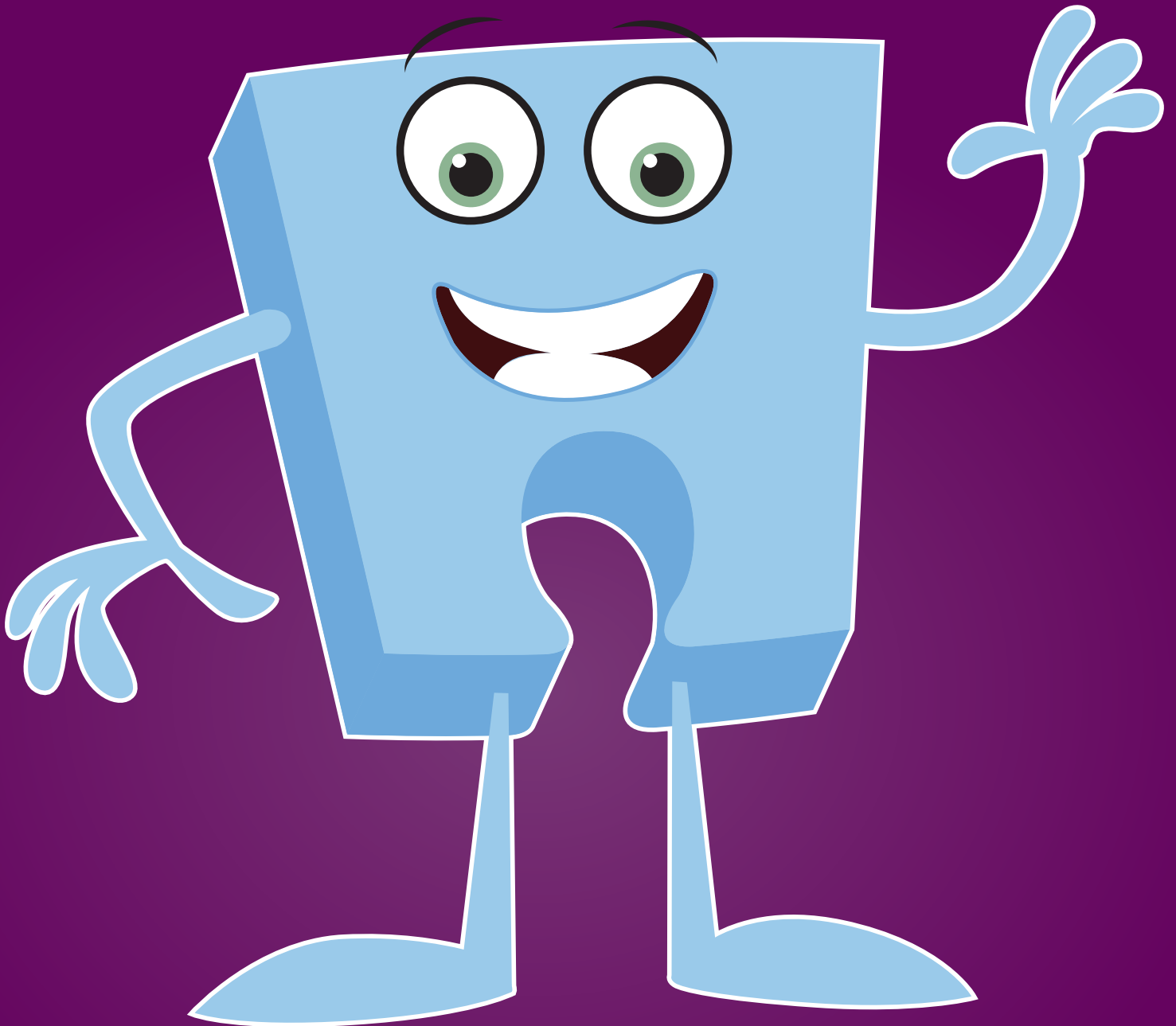


# Jigsaw!

The mindful approach to PSHE



Celebrating Difference - F2 (Reception)

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





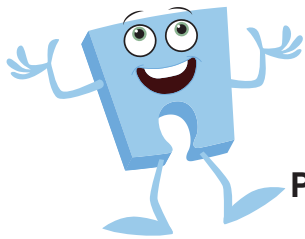
## Celebrating Difference

### Puzzle Map - F2 (Reception) Ages 4-5

#### Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame (see Piece 2)

Weekly Celebration	Pieces	Learning Intentions	Resources
<b>Accept that everyone is different</b>	1. What I am good at?	I can identify something I am good at and understand everyone is good at different things	Jigsaw Song sheet: 'There's a Place' Large box/bag Selection of objects that demonstrate things that the grown-up is good at/likes Jigsaw Jenie Jigsaw Jerrrie Cat Jigsaw Chime
<b>Include others when working and playing</b>	2. I'm Special, I'm Me!	I understand that being different makes us all special	Book: 'Naked Trevor' by Rebecca Elliot (being comfortable with who you are) Book: 'Barry the Fish with Fingers' by Sue Henra (being different is a good thing) Book: 'It's OK to Be Different' by Todd Parr Jigsaw Jenie Large selection of catalogues, magazines, leaflets for cutting up Plain paper Scissors Glue Pencils Jigsaw Jerrrie Cat Jigsaw Chime
<b>Know how to help if someone is being bullied</b>	3. Families	I know we are all different but the same in some ways	Jigsaw Song sheet: 'There's a Place' Large selection of pictures ranging from adults, children, families from around the world (Teachers to find more) Book: 'The Family Book' by Todd Parr Book: 'The Hueys in the New Jumper', by Oliver Jeffers: (similarities and differences amongst people) Jigsaw Jenie Jigsaw Jerrrie Cat Jigsaw Chime
<b>Try to solve problems</b>	4. Houses and Homes	I can tell you why I think my home is special to me	Teddies Construction materials Photos of different houses from around the world (Teachers to find more) Jigsaw Jenie Jigsaw Jerrrie Cat Jigsaw Chime
<b>Try to use kind words</b>	5. Making Friends	I can tell you how to be a kind friend	Jigsaw Song sheet: 'There's a Place' Book: 'The Dog and the Dolphin', by James Dworkin Jigsaw Jenie Jigsaw Jerrrie Cat Jigsaw Chime
<b>Know how to give and receive compliments</b>	6. Standing Up for Yourself	I know which words to use to stand up for myself when someone says or does something unkind	Puppets or teddies Jigsaw Jenie Jigsaw Jerrrie Cat Jigsaw Chime



