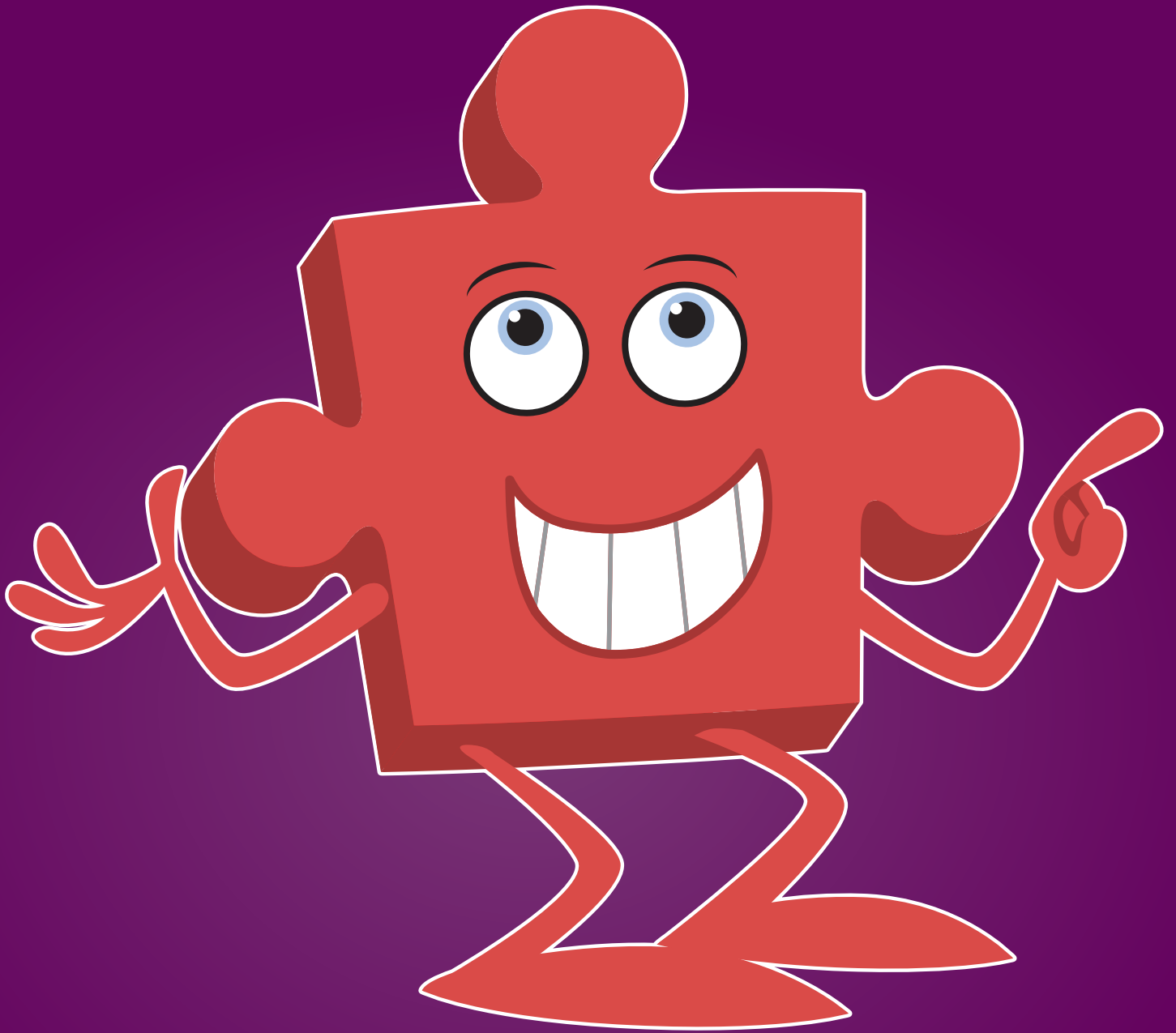


Jigsaw!

The mindful approach to PSHE



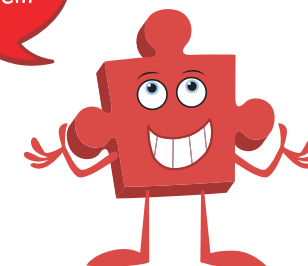
Celebrating Difference - Ages 10-11

www.jigsawpshe.com

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Celebrating Difference

Puzzle Map - Ages 10-11



Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display
(Puzzle Outcome: Admiration Accolades - Piece 5)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. Am I Normal?	I understand there are different perceptions about what normal means	I can empathise with people who are different	Jigsaw Chime, 'Calm Me' script, Quiz sheets, Jigsaw Jem, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Include others when working and playing	2. Understanding Difference	I understand how being different could affect someone's life	I am aware of my attitude towards people who are different	Jigsaw Chime, 'Calm Me' script, Life story of Robert/Roberta Cowell, Community pictures, Jigsaw Jem, A3 paper or sugar paper, photos of other trans people, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. Power Struggles	I can explain some of the ways in which one person or a group can have power over another	I know how it can feel to be excluded or treated badly by being different in some way	Jigsaw Chime, 'Calm Me' script, Teacher to source bullying support information, Jigsaw Song: 'There's a Place' Power scenario resource sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve problems	4. Why Bully	I know some of the reasons why people use bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	Jigsaw Chime, 'Calm me' script, Jigsaw Jem, Bullying PowerPoint, Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to use kind words	5. Celebrating Difference Puzzle Outcome: Admiration Accolades	I can give examples of people with disabilities who lead amazing lives	I appreciate people for who they are	Jigsaw Chime, 'Calm Me' script, Ball, Jigsaw Jem, PowerPoint slide of Paralympians, YouTube clip - Paralympians, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating Difference ★ Assessment Opportunity	I can explain ways in which difference can be a source of conflict and a cause for celebration	I can show empathy with people in either situation	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide: pictures of conflict/celebration, Peer assessment sheet, Draw cards (two alternative sets to choose from), Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Subject Leader's Preparation to Lead the Celebrating Difference Puzzle

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

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



Puzzle Assembly/Collective Worship: Celebrating Difference

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

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


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

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

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

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

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

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

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

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

Closing the assembly

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

Celebrating Difference Assembly (PowerPoint Slides)

Slide 1

There's a Place
(Celebrating Difference)

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

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

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

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

Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.
I - N - D - I - V - I - D - U - A - L,
That's I - N - D - I - V - I - D - U - A - L.
Let's make the world a better place,
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
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There's a place in this world for
Your religion and race,
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Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



Celebrating Difference
Assembly (PowerPoint Slides)

Slide 7



Slide 8



Slide 9



Slide 10



Slide 11



Slide 12



Celebrating Difference
Assembly (PowerPoint Slides)

Slide 13



Slide 14



Slide 15



Slide 16



Slide 17



Slide 18



Celebrating Difference Assembly (PowerPoint Slides)

Slide 19



Slide 20



Slide 21



Slide 22



Slide 23



Slide 24

There's a Place
(Celebrating Difference)

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

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

Celebrating Difference
Assembly (PowerPoint Slides)

Slide 25





14

Sharks lay the largest eggs in the world.

15

Bees have five eyes.

16

No two zebras have the same markings.

17

Crocodiles can't stick their tongues out.

18

Dolphins sleep with one eye closed.

19

Slugs have four noses.

20

A snail can sleep for 3 years.

21

Honeybees have hair on their eyes.

22

A hippo can run faster than a man.

23

Tigers have striped skin not just striped fur.

Isn't it brilliant that we are all different?



There's a Place (Celebrating Difference)

VERSE:

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

CHORUS:

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

VERSE RAP:

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



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

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

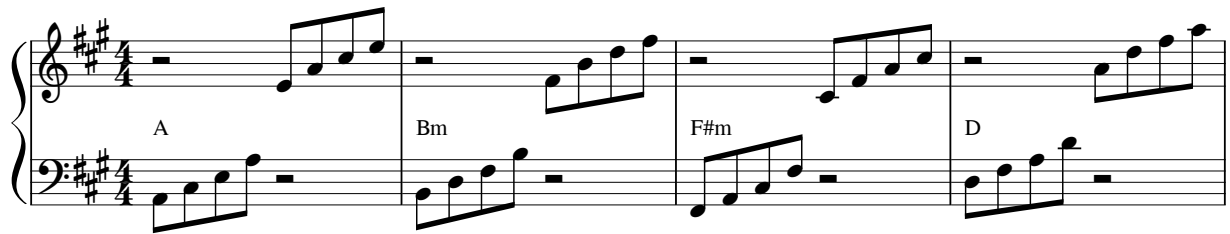
**Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.**

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

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

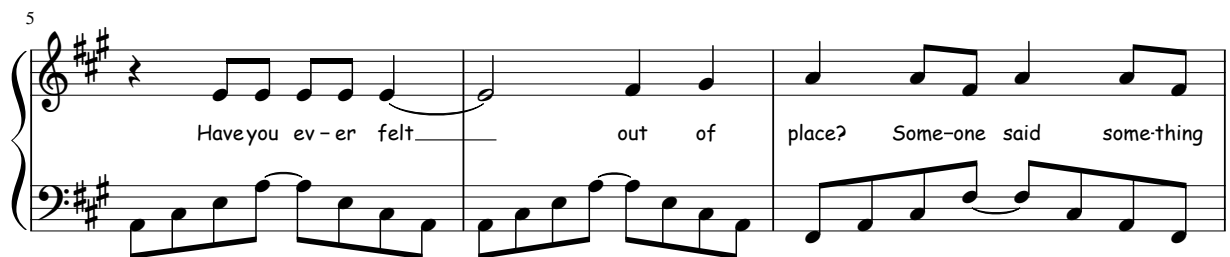
**Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.**

There's a Place (Celebrating Difference)



Chords: A, Bm, F#m, D

5



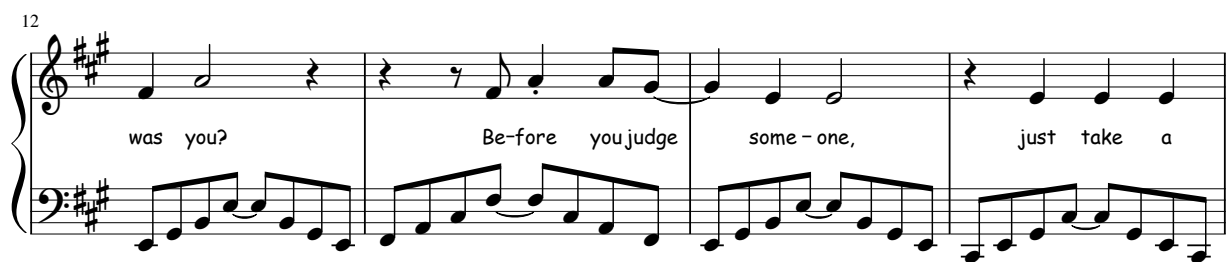
Have you ev - er felt out of place? Some - one said some - thing

