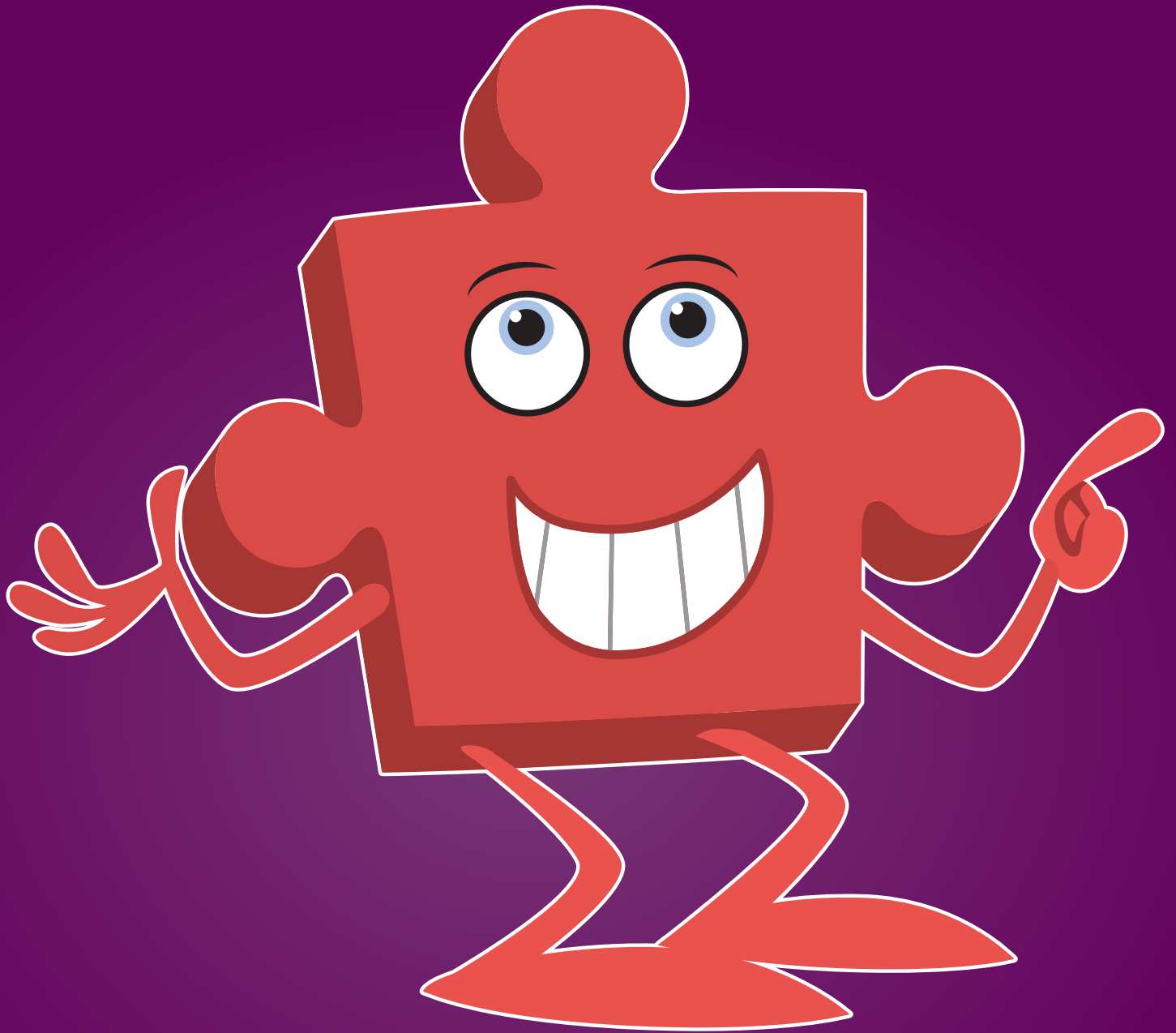


Jigsaw!

The mindful approach to PSHE



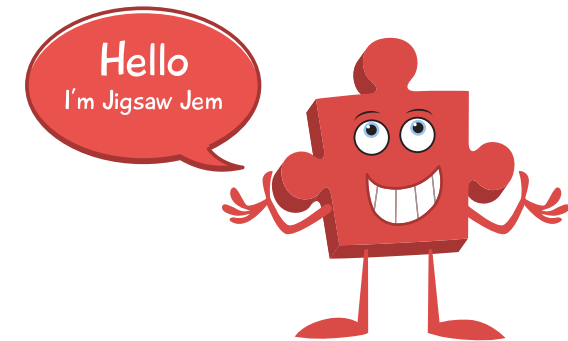
Dreams and Goals - Ages 10-11

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Dreams and Goals

Puzzle Map - Ages 10-11



Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Pieces 3-5: Flags/Fundraising events)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. Personal Learning Goals	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)	I understand why it is important to stretch the boundaries of my current learning	Jigsaw Chime, 'Calm Me' script, Strength cards, Jigsaw Gem, Goal cards template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. Steps to Success	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can set success criteria so that I will know whether I have reached my goal	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', PowerPoint slides: totem poles, Totem pole goal-setting template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Gem, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. My Dream For the World Puzzle outcome: Flags/bunting	I can identify problems in the world that concern me and talk to other people about them	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations	Jigsaw Gem, Jigsaw Chime, 'Calm Me' script, Global issue photo cards, World Map, Jigsaw Journals, Coloured triangular pieces of material and string, Global Issues Photo PowerPoint, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have a positive attitude	4. Helping to Make a Difference Puzzle outcome: Fundraising event	I can work with other people to help make the world a better place	I can empathise with people who are suffering or who are living in difficult situations	Sponge ball, Timer, Jigsaw Chime, 'Calm Me' script, Global issue photo cards (from Piece/lesson 3), Recommended: Video clips of TV charity events/charity TV adverts (Teacher to source), Project plan sheet, Jigsaw Journals, Jigsaw Gem, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. Helping to Make a Difference	I can describe some ways in which I can work with other people to help make the world a better place	I can identify why I am motivated to do this	Sponge ball, Timer, Jigsaw Chime, 'Calm Me' script, Group Project plans from last piece/lesson, Jigsaw Journals, Jigsaw Gem, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. Recognising Our Achievements Assessment Opportunity ★	I know what some people in my class like or admire about me and can accept their praise	I can give praise and compliments to other people when I recognise their contributions and achievements	Jigsaw Gem, Jigsaw Chime, 'Calm Me' script, Post-it notes, Achievement card template, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

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

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

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





Dreams and Goals

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

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

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

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

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

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

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

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



Puzzle Assembly/Collective Worship: Dreams and Goals

Title: Dreams and Goals - Song: For Me

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

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

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

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

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

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

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

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

Closing the assembly

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

Dreams and Goals Assembly (PowerPoint Slides)

Slide 1

For Me
(Dreams and Goals)

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



Slide 3



Slide 4



Slide 5



Slide 6



Dreams and Goals
Assembly (PowerPoint Slides)

Slide 7



Slide 8



Slide 9



Slide 10



Slide 11



Slide 12



Dreams and Goals Assembly (PowerPoint Slides)

Slide 13



Slide 14

For Me
(Dreams and Goals)

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

VERSE 1:

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

BRIDGE:

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

CHORUS:

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

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



For Me

(Dreams and Goals)

VERSE 2:

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

BRIDGE 2:

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

CHORUS

BRIDGE 1+2

That's what dreams are

CHORUS

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

CHORUS

For Me (Dreams and Goals)

Musical notation for measures 1-8. The score is in 4/4 time with a key signature of one flat (Bb). The first system consists of three staves: a vocal line (treble clef) with rests, a piano right-hand line (treble clef) with eighth-note patterns and triplets, and a piano left-hand line (bass clef) with a single bass note and a long melisma.

9

Musical notation for measures 9-13. The piano right-hand line continues with eighth-note patterns and triplets. The piano left-hand line features a steady eighth-note accompaniment. Chord labels 'Dm' and 'F' are placed below the bass line.

14

Musical notation for measures 14-17. The piano right-hand line has a more complex rhythmic pattern with some rests. The piano left-hand line continues with eighth-note accompaniment. Chord labels 'Dm' and 'Bb' are placed below the bass line.

