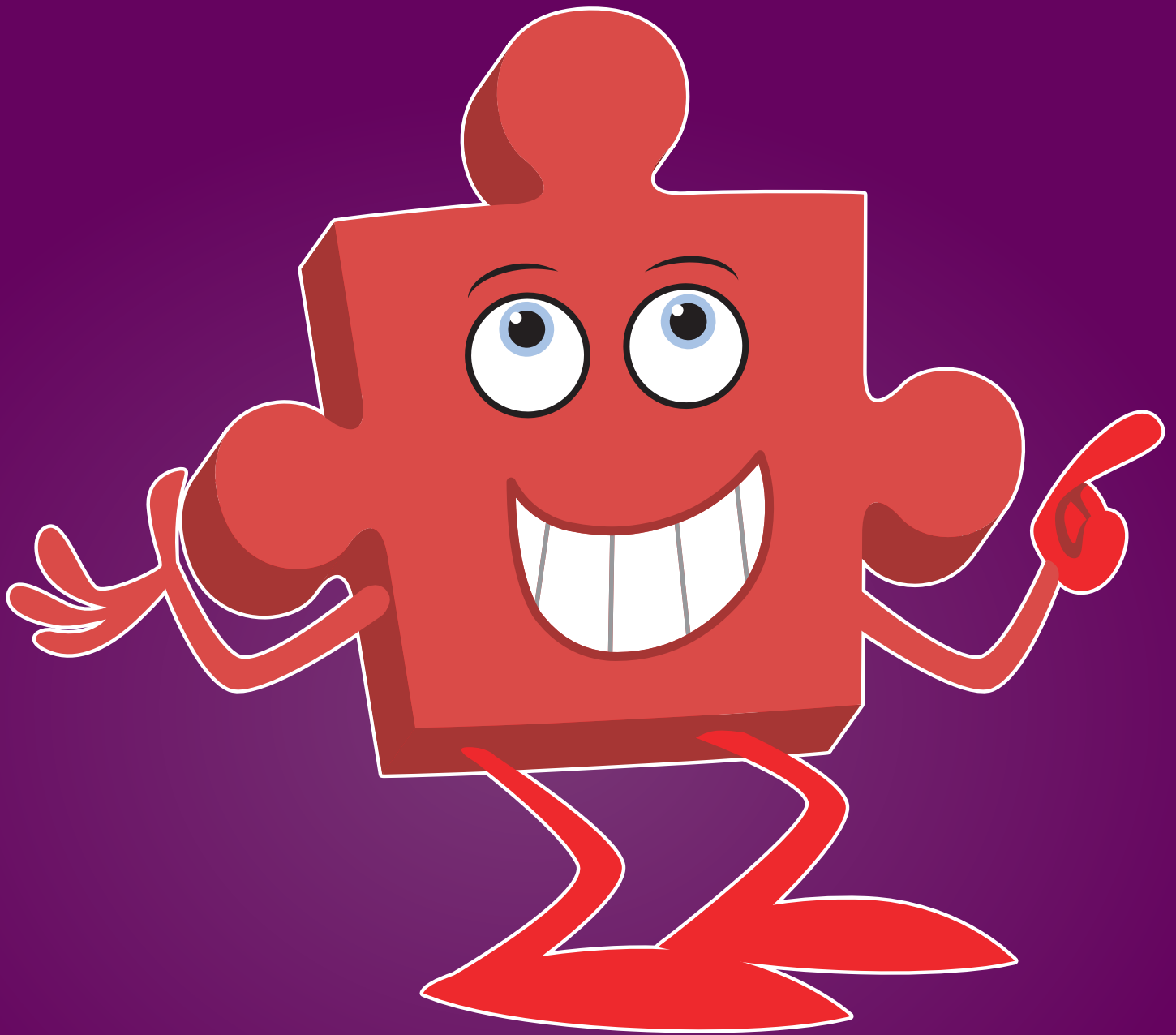


Jigsaw!

The mindful approach to PSHE



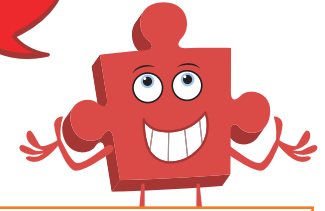
Being Me in My World - Ages 10-11

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Being Me in My World

Puzzle Map - Ages 10-11



Puzzle Outcome

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

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. My Year Ahead	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal	I feel welcome and valued and know how to make others feel the same	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Meet and Greet Bingo sheets, Slide of J.K Rowling Optional: Teacher to source photo of J.K. Rowling from online, Spiral and flag templates, Jigsaw Jem, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Being a Global Citizen 1	I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, PowerPoint slide - 5 questions, PowerPoint on cocoa production in Ghana, chocolate/sweets as prizes, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jem, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Being a Global Citizen 2	I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, strips of paper (one for each child), Maslow triangle PowerPoint and templates, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. The Learning Charter	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, treasure box with rattly treasure, example completed Learning Charter, Learning Charter template, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat, Jigsaw Jem.
Work well with others	5. Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, anti-social behaviour scenario, role-play cards, Corner school learning charter, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jem, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter	6. Owing our Learning Charter ★	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Learning Charter, My Jigsaw Journey, certificates, Jigsaw Journals, Jigsaw Jerrie Cat.

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

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

- 1) Ensure class **teachers** are aware that this Puzzle (unit of work) involves every class contributing to the Whole School Learning Charter.
- 2) Brief staff (if needed) using training materials from the Jigsaw Community Area website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Being Me in My World.
- 3) Discuss Jigsaw song with school's music lead to include within any singing/music sessions as appropriate.
- 4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 5) Coordinate the Weekly Celebration Scrolls.
- 6) Identify and signpost any staff to training materials (and videos) on the Community Area pages of the Jigsaw website to support their understanding of the elements of Jigsaw such as mindfulness (Calm me).
- 7) Ask staff if they have any questions about any aspects of the Puzzle Pieces (lessons) and offer support as necessary. Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/ timetabling considerations when planning in advance of the Puzzle (unit).
- 8) Discuss Jigsaw Journals with teachers and decide on individual or class journals. (Jigsaw recommends individual journals to show learning progress and coverage of PSHE including statutory requirements)
Make a plan to get the Journals made ready for Lesson 1. Print Journal covers from the Community Area of the Jigsaw website and stick to the front of exercise books or scrapbooks.
You could use a generic Key Stage 1 or 2, or Primary cover and then stick the specific year group one inside to mark the start of this year's work. In this case you may like to use the full colour KS version for the front but the line-drawing year group cover for inside so the children can colour this in and make it their own.
Using a journal across year groups is a great help to transition and children love to see how they have progressed.
- 9) Jigsaw Charter
Discuss how vitally important the Charter is to create a safe learning environment and arrange to get a large, laminated Charter made for each class.

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





Puzzle Assembly/Collective Worship: Being Me in My World

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

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

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

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

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

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

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

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

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

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

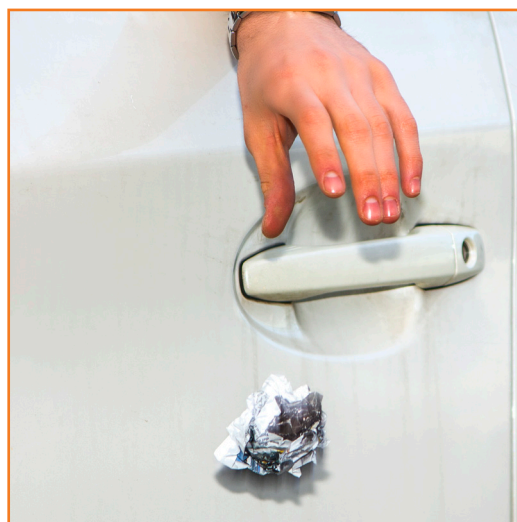
Help me reflect: In this moment of stillness ask everyone to think of something kind they can do with their hands and something kind they can say. Maybe this is in school/ the setting or perhaps at home. Ask them to imagine how these kind deeds will make the people around them feel and bring out feelings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

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

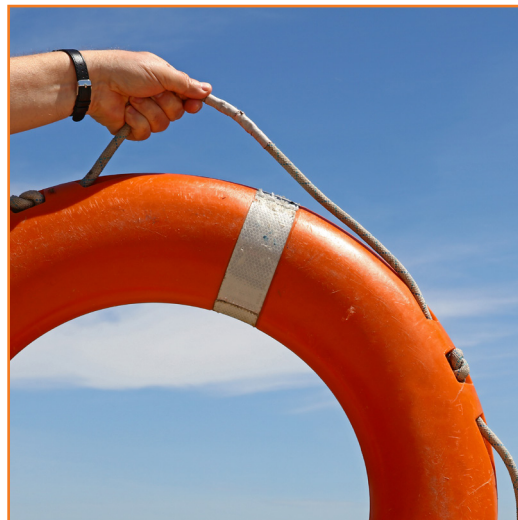
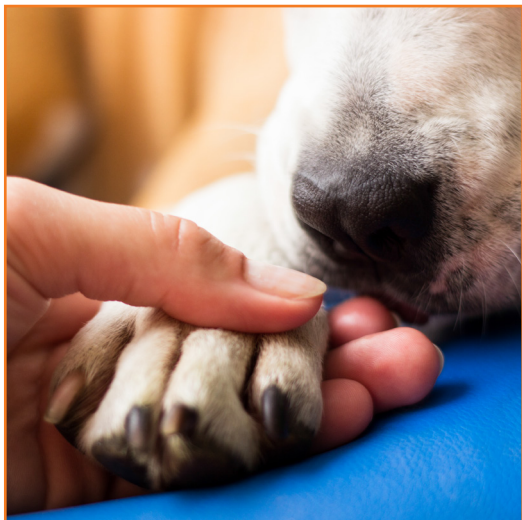
Closing the assembly

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

Being Me in My World Assembly (PowerPoint Slides)



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



Together As One (Being Me in My World)

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

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

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

CHORUS

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

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

CHORUS

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

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

CHORUS



Together As One (Being Me In My World)

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

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

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

CHORUS

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

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

CHORUS

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

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

CHORUS

Together As One (Being Me In My World)

Musical notation for the first system (measures 1-4). The key signature is one sharp (F#) and the time signature is 4/4. The system includes a vocal line (treble clef) with rests, a piano accompaniment (grand staff), and guitar chords: D, A, G/B, D/A, A/E.

Musical notation for the second system (measures 5-8), starting with a measure number '5'. The system includes a vocal line (treble clef) with rests, a piano accompaniment (grand staff), and guitar chords: D, A, G/B, D/A, A/E.

Musical notation for the third system (measures 9-12), starting with a measure number '9'. The system includes a vocal line (treble clef) with the lyrics "T - O - G - E - T - H - E - R," and a piano accompaniment (grand staff) with guitar chords: D, A, G/B, D/A, A/E.

13

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

17

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

20

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

23

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

27

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

F# F# F# E

30

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

D A G/B

34

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

D/A D A

37

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

G/B G D D

41

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

F# F# E

45

T, To-gether. T, T, To-gether as one. To-gether, T,

D A G/B

48

T, To-gether as one. To-gether, T, T, To-gether as

D/A D A

51

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

G/B G

55

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

59

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

63

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

66

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

69

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

D A G/B

Detailed description: This block contains the musical notation for measures 69, 70, and 71. It is written in G major (one sharp) and 4/4 time. The vocal line (treble clef) has lyrics: "one. To - ge - ther, T, T, To - ge - ther as_ one. To - ge - ther as_". The piano accompaniment (grand staff) features a steady bass line of quarter notes in the left hand and chords in the right hand. Chord changes are indicated as D in measure 69, A in measure 70, and G/B in measure 71.

72

one. O - N - E.

G

Detailed description: This block contains the musical notation for measures 72 and 73. It is written in G major (one sharp) and 4/4 time. The vocal line (treble clef) has lyrics: "one. O - N - E.". The piano accompaniment (grand staff) features a steady bass line of quarter notes in the left hand and chords in the right hand. A chord change is indicated as G in measure 72.