8



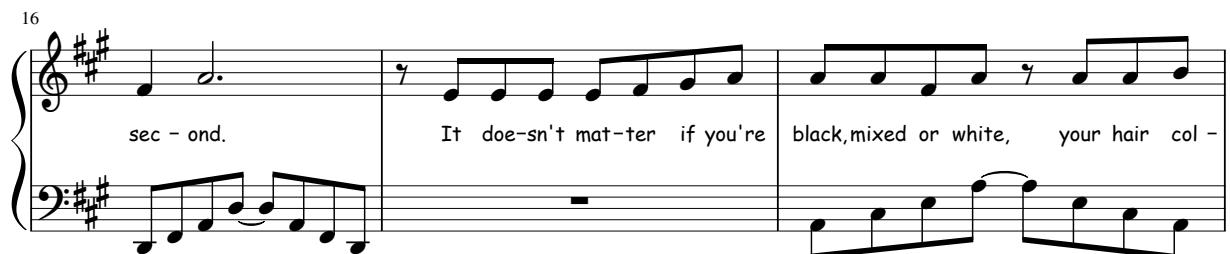
hurt - ful to your face? How would you feel if that some - one

12



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

16



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

19

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

22

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

24

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

27

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

31

How can we

34

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

36

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

37

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

39

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

42

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

44

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

47

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

51

Let me

54

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

55

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

58

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

61

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

63

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

65

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

67

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

69

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

72

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

74

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

77

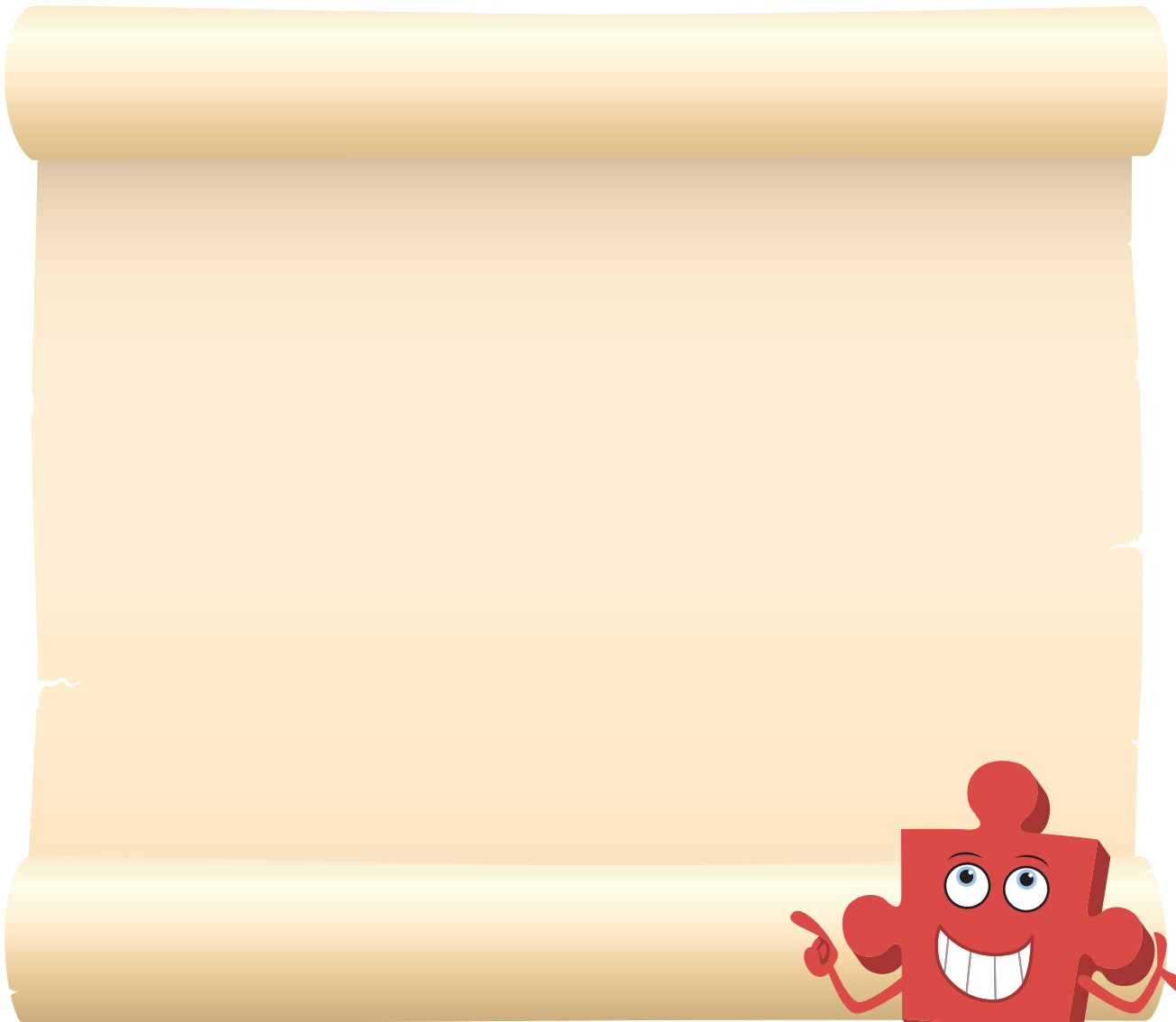
And there's a place in this world for me.

81

Puzzle 2

Weekly Celebration 1

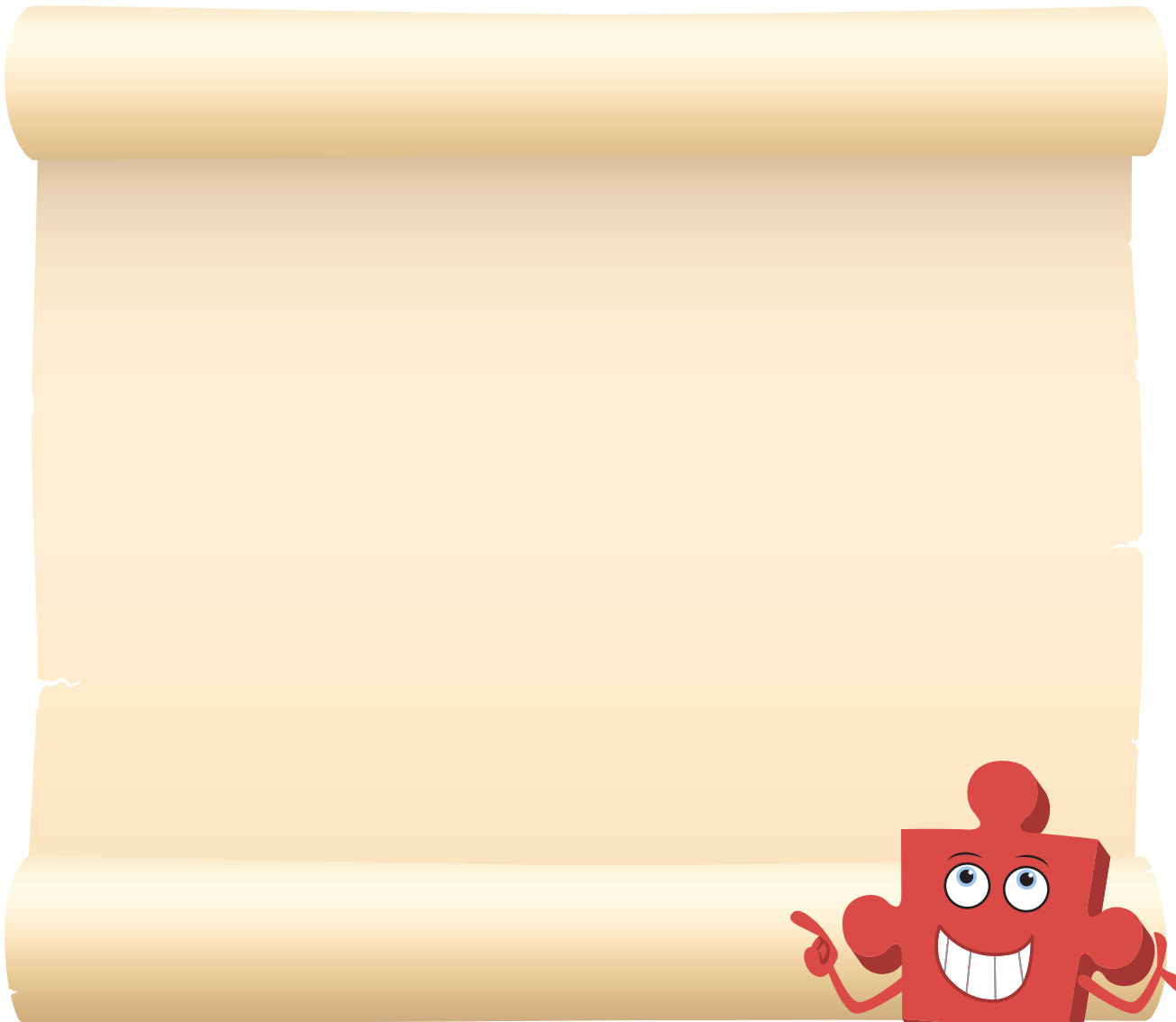
This week we are celebrating people who:
Accept that everyone is different



