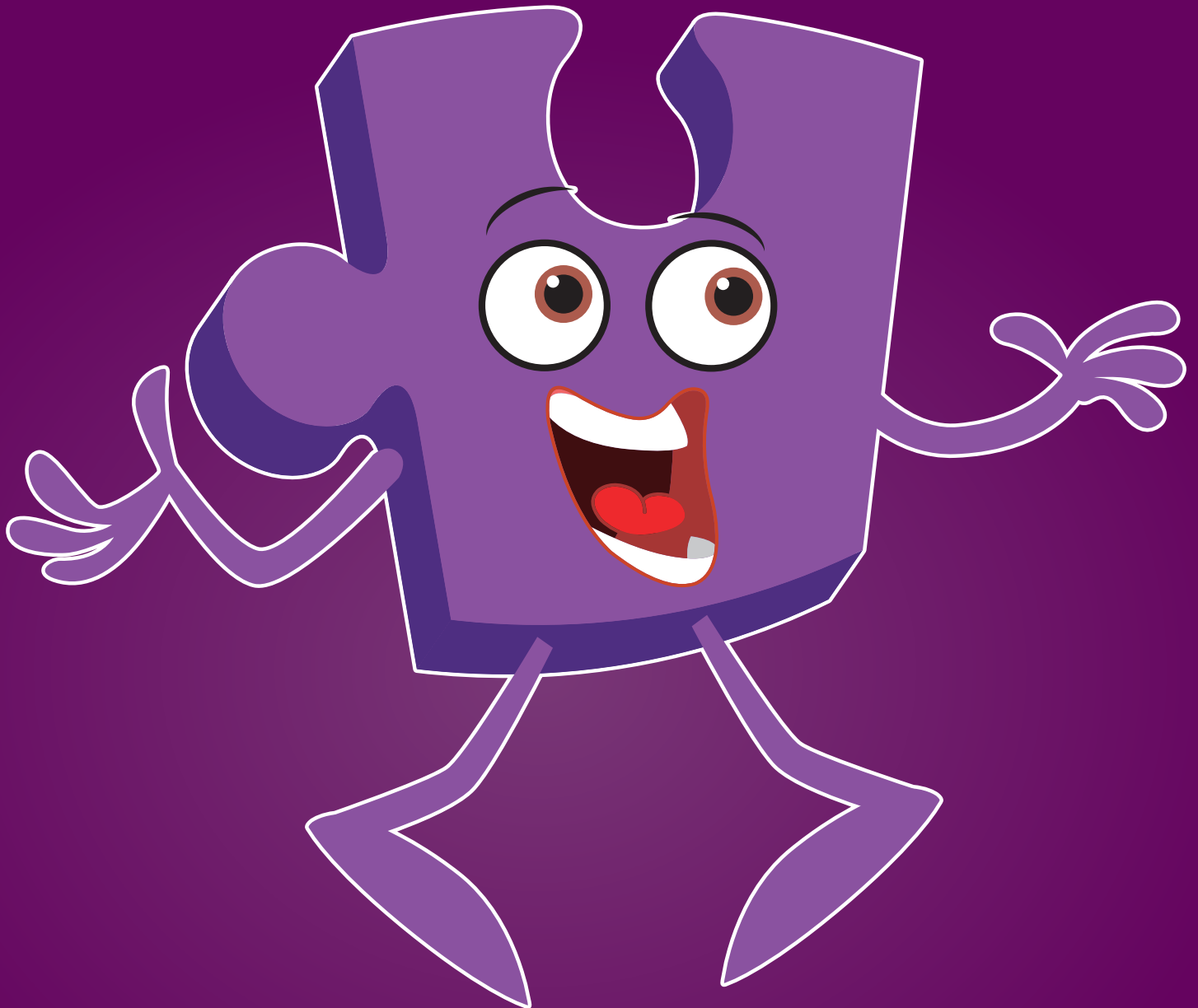


Jigsaw!

The mindful approach to PSHE



Dreams and Goals - Ages 7-8

www.jigsawpshe.com

Dreams and Goals

Puzzle Map - Ages 7-8



Puzzle Outcome

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

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. Dreams and Goals	I can tell you about a person who has faced difficult challenges and achieved success	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	Jigsaw Chime, 'Calm Me' script, Challenge PowerPoint slides, Challenge picture cards (PowerPoint slides), Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey.
Keep trying even when it is difficult	2. My Dreams and Ambitions	I can identify a dream/ambition that is important to me	I can imagine how I will feel when I achieve my dream/ambition	Jigsaw Chime, 'Calm Me' script, PowerPoint slide, Jane Goodall factsheet, Materials for making display flowers, Flower template, Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey.
Work well with a partner or in a group	3. A New Challenge Puzzle Outcome: Garden design/decoration	I enjoy facing new learning challenges and working out the best ways for me to achieve them	I can break down a goal into a number of steps and know how others could help me to achieve it	Garden puzzle templates, Jigsaw Chime, 'Calm Me' script, Garden PowerPoint, Garden Design Resource Sheet, Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey.
Have a positive attitude	4. Our New Challenge Puzzle Outcome: Garden design/decoration	I am motivated and enthusiastic about achieving our new challenge	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Garden items list, Flipchart and chunky pens, Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey.
Help others to achieve their goals	5. Our New Challenge - Overcoming Obstacles Puzzle Outcome: Garden design/decoration	I can recognise obstacles which might hinder my achievement and can take steps to overcome them	I can manage the feelings of frustration that may arise when obstacles occur	'Solve it together' technique poster, Jigsaw Chime, 'Calm Me' script, Flipchart and chunky pens, Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey.
Are working hard to achieve their own dreams and goals	6. Celebrating My Learning Assessment Opportunity ★	I can evaluate my own learning process and identify how it can be better next time	I am confident in sharing my success with others and can store my feelings in my internal treasure chest	Garden puzzles, Jigsaw Chime, 'Calm Me' script, Self-review PowerPoint slide, Jigsaw Journals, Jigsaw Jino, Self-review template, Bananas, string, knives, chopping boards, cocktail sticks, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey, Certificates.

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

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

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





Dreams and Goals

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

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

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

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

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

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

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

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



Puzzle Assembly/Collective Worship: Dreams and Goals

Title: Dreams and Goals - Song: For Me

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

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

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

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

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

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

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

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

Closing the assembly

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

Dreams and Goals Assembly (PowerPoint Slides)

Slide 1

For Me
(Dreams and Goals)

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



Slide 3



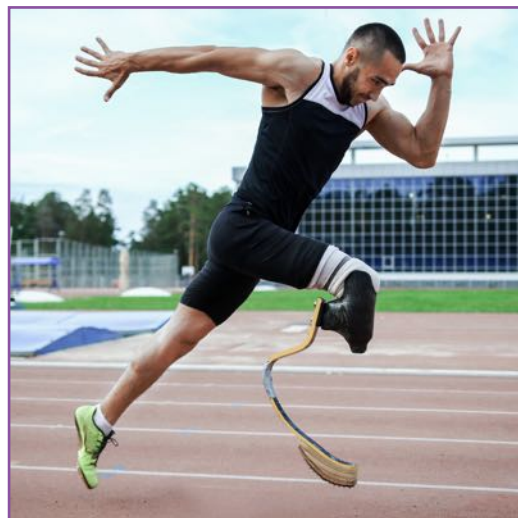
Slide 4



Slide 5



Slide 6



Dreams and Goals
Assembly (PowerPoint Slides)

Slide 7



Slide 8



Slide 9



Slide 10



Slide 11



Slide 12



Dreams and Goals Assembly (PowerPoint Slides)

Slide 13



Slide 14

For Me
(Dreams and Goals)

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

VERSE 1:

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

BRIDGE:

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

CHORUS:

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

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



For Me

(Dreams and Goals)

VERSE 2:

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

BRIDGE 2:

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

CHORUS

BRIDGE 1+2

That's what dreams are

CHORUS

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

CHORUS

For Me (Dreams and Goals)

Musical notation for measures 1-8. The score is in 4/4 time with a key signature of one flat (Bb). The top staff is a vocal line with rests. The middle staff is a piano right-hand part with eighth-note triplets starting in measure 5. The bottom staff is a piano left-hand part with a bass line starting in measure 5, featuring a chord labeled 'F' in measure 5.

9

Musical notation for measures 9-13. The top staff has rests. The middle staff continues the piano right-hand part with eighth-note triplets. The bottom staff continues the piano left-hand part with a bass line, featuring chords labeled 'Dm' and 'F'.

14

Musical notation for measures 14-18. The top staff has rests. The middle staff continues the piano right-hand part with eighth-note triplets. The bottom staff continues the piano left-hand part with a bass line, featuring chords labeled 'Dm' and 'Bb'.

19

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

23

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

27

2nd verse, higher pitch

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

31

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

Dm Em

33

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

F F/Em Dm C Dm C

36

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

Bb F F/Em Dm C

39

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

Bb F

43

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

Bb C Dm

46

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

Em Em

50

are.

