees protection.

Refugees are different than migrants in that migrants are people moving to another country for other reasons beyond conflict and persecution, such as for a new job.

Life can be very difficult for refugees as they have to deal with trauma, separation from their families, cultural and language differences and poverty.

Many people consider themselves refugees whether or not they have been officially recognised by the government of the country in which they are seeking asylum. What is an asylum seeker? An asylum seeker is someone who seeks asylum (safety) in a foreign country and has applied to the government in the hope that they will be given refugee status. Those who do not get refugee status may become stateless. Many times, their country will not accept them back in and they are not allowed to stay where they are.

(Content and definitions taken from www.unhcr.org/teachers-toolkit.html and https://www.amnesty.org.uk/files/activities_-_seeking_safety.pdf)

You may also like to consider using the Jigsaw 'In Focus' book, 'Can You Hear the Sea?' as an extension activity to help children understand the trauma and loss that can be associated with becoming a refugee, as well as the positives that can also come from a fresh start in a new country. (Online shop www.jigsawpshe.com).





Being Me in My World

Calm Me Script - Ages 9-10 - Piece 2

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (starry sky, calm lake, school playground) with the children, and establish which picture makes them feel the most calm. Encourage the children to bring to mind a special place they have where they feel especially calm, and to let their minds build a picture of this place. Imagine how you feel when you are there and sense those calm feelings now.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again through your mouth. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher and Jigsaw Jez reinforce how good it feels to be calm and quiet. Do the children agree?



Being Me in My World

Calm Pictures PowerPoint Slide 1- Ages 9-10 - Piece 2



Being Me in My World

Different Children PowerPoint Slides 2-12 - Ages 9-10 - Piece 2



Being Me in My World

Different Children PowerPoint Slides 2-12 - Ages 9-10 - Piece 2



Being Me in My World

Different Children PowerPoint Slides 2-12 - Ages 9-10 - Piece 2



Being Me in My World

Different Children PowerPoint Slides 2-12 - Ages 9-10 - Piece 2





Being Me in My World
UNCRC Article Cards - Ages 9-10 - Piece 2

Article 1

The UNCRC is for children and young people aged 18 years old and under.

Article 2

The UNCRC is for all children and young people.

Article 3

All organisations concerned with children and young people should work towards what is best for each child.

Article 4

Government must make these rights available to children and young people.

Article 5

Government should respect the rights and responsibilities of families.

Article 6

You have the right to life.



Being Me in My World
UNCRC Article Cards - Ages 9-10 - Piece 2

Article 7 and 8

You have the right to a name, identity and family.

Article 9

You have the right to not be separated from your family unless it's in your best interests.

Article 10

If your family lives in different countries you and your family has the right to travel between them so you can stay in contact.

Article 11

The Government must help stop children and young people being taken out of their own country illegally.

Article 12

You have the right to have a say about decisions that affect you and have your opinion heard.

Article 13

You have the right to get and share information as long as it doesn't damage other children and young people.



Being Me in My World
UNCRC Article Cards - Ages 9-10 - Piece 2

Article 14

You have the right to think and believe what you want and practise religion (as long as it doesn't stop other children and young people from enjoying their rights).

Article 15

You have the right to meet together and to join groups and organisations (as long as this does not stop people from enjoying their rights).

Article 16

You have the right to privacy.

Article 17

You have the right to reliable information from TV, Radio and newspapers.

Article 18

Both parents share responsibility for bringing up children and young people and the Government should help parents.

Article 19

Governments should ensure that children are properly cared for and protected from violence, abuse and neglect.



Being Me in My World
UNCRC Article Cards - Ages 9-10 - Piece 2

Article 20

If you cannot be looked after by your parents, you have the right to be looked after by people who respect your language, culture and religion.

Article 21

When children and young people are adopted the first concern must be what is best for them.

Article 22

Refugee children and young people should have the same rights as children and young people born in that country.

Article 23

Children and young people who have a disability should have care and support so they can lead full and independent lives.

Article 24

You have the right to health care, clean water, food and a clean environment. Rich countries should help poor countries also have this.

Article 25

If you are looked after by social services, you should have your situation reviewed regularly.



Being Me in My World
UNCRC Article Cards - Ages 9-10 - Piece 2

Article 26

The Government should provide extra money for children and young people in need.

Article 27

You have the right to a good standard of living.
The Government should help families who cannot afford this.

Article 28

You have a right to education. Your dignity should be protected and primary education should be free.

Article 29

Education should develop your personality and talents to the full. It should encourage you to respect your parents and all cultures.

Article 30

You have the right to learn and use the language and customs of your family: it doesn't matter if the majority of people in the country do not share these.

Article 31

You have the right to relax and play and to join in activities.



Being Me in My World
UNCRC Article Cards - Ages 9-10 - Piece 2

Article 32

The Government should protect children and young people from work that is dangerous or might harm your health or education.