Mindfulness Assemblies

Introducing Jerrie Cat

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

Schools may wish to use these within the first few weeks of a new academic year, or when first introducing Jigsaw, the mindful approach to PSHE, in the school. The two assemblies contain a story that is split into two parts to run across both assemblies so schools should run these in sequence.





Puzzle Assembly/Collective Worship: Being Me in My World

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

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

PowerPoint slide showing a Jigsaw Chime

Jigsaw Chime

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

Lyrics of 'Together As One' displayed

Jigsaw Friends

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

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

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

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

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

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

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

Jigsaw Friends Story – Part 1

Slide 2

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

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

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

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

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

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

Slide 3

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

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

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

Slide 4

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

Jo said, "It is peaceful."

Jino said, "It makes my ears tingle."

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

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

Slide 5

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

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

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

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

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

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

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

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

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

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

Slide 6

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

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

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

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

Slide 7

All the Jiggies looked very impressed with Jez.

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

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

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

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

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

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

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

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

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

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

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

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

Closing the assembly

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



Being Me in My World

Jigsaw Chime PowerPoint - Assembly all years

Slide 1

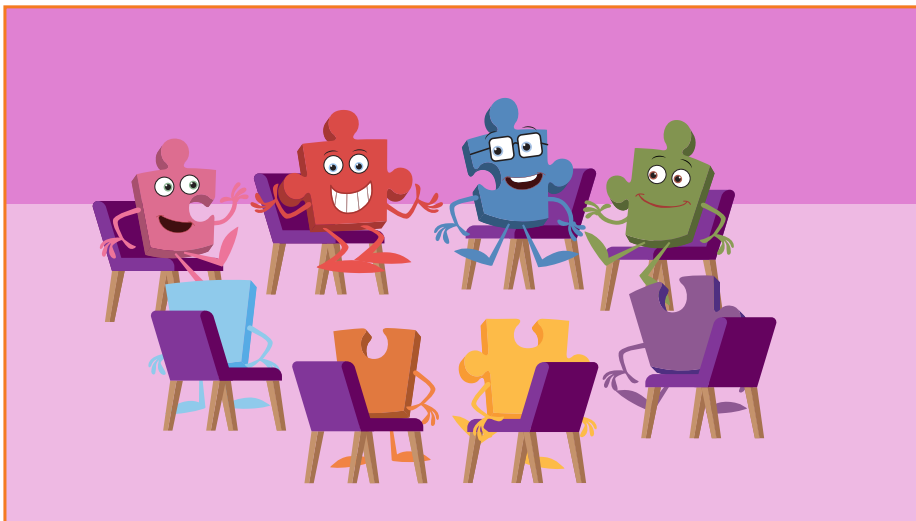


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Being Me in My World

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

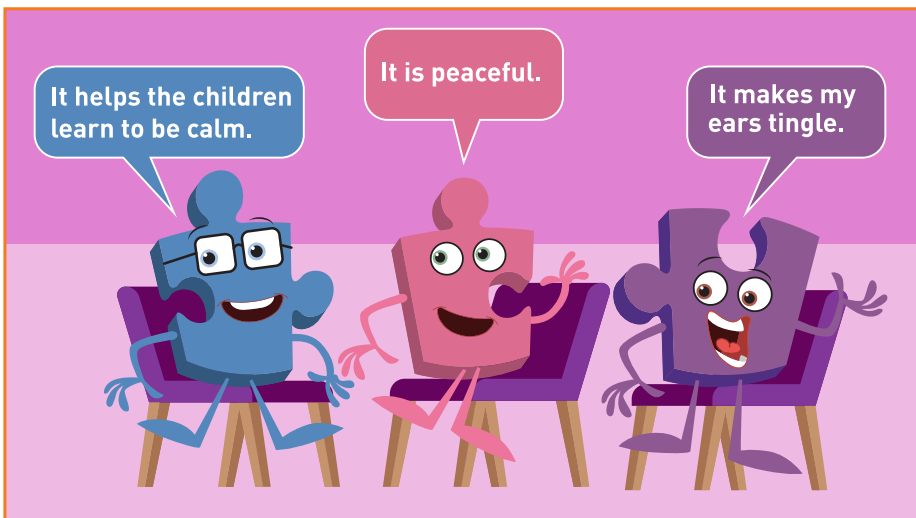
Slide 2



Slide 3



Slide 4



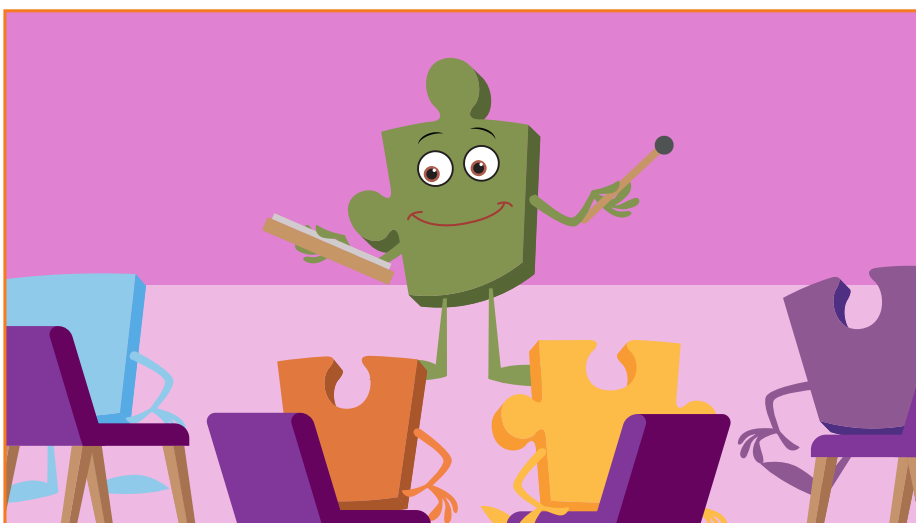
Being Me in My World

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

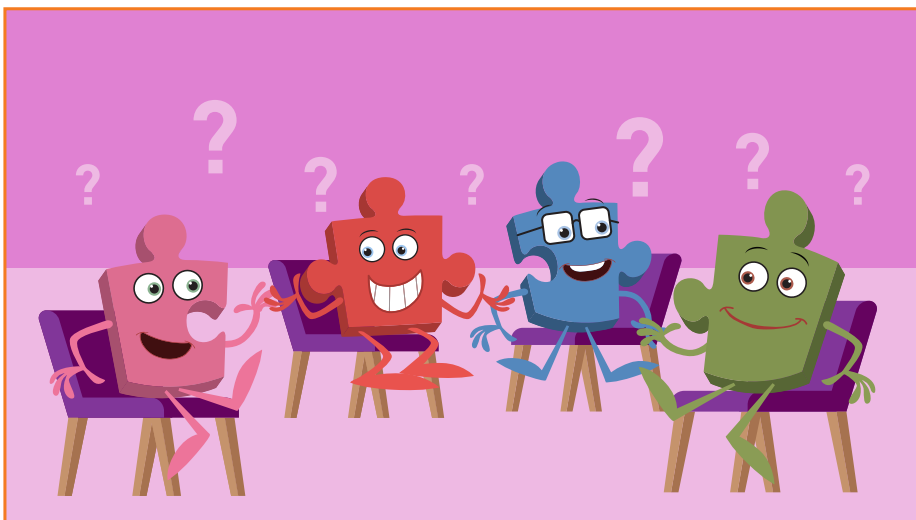
Slide 5



Slide 6



Slide 7





Puzzle Assembly/Collective Worship: Being Me in My World

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

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

PowerPoint slide showing Jigsaw Jerrie Cat

Jigsaw Chime

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

Lyrics of Together As One displayed

Jigsaw Friends

Jigsaw Jerrie Cat if you have one

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

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

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

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

Jigsaw Friends Story – Part 2

Slide 2

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

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

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

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

Jino suggested an elephant and Jo said a tiger.

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

Slide 3

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

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

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

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

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

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

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

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

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

Slide 4

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

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

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

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

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

Slide 5

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

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

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

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

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

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

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

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

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

Slide 6

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

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

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

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

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

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

Slide 7

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

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

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

The teacher will ask them:

“What are you thinking now?”

“What are you feeling now?”

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

Slide 8

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

“What are you thinking now?”

“What are you feeling now?”

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

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

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

Thank the children for their participation.

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

Closing the assembly

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

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

www.jigsawpshe.com

Being Me in My World
Jerrie Cat PowerPoint Slide 1 - Assembly all years



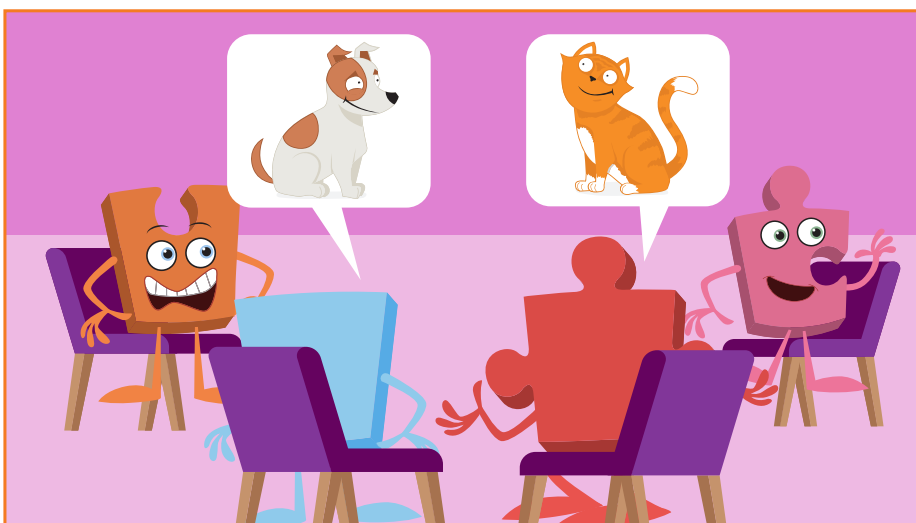
Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

Slide 2



Slide 3



Slide 4



Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

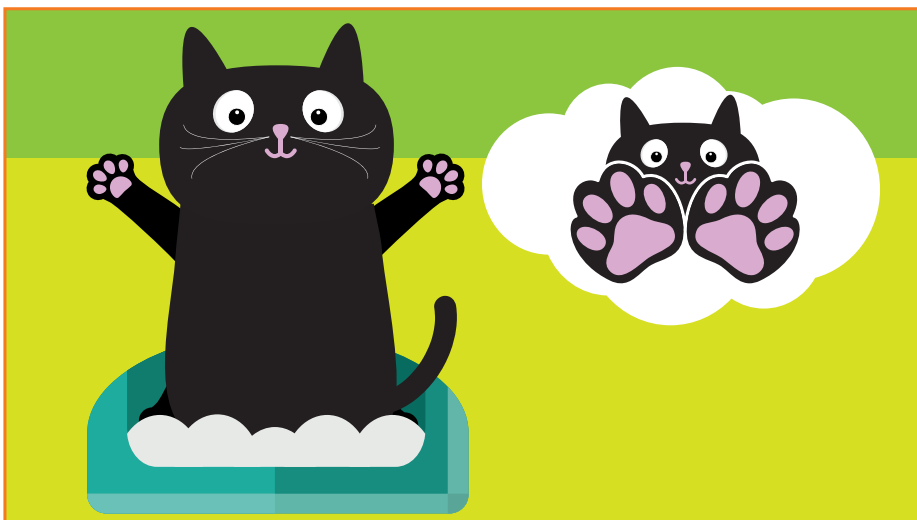
Slide 5



Slide 6



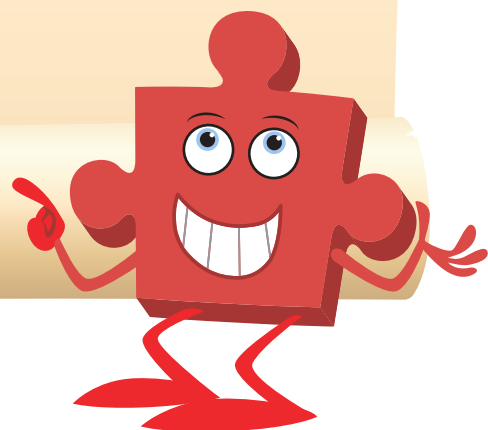
Slide 7



Puzzle 1

Weekly Celebration 1

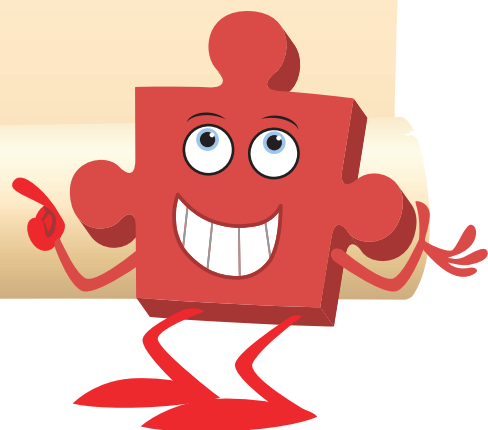
This week we are celebrating people who:
Help others to feel welcome