19

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

23

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

27

2nd verse, higher pitch

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

31

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

Dm Em

33

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

F F/Em Dm C Dm C

36

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

Bb F F/Em Dm C

39

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

Bb F

43

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

Bb C Dm

46

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

Em Em

50

are. _____

G F# Em F# Em D C

54

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

G F# Em D Em D

57

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

C G F# Em Dm

60

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

C

62

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

G F# Em Dm C

65

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

D G F# Em D

68

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

Em D C G F#

71

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

Em D C

73

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

G G

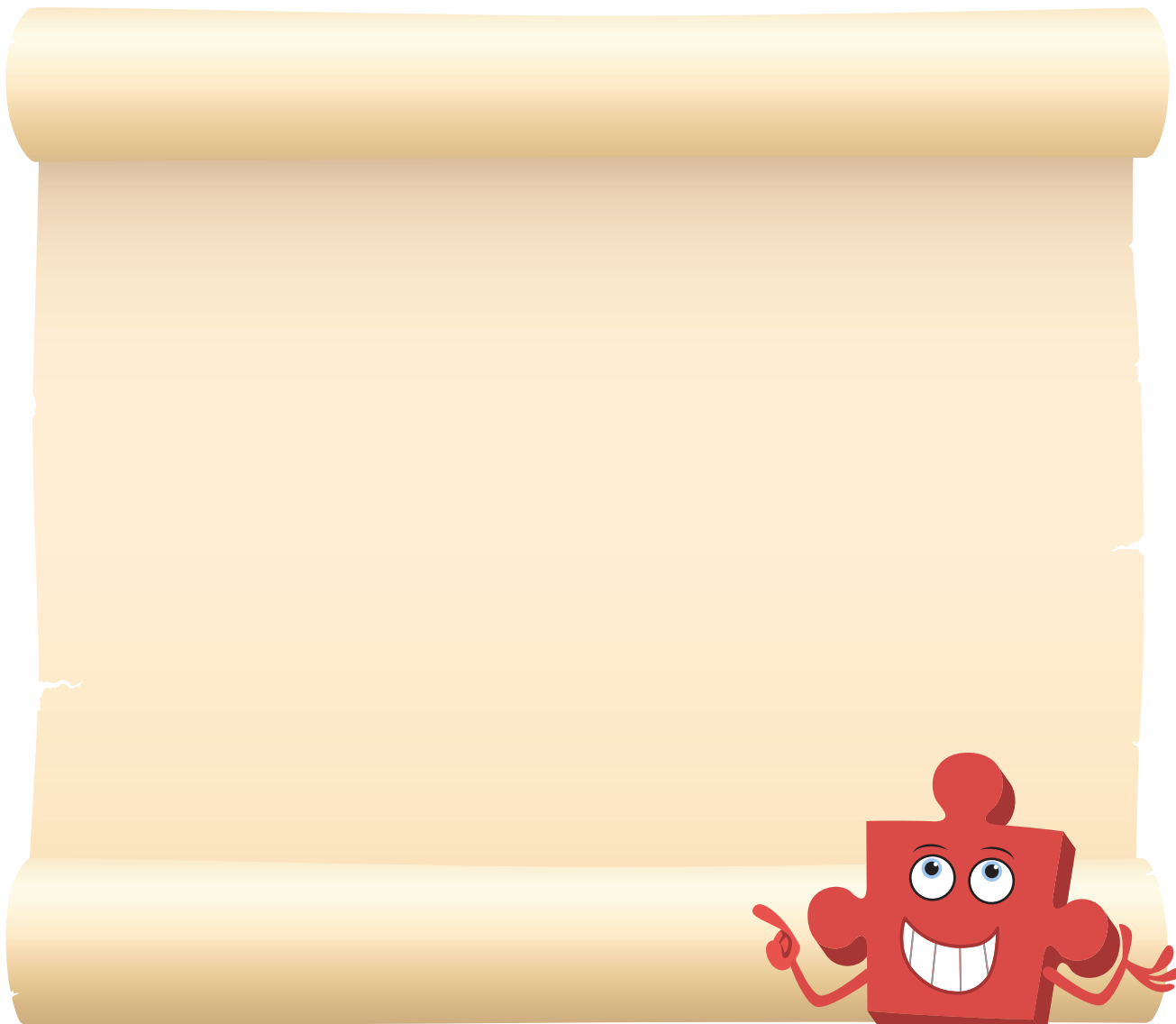
The musical score consists of three staves. The top staff is a vocal line in treble clef with a key signature of one sharp (F#). The lyrics "See, I'm do-ing this for me" are written below the notes, with a long horizontal line following the word "me". The middle staff is the right-hand piano accompaniment in treble clef, featuring a long melisma line that spans across the first two measures. The bottom staff is the left-hand piano accompaniment in bass clef, with a key signature of one sharp (F#). It contains a rhythmic accompaniment with eighth and sixteenth notes. The word "G" is written below the piano accompaniment in two locations: once under the first measure and once under the second measure.

Puzzle 3

Weekly Celebration 1

This week we are celebrating people who:

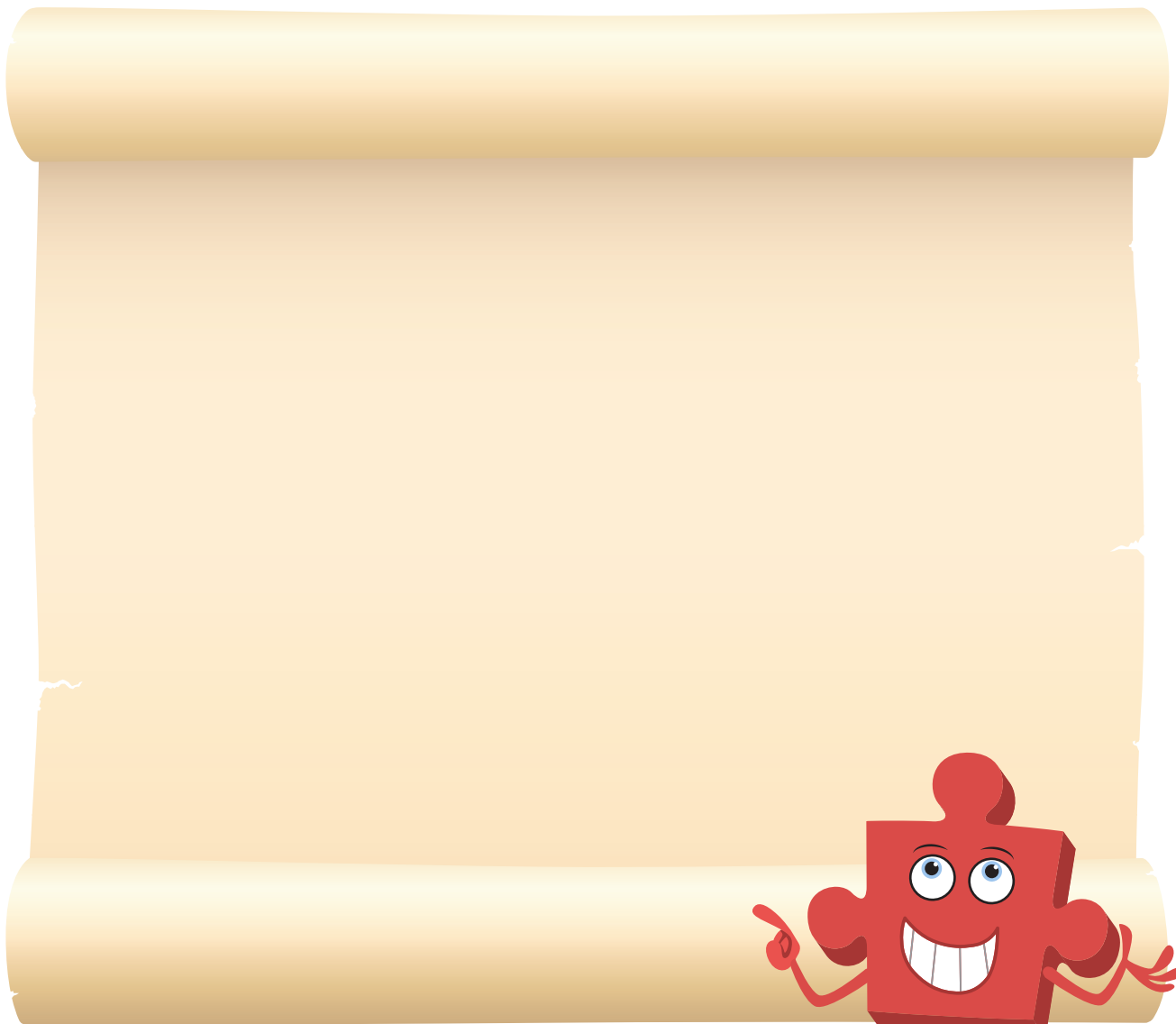
**Stay motivated when doing
something challenging**



Puzzle 3

Weekly Celebration 2

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



Puzzle 3

Weekly Celebration 3

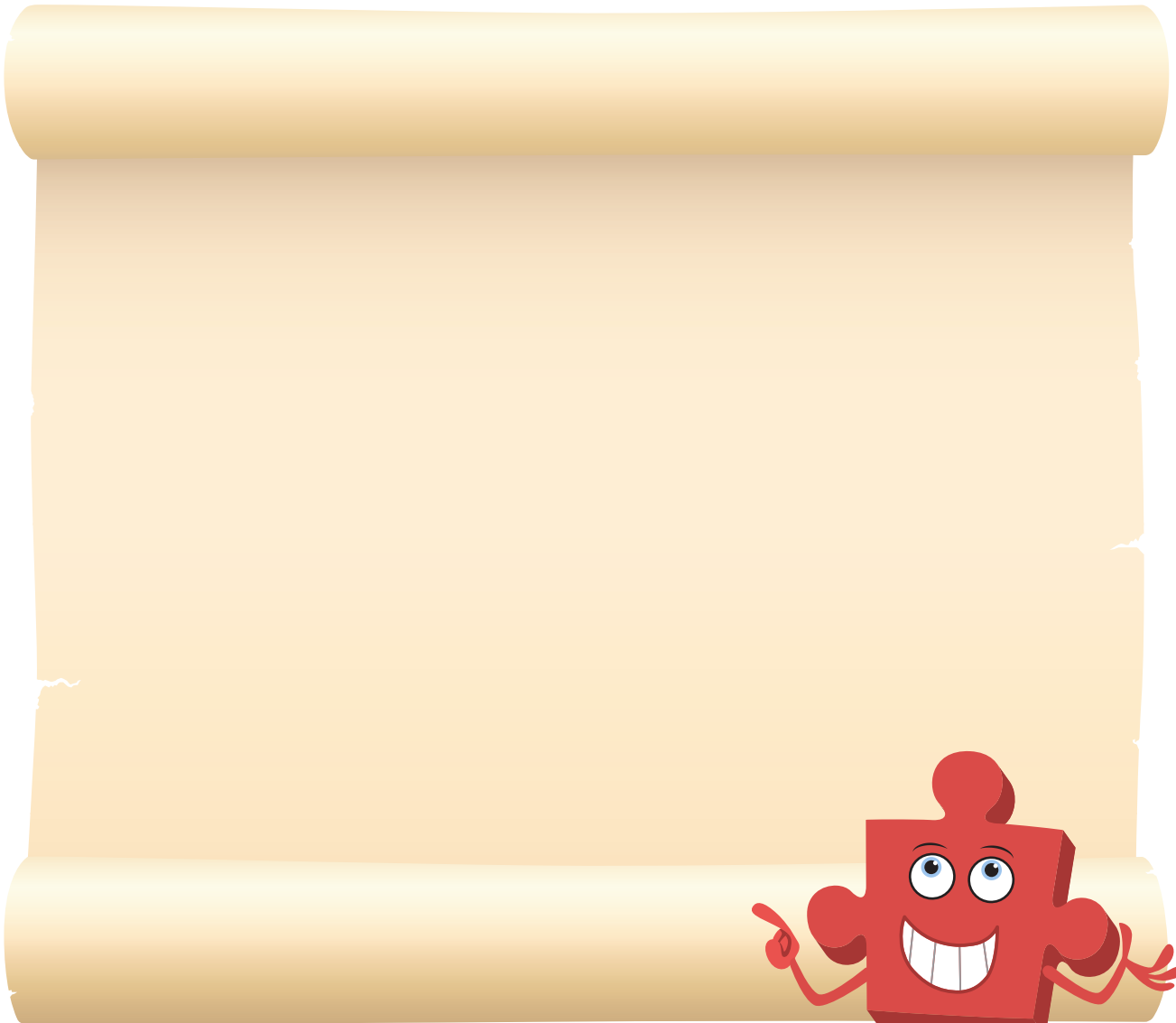
This week we are celebrating people who:
Work well with a partner or in a group