G F# Em F# Em D C

54

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

G F# Em D Em D

57

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

C G F# Em Dm

60

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

C

62

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

G F# Em Dm C

65

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

68

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

71

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

73

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

G G

The musical score consists of three staves. The top staff is a vocal line in G major, starting with a treble clef and a key signature of one sharp (F#). The melody begins with a quarter note G4, followed by quarter notes A4, B4, C5, and D5. The lyrics 'See, I'm do-ing this for me' are written below the notes, with a long horizontal line following the word 'me'. The middle staff is the right-hand piano accompaniment, starting with a treble clef and a key signature of one sharp. It features a sustained chord of G4, A4, and B4 in the first measure, which is held across the second and third measures. The bottom staff is the left-hand piano accompaniment, starting with a bass clef and a key signature of one sharp. It begins with a quarter note G3, followed by quarter notes A3, B3, and C4. The piece concludes with a final G4 chord in the right hand and a G3 note in the left hand.

Puzzle 3

Weekly Celebration 1

This week we are celebrating people who:

**Stay motivated when doing
something challenging**



Puzzle 3

Weekly Celebration 2

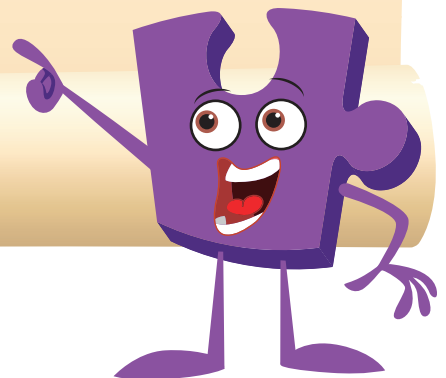
This week we are celebrating people who:
Keep trying even when it is difficult



Puzzle 3

Weekly Celebration 3

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



Puzzle 3

Weekly Celebration 4

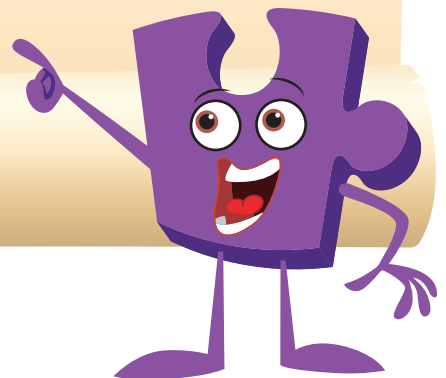
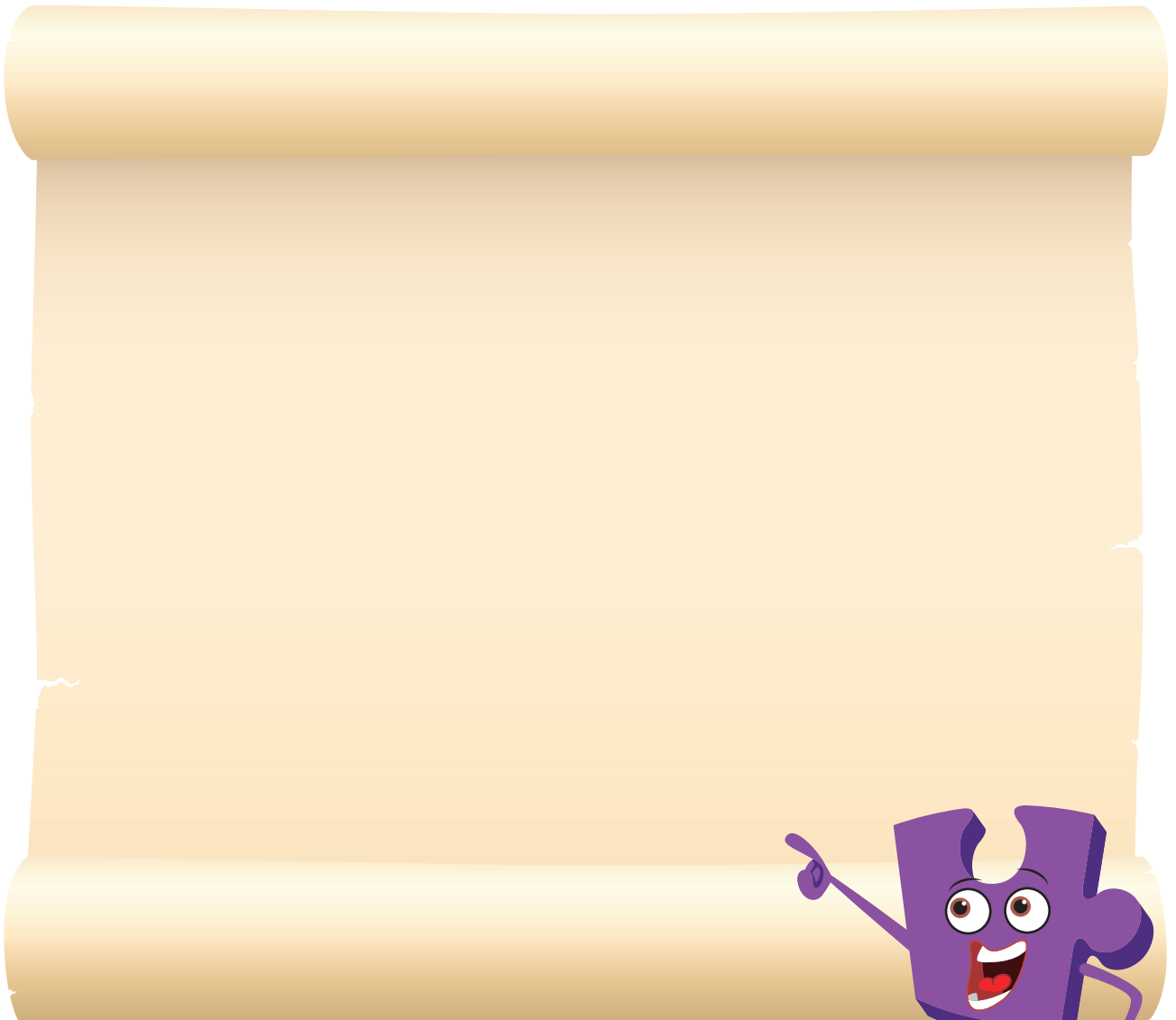
This week we are celebrating people who:
Have a positive attitude



Puzzle 3

Weekly Celebration 5

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



Puzzle 3

Weekly Celebration 6

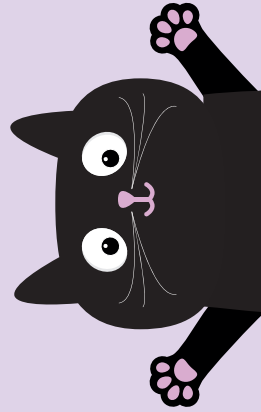
This week we are celebrating people who:
**Are working hard to achieve their own
dreams and goals**



Class Teacher's Preparation to Lead the **Dreams and Goals** Puzzle with children Ages 7-8

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: All resources within Jigsaw
Laminated Jigsaw Charter
- Piece 2: Optional: Book 'Me...Jane' by Patrick McDonnell
Optional: Green sticks, large flowerpot
- Piece 3: All resources within Jigsaw
- Piece 4: Flip chart and chunky pens
- Piece 5: Flip chart and chunky pens
- Piece 6: Bananas, chopping boards, knives, cocktail sticks and string



Additional considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** sets of challenge pictures, one set per group.
- Piece 2: **Copy/print** one flower template per pupil.
- Piece 3: **Copy/print** and cut up one set of Garden puzzles. Copy/print one 'Garden planning template' per group.
- Piece 4: **Print/copy**, My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6). **Copy/print** 'Garden items list', one per group. Teachers may wish to give additional curriculum time to allow children to progress their designs. **Note for international schools: there is garden items list left blank so teachers can add prices in a relevant currency).**
- Piece 6: **Copy/print** enough 'self-review' sheets one per child. **Copy/print** enough end of puzzle certificates and complete in advance for each child.
Bananas etc. for the Banana Car Race.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 7-8 sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may wish to also organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 7-8

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

Jigsaw and Tracking Software

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

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

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

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

Please email office@janlevergroup.com

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





Ages 7-8

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 name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.</p> <p>I can give you some examples of how to work/play well with others.</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p> <p>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>	
Puzzle 2 Celebrating Difference		<p>I can tell you about a conflict that I have witnessed or been involved with.</p> <p>I can tell you how a conflict that I have seen or been involved with made me feel.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you something I did well in a learning challenge and something I want to get better at.</p> <p>I am happy to talk about what I did well and say why it makes me feel good.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can analyse my learning strengths and use this to design clear steps to help me improve.</p> <p>I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.</p>	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		<p>I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell.</p> <p>I know how to tell someone if I feel scared/unwell.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>	
Puzzle 5 Relationships		<p>I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.</p> <p>I can tell you how I depend on other people and how other people depend on me.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I can express a sense of the responsibility we have for each other because of these connections.</p>	
Puzzle 6 Changing Me		<p>I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.</p> <p>I can tell you something I like and something that worries me about the idea of growing up.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can describe fully the changes that take place inside/outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</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:

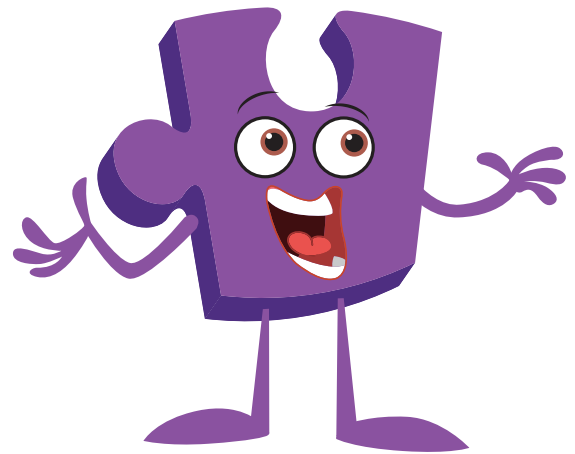
You participated actively in this lesson.