Puzzle 1

Weekly Celebration 2

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



Puzzle 1

Weekly Celebration 3

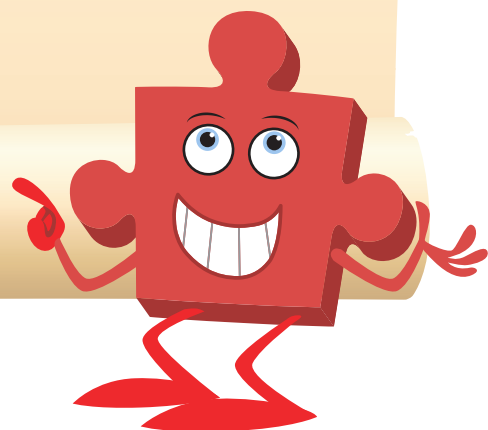
This week we are celebrating people who:
Think about everyone's right to learn



Puzzle 1

Weekly Celebration 4

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



Puzzle 1

Weekly Celebration 5

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



Puzzle 1

Weekly Celebration 6

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

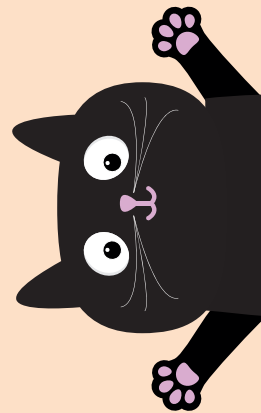


Class Teacher's Preparation to Lead the **Being Me in My World** Puzzle with children Ages-10-11

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

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Teacher to source photo of J.K. Rowling
Print and laminated a large Jigsaw Charter
- Piece 2: Packet of chocolate sweets as a prize
(Teachers may wish to source an age-appropriate internet clip of children working on a Ghanaian cocoa plantation as an alternative to using the PowerPoint).
- Piece 3: Strips of paper (one for each child)
- Piece 4: Rattly treasure e.g. a bunch of keys, a small musical instrument
- Piece 5: All resources within Jigsaw
Audio/video recording equipment (optional)
- Piece 6: Whole-school learning charter (if available) or else use the sample one in the Jigsaw resources
Children's work from the previous lesson (Piece)
Audio or video recording equipment (optional)



Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each student needs one that includes Learning Intentions for Pieces 1-3). **Copy/print** enough Meet and Greet Bingo sheets, one per child. **Copy/print** enough 'Worry Spiral Templates' one per child. **Copy/print** 'Flag Templates', one per child.
- Piece 3: **Copy/print** a Maslow Triangle for each child. Each child will also need a strip of paper to make a 'wish list'.

Teachers could extend this lesson (Piece) by showing **age-appropriate** video clips of children with other types of challenges and asking children to repeat the Maslow task in the lesson. For example, children who are refugees, children who have a medical condition, children with disabilities or special educational needs, challenging/ different family/ care arrangements, young carers, children with parents in the military or those with high mobility between different schools, children affected by domestic violence etc. **Care should be taken when selecting clips from the internet to ensure they are age appropriate for the class. Also, teachers should consider whether there are any children in the class that may be made to feel uncomfortable by such video clips and consult them prior to the lesson.**

- Piece 4: Ensure enough My Jigsaw Journey sheets have been **printed** (each student needs one that includes Learning Intentions for Pieces 4-6).



Piece 5: **Copy/print** copies of the Anti-social behaviour card, one for each group. **Copy/print** one set of role play cards per group (there are blank role play if you want to make up additional roles). **Copy/print** 'Corner School's Learning Charter', one per group. Teachers may wish to audio or video record the role-play aspects of this lesson (Piece). **Keep all children's work and the scenario cards etc for the next lesson (Piece). Teachers have the option to combine Piece 5 and Piece 6 into an extended lesson if this is more appropriate.**

Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child. **Copy/print** enough Consequence Lists, one list for each group. **See your Jigsaw Lead to obtain a copy of the Whole-school Learning Charter (or if this is not available then use the example one in the Jigsaw resources for this lesson (Piece)).**

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 sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. Teachers may wish to record or scribe some notes from the role-play task.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 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@janleveragegroup.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:

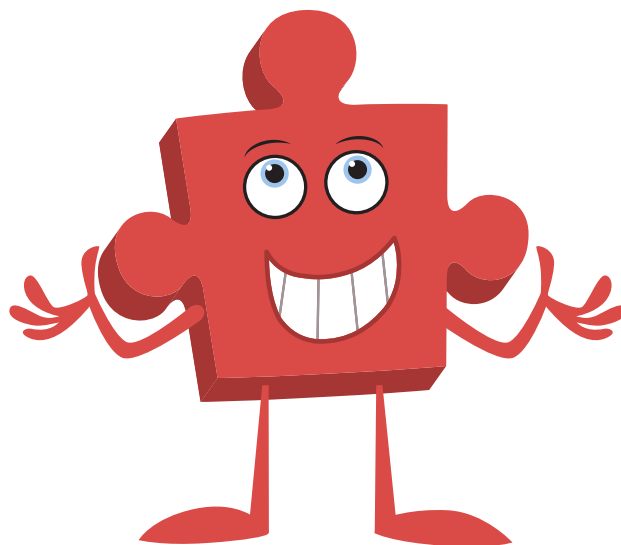
You participated actively in this lesson.

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 1: Being Me in My World - Ages 10-11 - Piece 1

My Year Ahead	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... identify my goals for this year, understand my fears and worries about the future and know how to express them know how to use my Jigsaw Journal feel welcome and valued and know how to make others feel the same</p>
<p>Resources Jigsaw Charter Meet and Greet Bingo sheets Jigsaw Chime 'Calm Me' script 'Calm' pictures Slide of J.K Rowling Optional: Teacher to source photo of J.K. Rowling from online Spiral and flag templates Jigsaw Jem Jigsaw Jerrie Cat My Jigsaw Journey Jigsaw Journals</p>	<p>Vocabulary Goals Worries Fears Value Welcome</p>
<p>Teaching and Learning Note: Please also ensure you have read the Jigsaw Approach (the introductory chapter to these resources found at the beginning of each year group folder/file) prior to teaching this Puzzle (unit of work). The Jigsaw Charter Slide 1: Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive issues. Therefore, we need to establish the 'ground rules', in Jigsaw called 'The Jigsaw Charter'. This needs to include: The right to pass Respect for each other Confidentiality There is a ready-made Jigsaw Charter in this lesson for you, but do start by asking the children what they need to do to make everyone feel safe so we can all learn well. Bring out their ideas and introduce the Jigsaw Charter (Slide 1) and the large printed copy you already made (and laminated). You may like to invite them all to sign the Charter (or maybe colour in a smiley face already drawn on it) as a way of saying they agree to try to stick to it in Jigsaw lessons. You and they can then refer to it in every lesson thus creating a trusted and predictable learning environment. Display the Jigsaw Charter in the classroom and refer to it at the beginning of every Jigsaw lesson.</p>	<p>Ask me this...</p>



Connect us

Introduce Jigsaw Jem as the Talking object; when you are holding Jigsaw Jem it is your turn to talk if you want to.

Meet and Greet Bingo Game.

Each child (and all the adults in the room) writes a one word answer in each box of the Bingo Game sheet. Then children ask each other their answers to the questions and when they find someone with the same answer as themselves, they write that person's name in that question box on their own sheet. The first person to get a name in three boxes, either across or down the sheet, shouts "Bingo!" and is the winner. You could play this so that the winner is the first person to get a name in every box.

One aim of this activity is for children to become more aware of similarities and difference between their class mates. Connect us is also about building social skills; therefore, encourage the children to use appropriate phrases when they talk to each other, e.g. "Hello Michael, would you share your answer to number two with me please... Thank you." When the winner has shouted out "Bingo!", the children come back and sit in the circle. Children keep their game sheet to stick in their Jigsaw Journals. Teacher reinforces the belief that this will be a good year for the class and they will be able to work together well and become a good team.

Give out the Jigsaw Journals.

Calm me

Slide 2: Everyone, including adults, is sitting on chairs in a circle.

Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script. and the calm pictures (slide 2).

Open my mind

Slide 3: Children will need to use their Jigsaw Journals. If this is the first time it may be necessary to explain their purpose.

Show the children the slide/photo of J.K. Rowling and explain who she is. (Teacher to source a photo from online).

In their Jigsaw Journals children write how they think J.K. Rowling must have felt when her books were a global success.

Can they also write two sentences about their own biggest achievement?

How well do I know the people in my class?

Is your mind quiet and calm enough to learn?

What is your biggest achievement?

Tell me or show me

With the picture of J.K. Rowling still on the screen. Share the following facts about Joanne Rowling with the children:

- She enjoyed writing stories in primary school and at home. Sometimes she wrote them for her little sister.
- In her teenage years, her mother became ill with Multiple Sclerosis and she had a difficult relationship with her Dad.
- She went to University.
- She married and had a child but got divorced after 3 years.
- Her Mum died before she had invented the idea of Harry Potter so she never had a chance to tell her.
- After the divorce she was living on benefits/ welfare and was very poor.
- 12 publishers rejected the first Harry Potter book.
- She is now a billionaire and her books bring pleasure to millions of people.

Ask the children if J.K. Rowling knew she wanted to be an author when she was in primary school? What are the clues?

Was the path to her being a successful author a smooth one? What are the children's thoughts about how she kept going when things were difficult? Did she have resilience?

In talking partners children talk about their own hopes and goals for this year. Then ask them to discuss if there are any fears or worries that come with these goals.

Let me learn

Children return to their tables and complete two tasks:

- 1) On the spiral template they write any worries they have about the year ahead. Then they cut around the spiral so it opens as a tree hanging/ mobile.
- 2) On the flag template they write or draw a hope or dream for the year ahead.

After the lesson (Piece) the teacher can string the children's flags together as a piece of bunting for display. Equally the 'worry' spirals could be hung outside so the weather can blow/wash away their worries as the year progresses. This symbolism could be used in Calm me when the teacher invites the children to let go of any worries they might have.

Help me reflect

Slide 4: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet (for Pieces 1-3) per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

Round off the lesson by asking the children to suggest how others' worries can be overcome, particularly reinforcing people in school they can talk to about these.

What does resilience mean?

How do we build our own resilience?

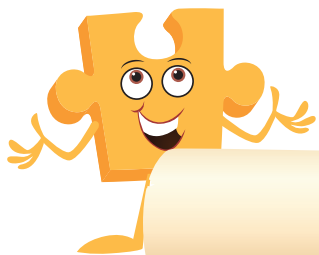


Being Me in My World

Meet and Greet Bingo - Ages 10-11 - Piece 1

My favourite animal is...	My birthday is in the month of...	My favourite food is...
The worst TV programme is...	My favourite hobby is...	Someone I admire is...
My favourite school subject is...	My favourite season is...	If I won an Olympic Gold medal it would be in...