Puzzle 2

Weekly Celebration 2

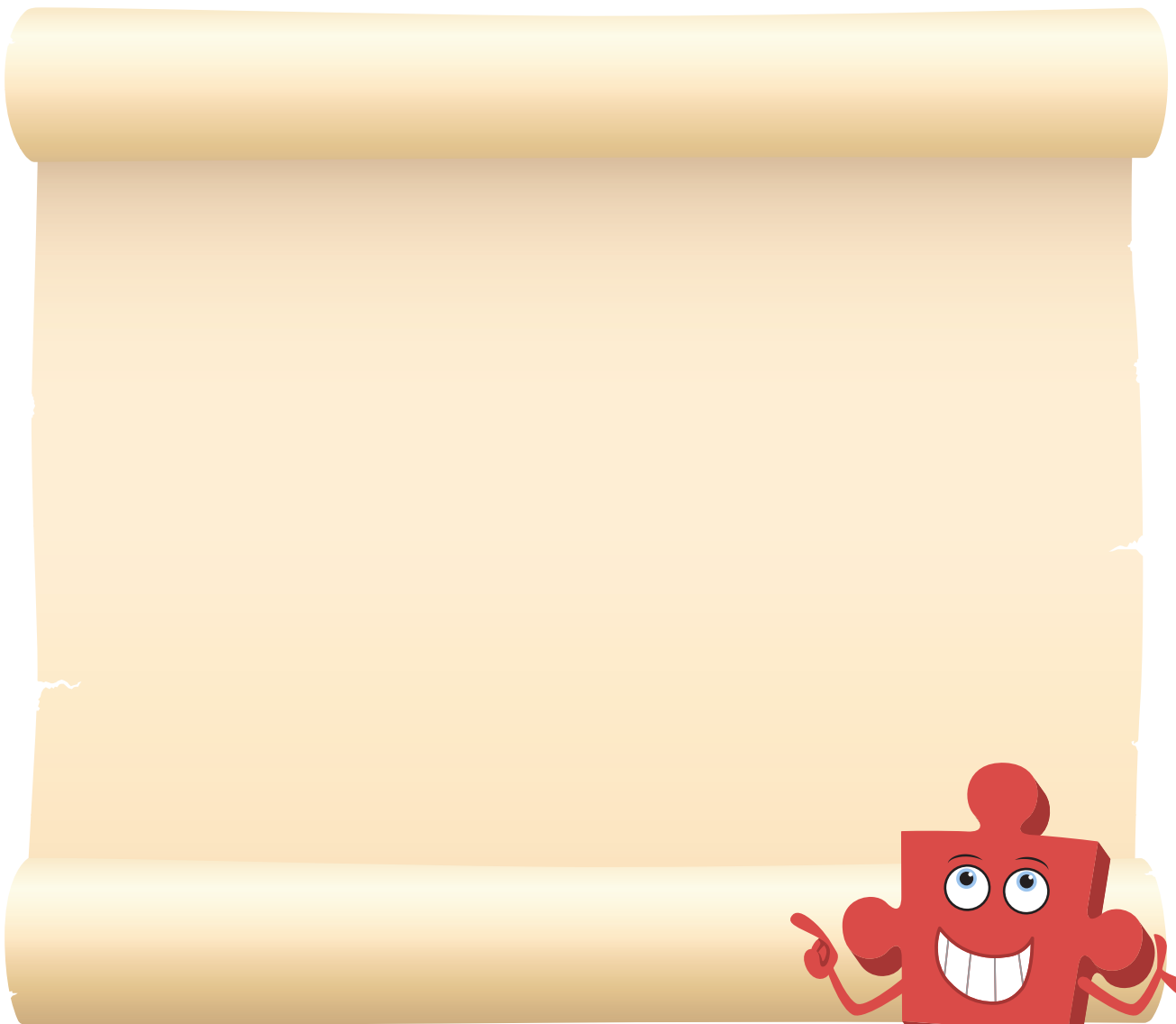
This week we are celebrating people who:
Include others when working and playing



Puzzle 2

Weekly Celebration 3

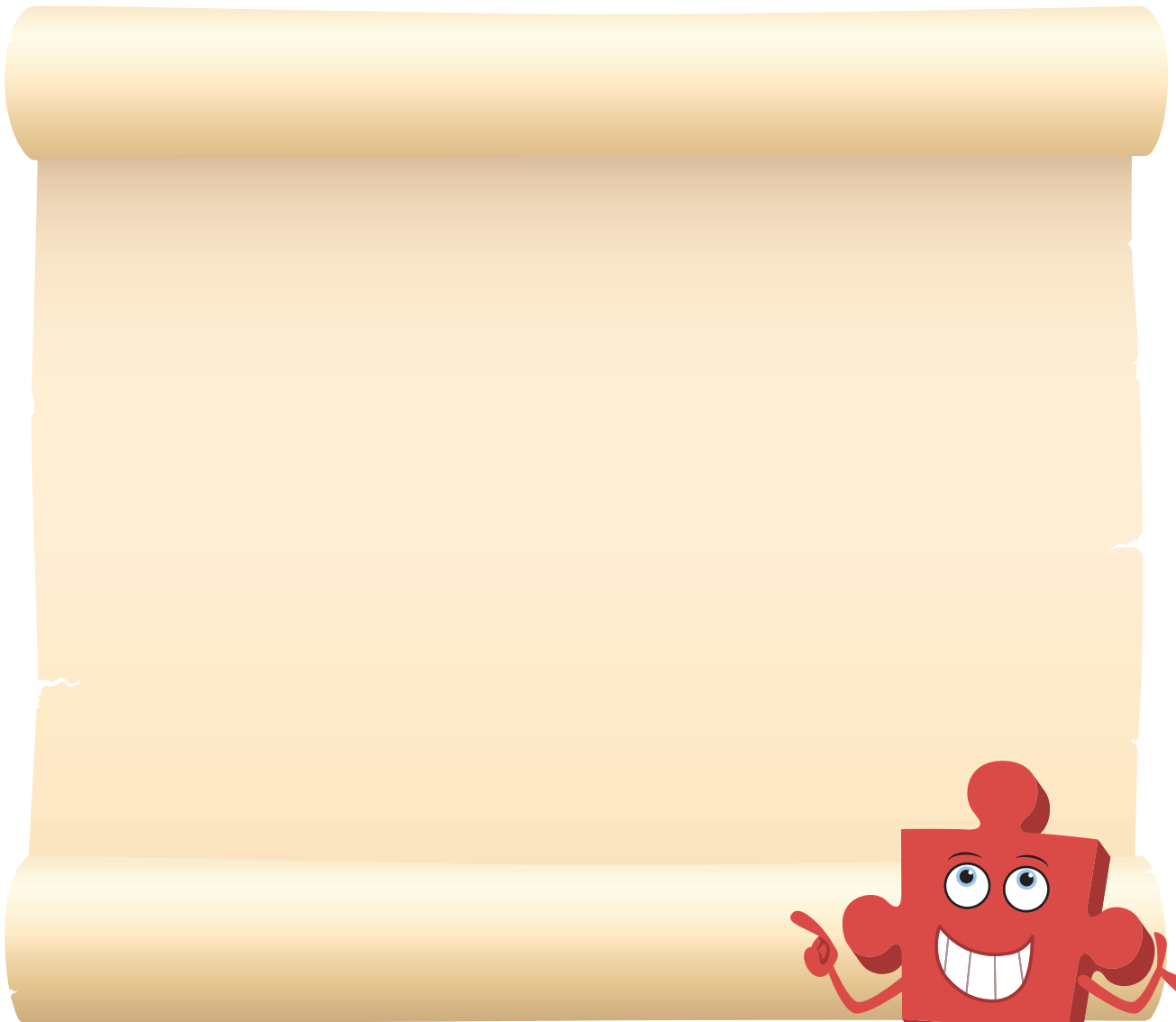
This week we are celebrating people who:
Know how to help if someone is being bullied



Puzzle 2

Weekly Celebration 4

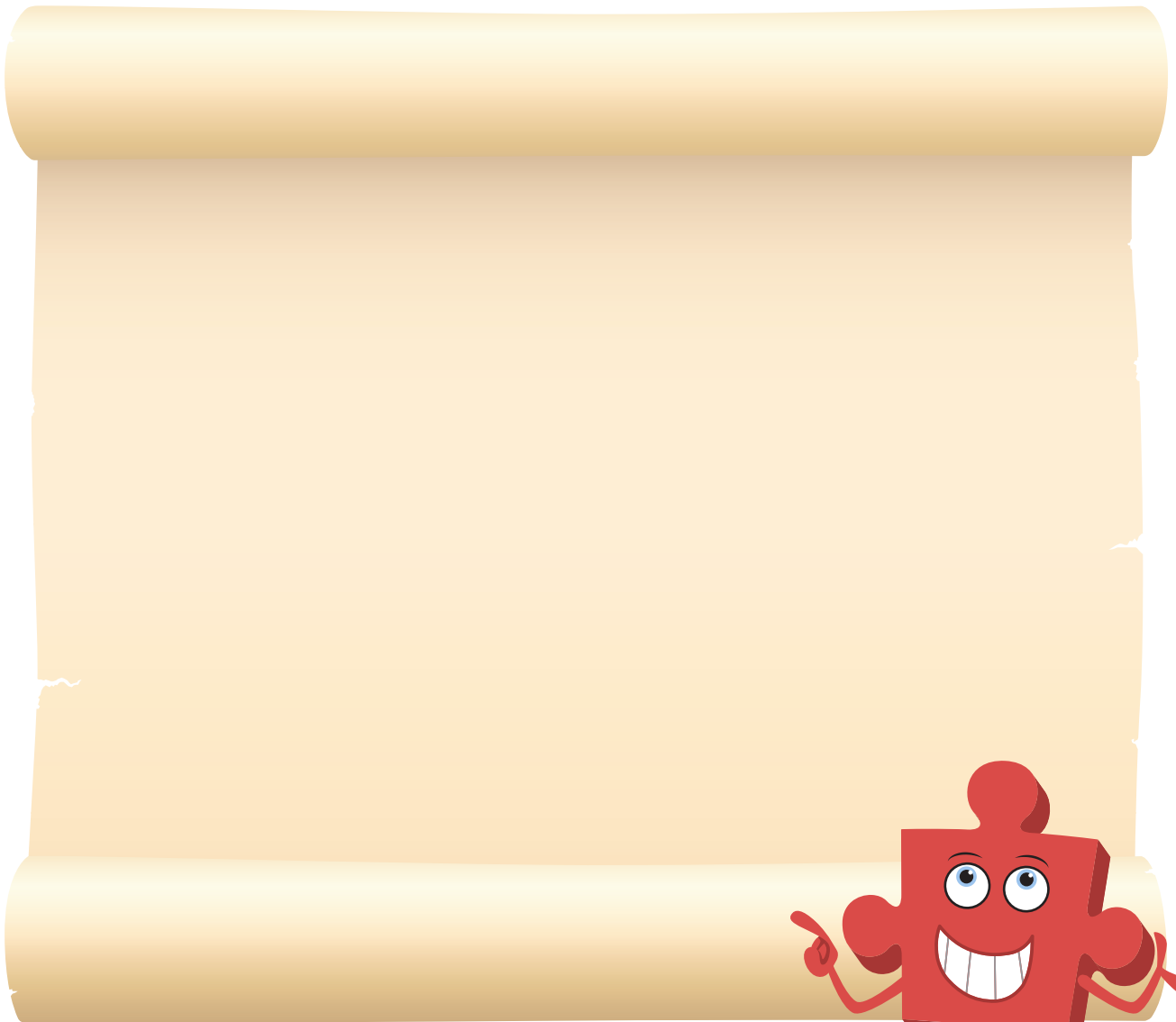
This week we are celebrating people who:
Try to solve problems