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 can try when there are disagreements in your friendship group?

Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 1

Dreams and Goals	
<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to... tell you about a person who has faced difficult challenges and achieved success respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p>
<p>Resources Jigsaw Chime 'Calm Me' script Laminated Jigsaw Charter Jigsaw Jino Jigsaw Jerrie Cat Challenge PowerPoint slides Challenge picture cards (PowerPoint slides) Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Perseverance Challenges Success Obstacles Dreams Goals</p>
<p>Teaching and Learning Note Teachers should ensure they are familiar with the Jigsaw Approach before starting this Puzzle (unit of work). The Jigsaw Approach is the introductory chapter at the start of each year group folder/set of materials.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display.</p> <p>Connect us Play 'I sit in the garden'. With the children sitting in a circle, make sure there is an empty chair by someone in the circle. The person with the empty chair on their right moves into the empty chair saying, 'I sit...', then the person next to them, who now has the empty chair on their right, moves into the chair and says '...in the garden...' and then the person next to them, who now has the empty chair next to them, moves into the chair and says '...and I would like... (person's name) to sit next to me.' That person chooses someone in the circle that they might not usually choose to sit next to them. This then frees up another empty chair somewhere else in the circle and the process begins again until all children have moved chairs at least once during the game.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slides 1-6: Show the children the PowerPoint slides one at a time, each time asking the question, 'Is anybody in this picture facing a challenge?' Allow time for children to reflect on each picture but without discussing their thoughts.</p>	<p>Ask me this...</p> <p>Who might you choose that you haven't chosen before? How does it feel to be chosen?</p> <p>Does your mind feel calm and ready to learn?</p>



Pause Point: Slide 7:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, take some gentle, deep breaths and look inside to identify their feeling in this moment.

Tell me or show me

Working in small groups, each group has a set of the picture cards which are the same as the PowerPoint slides. Ask the groups to decide which person is facing the biggest challenge. Encourage discussion about different types of challenge and draw out that what is challenging to one person is 'normal' to another. You may like to ask the groups to rank all six of the cards in terms of greatest to least challenge.

Debrief this activity by asking a spokesperson from each group to share with the rest of the class the picture they believe shows the biggest challenge and to explain why. Give the rest of the class to ask questions to that group about their thinking and to challenge their decision. Repeat this process for each group, summarising the children's thinking about challenge.

Still in the same groups, ask the children to re-order the cards according to who they think has faced/will face the challenge most successfully. Each group shares their decision and their thinking.

If time, it may be possible to use excerpts from the Channel 4 documentary '*Born to be different*' to help children understand challenges faced by children living in families with disabilities and the resilience they show.

Let me learn

Slide 8: Each child chooses one of the picture cards and sticks it into their in their Jigsaw Journal and writes a short back story for the person facing the challenge.

The children need to write one or two sentences for each of these points. These could be written in the first person, as if the child were the person telling the story.

- Introduce the person, their name and their challenge.
- Describe how the person feels about facing the challenge.
- Describe how the person achieves the challenge.
- Describe how the person feels when they have been successful.

If time allows share some of the different interpretations of the stories for each picture.

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). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

What might be the challenge they face?

Who faces the greatest challenge?

Who might be the most successful at mastering their challenge?

Notes



Dreams and Goals

Calm Me Script - Ages 7-8 - Piece 1

Come with me as we help our minds to get peaceful and calm.

Let's sit up nice and straight in our chairs. Imagine the golden thread is pulling up gently through the top of your head stretching your spine so you feel proud and dignified.

Keep both feet flat on the floor and your hands loosely in your lap.

Close your eyes gently as you ask your mind to focus on your breathing. We are breathing all the time but usually we don't notice... but now I want you to notice that you are breathing and how nice it feels.

Breathe in through your nose and count in your head 1,2,3,4, slowly, gently.

Breathe out again, through your mouth, feeling your tummy sink back in and hear your mind silently say: leave my troubles at the door.

In... 1,2,3,4... Out... leave my troubles at the door.

In... out...

Breathe gently and be aware that your body is calming down as well... your muscles are relaxing, your arms, your shoulders, your tummy, your legs, your face... everything relaxing so you feel calm and peaceful.

Your precious body is relaxed and your mind is feeling calm and any worries are left at the door.

Listen carefully to the chime and when you can no longer hear any sound start to bring your awareness back into the classroom... wiggle your fingers and toes and bring that quiet mind back to focus on this moment right now.

Let's learn.



Dreams and Goals
PowerPoint Slides 1-6 - Ages 7-8 - Piece 1



Dreams and Goals

Jerrie Cat PowerPoint Slide 7 - Ages 7-8 - Piece 1



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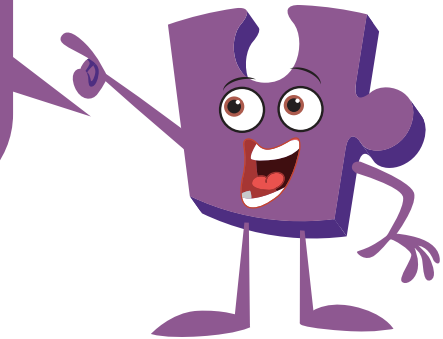


Dreams and Goals

Let Me Learnt - Bullets PowerPoint Slide 8 - Ages 7-8 - Piece 1



- Introduce the person, their name and their challenge.
- Describe how the person feels about facing the challenge.
- Describe how the person achieves the challenge.
- Describe how the person feels when they have been successful



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Dreams and Goals

PowerPoint Slide 9: My Jigsaw Journey - Ages 7-8 - Pieces 1-3

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

Ages 7-8

Name:

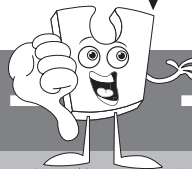
						TINT BOX - To improve next time I...
PIECE 1	I can tell you about a person who has faced difficult challenges and achieved success.					
	I can show respect and admire people who have overcome obstacles to achieve a success.					
PIECE 2	I can tell you about a dream or ambition that is important to me.					
	I can imagine how it will feel when I achieve my dream/ambition.					
PIECE 3	I can explain why I enjoy new learning challenges and can work out the best ways for me to achieve them.					
	I can break down a goal into a number of steps and can explain how others can help me to achieve it.					

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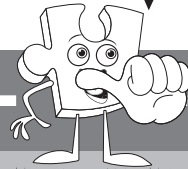
Name

					TINT BOX - To improve next time I...
Piece 1	I can tell you about a person who has faced difficult challenges and achieved success.			
	I can show respect and admire people who have overcome obstacles to achieve a success.				
Piece 2	I can tell you about a dream or ambition that is important to me.			
	I can imagine how it will feel when I achieve my dream/ambition.				
Piece 3	I can explain why I enjoy new learning challenges and can work out the best ways for me to achieve them.			
	I can break down a goal into a number of steps and can explain how others can help me to achieve it.				

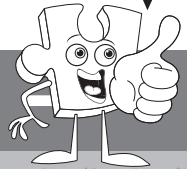
I don't get this at all



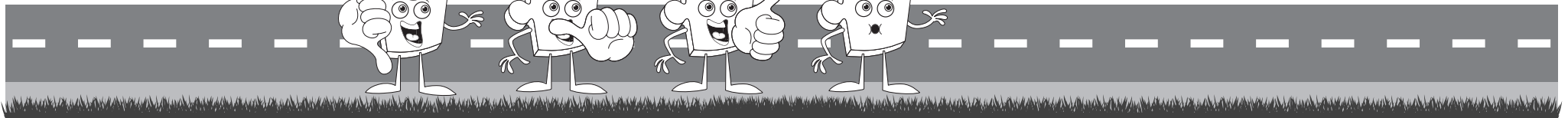
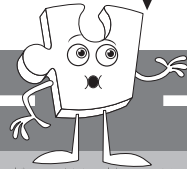
I'm getting there but need some help to understand



I get this and can give examples if you ask me

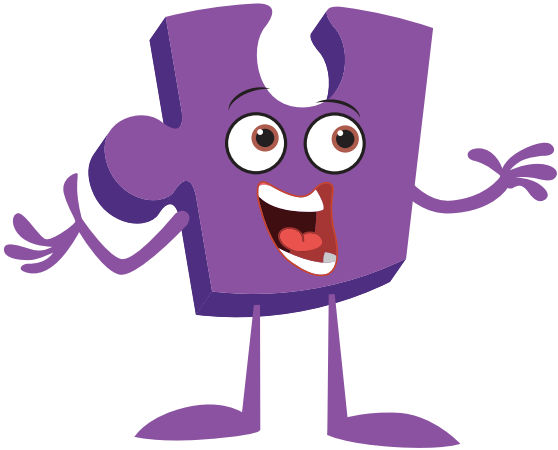


I missed this lesson



Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 2

My Dreams and Ambitions	
<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to... identify a dream/ambition that is important to me imagine how I will feel when I achieve my dream/ambition</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jino Jigsaw Jerrie Cat Jane Goodall factsheet Powerpoint slide of Jane Goodall (Optional: sticks, flowerpots Flower template Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Dreams Goals Ambitions Future Aspirations</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 'I sit in the garden'. With the children sitting in a circle, make sure there is an empty chair by someone in the circle. The person with the chair on their right moves into the empty chair saying, 'I sit...', then the person next to them, who now has the empty chair on their right, moves into the chair and says '...in the garden...' and then the person next to them, who now has the empty chair next to them, moves into the chair and says '...and I would like... (person's name) to sit next to me.' That person chooses someone in the circle that they might not usually choose to sit next to them. This then frees up another empty chair somewhere else in the circle and the process begins again until all children have moved chairs at least once during the game.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slides 1-2: Show children the PowerPoint slide of Jane Goodall with her chimpanzees and ask them to imagine what Jane was like and what she dreamed about when she was a little girl. Then show the slide of Jane as a little girl (slide 2).</p>	<p>Ask me this...</p> <p>How did you feel when you were chosen?</p> <p>Does your mind feel calm and ready to learn?</p>




Tell me or show me

If you have access to the book 'Me... Jane', by Patrick McDonnell share this story with the children. If you do not have access to the book, use the Jane Goodall fact sheet from the lesson resources to share the information about Jane, and her dreams and goals.