## Puzzle Assembly/Collective Worship: Celebrating Difference

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

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


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

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

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

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

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

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

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

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

### Closing the assembly

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

## Celebrating Difference Assembly (PowerPoint Slides)

Slide 1

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

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

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

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

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

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

Slide 2



Slide 3



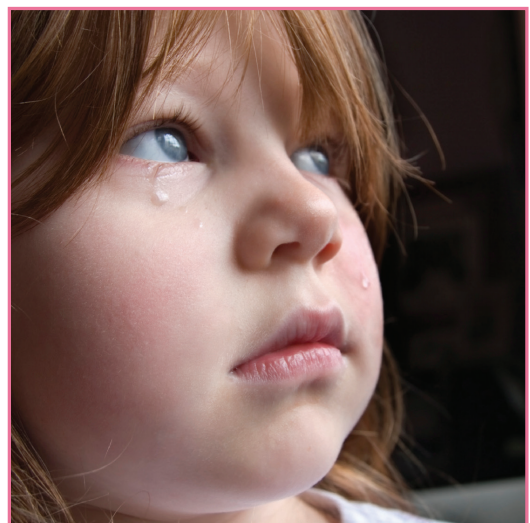
Slide 4



Slide 5



Slide 6



## Celebrating Difference Assembly (PowerPoint Slides)

Slide 7



Slide 8



Slide 9



Slide 10



Slide 11



Slide 12



## Celebrating Difference Assembly (PowerPoint Slides)

Slide 13



Slide 14



Slide 15



Slide 16



Slide 17



Slide 18



## Celebrating Difference Assembly (PowerPoint Slides)

Slide 19



Slide 20



Slide 21



Slide 22



Slide 23



Slide 24

There's a Place  
(Celebrating Difference)

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

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

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

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

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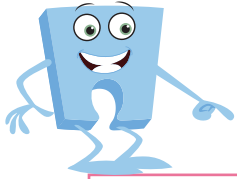
Black, mixed or white,  
Your hair colour, your height  
This don't matter to me,  
There's a place in this world for  
Your religion and race,  
Never feel out of place  
Whether you're young or you're old,  
There's a place in this world for you,  
And there's a place in this world for me.



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

Slide 25





14

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

15

**Bees have five eyes.**

16

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

17

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

18

**Dolphins sleep with one eye closed.**

19

**Slugs have four noses.**

20

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

21

**Honeybees have hair on their eyes.**

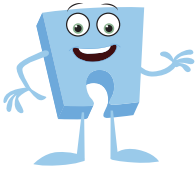
22

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

23

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

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



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

### **VERSE:**

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

### **CHORUS:**

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

### **VERSE RAP:**

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



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

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

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

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

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

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

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

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

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

## There's a Place (Celebrating Difference)

1 2 3 4

A Bm F#m D

5 6 7 8

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

9 10 11 12

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

13 14 15 16

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

17 18 19 20

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

19

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

22

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

24

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

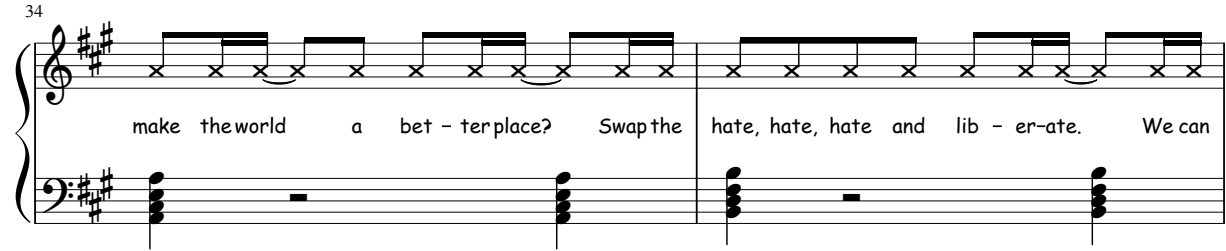
27

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

31

How can we

34



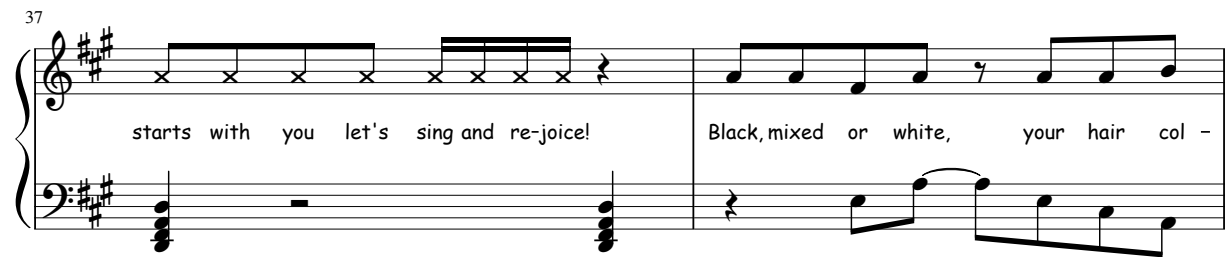
make the world a bet - ter place? Swap the hate, hate, hate and lib - er - ate. We can

36



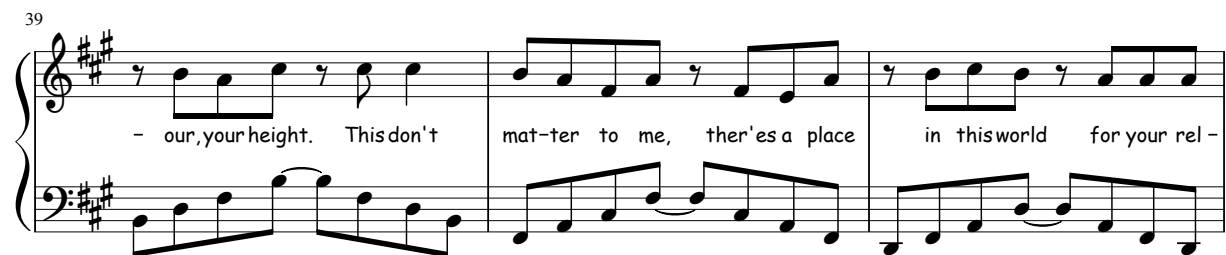
all make the choice so let's raise our voice, it

37



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

39



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

42



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

44

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

Musical notation for measures 44-46. Treble clef, key signature of two sharps (F# and C#). The melody consists of eighth and quarter notes. The bass line features a steady eighth-note accompaniment.