Article 33

The Government should protect children and young people from dangerous drugs.

Article 34

The Government should protect children and young people from sexual abuse.

Article 35

The Government should make sure children and young people are not sold or abducted.

Article 36

You should be protected from any activity that could harm your development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.



Being Me in My World
UNCRC Article Cards - Ages 9-10 - Piece 2

Article 38

Governments should not allow children and young people under 16 years old to join the army. Children and young people in war zones should receive protection.

Article 39

If you have been neglected or abused you should get special help to get back their confidence and your self-respect.

Article 40

If you are accused of breaking the law you should get legal help. Prison should only be used for the most serious crimes.

Article 41

If the laws of a country protect children and young people better than the ones in this convention, then those laws must stay.

Article 42

The Government should make the convention known to all children and young people and their families.



Being Me in My World

UNCRC Articles: Rights and Responsibilities Resource - Ages 9-10 - Piece 2

Article 14

You have the right to think and believe what you want and practise religion (as long as it doesn't stop other children and young people from enjoying their rights).

My responsibility to others is...

Article 16

You have the right to privacy.

My responsibility to others is...

Article 22

Refugee children and young people should have the same rights as children and young people born in that country.

My responsibility to others is...

Article 23

Children and young people who have a disability should have care and support so they can lead full and independent lives.

My responsibility to others is...

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You have the right to health care, clean water, food and a clean environment. Rich countries should help poor countries also have this.

My responsibility to others is...

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My responsibility to others is...

Article 30

You have the right to learn and use the language and customs of your family: it doesn't matter if the majority of people in the country do not share these.

My responsibility to others is...

Article 31

You have the right to relax and play and to join in activities.

My responsibility to others is...



Being Me in My World

PowerPoint Slide13: My Jigsaw Journey - Ages 9-10 - Piece 2



My Jigsaw Journey

Jigsaw

Puzzle 1 - Being Me in My World (Pieces 1-3)

Ages 9-10

Name:

					TINT BOX - To improve next time I...
Piece 1	I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal.				
	I know what I value most about my school and can identify my hopes for this school year.				
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	I can empathise with people in my country whose lives are different to my own.				
Piece 3	I understand my rights and responsibilities as a citizen of my country and as a member of my school.				
	I can empathise with people in my country whose lives are different to my own.				

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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Open my mind

Reflect on the definitions of a refugee from last lesson. Tell the children that you will be playing a game to gain a better understanding about refugees. There are refugees in countries all over the world.

Ask the children to work in pairs and think of some of the issues that a refugee or asylum seeker might face when coming to live in a new country. Using Jigsaw Jez as the talking object, go around the circle and ask each pair to share their idea.

Hand out a soft sponge ball/ tennis ball to each pair of children and explain they need to imagine that their issue is represented by the ball. Ask a child to be in role as the refugee and stand in the middle of the circle. Their job is to catch and try to hold all the balls as they are rolled to them.

Invite each pair to start gently rolling the ball towards the child in the middle who won't be able to hold or catch them all, and maybe even drop some while catching others. As they roll the ball, one person in each pair says out loud one of the issues a refugee may have to deal with.

After the game ask the child in the middle what it felt like. Was it a difficult task?

Ask the rest of the class what they think this game means for refugees or asylum seekers? If these were issues and problems that refugees face, have they got a difficult task to try and keep hold of all the challenges? How might that make them feel?

Tell me or show me

Revisit the PowerPoint pictures from last lesson (Piece) of the children. As you show the slides, ask the class if they think that these children have everything they need to help them learn. Reflect on the game from Connect us. What factors did the refugees have to deal with? How could these factors deprive them of their rights to a good education?

Let me learn

Following on from this class discussion, in groups, children make a list of the top six things ALL children need in order to be able to learn. Receive feedback from each group and help the class to decide on the six most important things they need in order to be able to learn.

Write these six things on the left-hand side of a flip chart.

Still in their groups, children discuss the responsibilities they have in order to uphold the 'six rights', allowing everyone in their class to learn. Each group decides on one important responsibility for each right. They write each responsibility on a post-it, ending up with 6 post-its. The group comes back into the circle, bringing their post-its and, using Jigsaw Jez as the talking object, they take it in turns to add a post-it to the flip chart against the appropriate 'right', reading the post-it as they display it.

Help children to compare these rights and responsibilities list to the discussion they had with their Head teacher/SLT (from lesson (Piece)

1. You will need to keep this flip chart and the post-its for the next Piece (lesson).

Returning to their seats, in their Jigsaw Journals, children write a list (1-5) of the most important things needed to help them learn.

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). Ask them to record their responses on the My Jigsaw Journey sheet for this Piece (lesson). If desired there is space for them to record formative learning targets, or comments about the lesson in the TINT Box.

In what ways might they be privileged?

Are there any things that they take for granted about school or life, that is a struggle for others?

