

Jigsaw!

The mindful approach to PSHE



Dreams and Goals - Ages 8-9

www.jigsawpshe.com

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Dreams and Goals

Puzzle Map - Ages 8-9



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 Decorations - Potato people: Piece 5)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. Hopes and Dreams	I can tell you about some of my hopes and dreams	I know how it feels to have hopes and dreams	Jigsaw Chime, 'Calm Me' script, Story puzzle card, Jigsaw Jaz, Flip chart/ whiteboard, (Optional) Book: 'Salt in his Shoes' by Deloris and Roslyn M. Jordan , (Optional) Video clip of Michael Jordan -teacher to source, Mirror cards or pieces of paper shaped like leaves, Collage materials (E.g. beads, ribbons) (Optional if time allows), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. Broken Dreams	I understand that sometimes hopes and dreams do not come true and that this can hurt	I know how disappointment feels and can identify when I have felt that way	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', Hope and dream scenario cards, Jigsaw Jaz, Mirror dream mobiles from previous Piece, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. Overcoming Disappointment	I know that reflecting on positive and happy experiences can help me to counteract disappointment	I know how to cope with disappointment and how to help others cope with theirs	Jigsaw Chime, 'Calm Me' script, Jigsaw Song 'For Me', Hopes and dreams scenario cards (from previous Piece), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz, Jigsaw Jerrie Cat.
Have a positive attitude	4. Creating New Dreams	I know how to make a new plan and set new goals even if I have been disappointed	I know what it means to be resilient and to have a positive attitude	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Dream Cloud resource sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. Achieving Goals Puzzle Outcome: Potato People	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I can enjoy being part of a group challenge	Garden puzzle picture cards, Jigsaw Chime, 'Calm Me' script, Invitation to the Potato, Person competition, Large potato for each group, Cocktail sticks, Craft materials (teacher to select) e.g. material scraps, coloured paper, beads, pipe cleaners, Chunky pens, Potato Person Identity Card template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. We Did It! Assessment Opportunity ★	I can identify the contributions made by myself and others to the group's achievement	I know how to share in the success of a group and how to store this success experience in my internal treasure chest	Children's Potato People/ Identity cards from last lesson (Piece), Jigsaw Chime, 'Calm Me' script, Self-review PowerPoint, Flip chart paper, Chunky pens, Jigsaw Journals, My Jigsaw Journey, Camera (optional), Certificates, Jigsaw Jaz, Jigsaw Jerrie Cat.



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

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

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





Dreams and Goals

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

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

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

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

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

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

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

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



Puzzle Assembly/Collective Worship: Dreams and Goals

Title: Dreams and Goals - Song: For Me

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

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

Calm me: Begin Calm Me by sounding the Jigsaw Chime inviting everyone to listen as the sound fades away. Invite the children to use their 4/6 breathing, 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)

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 gonna reach the sky.

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

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

VERSE 2:
I,
I can be,
I can be,
Be the best that I can be.
Yes you'll see,
I can be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE 2:
Take that first step,
Make it happen.
Seize this moment,
That's what dreams and goals
are made of.

CHORUS
BRIDGE 1+2

That's what dreams are

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

CHORUS

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)

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

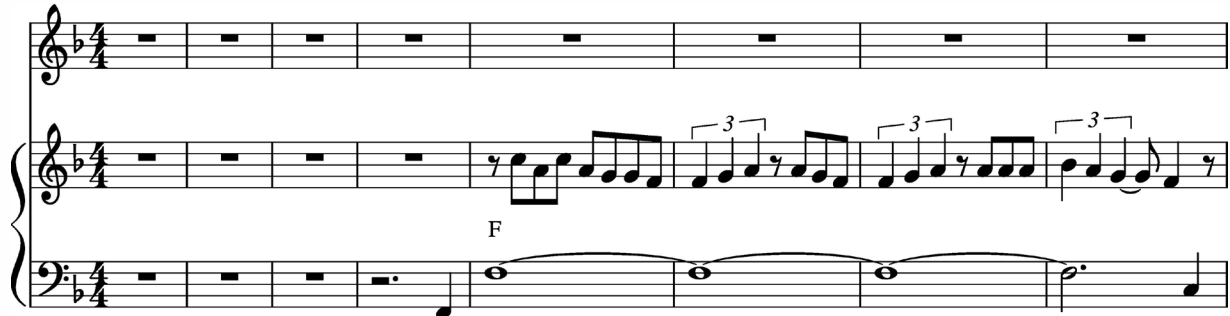
CHORUS

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)



Measures 1-8 of the piece. The music is in 4/4 time with a key signature of one flat (Bb). The melody is in the right hand, featuring eighth and quarter notes with triplets. The bass line is in the left hand, starting with a whole note F and then moving to half notes. A chord symbol 'F' is placed above the first bass note.

9



Measures 9-13 of the piece. The melody continues with eighth and quarter notes. The bass line consists of eighth notes. Chord symbols 'Dm' and 'F' are placed above the bass line in measures 11 and 13 respectively.

14



Measures 14-18 of the piece. The melody features eighth and quarter notes. The bass line includes chords and eighth notes. Chord symbols 'Dm' and 'Bb' are placed above the bass line in measures 15 and 17 respectively.

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 passion.
do it too. Take that first step, make it happen.