Puzzle 3

Weekly Celebration 4

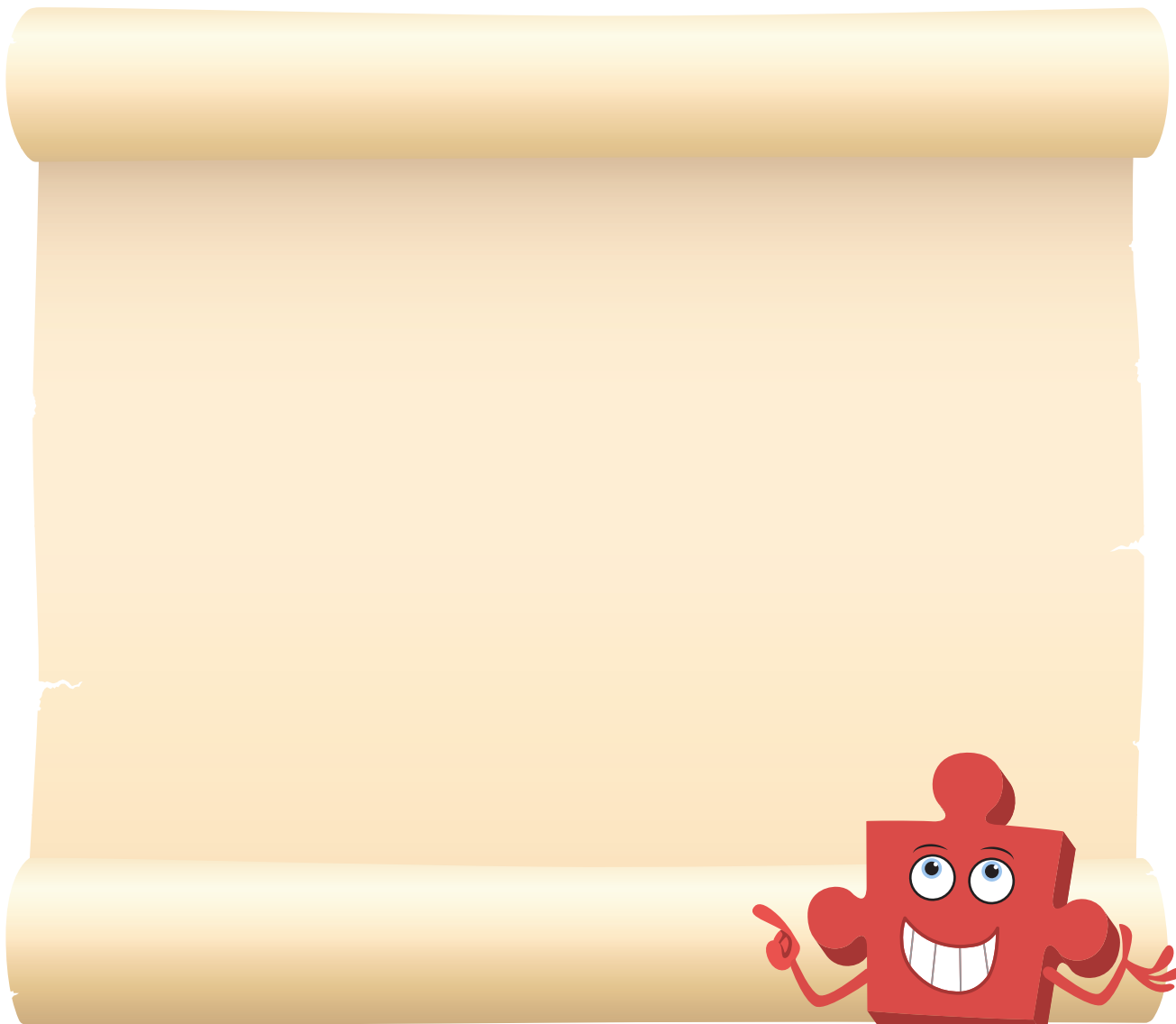
This week we are celebrating people who:
Have a positive attitude



Puzzle 3

Weekly Celebration 5

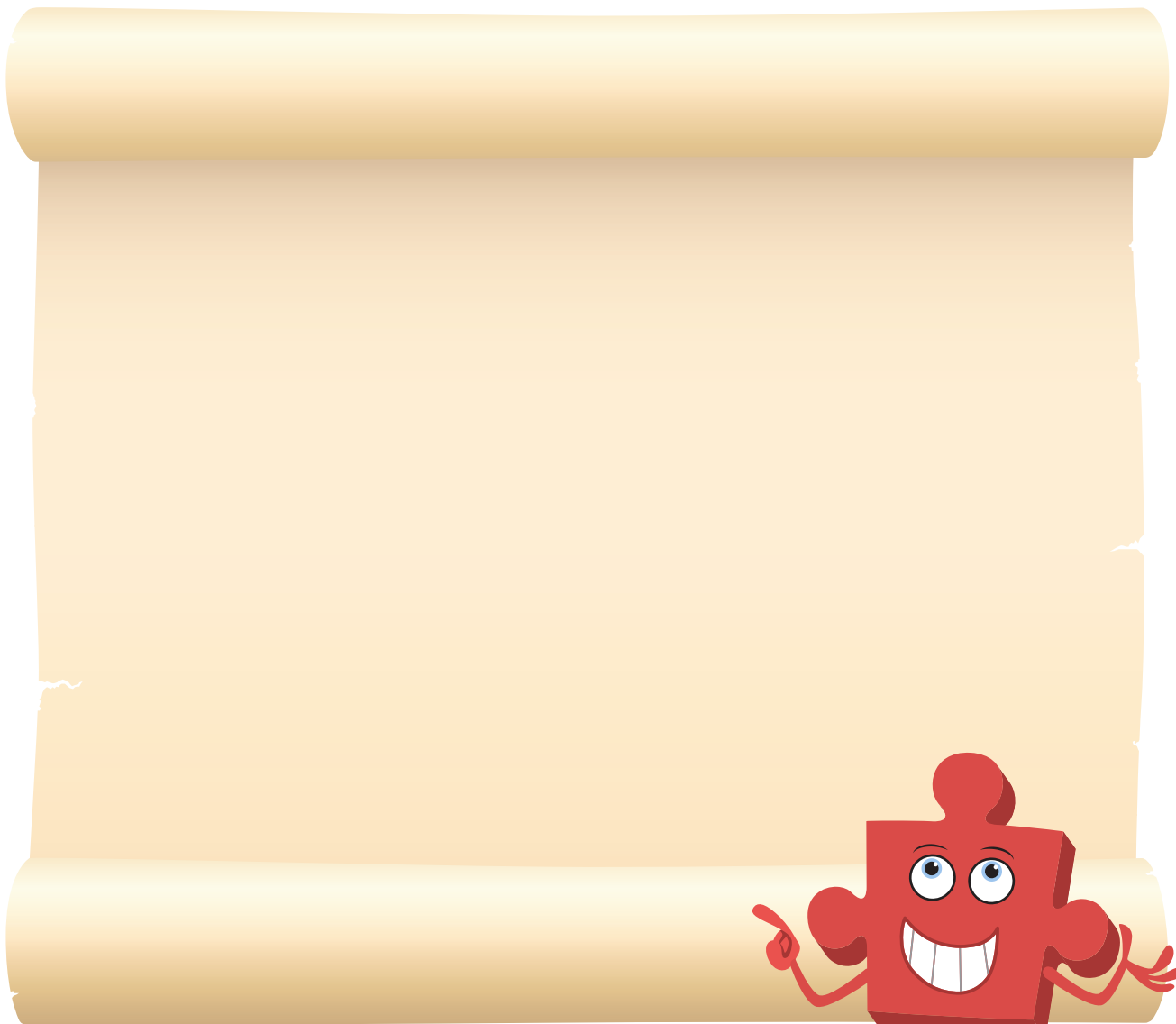
This week we are celebrating people who:
Help other to achieve their goals



Puzzle 3

Weekly Celebration 6

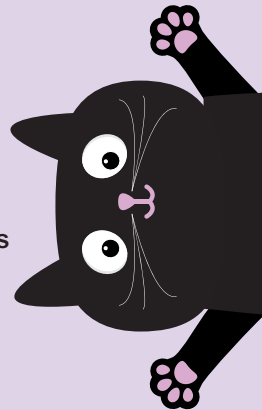
This week we are celebrating people who:
**Are working hard to achieve their own
dreams and goals**



Class Teacher's Preparation to Lead the **Dreams and Goals** Puzzle with children Ages 10-11

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Be prepared to share a personal aspiration or goal that you had when you were younger
Laminated Jigsaw Charter
- Piece 2: All resources in Jigsaw
- Piece 3: World map or globe
Coloured pieces of paper or card cut into triangles, one per child.
String (to join the triangles together to make a chain of flags/bunting)
- Piece 4: Sponge ball
Timer
Recommended: video clips of fundraising charity events on TV/ charity adverts (teacher to source)
- Piece 5: Same as for Piece 4
- Piece 6: Post-it notes



Additional considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** enough Goal card templates enough for each child. **Print/copy** one set of Strength cards. Note there are blank cards to include additional strengths if the teacher chooses. Remember to keep the children's work from this lesson for later in the unit (Puzzle).
- Piece 2: **Copy/print** Totem pole templates, one per child.
- Piece 3: **Copy/print** one set of Global issue photo cards.
- Piece 4: **Print/copy**, My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6). **Copy/print**, Project plan sheet one per group. Re-use Global issue cards from last piece/ lesson.
- Piece 5: Consider when and where the children's fundraising event can take place (as suggested in the lesson plan).
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child. **Copy/print** enough Achievement card templates, one per child.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 10-11 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may wish to also organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 10-11

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 10-11

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		<p>I can tell you how some of my choices affect others locally and globally.</p> <p>I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.</p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can compare and contrast wants and needs my own with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.</p> <p>I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.</p>	
Puzzle 2 Celebrating Difference		<p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can say how I feel about people experiencing conflict in their lives because they are different.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>I can express my own attitudes towards people who are different and empathise with their circumstances.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you about something I can do with others that makes the world a better place.</p> <p>I can tell you how making the world a better place makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p> <p>I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</p>	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		<p>I can tell you how substance misuse has an unhealthy impact on the body and mind.</p> <p>I can tell you how I try to keep myself emotionally healthy.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>	<p>I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p>	
Puzzle 5 Relationships		<p>I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others.</p> <p>I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.</p>	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 6 Changing Me		<p>I can identify the main stages by which a baby develops through conception, pregnancy and birth.</p> <p>I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>	<p>I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>I can reflect on how this experience might feel from the point of view of a parent and express my own thoughts and feelings about it..</p>	



General Exemplification Guidance for teachers to assess children’s work

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

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

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

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

Teacher Feedback to Pupils

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

For example:

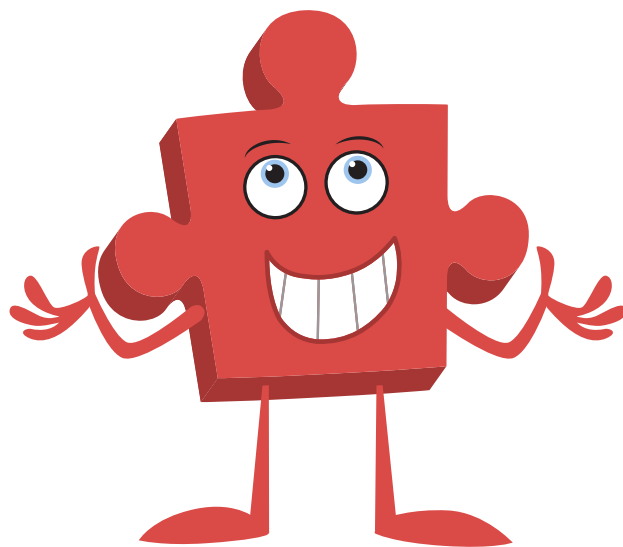
You participated actively in this lesson.