Puzzle 2

Weekly Celebration 5

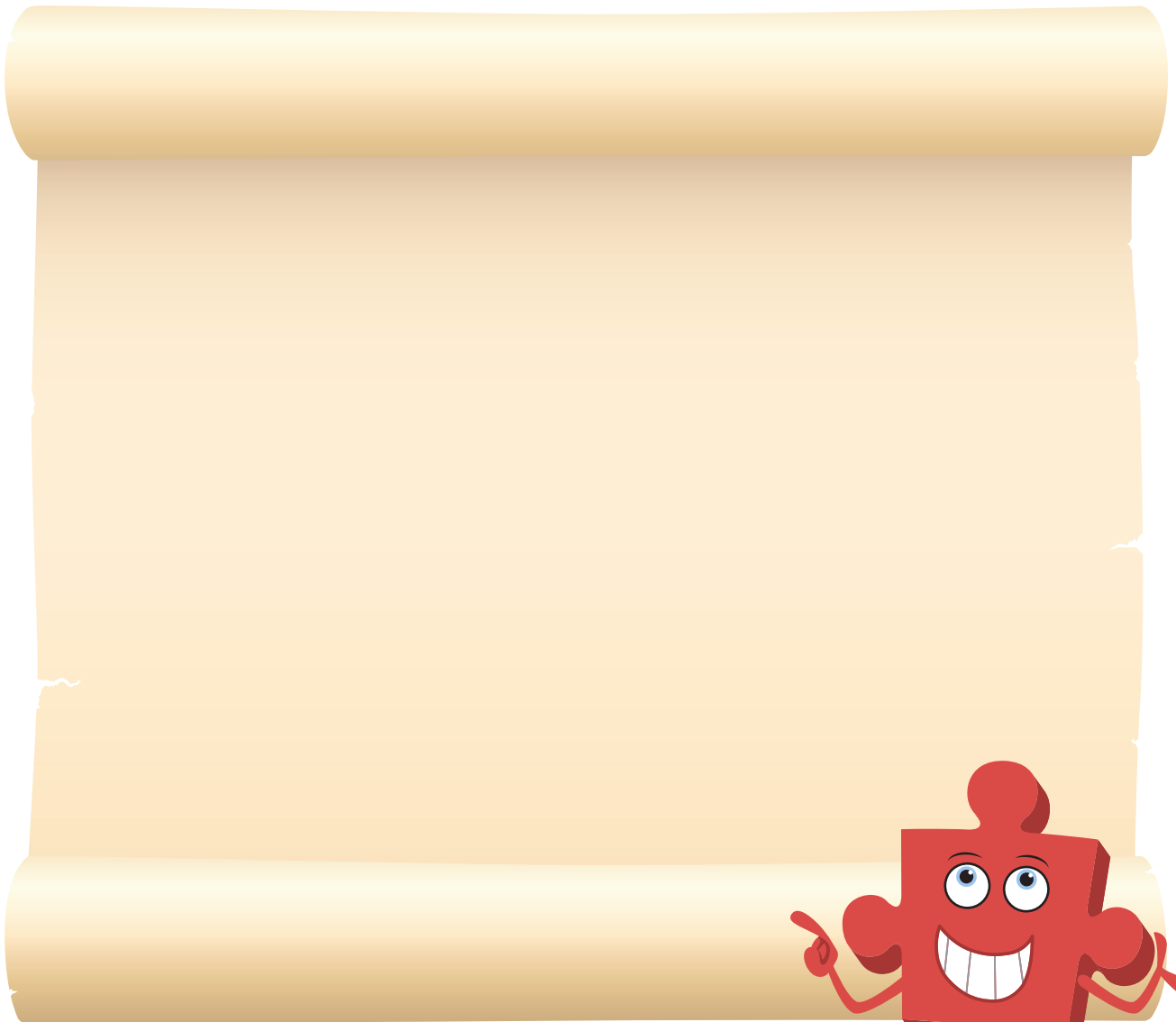
This week we are celebrating people who:
Use kind words



Puzzle 2

Weekly Celebration 6

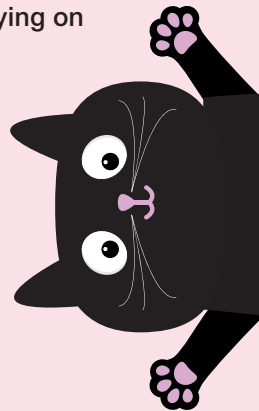
This week we are celebrating people who:
Know how to give and receive compliments



Class Teacher's Preparation to Lead the **Celebrating Difference** Puzzle with children Ages-10-11

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: All resources within Jigsaw
Print an laminate a large Jigsaw Charter
- Piece 2: Teacher will need to source an appropriate photograph of Robert/Roberta Cowell (one of the first transgender people in the UK).
Teacher will need to source appropriate pictures of other transgender people in the public eye.
(Teachers also have the option of sourcing photos of celebrities who identify as non-binary/ gender-fluid but would need to explain the difference between trans and non-binary if they did so. (Non-binary /gender fluid people identify as neither male or female whereas most trans people tend to identify with a particular gender, even though it may not be their biological gender at birth. Non-binary/gender fluid are helpful terms to define any person on the gender spectrum between male and female and are terms increasingly being used in everyday language and in the media. Some children may have heard of this and may need help to clarify their understanding).
A3 paper
- Piece 3: Teacher to source local and national sources of advice and support in regard to bullying on and off-line relevant to their setting
- Piece 4: As above - sources of information and support in regard to on and off-line bullying
3 labels - 'Bullying' 'Not Bullying' 'Not sure'
- Piece 5: Soft sponge ball
Children's access to computers/tablets/ library for research
Teacher to source photos/ video of Paralympic athletes/ sportspeople
Paper and pens for children's Admiration Accolade designs
- Piece 6: All resources within Jigsaw



Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** a quiz sheet, one per group.
- Piece 2: **Copy/print** one set of Community pictures.
- Piece 3: **Copy/print** a set of 'Power scenario sheets', one per group
- Piece 4: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 4-6). **Print/copy** one set of scenario cards.
- Piece 6: **Copy/print enough end of puzzle certificates and complete in advance** for each child. **Copy/print** one set of 'draw cards' - there are two alternative sets to choose from. **Print/copy** peer assessment sheets (at least one per pupil). Children can write individual peer assessment sheets after each group performance or peer assessment can be done in groups, or a mix of both, whichever the teacher feels is most appropriate for their class).

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 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.



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.

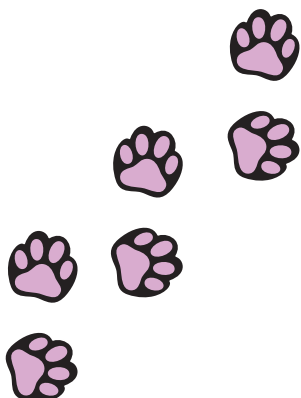
This will help schools track progress in PSHE alongside other curriculum subjects.

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 my own wants and needs 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:

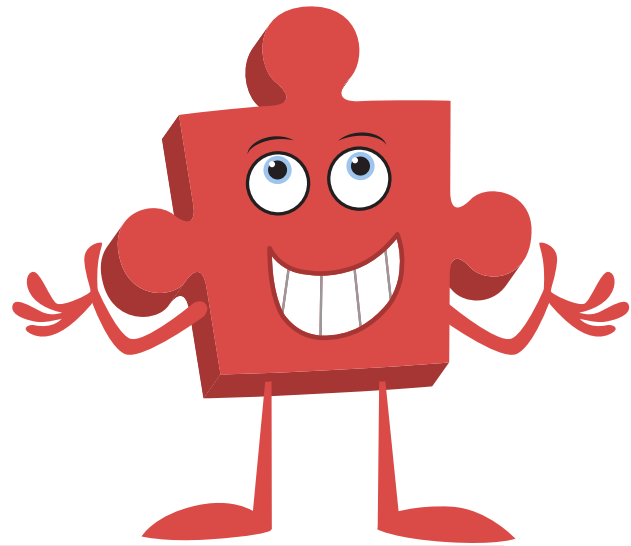
You participated actively in this lesson.

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 2: Celebrating Difference - Ages 10-11 - Piece 1

Am I Normal?	
Puzzle 2 Outcome Hall of Fame	Please teach me to... understand there are different perceptions about what normal means empathise with people who are different
Resources Jigsaw Chime Laminated Jigsaw Charter 'Calm Me' script Jigsaw Journals Jigsaw Jem Jigsaw Jerrie Cat My Jigsaw journey	Vocabulary Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind
Teaching and Learning Note If you are not familiar with the Jigsaw Approach (the introductory chapter in this set of resources), please read this before teaching these lessons. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play Pass the Squeeze. Sitting in a circle with everyone holding hands, the teacher gently squeezes the hand of the child on her right, who then does the same to the hand of the person on their right and so on. Once the squeeze has been passed all around the circle, the task is repeated but this time everyone has their eyes closed. Ask the children to think about how closing their eyes made them feel. Safe? Secure? Was it easier or more difficult to pass the squeeze with their eyes closed? 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.	Ask me this... How did it feel to play the game with your eyes closed? How did closing your eyes affect the game? Does your mind feel calm and ready to learn?



Open my mind

Ask the children to complete the sentence in their Jigsaw Journals: 'Being normal is...'

This is their definition of being 'normal'.

Then, as you read out the following statements, ask the children to stand up if they think this is 'normal' and stay sitting if they think it is 'not normal.'

1. To go to work at the age of 10
2. To be frightened of the dark
3. To get at least 50 'likes' for anything posted on the internet
4. To wear glasses
5. To want to have friends
6. Boys being good at drama and dance
7. To walk to school
8. To spend at least 2 hours every day on a mobile phone or social media
9. To eat dinner with your family around a table
10. To have two legs

Receive answers from the children but challenge their perceptions of normal. Conclude with the children that normal is what you are used to/ what you expect. For example, some children abroad in the developing world do work at the age of 10, some children spend less than 2 hours a day on social media etc

Ask the children to look back at the definition they wrote. Do they need to change it?

What skills do you need to use to complete this task? How does it feel taking part in this task?

Tell me or show me

Slides 1-14: Explain to the children that sometimes people's perceptions about what is normal can cause them to be prejudiced. Ask the children if they know what the terms prejudice and discrimination mean?

Can they think of any examples of prejudice and discrimination?

Divide the class into groups. Invite the children to work as teams to answer the quiz questions, and go through the answers with them. Use this opportunity to explore how perceptions of 'normal' have resulted in prejudice and discrimination.

Quiz questions (and answers) True or false?

- 1) In the second World War, around six million Jewish people died in Europe.

(Answer: True - it is estimated 2/3 of the Jewish population in Europe died. This is because the Nazi's believed that Jewish people (and other races and lifestyles too) were second-rate and should be wiped out. It became 'normal' for people in Germany during the second world war to discriminate against Jewish people. Many Germans did not want to go along with this but the Nazi's were terrifying so many went along with it to stay out of trouble.)

- 2) Most black people worked as slaves in America and England in the early 1800's.

(Answer: True - both America and England were involved in the slave trade which meant they captured Africans and transported them to work as slaves in their countries. It became 'normal' to see black people working as slaves and having no rights in these countries. Some people did not agree with this and eventually the laws were changed to give slaves their freedom. Civil rights were only granted to black people in America in 1968 so it took many years for this to happen.)

- 3) All the countries of the World have laws that allow gay people to get married.

(Answer: False - some countries have made gay marriages legal but there are others that choose not to give these rights. This is because gay people in these countries are not seen as 'normal'.)

- 4) More boys than girls go to school in Pakistan.

(Answer: True - More boys go to school. Although primary school is compulsory in Pakistan, only 60% of boys go and 40% of girls. Fewer girls go to school because it is considered 'normal' that education is important for boys but not for girls, although this is changing. Malala Yousafzai is strong campaigner for girls' education in Pakistan and she won the Nobel Peace Prize for her actions.)