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

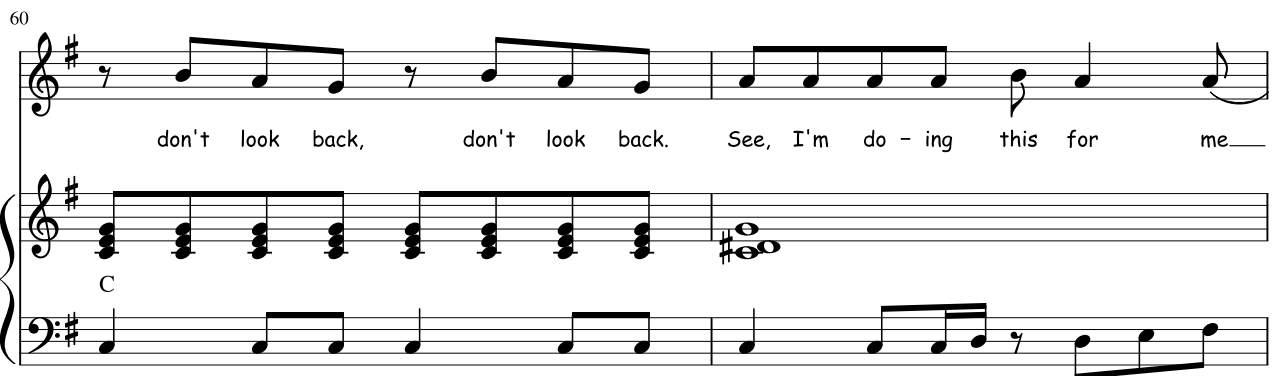
57



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

C G F# Em Dm

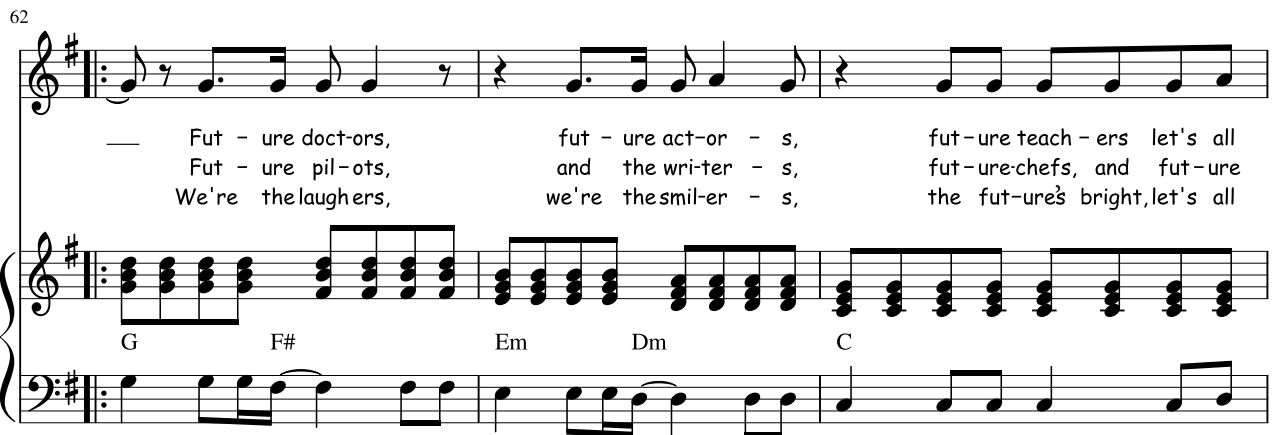
60



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

C F#

62



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

G F# Em Dm C

65

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

D G F# Em D

68

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

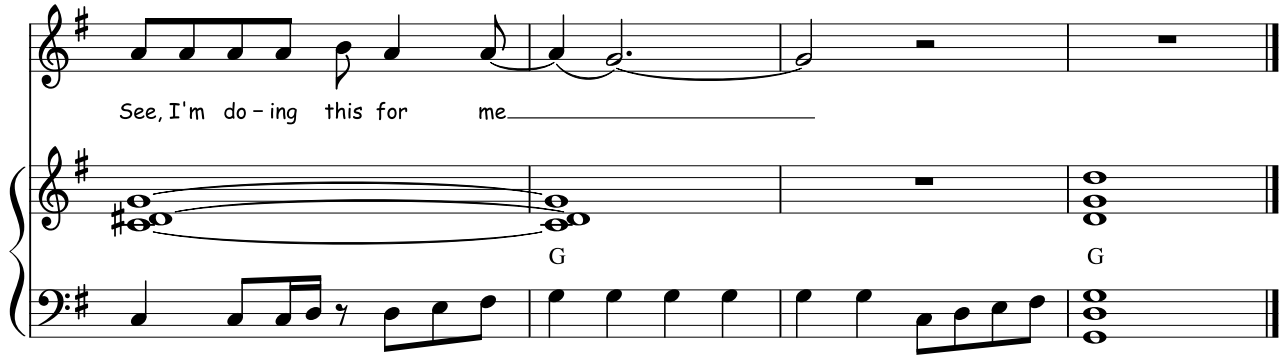
Em D C G F#

71

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

Em D C

73



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

G G

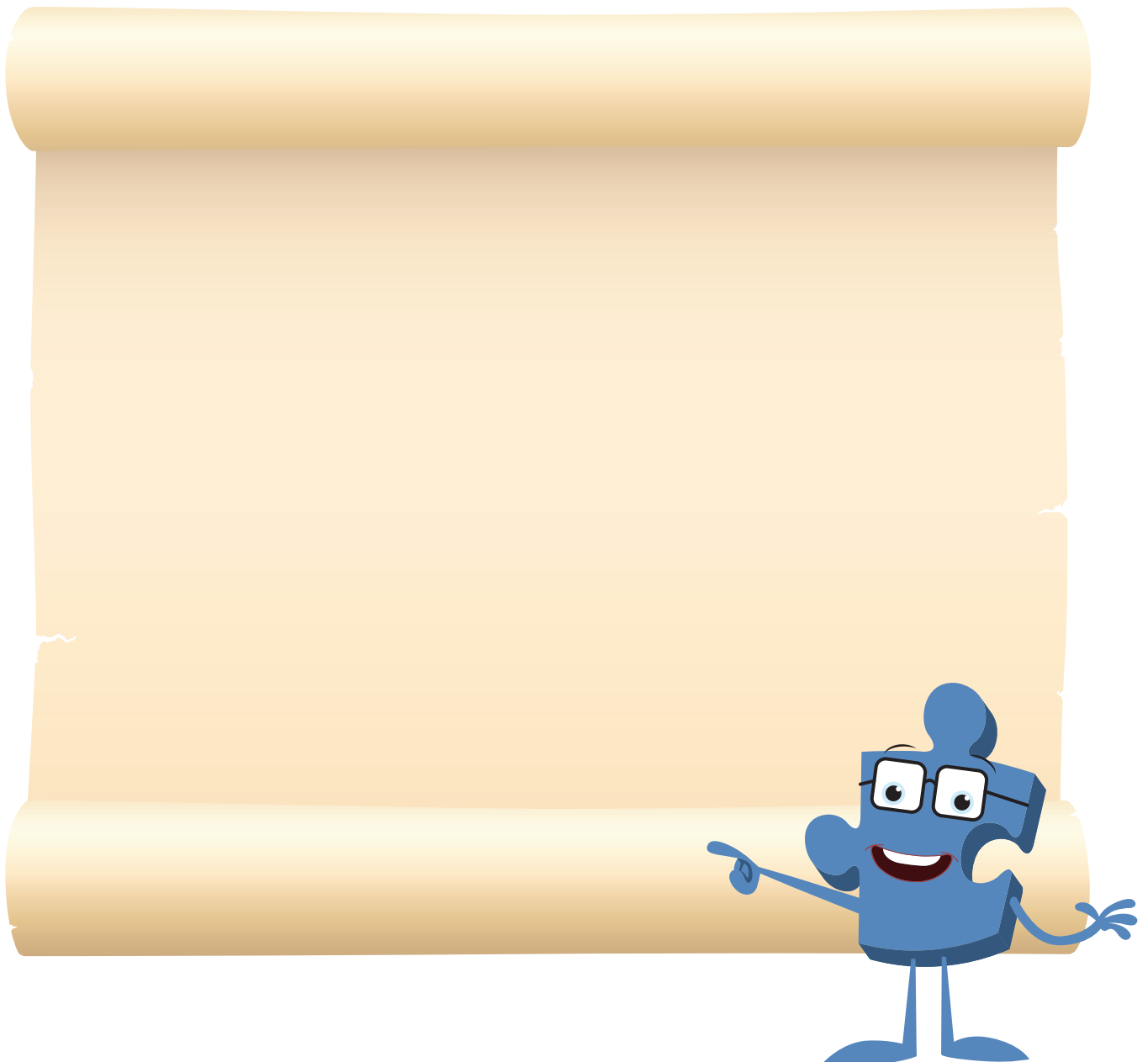
The musical score for page 73 consists of three staves. The top staff is a vocal line in treble clef with a key signature of one sharp (F#). It contains a melody starting on G4, moving up stepwise to D5, then down to G4, and finally to E4. The lyrics "See, I'm do - ing this for me" are written below the staff, with a long underline following the word "me". The middle staff is a piano accompaniment in treble clef, showing a sustained chord of G4 and B4. The bottom staff is a piano accompaniment in bass clef, showing a melody starting on G3, moving up stepwise to D4, then down to G3, and finally to E3. The key signature for the piano parts is also one sharp (F#).

Puzzle 3

Weekly Celebration 1

This week we are celebrating people who:

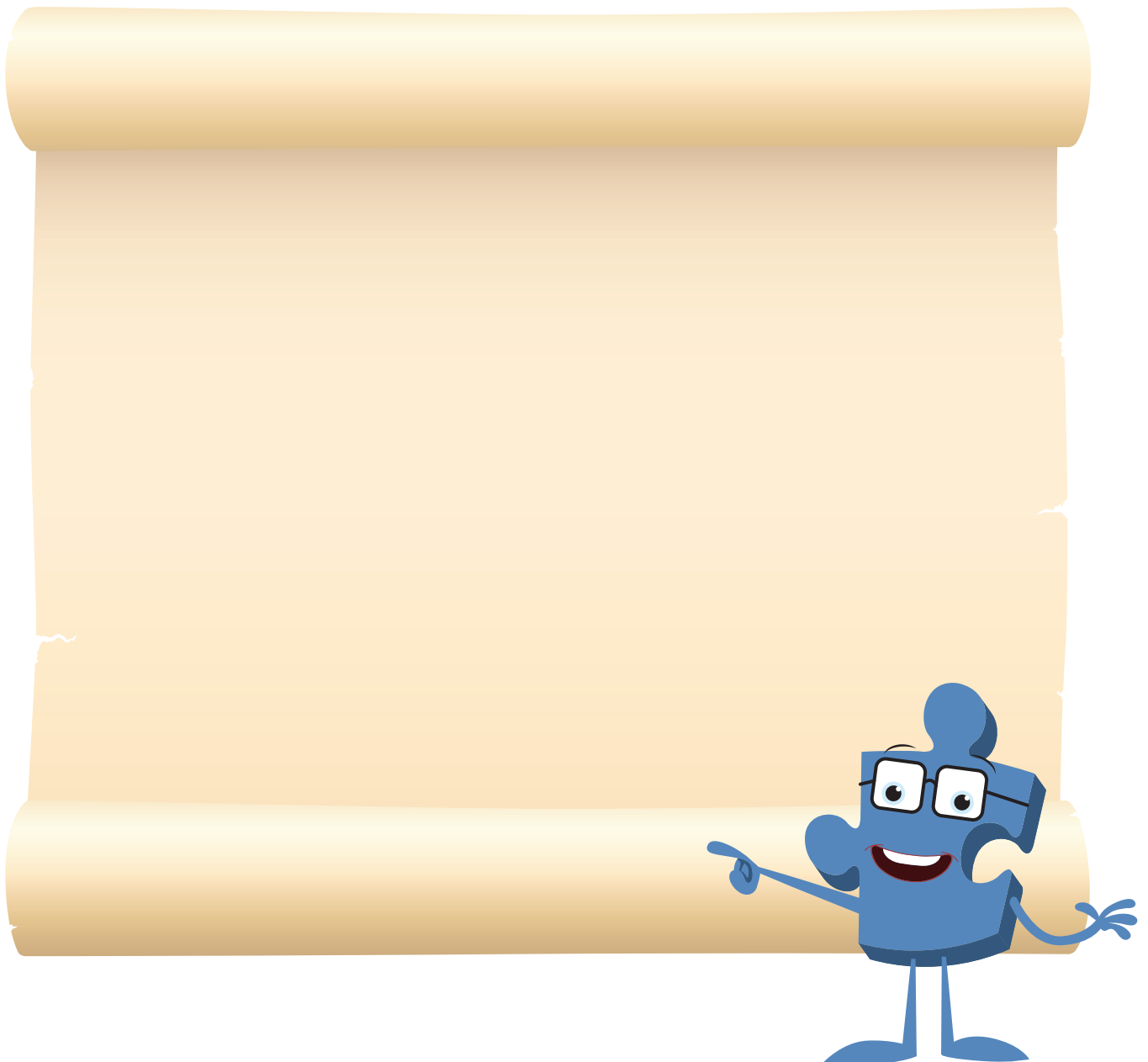
**Stay motivated when doing
something challenging**