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

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

Puzzle 3: Dreams & Goals - Ages 10-11 - Piece 1

Personal Learning Goals	
<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to... know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) understand why it is important to stretch the boundaries of my current learning</p>
<p>Resources Jigsaw Chime 'Calm Me' script Strength cards Jigsaw Jem Jigsaw Jerrie Cat Goal cards template Jigsaw Journals My Jigsaw Journey A guest e.g. headteacher</p>	<p>Vocabulary Dream Hope Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic</p>
<p>Teaching and Learning Note Prior to teaching this unit of work (Puzzle) ensure you are familiar with the Jigsaw Approach. This is the introductory chapter at the beginning of each set of Year Group materials.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display.</p> <p>Connect us Place the strength cards randomly on the floor in the middle of the circle. Ask the children to walk around the circle and when the teacher says 'Strength' to stand near a card that describes a strength they have. Repeat this process a few times explaining that they are not allowed to stand next to the same card more than once! If space is limited, an alternative approach could be to display the strength cards around the room rather than in the circle.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind In talking partners, give the children time to think about a realistic goal/dream they have for themselves and then to share some of the ideas in the circle using Jigsaw Jem. Ask the children to think about why it is important to have goals and to stretch themselves to reach them. Share ideas. Why is it important to speak your dreams and goals out loud or to write them down?</p>	<p>Ask me this...</p> <p>What personal or learning strengths do you have? How does your strength make you feel? How might it help you achieve a dream or goal?)</p> <p>Are you feeling calm, focussed and ready to learn?</p> <p>What is a realistic goal? Do you have a realistic or unrealistic goal?</p>



Tell me or show me

This is an opportunity for the teacher to share an aspiration they had when they were younger. This maybe a career ambition, or something personal such as learning to swim, or learning to drive. Share this goal with the children and explain what 'steps' were needed to obtain the goal. If possible, include obstacles and challenges that had to be overcome and how you succeeded in the end. What helped you achieve your goal?


You may be able to invite a guest e.g. headteacher to this lesson to share their dreams, goals, obstacles and achievements.

Let me learn

Back at their tables, each child is given two 'goal cards'. Ask the children to think of two goals for themselves, one needs to be a school-based goal, e.g. to speak confidently in assembly, to become better at spelling, to become a peer mediator, to get picked for the hockey team, etc. The other goal can be an aspiration for outside school, e.g. to gain my yellow belt in Karate, to play for the local football team, to gain a piano/music certificate, to have a pet dog.

Explain to the children that in the next Piece (lesson) they will be thinking about the steps they might take to reach their goal.

Stick the 'goal cards' into the children's Jigsaw Journals.

Pause Point: Slide 1:  Raise Jigsaw Jerrycat's paws to indicate this Pause Point. Pause for a few moments and invite the children to reflect on what they are thinking and feeling right now. These thoughts are private and do not need to be shared.

Help me reflect

Slide 2: Share the learning intentions for the lesson with the children (the purple and green statements). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired, there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

What are your personal goals?

How might you achieve them?)

Notes



Dreams and Goals

Calm Me Script - Ages 10-11 - Piece 1

You know how important it is for human beings to be in control of their minds, don't you?

Our minds are very often busy, 'monkey' minds and when there are many thoughts in our minds it can become more difficult to concentrate and learn.

Controlling our minds just takes practice. We can all do it. We have to learn to look in on what is happening in our thoughts and feelings.

Come with me as we practise getting better at calming our busy minds.

Adopt the Calm Me position... both feet flat on the floor, nice straight and proud posture, remembering the golden thread pulling up through the crown and elongating the spine. How does this feel? Comfortable? Proud? Dignified?

Place your hand loosely in your lap and close your eyes or fix your gaze to a static point in front of you to help the mind avoid distractions.

(Strike the chime.)

Listen until you can no longer hear the sound.

Use listening to the chime as an opportunity to bring all your attention to your breathing.

We are breathing all the time but so often are not aware of this... so right now in the present moment I invite you to tune in to your breathing process...

Breathe in through your nose and enjoy taking the air into your lungs.

Breathe out gently through your mouth and slowly, releasing the air and feeling grateful that it keeps you alive.

Breathe in... breathe out...

Slow your breathing down a bit and enjoy focussing on only your breathing... a nice rest for your mind... only focussing on your breathing.

Feel your body relax a little more with every out-breath...

Any tensions drifts down through your body and out through your feet every time you release an out-breath.

Now, with a relaxed body and calm mind, let yourself become aware of the thoughts that pop into your head... try not to stick with these thoughts but let them pass across your mind. Every time a thought occurs see if you can bring your mind back to focussing on your breathing... in... out...

The mind is usually active, thinking, thinking, thinking so now let's try to gently persuade the mind to just focus on our breathing and to leave the thinking until later...

Draw the mind back to the breathing...

Breathe in 1,2,3,4,5... breathe out... 1,2,3,4,5,6,7.

(Repeat)

As you breathe out hear your mind silently say, "I appreciate my life."

Breathe in 1,2,3,4,5... breathe out "I appreciate my life."

(Repeat)

When you can no longer hear the sound of the chime, I invite you to bring your body and mind back into the classroom.

(Strike the chime)

Gently coming back into the present moment, right here, right now, my body and mind are both here right here, right now.

"I appreciate my life."





Dreams and Goals
Strength Cards - Ages 10-11 - Piece 1

Handwriting

Writing stories

Reading

Maths

Science

Listening to others

Being a good friend

Being helpful



Dreams and Goals
Strength Cards - Ages 10-11 - Piece 1

Looking after a pet

Looking after a brother or sister

Football

Drawing

Computer games

Netball

Cycling

Running



Dreams and Goals
Strength Cards - Ages 10-11 - Piece 1

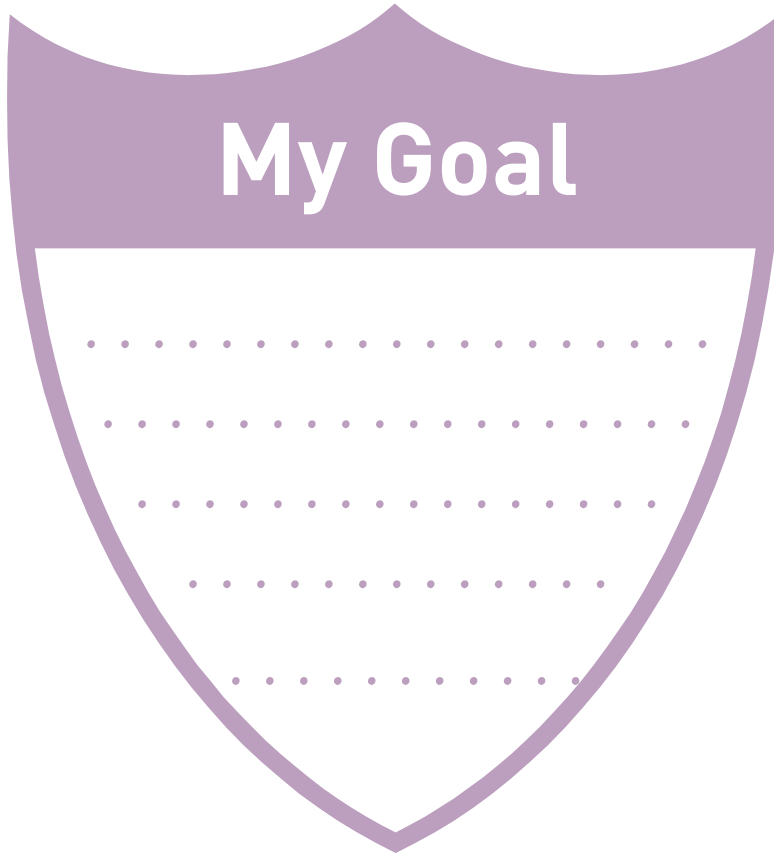
Dance

Music

Cooking

Other

Dreams and Goals
Goal Cards - Ages 10-11 - Piece 1



My Goal

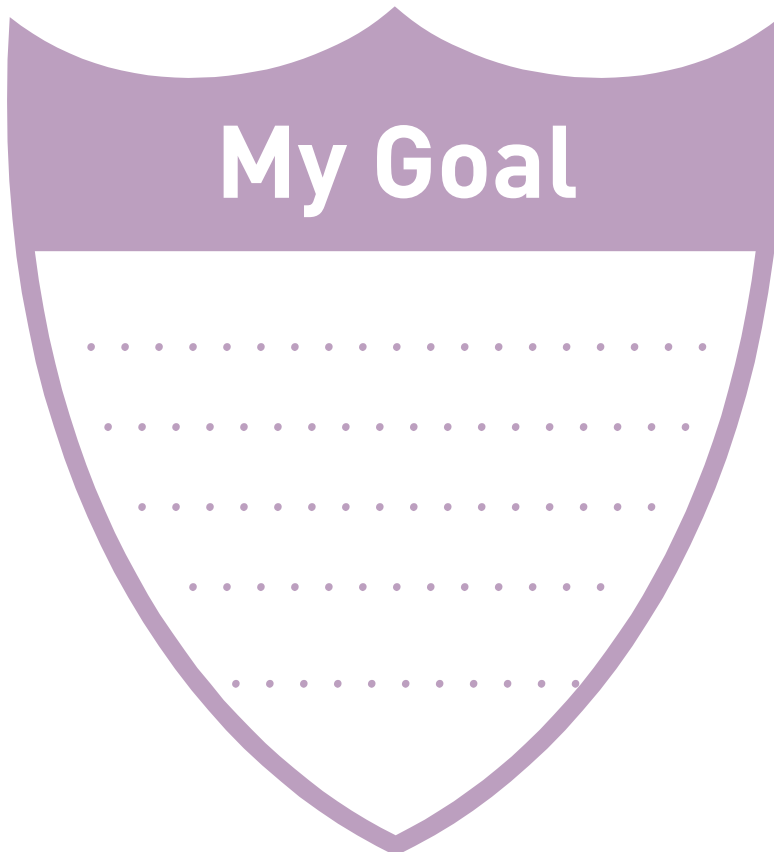
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My Goal