How did your group work together?


What was your perception of disability?

Have your perceptions changed?

5) Women were allowed to vote in England before 1918.
(Answer: False - women were only given the right to vote (and not all women) in 1918. Before that it was only men that could vote. It was 'normal' to think that women did not have the intelligence to make sensible voting decisions. It took another 10 years until women had equal voting rights to men in 1928. Campaigners called suffragettes helped change this. There are still some countries where women cannot vote.)

6) More young people belong to a gang than those that don't.
(Answer: False - there are many more young people who do not get involved in gangs compared to those that do, but sometimes things in the media, social -media and our own perceptions/beliefs and what we hear from others makes us believe that it could be the other way around and that it is a 'normal' thing to be in a gang.)

7) The Paralympic games have been taking place for over 100 years.
(Answer: False - the first official Paralympics took place in 1960, but there were other smaller competitions before this date. Before 1960 it was 'normal' for only able-bodied athletes to compete in an Olympic event.)

Pause Point: Slide 15:  Raise Jigsaw Jem's paws to indicate this Pause Point. Invite the children to stop, breathe some calming deep breaths and look inside to observe their thoughts in this present moment.

Let me learn

Using Jigsaw Jem as the talking object, ask the children to share something that this lesson has made them think about.

Then in their Jigsaw Journals ask them to write down what they feel about the word 'normal'.

Help me reflect

Slide 16: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

How did your group work together?

What are your thoughts about discrimination prejudice?

What are your thoughts about being 'normal' now?

Has anything surprised you?)

Is the word 'normal' helpful to us? What's does 'normal' mean to you? Has this changed since the beginning of the lesson?

Notes



Celebrating Difference

Calm Me Script - Ages 10-11 - Piece 1

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

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

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

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

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

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

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

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

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

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

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





Celebrating Difference

Quiz PowerPoint Slides 1-14 - Ages 10-11 - Piece 1



1) In the second World War, around six million Jewish people died in Europe.

[Answer: True - it is estimated 2/3 of the Jewish population in Europe died. This is because the Nazi's believed that Jewish people (and other races and lifestyles too) were second-rate and should be wiped out. It became 'normal' for people in Germany during the second world war to discriminate against Jewish people. Many Germans did not want to go along with this but the Nazi's were terrifying so many went along with it to stay out of trouble.]

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2) Most black people worked as slaves in America and England in the early 1800's.

[Answer: True - both America and England were involved in the slave trade which meant they captured Africans and transported them to work as slaves in their countries. It became 'normal' to see black people working as slaves and having no rights in these countries. Some people did not agree with this and eventually the laws were changed to give slaves their freedom. Civil rights were only granted to black people in America in 1968 so it took many years for this to happen.]

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3) All the countries of the World have laws that allow gay people to get married.

[Answer: False - some countries have made gay marriages legal but there are others that choose not to give these rights. This is because gay people in these countries are not seen as 'normal'.]

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4) More boys than girls go to school in Pakistan.

[Answer: True - More boys go to school. Although primary school is compulsory in Pakistan, only 60% of boys go and 40% of girls. Fewer girls go to school because it is considered 'normal' that education is important for boys but not for girls, although this is changing. Malala Yousafzai is strong campaigner for girls' education in Pakistan and she won the Nobel Peace Prize for her actions.]

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5) Women were allowed to vote in England before 1918.

[Answer: False - women were only given the right to vote (and not all women) in 1918. Before that it was only men that could vote. It was 'normal' to think that women did not have the intelligence to make sensible voting decisions. It took another 10 years until women had equal voting rights to men in 1928. Campaigners called suffragettes helped change this. There are still some countries where women cannot vote.]

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[Answer: False - the first official Paralympics took place in 1960, but there were other smaller competitions before this date. Before 1960 it was 'normal' for only able-bodied athletes to compete in an Olympic event.]

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Celebrating Difference
Jerrrie Cat PowerPoint Slide 15 - Ages 10-11 - Piece 1







Celebrating Difference

PowerPoint Slide 16: My Jigsaw Journey - Ages 10-11 - Piece 1





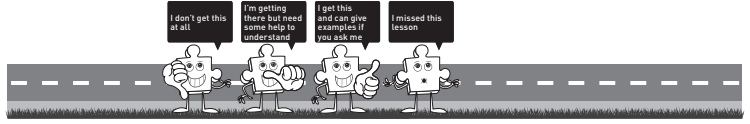


Puzzle 2 - Celebrating Difference (Pieces 1-3)

Ages 10-11

Name:

						TINT BOX - To improve next time I...
Piece 1	I understand there are different perceptions about what normal means.					
	I can empathise with people who are different.					
Piece 2	I understand how being different could affect someone's life.					
	I am aware of my attitude towards people who are different.					
Piece 3	I can explain some of the ways in which one person or a group can have power over another.					
	I know how it can feel to be excluded or treated badly by being different in some way.					



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

Lay out the Community pictures so the children can see the range of people shown. Discuss with the class the differences and similarities they can easily spot between the people in the pictures.

What differences/similarities are more difficult to spot? What can't we see?

Summarise by explaining that our society is diverse and that sometimes this diversity causes some people to be treated unfairly. Ask the children to give some examples.

Tell me or show me


Slide 1: Use slide 1 to teach the children about the Law in England and Wales (The Equality Act) that protects people's rights, even if they have 'differences'.

Share the story of Robert Cowell with the children (the story of one of the first transgender people in the UK to be recognised as such). After the story show the photos of Robert/Roberta.

In talking partners first, use the following questions to help the children understand the key concepts in the story, and then discuss as a whole class:

- Why was Robert unhappy?
- Why do you think Robert waited until he was an adult to transition?
- Why do you think people were unkind when Robert changed to Roberta? Do you think that was fair?
- Have you heard about people being transgender before?
- What do you think it would feel like not being happy with who you are?
- Does gender make someone a good or bad person?

Emphasise that a kind community is accepting of all sorts of different people, and that we have shared rights and responsibilities to help that happen. Share some pictures of other trans people who are in the public eye. Does the Equality Act help these people?

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

Let me learn

In groups of four, each group has a sheet of A3 paper (or sugar paper) folded in half. Starting with 'Rights', ask each group to list three rights that are important in a welcoming community. Ask each group to write these on one side of the paper. Once the children have finished, they need to pass their list to a different group. This group now lists a corresponding 'Responsibility' for each of the 'Rights'. Prompt the children with one or two examples if needed.

At the end of the activity ask each group to share the Rights they were given, and the corresponding Responsibilities they agreed.

Ask each group to choose one of their Rights/Responsibilities and compile a class list.

Which ones on the list would have helped Robert?

Help me reflect

Slide 3: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

Notes

Some children may have questions about the physical process of transitioning. Care should be given so that answers to their questions are answered in an age- and stage-appropriate way. The 'anonymous' question box maybe a helpful strategy here, where children can write any specific questions they have and put them in the box (scribe for those with literacy issues) so they can be answered at a later date. This gives the teacher time to think of appropriate responses, and avoids being 'on the spot' in the lesson.

The focus of this lesson is also not on the transitioning process; instead, it is about understanding transgender rights and our responsibilities to transgender people as part of society. As such try to keep the lesson 'on this track'.

Suggested answers to questions about transitioning might be:

"That's a good question but there isn't a simple answer. Different transgender people transition in different ways, it's very personal to them. Our lesson today is about how we treat transgender people so let's think about that a bit more."

"Some transgender people take a medicine called a hormone blocker." (This avoids the need to explain that some transgender people also choose surgery which may not be age- and stage-appropriate for some children.)

For further support please see the Jigsaw website www.jigsawpshe.com (A-Z articles> LGBT+).

There are many organisations online that can offer support for schools on trans issues. These can be accessed through an appropriate online search.

Ensure that the Jigsaw Charter is reinforced particularly if you are aware of a child in your school or class who has been identified as trans, or has a trans family member, to ensure they feel comfortable within the lesson. **You should discuss this lesson with the child/parent/carer beforehand to ensure they are happy to be involved.**

There may be cases where a trans child's identity is not known widely in school and the school should seek to keep this information private unless the child/parent/carer wishes it to be shared.



Celebrating Difference

Calm Me Script - Ages 10-11 - Piece 2

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

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

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

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

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

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

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

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

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

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

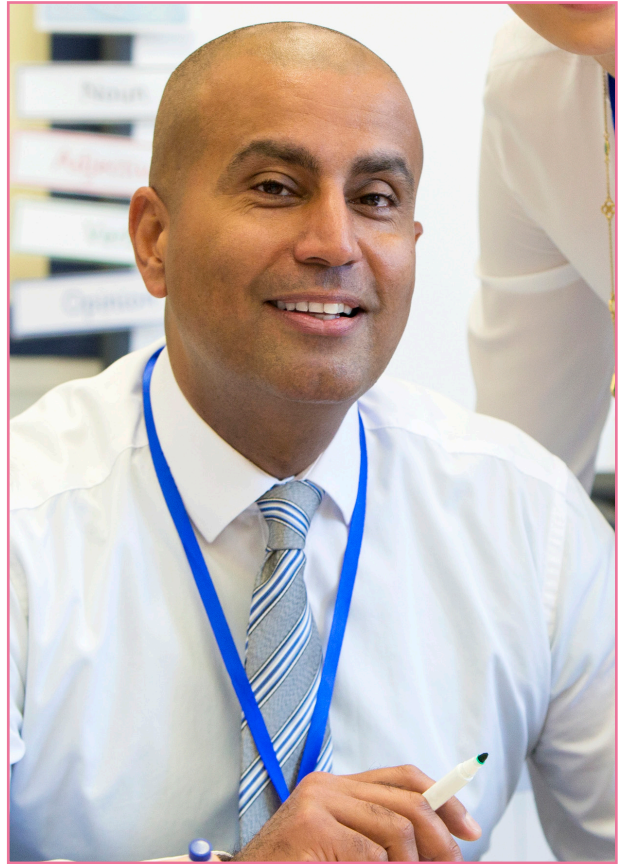
(Sound chime and give plenty of time for 're-entry')



Celebrating Difference
Community Pictures - Ages 10-11 - Piece 2



Celebrating Difference
Community Pictures - Ages 10-11 - Piece 2



Celebrating Difference
Community Pictures - Ages 10-11 - Piece 2





Celebrating Difference

The Equalities Act PowerPoint Slide 1 - Ages 10-11 - Piece 2



The Equality Act, 2010 (England)

It is against the law to discriminate against anyone because of

- age
- *gender reassignment*
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race, including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'

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Celebrating Difference
Jerrie Cat PowerPoint Slide 2 - Ages 10-11 - Piece 2





Celebrating Difference

Life Story of Robert Cowell - Ages 10-11 - Piece 2

This is an amazing story about a real person called Robert. He led an incredible life in lots of different ways as you will find out. There are some BIG surprises in the story too!

Robert Marshall Cowell was born in London in 1918. His father was a famous surgeon, who eventually became the doctor for the Royal Family.