Use Jane's story to help the children understand that their dreams and goals can come true and become real.

In talking partners, invite children to discuss their own dreams and goals. Debrief by sharing these if children wish to.



Pause Point: Slide 3:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for a moment. Invite the children to take three gentle, deep breaths. While the children are pausing, invite them to reflect on what they are thinking and feeling right now. They can keep these ideas in their heads and don't need to share. Pause for 1-2 minutes only, then carry on with the lesson.

Let me learn

Each child has a flower template. Ask the children what a flower template has to do with dreams and goals? Draw out that plants grow from tiny seeds, so we can imagine that our dreams and goals are seeds that we can plant now and watch them grow into the future.

Invite the children to think carefully about their own dreams and goals and draw or write these dreams on the petals of their flower.

In the centre of the flower they can draw a picture of themselves when they have achieved one of their dreams.

The flowers can be displayed as part of the end of Puzzle outcome as discussed with the school's Jigsaw lead prior to the start of the Puzzle.

(These could be made into a 3-D display by sticking the flowers onto green garden sticks and planting them into a large class flower pot. Children could be invited to plant these individually in a special ceremony telling each other what their dreams and goals are, if they choose).

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 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.

Who do you think the lady in the picture is?

What do you think her dreams and goals were when she was a child?

What were Jane's dreams and goals?

How did she achieve these?

What are your dreams and goals?

Is it good to have dreams and goals?

How will you achieve your dreams and goals?

What would you like to do or be when you grow up?

Notes



Dreams and Goals

Calm Me Script - Ages 7-8 - Piece 2

Come with me as we help our minds to get peaceful and calm.

Let's sit up nice and straight in our chairs. Imagine the golden thread is pulling up gently through the top of your head stretching your spine so you feel proud and dignified.

Keep both feet flat on the floor and your hands loosely in your lap.

Close your eyes gently as you ask your mind to focus on your breathing. We are breathing all the time but usually we don't notice... but now I want you to notice that you are breathing and how nice it feels.

Breathe in through your nose and count in your head 1,2,3,4, slowly, gently.

Breathe out again, through your mouth, feeling your tummy sink back in and hear your mind silently say: leave my troubles at the door.

In... 1,2,3,4... Out... leave my troubles at the door.

In... out...

Breathe gently and be aware that your body is calming down as well... your muscles are relaxing, your arms, your shoulders, your tummy, your legs, your face... everything relaxing so you feel calm and peaceful.

Your precious body is relaxed and your mind is feeling calm and any worries are left at the door.

Listen carefully to the chime and when you can no longer hear any sound start to bring your awareness back into the classroom... wiggle your fingers and toes and bring that quiet mind back to focus on this moment right now.

Let's learn.



Dreams and Goals

Jane Goodall Fact Sheet - Ages 7-8 - Piece 2



- When Jane was a little girl her father gave her a toy chimp, that she named Jubilee.
- Jane loved exploring the outdoors and always took Jubilee with her.
- She loved learning about animals and plants and dreamed about going to Africa to study chimpanzees when she was older.
- When she was 23 she moved to Kenya and lived on her friend's farm.
- Jane asked if she could have a job with a man called Lewis Leakey who was a famous scientist who studied chimpanzees.
- Lewis helped Jane go to university and become a famous scientist herself.
- Jane studied chimpanzees, and her work has allowed us to know a lot more about these special animals.
- Jane had to work hard to achieve her dream, and it shows that dreams can come true!

Dreams and Goals

Jane Goodall PowerPoint Slides 1-2 - Ages 7-8 - Piece 2



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- When Jane was a little girl her father gave her a toy chimp, that she named Jubilee.
- Jane loved exploring the outdoors and always took Jubilee with her.
- She loved learning about animals and plants and dreamed about going to Africa to study chimpanzees when she was older.
- When she was 23 she moved to Kenya and lived on her friend's farm.
- Jane asked if she could have a job with a man called Lewis Leakey who was a famous scientist who studied chimpanzees.
- Lewis helped Jane go to university and become a famous scientist herself.
- Jane studied chimpanzees, and her work has allowed us to know a lot more about these special animals.
- Jane had to work hard to achieve her dream, and it shows that dreams can come true!



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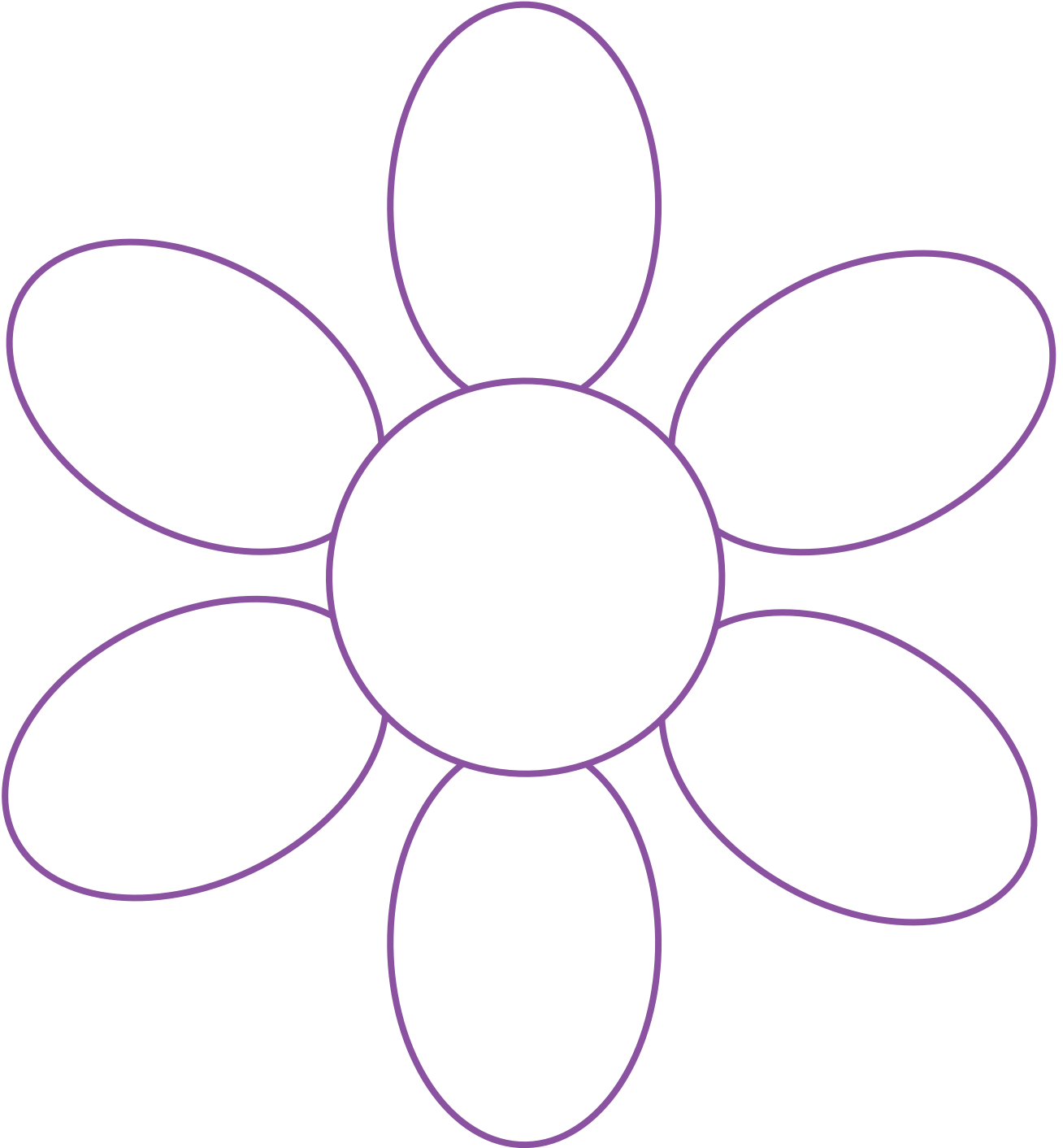
Dreams and Goals