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Dreams and Goals

Jerrie Cat PowerPoint Slide 1 - Ages 10-11 - Piece 1



Name

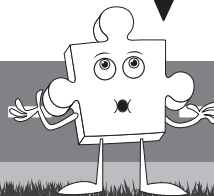
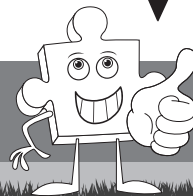
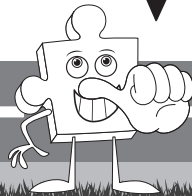
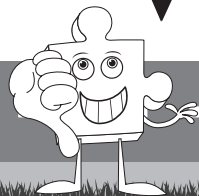
					TINT BOX - To improve next time I...
Piece 1	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)				
	I can explain why it is important to stretch the boundaries of my learning				
Piece 2	I can work out the steps I need to take to reach my goals and know how to keep myself motivated to work on these				
	I can set realistic success criteria so that I will know whether I have reached my goals				
Piece 3	I can identify problems in the world that concern me and can talk to others about them				
	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations				

I don't get this at all

I'm getting there but need some help to understand

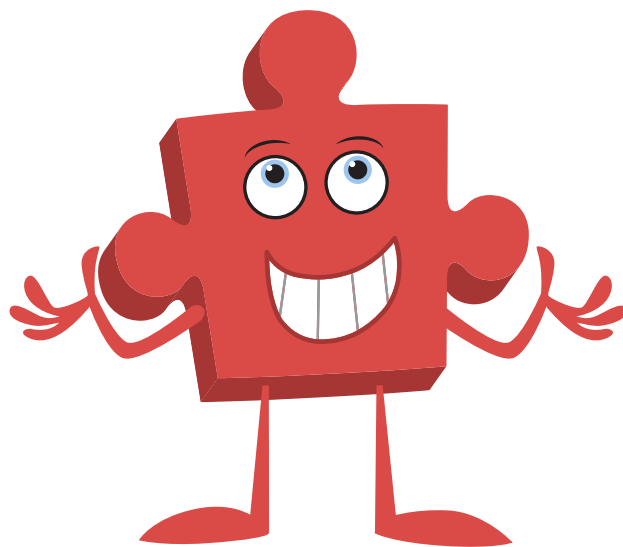
I get this and can give examples if you ask me

I missed this lesson



Puzzle 3: Dreams & Goals - Ages 10-11 - Piece 2

Steps to Success	
<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to... work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these set success criteria so that I will know whether I have reached my goal</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Song: 'For Me' PowerPoint slides: totem poles Totem pole goal-setting template Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Dream Hope Goal Feeling Achievement Success Criteria Learning steps</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us In a circle, Play Switch. Switch places if you:</p> <ul style="list-style-type: none"> • like pizza • enjoy sport • like Jigsaw Jem • love school • feel proud sometimes <p>Play a circle round: 'If I were an animal, I would be ... because ...' Draw out from the children the strengths their animal might have. After the round, pose the question: 'Do you have any of these strengths already?'</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slide 1: Sing or listen to the Jigsaw Song: 'For Me'. Afterwards, briefly discuss what the song is trying to teach us about our aspirations?</p>	<p>Ask me this...</p> <p>What strengths do these animals have that you could use or learn from?</p> <p>Does your mind feel calm and ready to learn?</p>




Tell me or show me

Slides 2-3: Show the children images of totem poles and the totem pole goalsetting template. Explain to the children that we are going to use this template as a planning tool to look at how we might reach our goals.

Explain each stage to the children so that they know how to complete it themselves:

- Goal/How will I know I reached my goal? In this box, the children write their goal and how they will know they've achieved it. For example: Goal: To improve my handwriting. How will I know I've reached my goal? Gain a certificate for improved handwriting.
- Then each of the steps make up the journey they might take to reach their goal if they broke it into steps. Example: Step 1: Buy a pen I like writing with. Step 2: Practise handwriting. Step 3: Offer to be the scribe in a group activity. Step 4: Gain a certificate for improved handwriting.
- The wings of the totem pole can then be used to write the strengths/ skills the children will need to motivate them, e.g. perseverance, keep going, try again (linked to the Jigsaw Song 'For Me') but also the strengths of the animals they chose from the circle round in 'Connect us'. These animals could then also form the decoration of the totem pole depicting the animal of their choice and the qualities that that animal offers that they can learn from.

Pause Point: Slide 4:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children take three calming breaths, to pause for a few moments and look inside themselves. What are they thinking and feeling right now? Can they visualise themselves achieving their goal? They don't have to share and can keep these thoughts private.

Let me learn

Invite the children to use one of their goals from Piece (lesson) 1 to complete their totem pole goal-setting resource sheet, which can be included in their Jigsaw Journal.

Optional extension activity: If the class weekly timetable allows, after working on the totem pole resource sheets, the children could make 3D models of their totem pole. This activity can then be incorporated into a 3D display. Photos of their totem poles can be stuck into their Jigsaw Journals. Alternatively, the class could make one large 3D totem pole which displays their collective Dreams and Goals.

Think big and make a huge one using the inner tube from a role of carpet!

Help me reflect

Slide 6: Invite the children to assess their learning against the learning intentions for this Piece (lesson), and record this on My Jigsaw Journey.

Notes

What skills might you use to help you achieve your goal?

What steps will you need to take to reach your goal?

How can you break your goal down into manageable steps?)

What learning skills do you need to use to help you achieve your goal?

How will you design and make your Totem Pole?

What does your goal say about you?

Dreams and Goals

Calm Me Script - Ages 10-11 - Piece 2

You know how important it is for human beings to be in control of their minds, don't you?

Our minds are very often busy, 'monkey' minds and when there are many thoughts in our minds it can become more difficult to concentrate and learn.

Controlling our minds just takes practice. We can all do it. We have to learn to look in on what is happening in our thoughts and feelings.

Come with me as we practise getting better at calming our busy minds.

Adopt the Calm Me position... both feet flat on the floor, nice straight and proud posture, remembering the golden thread pulling up through the crown and elongating the spine. How does this feel? Comfortable? Proud? Dignified?

Place your hand loosely in your lap and close your eyes or fix your gaze to a static point in front of you to help the mind avoid distractions.

(Strike the chime.)

Listen until you can no longer hear the sound.

Use listening to the chime as an opportunity to bring all your attention to your breathing.

We are breathing all the time but so often are not aware of this... so right now in the present moment I invite you to tune in to your breathing process...

Breathe in through your nose and enjoy taking the air into your lungs.

Breathe out gently through your mouth and slowly, releasing the air and feeling grateful that it keeps you alive.

Breathe in... breathe out...

Slow your breathing down a bit and enjoy focussing on only your breathing... a nice rest for your mind... only focussing on your breathing.

Feel your body relax a little more with every out-breath...

Any tensions drifts down through your body and out through your feet every time you release an out-breath.

Now, with a relaxed body and calm mind, let yourself become aware of the thoughts that pop into your head... try not to stick with these thoughts but let them pass across your mind. Every time a thought occurs see if you can bring your mind back to focussing on your breathing... in... out...

The mind is usually active, thinking, thinking, thinking so now let's try to gently persuade the mind to just focus on our breathing and to leave the thinking until later...

Draw the mind back to the breathing...

Breathe in 1,2,3,4,5... breathe out... 1,2,3,4,5,6,7.

(Repeat)

As you breathe out hear your mind silently say, "I appreciate my life."

Breathe in 1,2,3,4,5... breathe out "I appreciate my life."

(Repeat)

When you can no longer hear the sound of the chime, I invite you to bring your body and mind back into the classroom.

(Strike the chime)

Gently coming back into the present moment, right here, right now, my body and mind are both here right here, right now.

"I appreciate my life."





Dreams and Goals

PowerPoint Slide 1 'For Me' - Ages 10-11 - Piece 2

For Me

(Dreams and Goals)

VERSE 1:

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

BRIDGE:

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

CHORUS:

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

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

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

VERSE 2:

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

BRIDGE 2:

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

CHORUS

BRIDGE 1+2

That's what dreams are

CHORUS

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

CHORUS

Dreams and Goals

Totem Pole PowerPoint Slides 2-3 - Ages 10-11 - Piece 2



Dreams and Goals

Totem Pole Goal-Setting Template - Ages 10-11 - Piece 2

The image shows a totem pole goal-setting template. At the top is a white banner with a purple border containing the text "GOAL" and "How I know I have achieved my goal....". Below this is a central vertical pole with three numbered sections: "3" (top, blue background), "2" (middle, pink background), and "1" (bottom, red background). Each section has a large number and three horizontal dashed lines for writing. On either side of the top section are horizontal bars with purple borders and white centers, each containing the text "Strengths to help me ...". The entire structure is decorated with green and purple scalloped patterns at the base of the wings.

GOAL
How I know I have achieved my goal....

Strengths to help me ...

3

Strengths to help me ...

2

1



Dreams and Goals
Jerrie Cat PowerPoint Slide 4 - Ages 10-11 - Piece 2





Dreams and Goals

PowerPoint Slide 5: My Jigsaw Journey - Ages 10-11 - Pieces 1-3

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

Ages 10-11

Name

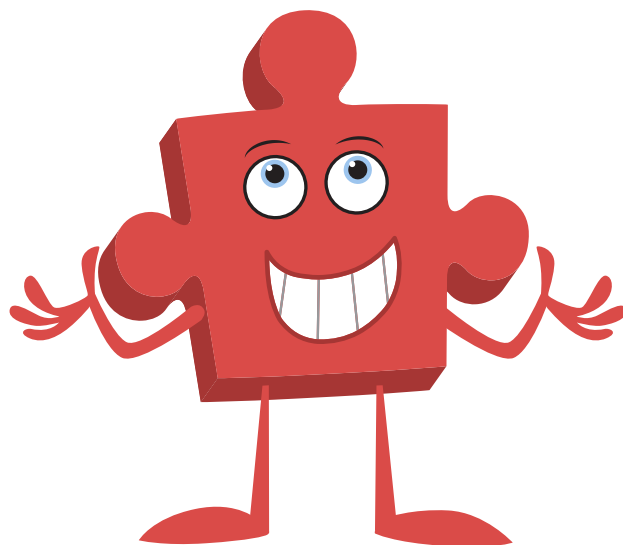
Piece 1	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)					TINT BOX - To improve next time I...
	I can explain why it is important to stretch the boundaries of my learning					
Piece 2	I can work out the steps I need to take to reach my goals and know how to keep myself motivated to work on these					
	I can set realistic success criteria so that I will know whether I have reached my goals					
Piece 3	I can identify problems in the world that concern me and can talk to others about them					
	I recognise the emotions / experience when I consider people in the world who are suffering or living in difficult situations					

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

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Puzzle 3: Dreams & Goals - Ages 10-11 - Piece 3

My Dream for the World	
<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to... identify problems in the world that concern me and talk to other people about them recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p>
<p>Resources Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Global issue photo cards World Map Jigsaw Journals Coloured triangular pieces of material and string My Jigsaw Journey Global Issues Photo PowerPoint</p>	<p>Vocabulary Dream Hope Goal Feeling Achievement Money Global Issue Suffering Concern Hardship</p>



<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Using Jigsaw Jem as the talking object, spell the word Fairness, one letter at a time. The first child holds Jem and shouts out the first letter, 'F', then passes Jem onto the child on their left who shouts out 'A'. Keep going around the circle until the word Fairness has been spelt out several times. Then complete the round, using the stem sentence: 'To me being fair is when...' You may like to go around the circle several times.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slides 1-8: Display the Global Issues PowerPoint photos. Using Jigsaw Jem as the talking object, ask the children to complete the sentence stem: 'When I see people in the world who are living in difficult conditions or who are suffering, I feel...'</p>	<p>Ask me this...</p> <p>Are you calm, focussed and ready to learn?</p>
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Tell me or show me

Divide the children into groups and give each group one of the photocards to discuss. In their groups they need to decide:

- 1) What the picture is showing?
- 2) Where the picture might have been taken (e.g. country)
- 3) What might be the difficulty the child/people/person lives with in this situation?
- 4) What might help their situation?
- 5) How you feel about the situation?