47

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

Musical notation for measures 47-50. Treble clef, key signature of two sharps. The melody continues with eighth and quarter notes. The bass line maintains the eighth-note accompaniment.

51

Let me

Musical notation for measures 51-53. Treble clef, key signature of two sharps. The melody is mostly whole notes with some rests. The bass line continues with eighth-note accompaniment.

54

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

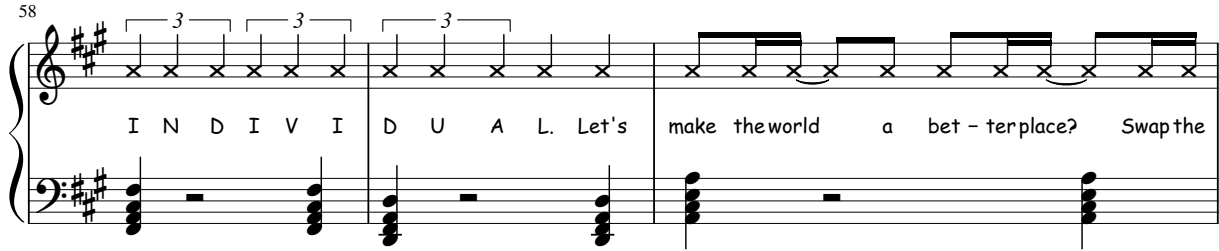
Musical notation for measures 54-55. Treble clef, key signature of two sharps. The melody is a series of eighth notes, some marked with an 'x'. The bass line has block chords.

55

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

Musical notation for measures 55-57. Treble clef, key signature of two sharps. The melody features eighth notes and triplets. The bass line has block chords.

58



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

61



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

63



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

65



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

67



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

69

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

72

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

74

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

77

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

81

Puzzle 2

# Weekly Celebration 1

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



Puzzle 2

# Weekly Celebration 2

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



Puzzle 2

# Weekly Celebration 3

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



Puzzle 2

# Weekly Celebration 4

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



Puzzle 2

# Weekly Celebration 5

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

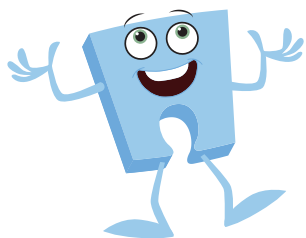


Puzzle 2

# Weekly Celebration 6

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






## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 1 - What I am good at

**Learning Intention/s:** I can identify something I am good at and understand that everyone is good at different things.

<b>Foundation 2 Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Sing the Jigsaw Song: 'There's a Place'. Teacher to have a special bag/box full of things they are good at and enjoy, e.g. what book they love to read, their favourite food, special teddy. Show the children the contents of the bag/box and give a brief explanation of why these things are special.
	<b>Help Me Learn</b>	<p>Sit the children in a circle, ask the children to think about what they are good at in school. Go around the circle and, using Jigsaw Jenie as a talking object, ask children to say what they are good at doing in school and encourage them to say why. If appropriate, ask the children or another grown-up to collect the item and place it in the middle of the circle e.g. I am good at Playdoh (put Playdoh in middle).</p> <p><b>Questions:</b> What are you good at doing and why? Are we all good at/like the same things?</p> <p><b>Introduce Jigsaw Jerrie Cat</b>  Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath and then continue with the next activity.</p>
	<b>Let's Think</b>	Look at the collection of items in the circle. Are they all the same? Are we all good at/like the same thing? This can be done through talk partners/friends. Explain to children how we are all good at different things and that we should be proud of our achievements. Explain to children how we should be happy for our friends who are good at different things and that we can all help each other learn.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Place the items selected by the children in a specific area of the room for other children to explore and look at	During activity write bubble-ups of what is said Communication and language - listening and attention Communication and language - understanding Communication and language - speaking Understanding the world - people and communities Understanding the world - the world	Get grown-ups to talk about what they are good at at home and why, so that children get a wider sense of different achievements	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to encourage children to explain their reasoning behind choices	<b>Jigsaw Song sheet: 'There's a Place'</b> <b>Large box/bag</b> <b>Selection of objects that demonstrate things that the grown-up is good at/likes</b> <b>Jigsaw Jenie</b> <b>Jigsaw Jerrie Cat</b>	Take photos of children with what they are good at and ask children to write a short sentence next to it. Literacy - writing	Place the items selected by the children in a specific area of the room for other children to explore and look at



## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 1 - What I am good at

ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour		08 Making relationships	
D4(a)		D4(a)		D5(a)	
D4(b)	✓	D4(b)	✓	D5(b)	✓
D5(a)	✓	D4(c)	✓	D5(c)	
D5(b)	✓	D4(d)		D5(d)	
D5(c)	✓	D4(e)		D6(a)	
D5(d)		D4(f)	✓	D6(b)	
D5(e)		D4(g)		D6(c)	
D5(f)		D4(h)			
D6(a)	✓				
D6(b)	✓				

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	✓
D4(b)		D4(b)	
D4(c)		D5(a)	✓
D4(d)	✓	D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)	✓		
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)	✓	D6(d)	
D5(b)		D6(e)	
D5(c)	✓	D6(f)	

#### Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		1
	2	2
3	3	
4	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		
2		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1	1	1
		2



## Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 1

### Celebrating Difference

It may be that children still need to work with you on Calm Me Time skills before the whole group can participate together in a Calm Me Time in the Celebrating Difference Puzzle.

Sitting still in close proximity to others, concentrating on breathing, getting used to the sound of the Chime, etc. take time and practice, so we offer the scripts to you as the practitioner, knowing you will adapt the pace, etc. to suit the needs of your children.

#### Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie is keen to share Calm Me Time with them as they are doing so well with this already. He has the Jigsaw Chime that he wants to share with everybody. He has asked you to sound the Jigsaw Chime and so the children can listen until they can't hear the sound any more.

Jigsaw Jenie loves to listen to the Chime as it helps him feel calm and peaceful.

Practise sounding the Chime and the children listen until they can no longer hear it.

Can they try this with their eyes closed?

Does this feel different?

Can they start to verbalise how listening to the Jigsaw Chime makes them feel?

Extend the 'calm' vocabulary.

Now Jigsaw Jenie asks them to take a big deep breath in through their noses and puff out their rainbow breath through their mouths.

They touch their noses as they breathe in and put their hands in front of their mouths as they breathe out so they can feel their rainbow breath.