My favourite animal is...	My birthday is in the month of...	My favourite food is...
The worst TV programme is...	My favourite hobby is...	Someone I admire is...
My favourite school subject is...	My favourite season is...	If I won an Olympic Gold medal it would be in...



The Charter

We take turns to speak

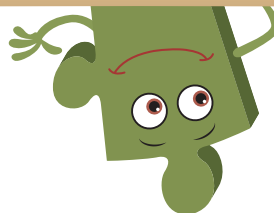
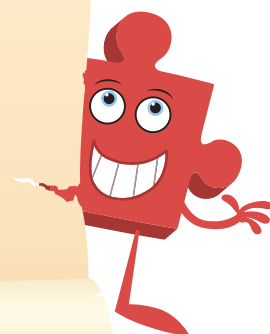
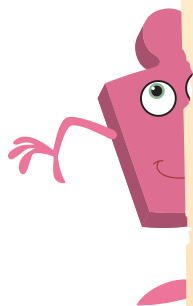
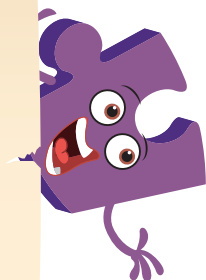
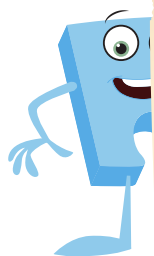
We use kind and positive words

We listen to each other

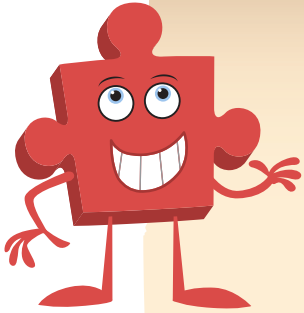
We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy
(confidentiality)



The Jigsaw[®] Charter



Class:

- *
- *
- *
- *
- *
- *

We will try our best to keep our Charter:



Being Me in My World

PowerPoint Slide 1 The Jigsaw Charter - Ages 10-11 - Piece 1



The Jigsaw! Charter

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

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The image shows a central scroll with the Jigsaw! Charter text. The scroll is surrounded by several colorful, cartoonish puzzle pieces with faces and arms. The pieces are yellow, blue, purple, red, and green. The scroll is unrolled, showing the text. The Jigsaw! logo is at the top of the scroll. The background is white with a thin orange border.



Being Me in My World

Calm Me Script - Ages 10-11 - Piece 1

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

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

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



Being Me in My World

'Calm' Pictures PowerPoint Slide 2 - Ages 10-11 - Piece 1

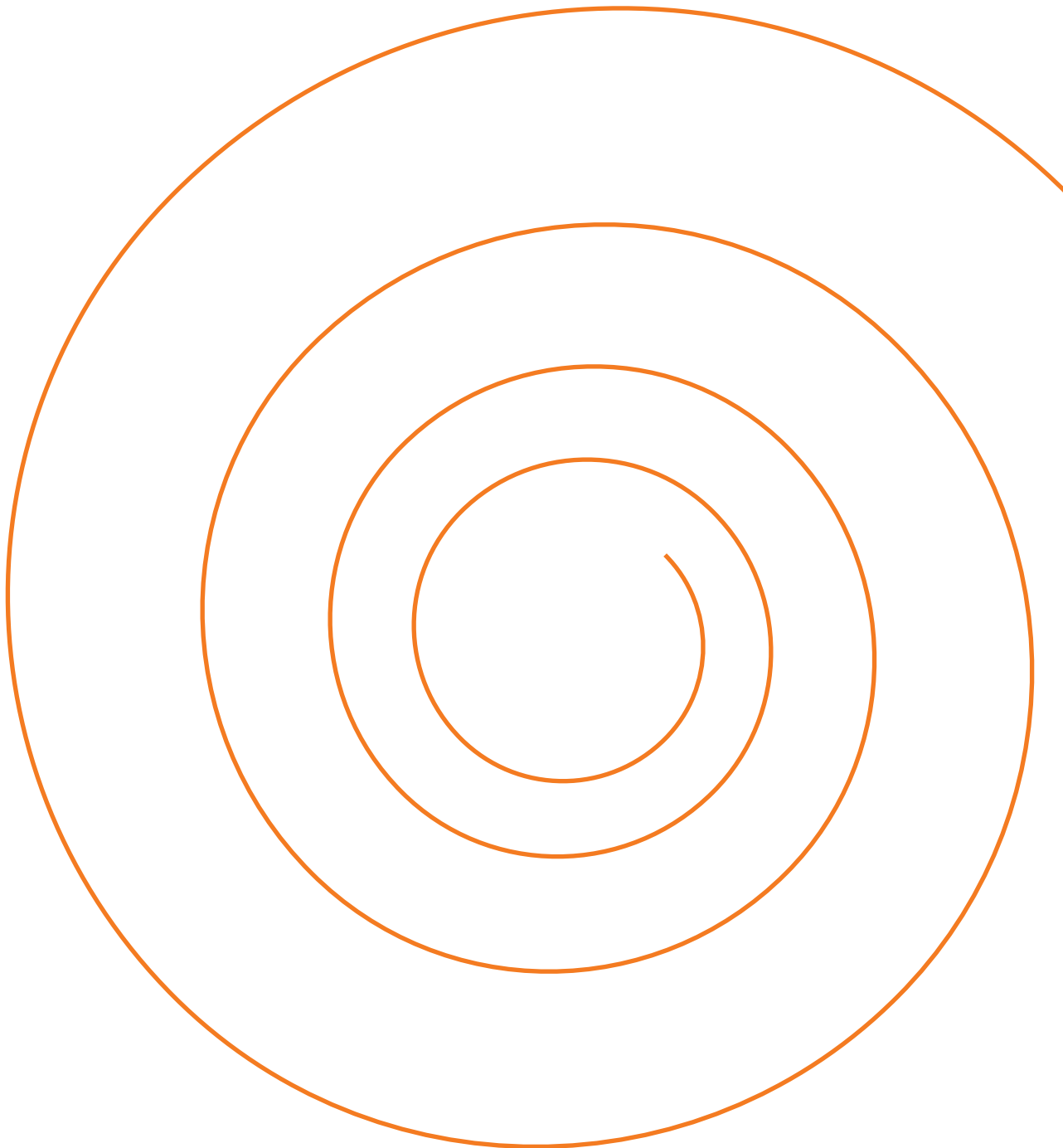


Being Me in My World
Powerpoint Slide 3 JK Rowling - Ages 10-11 - Piece 1

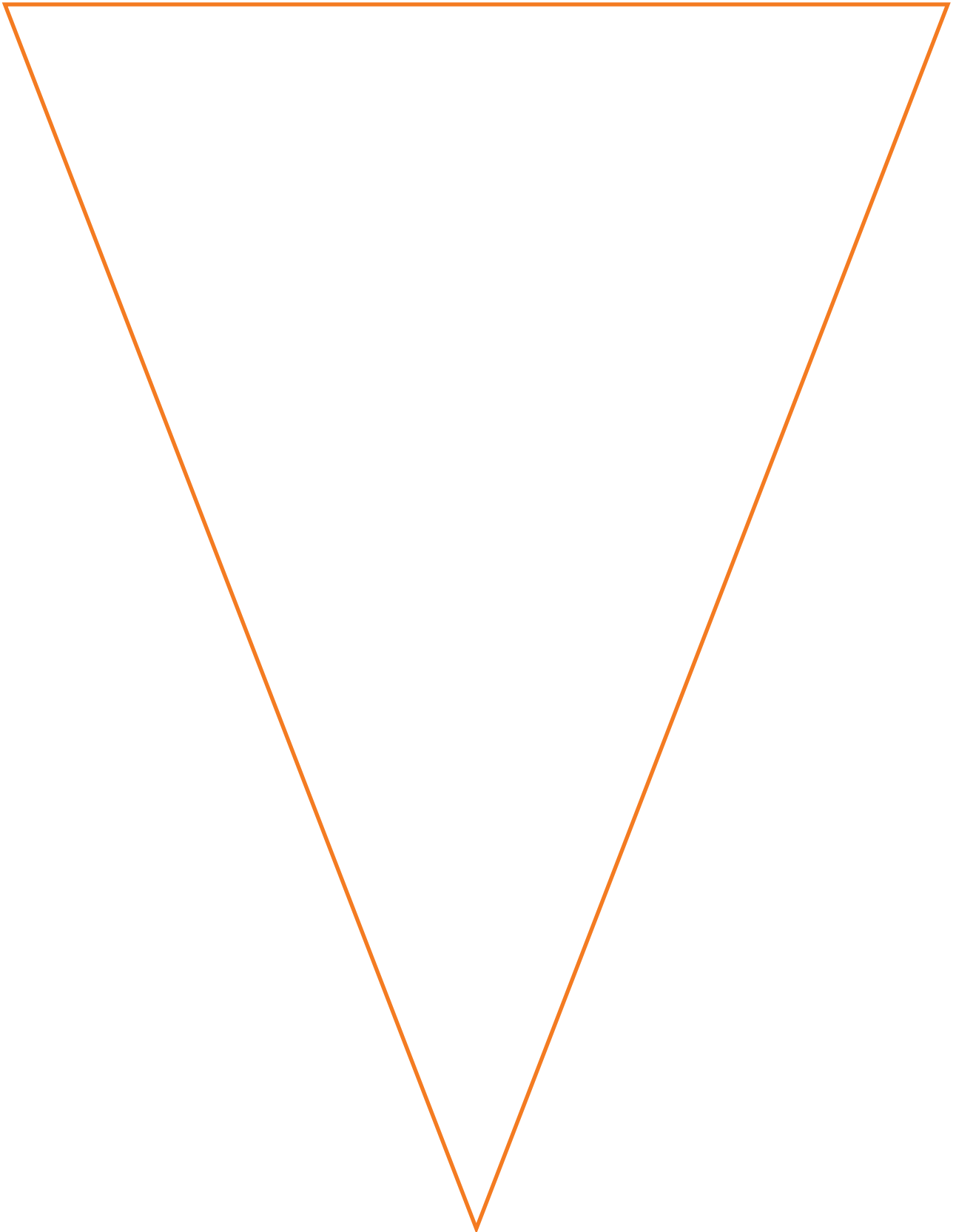


The teacher may want to find a photo of J.K. Rowling to use here. Jigsaw cannot supply this because of copyright issues.

Being Me in My World
Worry Spiral Template - Ages 10-11 - Piece 1



Being Me in My World
Bunting Template - Ages 10-11 - Piece 1





Being Me in My World

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



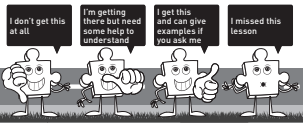
Puzzle 1 - Being Me in My World (Pieces 1-3)

Ages 10-11

Name

					TINT BOX - To improve next time I...
Piece 1	I can identify my goals for this year, understand my fears or worries about the future and know how to express them.				
	I know how to use my Jigsaw Journal.				
Piece 2	I feel welcome and valued and know how to make others feel the same.				
	I know that there are universal rights for all children but for many children these rights are not met.				
Piece 3	I understand my own wants and needs and can compare these with children in different communities.				
	I understand that my actions affect other people locally and globally.				
	I understand my own wants and needs and can compare these with children in different communities.				

PSHE Society ©



Name

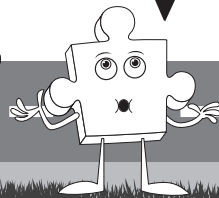
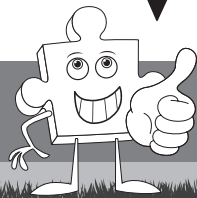
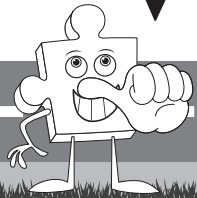
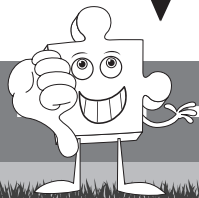
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Piece 1	I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my Jigsaw Journal.				
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	I understand my own wants and needs and can compare these with children in different communities.				
Piece 3	I understand that my actions affect other people locally and globally.				
	I understand my own wants and needs and can compare these with children in different communities.				