Ask each group to feedback their ideas and open a general discussion about the types of difficulties there are in the world. Challenge any stereotypes that may arise. It maybe helpful to have a world map available to show the children the location of any countries they mention, and to emphasise these are global issues.

Let me learn

Give each child a piece of coloured triangular paper (which will later be joined together to make a string of flags/bunting). Invite the children to write or draw something that represents: 'My dream for the world'. The string of flags can be displayed as part of the End of Puzzle Outcome for this unit of work, as discussed with your school Jigsaw Lead.

Children share their dreams for the world as they peg/attach their triangle to the string to make bunting.

Help me reflect

Slide 9: Invite the children to reflect on their learning from this lesson (Piece) against the learning intentions. They can record this on the My Jigsaw Journey template.

Where are the main difficulties in the world?

How does this situation make you feel?

What other issues can you think of that affects people in the world?)

Notes



Dreams and Goals

Calm Me Script - Ages 10-11 - Piece 3

You know how important it is for human beings to be in control of their minds don't you?

Our minds are very often busy, monkey minds and when there are many thoughts in our minds it can become more difficult to concentrate and learn.

Controlling our minds just takes practise. We can all do it. We have to learn to look in on what is happening in our thoughts and feelings.

Come with me as we practise getting better at calming our busy minds, our 'monkey' minds.

Adopt the Calm Me position... both feet flat on the floor, nice straight and proud posture, remembering the golden thread pulling up though the crown and elongating the spine. How does this feel? Comfortable? Proud?

Place your hand loosely in your lap and close your eyes or fix your gaze to a static point in front of you to help the mind avoid distractions.

(Strike the chime)

Use listening to the chime as an opportunity to bring all your attention to your breathing.

We are breathing all the time but so often are not aware of this...so right now in the present moment I invite you to tune in to your breathing process...

Breathe in through your nose and enjoy taking the air into your lungs.

Breathe out gently through your mouth and slowly, releasing the air and feeling grateful that it keeps you alive.

Breathe in... breathe out...

Slow your breathing down a bit and enjoy focussing on only your breathing... a nice rest for your mind... only focussing on your breathing.

Feel your body relax a little more with every out-breath...

Any tensions drifts down through your body and out through your feet every time you release an out-breath.

Now, with a relaxed body and calm mind, let yourself become aware of the dreams you have for the world. Invite your mind to create a picture of this dream becoming reality. Make the picture as vivid and colourful as possible. What can you see in the picture? Build the picture.

What can you hear in the picture? Breathe in... breathe out... create the picture of your dream for the world becoming reality. How does it feel to be achieving your dream? Let your body feel the feelings of pride and achievement.

Stay with the picture knowing you can return to it at any time as it is stored in your own mind.

(Pause)

Now gently return your focus to your breathing...

Let's try to gently persuade the mind to just focus on our breathing and to leave the thinking until later.

Draw the mind back to the breathing....

Breathe in 1,2,3,4,5... breathe out... 1,2,3,4,5,6,7.

(Repeat)

As you breathe out hear your mind silently say, "I can achieve my dreams."

Breathe in 1,2,3,4,5... breathe out "I can achieve my dreams."

(Repeat)

When you can no longer hear the sound of the chime, I invite you to bring your awareness back into the classroom.

(Strike the chime)

Gently coming back into the present moment, right here, right now, my awareness are both here right here, right now.

"I can achieve my dreams."

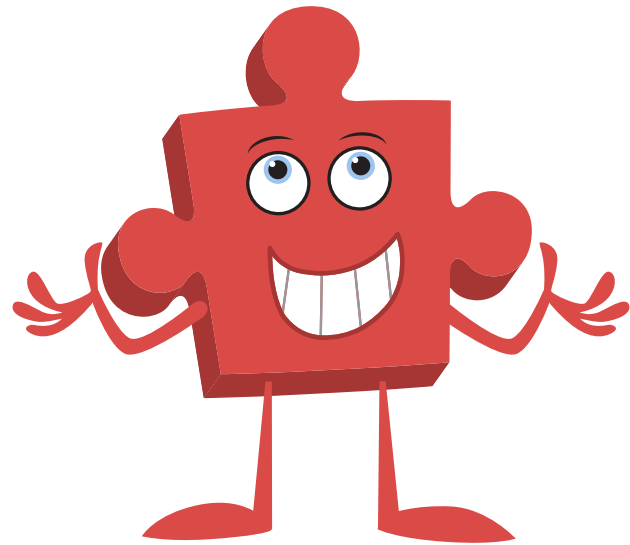
Dreams and Goals

Global Issues Photo PowerPoint Slides 1-8 - Ages 10-11 - Piece 3



Puzzle 3: Dreams & Goals - Ages 10-11 - Piece 4

Helping to Make a Difference	
<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to... work with other people to help make the world a better place empathise with people who are suffering or who are living in difficult situations</p>
<p>Resources Sponge ball Timer Jigsaw Chime 'Calm Me' script Global issue photo cards (from Piece/ lesson 3) Recommended: Video clips of TV charity events/ charity TV adverts (Teacher to source) Project plan sheet Jigsaw Journals Jigsaw Jem Jigsaw Jerrie Cat My Jigsaw Journey</p>	<p>Vocabulary Dream Hope Goal Achievement Money Sponsorship Suffering Hardship Empathy Motivation</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Option 1: Play 'Roll the ball'. Sitting in a circle with legs stretched out in front of them, the children roll a large sponge around the circle on their legs only. Explain they are not allowed to use their hands at all and not allowed to let the ball go onto the floor. The children have to concentrate, cooperate and work together to achieve this task. Then time how long it takes for the ball to be passed by their legs and rolled around the circle so that they know how long this task has taken. Then ask the children to see if they can work together to do this task again but halve the time in which it took to achieve it. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go! Option 2: Play 'pass the sound'. Explain the task is to pass a sound around the class in the quickest possible time. Work out the direction the sound will be passed. Sitting in a circle or in their places, the teacher will make a sound such as a hand-clap or a finger click. In the agreed direction, the child next to the teacher repeats the action. The child next to them repeats, and so on, until the sound has travelled around every child. Challenge the class to repeat the task but in half the time. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go!</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>How might you work together as a team to achieve this challenge? What skills can you learn from this challenge that might help with other challenges you take part in?</p> <p>Are you calm, focussed and ready to learn?</p>



Open my mind /Tell me or show me

Slides 1-8: Have the global issue photo cards from Piece (lesson) 3 displayed as a reminder to the children of the issues people across the world experience.

Discuss with the children some of the charity events they have seen on TV or been a part of that helped raise money for people in need. At this point the teacher could also show any relevant TV clips they have sourced.

Ask the children to think about who they might like to support or to hold an event for. It might be that the children want to raise money for a global, national or a more local charity significant for them currently. Share ideas and have a class vote to decide which charity they would like to support.

Explain to the children that for the rest of this lesson and the next there will be a group challenge to plan and design an event or project that can raise money for the chosen charity.

This could be:

- 1) A sponsorship task
- 2) An event, e.g. a bake sale

Encourage the children to think of something original, but also manageable, given the short amount of planning time they have available.

Let me learn

Divide the children into groups and give the rest of the lesson for them to plan what they would like to do, and to complete the project planning sheet.

Help me reflect

Slide 9: Share the learning intentions from today's Piece (lesson) and invite the children to assess their learning on the My Jigsaw Journey template.

What challenges/ideas do you know of that can help others?

How might it feel to take part in a fundraising challenge?

What ideas of a challenge or an event do you have?

Have you ever supported a charity?

What charity would you like to support?

Notes



Dreams and Goals

Calm Me Script - Ages 10-11 - Piece 4

You know how important it is for human beings to be in control of their minds don't you?

Our minds are very often busy, monkey minds and when there are many thoughts in our minds it can become more difficult to concentrate and learn.

Controlling our minds just takes practise. We can all do it. We have to learn to look in on what is happening in our thoughts and feelings.

Come with me as we practise getting better at calming our busy minds, our 'monkey' minds.

Adopt the Calm Me position... both feet flat on the floor, nice straight and proud posture, remembering the golden thread pulling up though the crown and elongating the spine. How does this feel? Comfortable? Proud?

Place your hand loosely in your lap and close your eyes or fix your gaze to a static point in front of you to help the mind avoid distractions.

(Strike the chime)

Use listening to the chime as an opportunity to bring all your attention to your breathing.

We are breathing all the time but so often are not aware of this...so right now in the present moment I invite you to tune in to your breathing process...

Breathe in through your nose and enjoy taking the air into your lungs.

Breathe out gently through your mouth and slowly, releasing the air and feeling grateful that it keeps you alive.

Breathe in... breathe out...

Slow your breathing down a bit and enjoy focussing on only your breathing... a nice rest for your mind... only focussing on your breathing.

Feel your body relax a little more with every out-breath...

Any tensions drifts down through your body and out through your feet every time you release an out-breath.

Now, with a relaxed body and calm mind, let yourself become aware of the dreams you have for the world. Invite your mind to create a picture of this dream becoming reality. Make the picture as vivid and colourful as possible. What can you see in the picture? Build the picture.

What can you hear in the picture? Breathe in... breathe out... create the picture of your dream for the world becoming reality. How does it feel to be achieving your dream? Let your body feel the feelings of pride and achievement.

Stay with the picture knowing you can return to it at any time as it is stored in your own mind.

(Pause)

Now gently return your focus to your breathing...

Let's try to gently persuade the mind to just focus on our breathing and to leave the thinking until later.