(As you practise this with children you can introduce them to visualising the colours of their rainbow breath as well.)

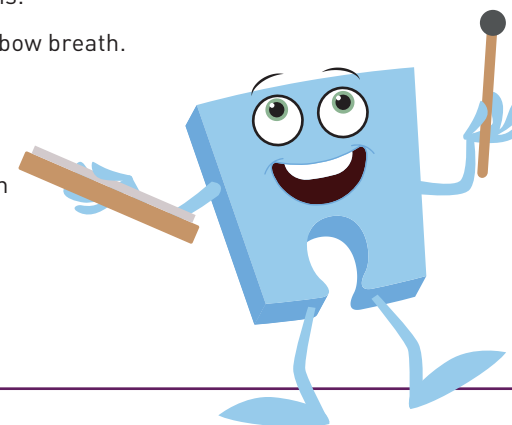
So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth.

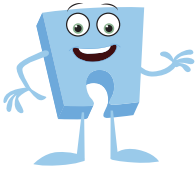
Now they move both hands to their tummies and feel their tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel? Can they use words like calm, peaceful and quiet?





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

**VERSE:**

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

**CHORUS:**

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

**VERSE RAP:**

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



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

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

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

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

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

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

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

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

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

## There's a Place (Celebrating Difference)

1 2 3 4

A Bm F#m D

5 6 7 8

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

9 10 11 12

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

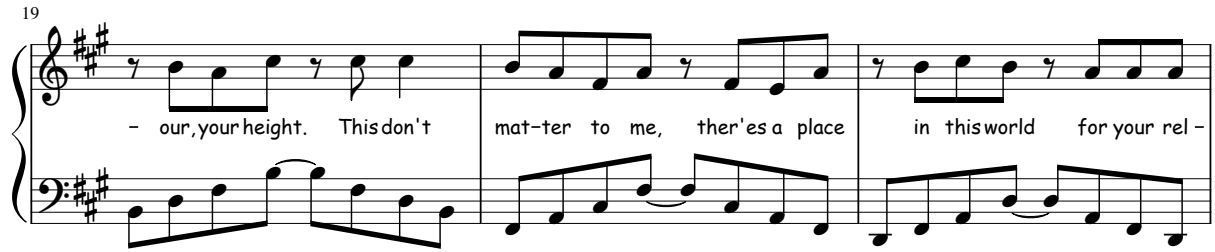
13 14 15 16

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

17 18 19 20

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

19

Musical notation for measures 19-21. The key signature has three sharps (F#, C#, G#). The melody is in the treble clef, and the accompaniment is in the bass clef. The lyrics are: - our, your height. This don't mat-ter to me, ther'es a place in this world for your rel -

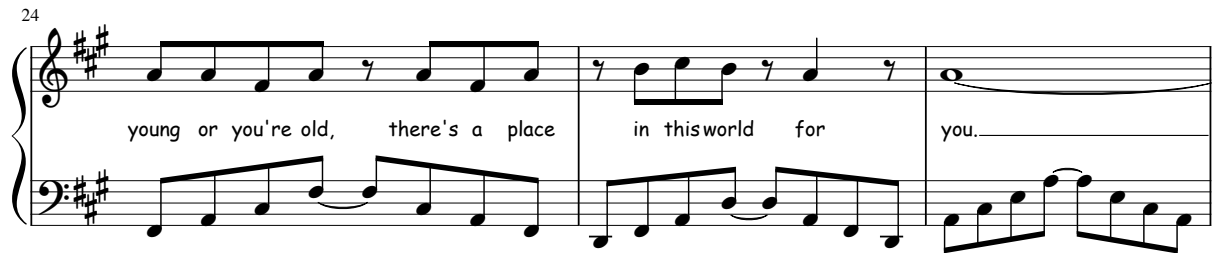
- our, your height. This don't mat-ter to me, ther'es a place in this world for your rel -

22

Musical notation for measures 22-23. The key signature has three sharps (F#, C#, G#). The melody is in the treble clef, and the accompaniment is in the bass clef. The lyrics are: ig - ion and race, ne - ver feel out of place, whe - ther you're  

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

24

Musical notation for measures 24-26. The key signature has three sharps (F#, C#, G#). The melody is in the treble clef, and the accompaniment is in the bass clef. The lyrics are: young or you're old, there's a place in this world for you.  

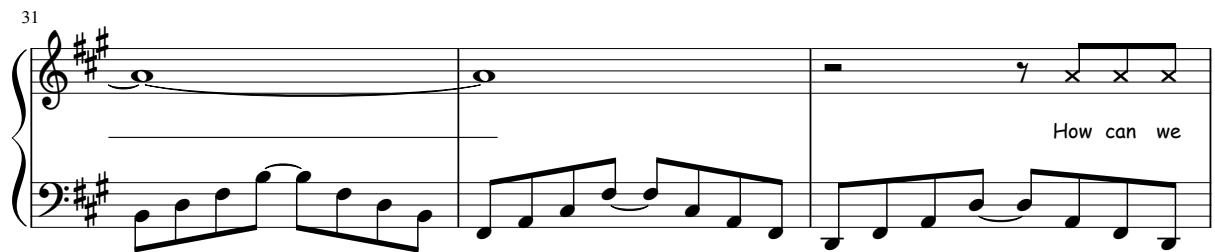
young or you're old, there's a place in this world for you.

27

Musical notation for measures 27-30. The key signature has three sharps (F#, C#, G#). The melody is in the treble clef, and the accompaniment is in the bass clef. The lyrics are: And there's a place in this world for me.  

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

31

Musical notation for measures 31-33. The key signature has three sharps (F#, C#, G#). The melody is in the treble clef, and the accompaniment is in the bass clef. The lyrics are: How can we  

How can we

34

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

36

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

37

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

39

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

42

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

44

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

47

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

51

Let me

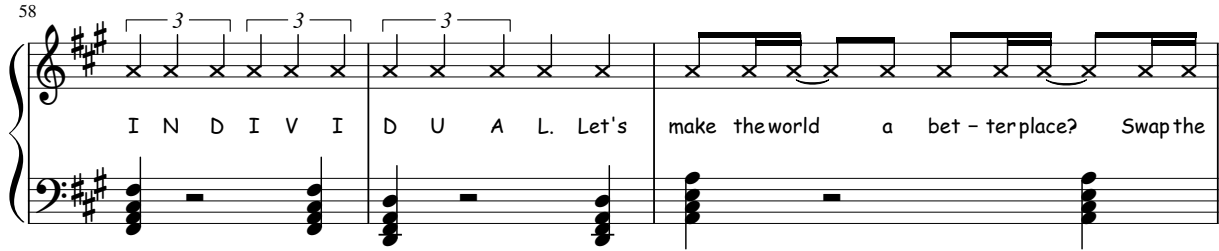
54

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

55

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

58



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

61



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

63



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

65



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

67



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

69

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

72

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

74

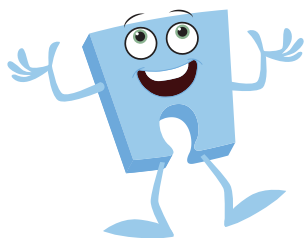
young or you're old, there's a place in this world for you.