Robert went to an all boys' school and during his time there he became keen on cars and motor racing. He spent as much time as he could learning about motor sport and how to fix cars. He was so keen he even used to sneak into motor racing events disguised as a mechanic! After leaving school Robert went to university to study engineering, and eventually became the motor racing driver he had always dreamed of being. He competed in the 1939 Belgium Grand Prix, but his motor racing career was cut short by the outbreak of World War 2.

He was drafted into the Royal Air Force to fight for the British forces in the war. Because Robert was an expert engineer he learnt how to repair and fly aeroplanes. He became a skilled fighter pilot and was involved in several air battles, where he flew a special type of fighter plane called a Spitfire. Towards the end of the war Robert was involved in an attack on enemy cannons and his plane was hit by gunfire and crashed. He escaped with his life but was captured by the enemy army and imprisoned until the end of the war. Robert planned two escape attempts from the prison camp but he was caught each time. He was a very brave and courageous person.

What are your impressions of Robert so far?

Once the war was over and the world was peaceful again, Robert returned to motor racing and he competed in other Grand Prix events. But then Robert had to find a different sort of courage. Three years after the war was over, Robert became sad. Very sad. He was diagnosed with depression (which is like being sad all the time) and doctors couldn't work out the reason behind it. He became so depressed that he had to leave his wife and children as they were being upset too. Eventually Robert saw a doctor who worked out why Robert was depressed.

Robert had always felt different from the other men he knew. Robert was transgender, which meant that he was a female but had been born with a male body. The doctors helped Robert realise that this was the reason behind his depression and helped him start a special process called transitioning, where he changed his male body into a female one.

Robert felt much happier living as a female and changed his name to Roberta. People made nasty remarks to Roberta and made fun of her, but she had to use all the courage she had shown in her earlier life to stand up for who she was, and make the changes she needed to be happy and healthy. At that time people didn't understand that some people are born transgender, unlike nowadays where it is recognised that transgender people are a welcome part of our society. Unlike Roberta some transgender people are male but born with a female body, and some transgender people are happy not to transition but stay with the body they were born with. There are a whole range of transgender people, and this called gender diversity.

Roberta carried on driving in motor sport events and had a very successful career until she died in 2011 at the age of 93!

What an incredible life!

What are your impressions of Roberta?



Celebrating Difference

PowerPoint Slide 3: My Jigsaw Journey - Ages 10-11 - Piece 2



My Jigsaw Journey

Jigsaw

Puzzle 2 - Celebrating Difference (Pieces 1-3) Ages 10-11

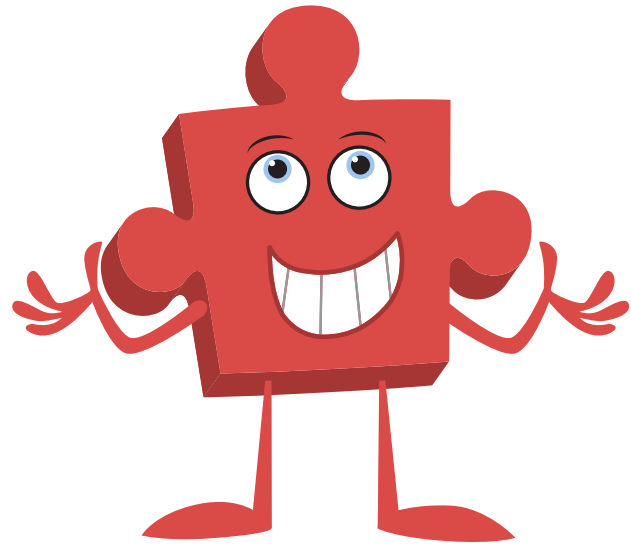
Name:

		TINT BOX - To improve next time I...			
Piece 1	I understand there are different perceptions about what normal means.				
	I can empathise with people who are different.				
Piece 2	I understand how being different could affect someone's life.				
	I am aware of my attitude towards people who are different.				
Piece 3	I can explain some of the ways in which one person or a group can have power over another.				
	I know how it can feel to be excluded or treated badly by being different in some way.				

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

Puzzle 2: Celebrating Difference - Ages 10-11 - Piece 3

Power Struggles	
Puzzle 2 Outcome Hall of Fame	Please teach me to... explain some of the ways in which one person or a group can have power over another know how it can feel to be excluded or treated badly by being different in some way
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Song lyrics: 'There's a Place' Teacher to source bullying support information Power scenario resource sheet Jigsaw Journals My Jigsaw Journey	Vocabulary Power Struggle Imbalance Control Harassment Bullying



Teaching and Learning Note Ensure that children are aware of who they can go to if they feel uncomfortable or want to talk to anyone about anything that comes up for them in this Piece (lesson). It is recommended that teachers source a range of local and national bullying support/guidance from key sources and share these with the children during the lesson. (e.g. support available in the school, from the local community and nationally). In the UK, Kidscape: www.kidscape.org.uk , ChildLine: www.childline.org.uk and Thinkuknow www.thinkuknow.co.uk are particularly useful. International schools should seek to source equivalent information relevant for their context. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play the game 'cool' or 'not cool'. With the children sitting in a circle, the teacher goes around the circle saying whether a child is 'cool' or 'not cool'. To decide, the teacher chooses a simple criterion, e.g. that the child is sat with legs crossed or has arms folded, but this remains secret to the children. The children have to guess the criteria to make sure they are cool. After a while some of the children will start to guess and so will fold or cross their arms/legs. Stop the game at this point and ask those who have not guessed (they should still be the majority) how they feel. Ask how they might feel if the game went on and they were the only person left out of the 'cool' gang. Ask the children if they can think of any examples in society where people may feel excluded or discriminated against and record their ideas. They may well come up with racism or disability at this point.	Ask me this... What makes someone 'cool' or 'uncool'? How does it feel to be part of the 'cool' group? How does it feel to be part of the 'uncool' group?
---	---

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind

Slide 1: Share the lyrics of the Jigsaw song: 'There's A Place' with the children on the whiteboard (or with printed copies) and ask them to underline words that represent acceptance and equality. (Lyric sheets can be found at the start of this Puzzle's assembly resources).

Ask the children how it might feel to not be accepted by being different in some way?

Tell me or show me

Give the children the following scenario:

"A boy knows something secret about another child."

Ask the children how this might give the boy 'power' (his knowledge gives him power.)

Give them a second scenario: "A girl has a reputation for organising her friends to beat people up on the school bus."

Ask the children how this might give the girl 'power' (she has power because she manipulates her friends and because others are frightened of her).


Establish with the children that there are different ways that people gain power over others and that they can only use this power if you let them.

Let me learn

Working in groups, children have the power scenario resource sheet and discuss each scenario to establish what gives power to the people in each scenario.

Snowball (join up) groups together to compare their answers and debrief, making a class list of the ways people can be allowed to gain power over others.

Some children may like to discuss how power can be seen in bigger contexts e.g. politics and the impact power battles can have.

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

Help me reflect

Slide 3: Share the purple and green learning intentions from the lesson with the children (reframe or exemplify if necessary) and ask them to indicate if they are a thumbs-up/down or neutral for each. The children then record this on the My Jigsaw Journey sheet as a part of their Jigsaw Journal.

Does your mind feel calm and ready to learn?

How does power affect acceptance and equality?

How do people gain power over others?
How can we prevent someone gaining power over us?

Notes



Celebrating Difference

Calm Me Script - Ages 10-11 - Piece 3

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

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

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

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

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

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

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

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

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

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

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





Celebrating Difference

'There's a Place' PowerPoint Slide 1 - Ages 10-11 - Piece 3

There's a Place (Celebrating Difference)

VERSE:

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

CHORUS:

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

VERSE RAP:

How can we make the world a better place?
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
Black, mixed or white.
Your hair colour, your height
This don't matter to me,

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

Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.

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

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

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

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

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

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



Celebrating Difference
Jerrie Cat PowerPoint Slide 2 - Ages 10-11 - Piece 3



Celebrating Difference

Power Scenario Resource Sheet - Ages 10-11 - Piece 3


Scenario	Power (teacher notes)
<p>1</p> <p>A girl is very popular and has a lot of friends. She tells another child that she can't join in a game as she is "Not one of the group".</p>	<p>1</p> <p>The girl's power comes from the friends.</p>
<p>2</p> <p>A teacher refuses a child to go out at playtime because they have misbehaved.</p>	<p>2</p> <p>The power comes from the teacher's role which allows them to expect certain behaviours from the children.</p>
<p>3</p> <p>A girl is very funny and can make others laugh with what she says about other people. People want to be her friends because they know that she will make them feel small with her words or jokes if they go against her.</p>	<p>3</p> <p>Her power comes from her ability to use words to make people feel good or bad.</p>
<p>4</p> <p>A boy in knows something serious about another child.</p>	<p>4</p> <p>The information gives the boy power because he can decide to share it or not.</p>
<p>5</p> <p>A child gets threatening text messages from someone they don't recognise.</p>	<p>5</p> <p>The anonymous user name and the internet gives the sender the power because they think they can't be identified. However, it is now possible to trace malicious content on the web/mobile network.</p>
<p>6</p> <p>A new child joins the class but doesn't know much English. He feels that he isn't part of the group because it doesn't understand what is being said by the other children.</p>	<p>6</p> <p>A group that is all boys/all girls or who all speak the same language can have power over anyone who is in the minority, e.g. a girl in a group of boys, a boy in a group of girls, a person who speaks a different language. Being in the majority and speaking the majority language all give power in this scenario.</p>



Celebrating Difference

PowerPoint Slide 3: My Jigsaw Journey - Ages 10-11 - Piece 3



My Jigsaw Journey 

Jigsaw

Puzzle 2 - Celebrating Difference (Pieces 1-3) Ages 10-11

Name:


Piece 1	I understand there are different perceptions about what normal means.				TINT BOX - To improve next time I...
	I can empathise with people who are different.				
Piece 2	I understand how being different could affect someone's life.				
	I am aware of my attitude towards people who are different.				
Piece 3	I can explain some of the ways in which one person or a group can have power over another.				
	I know how it can feel to be excluded or treated badly by being different in some way.				

I don't get this at all.

I'm getting there but need some help to understand.

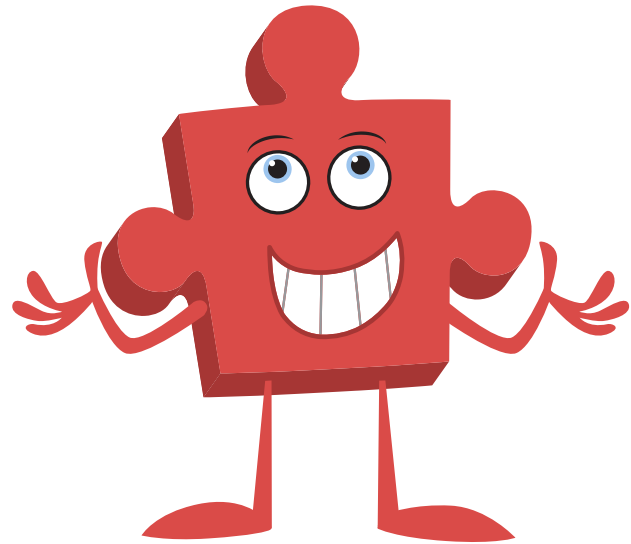
I get this and can give examples if you ask me.