Puzzle 3

Weekly Celebration 2

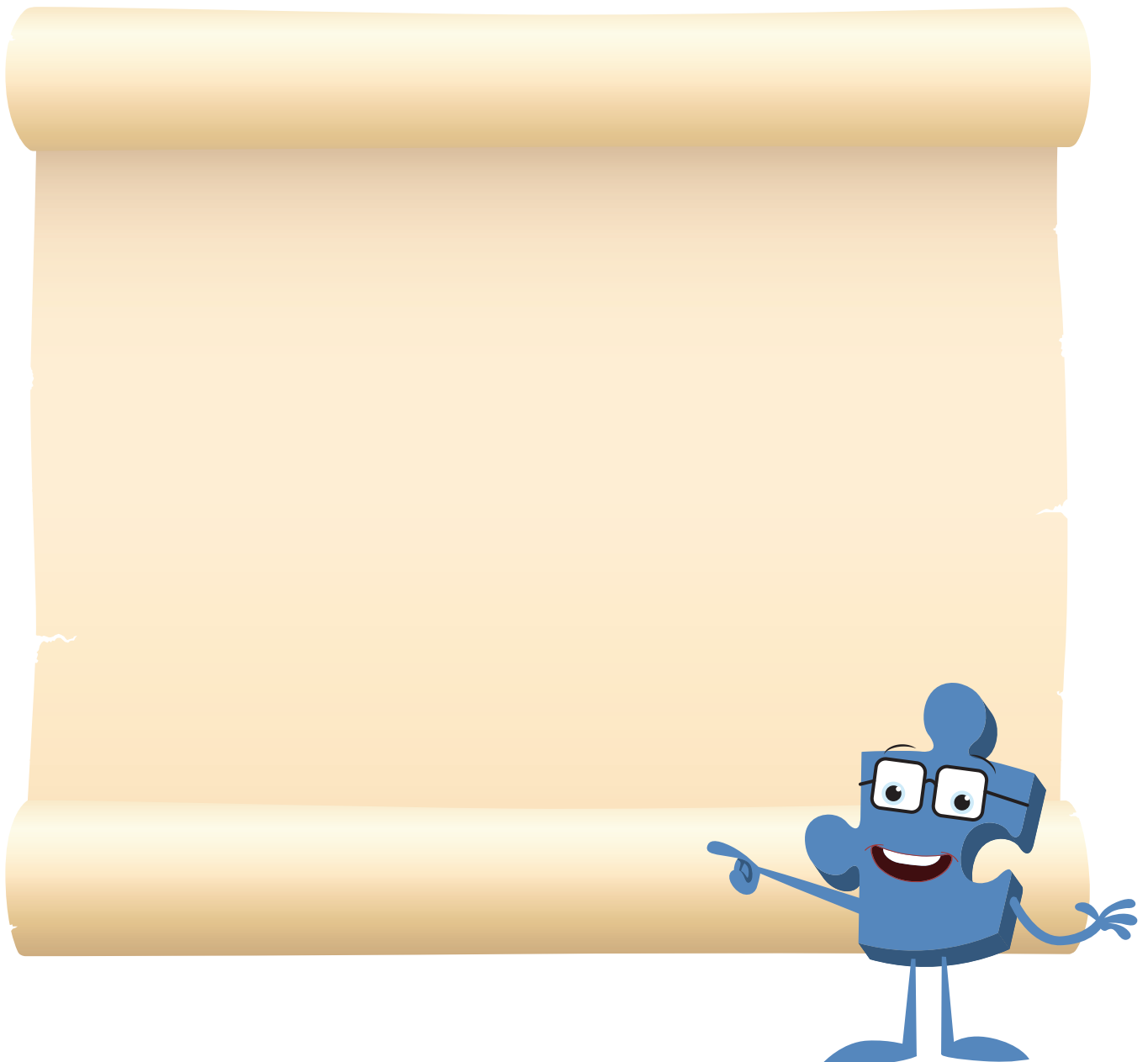
This week we are celebrating people who:
Keep trying even when it is difficult



Puzzle 3

Weekly Celebration 3

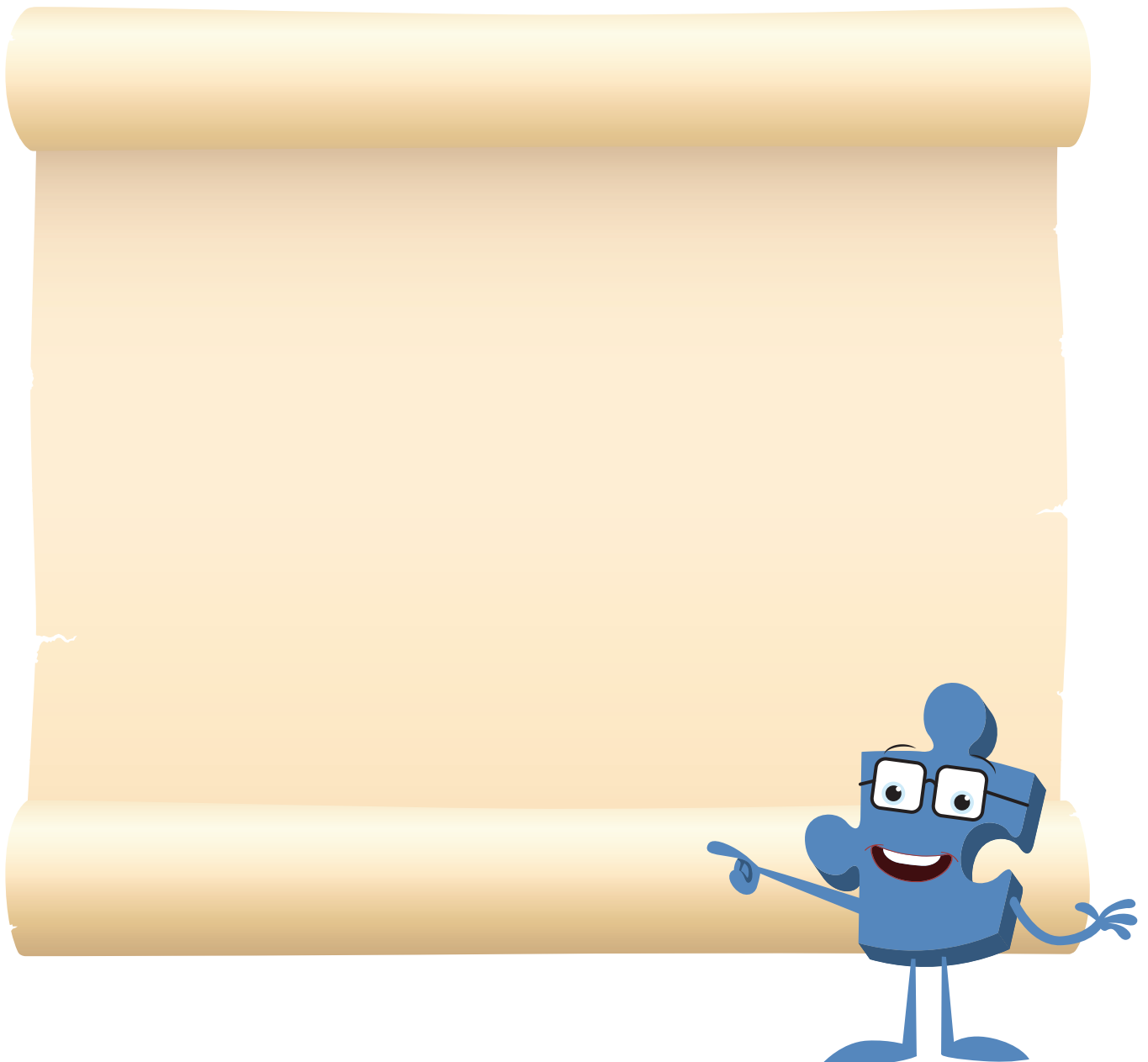
This week we are celebrating people who:
Work well with a partner or in a group



Puzzle 3

Weekly Celebration 4

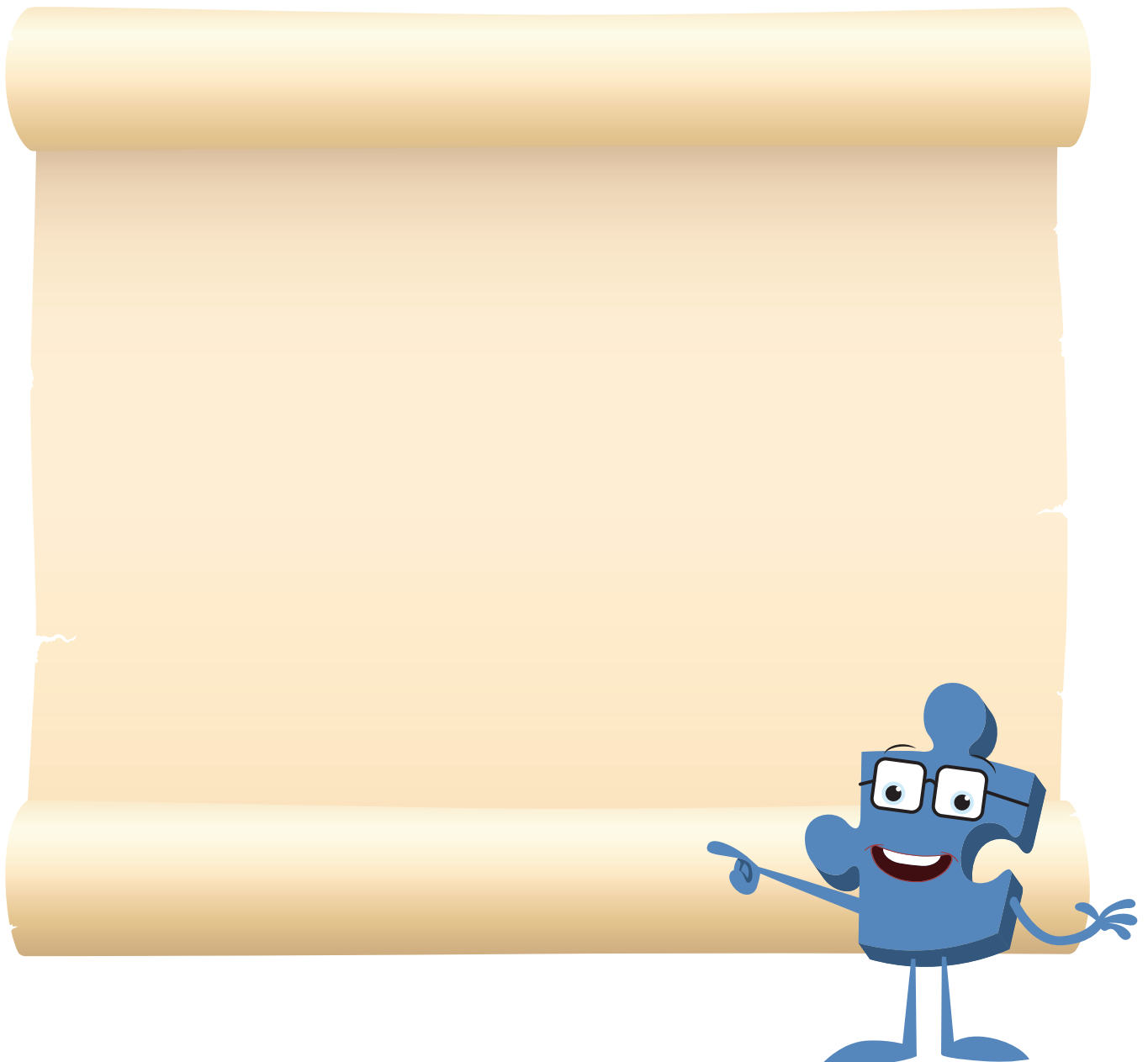
This week we are celebrating people who:
Have a positive attitude