77

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

81





## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 2 - I'm Special, I'm Me!

**Learning Intention/s: I understand that being different makes us all special.**

<b>Foundation 2</b> <b>Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Is it OK to be and do different things to the people around us? Ask the children to discuss amongst friends/talk partners. Read one of the suggested stories or something similar with the theme of being different but comfortable within ourselves.
	<b>Help Me Learn</b>	<p>Jigsaw Jenie tells the children something s/he is good at. Using talking partners/friends, ask the children to talk to each other and find out something that they are each good at, e.g. I like football, he likes running. Feed back to the class. Does it matter if your friend likes something you don't? What about wearing different clothes? Talk about being unique and being who we want to be. Jigsaw Jenie likes to be a unique Jigsaw Friend.</p> <p><b>Questions:</b> Is it OK to be and do different things to the people around us? Does it matter if your friend likes something you don't? Is it OK to wear different clothes?</p>
	<b>Let's Think</b>	Model creating an 'I'm Special' link for the group's paper chain. You could do this for Jigsaw Jenie or Jigsaw Jerrie Cat. A link for the chain all about you, what you like doing, favourite foods, etc. Suggestion could be to draw or stick a picture of yourself in the middle of a piece of paper. Then using catalogues and magazines, cut out pictures/draw and label all the things that make us unique and special, e.g. favourite toys, favourite books, etc. We are each special and unique and also linked together because we belong to the class/school. The paper chains can be used as part of the whole school Celebrating Difference Hall of Fame.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Provide opportunities for children to undertake some of the things they described in 'Help Me Learn' to explore what their friends enjoy Encourage discussions amongst friends when playing Role-play	Bubble-ups, photos during child-initiated play Communication and language - listening and attention Communication and language - understanding Communication and language - speaking Literacy - writing Understanding the world - people and communities Understanding the world - the world	As a family, talk about what they are good at Create a family 'I'm Special' poster	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adults to support children with discussion Adult to support and guide children with activity, scribe for children where required	Book: 'Naked Trevor' by Rebecca Elliot (being comfortable with who you are) Book: 'Barry the Fish with Fingers' by Sue Henra (being different is a good thing) Jigsaw Jenie Large selection of catalogues, magazines, leaflets for cutting up Plain paper Scissors Glue Pencils Jigsaw Jenie Jigsaw Jerrie Cat	Put up children's 'I'm Special' paper chains (for Hall of Fame Puzzle Outcome)	Normal good practice Adult to support friendships and promote discussions about different needs, listening to friends ideas Take photos of children interacting and playing



## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 2 - I'm Special, I'm Me!

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)	✓	D4(a)	✓
D4(b)	✓	D4(b)		D5(b)		D4(b)	✓
D5(a)	✓	D4(c)	✓	D5(c)		D4(c)	✓
D5(b)	✓	D4(d)		D5(d)		D4(d)	
D5(c)		D4(e)		D6(a)		D5(a)	✓
D5(d)		D4(f)	✓	D6(b)	✓	D5(b)	
D5(e)	✓	D4(g)		D6(c)		D5(c)	✓
D5(f)		D4(h)				D5(d)	✓
D6(a)	✓					D6(a)	
D6(b)	✓					D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)	✓	D4(a)	
D4(b)		D4(b)	
D4(c)		D5(a)	✓
D4(d)	✓	D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	
D5(c)	✓	D5(e)	✓
D5(d)		D6(a)	
D5(e)	✓		
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)	✓	D6(d)	
D5(b)		D6(e)	
D5(c)	✓	D6(f)	

#### Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	1
3	2	2
	3	
	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		1
2		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1	1	1



## Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 2

### Celebrating Difference

It may be that children still need to work with you on Calm Me Time skills before the whole group can participate together in a Calm Me Time in the Celebrating Difference Puzzle.

Sitting still in close proximity to others, concentrating on breathing, getting used to the sound of the Chime, etc. take time and practice, so we offer the scripts to you as the practitioner, knowing you will adapt the pace, etc. to suit the needs of your children.

If the children are ready we will now introduce the beginnings of visualisation, using their imaginations to create pictures in their minds.

#### Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie is keen to share Calm Me Time with them as they are doing so well with this already. He has the Jigsaw Chime that he wants to share with everybody.

But first Jigsaw Jenie wants us to sit nice and still with straight backs, put our hands in our laps and close our eyes.

I am going to sound the Jigsaw Chime and I invite you to listen until you can't hear the sound any more.

Now Jigsaw Jenie asks them to take a big deep breath in through their noses and puff out their rainbow breath through their mouths and feel calm and peaceful.

So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth.

Now they move both hands to their tummies and feel their tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

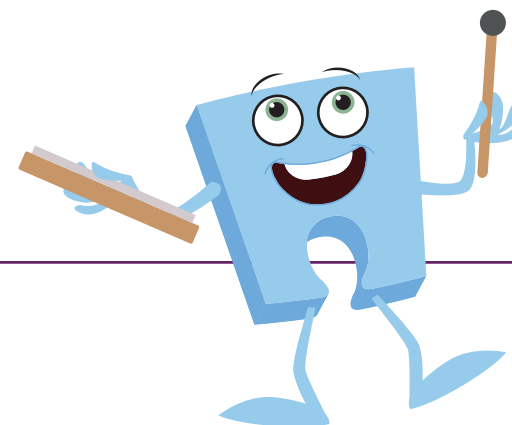
Ask the children to see a picture in their minds, in their imaginations of their favourite toy.

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

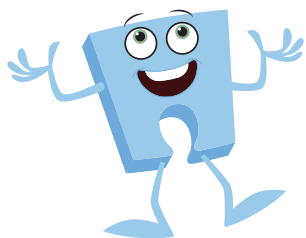
How do they feel?