Draw the mind back to the breathing....

Breathe in 1,2,3,4,5... breathe out... 1,2,3,4,5,6,7.

(Repeat)

As you breathe out hear your mind silently say, "I can achieve my dreams."

Breathe in 1,2,3,4,5... breathe out "I can achieve my dreams."

(Repeat)

When you can no longer hear the sound of the chime, I invite you to bring your awareness back into the classroom.

(Strike the chime)

Gently coming back into the present moment, right here, right now, my awareness are both here right here, right now.

"I can achieve my dreams."

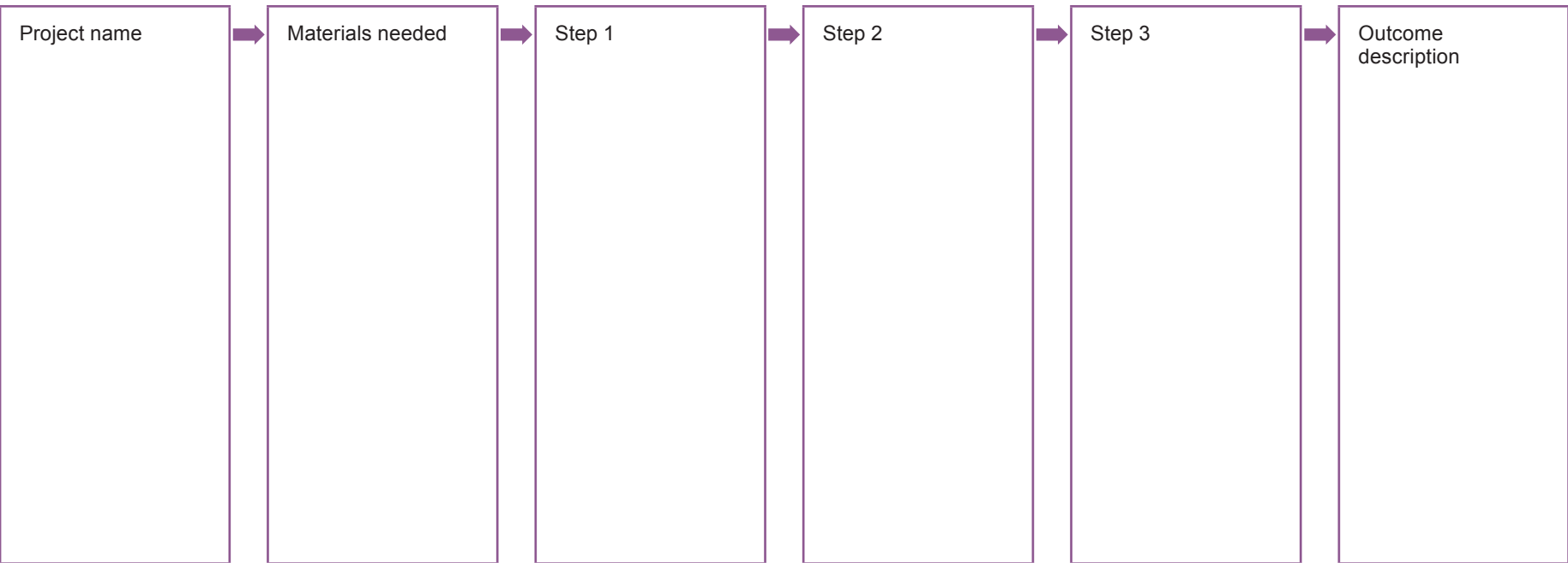
Dreams and Goals

Global Issues Photo overPoint Slides 1-8 - Ages 10-11 - Piece 4





Dreams and Goals
Project Plan Sheet - Ages 10-11 - Piece 4




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


[Large empty box for writing roles and responsibilities for each step]




Dreams and Goals

PowerPoint Slide 9: My Jigsaw Journey - Ages 10-11 - Pieces 4-6









Ages 10-11


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


Name


	Piece 4	Piece 5	Piece 6		TINT BOX - To improve next time I...
Piece 4	I can work with other people to help make the world a better place and can give examples				
	I can empathise with people who are suffering or who are living in difficult situations				
Piece 5	I can describe some ways in which I can work with others to help make the world a better place				
	I can identify and explain why I am motivated to help others in this way				
Piece 6	I know what some people in my class like or admire about me, and can accept their praise				
	I can give praise and compliments to other people when I recognise their contributions or achievements				







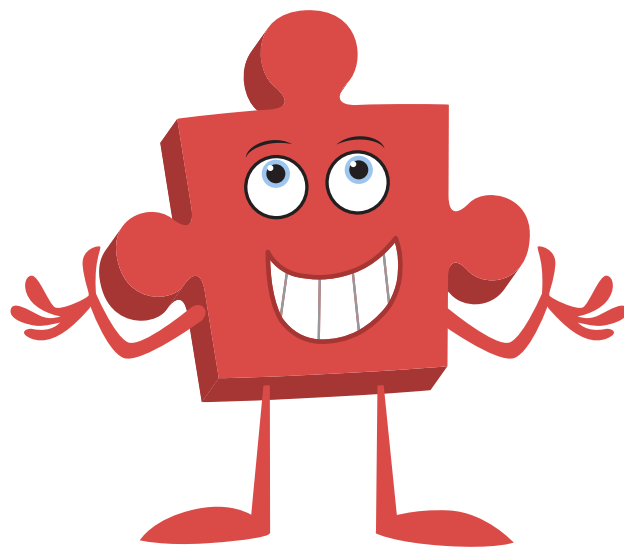




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Puzzle 3: Dreams & Goals - Ages 10-11 - Piece 5

Helping to Make a Difference	
<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to... describe some ways in which I can work with other people to help make the world a better place identify why I am motivated to do this</p>
<p>Resources Sponge ball Timer Jigsaw Chime 'Calm Me' script Group Project plans from last piece/lesson Jigsaw Journals Jigsaw Jem Jigsaw Jerrie Cat My Jigsaw Journey</p>	<p>Vocabulary Dream Hope Goal Achievement Money Sponsorship Suffering Hardship Empathy Motivation</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Option 1: Play 'Roll the ball'. Sitting in a circle with legs stretched out in front of them, the children roll a large sponge around the circle on their legs only. Explain they are not allowed to use their hands at all and not allowed to let the ball go onto the floor. The children have to concentrate, cooperate and work together to achieve this task. Then time how long it takes for the ball to be passed by their legs and rolled around the circle so that they know how long this task has taken. Then ask the children to see if they can work together to do this task again but halve the time in which it took to achieve it. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go! Option 2: Play 'pass the sound'. Explain the task is to pass a sound around the class in the quickest possible time. Work out the direction the sound will be passed. Sitting in a circle or in their places, the teacher will make a sound such as a hand-clap or a finger click. In the agreed direction, the child next to the teacher repeats the action. The child next to them repeats, and so on, until the sound has travelled around every child. Challenge the class to repeat the task but in half the time. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go!</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Invite each group to share their project plan and encourage constructive feedback from the rest of the class. Allow time for the groups to reconvene and complete their project plans.</p>	<p>Ask me this...</p> <p>How might you work together as a team to achieve this challenge? What skills can you learn from this challenge that might help with other challenges you take part in?</p> <p>Are you calm, focussed and ready to learn?</p>



Tell me or show me

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

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

Let me learn

As a class, depending on the activity/activities selected, decide on an action plan which might be:

1. Prepare a PowerPoint presentation to raise awareness for their chosen charity
2. Design a poster to advertise their event
3. Design an invitation for parents/carers which can be given to all parents/carers across the school
4. Collect materials / plan the event in more details.

The teacher needs to carefully supervise this planning and delegation activity so that all children are engaged in groups or in a specific task.

Note: The teacher will need to designate an appropriate time for the children's event to take place. This maybe in the future to allow additional planning and preparation time if needed. The teacher may also wish to coordinate the event with the End of Puzzle Outcome in discussion with the setting's Jigsaw Lead.

Help me reflect

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

How might you contribute to this challenge?

How will you work together as a team?

What skills will you need?

What will your role be? How will your chosen event make a difference for others in the world?

How can you help to make the world a better place?

Why might it be important to get involved?

Notes**Certificates**

For next lesson you will need a personalised a Dreams & Goals certificate for each child.



Dreams and Goals

Calm Me Script - Ages 10-11 - Piece 5

You know how important it is for human beings to be in control of their minds don't you?

Our minds are very often busy, 'monkey' minds and when there are many thoughts in our minds it can become more difficult to concentrate and learn.

Controlling our minds just takes practice. We can all do it. We have to learn to look in on what is happening in our thoughts and feelings.

Come with me as we practise getting better at calming our busy minds.

Adopt the Calm Me position... both feet flat on the floor, nice straight and proud posture, remembering the golden thread pulling up though the crown and elongating the spine. How does this feel? Comfortable? Proud? Dignified?

Place your hands loosely in your lap and close your eyes or fix your gaze on a static point in front of you to help the mind avoid distractions.

(Strike the chime)

Use listening to the chime as an opportunity to bring all your attention to your breathing.

We are breathing all the time but so often are not aware of this...so right now in the present moment I invite you to tune in to your breathing process...

Breathe in through your nose and enjoy taking the air into your lungs.

Breathe out gently and slowly, through your mouth, releasing the air and feeling grateful that it keeps you alive.

Breathe in... breathe out...

Slow your breathing down a bit and enjoy focussing on only your breathing... a nice rest for your mind... only focussing on your breathing.

Feel your body relax a little more with every out-breath...

Any tensions drifts down through your body and out through your feet every time you release an out-breath.

Now, with a relaxed body and calm mind, let yourself become aware of the thoughts that pop into your head...try not to stick with these thoughts but let them pass across your mind. Every time a thought occurs see if you can bring your mind back to focussing on your breathing... in... out...

Now invite your mind to revisit the picture of you achieving your dream, the picture you created in your mind last lesson. Build the picture again but with even more details and more colour.

What can you see in your picture?

What can you hear in your picture?

What can you smell in your picture?

What can you feel: textures against your skin, grass beneath your feet?

What feelings are you experiencing when you are living your dream?

Enjoy the picture as it is your dream and it can happen for you.

Then... gently draw your attention back to your breathing...

Breathe in 1,2,3,4,5... breathe out... 1,2,3,4,5,6,7.

(Repeat)

As you breathe out hear your mind silently say, "I can live my dream."

Breathe in 1,2,3,4,5... breathe out "I can live my dream."

(Repeat)

When you can no longer hear the sound of the chime, I invite you to bring your awareness back into the classroom.

(Strike the chime)

Gently coming back into the present moment, right here, right now, my body and mind are both here right here, right now.

"I can live my dream."