Puzzle 3

Weekly Celebration 5

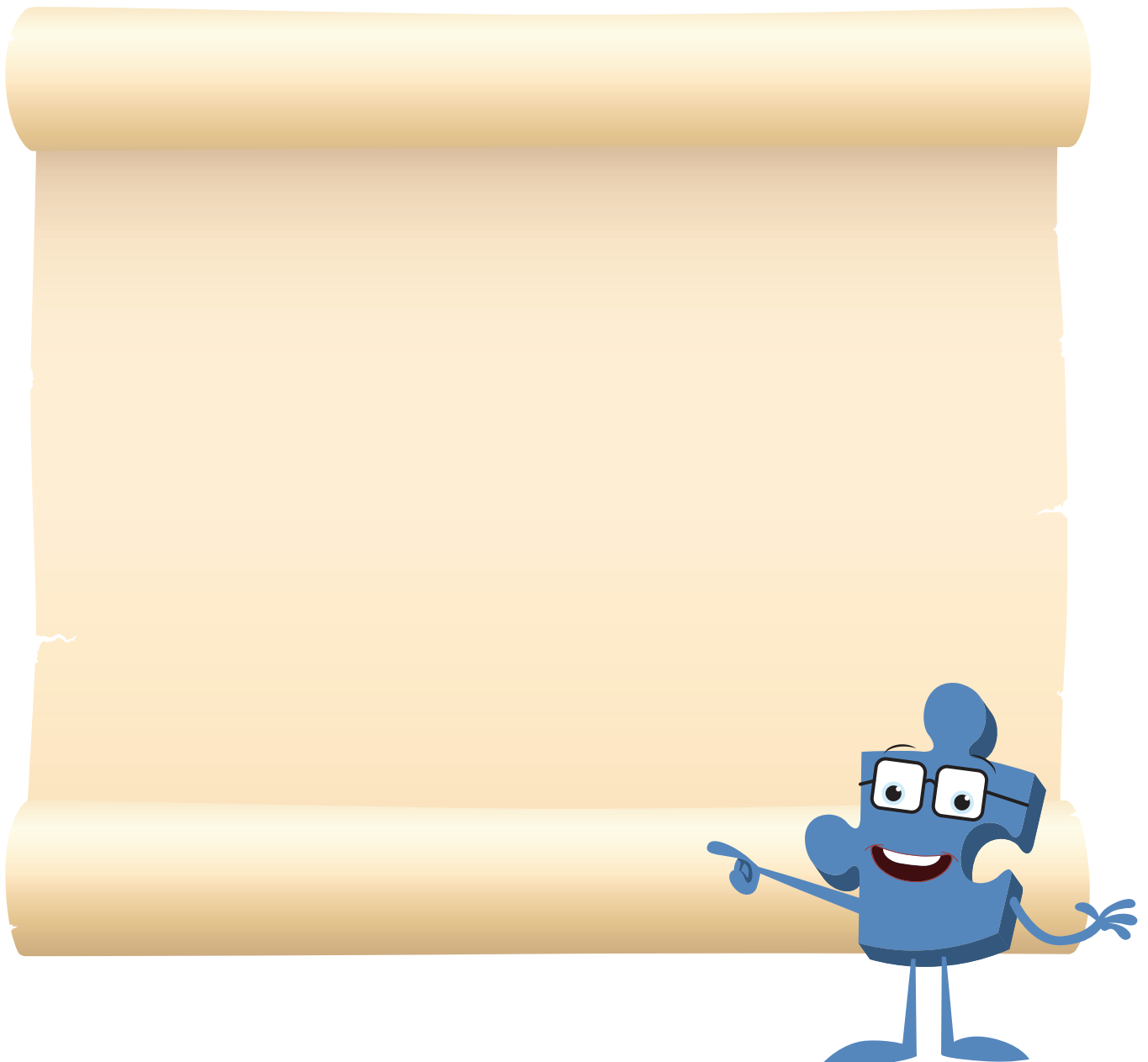
This week we are celebrating people who:
Help other to achieve their goals



Puzzle 3

Weekly Celebration 6

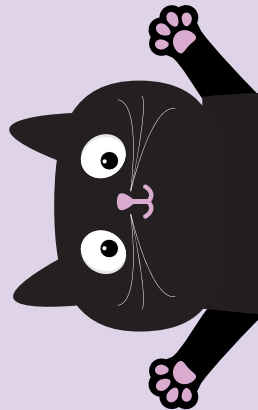
This week we are celebrating people who:
**Are working hard to achieve their own
dreams and goals**



Class Teacher's Preparation to Lead the **Dreams and Goals** Puzzle with children Ages 8-9

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Optional: Book 'Salt in his Shoes' by Deloris and Roslyn M. Jordan
Recommended: Video clip of Michael Jordan (teacher to source)
Mirror card/or coloured paper cut into leaf shapes
Collage materials e.g. beads, ribbons etc (optional depending upon time)
Laminated Jigsaw Charter
- Piece 2: Children's leaves from last lesson (Piece)
- Piece 3: Flipchart and chunky pens
- Piece 4: Recommended: appropriate clips from reality TV shows (teacher to source)
- Piece 5: Large potato for each group
Cocktail sticks
Craft materials (teacher to select) E.g. material scraps, coloured paper, pipe cleaners, beads etc
Chunky pens
- Piece 6: Children's creations from last lesson (Piece)
Optional: camera
Flip chart and chunky pens



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** one set of puzzle story cards. Remember to keep the children's work for the next Piece (lesson).
- Piece 2: **Copy/print** one set of Hopes and Dreams scenario cards.
- Piece 3: Use the same scenario cards as for the last lesson
- Piece 4: **Print/copy** My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6). **Copy/print** Dream cloud resource sheets if being used.
- Piece 5: Teachers may wish to consider teaching this lesson with Piece (lesson) 6 as an extended learning task. **Print/copy** Potato Person Identity Card template, one per group. **Print/copy** one set of Garden Puzzle Picture Cards and cut into pieces as shown. **Print** (or be prepared to show on whiteboard) the Invitation to the Potato Person Competition. Keep the children's work for the next lesson (Piece).
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 8-9 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may wish to also organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 8-9

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

Jigsaw and Tracking Software

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

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

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

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

Please email office@janleveragegroup.com

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





Ages 8-9

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		I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.	
Puzzle 2 Celebrating Difference		I can tell you about my first impressions of someone. I can also give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can explain how first impressions can be misleading. I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.	
Puzzle 3 Dreams & Goals		I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having greater chance of success.	
Puzzle 4 Healthy Me		I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 5 Relationships		I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can give reasons why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.	
Puzzle 6 Changing Me		I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation). I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.	I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.	

General Exemplification Guidance for teachers to assess children's work

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

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

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

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

Teacher Feedback to Pupils

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

For example:

You participated actively in this lesson.

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

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

Puzzle 3: Dreams & Goals - Ages 8-9 - Piece 1

Hopes and Dreams	
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... tell you about some of my hopes and dreams know how it feels to have hopes and dreams
Resources Jigsaw Chime 'Calm Me' script Story puzzle cards Jigsaw Jaz Jigsaw Jerrie Cat Flip chart/ whiteboard (Optional) Book: 'Salt in his Shoes' by Deloris and Roslyn M. Jordan (Optional) Video clip of Michael Jordan -teacher to source Mirror cards or pieces of paper shaped like leaves Collage materials (e.g. beads, ribbons) (Optional if time allows) Laminated Jigsaw Charter Jigsaw Journals My Jigsaw Journey	Vocabulary Dream Hope Goal Determination Perseverance Resilience Positive Attitude



Teaching and Learning Note Please ensure you are familiar with the Jigsaw Approach, prior to teaching this Puzzle (unit). The Jigsaw Approach is the introductory chapter that can be found at the start of each set of Year Group materials. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display. Connect us Randomly hand out the set of 'story puzzle cards' so that each child has one. Invite the children to find other children in the class who can complete their puzzle. e.g. All the children with a number 1 on their card group together and piece their cards together; all the children with number 2 cards do the same, and so on. The teacher may need to adapt this game slightly if there are fewer or more children, compared to the number of cards. e.g. by some children working in pairs, or using some of the cards but completing the rest as a whole class. When each group has joined their individual cards together, it will reveal a part of a story to be shared later in the lesson. The children will need to work out how their cards fit together to make sense. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Ask me this... Does your mind feel calm and ready to learn?
--	--

Open my mind

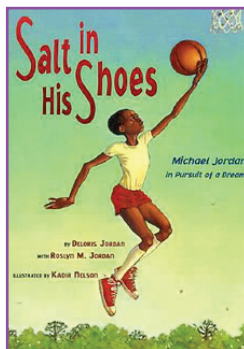
Share the story on the puzzle cards by asking each group to read out their part of the story, starting with the cards numbered 1, and so on.