Can they use words like calm, peaceful and quiet?

*This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.*








## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 3 - Families

**Learning Intention: I know we are all different but the same in some ways.**

<b>Foundation 2 Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Sing the Jigsaw song: 'There's a Place'. Ask children into a circle and show them a large selection of photos. Ask the children to talk to each other about how we could sort the photos into two groups, e.g. old and young, male/female. Ask children to feed back to the group about how we could sort the photos and allow them to do so. Jigsaw Jenie can be used to facilitate.
	<b>Help Me Learn</b>	<p>As a group, look at how the photos have been sorted. Is there a different way we could sort the photos? Provide opportunities for children to share their ideas and sort the photos. Ask the children, can we group people? Why? Reinforce the idea that we all have some things that are the same but that we are also unique and very different from each other. Look around the room. Are we all the same/different? How? Are all our families the same?</p> <p> Raise Jigsaw Jerrie Cat's paws to indicate this PAUSE POINT. Jerrie Cat asks children to take a deep breath in and out and be ready for Jerrie Cat's question.</p> <p><b>Questions:</b> Can we group people easily? Are we all the same/different? How?</p>
	<b>Let's Think</b>	Read the suggested story or another one that has the themes of similarities and differences. Before reading the story reinforce the idea that we can all be very similar but also have features that make us different and unique.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Pictures used in lesson freely available Role-play areas to role-play families	Bubble-up children's comments and responses Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Expressive art and design Understanding the world - people and communities	Look at family pictures and compare it to your friends/ other family members. Do you all look the same or are you different? Why? Invite family members in to talk to children about their life during the week	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to use directed questions where appropriate During child-initiated activities promote discussions on the pictures/teacher to get involved in the role-play area to develop children's understanding further	Jigsaw Song sheet: 'There's a Place' Large selection of pictures ranging from adults, children, families from around the world (Teachers to find more) Book: 'The Hueys in the New Jumper', by Oliver Jeffers: (similarities and differences amongst people) Book: 'It's OK to Be Different', by Todd Parr Book: 'The Family Book', by Todd Parr Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime	Photo cards on a large display with children's comments around the outside about how we are similar and different	Role-play opportunities for children to be engaged in acting out familiar events from their own experiences





## Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 3

### Celebrating Difference

If the children are ready we will now introduce the beginnings of visualisation, using their imaginations to create pictures in their minds.

#### Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie is keen to share Calm Me Time with them as they are doing so well with this already. He was really pleased last time when they tried to create pictures in their imaginations, in their minds, of their favourite toy.

He has the Jigsaw Chime that he wants to share with everybody.

But first Jenie wants us to sit nice and still with straight backs, put our hands in our laps and close our eyes.

I am going to sound the Jigsaw Chime and I invite you to listen until you can't hear the sound any more.

Now Jigsaw Jenie asks them to take a big deep breath in through their noses and puff out their rainbow breath through their mouths and feel calm and peaceful.

So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth.

Now they move both hands to their tummies and feel their tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

Ask the children to see a picture in their minds, in their imaginations of their family and to feel loved.

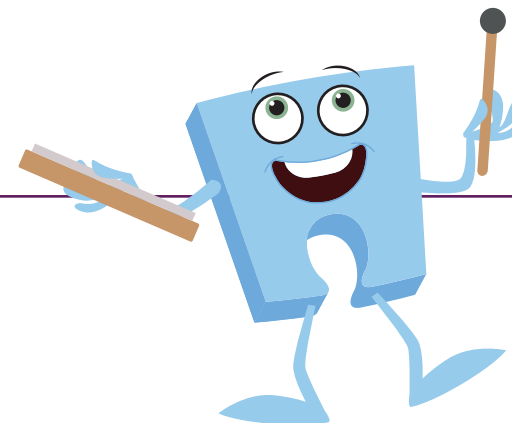
Can they give themselves a great big hug?

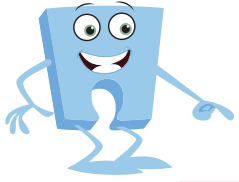
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

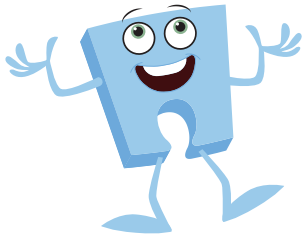
How do they feel?

Can they use words like calm, peaceful, quiet, loved and family?

*This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.*








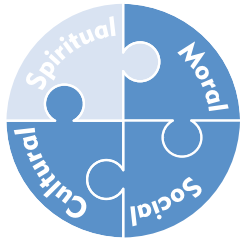
## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 4 - Houses and Homes

**Learning Intention/s: I can tell you why I think my home is special to me.**

<b>Foundation 2</b> <b>Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use Jigsaw Jerrie and the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	This can be done in small groups or as a whole group. Select two teddies that are very similar in size. Tell the children that they need to build a house for each of the teddies. What could we use in the room? As a group, construct houses for the teddies to live in.
	<b>Help Me Learn</b>	<p>Look at the houses you have made. Are they the same or are they different? Show children pictures of different styles of house from around the world. Are any similar to where they live or are they different?</p> <p> Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and get ready for Jerrie Cat's question.</p> <p><b>Questions:</b> What would a house look like? Are all houses the same?</p>
	<b>Let's Think</b>	Get the children to talk about what the inside of their house is like. Do they have photos up? What colour is their bedroom, etc.? Highlight how our houses are special to us and unique.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Can children build houses for different teddies? Draw/paint/collage pictures of their house	Bubble up opportunities; record what children say/ their ideas Communication and language - listening and attention Communication and language - understanding Communication and language - speaking Understanding the world - people and communities Expressive art and design	Talk about their house/favourite room and why	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult support children in constructing of houses	Teddies Construction materials Photos of different houses from around the world (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Children's pictures from child-initiated activities	Build dens, what do the children need to include in their den? How big does it need to be?



## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 4 - Houses and Homes

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)	✓	D4(a)	
D4(b)	✓	D4(b)	✓	D5(b)	✓	D4(b)	✓
D5(a)		D4(c)		D5(c)		D4(c)	✓
D5(b)		D4(d)		D5(d)		D4(d)	
D5(c)		D4(e)		D6(a)		D5(a)	
D5(d)		D4(f)	✓	D6(b)	✓	D5(b)	
D5(e)	✓	D4(g)		D6(c)		D5(c)	
D5(f)		D4(h)				D5(d)	✓
D6(a)	✓					D6(a)	✓
D6(b)						D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)	✓	D4(a)	
D4(b)		D4(b)	✓
D4(c)		D5(a)	✓
D4(d)	✓	D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	
D5(c)	✓	D5(e)	
D5(d)		D6(a)	
D5(e)	✓		
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)	✓	D6(d)	
D5(b)		D6(e)	
D5(c)	✓	D6(f)	✓

#### Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	1
	2	2
3	3	3
4	4	4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1	1	1
2		2
		3

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		1
2		2
3		



## Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 4

### Celebrating Difference

If the children are ready we will now introduce the beginnings of visualisation, using their imaginations to create pictures in their minds.

Can anyone remember what picture our minds created last time we did Calm Me time?

(Family)

#### Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie is keen to share Calm Me Time with them as they are doing so well with this already. He was really pleased last time when they tried to create pictures in their imaginations, in their minds, of their families.

He has the Jigsaw Chime that he wants to share with everybody.

But first Jenie wants us to sit nice and still with straight backs, put our hands in our laps and close our eyes.

I am going to sound the Jigsaw Chime and I invite you to listen until you can't hear the sound any more.

Now Jigsaw Jenie asks them to take a big deep breath in through their noses and puff out their rainbow breath through their mouths and feel calm and peaceful.

So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth. Can you imagine the colours of your rainbow breath?

Now they move both hands to their tummies and feel their tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

Ask the children to see a picture in their minds, in their imaginations of where they live.

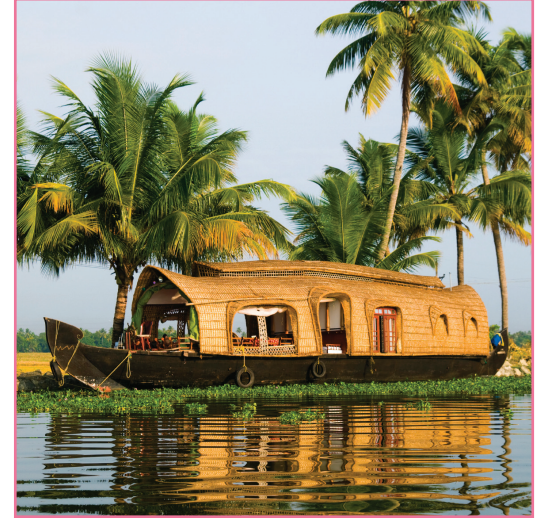
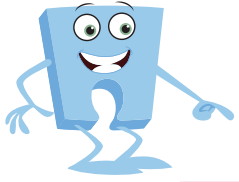
Can they give themselves a great big hug?

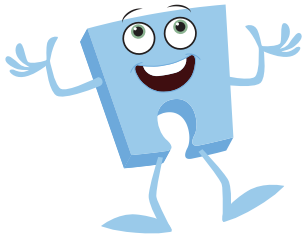
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel?

Can they use words like calm, peaceful, quiet, loved, and family?

*This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.*






## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 5 - Making Friends

**Learning Intention/s: I can tell you how to be a kind friend.**

<b>Foundation 2</b> <b>Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Sing the Jigsaw Song: 'There's a Place'. Ask the children to talk to each other about how we make friends. What can we say or do? Teacher to mind map all the children's ideas.
	<b>Help Me Learn</b>	<p>Read one of the suggested stories or one similar about making friends. Did the story do any of the children's ideas about how to make friends? Was there anything in the story that the children hadn't talked about?</p> <p> Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and get ready for the question.</p> <p><b>Questions:</b> How do you make friends? How can we be kind friends? What can we do if we see someone by themselves? How can we be kind friends? What can we say that would make us a kind friend?</p>
	<b>Let's Think</b>	Talk about friendships in the class: what can we do if we see someone on their own? How can we be kind friends? What can we say that would make us a kind friend? Use Jigsaw Jenie as the one whose friend is away from school, so s/he feels lonely. Can the children suggest solutions?

Child-initiated	Assessment opportunities/ Cross-curricular links		Home-learning/family links
Encourage friendships through play	During activity write bubble-ups of what is said Communication and language - listening and attention Communication and language - understanding Communication and language - speaking Understanding the world - people and communities		Talk about the friends you have outside of school. What do you like doing with them?
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult support to encourage friendships	Jigsaw Song sheet: 'There's a Place' Book: 'The Dog and the Dolphin', by James Dworkin Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Put up the mind map of children's ideas of how to make friends	Normal good practice. Encourage friendships, communication



## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 5 - Making Friends

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)	✓	D4(a)	✓
D4(b)	✓	D4(b)	✓	D5(b)	✓	D4(b)	✓
D5(a)	✓	D4(c)	✓	D5(c)		D4(c)	✓
D5(b)		D4(d)		D5(d)		D4(d)	✓
D5(c)		D4(e)		D6(a)	✓	D5(a)	✓
D5(d)	✓	D4(f)	✓	D6(b)	✓	D5(b)	✓
D5(e)	✓	D4(g)		D6(c)		D5(c)	✓
D5(f)		D4(h)				D5(d)	✓
D6(a)	✓					D6(a)	✓
D6(b)						D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	✓
D4(b)		D4(b)	
D4(c)	✓	D5(a)	✓
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)		D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)	✓		
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

#### Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		1
3	3	
	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		
		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		1
2		



## Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 5

### Celebrating Difference

If the children are ready we will now introduce the beginnings of visualisation, using their imaginations to create pictures in their minds.

Can anyone remember what picture our minds created last time we did Calm Me time?

(Where we live)

There is an extra optional Calm Me Script after the regular one in Pieces 5 and 6 for you to use to help children develop their visualisation skills.

#### Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie is keen to share Calm Me Time with them as they are doing so well with this already. He was really pleased last time when they tried to create pictures in their imaginations, in their minds, of where they live.

He has the Jigsaw Chime that he wants to share with everybody.

But first Jenie wants us to sit nice and still with straight backs, put our hands in our laps and close our eyes. Feel peaceful and calm.

I am going to sound the Jigsaw Chime and I invite you to listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and puff out your rainbow breath through your mouth and feel calm and peaceful.

So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth. Can you imagine the colours of your rainbow breath?

Now they move both hands to their tummies and feel their tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

Ask the children to see a picture in their minds, in their imaginations, of their friend.

Can they feel happy as they think about their friend?

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel?

Can they use words like calm, peaceful, quiet, loved, and family?