I missed this lesson.



Puzzle 2: Celebrating Difference - Ages 10-11 - Piece 4

Why Bully?	
<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to...</p> <p>know some of the reasons why people use bullying behaviours</p> <p>tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>Power scenario cards</p> <p>Facts about bullying PowerPoint</p> <p>Sources of support (teacher to source)</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Bullying behaviour</p> <p>Direct</p> <p>Indirect</p> <p>Argument</p> <p>Recipient</p>



<p>Teaching and Learning</p> <p>Note</p> <p>Ensure that children are aware of who they can go to if they feel uncomfortable or want to talk to anyone about anything that comes up for them in this Piece (lesson).</p> <p>It is recommended that teachers source a range of local and national bullying support/guidance from key sources and share these with the children during the lesson. (E.g. support available in the school, from the local community and nationally). In the UK, Kidscape: www.kidscape.org.uk, ChildLine: www.childline.org.uk and Thinkuknow www.thinkuknow.co.uk are particularly useful. International schools should seek to source equivalent information relevant for their context.</p> <p>This lesson contains scenarios that may be pertinent for some children in the class. It is imperative the teacher is aware of any sensitivities BEFORE undertaking this lesson. If this lesson is likely to be difficult for a child, the teacher needs to talk quietly to the child ahead of time, explaining the content of the lesson and offering the child the opportunity not to participate if it would be uncomfortable for them to do so. This must be the child's choice and handled sensitively.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play 'Zoom! Eek!'</p> <p>Sitting in a circle the first child turns to the child on his right, makes eye contact and calls out 'Zoom!'; that child then calls out 'Zoom!' to the person on his right and it continues around the circle. To change the direction of the 'Zoom!' a child can call out 'Eek!' ('Eek' is the sound of screeching brakes) instead, at which point the zoom goes in the opposite direction around the circle until another 'Eek!' is called. Make sure that all children are included in this game. You may feel you need to lighten the atmosphere at the end of this lesson by playing the game again then.</p>	<p>Ask me this...</p>
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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.

Does your mind feel calm and ready to learn?

Open my mind

Bullying/not bullying.

In one corner of the classroom, display a label that says 'Bullying'. In the other corner of the classroom, display the label 'Not bullying.' Also have a label in the centre of the room that says 'Not sure'.

Then read out the statements below and ask the children to stand by the label that best describes their opinion.

1. Ismail spits into a glass of water and says he will make Ahmed drink it.
2. Anna keeps telling other girls in their group not to 'like' any of Marie's posts and to ignore her in school.
3. Jemma has a disability which means she can't always control her movements and causes her to jerk her hands up. A group of girls always laugh at her when this happens and mimic her actions.
4. Maddie and Amy won't let Jasmin play with them because they have fallen out.
5. Jake and Ryan have had an argument. Jake kicks Ryan's coat across the corridor and calls Ryan gay.
6. Jodie tells Marcus each day that if he doesn't give her his dinner money, she will get her group to beat him up.

Tell me or show me

Slide 1: Debrief each of the scenarios and help the children to review and clarify the following about bullying, using the PowerPoint slide

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

Ask the children to think about which of these statements shows direct bullying and which are examples of indirect bullying. (Direct is done directly to the person, indirect bullying is behind their back).

Let me learn

Using one of the scenarios that the children have decided is an example of bullying, ask the class to say what the different people in the scenario may be feeling?

Establish a list of reasons as to why people may use bullying behaviours, e.g. power, fear, because they don't know other strategies to get what they want.

Briefly discuss with the class how the person being bullied in the scenario could manage their feelings in that situation and what they could do about it.

Slide 2: Working in groups, children go through the same thinking process with another scenario (see scenario cards so that each group has a different scenario) and together answer three questions.

1. What might be the reasons for the person/people using bullying behaviours?
2. How did these behaviours make the recipient of them feel and what could they do to manage these feelings e.g. calming techniques, talking to someone.
3. How could the recipient deal with/manage the situation?

Each group feeds back their answers to the class and the teacher collates a list of strategies for managing feelings and dealing with bullying situations.

Help me reflect

Slide 3: Share the purple and green learning intentions from the lesson with the children (reframe or exemplify if necessary) and ask them to indicate if they are a thumbs-up/down or neutral for each. The children then record this on the My Jigsaw Journey sheet as a part of their Jigsaw Journal.

Notes

It would be helpful if children could do some research before next lesson on a Paralympian they admire. Invite children to bring in a picture and have written a paragraph to summarise that person's achievements. They can share this in Open my mind or Tell me or show me, next lesson.

Certificates

You will need to personalise a Celebrating Difference certificate for each child for next lesson.



Celebrating Difference

Calm Me Script - Ages 10-11 - Piece 4

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

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

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

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

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

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

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

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

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

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

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



Celebrating Difference

Power Scenario Resource Sheet - Ages 10-11 - Piece 4

1. Tomika is always teased by group of girls on the way to and from school who say she is dirty because she has a dark tone to her skin.

2. Jaxon has been outed on the internet by Liam. Liam found out that Jaxon has been fostered and has told everyone in their social-media group even though Jaxon asked him not to.

3. Olivia has taken several pictures of Tammy at the prom and keeps sharing them on her mobile phone. She has asked her friendship group to comment on Tammy's clothes and appearance and make jokes about her. Tammy can see all the messages and emoticons.

4. Adilya has a birthmark on her back. At swimming lessons other children say it's disgusting and won't go near her in the water.

5. There is a photo of a boy in Mackenzie's school being shared by some children on their mobiles. Someone has added a filter that says 'LOSER'. Mackenzie forwards the photo to her best friend and adds 'LOL' (Laugh Out Loud) as a comment with a laughing emoji. There are lots of similar comments from other children in the thread.

6. Jordan keeps threatening Frank that if he doesn't join his gang they will beat him up.



Celebrating Difference

Facts About Bullying PowerPoint Slide 1 - Ages 10-11 - Piece 4



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

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Celebrating Difference

Bullying Questions PowerPoint Slide 2 - Ages 10-11 - Piece 4

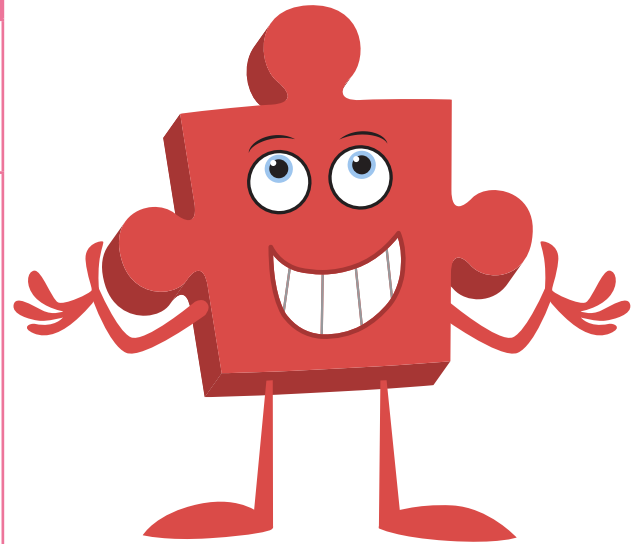


- 1. What might be the reasons for the person/people using bullying behaviours?**
- 2. How did these behaviours make the recipient of them feel and what could they do to manage these feelings e.g. calming techniques, talking to someone.**
- 3. How could the recipient deal with/manage the situation?**

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Puzzle 2: Celebrating Difference - Ages 10-11 - Piece 5

Celebrating Difference	
<p>Puzzle 2 Outcome Hall of Fame Admiration Accolades</p>	<p>Please teach me to... give examples of people with disabilities who lead amazing lives appreciate people for who they are</p>
<p>Resources Ball Jigsaw Jem Jigsaw Jerrie cat Jigsaw Chime 'Calm Me' script Pictures of Paralympians YouTube clip - Paralympian Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina</p>
<p>Teaching and Learning Note Prior to this lesson, the teacher needs to have sourced pictures of paralympians and an appropriate paralympics YouTube clip.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play 'Catch'. In a circle, children throw the ball to each other enabling each other to catch it by calling the name of the person they are throwing the ball to. Everybody has just one go before the ball returns to the starting point. Establish what made this activity easy or difficult. Repeat the activity in the same sequence but this time throw and catch with just one hand. Use Jigsaw Jem for children to give their responses about how this felt and pose the question: "What difficulties might you face in your everyday life if you only had one hand?"</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 1-3: Recap on Equality Act and protected characteristics. Show pictures of the Paralympians (teachers to find). In teams, children write down the name of each Paralympian and their sport. As you go through the answers, draw out children's attitudes to these people and their achievements, for example, surprise, admiration... Alternatively, show children slides 2 and 3 and discuss Paralympic Games and children's attitudes etc. Or, use the research children have done here and in Tell Me or Show Me.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>How easy would it be to overcome this disability?</p>



Tell me or show me

Show a clip of a paralympian in action and then receiving their medal on the podium; if possible, include an interview with them. Children write three words in their Jigsaw Journals to describe the paralympian you have chosen. Invite the children to share their words with the class.

Pause Point: Slide 4:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, breathe and look inside to observe their thoughts in this present moment.

Let me learn

Individually or in pairs, children research a Paralympic athlete/sportsperson. They need to find out about the life and achievements of their Paralympian and then:

1. Design an AA (Admiration Accolade e.g. like an Oscar or an award) for their Paralympian.
2. Underneath write a short presentation speech as if they were presenting the AA to their Paralympian- ask them to include powerful and emotive words to celebrate the achievement.

Back in the circle, ask the children to show the Admiration Accolades they have designed. If time invite all the children to read out their presentation speech, but if time is short, choose one or two to be shared as examples.

The accolades and speeches can be displayed/shown with a picture of their Paralympian as part of the End of Puzzle Outcome, as agreed with your Jigsaw Lead in school prior to teaching this Puzzle (unit of work).

Help me reflect

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

What do I admire about this Paralympian?

What barriers has he/she had to overcome?

Do you think that winning a medal was worth all the years of training and hard work?

Is it the medal that valuable in the achievement or something else?