I don't get this at all

I'm getting there but need some help to understand

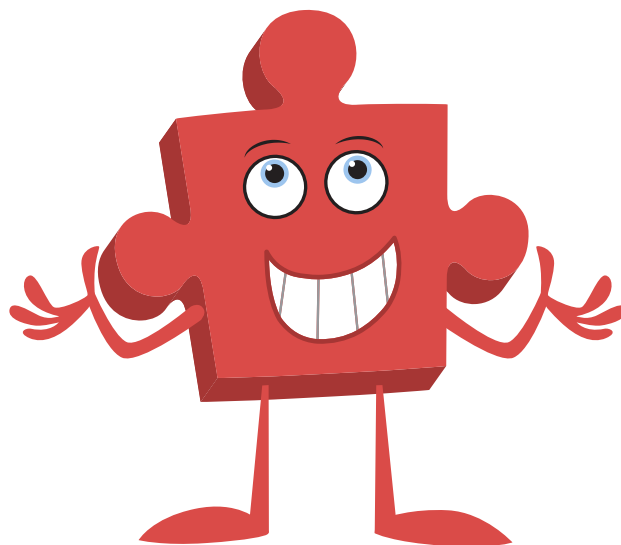
I get this and can give examples if you ask me

I missed this lesson



Puzzle 1: Being Me in My World - Ages 10-11 - Piece 2

Being a Global Citizen 1	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... know that there are universal rights for all children but for many children these rights are not met understand my own wants and needs and can compare these with children in different communities</p>
<p>Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script 'Calm' pictures PowerPoint slide - 5 questions Chocolate/sweets as prizes Jigsaw Jem Jigsaw Jerrie Cat My Jigsaw Journey Jigsaw Journals</p>	<p>Vocabulary Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Use the slide from Piece 1 and refer to the Charter on display.</p> <p>Connect us People Ping-Pong. Ask for ten volunteers to come to the front and stand in two lines, five sets of partners facing each other. Ask the volunteers to think of as many chocolate bars as they can but not to tell anybody. Just give them one minute thinking time. Then the child at the end of one row calls out one chocolate bar, the child opposite calls out another, then it ping-pongs back to the second child in the first row who calls out another, then it ping pongs across to their partner etc. Ask the class to count aloud each time a different chocolate bar is called out. Continue until they run out of chocolate bar names. Write the total number on the board. Ask the class if anybody can add any more names. What is the total number of chocolate bars the whole class can think of?</p> <p>Calm me For this Piece, adults and children are sitting in their places as opposed to a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script. You can use the calm pictures from piece 1 if visuals are helpful.</p>	<p>Ask me this...</p> <p>Is your mind quiet and calm enough to learn?</p>



Open my mind

Slide 1: Sitting in their places and working individually, in their Jigsaw Journals, children draw a rectangle and divide it into 10 equal boxes, 2 columns of 5 (each section is big enough to write the answer to one of the questions below.) Children answer the following questions (featured on PowerPoint slide in the left hand column):

1. What is your favourite subject at school?
2. Write 3 words to describe how you feel about coming to this school
3. Write 3 words to describe how you feel about going to secondary school?
4. What is your ambition for when you leave school?
5. What is your favourite chocolate bar? Children leave the 5 boxes in right hand column free for later in the lesson. Debrief their answers to the first 4 questions, thanking them for their contributions but making no comments.

(N.B. Children can still answer question 3, even if they do not move to secondary school at the end of this school year.)

Tell me or show me

Slides 2-7: Children will need to work in small groups, at their tables. Debrief Question 5, children voting on the class' favourite chocolate bar and talking through how much chocolate bars cost, how often they eat them and how they would feel if they were not allowed to eat them any more after today. Ascertain how important chocolate is to this class. Do we take it for granted?

Show the children where Africa is on a map or globe and explain that a country called Ghana grows a lot of the cocoa beans (which chocolate is made from) which they export to make the world's chocolate products.

Then show the PowerPoint presentation about children working on a cocoa plantation in Ghana. (As an alternative to the PowerPoint teachers may wish to source an age -appropriate internet clip about children working in Ghana such as those by the BBC).

True/False Quiz. Immediately after the PowerPoint give the children a quick True/False Quiz in teams (small groups). Award one point for each correct answer. Ensure you have a packets of chocolate as a prize for the winning team and show the children these before asking the questions.

1. Most children in Ghana go to school regularly. (False)
2. Ghana is in East Africa. (False)
3. There are about 600,000 family farms in Ghana. (True)
4. All the cocoa farm managers/owners treat the children workers badly. (False)
5. Working on a cocoa plantation is easy work for children. (False)
6. Most children in Ghana do not go to secondary school. (True)
7. Children of any age are legally allowed to work on cocoa plantations in Ghana. (False)
8. Most children working on the cocoa plantations are miserable and unhappy about it. (False)
9. Education in Ghana is free (True) (However in reality the costs of uniform, stationery items etc mean that many children can't go to school because schools do not provide these).
10. All Ghanaian parents want their children to go to school (False) (Some see their children as a means to support the family by working on the plantations).

Which team had most points? Do they want to accept the prize?

Briefly facilitate a class discussion about the children's perceptions of life for many children in Ghana. Also use this as an opportunity to explain there are some children in Ghana who do not have to work on plantations and do have a good education and a comfortable lifestyle (these are mainly in the cities).


Explore the idea of stereotyping and that sometimes there is more than one side of a story to think about.

What is your favourite chocolate bar?

How much does it cost?

How would you feel if you were not allowed to eat anymore chocolate after today?

Do you know how chocolate is made and what it is made from?

Pause Point: Slide 8:  Raise Jerrie Jerrie Cat's Paws to indicate a Pause Point. Invite the children to stop, close their eyes, breathe deeply and look inside to notice their thoughts at this present moment.

Let me learn

Then, working individually, ask children to complete the other 5 boxes in their Jigsaw Journals, this time answering the same 5 questions (as in Open my mind) but as if they were the children in the PowerPoint who had to work on a cocoa plantation. What do they notice when they compare their own answers? Similarities/differences in what? (Attitudes to school? attitudes and experience of chocolate?)

Help me reflect

Slide 9: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Ask the children to record their responses on the My Jigsaw Journey sheet. If desired there is space for them to record formative learning targets, or comments about the lesson in the TINT Box.

Notes



Being Me in My World

Calm Me Script - Ages 10-11 - Piece 2

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

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

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



Being Me in My World
Calm Pictures PowerPoint - Ages 10-11 - Piece 2





Being Me in My World

Open My Mind Questions - PowerPoint Slide 1 - Ages 10-11 - Piece 2

1. What is your favourite subject at school?

2. Write three words to describe how you feel about coming to this school.

3. Write three words to describe how you feel about going to secondary school.

4. What is your ambition for when you leave school?

5. What is your favourite chocolate bar?

Being Me in My World

Ghana Chocolate Production PowerPoint Slides 2-7 - Ages 10-11 - Piece 2



Ghana is on the African continent. It is on the Atlantic Coast.



© Jigsaw PSHE Ltd



This is a raw cocoa.



Before it can get made into the chocolate we eat it needs to be processed in factories. Cocoa grows in warm countries like Ghana. Often extra sugar is added to raw cocoa before it's turned into chocolate bars, this makes it expensive. Raw cocoa isn't very sweet.

© Jigsaw PSHE Ltd



There are many cocoa farms (plantations) in Ghana.



The workers on these farms often include school-age children. Harvesting the cocoa can be demanding work in hot and dirty conditions. Wages are low.

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Being Me in My World

Ghana Chocolate Production PowerPoint Slides 2-7 - Ages 10-11 - Piece 2



Many children have to work on the plantations and go to school,



as well as do housework and chores at home. Some children do not go to school at all. Many Ghanaian children don't get to eat the chocolate they help to harvest because it is too expensive.

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These children do not go to school.



Their families feel it is better for them to work on the cocoa plantation rather than get an education. Some of the children in this picture have dreams to be teachers and doctors.

© Jigsaw PSHE Ltd



How do you feel about chocolate now



© Jigsaw PSHE Ltd



Being Me in My World
Jerrie Cat PowerPoint Slide 8 - Ages 10-11 - Piece 2





Being Me in My World

PowerPoint Slide 9: My Jigsaw Journey - Ages 10-11 - Piece 2



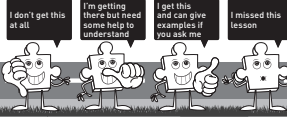
Puzzle 1 - Being Me in My World (Pieces 1-3)

Ages 10-11

Name

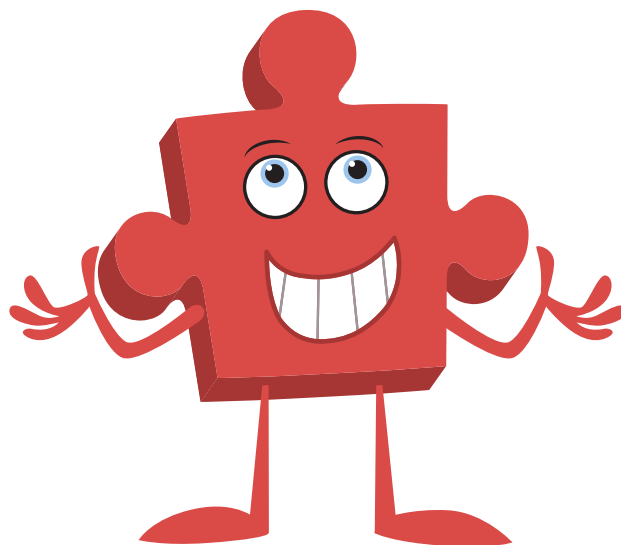
PT131831 weebly ©

					TINT BOX - To improve next time I...
Piece 1	I can identify my goals for this year, understand my feelings and worries about the future and know how to express them.				
	I know how to use my Jigsaw Journal.				
Piece 2	I feel welcome and valued and know how to make others feel the same.				
	I know that there are universal rights for all children but for many children these rights are not met.				
Piece 3	I understand my own wants and needs and can compare these with children in different communities.				
	I understand that my actions affect other people locally and globally.				
	I understand my own wants and needs and can compare these with children in different communities.				



Puzzle 1: Being Me in My World - Ages 10-11 - Piece 3

Being a Global Citizen 2	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... understand that my actions affect other people locally and globally understand my own wants and needs and able to compare these with children in different communities</p>
<p>Resources Jigsaw Charter Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script 'Calm' pictures Strips of paper (one for each child) Maslow triangle PowerPoint and templates My Jigsaw Journey Jigsaw Journals</p>	<p>Vocabulary Wants Needs Maslow Empathy Comparison Opportunities Education</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Use the Charter on display and/or slide from Piece 1.</p> <p>Connect us Goldfish Bowl Organise the children into partners, partners face each other. One is an 'AGREE' child and the other is 'DISAGREE' (regardless of their own actual point of view). Give the class the following statement: Children should not be allowed to work on the cocoa plantations in Ghana. AGREE children have two minutes to persuade the DISAGREE children that the statement is correct, giving reasons. DISAGREE children have to stay quiet and listen. Then reverse this so that the DISAGREE children have two minutes to persuade their partners the statement is incorrect and give their reasons. If time ask children to swap partners and repeat. Maybe taking the alternative role as well. Briefly discuss what the class consensus is.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p>	<p>Ask me this...</p> <p>Is your mind quiet and calm enough to learn?)</p>



Open my mind

Give each child a strip of paper and tell them you will give them one minute to write down all things they would buy if they won a huge sum of money. Stop the children after one minute and, using Jigsaw Jem as the talking object, children take it in turns to read out one item from their 'wants' list. Keep going until they have read out enough for the teacher to make the point that we often have a lot of wants, e.g. birthday present or Christmas present lists. Then ask the children to go through their list and cross out all the things they don't really 'need'. What are they left with? Use Jigsaw Jem again enabling children to read out the needs left on their lists. Reinforce the learning point that there is a difference between what we want and what we need. Raise the question: what do we need in order to learn?