*This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.*



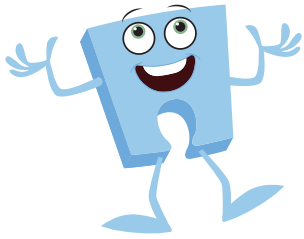
## Calm Me Time in Foundation 2 - Extra

### Celebrating Difference

Ask the children to sit on the floor with their legs out in front of them. Sound the Chime and ask the children to take a deep breath in and out (repeat three times, or until they can no longer hear the Chime).

Close your eyes or look at something just in front of you. Imagine you are sitting in a boat, bobbing gently on the sea. You can hear seagulls flying above your head, you look up to see them, swooping across the light blue sky (children can sway arms above head to represent the seagulls). You can feel the sun warm on your face, gently kissing your face (children can gently tippy tappy their fingers on their faces). The boat rocks gently from side to side. The movement makes your body feel calm. You peer over the side of your boat into the crystal water. You can see right down to the sand at the bottom. You can see fish darting past, their scales glistening like a rainbow. You can see a lazy octopus moving forwards and backwards with the waves.


You feel relaxed sitting in your boat. As the sun starts to fall behind the clouds and the moon begins to wake up, you slowly row your boat back to the harbour ready for the next adventure. Ask the children to take a deep breath in and out to signify the end of the Calm Me time.



## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 6 - Standing Up For Yourself

**Learning Intention/s: I know which words to use to stand up for myself when someone says or does something unkind.**

<b>Foundation 2</b> <b>Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	This activity can be done using puppets/teddies or two grown-ups in the room. Get the children into a circle. Using the teddies set it up so it looks like they are playing; then get one of them to start saying unkind things to the other, e.g. I don't like your jumper, it's horrible; you're not doing it right; it's not yours, it's mine. If using grown-ups, replicate the scenario as described above with the puppets, snatch things from each other and say unkind comments.
	<b>Help Me Learn</b>	<p>Does Jigsaw Jenie like what s/he sees? Do the children like what they see? Talk with friends about what they didn't like in that scenario and then feed back to the circle. How does it make the children feel seeing that unkind behaviour? How do you think the puppet/grown-up feels? Take some of the unkind things said and encourage discussions about why they are not OK to be said. What could be done instead? Let children know this was a pretend scenario.</p> <p><b>Questions:</b> Do you like what you see? How does it make you feel? Is it OK to say unkind things and why?</p> <p> Raise Jigsaw Jerrie Cat's paws to indicate this PAUSE POINT. Ask the children to pause, take a deep breath in and out and notice how they might feel right now.</p>
	<b>Let's Think</b>	If we don't like what someone does or says to us, what can we do to fix it? Teach the children to say, 'Please don't do that, I don't like it' when someone does or says something to them that they don't like. Explain to the children if they hear those words they have to stop. As class/talking friends, think of things we could say to each other that are nice. Practise with Jigsaw Jenie.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Encourage the use of 'Please don't do that, I don't like it' when encountering problems	Bubble-ups, photos during child-initiated play Communication and language - listening and attention Communication and language - understanding Communication and language - speaking	Introduce parents/carers to the phrase 'Please don't do that, I don't like it' so they can help reinforce its meaning and use at home	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Support children to resolve conflicts as and when they occur	Puppets or teddies Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Ask children to write out kind words that they could use, take photos of children playing nicely	Encourage the use of 'Please don't do that, I don't like it' when encountering problems



## Puzzle 2: Celebrating Difference - Foundation 2 - Ages 4-5

### Piece 6 - Standing Up For Yourself

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)	✓	D4(a)	
D4(b)	✓	D4(b)	✓	D5(b)	✓	D4(b)	
D5(a)		D4(c)	✓	D5(c)	✓	D4(c)	✓
D5(b)		D4(d)	✓	D5(d)	✓	D4(d)	
D5(c)		D4(e)	✓	D6(a)	✓	D5(a)	
D5(d)	✓	D4(f)	✓	D6(b)	✓	D5(b)	
D5(e)	✓	D4(g)	✓	D6(c)	✓	D5(c)	✓
D5(f)		D4(h)	✓			D5(d)	✓
D6(a)	✓					D6(a)	✓
D6(b)	✓					D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	✓
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)		D5(d)	
D5(c)		D5(e)	✓
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)	✓	D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

#### Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		
3		
	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
	1	1
	3	



## Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 6

### Celebrating Difference

If the children are ready we will now introduce the beginnings of visualisation, using their imaginations to create pictures in their minds.

Can anyone remember what picture our minds created last time we did Calm Me time?

(Friends)

There is an extra optional Calm Me Script after the regular one in Pieces 5 and 6 for you to use to help children develop their visualisation skills.

#### Script

What do we do to get ready for Calm Me time?

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands in our laps or on our tummies

I am going to sound the Jigsaw Chime and I invite you to listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and puff out your rainbow breath through your mouth and feel calm and peaceful.

So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth. Can you imagine the colours of your rainbow breath?

Now move your hands to your tummies and feel your tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

When we breathe in we feel strong and sit up straight and proud.

When we breathe out we feel gentle and calm.

(You may be able to repeat this if children can manage this.)

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel?

Can they use words like calm, peaceful, quiet, strong and gentle?

*This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.*





## Calm Me Time in Foundation 2 - Extra

### Celebrating Difference

Ask the children to sit on the floor with their legs out in front of them. Sound the Chime and ask the children to take a deep breath in and out (repeat three times, or until they can no longer hear the Chime).

Close your eyes or look at something just in front of you. Imagine you are sitting in a boat, bobbing gently on the sea. You can hear seagulls flying above your head, you look up to see them, swooping across the light blue sky (children can sway arms above head to represent the seagulls). You can feel the sun warm on your face, gently kissing your face (children can gently tippy tappy their fingers on their faces). The boat rocks gently from side to side. The movement makes your body feel calm. You peer over the side of your boat into the crystal water. You can see right down to the sand at the bottom. You can see fish darting past, their scales glistening like a rainbow. You can see a lazy octopus moving forwards and backwards with the waves.

You feel relaxed sitting in your boat. As the sun starts to fall behind the clouds and the moon begins to wake up, you slowly row your boat back to the harbour ready for the next adventure. Ask the children to take a deep breath in and out to signify the end of the Calm Me time.



**Jigsaw!**

**Congratulations**

.....

Well done for your work in the  
Celebrating Difference Puzzle

I am proud that you

.....

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



**Jigsaw!**

**Congratulations**

.....

Well done for your work in the  
Celebrating Difference Puzzle

I am proud that you

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