Ask the children what they think this story is trying to teach them.

Tell me or show me

Explain that the story is true about a famous basketball player called Michael Jordan.

If the teacher has access to the book, 'Salt in his Shoes' by Deloris and Roslyn M. Jordan they may wish to share Michael Jordan's story with the children. Alternatively, the teacher could find and show a video clip of Michael Jordan.



Discuss what really made Michael's dream come true. Draw out that it is often hard work, perseverance that allow us to achieve our dreams rather than 'quick fixes'. Use Michael's story to introduce resilience and the importance of having a positive attitude to be resilient.

In talking partners, ask the children to think about a dream or a hope they have for the future. Using Jigsaw Jaz as the talking object, ask the children to share their ideas and collate on flipchart or whiteboard. Ask the children to share how it feels to have hopes and dreams? Do these dreams feel realistic? Possible? Exciting? Daunting? Share ideas.

Let me learn

On a piece of mirror card or paper shaped like a leaf, invite the children to write or draw one their dreams and how this makes them feel. These can be combined to make a hanging display if desired. If time allows, invite the children to decorate their dream with collage materials, such as beads, ribbons etc.

Children will need to keep their leaves for next lesson.

Help me reflect

Slide 1: 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 dreams or hopes do you have for the future?

How realistic are these dreams?

How does it feel to have a dream for the future?

If someone is resilient what does that mean?

What dream do you have? How might you achieve your dream? How does having a dream make you feel?)

Notes



Dreams and Goals

Calm Me Script - Ages 8-9 - Piece 1

Calm, quiet minds learn better... so, let's see if we can quieten our minds down. We are getting quite good at this now.

Take your Calm Me positions... sit nice and straight in your chairs, see if you can sit up with a straight and dignified spine but so that your back doesn't quite touch the back of the chair. Both feet are flat on the floor and your eyes are closed if you feel comfortable to help your mind focus.

Your hands can rest on your tummy to help focus on your breathing...

So feeling calm, breathe in with a slow, relaxed and gentle breath... in through your nose... feeling your tummy expand as the air enters the lungs.

Then breathe out slowly and gently, through your mouth, feeling your tummy go in again as the air leaves your body.

Breathe in... breathe out... gently blowing air through your lips.

Keep breathing like this and focus your sense of hearing on the sound of the chime...

(Strike the chime once...)

Listen until you can no longer hear the chime resonate...

Then, keep listening very carefully and focus your mind on any sounds you can hear outside the room..... listen... breathe...

Try now to change the channel in your mind and focus on listening to the sounds you can hear INSIDE the room... listen... breathe...

Change the channel one more time and bring all your mind's attention to listening to your breathing, feeling the breath entering and leaving your body...

Notice how calm you feel when you just focus on your breathing...

In... Out...

In... silently counting 1,2,3,4... Out... silently counting 1,2,3,4,5, 6.

Repeat several times...

Then when you are ready, I invite you to start to bring your awareness back into the classroom by wiggling your fingers and toes, perhaps having a stretch.... and to bring your quiet mind back into this present moment, right here, right now, back in the classroom and ready to learn.





Dreams and Goals

Story puzzle cards - Ages 8-9 - Piece 1

Michael loved to play (1)	basketball. He liked playing it with his (1)
older brothers and their friends. They were (1)	much taller than he was. One boy called (1)
Mark wouldn't let him join in because (1)	he said Michael was too small. (1)

This made Michael feel (2)	sad, so he asked his (2)
Mum how he could get (2)	taller. She said "We can put (2)
salt in your shoes. That will help you (2)	grow." It was a strange thing to say. (2)



Dreams and Goals

Story puzzle cards - Ages 8-9 - Piece 1

Michael stopped going to the (3)	park and stayed home to (3)
practise, so when he was taller he would (3)	be even better at (3)
basketball. After a few months Michael hadn't (3)	grown at all. (3)

His Dad said, "Being taller might (4)	help you be a better player but (4)
your practise and determination have (4)	already made you (4)
great." Michael ran off to the park to (4)	join in with the basketball game. (4)



Dreams and Goals

Story puzzle cards - Ages 8-9 - Piece 1

When he arrived Mark wouldn't let him (5)	join in, but then another boy got (5)
injured, and one of the teams needed a new (5)	player. This was Michael's (5)
chance. He took the place in the team and (5)	scored the winning basket. (5)



Dreams and Goals

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







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

Ages 8-9

Name

Piece 1	I can tell you about some of my hopes and dreams				TINT BOX - To improve next time I...
	I can explain how I feel about having hopes and dreams				
Piece 2	I know that sometimes hopes and dreams don't come true and that might hurt				
	I know what feeling disappointed feels like and can tell you times I felt that way				
Piece 3	I know that being positive can help me feel better about something disappointing				
	I can tell you ways I can manage things that disappoint me and how I can help other people cope with their disappointments				

I don't get this at all.

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson



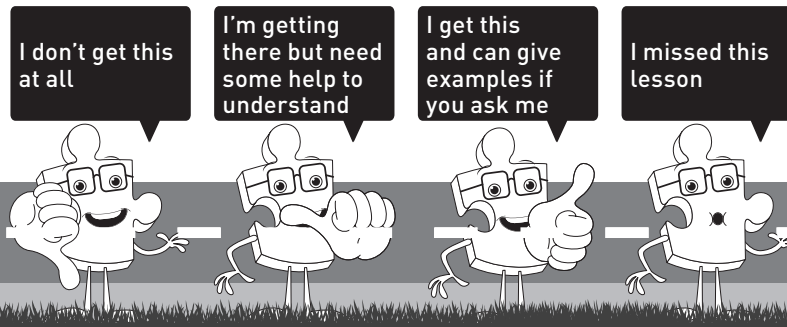
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Puzzle 3 - Dreams & Goals (Pieces 1-3)

Ages 8-9

Name

					TINT BOX - To improve next time I...
Piece 1	I can tell you about some of my hopes and dreams				
	I can explain how I feel about having hopes and dreams				
Piece 2	I know that sometimes hopes and dreams don't come true and that might hurt				
	I know what feeling disappointed feels like and can tell you times I felt that way				
Piece 3	I know that being positive can help me feel better about something disappointing				
	I can tell you ways I can manage things that disappoint me and how I can help other people cope with their disappointments				



Puzzle 3: Dreams & Goals - Ages 8-9 - Piece 2

Broken Dreams	
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... understand that sometimes hopes and dreams do not come true and that this can hurt know how disappointment feels and identify when I have felt that way
Resources Jigsaw Chime 'Calm Me' script Jigsaw Song: 'For Me' Hope and dream scenario cards Jigsaw Jaz Jigsaw Jerrie Cat Mirror dream mobiles from previous Piece Jigsaw Journals My Jigsaw Journey	Vocabulary Dreams Goals Hopes Disappointment Fears Hurt Resilience



Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. 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. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open my mind Slide 1: Sing or share the Jigsaw Song: 'For Me' with the children. What is this song trying to teach us about hopes and dreams? Does it teach us anything about being resilient? Pause Point: Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to think what they are thinking and feeling right now. They don't need to share this, they can keep their thoughts private.	Ask me this... How did it feel to be invited to sit next to someone you may not know very well? Does your mind feel calm and ready to learn? What does 'resilient' mean?
--	---

Tell me or show me

Give children the six different scenarios of hopes and dreams that have gone wrong.

- Emma and Oliver are promised a puppy which is then not allowed in the flats where they live.
- The holiday is cancelled because a relative of Roisin has to go into hospital.
- Farida breaks her leg before her gymnastics competition.
- Issa thought he would be selected for the school football team but finds out he is only the reserve.
- Jacob finds out he is not to be in the same class as his friends next year.
- Maya posts something on social media but doesn't get any likes.

In groups ask the children to discuss the following:

1. How it might feel?
2. What might the person do in that situation?
3. How could they overcome the hurt that this situation might cause?
4. How could they be more resilient?

Share ideas.

Ask the children to share in talking partners a time when a situation happened for them that was a broken dream or a disappointment. Pass Jigsaw Jaz around the circle and allow children to share their thoughts if they would like to but make sure children know they can pass without having to share anything.

Let me learn

On the reverse side of the leaf they made in Piece 1, write one piece of advice they would give to someone who is disappointed because a dream has been broken (like the children in the scenario). Focus on resilience.

Help me reflect

Slide 3: As in previous lesson share the learning intentions of this (Piece) lesson with the children and ask them to complete the relevant section of My Jigsaw Journey. There is a PowerPoint slide available if you wish to model the completion of this with the children.

Can you remember what 'resilient' means?

How does it feel when dreams don't come true?

What can help when you feel hurt or disappointed?