Jerrie Cat PowerPoint Slide 3 - Ages 7-8 - Piece 2



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Dreams and Goals
Flower Template - Ages 7-8 - Piece 2





Dreams and Goals

PowerPoint Slide 4: My Jigsaw Journey - Ages 7-8 - Pieces 1-3

My Jigsaw Journey **Jigsaw**

Puzzle 1 - Dreams & Goals (Pieces 1-3) Ages 7-8

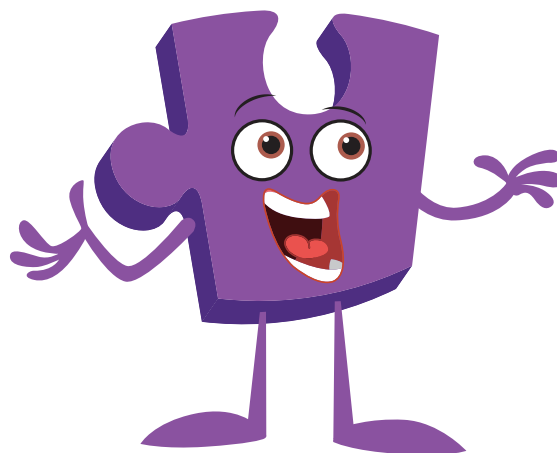
Name:

					TINT BOX - To improve next time I...
PIECE 1	I can tell you about a person who has faced difficult challenges and achieved success.				
	I can show respect and admire people who have overcome obstacles to achieve a success.				
PIECE 2	I can tell you about a dream or ambition that is important to me.				
	I can imagine how it will feel when I achieve my dream/ambition.				
PIECE 3	I can explain why I enjoy new learning challenges and can work out the best ways for me to achieve them.				
	I can break down a goal into a number of steps and can explain how others can help me to achieve it.				

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Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 3

A New Challenge	
<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to... enjoy facing new learning challenges and working out the best ways for me to achieve them break down a goal into a number of steps and know how others could help me to achieve it</p>
<p>Resources Garden puzzle templates Jigsaw Chime Jigsaw Jino Jigsaw Jerrie Cat ‘Calm Me’ script Garden PowerPoint Garden Design Resource Sheet Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Garden Decoration Dream Goal Team work Enterprise Design Cooperation</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share ‘The Jigsaw Charter’ with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display.</p> <p>Connect us Garden puzzle game. Using the garden puzzles, give each child a piece and ask them to find the other three people whose pieces make up the rest of their picture/puzzle. Use this as an opportunity to carefully select the teams for the enterprise challenge that lies ahead. The aim of this challenge is for children to better understand how they work in a team, the strengths each person brings and the need for different roles. Ask children to sit in their new teams and nominate a team scribe.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind Slides 1-8: Show the children the PowerPoint slides of gardens with decorative items within them. In their teams, the scribe writes down any items they see that are decorations for the garden, e.g. lanterns, decorated pots, gnomes, painted stones, ‘bug sticks.’ Which team will spot the most?</p>	<p>Ask me this...</p> <p>How do you feel about your new team? Does being in your new team put you out of your comfort zone?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How many garden decorations can you see?</p>



Tell me or show me

Outline the goal to design a garden for people who face a particular challenge.

Can the children think of some examples? (e.g visually impaired people, disabled people who use a wheelchair or frame, people who are hard of hearing, people who are in hospital and need an outdoor space, children who live in a place with no safe green spaces, elderly people who can't bend down etc).

Explain they will have the rest of this lesson and the next two Jigsaw lessons to design their gardens.

The task involves:

- Working as a team
- Choosing who the garden is for
- Designing the garden and making a poster showing the design
- Plan an 'opening event' for the garden opening
- Deciding on costs: they will only have so much to spend (budget). (Teachers will provide a list of items they might like to include in their garden and how much these cost). (TEACHERS CAN OPT NOT TO INCLUDE THIS PART OF THE TASK FOR SOME/ALL CHILDREN DEPENDING ON THE ABILITY OF THE CHILDREN CONCERNED, OR GROUPS COULD BE DIFFERENTIATED ACCORDINGLY).

At the end of the task each group will present their garden design to the class, explaining their ideas.

Let me learn

Give the groups time to brainstorm some ideas and write their chosen idea onto the garden planning template, which also asks the children to allocate roles to each team member. Explain that everyone will also have a role in designing the garden and contributing their ideas in the next lesson.

Suggested roles are:

Landscapers: these are the people who will draw the finished design onto the poster.

Budgeters: these people need to keep track of the costs so the team don't spend too much (they can also help with other tasks as needed). (OPTIONAL ROLE IF BEING USED).

Team leader (s): these people need to help the whole team stay on task and ensure that the task is completed on time. (They can also help other team members when extra help is needed).

Event planners: these people will plan the opening event for their garden.

Help me reflect

Slide 9: As in previous lessons share the learning intentions of this (Piece) lesson with the children and ask them to complete the relevant section of My Jigsaw Journey.

Are you excited about our Garden of Dreams and Goals?

How might you work best in your team?

What role might you do?

How can you ensure everyone in your team is heard and uses their strengths?)

How can your team work more efficiently together?

Is everyone enjoying being part of your team?

Notes

Dreams and Goals

Calm Me Script - Ages 7-8 - Piece 3

Come with me as we help our minds to get peaceful and calm.

Let's sit up nice and straight in our chairs. Imagine the golden thread is pulling up gently through the top of your head stretching your spine so you feel proud and dignified.

Keep both feet flat on the floor and your hands loosely in your lap.

Close your eyes gently as you ask your mind to focus on your breathing. We are breathing all the time but usually we don't notice... but now I want you to notice that you are breathing and how nice it feels.

Breathe in through your nose and count in your head 1,2,3,4,5 slowly, gently.

Breathe out again, through your mouth, feeling your tummy sink back in and hear your mind silently say: I'm so glad that I'm alive.

In... 1,2,3,4,5... Out... I'm so glad that I'm alive.

In... out...

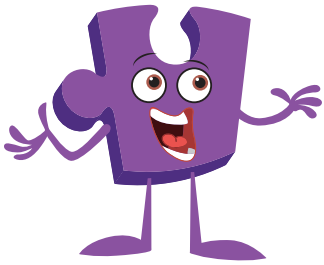
Breathe gently and be aware that your body is calming down as well... your muscles are relaxing, your arms, your shoulders, your tummy, your legs, your face...everything relaxing so you feel calm and peaceful.

Your precious body is relaxed and your mind is feeling calm, glad to be alive.

Listen carefully to the chime and when you can no longer hear any sound start to bring your body and mind back into the classroom... wiggle your fingers and toes and bring that quiet mind back to focus on this moment right now.

Let's learn.





Dreams and Goals
Product Resource Design Sheet - Ages 7-8 - Piece 3

Our Garden Plan

Who is this garden for?

Name of team member and their role

Name of team member and their role

Name of team member and their role

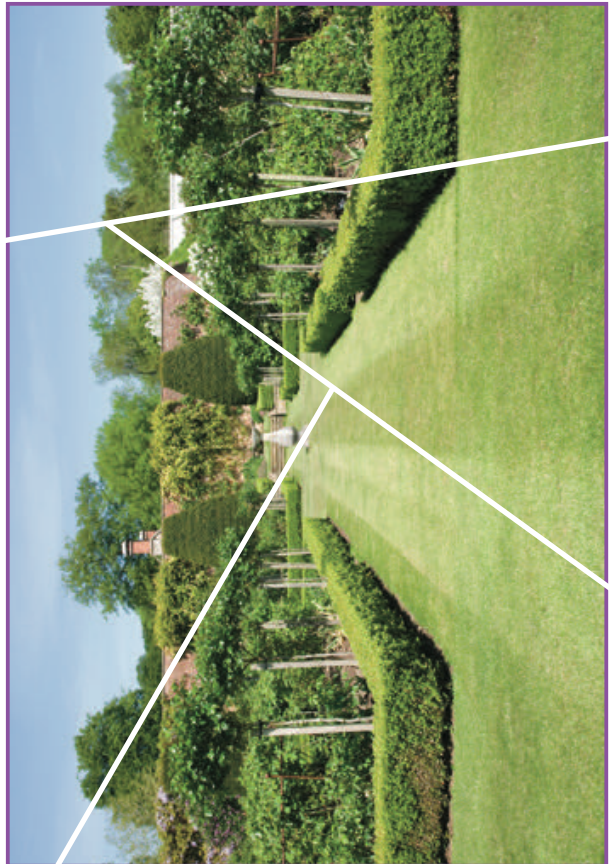
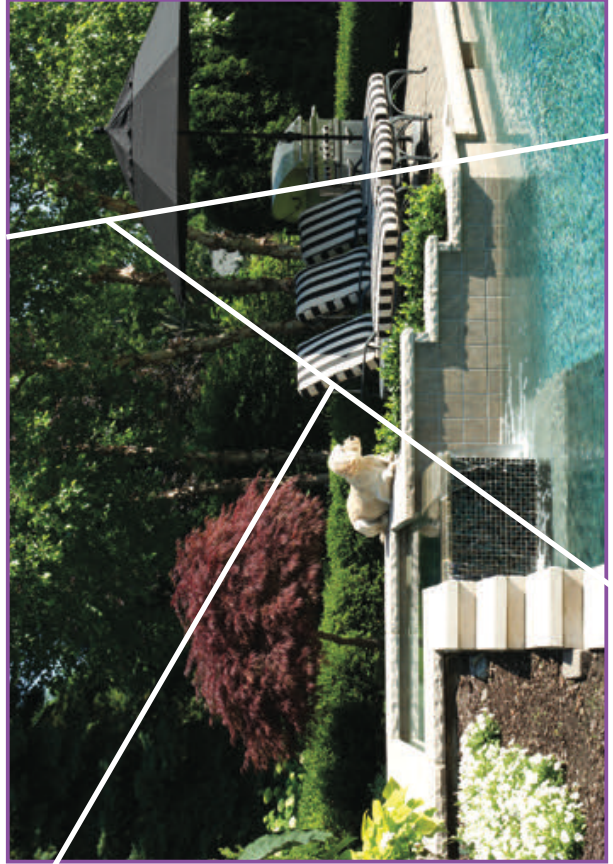
Name of team member and their role

Name of team member and their role

Name of team member and their role

Our first ideas...