What do ALL children need in order to be able to learn?

What are your responsibilities to yourself or others so that everybody has the chance to learn?

Can you identify what you need in order to learn effectively?



Being Me in My World

Calm Me Script - Ages 9-10 - Piece 3

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (starry sky, calm lake, school playground) with the children, and establish which picture makes them feel the most calm. Encourage the children to bring to mind a special place they have where they feel especially calm, and to let their minds build a picture of this place. Imagine how you feel when you are there and sense those calm feelings now.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again through your mouth. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher reinforces how good it feels to be calm and quiet.

The chime is used to help children let go of whatever they are currently doing or thinking about and to bring their attention to the focussed point of the sound of the chime. This aims to help them gain awareness of being in control of where and how they focus their minds and attention, ultimately leading to more concentration and learning.

Therefore, you may like to help them develop this skill further by striking the chime at intervals through the day, maybe 2 or 3 times, and requesting that they stop and listen until they can no longer hear the sound. In time they will learn to connect the deep breathing techniques with the sound for a double calming and focussing effect.

Jigsaw Jerrie Cat's PAUSE POINTS  also help children develop an awareness of their thoughts and feelings in the present moment.

These techniques are very useful for children learning to manage their emotions too, but they do need to be practised in a neutral and even-keeled atmosphere for a while first before translating them into those scenarios and uses.



Being Me in My World
Calm Pictures PowerPoint - Ages 9-10 - Piece 3





Being Me in My World

Jerrie Cat PowerPoint Slide 1 - Ages 9-10 - Piece 3



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Being Me in My World

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



My Jigsaw Journey

Jigsaw

Ages 9-10

Puzzle 1 - Being Me in My World (Pieces 1-3)

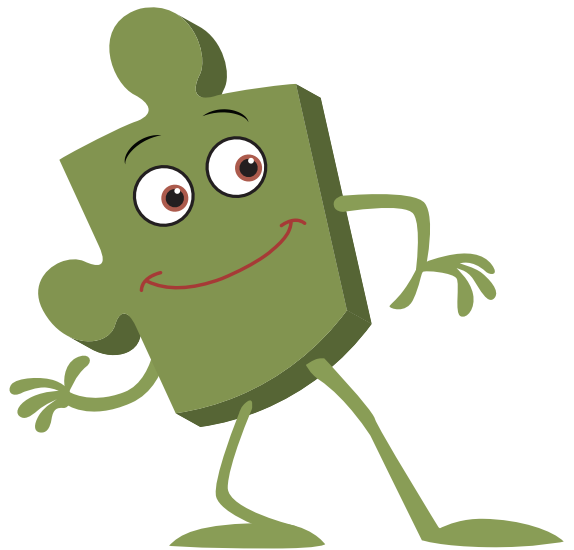
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	I can empathise with people in my country whose lives are different to my own.				

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Puzzle 1: Being Me in My World - Ages 9-10 - Piece 4

Rewards and Consequences	
Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)	Please teach me to... make choices about my own behaviour because I understand how rewards and consequences feel understand that my actions affect me and others
Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script 'Calm' pictures Jigsaw Jez Jigsaw Jerrie Cat Jigsaw Jez's bag PowerPoint of medal Piece 3 flipchart - Rights/Responsibilities Post-Its (different colour from Piece 3) My Jigsaw Journey Jigsaw Journals	Vocabulary Rights Responsibilities Rewards Consequences Choices Learning Charter
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Use the slide from earlier lessons and refer to the Charter on display. Connect us Play the game 'I sit in the woods'. Everyone is sitting in a circle on chairs and there is one extra empty chair in the circle. The person (to start with, the teacher) who has the empty chair on their right, moves into the empty chair saying 'I sit...'. The person next to the teacher now with an empty chair next to them moves into the chair, saying '...in the woods...' and then a third person, who now has the empty chair next to them moves into the chair and says '...and I would like... (someone's name) to sit next to me'. This person chooses someone to sit next to them. It is a good idea to prompt the children to choose someone they wouldn't normally think to choose or someone different to their main friend. This continues for a while until everyone in the circle has had a chance to move, but not necessarily been chosen to move, as this might take too long. However, because three people move in each turn, it should be possible for everyone to be in a different seat to where they started. Calm me Everyone, including adults, is sitting on chairs in a circle. Explain to 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 Jigsaw Chime and the 'Calm Me' Script.	Ask me this... How did it feel for you to choose someone that you wouldn't normally work with? Can you recognise when your mind is open, quiet and ready to learn?



Open my mind

Slide 1: Show children the PowerPoint slide of the medals. Ask them to reflect with a partner on different types of rewards. Can they think about any that are not material rewards e.g. 'being told well-done', a smile, a hug.

Using Jigsaw Jez as the talking object in the circle, children complete the sentence stem: 'The reward I would most like to receive is...' (e.g. a trophy, certificate, hug, etc.).