Tell me or show me


Slide 1: **Note for teachers:** be mindful that children may discuss/disclose 'sensitive' situations outside of school when considering whether their Maslow Triangle is being met in the activity below, and if necessary reinforce the Jigsaw Charter so children feel comfortable to share.

Maslow's triangle. Now that children understand the difference between wants and needs, use the PowerPoint slide of Maslow's hierarchy of human need to teach the children Maslow's theory. Ask the children to identify which of the human needs must be met in order for learning to happen. Give each child a copy of Maslow's triangle and, when they've stuck these into their Jigsaw Journals, ask them to:

- 1) Highlight the needs that they think are met for them. Around the triangle, write notes on how and when these are met.
- 2) In a different colour, underline the needs that are not yet met for them.

Then, in talking partners and if they choose to, children discuss how they think their unmet needs might be affecting their ability to learn. In these pairs, can they think of ways to support each other in meeting some of these needs?

Teacher facilitates a class discussion on whether it is ever possible to have all of the needs in Maslow's triangle met. Which ones do the children think are essential to enable them to learn?

Pause Point: Slide 2:  Raise Jigsaw Jerrie Cat's Paws to indicate a Pause Point. Invite the children to stop, close their eyes and look inside their minds to see what thoughts are in there. Invite the children to stop, close their eyes, breathe deeply and look inside to notice their thoughts at this present moment.

Let me learn

Revisiting the life of a child worker on a Ghanaian cocoa plantation each pair highlights on their Maslow triangles which of the needs might not be being met. They can write notes around the triangle showing their understanding of how these unmet needs might affect the children and their ability to learn. Receive some feedback from the class, children sharing their ideas.

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

How do you feel about some of your needs being met and some of them not yet being met? Do you have a choice in how you respond to this?)

Notes: Teachers could extend this lesson (Piece) by showing age-appropriate video clips of children with other types of challenges and asking children to repeat the Maslow task. For example, children who are refugees, children who have a medical condition, children with disabilities or special educational needs, challenging/ different family/ care arrangements, young carers, children with parents in the military or those with high mobility between different schools, children affected by domestic violence etc.

Care should be taken when selecting clips from the internet to ensure they are age appropriate for the class. Also, teachers should consider whether there are any children in the class that may be made to feel uncomfortable by such video clips and consult them prior to the lesson.

Being Me in My World

Calm Me Script - Ages 10-11 - Piece 3


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

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

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

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

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

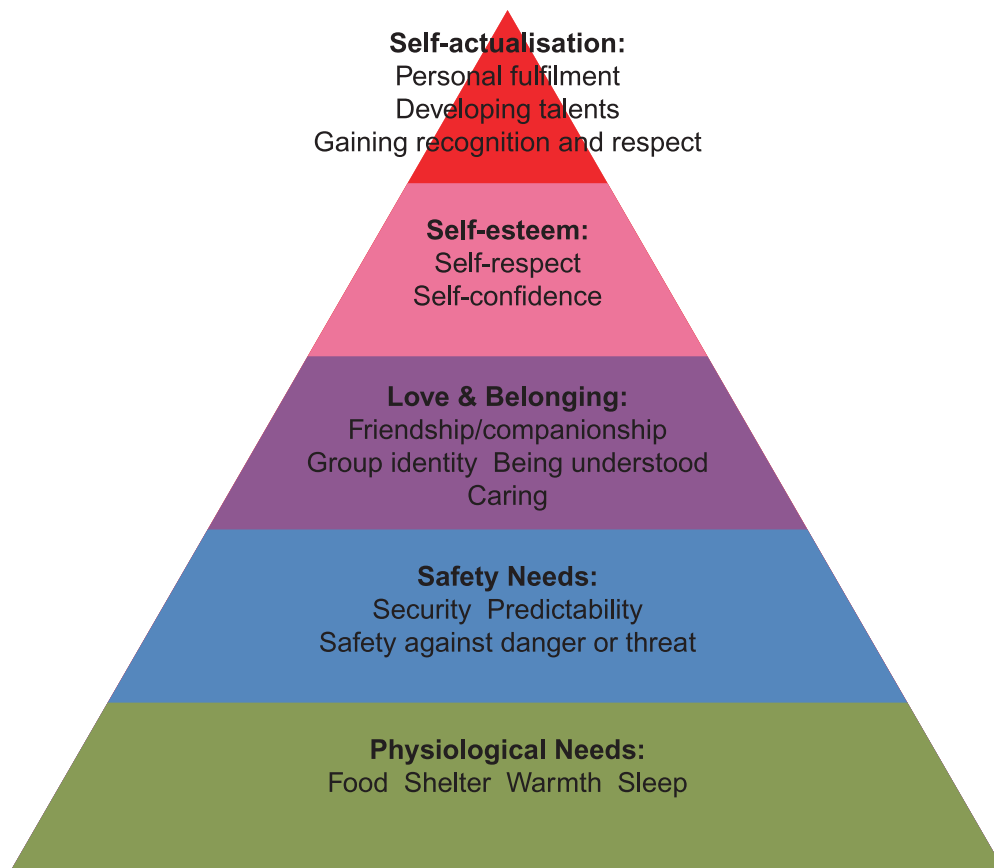
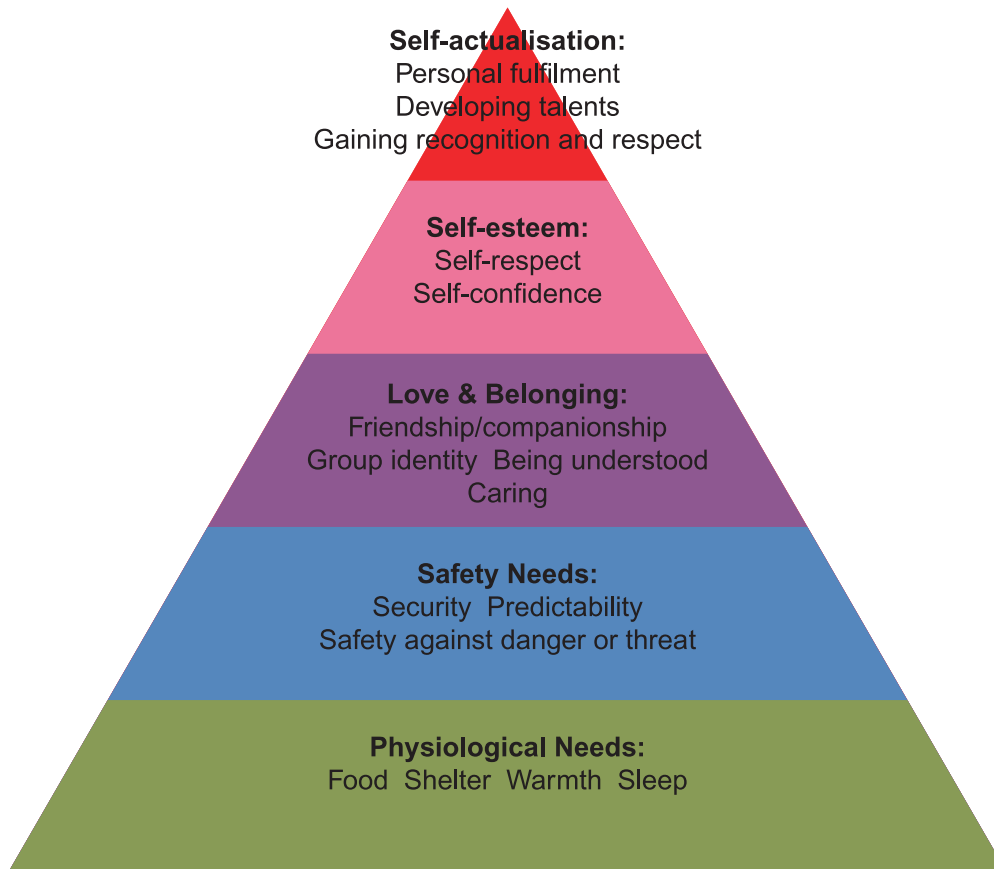
Jigsaw Jem's PAUSE POINTS  also develop awareness of thoughts and feelings to empower children to press pause and choose their responses.

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



Being Me in My World

Maslow's Triangle - PowerPoint Slide 1 - Ages 10-11 - Piece 3



Being Me in My World

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





Being Me in My World

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

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

Ages 10-11

Name:

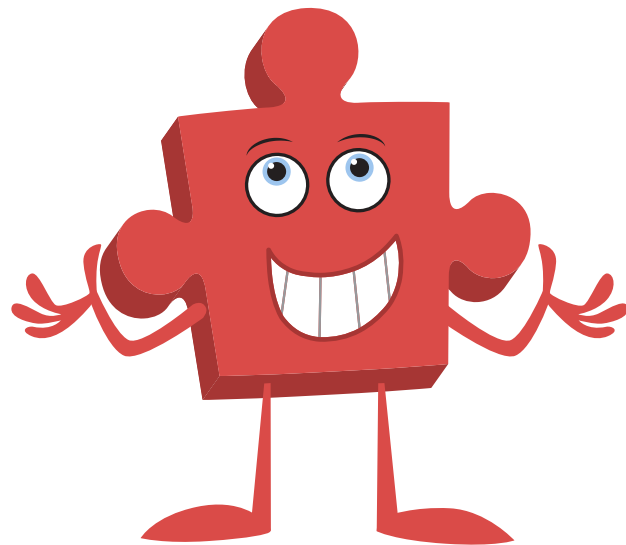
						TINT BOX - To improve next time I...
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	I know that there are universal rights for all children but for many children these rights are not met.					
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	I understand that my actions affect other people locally and globally.					
	I understand my own wants and needs and can compare these with children in different communities.					

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

© Jigsaw PSHE Ltd

Puzzle 1: Being Me in My World - Ages 10-11 - Piece 4


The Learning Charter	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p>
<p>Resources Jigsaw Charter Treasure box with rattly treasure and obstacles Jigsaw Chime 'Calm Me' script 'Calm' pictures Sample Learning Charter Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Pieces template My Jigsaw Journey Jigsaw Journal</p>	<p>Vocabulary Choices Behaviour Rights Responsibilities Rewards Consequences Empathise Learning Charter Obstacles</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play the 'Treasure Keeper'. One child sits on a chair blindfolded. Rattly treasure, such as a bunch of keys, bag of coins or a small musical instrument is under the treasure keeper's chair. The teacher chooses one child at a time to creep around obstacles in order to take the rattly treasure. If the treasure keeper hears a noise he/she claps their hands and points in the direction of the noise. If they point at the child trying to take the treasure that child must stand still like a statue for the rest of the game. Two or three children can try to take the treasure simultaneously.</p> <p>De-brief explaining to the children that the consequence of moving quietly was gaining the treasure, but the consequence of making a noise was being frozen like a statue. Ask the children what they understand the word 'consequences' to mean.</p> <p>Give the children the analogy that the rattly treasure represents something they want to learn, and the obstacles represent obstacles to their learning.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p>	<p>Ask me this...</p> <p>What do you think the word 'consequences' means?</p> <p>Does your mind feel calm and ready to learn?</p>



Open my mind

Working individually in their Jigsaw Journals, children create a spider diagram with their treasure in the centre (for their treasure they write a learning goal for this year). Then radiating from the treasure, children write three perceived obstacles to learning- what might stop them achieving their goal? Are there people, things or behaviours that might get in the way of their learning?

For each of the obstacles they write a solution to overcoming it. Radiating from each of these solutions they then write a reward they would like to receive when they have achieved that learning and overcome that obstacle. (Remind the children that rewards do not have to be material rewards and should be proportionate).

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, breathe deeply and look inside to notice their thoughts at this present moment.