Can you think of a time when you felt disappointed or let down or when a dream you had was broken?

How did you cope with that situation?

Notes



Dreams and Goals

Calm Me Script - Ages 8-9 - Piece 2

Calm, quiet minds learn better... so, let's see if we can quieten our minds down. We are getting quite good at this now.

Take your Calm Me positions... sit nice and straight in your chairs, see if you can sit up with a straight and dignified spine but so that your back doesn't quite touch the back of the chair. Both feet are flat on the floor and your eyes are closed if you feel comfortable to help your mind focus.

Your hands can rest on your tummy to help focus on your breathing...

So feeling calm, breathe in with a slow, relaxed and gentle breath... in through your nose... feeling your tummy expand as the air enters the lungs.

Then breathe out slowly and gently, through your mouth, feeling your tummy go in again as the air leaves your body.

Breathe in... breathe out... gently blowing air through your lips.

Keep breathing like this and focus your sense of hearing on the sound of the chime...

(Strike the chime once...)

Listen until you can no longer hear the chime resonate...

Then, keep listening very carefully and focus your mind on any sounds you can hear outside the room..... listen... breathe...

Try now to change the channel in your mind and focus on listening to the sounds you can hear INSIDE the room... listen... breathe...

Change the channel one more time and bring all your mind's attention to listening to your breathing, feeling the breath entering and leaving your body...

Notice how calm you feel when you just focus on your breathing...

In... Out...

In... silently counting 1,2,3,4... Out... silently counting 1,2,3,4,5, 6.

Repeat several times...

Then when you are ready, I invite you to start to bring your awareness back into the classroom by wiggling your fingers and toes, perhaps having a stretch.... and to bring your quiet mind back into this present moment, right here, right now, back in the classroom and ready to learn.





Dreams and Goals

Hope and Dream Scenario Cards - Ages 8-9 - Piece 2

Emma and Oliver are promised a puppy which is then not allowed in the flats where they live.

The holiday is cancelled because a relative of Roisin has to go into hospital.

Farida breaks her leg before her gymnastics competition.

Issa thought he would be selected for the school football team but finds out he is only the reserve.

Jacob finds out he is not to be in the same class as his friends next year.

Maya posts something on social media but doesn't get any likes.



Dreams and Goals

PowerPoint Slide 1 'For Me' - Ages 8-9 - Piece 2

For Me

(Dreams and Goals)

VERSE 1:

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

BRIDGE:

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

CHORUS:

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

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

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

VERSE 2:

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

BRIDGE 2:

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

CHORUS

BRIDGE 1+2

That's what dreams are

CHORUS

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

CHORUS



Dreams and Goals

Jerrie Cat PowerPoint Slide 2 - Ages 8-9 - Piece 2



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Dreams and Goals

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







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

Ages 8-9

Name

Piece 1	I can tell you about some of my hopes and dreams				TINT BOX - To improve next time I...
	I can explain how I feel about having hopes and dreams				
Piece 2	I know that sometimes hopes and dreams don't come true and that might hurt				
	I know what feeling disappointed feels like and can tell you times I felt that way				
Piece 3	I know that being positive can help me feel better about something disappointing				
	I can tell you ways I can manage things that disappoint me and how I can help other people cope with their disappointments				

I don't get this at all.

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson



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Puzzle 3: Dreams & Goals - Ages 8-9 - Piece 3

Overcoming Disappointment		
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... know that reflecting on positive and happy experiences can help me to counteract disappointment know how to cope with disappointment and help others cope with theirs	
Resources Jigsaw Chime 'Calm Me' script Jigsaw Song: 'For Me' Hope and dream scenario cards (from previous Piece) Jigsaw Jaz Jigsaw Jerrie Cat Flipchart Jigsaw Journals My Jigsaw Journey	Vocabulary Positive experiences Hopes Dreams Disappointment Hurt Goals Plans Cope Help Resilience	
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play the 'Rainforest Game'. In the format of a wave, start off by tapping two fingers on the palm of your hand, the child next to you copies, then the one next to them copies. Explain to the children they have to wait for the movement to get to them before they begin. When it gets back to the start, the teacher then claps hands and this movement follows around the circle. The children will be continuing to tap the two fingers until the clap movement reaches them. Then the next movement is to slap knees, then stamp feet, so that the sound builds to a crescendo like a rainstorm building up from pitter-patter to full-on storm. Then gradually it subsides with the movement then going backwards from stamping feet, to clapping hands on knees, clapping and then tapping two fingers until the last round: this is when the teacher puts both hands on their knees until all children in the circle have done the same, and the sound is silence. Maintain the silence for a minute. Share with the children how it is with team work and working together that this activity works successfully. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.		Ask me this... How does it feel to work together as a class? What comes after the rain? Does calm always come after a storm? Did you enjoy the silence? Does your mind feel calm and ready to learn?





Open my mind

Sing or share the Jigsaw Song: 'For Me'. In talking partners, ask the children to think about situations where someone can feel like giving up. Share ideas using Jigsaw Jaz. (Lyrics on slides in previous lesson).

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause and identify what they are thinking and feeling right now. They don't need to share but keep these thoughts in their heads.

Tell me or show me

Outline the challenge: Using the scenarios from Piece 2, the children work in groups and have one scenario per group.

- Emma and Oliver are promised a puppy which is then not allowed in the flats where they live.
- The holiday is cancelled because a relative of Roisin has to go into hospital.
- Farida breaks her leg before her gymnastics competition.
- Issa thought he would be selected for the school football team but finds out he is only the reserve.
- Jacob finds out he is not to be in the same class as his friends next year.
- Maya posts something on social media but doesn't get any likes.

Each group prepares a role play to showcase their situation to the rest of the class. After each performance the groups watching come up with ideas for a new plan and ways to help the group set new goals. The children write their ideas onto post-it notes and display them on flipchart. Can the children relate their ideas to becoming more resilient?

What advice would they give to the person who is experiencing disappointment.

Let me learn

The groups then have time to consider the ideas given on how to come up with a new plan or set new goals for their situation and their role play and how to cope with disappointment. The groups then develop their role play and show how they might overcome this set-back. Each group then showcases their revised role play and feedback is taken from the groups.

In the debrief, help the children to recognise that disappointment is hard to cope with but that there are often ways around the situation to help us to feel better, even if this isn't always straight away. Explain that if we stay positive we are more likely to find a positive outcome to our disappointment. We can treat disappointment as an emotion that will pass and as a stepping stone to achieving our dreams and goals.

Help me reflect

Slide 2: 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. Use the associated PowerPoint slide if the children need this to be modelled.

What might make us feel like giving up?
How does it feel when things don't go to plan?

How can we help ourselves to feel better?
What new goals or plans can be set to help difficult situations?

Notes



Dreams and Goals

Calm Me Script - Ages 8-9 - Piece 3

Calm, quiet minds learn better... so, let's see if we can quieten our minds down. We are getting quite good at this now.

Take your Calm Me positions... sit nice and straight in your chairs, see if you can sit up with a straight and dignified spine but so that your back doesn't quite touch the back of the chair. Both feet are flat on the floor and your eyes are closed if you feel comfortable to help your mind focus.

Your hands can rest on your tummy to help focus on your breathing...

So feeling calm, breathe in with a slow, relaxed and gentle breath... in through your nose... feeling your tummy expand as the air enters the lungs.

Then breathe out slowly and gently, through your mouth, feeling your tummy go in again as the air leaves your body.

Breathe in... breathe out... gently blowing air through your lips.

Keep breathing like this and focus your sense of hearing on the sound of the chime...

(Strike the chime once...)

Listen until you can no longer hear the chime resonate...

Then, keep listening very carefully and focus your mind on any sounds you can hear outside the room..... listen... breathe...

Try now to change the channel in your mind and focus on listening to the sounds you can hear INSIDE the room... listen... breathe...

Change the channel one more time and bring all your mind's attention to listening to your breathing, feeling the breath entering and leaving your body...

Notice how calm you feel when you just focus on your breathing...

In... Out...

In... silently counting 1,2,3,4... Out... silently counting 1,2,3,4,5, 6.

Repeat several times...

Then when you are ready, I invite you to start to bring your awareness back into the classroom by wiggling your fingers and toes, perhaps having a stretch.... and to bring your quiet mind back into this present moment, right here, right now, back in the classroom and ready to learn.





Dreams and Goals

Jerrie Cat PowerPoint Slide 1 - Ages 8-9 - Piece 3



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Dreams and Goals

PowerPoint Slide 2: My Jigsaw Journey - Ages 8-9 - Pieces 1-3



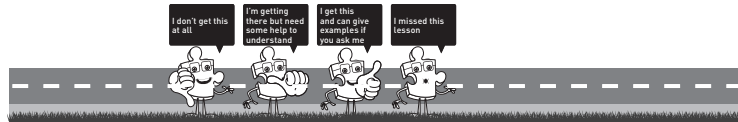
Puzzle 3 - Dreams & Goals (Pieces 1-3)

Ages 8-9

Name

					TINT BOX - To improve next time I...
Piece 1	I can tell you about some of my hopes and dreams				
	I can explain how I feel about having hopes and dreams				
Piece 2	I know that sometimes hopes and dreams don't come true and that might hurt				
	I know what feeling disappointed feels like and can tell you times I felt that way				
Piece 3	I know that being positive can help me feel better about something disappointing				
	I can tell you ways I can manage things that disappoint me and how I can help other people cope with their disappointments				

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Puzzle 3: Dreams & Goals - Ages 8-9 - Piece 4

Creating New Dreams	
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... know how to make a new plan and set new goals even if I have been disappointed know what it means to be resilient and to have a positive attitude
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jaz Jigsaw Jerrie Cat Dream Cloud resource sheet Jigsaw Journals My Jigsaw Journey	Vocabulary Resilience Self-belief Motivation Perseverance Determination Goal Dream Commitment
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play 'Zoom! Eek!' Sitting in a circle the first child turns to the child on their right, makes eye contact and calls out 'Zoom!'; that child then calls out 'Zoom!' to the person on their right and it continues around the circle. To change the direction of the 'Zoom!' a child can call out 'Eek!' instead, at which point the zoom goes in the opposite direction around the circle until another 'Eek!' is called. Make sure that all children are included in this game. Allow the children to enjoy the game and then draw out the learning from this Puzzle so far that sometimes things happen to us that mean we have to change our plans and set new goals for ourselves when things don't always work out as hoped or expected. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open my mind Invite the children to think of some of the 'reality TV' shows they watch or know about e.g. singing competitions, talent shows where members of the public enter. Ask the children if they remember some of the contestants who didn't make it through to the final or win and how the person reacted. Invite the children to share some of these stories. If desired the teacher could source appropriate video clips to show the children. Draw out: • How did some of the contestants react to being disappointed? • Did they all react the same? • What ways were helpful, and which ones were not?	