Tell me or show me

Using numbers or letters, arrange the children into groups of four: these children will then work at tables. Ask one person from each group to take an item from the Jigsaw Jez's bag. In the bag, Jigsaw Jez has a selection of random items, e.g. rugby ball, spoon, pebble, key, bag of coins, bell, etc. Give the groups their 'mission'. The 'mission' is to make up a new game using the item they have selected. Everyone needs to be included in the game and there needs to be a way to win the game. It needs to be simple as they only have ten minutes to make up the game. Reinforce group work skills to achieve this task.

Bring the children back to the circle and ask each group to share their game.

Draw out from the discussion whether rules are needed to enjoy playing a game. Which groups made up rules for their games? Ask those groups why they thought this was necessary. What did having rules add to the game?

Open the discussion by asking:

- Why do we need rules in society?
- How do rules keep us safe?
- Why might people break rules?
- What can we do if we think a rule is not fair?
- How can rules in a school help us to learn and grow?

Conclude that rules, rights, and responsibilities are necessary for groups of people to live harmoniously together and achieve their goals.

Pause Point Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, breathe deeply and look inside to notice their thoughts and feelings in the present moment.

Let me learn

Bring the children's attention to the flipchart from Piece (lesson) 3 and recap on the six rights and the responsibility post-its they added. Working in the same groups, give each group some different coloured post-its. For each right and responsibility on the flip chart can they think of an appropriate reward if children are seen to be upholding that right? How about a consequence if children were not showing responsible behaviour and the right was being ignored?

Ask the children to write one reward and one consequence on the post-its for each of the six rights/responsibilities. Bring the groups back to the circle and then in turn invite each group to add their post-its to the relevant rights/responsibilities explaining their ideas.

Facilitate the discussion on the rewards and consequences they would like to see in their class. Pull together the rewards and consequences the children think are the most important, perhaps by voting on these.

If your school is creating/refreshing the Whole-School Learning Charter (see note below), then advise the children that their ideas of rewards/consequences will be included, so they have had their say in this process.

Note: Your Jigsaw subject lead should have discussed the school's approach the development/ refresh of the Whole-School Learning Charter prior to starting this Puzzle (unit), see The Jigsaw Approach. The class list of rewards and consequences from this Piece (lesson) can be included as the class contribution.

Help me reflect

Slide 3: Share My Jigsaw Journey sheets with the children and discuss how they are to be completed by ticking the appropriate box for the purple and green learning intention for this Piece (lesson). The associated PowerPoint slide can be used to model completion of this task with the children if desired.

Notes



Being Me in My World

Calm Me Script - Ages 9-10 - Piece 4

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (starry sky, calm lake, school playground) with the children, and establish which picture makes them feel the most calm. Encourage the children to bring to mind a special place they have where they feel especially calm, and to let their minds build a picture of this place. Imagine how you feel when you are there and sense those calm feelings now.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again through your mouth. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher and Jigsaw Jez reinforce how good it feels to be calm and quiet.



Being Me in My World
'Calm' Pictures PowerPoint - Ages 9-10 - Piece 4



Being Me in My World

Reward PowerPoint Slide 1 - Ages 9-10 - Piece 4





Being Me in My World

Jerrie Cat PowerPoint Slide 2 - Ages 9-10 - Piece 4



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Our Learning Charter

↻ Rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe

↻ Responsibilities

We have the responsibility to:

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

↻ Rewards

- Praise
- Sticker
- Choice activity box
- Visit another teacher
- Class certificate
- Postcard home
- Head Teacher award

↻ Consequences

- Reminder
- Warning
- Time out in class
- Loss of privilege
- Time out in another class
- Parents/Carers informed
- Sent to Senior Leader





Being Me in My World

PowerPoint Slide 3: My Jigsaw Journey - Ages 9-10 - Piece 4



My Jigsaw Journey

Jigsaw

Puzzle 1 - Being Me in My World (Pieces 4-6) Ages 9-10

Name:

					TINT BOX - To improve next time I...
Piece 4	I can make choices about my own behaviour because I understand how rewards and consequences feel.				
	I understand that my actions affect me and others.				
Piece 5	I understand how an individual's behaviour can impact on a group.				
	I can contribute to the group and understand how we can function best as a whole.				
Piece 6	I understand how democracy and having a voice benefits the school community and know how to participate in this.				
	I understand why our school community benefits from a Learning Charter and can help others to follow it.				