Dreams and Goals
Garden Puzzle Templates - Ages 7-8 - Piece 3



Dreams and Goals Garden Puzzle Templates - Ages 7-8 - Piece 3



Dreams and Goals

Gardens with Decorations PowerPoint Slides 1-4 - Ages 7-8 - Piece 3



Dreams and Goals

Gardens with Decorations PowerPoint Slides 5-8 - Ages 7-8 - Piece 3





Dreams and Goals

PowerPoint Slide 9: My Jigsaw Journey - Ages 7-8 - Pieces 1-3

My Jigsaw Journey

Jigsaw

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

Ages 7-8

Name:

						TINT BOX - To improve next time I...
Piece 1	I can tell you about a person who has faced difficult challenges and achieved success.					
	I can show respect and admire people who have overcome obstacles to achieve a success.					
Piece 2	I can tell you about a dream or ambition that is important to me.					
	I can imagine how it will feel when I achieve my dream/ambition.					
Piece 3	I can explain why I enjoy new learning challenges and can work out the best ways for me to achieve them.					
	I can break down a goal into a number of steps and can explain how others can help me to achieve it.					

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

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Tell me or show me/Let me learn

The rest of this lesson (Piece) will be given to the children to work as a team to design their garden. They can do this in 'draft' on a large piece of flip chart, and then in the next lesson the 'Landscapers' can draw it in its finished form.

The designing can be done as a group and needs to involve everyone at this stage, even if their role isn't needed until later in the task. Ask the children which roles will be important in the design process in this lesson?

Remind the children that they need to keep in mind the people they are designing the garden for at all times.

Teachers may wish to give the children additional curriculum time if they feel this is necessary for their class to progress their designs to a suitable stage.

As this lesson (Piece) draws to a close ask the children how they felt the task is going.

OPTIONAL BUDGETING TASK, AS DISCUSSED IN PREVIOUS LESSON: Hand out a copy of the Garden items list to each group and explain that if the children want to include any of these items in their garden they need to keep track of the costs. Draw the children's attention to the free items. Can they make use of these to keep the costs down and recycle?

Also encourage the children to think of items that are not on the list that may be free and to include these in their designs, or are there things they could make for free?

If groups want to include an item in their garden that isn't on the list and might it have a cost, ask them to get a price from the teacher (be prepared to give out costs if this happens based on a reasonable estimate).

Explain to the children they have £1000 to spend on their garden design. (International schools can give a budget in an appropriate currency).

Help me reflect

Slide 1: Complete the lesson by asking the children to record their thoughts about today's learning intentions on My Jigsaw Journey and how well they feel they have met them.

How effectively did the team work together?
What did they enjoy about the work today?

Notes

The garden items pictures may be used to support less able children with the budgeting task if desired.

There are two versions of the garden items pictures. One with UK currency and one without, for international schools to personalise.

Dreams and Goals

Calm Me Script - Ages 7-8 - Piece 4

Come with me as we help our minds to get peaceful and calm.

Let's sit up nice and straight in our chairs. Imagine the golden thread is pulling up gently through the top of your head stretching your spine so you feel proud and dignified.

Keep both feet flat on the floor and your hands loosely in your lap.

Close your eyes gently as you ask your mind to focus on your breathing. We are breathing all the time but usually we don't notice... but now I want you to notice that you are breathing and how nice it feels.

Breathe in through your nose and count in your head 1,2,3,4 slowly, gently.

Breathe out again, through your mouth, feeling your tummy sink back in and hear your mind silently say: I'm so glad that I'm alive.

In... 1,2,3,4... Out... 1,2,3,4,5

In... out...

Breathe gently and be aware that your body is calming down as well... your muscles are relaxing, your arms, your shoulders, your tummy, your legs, your face...everything relaxing so you feel calm and peaceful.

While you are relaxed, help your mind imagine a wonderful garden and see if you can create a picture of this garden in your head. Can you see the colours? What is in your garden? Are there any sounds or scents? The garden feels warm, safe and peaceful.

Listen carefully to the chime and when you can no longer hear any sound start to bring your body and mind back into the classroom... wiggle your fingers and toes and bring that quiet mind back to focus on this moment right now.

Let's learn.



Dreams and Goals

Garden items and how much they cost - Ages 7-8 - Piece 4

Garden Furniture

Bench	£100 each
Garden bean bag	£50 each
Garden table	£100 each
Shade parasol	£50 each
Climbing frame	£100 each
Garden swing	£100 each
Garden slide	£100 each

Garden items

Raised wooden flower bed	£100 each
Raised brick flower bed	£200 each
Stepping stones	£10 each
Small garden pond	£100 each
Large garden pond	£200 each
Greenhouse	£300 each
Brick path	£200
Large Fountain	£200 each
Small pebble fountain	£100 each
Garden chime mobiles	£10 each
Garden sun catcher mobiles	£50 each
Garden lawn (real grass)	£100
Garden lawn (astro-turf)	£400
Garden shed	£100 each
Bird feeder mobile	£50 each
Insect house	£10 each
Garden lights (solar powered)	£50

Garden plants

Vegetable plants	£100
Plants to attract butterflies and bees	£100
Pond plants	£50
Fruit tree	£50 each
Greenhouse plants	£50
Wildflower plants	£100
Fruit bushes	£100
Plants with strong scent	£100

Free items

Old tyres	(given free from a local garage)
Soil and compost	(in the garden already)
Garden tools	(free from a local charity shop)
Garden pots and planters	(free from a local charity shop)
Large logs	(given free from a local forest)
Bark chips	(given free from a local forest)
Gravel	(given free from a local quarry)
Sand	(given free from a local builder)

Dreams and Goals

Garden items and how much they cost - Ages 7-8 - Piece 4



Garden bean bag
£50 each



Garden slide
£100 each



Raised wooden flower bed
£100 each



Stepping stones
£10 each



Bird feeder mobile
£50 each



Vegetable plants
£100

Dreams and Goals

Garden items and how much they cost - Ages 7-8 - Piece 4



Wildflower plants
£100



Soil and compost
(in the garden already)



Garden tools
(free from a local charity shop)



Bark chips
(given free from a local forest)

Dreams and Goals

Garden items and how much they cost - Ages 7-8 - Piece 4



Garden bean bag



Garden slide



Raised wooden flower bed



Stepping stones



Bird feeder mobile



Vegetable plants

Dreams and Goals

Garden items and how much they cost - Ages 7-8 - Piece 4



Wildflower plants



Soil and compost



Garden tools



Bark chips

Dreams and Goals

Garden items and how much they cost - Ages 7-8 - Piece 4

Garden Furniture

Bench
Garden bean bag
Garden table
Shade parasol
Climbing frame
Garden swing
Garden slide

Garden items

Raised wooden flower bed
Raised brick flower bed
Stepping stones
Small garden pond
Large garden pond
Greenhouse
Brick path
Large Fountain
Small pebble fountain
Garden chime mobiles
Garden sun catcher mobiles
Garden lawn (real grass)
Garden lawn (astro-turf)
Garden shed
Bird feeder mobile
Insect house
Garden lights (solar powered)

Garden plants

Vegetable plants
Plants to attract butterflies and bees
Pond plants
Fruit tree
Greenhouse plants
Wildflower plants
Fruit bushes
Plants with strong scent

Free items

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Garden tools	(free from a local charity shop)
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Large logs	(given free from a local forest)
Bark chips	(given free from a local forest)
Gravel	(given free from a local quarry)
Sand	(given free from a local builder)



Dreams and Goals

PowerPoint Slide 1: My Jigsaw Journey - Ages 7-8 - Pieces 4-6

Puzzle 1 - Dreams & Goals (Pieces 4-6)

Ages 7-8

Name:

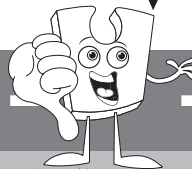
						TINT BOX - To improve next time I...
PIECE 4	I am motivated and enthusiastic about achieving our new challenge					
	I can explain that I am responsible for my own learning and what learning strengths I have to achieve a challenge					
PIECE 5	I can recognise obstacles which might stop me from achieving a challenge and can take steps to overcome them					
	I can manage the feelings of frustration that I may get when obstacles occur					
PIECE 6	I can think about my own learning and tell you what I can do better next time					
	I know how to share my successes with others positively, and can store these feelings in my internal treasure chest					