Puzzle 3: Dreams & Goals - Ages 10-11 - Piece 6

Recognising Our Achievements

<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to... know what some people in my class like or admire about me and to accept their praise give praise and compliments to other people when I recognise their contributions and achievements</p>
<p>Resources Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Post-it notes Achievement card template Jigsaw Journals My Jigsaw Journey Certificates</p>	<p>Vocabulary Admire Respect Achievement Praise Compliment Contribution Recognition</p>



<p>Teaching and Learning</p> <p>Note Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time and/or choose to do the Tell me or show me/ Let me learn part of the lesson with the teacher(s) working with each group in turn.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Option 1: Play 'Roll the ball'. Sitting in a circle with legs stretched out in front of them, the children roll a large sponge around the circle on their legs only. Explain they are not allowed to use their hands at all and not allowed to let the ball go onto the floor. The children have to concentrate, cooperate and work together to achieve this task. Then time how long it takes for the ball to be passed by their legs and rolled around the circle so that they know how long this task has taken. Then ask the children to see if they can work together to do this task again but halve the time in which it took to achieve it. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go! Option 2: Play 'pass the sound'. Explain the task is to pass a sound around the class in the quickest possible time. Work out the direction the sound will be passed. Sitting in a circle or in their places, the teacher will make a sound such as a hand-clap or a finger click. In the agreed direction, the child next to the teacher repeats the action. The child next to them repeats, and so on, until the sound has travelled around every child. Challenge the class to repeat the task but in half the time. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go!</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>What have you noticed others' achieving during the challenge?</p> <p>Is your mind calm and ready to learn?</p>
--	--

Open my mind/ Tell me or show me/ Let me learn

Ask the groups from last time reconvene and then to reflect on everyone in the group, and their personal contributions to the task. Give each group a set of post-it notes. Each post-it note represents one child in their group. On the post-it note, the children need to write down a positive contribution that child made in the group task, or something they did well.

Collect all the post-it notes and gather them together. Ensure that all the children have a positive post-it note about them and nobody has been left out. Celebrate the children's success by sharing all the post-its with the whole class.

Show the children the Achievement card template and model what they need to write in response to each statement. Invite the children to complete their own Achievement card which can be included as part of their Jigsaw Journal.

If time allows, invite the children to share their achievement cards with each other in the circle.

Help me reflect

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

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

Notes

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



Dreams and Goals

Calm Me Script - Ages 10-11 - Piece 6

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Controlling our minds just takes practice. We can all do it. We have to learn to look in on what is happening in our thoughts and feelings.

Come with me as we practise getting better at calming our busy minds.

Adopt the Calm Me position... both feet flat on the floor, nice straight and proud posture, remembering the golden thread pulling up though the crown and elongating the spine. How does this feel? Comfortable? Proud? Dignified?

Place your hands loosely in your lap and close your eyes or fix your gaze on a static point in front of you to help the mind avoid distractions.

(Strike the chime)

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We are breathing all the time but so often are not aware of this...so right now in the present moment I invite you to tune in to your breathing process...

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Breathe out gently and slowly, through your mouth, releasing the air and feeling grateful that it keeps you alive.

Breathe in... breathe out...

Slow your breathing down a bit and enjoy focussing on only your breathing... a nice rest for your mind... only focussing on your breathing.

Feel your body relax a little more with every out-breath...

Any tensions drifts down through your body and out through your feet every time you release an out-breath.

Now, with a relaxed body and calm mind, let yourself become aware of the thoughts that pop into your head...try not to stick with these thoughts but let them pass across your mind. Every time a thought occurs see if you can bring your mind back to focussing on your breathing... in... out...

Now invite your mind to revisit the picture of you achieving your dream, the picture you created in your mind last lesson. Build the picture again but with even more details and more colour.

What can you see in your picture?

What can you hear in your picture?

What can you smell in your picture?

What can you feel: textures against your skin, grass beneath your feet?

What feelings are you experiencing when you are living your dream?

Enjoy the picture as it is your dream and it can happen for you.

Then... gently draw your attention back to your breathing...

Breathe in 1,2,3,4,5... breathe out... 1,2,3,4,5,6,7.

(Repeat)

As you breathe out hear your mind silently say, "I can live my dream."

Breathe in 1,2,3,4,5... breathe out "I can live my dream."

(Repeat)

When you can no longer hear the sound of the chime, I invite you to bring your awareness back into the classroom.

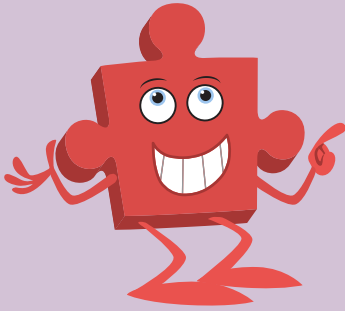
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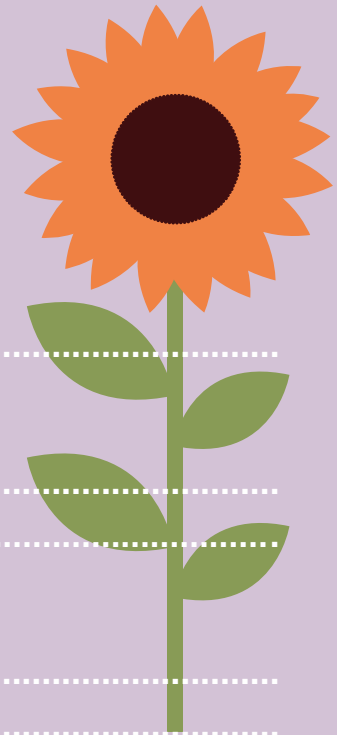


Dreams and Goals
Achievement Cards - Ages 10-11 - Piece 6



Achievement Card

Awarded to



.....

One thing I did well in my group task was

.....
.....

A compliment others in my group gave to me was

.....
.....

How my contribution helped the world to be a better place

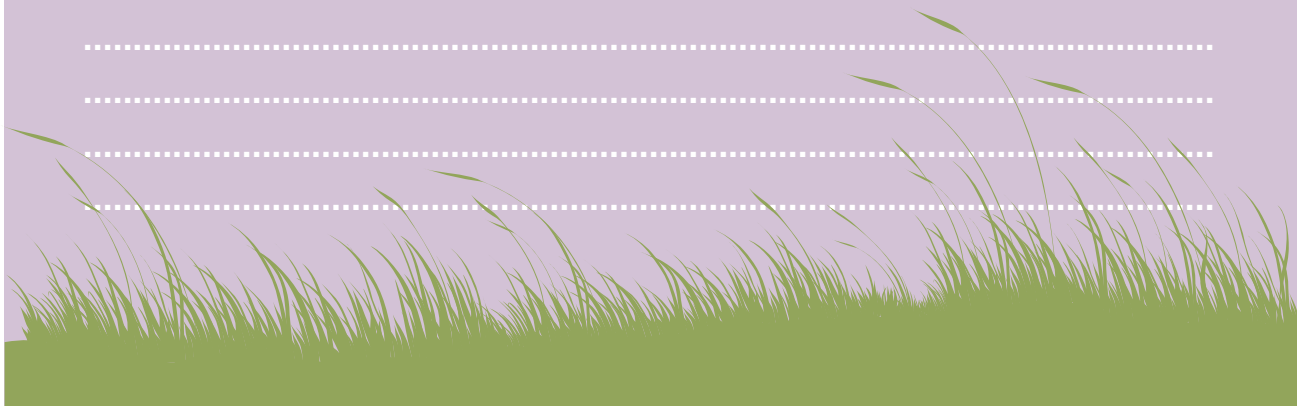
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How I feel about this

.....
.....

Why our activity is important



.....
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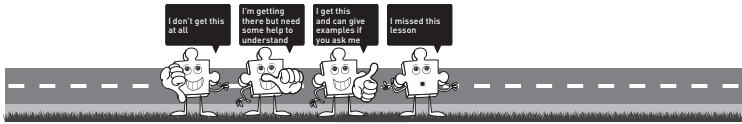
Dreams and Goals

PowerPoint Slide 1: My Jigsaw Journey - Ages 10-11 - Pieces 4-6


My Jigsaw Journey

Puzzle 3 - Dreams & Goals (Pieces 4-6) Ages 10-11

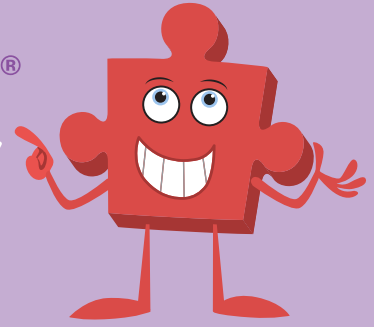
Name

						TINT BOX - To improve next time I...
Piece 4	I can work with other people to help make the world a better place and can give examples					
	I can empathise with people who are suffering or who are living in difficult situations					
Piece 5	I can describe some ways in which I can work with others to help make the world a better place					
	I can identify and explain why I am motivated to help others in this way					
Piece 6	I know what some people in my class like or admire about me, and can accept their praise					
	I can give praise and compliments to other people when I recognise their contributions or achievements					



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

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Dreams & Goals

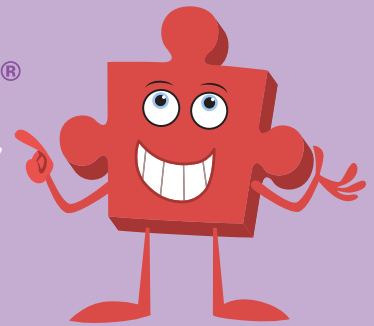
Well done!

Please feel proud that you have learnt to:

I am especially pleased that you:

I am proud that I can:

Signed: Date:



Dreams & Goals

Well done!

Please feel proud that you have learnt to:

I am especially pleased that you:

I am proud that I can:

Signed: Date:

Exemplification for Ages 10-11 **Dreams & Goals** Puzzle

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

	WORKING TOWARDS
	<p>Our challenge was to raise money for children in countries who need medicine to stop malaria.</p> <p>I was proud of our idea because it is for a good cause.</p>

Ages 10-11 expectation	WORKING AT
	<p>It was my idea to do a sponsored challenge to raise money for homeless people. We needed the whole group to work as a team to get the planning done properly to raise as much as we could.</p> <p>I feel sorry for people who have lost their homes. This might be because their home was destroyed, or because they are so poor they cannot afford a house. This made me feel that our sponsored challenge was important and we needed to make it work.</p>

	WORKING BEYOND
	<p>Our activity was important because it can raise money for medicines. Some people in other countries can't afford medicine when they need it. If we can raise enough money through our cake sale, we can send enough money for a whole village to have the medicine they need for a year.</p> <p>It made sense to do a cake sale because we have done one before and it raised a lot of money. The charity film we watched showed children with malaria which can be prevented by simple medicine and mosquito nets. The money we raise can give some of these children the protection they need.</p>