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I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson

Puzzle 1 - Being Me in My World (Pieces 4-6)

Ages 9-10

Name

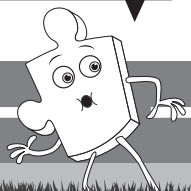
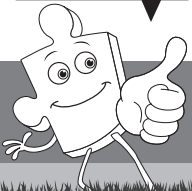
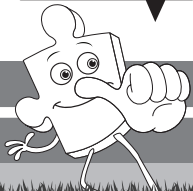
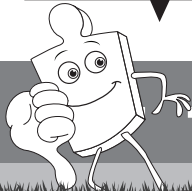
TINT BOX - To improve next time I...					
Piece 4	I can make choices about my own behaviour because I understand how rewards and consequences feel.				
	I understand that my actions affect me and others.				
Piece 5	I understand how an individual's behaviour can impact on a group.				
	I can contribute to the group and understand how we can function best as a whole.				
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	I understand why our school community benefits from a Learning Charter and can help others to follow it.				

I don't get this at all

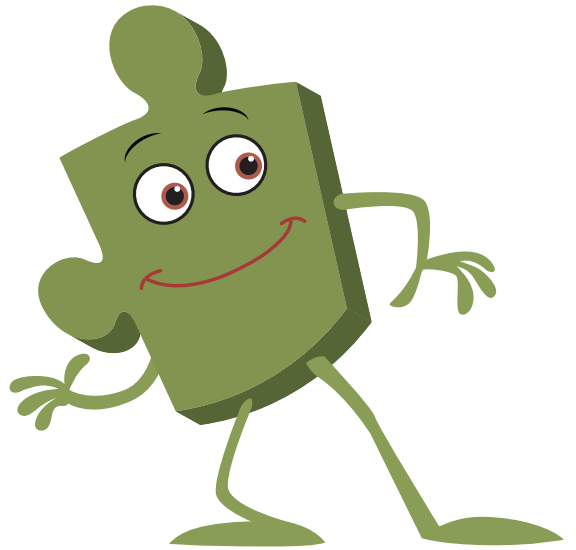
I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson



Puzzle 1: Being Me in My World - Ages 9-10 - Piece 5

[illegible]

Tell me or show me

Repeat the Newspaper Tower Challenge but this time the teacher needs to allocate the following roles in each group before the task begins:

- 2 (or 3) Materials Managers: they make the tubes
- 2 (or 3) Designers: their role is to design and build the tower
- A Timekeeper
- (If there are additional children in the group they can be given the role of 'Task Managers' whose role is to provide encouragement to the team).

At the end of the task ask the class if they felt the task went better the second time around. Was it easier having defined roles? Did people keep to their roles? Were there any disagreements? When taking class feedback remember to reinforce the Jigsaw Charter so that individual children are not criticized in their group if their contribution was felt to be lacking by others.

Explain that group work can be difficult even for adults, especially when there are time limits to get things done and if there are too many ideas to choose from. Sometimes there is more than one person in a group who want their ideas to be chosen and this can cause conflict.

Ask the children if they have any ideas to problem-solve these issues:

- Too many ideas
- Conflicts

By this point in the term you may have access to the Whole-School Learning Charter which your Jigsaw subject lead should have discussed with you prior to starting this Puzzle (unit). If this is not available, then use the sample Learning Charter from the Jigsaw resources in this lesson (Piece).

Discuss with the class how the Learning Charter can help with group work.

Let me learn

Ask each group to decide on 6 'rules' that would be helpful for working in groups and write them onto post-it notes. After each post-it note is written ask the children to bring them to the teacher, who will sort them into categories (putting similar 'rules' together). Share the class set of ideas/categories and agree with the children which would be helpful rules to use in class this year. Write the rules as a list that can be displayed in the classroom (this can be done in the lesson or at a later time if more appropriate).

Invite the children to reflect on why these rules are more likely to be followed compared to rules that are given with no consultation/discussion. (these can be passed to your Jigsaw subject lead as the class contribution to the Whole-School Learning Charter- see notes below).

Help me reflect

Slide 1: Share the learning intentions of today's lesson (Piece) with the children. Invite the children to formatively assess their learning using My Jigsaw Journey, recording whether they feel they have met each of the learning intentions.

Notes

Puzzle outcome: Lessons (Pieces) 5 and 6 are designed to help each class take ownership of the Whole-School Learning Charter. The aim for the Learning Charter is to bring a consistent positive behaviour system to the whole school.

This is achieved in this lesson (Piece) by including elements of the Learning Charter in the list of effective group work skills.

Your Jigsaw Lead in school should have discussed the approach to the Whole-School Learning Charter prior to the starting this unit (Puzzle). It is recommended that children, either using your student council, or a designated group of children, coordinate and collect the responses from each class and bring the ideas together as the Whole-School Charter.

This Charter can then be launched in an assembly and shared with parents/carers so they can reinforce the messages at home. Leaflets can be designed by the children and it can also be part of your school website.

If your setting has been using Jigsaw for more than a year, this Charter can be refreshed year on year, making it meaningful for the current cohort of children as they have all had an input.