Tell me or show me

Slide 2: The teacher uses the PowerPoint slide of an example Learning Charter and gives the children an overview of how it works, i.e. we have rights and responsibilities which create a learning environment in which everyone can learn well. When people take their responsibilities seriously, they gain rewards. When they do not do this, there are consequences. Explain that the children need to think through what they would like their school or class Learning Charter to look like. Using the questions in the 'Ask me this' column the teacher facilitates a discussion about the Learning Charter.

Let me learn

In small groups, children are given a blank Learning Charter template (Jigsaw Piece template) and are asked to reach a consensus on what should be on it. They fill in the rights, responsibilities, rewards and consequences that would be most meaningful to them. Children return to the circle bringing their completed Learning Charters and sit in their groups. After sharing each group's ideas, the teacher enables the class to agree on one Learning Charter and completes a template for this.

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

Help me reflect

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

Which are the six most important rights you would like us to all share at our school?

Which responsibilities go with those rights?

Which rewards would be most motivating for you?

Which consequences would you least want to deal with?

Notes



Being Me in My World

Calm Me Script - Ages 10-11 - Piece 4

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Encourage the children to bring to mind a special place they have where they feel especially calm, and to let their minds build a picture of this place. Imagine how you feel when you are there and sense those calm feelings now.

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

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



Being Me in My World

Jerrie Cat PowerPoint Slide 1- Ages 10-11 - Piece 4



Our Learning Charter



Rights

We have the right to:

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



Responsibilities

We have the responsibility to:

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



Rewards

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

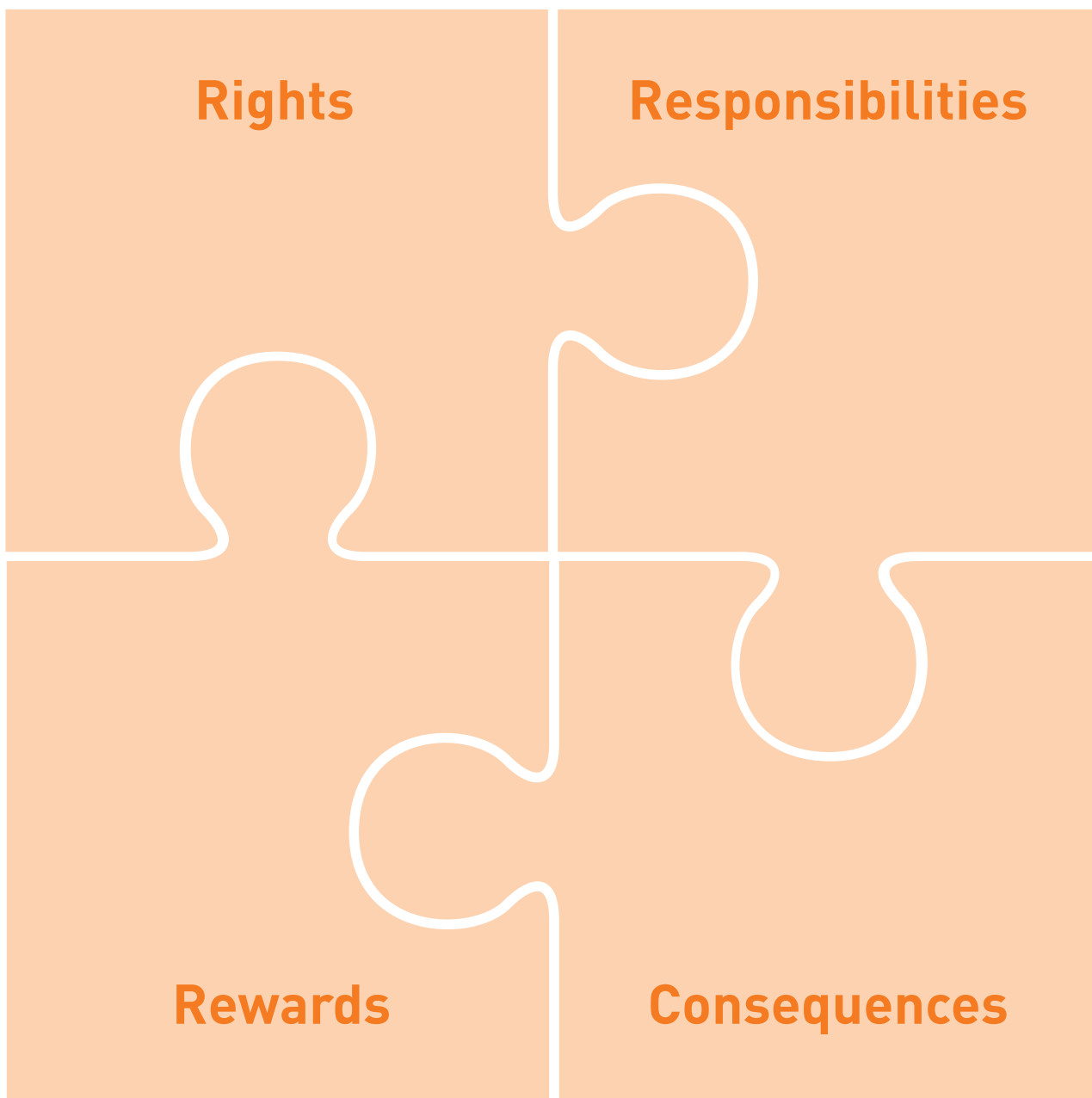


Consequences

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



Being Me in My World
Jigsaw Pieces Template - Ages 10-11 - Piece 4





Being Me in My World

PowerPoint Slide 3: My Jigsaw Journey - Ages 10-11 - Piece 4



My Jigsaw Journey



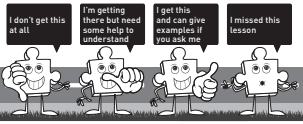
Puzzle 1 - Being Me in My World (Pieces 4-6)

Ages 10-11

Name

					TINT BOX - To improve next time I...
Piece 4	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.				
	I understand that my actions affect myself and others. I care about other people's feelings and try to empathise with them.				
Piece 5	I understand how an individual's behaviour can impact on a group.				
	I can contribute to the group and understand how we can function best as a whole.				
Piece 6	I understand how democracy and having a voice benefits the school community.				
	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.				

PSHE Society Ltd



Name

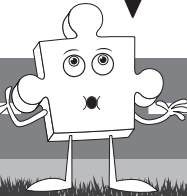
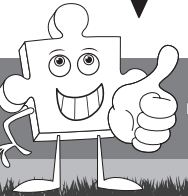
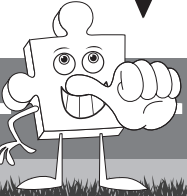
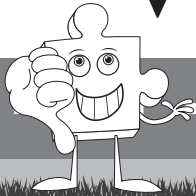
					TINT BOX - To improve next time I...
Piece 4	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.			
	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.				
Piece 5	I understand how an individual's behaviour can impact on a group.			
	I can contribute to the group and understand how we can function best as a whole.				
Piece 6	I understand how democracy and having a voice benefits the school community.			
	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.				

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



Tell me or show me

Explain to the children they are going to be given roles to discuss the scenario. The teacher should allocate the following roles and hand out the appropriate role-play cards:

- The school's Headteacher
- A police officer
- A person from the Fire Service
- The children's class teacher
- The children's parents (two children needed)
- If there are extra children in the group invite them to be in role as other members of the school staff, for example the site manager/ caretaker or another teacher (there are additional role-play cards to use if they are needed, and a blank one to create additional roles if that is desired).

Set the scene for the children by asking them to imagine this is a meeting in the Headteacher's office to discuss the children in the scenario.

Explain that the role-play will not involve any acting or performing but each child should try and think how the person in-role might feel and what they might say in a meeting about the fire. The information they have been given on their role-play cards will help them.

Their group task is to come to an agreement about what should happen to the two younger children who were involved in setting the bin alight. Each group will need to justify their decision using their discussions and the evidence.

Explain to the children they will have the rest of this lesson (Piece) and some time in the next lesson to explain their decision.

Start the role play by asking the Police Officers to share what it says on their role-play card. Then in turn ask the other roles to read out their cards.

Finally hand out a copy of Corner School's Learning Charter (the role play school's) to each group.

Let me learn

Ask the children to come out of role for this part of the lesson. Invite the children to discuss the scenario using the following prompt questions:

- What rights have been broken? (Encourage the children to think beyond the right to learn).
- Have the two children in the scenario behaved responsibly?
- Were there things that might have made responsible choices more difficult for the two children?

After each question give the children some time to take notes of the discussion in their Jigsaw Journals. They will need to be able to remember what they discussed ready for the next Piece (lesson).

Explain that the groups will meet again in the next Piece (lesson) where there will be two more questions to discuss, and then some decisions to be made about what the consequence should be for the children in the scenario.

Help me reflect

Slide 1: Briefly invite the children to give some feedback about their groups. Did everyone get on? Were there different opinions? How was the discussion managed? Did everyone get their say or did some people dominate the discussion?

Ask the children to think of anything that might make their group more effective next time and make a note of it. (For example, keeping time, use of a 'talking object' so everyone gets their say, voting if decisions are to be made etc.)

Invite the children to complete My Jigsaw Journey for this Piece (lesson) and formatively assess themselves against the purple and green learning intentions for the lesson.

Notes

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

This is achieved in this lesson (Piece) by including elements of the Learning Charter in the group role-plays.

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

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

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

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

Certificates

Next lesson you will need a personalised certificate for each child. An electronic file on the Community Area www.jigsawpshe.com will help with this.

Being Me in My World
Anti-social Behaviour Scenario - Ages 10-11 - Piece 5

CORNER NEWS

Fire at Corner School- teens suspected

Yesterday evening the Fire Service was called to attend a fire at Corner School.

The fire started in a bin outside of the school but quickly got out of control and caught the school roof alight. The Fire Service came quickly and managed to put out the fire but not before the school hall was completely burnt down. One of the infant classrooms was also badly damaged by smoke and can't be used for the rest of the school year.

The fire happened at 10.30pm when the school was closed so there were no injuries.

The school's security cameras recorded a group of five teenagers and two younger children setting fire to the bin.

The two younger children's faces were caught on camera and they were recognised as pupils of Corner School by the Headteacher and other staff members. The security cameras did not manage to identify any of the teenagers.

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Being Me in My World

Scenario Cards - Ages 10-11 - Piece 5

The Police Officer

You are the Police Officer that interviewed the two children involved in the fire. As a Police Officer it is your job in the meeting to make sure that the children are treated fairly but also that the Law is carried out.

When your teacher asks you, share what the children said with the rest of your group. This is what the children said to you:

“We didn’t want to go along with it. Our gang of friends started to make fun of us because we were scared about setting the bin on fire. They made us go and buy some matches. One of the older teenagers set fire to the bin. It wasn’t us. We can’t say who the others were in the group. If we do they will take it out on us.”

The Fire Service

You are a member of the Fire Service that helped put out the fire. You are at the meeting to share the story from your point of view. When your teacher asks you, share your ‘report’ below with the rest of the group.

“My team was called out at 10.30pm to attend the fire. It took us 2 hours to control the fire. Fires like this are not accidents. I’m sure the children involved thought that setting fire to bin was a funny thing to do, but they did not think about the possible consequences of their actions. This fire was unnecessary and put my team in danger and took us away from going to fires that were real emergencies in other parts of town.”

The Head Teacher

You are the school’s Headteacher. You are at the meeting to help decide what is to happen to the two children from your school involved in the fire. When your teacher asks you, share your ‘report’ with the rest of your group.

“I was shocked to see so much damage to the school hall and the infant classroom. I am very sad that it is two of our own pupils that were involved. It is going to take months to sort out the damage and a huge amount of money too. This is going to affect all the children because we relied on the hall for the children’s PE and music lessons, school dinners and assemblies. All the children have been working so hard on a performance and the fire destroyed all the scenery, costumes and props. We have had to cancel the performance. The children and staff are very upset about the whole thing.”