Ask me this...

Can you make the Zoom sound like a racing car engine and the Eek sound like screeching brakes?

Does your mind feel calm and ready to learn?

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to breath deeply, pause and identify how they are feeling and what they are thinking now. They don't need to share but can keep these thoughts in their heads.

Tell me or show me

Draw out from the previous discussion that we all face disappointment sometimes. Staying positive, having determination, resilience and self-belief can really help us manage being disappointed. Negative feelings are a natural part of being disappointed, but can be unhelpful to us if we hold on to them for too long. Why is this?

Ask the children where they think self-belief comes from?

Can they think of strategies they could use to let negative feelings go 'safely' e.g. Calm me?

In talking partners invite the children to think of a time when they haven't quite succeeded at something and to think about how they might have another go, but in a different way. Share ideas using Jigsaw Jaz in the circle.

Let me learn

Invite the children to write a new verse for the Jigsaw Song: 'For Me', which describes what they might do to make a new plan or set a new goal and how they might cope with this situation.

Alternatively, the children could devise a three-step approach to recreating their dream by using the dream cloud resource sheet. Some prompting questions for the children might be:

- How might they stay positive and resilient?
- Who might help them to reach their goal?
- What steps might they take?
- How will they know when they have achieved their goal?

Help me reflect

Slide 2: 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. Use the associated PowerPoint slide if the children need this to be modelled.

Notes



Dreams and Goals

Calm Me Script - Ages 8-9 - Piece 4

Calm, quiet minds learn better... so, let's see if we can quieten our minds down. We are getting quite good at this now.

Take your Calm Me positions... sit nice and straight in your chairs, see if you can sit up with a straight and dignified spine but so that your back doesn't quite touch the back of the chair. Both feet are flat on the floor and your eyes are closed if you feel comfortable to help your mind focus.

Your hands can rest on your tummy to help focus on your breathing...

So feeling calm, breathe in with a slow, relaxed and gentle breath... in through your nose... feeling your tummy expand as the air enters the lungs.

Then breathe out slowly and gently, through your mouth, feeling your tummy go in again as the air leaves your body.

Breathe in... breathe out... gently blowing air through your lips.

Keep breathing like this and focus your sense of hearing on the sound of the chime...

(Strike the chime once...)

Listen until you can no longer hear the chime resonate...

Then, keep listening very carefully and focus your mind on any sounds you can hear outside the room..... listen... breathe...

Try now to change the channel in your mind and focus on listening to the sounds you can hear INSIDE the room... listen... breathe...

Change the channel one more time and bring all your mind's attention to listening to your breathing, feeling the breath entering and leaving your body...

Notice how calm you feel when you just focus on your breathing...

In... Out...

In... silently counting 1,2,3,4... Out... silently counting 1,2,3,4,5, 6.

Repeat several times...

Then when you are ready, I invite you to start to bring your awareness back into the classroom by wiggling your fingers and toes, perhaps having a stretch.... and to bring your quiet mind back into this present moment, right here, right now, back in the classroom and ready to learn.





Dreams and Goals

Jerrie Cat PowerPoint Slide 1 - Ages 8-9 - Piece 4



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Dreams and Goals

Dream Cloud Resource Sheet - Ages 8-9 - Piece 4





Dreams and Goals

PowerPoint Slide 2: My Jigsaw Journey - Ages 8-9 - Pieces 4-6



My Jigsaw Journey

Jigsaw

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

Ages 8-9

Name

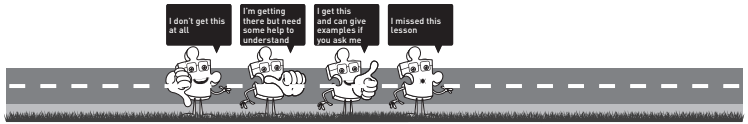
					TINT BOX - To improve next time I...
Piece 4	I know how to make a new plan and set goals even if I have been disappointed				
	I know what being resilient and having a positive attitude means				
Piece 5	I can work in a group to sort out the steps we need to take to achieve a challenge or goal				
	I can tell you why I enjoy being part of a group challenge				
Piece 6	I can tell you how I and others made contributions in a task				
	I know how to share the success of my group positively and 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



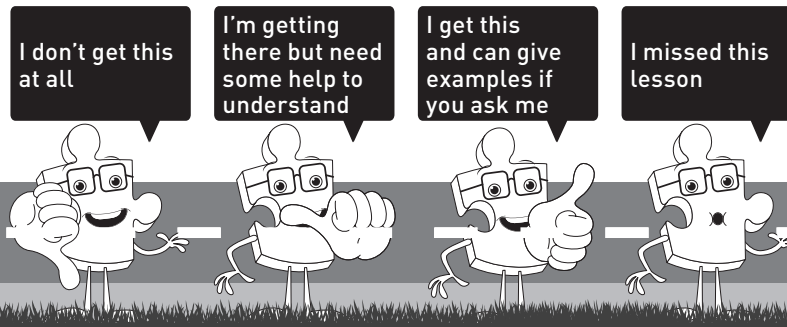
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Puzzle 3 - Dreams & Goals (Pieces 4-6)

Ages 8-9

Name

					TINT BOX - To improve next time I...
Piece 4	I know how to make a new plan and set goals even if I have been disappointed				
	I know what being resilient and having a positive attitude means				
Piece 5	I can work in a group to sort out the steps we need to take to achieve a challenge or goal				
	I can tell you why I enjoy being part of a group challenge				
Piece 6	I can tell you how I and others made contributions in a task				
	I know how to share the success of my group positively and store these feelings in my internal treasure chest				



Puzzle 3: Dreams & Goals - Ages 8-9 - Piece 5

Achieving Goals	
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... know how to work out the steps to take to achieve a goal, and do this successfully as part of a group enjoy being part of a group challenge
Resources Garden puzzle picture cards Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat Invitation to the Potato Person competition Large potato for each group Cocktail sticks Craft materials (teacher to select) e.g. material scraps, coloured paper, beads, pipe cleaners Chunky pens Potato Person Identity Card template Jigsaw Journals My Jigsaw Journey	Vocabulary Goal Team work Enterprise Design Cooperation
Teaching and Learning Note Teachers have the option to teach this Piece (lesson) and Piece (lesson) 6 together as an extended piece of work if desired. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. 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 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 groups. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open my mind Slide 1: Show the children the Funniest Potato Person Competition invitation. Invite the class to guess what may be involved in the challenge and share their ideas.	Ask me this... How do you feel about your new team? Does being in your new team put you out of your comfort zone? Does your mind feel calm and ready to learn?



Tell me or show me

Outline the challenge. The challenge is for each group to create a Potato Person which will be entered into a class competition to see which one is the funniest. The task involves:

- Working as a team
- Designing the Potato Person
- Making the Potato Person
- Creating a funny personality for the Potato Person
- The task has to be completed by the end of the lesson

Show the children the range of materials they have available, and the Potato Person Identity Card template to be completed.

Give the groups five minutes to brainstorm in their groups any ideas about the Potato Person they would like to make. They will also need to decide who does what in the challenge to get the task completed on time.

Let me learn

For the rest of this lesson (Piece) the children design and make their Potato People. The judging will take place in the next lesson (Piece).

The Potato People 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 (unit of work).

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).

Are you excited about the challenge?

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?

Notes**Certificates**

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



Dreams and Goals

Calm Me Script - Ages 8-9 - Piece 5

Calm, quiet minds learn better... so let's see if we can quieten our minds down. We are getting quite good at this now...

Take your Calm Me positions... sit nice and straight in your chairs, see if you can sit up with a straight and dignified spine but so that your back doesn't quite touch the back of the chair. Both feet are flat on the floor and your eyes are closed if you feel comfortable to help your mind focus.

Your hands can rest on your tummy to help focus on your breathing...

So feeling calm, breathe in with a slow, relaxed and gentle breath... in through your nose... feeling your tummy expand as the air enters the lungs.

Then breathe out slowly and gently, through your mouth, feeling your tummy go in again as the air leaves the body.

Breathe in... breathe out...

Keep breathing like this and focus your sense of hearing on the sound of the chime...

(Strike the chime once...)

Listen until you can no longer hear the chime resonate...

Then, keep listening very carefully and focus your mind on any thoughts that might be cropping up in your mind right now... breathe... in... out...

Watch for any thoughts happening right now... breathe... in... out...