Certificates

For next lesson each child will need a personalised certificate. These can be found electronically on the Community Area of www.jigsawpshe.com



Being Me in My World

Calm Me Script - Ages 9-10 - Piece 5

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (starry sky, calm lake, school playground) with the children, and establish which picture makes them feel the most calm. Encourage the children to bring to mind a special place they have where they feel especially calm, and to let their minds build a picture of this place. Imagine how you feel when you are there and sense those calm feelings now.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again through your mouth. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher reinforces how good it feels to be calm and quiet.

The chime is used to help children let go of whatever they are currently doing or thinking about and to bring their attention to the focussed point of the sound of the chime. This aims to help them gain awareness of being in control of where and how they focus their minds and attention, ultimately leading to more concentration and learning.

Therefore, you may like to help them develop this skill further by striking the chime at intervals through the day, maybe 2 or 3 times, and requesting that they stop and listen until they can no longer hear the sound. In time they will learn to connect the deep breathing techniques with the sound for a double calming and focussing effect.

Jigsaw Jerrie Cat's PAUSE POINTS  also help children develop an awareness of their thoughts and feelings in the present moment.

These techniques are very useful for children learning to manage their emotions too, but they do need to be practised in a neutral and even-keeled atmosphere for a while first before translating them into those scenarios and uses.



Our Learning Charter

↻ Rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe

↻ Responsibilities

We have the responsibility to:

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

↻ Rewards

- Praise
- Sticker
- Choice activity box
- Visit another teacher
- Class certificate
- Postcard home
- Head Teacher award

↻ Consequences

- Reminder
- Warning
- Time out in class
- Loss of privilege
- Time out in another class
- Parents/Carers informed
- Sent to Senior Leader





Being Me in My World

PowerPoint Slide 1: My Jigsaw Journey - Ages 9-10 - Piece 5



My Jigsaw Journey

Jigsaw

Puzzle 1 - Being Me in My World (Pieces 4-6) Ages 9-10

Name:

					TINT BOX - To improve next time I...
Piece 4	I can make choices about my own behaviour because I understand how rewards and consequences feel.				
	I understand that my actions affect me and others.				
Piece 5	I understand how an individual's behaviour can impact on a group.				
	I can contribute to the group and understand how we can function best as a whole.				
Piece 6	I understand how democracy and having a voice benefits the school community and know how to participate in this.				
	I understand why our school community benefits from a Learning Charter and can help others to follow it.				

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I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson

Puzzle 1: Being Me in My World - Ages 9-10 - Piece 6

Owning Our Learning Charter	
Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)	Please teach me to... understand how democracy and having a voice benefits the school community and know how to participate in this understand why our school community benefits from a Learning Charter and can help others to follow it
Resources Jigsaw Chime 'Calm Me' script Learning Charter Jigsaw Jez Jigsaw Jerrie Cat Jigsaw song 'Together as One' Scenario cards Flipchart and pens Certificates My Jigsaw Journey Jigsaw Journals	Vocabulary Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences
Teaching and Learning Teacher notes: Observations and work from this lesson can be used as part of 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. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Still in a circle, but now standing, play the Blast Off Game up to 10 encouraging children to tune into each other as a group. Blast Off Game. Teacher starts by calling out number 1. Any child can then call out '2', any other child can then call out '3'. Continue in this way until the group reaches '10', but instead of saying the number '10', the whole group shouts 'Blast Off!' and does the action of a rocket blasting off into space. Only one person can call out a number at a time so if two people call out at the same time, the whole process has to start again from the teacher calling out '1'. It may take some practice before the group can tune into each other enough to get from 1 to 10 Blast off without having to start again. When they get good at getting from 1 to 10, just increase the target number to, e.g. 15 or 20 and maybe add a speed factor into the game (how quickly can we blast off at 20?). OR Play Pass the Squeeze, children holding hands behind their backs, in a circle. Teacher passes a squeeze rhythm to first child and it is passed all the way round. See if it ends up the same as it started.	Ask me this... Did you feel part of the group? Could you tune into the other people in the group during the game?



Calm me

Everyone, including adults, is sitting on chairs in a circle.

Explain to 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 Jigsaw Chime and the 'Calm Me' Script.

Open my mind

Ask the children if they know what an 'Agony Aunt' does? Explain that often in newspapers or on some TV and radio shows there are experts who are given the nickname "Agony Aunts.". People write or phone in with a problem they need help solving (usually a personal problem or worry) and the expert (or Agony Aunt) offers advice. Ask the children if they have seen or heard examples of Agony Aunts.

Tell me or show me

Invite the children to be 'Agony Aunts' today.

Divide the class into four groups and hand out a scenario to each group. Note that the scenarios contain 'sensitive issues' and may be pertinent to some children in the class. If this is the case these children should be consulted before the lesson to check they are happy for the scenario to be used. Teachers are free to write alternative scenarios if they are more appropriate or use one or two of the scenarios with more than one group.