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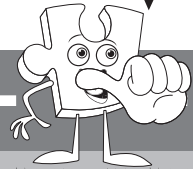
Name

					TINT BOX - To improve next time I...
Piece 4	I am motivated and enthusiastic about achieving our new challenge			
	I can explain that I am responsible for my own learning and what learning strengths I have to achieve a challenge				
Piece 5	I can recognise obstacles which might stop me from achieving a challenge and can take steps to overcome them			
	I can manage the feelings of frustration that I may get when obstacles occur				
Piece 6	I can think about my own learning and tell you what I can do better next time			
	I know how to share my successes with others positively, and can store these feelings in my internal treasure chest				

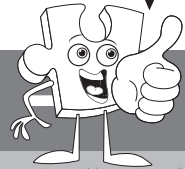
I don't get this at all



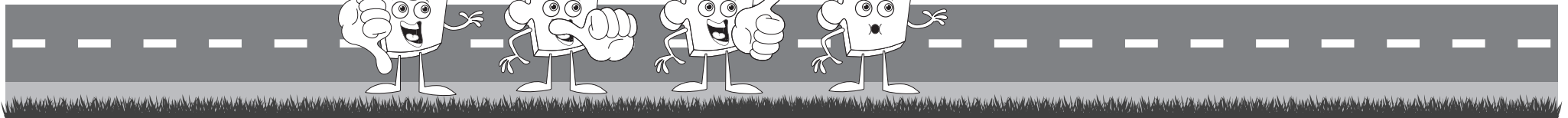
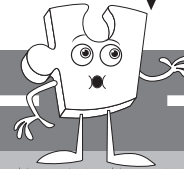
I'm getting there but need some help to understand



I get this and can give examples if you ask me



I missed this lesson

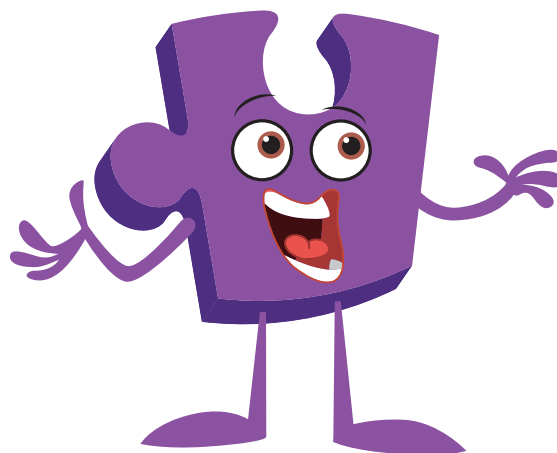


Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 5

Our New Challenge - Overcoming Obstacles

<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to...</p> <p>recognise obstacles which might hinder my achievement and take steps to overcome them</p> <p>manage the feelings of frustration that may arise when obstacles occur</p>
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<p>Resources</p> <p>'Solve it together' technique poster - enlarged and laminated</p> <p>Jigsaw Chime</p> <p>Jigsaw Jino</p> <p>Jigsaw Jerrie Cat</p> <p>'Calm Me' script</p> <p>Flip Chart and chunky pens</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Obstacles</p> <p>Frustration</p> <p>'Solve it together' technique</p> <p>Solution</p> <p>Team work</p>
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<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 Switch or Pass the Squeeze. In the circle, children sit in their challenge teams. Each team reflects on their work together last time and comes up with three words to describe what went well for them as a team. Then they think about any obstacles, difficulties or feelings of frustration they may have experienced and try to work out why, using the 'Solve it together' technique (see poster to remind children of the process).</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slide 1: Share the 'Solve it Together' technique with everyone and encourage them to use this if there are any conflicts in their groups as they continue with their gardens.</p> <p>Tell me or show me/ Let me learn In their teams, children continue with the garden design task. By the end of this lesson they should have:</p> <ul style="list-style-type: none"> • Their design drawn up by the Landscapers ready to show the class • Have some ideas for an event to open their garden for the people who they designed it for <p>At the end of the lesson invite each group to share their design and the open event idea with the class. The garden designs can be displayed/shared as the class contributions to the End of Puzzle outcome as agreed with the school's Jigsaw lead prior to the start of the Puzzle.</p>	<p>Ask me this...</p> <p>Can you identify positive solutions to help overcome obstacles?</p> <p>Does your mind feel calm and ready to learn?</p>
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Help me reflect

Slide 2: Invite the children to self/peer assess against the learning intentions for the lesson as shown on My Jigsaw Journey for Piece (lesson 5).

Notes

Certificates

For next lesson you will need to personalise a Puzzle certificate for each child.

Dreams and Goals

Calm Me Script - Ages 7-8 - Piece 5

Come with me as we help our minds to get peaceful and calm.

Let's sit up nice and straight in our chairs. Imagine the golden thread is pulling up gently through the top of your head stretching your spine so you feel proud and dignified.

Keep both feet flat on the floor and your hands loosely in your lap.

Close your eyes gently as you ask your mind to focus on your breathing. We are breathing all the time but usually we don't notice... but now I want you to notice that you are breathing and how nice it feels. It means you are alive, right here and now, we are alive and enjoying breathing.

Breathe in through your nose and count in your head 1,2,3,4 slowly, gently.

Breathe out again, through your mouth, feeling your tummy sink back in and hear your mind silently say: I'm so glad that I'm alive.

In... 1,2,3,4... Out... 1,2,3,4,5.

In... out...

Breathe gently and be aware that your body is calming down as well... your muscles are relaxing, your arms, your shoulders, your tummy, your legs, your face... everything relaxing so you feel calm and peaceful.

In... 1,2,3,4,5... Out... I'm so glad that I'm alive.

Your precious body is relaxed and your mind is feeling calm, glad to be alive.

Listen carefully to the chime and when you can no longer hear any sound, start to bring your awareness back into the classroom... wiggle your fingers and toes and bring that quiet mind back to focus on this moment right now.

Let's learn.

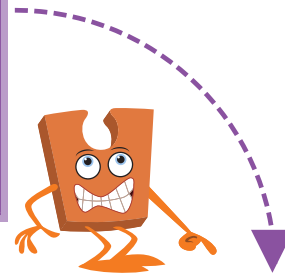


'Solve it together' Technique

Step 1 - 'Solve it together' code

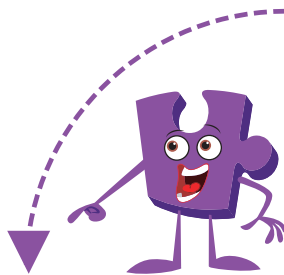
Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



Step 2 - Hearing both sides of the problem

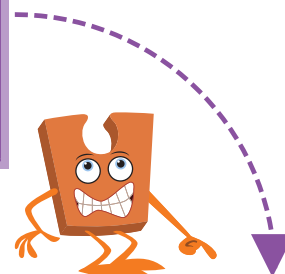
Each person has the chance to say what he/she thinks happened.



Step 3 - Sharing feelings

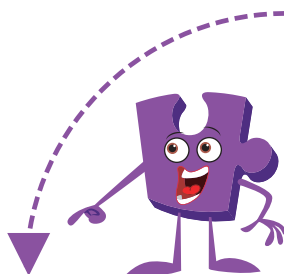
Each person has the chance to say how he/she feels about the situation.

Then each person has a chance to say how he/she thinks the other person might be feeling.