Being Me in My World

Scenario Cards - Ages 10-11 - Piece 5

Parent 1

You are the parent of one of the children involved. You are at the meeting to discuss your child and their actions. When your teacher asks you, share what it says below with the rest of your group.

"I am shocked by my child. I have not been happy about the people in my child's friendship group. Some seem a lot older and I think my child was pushed into being involved. My child has never been in trouble before and didn't set the bin on fire, it was one of the older children. I don't think it would be fair to punish my child if it wasn't their fault."

Parent 2

You are the parent of one of the children involved. You are at the meeting to discuss your child and their actions. When your teacher asks you, share what it says below with the rest of your group.

"My child was out with friends yesterday evening and came home very late. I was cross and sent them to bed. I also think that if my child was made to go and buy matches by the older children and didn't set fire to the bin then they should not be punished. My child has said they were being bullied but I don't know by who. I have tried to find out but they won't tell me."

The children's teacher

You are the children's class teacher. You are at the meeting to explain what you know about the children and their behaviour in school. When your teacher asks you, share what it says below with the rest of your group.

"I am so upset by the children's actions. Just lately I have noticed they seem both seemed tired in school. I asked if they have been staying up late, but they said no. I mentioned this to the Headteacher because I was worried. In class they get on with their work and are mostly well behaved. One of the children said they were being bullied but not by other children in the school. I spoke to the child's parents about it and they said they were going to try and sort the problem out."



Being Me in My World
Scenario Cards - Ages 10-11 - Piece 5

The Caretaker/ Site manager

You are the site manager of the school. You are at the meeting to give a report on the damage to the school. When your teacher asks you, share what it says below with the rest of your group.

“The damage to hall and the classroom is bad. It’s going to take me months to clean up the mess. There is also a lot of cleaning to be done in the whole school because the smoke and soot from the fire has made more dust than we usually get. I think the two children should be made to help me clean up the mess they have made.”

Teacher

You are another teacher in the school. You are at the meeting to explain what you know about the children involved. When your teacher asks you, share what it says below with the rest of your group.

“The children have always been very polite in school. It seems very out of character for these children to do something so horrible. I can’t believe they would have done this deliberately.”

Role:

.....

.....

.....

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Corner School

At Corner School we believe that every child has the right to learn (UNCRC Article 28).

This means that all the adults and children in school have these responsibilities:

- To work as a team
- To allow others to learn
- To treat everyone fairly
- To respect each other
- To listen to each other
- To look after each other
- To respect each other's property and belongings



Being Me in My World

Calm Me Script - Ages 10-11 - Piece 5

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

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

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



Puzzle 1: Being Me in My World - Ages 10-11 - Piece 6

Owning our Learning Charter	
<p>Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)</p>	<p>Please teach me to... understand how democracy and having a voice benefits the school community understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>
<p>Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script Jigsaw Jem Jigsaw Jerrie Cat Consequences list Materials and notes from Piece 5 Certificates My Jigsaw Journey Jigsaw Journals</p>	<p>Vocabulary Laws Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences Democracy Decision Proud</p>
<p>Teaching and Learning</p> <p>Teacher notes: Observations and work from this lesson can be used as part of the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play switch Ask the children to switch places using the following statements: Switch places if you...</p> <ul style="list-style-type: none"> • Have ever voted on something • Have ever seen politicians on TV discussing and debating • Have ever felt that you have not been listened to • Feel that this school does listen to you • Have ever lost an argument • Have ever won an argument • Have ever felt disappointed that something you voted on didn't win the vote <p>After the game draw out the importance of the democratic process. The importance for people to have their say and be listened to and the importance of voting and accepting a democratic decision. Explain that in most countries that is how the Government works, and in Law Courts there is a similar process. If your school has a student council you could also make appropriate links here.</p>	<p>Ask me this...</p>



Calm me

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

Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.

Open my mind


Allow the children some paired thinking time to agree on one thing that makes group work effective. Using Jigsaw Jem as the talking object invite each pair to share their idea.

Invite the children to re-form their role-play groups from the last Piece (lesson) and allow approximately 5 minutes discussion time as a reminder of their roles and the scenario being discussed. Ask them to refer to the notes they made last time in their Jigsaw Journals.

Then ask each group to discuss the following prompt questions:

- What parts of the Corner School's Learning Charter have been broken by the children in the scenario?
- Do you think as a group whether Corner School's Learning Charter applies to outside of school hours as well as when the children are at school?

Again, they can make notes in their Jigsaw Journals after each question.

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, breathe deeply and look inside to notice their thoughts in the present moment.

Tell me or show me

Ask the children to come out of role for the rest of the lesson (Piece).

Hand out the Consequences List to each group. Explain the final task is to decide on the appropriate consequence or consequences for the two children in the scenario, choosing from those listed. Read through the consequences with the class to clarify understanding.

Explain that each group needs to justify their choice.

How will they come to an agreement? Will they use a democratic process in their group?

Let me learn

Allow each group some time to come to a decision and then take feedback from each.

Draw out the children's rationales. At the end of the discussion ask for a class vote on the consequences and see which one(s) the class agree is the most appropriate for the children in the scenario.

Bring the discussion back to Learning Charters and 'rules' in a more general sense and the importance of democracy in agreeing these. Your school will be creating/refreshing the Whole-School Learning Charter as the End of Puzzle outcome and this can be used as an example of democracy in action.

Help me reflect

Slide 2: Children complete My Jigsaw Journey for this (Piece) lesson.

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

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

Can you use some of these ideas when you go back into your role-play groups to discuss the school fire scenario?

How can you make the decision a democratic one?

Why is it important that everyone has their say in your group?

Do all rules/ laws made in this country involve a debate and a vote?

Notes

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

This is achieved in this lesson (Piece) by including elements of the Learning Charter in the group role-plays.

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

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

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

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

Certificates

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

Being Me in My World

Calm Me Script - Ages 10-11 - Piece 6


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

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

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

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

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

Jigsaw Jerrie Cat's PAUSE POINTS  also help develop children's awareness of their thoughts and feelings in the present moment, thus empowering them to chose their responses.

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



Being Me in My World

Jerrie Cat PowerPoint Slide 1 - Ages 9-10 - Piece 6



Being Me in My World

Consequences List - Ages 10-11 - Piece 6

It is time for your group to decide on an appropriate consequence or consequences for the two children in the scenario. Remember you are no longer in role for this part of the lesson.

Remember to come to a democratic decision. How are you going to do that?

Here is the list of consequences you can choose from:

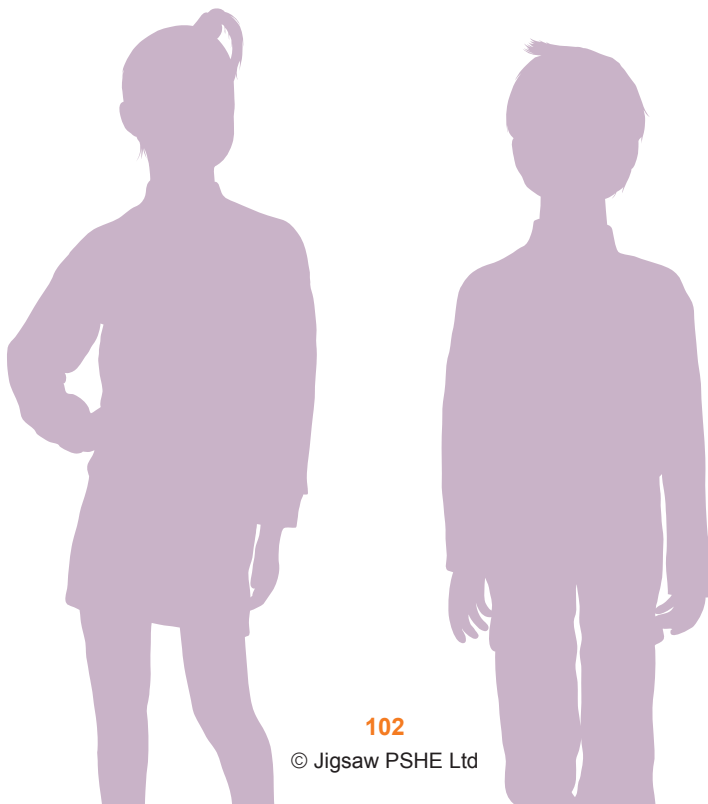
- **There should be no consequences for the children.**

- **The children should receive a warning from the Police and the Headteacher.**

- **The children's parents should be fined.**

- **The children should be excluded from the school (you can decide for how long, or whether this is permanent).**

- **The children should go to a Youth Offending Centre for six months (this means they would have to live at the Centre away from their families and attend special classes about sensible behaviour).**





Being Me in My World

PowerPoint Slide 2: My Jigsaw Journey - Ages 10-11 - Piece 6

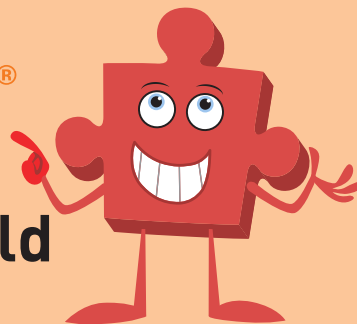
Puzzle 1 - Being Me in My World (Pieces 4-6)

Ages 10-11

Name:

	Description					TINT BOX - To improve next time I...
PSHE Learning Objectives	Piece 4 I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.					
	I understand that my actions affect myself and others. I care about other people's feelings and try to empathise with them.					
PSHE Learning Objectives	Piece 5 I understand how an individual's behaviour can impact on a group.					
	I can contribute to the group and understand how we can function best as a whole.					
PSHE Learning Objectives	Piece 6 I understand how democracy and having a voice benefits the school community.					
	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.					

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Being Me in My World

Well done!



Please feel proud that you have learnt to:



.....

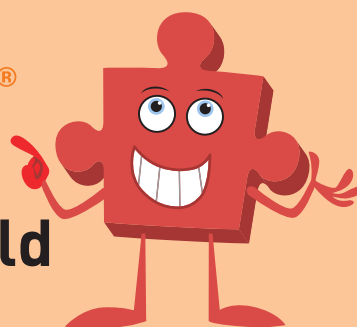
I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:



Being Me in My World

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:

Exemplification for Ages 10-11 **Being Me in My World** Puzzle

These are examples of the style of answers that children may write/ and say in response to lessons (Pieces) in this Puzzle (unit). Pieces 5 and 6 contain a drama role-play activity that could be used to assess learning from the whole Puzzle. The content could be different. Children also record work about global citizenship in their Jigsaw Journals in Pieces 2 and 3 which will be relevant for assessment.

WORKING TOWARDS

I think the children in the scenario should have a warning.

I will think carefully about buying chocolate now I know that some children's rights are not being met in Ghana.

The children in the scenario were put under pressure to be involved in the fire. I don't think it would be fair to give them a punishment that is too harsh.

I will try to buy ethical products.

Ages 10-11 expectation

WORKING AT

I think that anti-social behaviour should be punished because it takes away others' rights. In our group we decided that it wasn't the children's complete fault and we don't know what pressure they were under from the older children. Because of this, I felt that it would be fair for the children to have a warning this time, but if they did it again then they would have to be excluded.

I will buy ethical products when I can so I know that I am not taking away the rights of other people.

It isn't fair for the children who want to go to school in Ghana but can't. This makes me feel that I don't want to eat chocolate if it has come from Ghana.

WORKING BEYOND

All children have the right to education (Article 28). In my country I am fortunate because my education is free and my family earn enough to be able to send me to school. Also, if I didn't go to school it would be breaking the law. In Ghana some children do not have the same rights. This is because some families prevent their children from going to school, or they just can't afford it. I like chocolate bars but I will think more responsibly about buying them if it is going to affect Ghanaian children.

It was important in the role-play task that we all had a say and a democratic vote on what the consequences would be for the children in the scenario. Different people had different views on the children and it was important to hear these and talk about them. We then had the most complete picture we could get and understood how the different people in the scenario were feeling. This helped us make a fair decision that we were all agreed with.