Each scenario asks the children to offer some advice. There are also questions on the scenario cards that will prompt them about things they can include in their advice. At the end of the lesson each group will share the advice they are offering the child in the scenario through a piece of drama. (Some children may feel anxious about drama, so at this point explain that the drama in this lesson is very easy and nobody will be forced to 'act' or speak if they feel uncomfortable about it. Reinforce the Jigsaw Charter).

Let me learn

Allow an appropriate amount of discussion time in groups for the children to talk about the child in the scenario and what advice they would offer. Ask them to summarise their ideas as a 'thought-shower' (notes and important words) on flip chart.

For the 'drama' part of the lesson, invite each group to share their advice using the following technique. Each group should take approximately 5 minutes:

- Invite one child from a different group to 'role-play' a child in a scenario. The child role-playing does not have to say anything except sit on a chair and read out a scenario card.
- The group who is presenting their piece of drama hands their scenario to be read out by the role-play child.
- The group then offer their advice to the role-play child using their flip chart as a prompt, if needed.
- The teacher (or another adult) acts as the role-play child's voice by standing behind them and asking appropriate questions to illicit more detailed responses from the group. Use the prompt questions on the scenario card as a guide.

It is recommended that the role-plays are recorded (or notes made by another adult) to allow the teacher to use them as part of the summative assessment for this Puzzle (unit).

Help me reflect

Slide 1: 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.

Can you recognise when your mind is open, quiet and ready to learn?

Notes

Puzzle outcome: Lessons (Pieces) 5 and 6 are designed to help each class take ownership of the Whole-School Learning Charter. The aim for the learning charter is to bring a consistent positive behaviour system to the whole school.

This is achieved in this lesson (Piece) by including elements of the Learning Charter in the Agony Aunt scenarios.

Your Jigsaw Lead in school should have discussed the approach to the Whole-School Learning Charter prior to the starting this unit (Puzzle). It is recommended that children, either using your student council, or a designated group of children, coordinate and collect the responses from each class and bring the ideas together as the whole-school charter.

This Charter can then be launched in an assembly and shared with parents/carers so they can reinforce the messages at home. Leaflets can be designed by the children and it can also be part of your school website.

If your setting has been using Jigsaw for more than a year, this Charter can be refreshed year on year, making it meaningful for the current cohort of children as they have all had an input.

Schools may want professionally designed and produced materials to support their Learning Charter. For more information please visit email office@janlevergroup.com

Certificates

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.



Being Me in My World

Calm Me Script - Ages 9-10 - Piece 6

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (starry sky, calm lake, school playground) with the children, and establish which picture makes them feel the most calm. Encourage the children to bring to mind a special place they have where they feel especially calm, and to let their minds build a picture of this place. Imagine how you feel when you are there and sense those calm feelings now.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again through your mouth. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Teacher and Jigsaw Jez reinforce how good it feels to be calm and quiet.



Our Learning Charter



Rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe



Responsibilities

We have the responsibility to:

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe



Rewards

- Praise
- Sticker
- Choice activity box
- Visit another teacher
- Class certificate
- Postcard home
- Head Teacher award



Consequences

- Reminder
- Warning
- Time out in class
- Loss of privilege
- Time out in another class
- Parents/Carers informed
- Sent to Senior Leader





Being Me in My World

Scenario Cards- Ages 9-10 - Piece 6

Zac

Hi my name is Zac. My mum is very poorly. I am living with a family who are looking after me until my mum gets better. I am in a different part of town and have to start a new school. I'm worried that the children will tease me about having no mum.

Some prompts to help you give some advice to Zac:

- How would we show Zac we have a kind and caring community? Why is that important?
- Why is having a Learning Charter helpful for Zac?
- What rights and responsibilities does the Learning Charter ask us to follow and why are these helpful for Zac to know about?
- What UNCRC Articles is it important for Zac to know about?
- What would happen if someone chose not to follow the Learning Charter and be unkind to Zac?
- How do we encourage people to follow the Learning Charter?

Tobias

Hi my name is Tobias and I have a medical condition called cerebral palsy which means that I find it difficult to control the way my body moves. It can look a bit strange sometimes as I'm a bit 'wobbly' and I shake quite a lot. I get cross when people think I can't do things and that I am not good at learning.

Some prompts to help you give some advice to Tobias:

- How would we show Tobias we have a kind and caring community? Why is that important?
- Why is having a Learning Charter helpful for Tobias?
- What rights and responsibilities does the Learning Charter ask us to follow and why are these helpful for Tobias to know about?
- What UNCRC Articles is it important for Tobias to know about?
- What would happen if someone chose not to follow the Learning Charter and be unkind to Tobias?
- How do we encourage people to follow the Learning Charter?



Being Me in My World

Scenario Cards- Ages 9-10 - Piece 6

Imari

Hi my name is Imari. My parents moved to this country for work. I don't speak the same language as you. In my last school I got teased because I was different from the other children. My parents are sending me to a new school hoping I will be happier there.