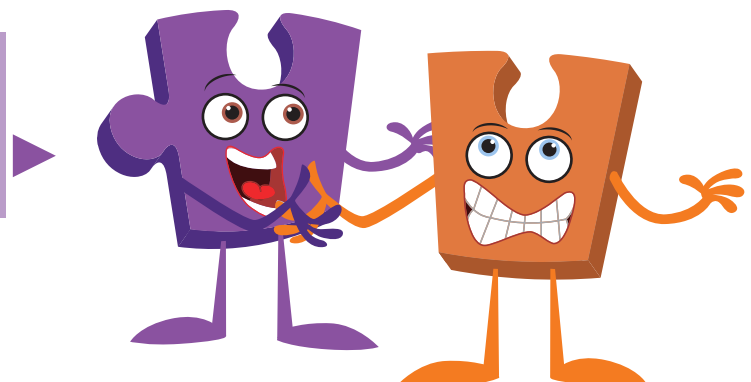
Step 4 - Finding solutions

The people think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

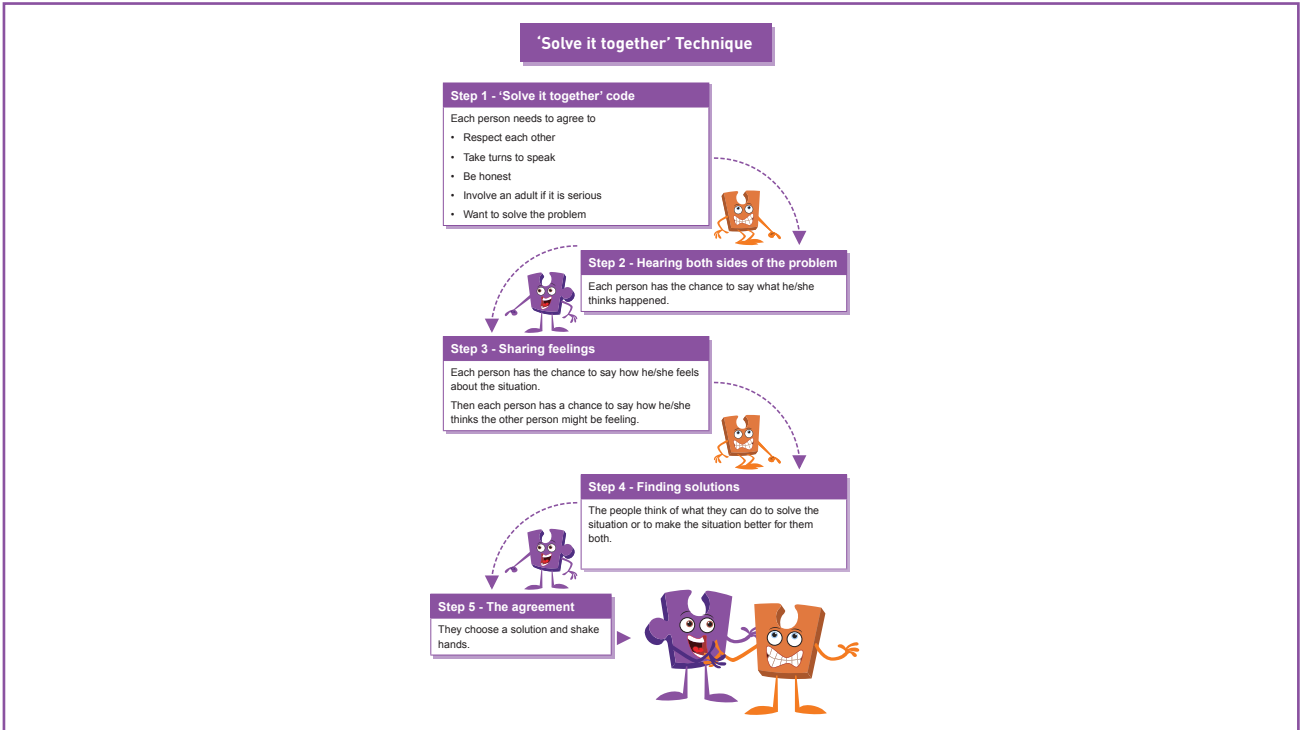
They choose a solution and shake hands.





Dreams and Goals

PowerPoint Slide 1: Solve it Together - Ages 7-8 - Pieces 4-6



Dreams and Goals

PowerPoint Slide 2: My Jigsaw Journey - Ages 7-8 - Pieces 4-6

Jigsaw

My Jigsaw Journey

Puzzle 1 - Dreams & Goals (Pieces 4-6) Ages 7-8

Name:

					TINT BOX - To improve next time I...
Piece 4	I am motivated and enthusiastic about achieving our new challenge				
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Piece 5	I can recognise obstacles which might stop me from achieving a challenge and can take steps to overcome them				
	I can manage the feelings of frustration that I may get when obstacles occur				
Piece 6	I can think about my own learning and tell you what I can do better next time				
	I know how to share my successes with others positively, and can store these feelings in my internal treasure chest				

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Open my mind

Slide 1: Reconvene the children's challenge teams. Explain that, as the challenge is almost over, their team needs to reflect on how well they did and think about how they could improve next time.

Praise the children for the wonderful work and contributions they each made.

Invite each team to elect a chair-person to manage the discussion.

Then ask each team to discuss each of the self-review questions on the PowerPoint offering positive feedback to each child in the group. Model how to give constructive feedback beforehand.

Pause Point: Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to take three gentle, deep breaths. While the children are pausing, invite them to reflect on what they are thinking and feeling right now. They can keep these ideas in their heads and don't need to share. Pause for 1-2 minutes only, then carry on with the lesson.

Tell me or show me

Slide 1: Show the children the self-review questions on the PowerPoint slide again, emphasise this time they will be thinking about themselves and not the team's performance. Briefly clarify with them the type of answers they need to write for each question.

Children individually complete the self-review using the template which can be stuck into their Jigsaw Journal.

Let me learn

Extension Activity: This activity will be a fun way for the children to bring together their teamwork skills. It will be worth making 15 minutes available for this.

Slide 3: In groups of 4, set the Banana Car Challenge. Each group has a chopping board, 2 bananas, knives, string and cocktail sticks. They have 10 minutes to work together to design and make their Banana Car. They will race these, and can either pull or push them but the cars must move along the ground in the race.

After 10 minutes you can judge which car is:

- most creative
- most car-like etc.

The groups then clear a space in the classroom or move to the hall/ playground to race their cars. The teacher will need to mark out a short distance (e.g. 2 metres) for the race.

Once the race is over and the winning car/group declared, discuss with the children how they worked together as a team, drawing out from the observer as well as the groups themselves, how they worked together, how decisions were made and carried out. Ascertain what skills were needed in order to complete this task

Help me reflect

Slide 4: Ask the children to complete My Jigsaw Journey for this Piece (lesson) as before.

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

Notes

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

How easy it is for you to give and receive constructive feedback?

Dreams and Goals

Calm Me Script - Ages 7-8 - Piece 6

Come with me as we help our minds to get peaceful and calm.

Let's sit up nice and straight in our chairs. Imagine the golden thread is pulling up gently through the top of your head stretching your spine so you feel proud and dignified.

Keep both feet flat on the floor and your hands loosely in your lap.

Close your eyes gently as you ask your mind to focus on your breathing. We are breathing all the time but usually we don't notice... but now I want you to notice that you are breathing and how nice it feels. It means you are alive, right here and now, we are alive and enjoying breathing.

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Your precious body is relaxed and your mind is feeling calm, glad to be alive.

Listen carefully to the chime and when you can no longer hear any sound, start to bring your awareness back into the classroom... wiggle your fingers and toes and bring that quiet mind back to focus on this moment right now.

Let's learn.





Dreams and Goals
Self-review PowerPoint Slide 1 - Ages 7-8 - Piece 6



What did you do well in this challenge?

What did you learn from this challenge?

Can you identify some next steps to help your learning?

How did this challenge make you feel?

How can these feelings help your learning in the future?

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Dreams and Goals
Self-review Template - Ages 7-8 - Piece 6

What did you do well in this challenge?

What did you learn from this challenge?

Can you identify some next steps to help your learning?

How did this challenge make you feel?

How can these feelings help your learning in the future?

Dreams and Goals

Jerrie Cat PowerPoint Slide 2 - Ages 7-8 - Piece 6



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Dreams and Goals

Banana Car Challenge PowerPoint Slide 3 - Ages 7-8 - Piece 6

Invitation to The Banana Car Race



★ cars that zoom ★ groups that work together

How well will your group
work together to complete the task?

Dreams and Goals

PowerPoint Slide 4: My Jigsaw Journey - Ages 7-8 - Pieces 4-6

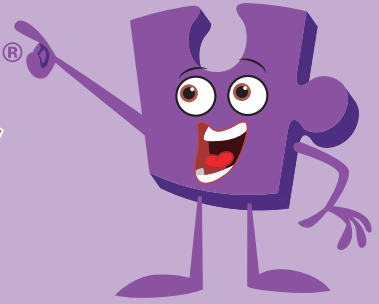
Puzzle 1 - Dreams & Goals (Pieces 4-6)

Ages 7-8

Name:

						TINT BOX - To improve next time I...
Piece 4	I am motivated and enthusiastic about achieving our new challenge					
	I can explain that I am responsible for my own learning and what learning strengths I have to achieve a challenge					
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Piece 6	I can think about my own learning and tell you what I can do better next time					
	I know how to share my successes with others positively, and can store these feelings in my internal treasure chest					

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Dreams & Goals

Well done!



Please feel proud that you have learnt to:



.....

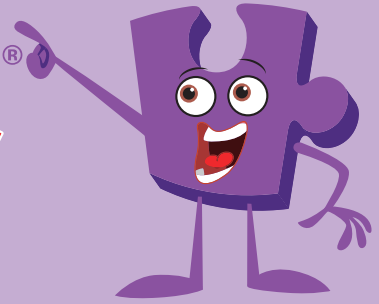
I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:



Dreams & Goals

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:

Exemplification for Ages 7-8 **Dreams & Goals** Puzzle

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

WORKING TOWARDS

I was good at giving my group ideas. I could get better at listening to others.

I was proud of the design because it had lots of my ideas to help disabled people.

Ages 7-8 expectation

WORKING AT

I drew the garden because the team said I was the best at art and I found that easy. I also helped with the budget when Amy got stuck. I learned that I am better at budgeting than I thought. My next step in learning is to choose a role that challenges me more.

It felt good when we had finished the design because we argued a lot about the garden but found a way to include everyone's ideas. The team were really proud. I think it's important to remember the good feelings about overcoming a challenge because it can help you the next time.

WORKING BEYOND

I was good at being the team leader because I was good at helping the team get along. I made sure everyone had a say and we voted a lot. I learned 'Solve it together' which helped me to be an even better team leader. I will use Solve it together next time I am in a team and make sure we all know about it at the start of the task and agree what we need to do if arguments happen.

It was frustrating when people in the team argued and I found it difficult not to take sides. It made me feel unhappy and anxious so I made some decisions that weren't helpful to the team. In the future I can remember these feelings and what they made me do, so I can choose a different way to deal with the situation if people are getting me down.