Notes



Celebrating Difference

Calm Me Script - Ages 10-11 - Piece 5

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

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

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

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

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

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

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

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

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

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

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





Celebrating Difference

The Equality Act PowerPoint Slide 1 - Ages 10-11 - Piece 5



The Equality Act, 2010 (England)

It is against the law to discriminate against anyone because of

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- *disability*
- race, including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'

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Celebrating Difference
The Equality Act PowerPoint Slides 2-3 - Ages 10-11 - Piece 5



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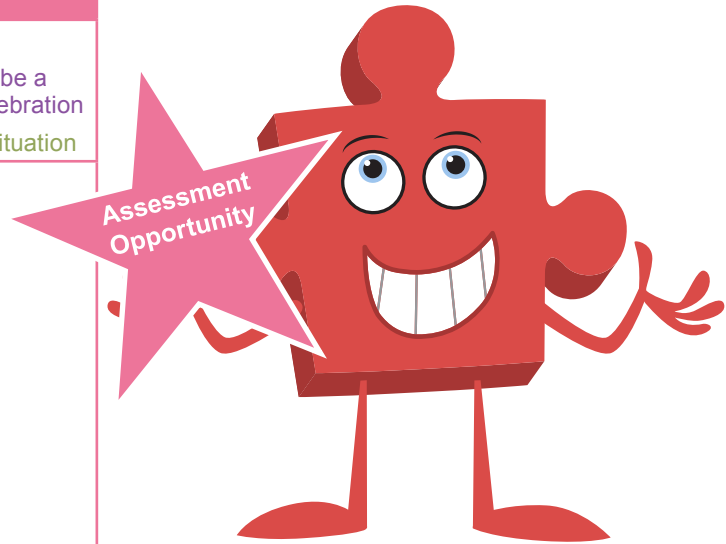


Celebrating Difference
Jerrie Cat PowerPoint Slide 4 - Ages 10-11 - Piece 5



Puzzle 2: Celebrating Difference - Ages 10-11 - Piece 6

Celebrating Difference	
<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... explain ways in which difference can be a source of conflict and a cause for celebration show empathy with people in either situation</p>
<p>Resources Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script PowerPoint slide: pictures of conflict/celebration Peer assessment sheet Draw cards (2 alternative sets to choose from) Jigsaw Journals My Jigsaw Journey Certificates</p>	<p>Vocabulary Celebration Difference Conflict</p>
<p>Teaching and Learning 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. As the assessment activity is rich with discussion, teachers may also wish to consider in advance a way to scribe or record this as a record of the children's work. This lesson also contains scenarios that maybe pertinent to children in your class, or within your school community. If these situations are sensitive for any children in the class, teachers may wish to use different scenarios or adapt them accordingly. A suggested approach is to consult with the respective children prior to the lesson to agree their participation. However, whether they decide to participate or not, should be the child's choice and handled sensitively. Teachers should also be mindful about 'avoiding' certain topics, such as homophobic bullying, assuming these are not age-appropriate for the children. Many children will have experienced this in some form already. Also, with Jigsaw's spiral approach to the curriculum all of the topics in this lesson have been previously discussed in an age-appropriate way. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play 'Catch'. Write on the board the sentence: 'Difference can be good'. Pass Jigsaw Jem around the circle each child calling out one letter from that sentence in the right order spelling out the sentence: 'D-i-f-f-e-r-e-n-c-e c-a-', etc. When the sentence has been spelt out the class chants the whole sentence, "Difference can be good!" How fast can the group do this?</p>	<p>Ask me this...</p>



Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind

Slides 1-2: Show children the PowerPoint slide 1 - Difference causing conflict.

Each group discusses and then records what they see in the picture. Invite groups to share their observations and draw out from the first picture that difference can be a source of conflict.

Repeat the exercise with slide 2 concluding that difference can be a cause for celebration.

Tell me or show me

Divide the class so there are approximately 4-6 children per group.

Ask each group to draw a card showing a type of difference which could cause conflict, from a hat.

There are two alternative sets of cards the teacher can print out to use for this draw, one set just has the 'difference' printed on, and the other set has the 'difference' and some 'ideas'. Teachers can decide which of these sets of cards is appropriate to use (or a mix and match), depending upon whether they feel the children would be able to come up with their own ideas for the topics, and/or whether they feel the children are mature enough to discuss the suggested content.

Include...

- Race
- Religion
- Disability
- Gender
- Sexuality
- Age
- The use of technology

Set children the task to create a story line that will be performed in a sequence of three freeze frames.

The three focus points of this will be:

1. Set up a scenario in which the difference is the source of conflict e.g someone who is not disabled parks in a disabled space at the shopping centre blocking its use.
2. Create an event/incident in the storyline which challenges the conflict and needs to bring the two sides/people together, e.g. there is a power cut in the shopping centre and it has to be evacuated, the person who has parked wrongly helps the disabled person exit the centre.
3. Devise an ending to the story to show that their initial differences have been overcome and that this is a cause for celebration, e.g the person who has parked realises they have been selfish so they decide to raise money for a disabled charity by doing a half-marathon.

Prior to setting the groups off to plan and rehearse, share the Peer Assessment sheet with the class so they can see what they will be judged on.

The groups rehearse this and perform to the rest of the class.

Whilst watching the other groups, children complete their peer assessment sheets. Groups give their feedback using their assessment sheets after each performance. Teacher collects in the peer assessment sheets to inform his/her assessment.

Does your mind feel calm and ready to learn?

Can you identify the source of conflict in the first picture?

Can you identify the reason for celebration in the second picture?

Where does difference fit in?)

Can you identify the source of conflict in the first picture?

Can you identify the reason for celebration in the second picture?

Where does difference fit in?

Which of these are 'Protected Characteristics' in the Equality Act, 2010 (England and Wales)?

Help me reflect

Slide 3: Thank the children for their participation and performances.
Ask the children complete My Jigsaw Journey for this (Piece) lesson.
Prior to this lesson the teacher has also prepared a Jigsaw Certificate for each child. To round off this Puzzle (unit) bring the children back to the circle and hand out the Certificates. These can also be included in the children's Jigsaw Journals.

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.

Celebrating Difference

Calm Me Script - Ages 10-11 - Piece 6

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

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

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

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

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

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

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

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

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

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

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



Celebrating Difference

Set 1: Draw cards (Topics only) - Ages 10-11 - Piece 6

Race

Religion

Disability

Gender

Sexuality

Age

The use of technology



Celebrating Difference

Set 2: Draw cards (Topics and ideas) - Ages 10-11 - Piece 6

Race

Some ideas for your freeze frames:

- A child from a different country arrives at school and is bullied.
- A new shop opens that sells food for a certain community. It used to be a general store that sold things for the whole community and people don't like the change.
- Some new houses are being built in town for refugee families on the site of a park that has become run down. The residents feel that it is unfair the park is being taken away.

Religion

Some ideas for your freeze frames:

- A child makes fun of another with a different religion because of the way they look/ what they are wearing.
- A parent/carer won't let their child perform in a school play because of their religion.
- All of the children in the class have been invited to a sleepover birthday party at a child's house. The children with a different religion in the class have not been allowed to go.

Disability

Some ideas for your freeze frames:

- At a theme park some disabled children get a 'pass' to the front of a queue for a ride.
- A person in a wheelchair is on a bus in the space for wheelchairs. The person standing next to them is being friendly but talks very loudly and slowly assuming the person in the wheelchair doesn't understand them.
- A person who has a disability but is not in a wheelchair parks in a disabled space. A member of the public challenges them about it.

Gender

Some ideas for your freeze frames:

- A girl joins a sports club that up until now has only allowed boys to join.
- A boy is made fun of at school because he has some pink logos on his trainers.
- A teenage girl is not allowed to stay out as late as her twin brother.

Celebrating Difference

Set 2: Draw cards (Topics and ideas) - Ages 10-11 - Piece 6

Sexuality

Some ideas for your freeze frames:

- A boy is called 'gay' by classmates because he has a softly spoken voice.
- A girl is teased because she lives with her gay dads.
- Someone sends nasty text messages to a boy calling him a 'he-she' because the boy doesn't play football at breaktime and prefers to chat to the girls in his friendship group.

Age

Some ideas for your freeze frames:

- A parent/carer won't let their teenager stay out past 9pm because they say they are not old enough.
- At a theme park the ride attendant won't let an 11 year-old onto a ride because they are just too short. The ride sign says suitable for over 7s.
- A grandparent criticises a grandchild because of their choice of music.

Use of technology

Some ideas for your freeze frames:

- A parent/carer criticises their child over how much time they spend scrolling on their mobile phone and tablet.
- A family go out for pizza to celebrate a birthday but at the restaurant everyone is constantly checking their mobile phone. The person who has the birthday is upset.
- A child wants to buy a videogame that has an 18 certificate, the adult they are with won't let them.

Celebrating Difference

Conflict and Celebration PowerPoint Slides 1-2 - Ages 10-11 - Piece 6





Celebrating Difference
Peer Assessment - Ages 10-11 - Piece 6

Names of group being assessed:

1. How well did the group illustrate the story and show that difference can be both a source of conflict and celebration?

Mark out of 10.....

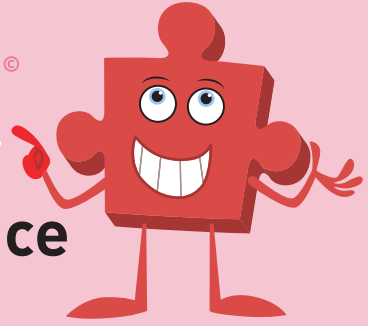
2 reasons to justify your score:

-
-

2. What are your thoughts/feelings about the conflict in the scenario?

3. What have you learned about 'difference' from watching their performance?

4. What you would like to congratulate them on...



Celebrating Difference

Well done!



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



.....

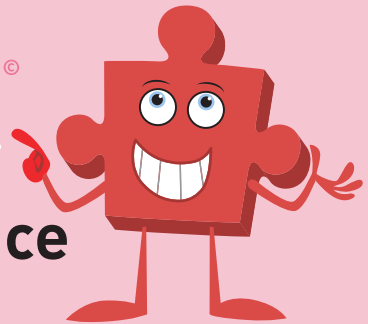
I am especially pleased that you:

.....

I am proud that I can:

.....

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



Celebrating Difference

Well done!



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



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

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

Exemplification for Ages 10-11 Celebrating Difference Puzzle

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

WORKING TOWARDS

It was easy to see that the mum and child in the group's performance were arguing about being able to stay out late.

It is unfair that the girl's twin brother was allowed out later just because he is male.

Ages 10-11 expectation

WORKING AT

The group explained that communities can be racist as well as individual people.

It was clever the way the group showed how the community conflict could be turned into a celebration of difference, by having the shop owners having a street party and inviting the community to come.

I felt sad for the shopkeeper in this performance because the shop was vandalised because people in the community didn't want it. This made her feel unwelcome, even though she had done nothing wrong.

WORKING BEYOND

The group performance helped me understand that we shouldn't make assumptions about people. The boy in the performance had pink on his shoes and that doesn't make him gay. The performance also showed that the children teasing him believed that if a boy wears pink he is like a girl and this would make him gay. This is the type of assumption and stereotype that is wrong that some people use to make judgements and use as an excuse to be cruel.

I have some gay people in my family and they are not like the stereotypes we see. It must be difficult if you are gay and someone uses that word to say something is rubbish. The group's performance helped me understand that, and I hadn't really thought it before.