Some prompts to help you give some advice to Imari:

- How would we show Imari we have a kind and caring community? Why is that important?
- Why is having a Learning Charter helpful for Imari?
- What rights and responsibilities does the Learning Charter ask us to follow and why are these helpful for Imari to know about?
- What UNCRC Articles is it important for Imari to know about?
- What would happen if someone chose not to follow the Learning Charter and be unkind to Imari?
- How do we encourage people to follow the Learning Charter?

Kim

Hi my name is Kim. My dad is in prison and it's just me and my mum at home now. Everyone in my street knows about my dad and some people talk about it behind our backs. Some people won't even talk to us. Some of the children in my school know as well.

Some prompts to help you give some advice to Kim:

- How would we show Kim we have a kind and caring community? Why is that important?
- Why is having a Learning Charter helpful for Kim?
- What rights and responsibilities does the Learning Charter ask us to follow and why are these helpful for Kim to know about?
- What UNCRC Articles is it important for Kim to know about?
- What would happen if someone chose not to follow the Learning Charter and be unkind to Kim?
- How do we encourage people to follow the Learning Charter?



Being Me in My World

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



Puzzle 1 - Being Me in My World (Pieces 4-6)

Ages 9-10

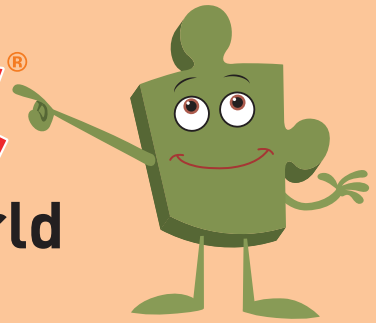
Name

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					TINT BOX - To improve next time I...
Piece 4	I can make choices about my own behaviour because I understand how rewards and consequences feel.				
	I understand that my actions affect me and others.				
Piece 5	I understand how an individual's behaviour can impact on a group.				
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Being Me in My World

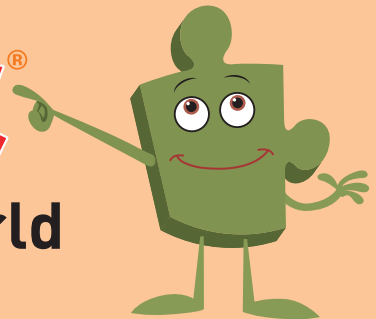
Well done!

Please feel proud that you have learnt to:

I am especially pleased that you:

I am proud that I can:

Signed: Date:



Being Me in My World

Well done!

Please feel proud that you have learnt to:

I am especially pleased that you:

I am proud that I can:

Signed: Date:

Exemplification for Ages 9-10 **Being Me in My World** Puzzle

These are examples of the style of answers that children may write/ and say in response to lessons (Pieces) in this Puzzle (unit). Piece 6 contains a drama role-play activity that could be used to assess learning from the whole Puzzle. The content could be different.

WORKING TOWARDS

Children in our school have all sorts of families so I would tell Zac that he shouldn't worry about that.

Refugee children might feel frightened if they have to come to a new country where everything is new to them.

I would tell Zac that our school is a kind and caring so it would make Zac feel welcome. If people did make fun of Zac, the teachers would help sort the problem out. The children who were unkind would lose a privilege because they haven't followed the Learning Charter.

Ages 9-10 expectation

WORKING AT

I would tell Tobias not to worry about coming to school and I would offer to be his friend. He has cerebral palsy which makes him different to me but that's no reason why I shouldn't be his friend. I would also say to him that he has a right to feel safe and the right to learn, and that is something our school takes seriously.

If people are not responsible and follow rules there would be consequences for them. In our school that might be a loss of a privilege, but in society that might be going to prison for a crime.

Refugees may have to come to this country because of a war in their country. Wars are dangerous so they might want to seek asylum in another country to get away from the fighting.

I would tell Tobias that we have a Learning Charter that gives us all rules to follow so we are respectful to each other. If someone was mean to Tobias he needs to know they would get punished for their actions for hurting his feelings and not respecting his rights.

WORKING BEYOND

Imari needs to know that all children are protected by the UNCRC Articles and these are important in our school and in this country. If children in the school made Imari feel scared because they were unkind to her they are not respecting her rights. They should be made to think about that from her point of view. That is why we have consequences, like losing a privilege if people don't follow the Learning Charter. If the same people kept on being unkind then the consequences would get bigger because they are not learning to be respectful. If people in society were cruel to Imari in this country they might get arrested as they are not respecting her rights as a migrant.

I would advise Kim that Article 16 says she has the right to privacy and that people should respect that and not talk about her dad. In our school we have a rule in our Learning Charter to be respectful and kind. This rule would help children respect Kim so she can be happy in school and learn. Rules help communities stay safe and fair.