Notice your thoughts and try to let them glide across your mind like they are gliding across a clear blue sky... Watch a thought as it glides across the sky... not sticking in your mind... gliding away...

Now, change the channel in your mind and bring all your mind's attention to creating a picture of a dream or goal you have right now, maybe a goal for the next few weeks, maybe a dream for your future.....invite your mind to create a very clear and colourful picture of your dream or goal... zoom in so you can see it clearly... how does it feel to be achieving that dream or goal? Do you feel proud? Do you feel pleased with yourself? Do you feel appreciation for all the people who helped you?

Just let your mind stay with that picture for a few seconds and feel the pride and pleasure.

(Strike the chime...)

Try to change the channel in your mind and let the picture fade, knowing you can come back to it in your mind whenever you want to.

Then bring your attention back to your breathing...

Notice how calm you feel when you just focus on your breathing...

In... Out...

In... silently counting 1,2,3,4... Out...silently "I'm so glad that I'm alive".

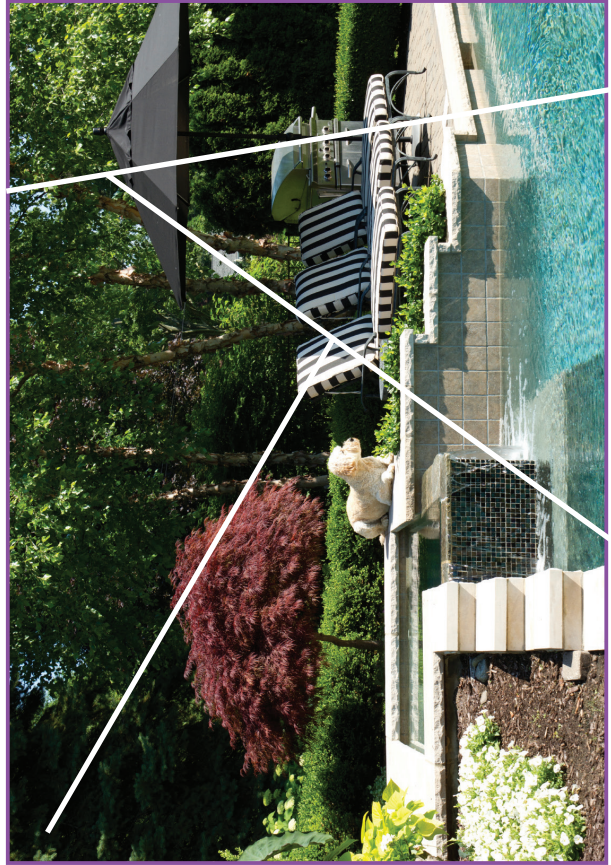
(Repeat several times...)

Then when you are ready, I invite you to start to bring your awareness back into the classroom by wiggling your fingers and toes, perhaps having a stretch... and to bring your quiet mind back into this present moment, right here, right now, back in the classroom and ready to learn...



Dreams and Goals

Garden Puzzle Templates - Ages 8-9 - Piece 5



Dreams and Goals

Garden Puzzle Templates - Ages 8-9 - Piece 5

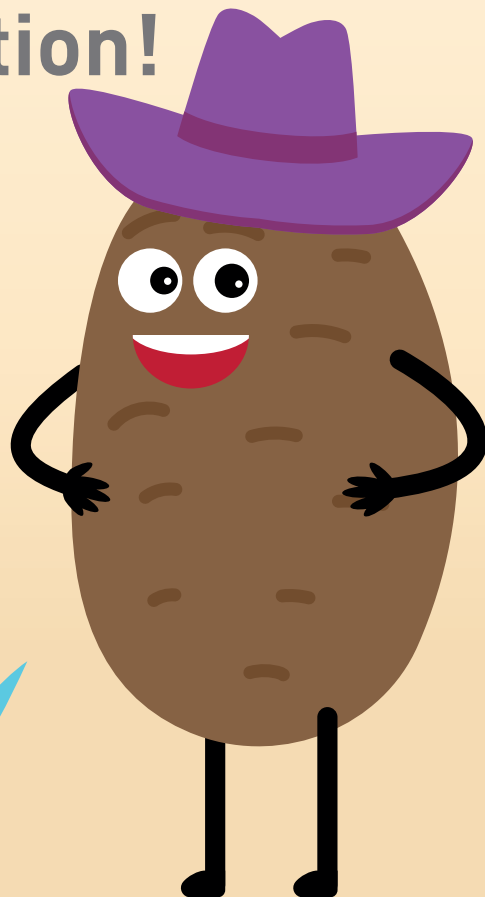


Invitation to the

Funniest Potato Person Competition!



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



Dreams and Goals

Potato Person ID Card - Ages 8-9 - Piece 5



Name:

.....

Address:

.....

.....

Job:

.....

.....

Hobbies:

.....

.....

Anything else you want to tell us about your Potato Person:...

.....

.....

.....

.....

.....

.....

.....

.....

Open my mind

Stay in the circle. In their teams, children show the Potato Person they have designed and made, and the character they have created for them.

Invite the children to give positive comments about each other's designs and ensure that every group has been included in receiving some praise for their work.

Tell me or show me/Let me learn

Slide 1: Explain that it is now time to vote for the funniest Potato Person. The teacher can do this by show of hands or a secret ballot, whatever is appropriate for the class.

Explain that as the challenge is almost over, the teams need to reflect on how well they did and think about how they could improve next time. Praise the children for their wonderful work and contributions they each made.

Invite each team to elect a chairperson to manage the next discussion. Then, using the self- review questions on the PowerPoint, each team discusses their answers to each of the questions and records this on a piece of flip chart. Beforehand, the teacher should go through each question and discuss through questioning, the type of things the team might need to consider.

- What did the team do well in this challenge?
- Were you disappointed about anything in the challenge?
- If you did the task again, what would you do differently?
- What could you do as a team to be more resilient and have a positive attitude the next time you work as a group?

The teacher may wish to take photos of the flip charts so that each child can stick a copy into their Jigsaw Journal.

Help me reflect

Slide 2: 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.

What do you like about other team's designs?

How well did you work together as a team?

Notes

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



Dreams and Goals

Calm Me Script - Ages 8-9 - Piece 6

Calm, quiet minds learn better... so let's see if we can quieten our minds down. We are getting quite good at this now...

Take your Calm Me positions... sit nice and straight in your chairs, see if you can sit up with a straight and dignified spine but so that your back doesn't quite touch the back of the chair. Both feet are flat on the floor and your eyes are closed if you feel comfortable to help your mind focus.

Your hands can rest on your tummy to help focus on your breathing...

So feeling calm, breathe in with a slow, relaxed and gentle breath... in through your nose... feeling your tummy expand as the air enters the lungs.

Then breathe out slowly and gently, through your mouth, feeling your tummy go in again as the air leaves the body.

Breathe in... breathe out...

Keep breathing like this and focus your sense of hearing on the sound of the chime...

(Strike the chime once...)

Listen until you can no longer hear the chime resonate...

Then, keep listening very carefully and focus your mind on any thoughts that might be cropping up in your mind right now... breathe... in... out...

Watch for any thoughts happening right now... breathe... in... out...

Notice your thoughts and try to let them glide across your mind like they are gliding across a clear blue sky... Watch a thought as it glides across the sky... not sticking in your mind... gliding away...

Now, change the channel in your mind and bring all your mind's attention to creating a picture of a dream or goal you have right now, maybe a goal for the next few weeks, maybe a dream for your future.....invite your mind to create a very clear and colourful picture of your dream or goal... zoom in so you can see it clearly... how does it feel to be achieving that dream or goal? Do you feel proud? Do you feel pleased with yourself? Do you feel appreciation for all the people who helped you?

Just let your mind stay with that picture for a few seconds and feel the pride and pleasure.

(Strike the chime...)

Try to change the channel in your mind and let the picture fade, knowing you can come back to it in your mind whenever you want to.

Then bring your attention back to your breathing...

Notice how calm you feel when you just focus on your breathing...

In... Out...

In... silently counting 1,2,3,4... Out...silently "I'm so glad that I'm alive".

(Repeat several times...)

Then when you are ready, I invite you to start to bring your awareness back into the classroom by wiggling your fingers and toes, perhaps having a stretch... and to bring your quiet mind back into this present moment, right here, right now, back in the classroom and ready to learn...





Dreams and Goals

Self-Review PowerPoint Slide 1 - Ages 8-9 - Piece 6

What did the team do well in this challenge?

Were you disappointed about anything in the challenge?

If you did the task again, what would you do differently?

What could you do as a team to be more resilient and have a positive attitude the next time you work as a group?



Dreams and Goals

PowerPoint Slide 2: My Jigsaw Journey - Ages 8-9 - Piece 5




Puzzle 3 - Dreams & Goals (Pieces 4-6)
Ages 8-9
Name

					TINT BOX - To improve next time I...
Piece 4	I know how to make a new plan and set goals even if I have been disappointed				
	I know what being resilient and having a positive attitude means				
Piece 5	I can work in a group to sort out the steps we need to take to achieve a challenge or goal				
	I can tell you why I enjoy being part of a group challenge				
Piece 6	I can tell you how I and others made contributions in a task				
	I know how to share the success of my group positively and 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 8-9 **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 disappointed that our Potato Person didn't win, but I would be able to make it better if we did the challenge again.	
I was sad we didn't win the contest, but I wouldn't be sad about it for long.	

Ages 8-9 expectation	WORKING AT
Our team would need to work better as team if we did the challenge again. One way would be to agree what jobs people did before we started the task, and which people were suited to which task.	
Being resilient means that we can bounce-back from being disappointed. We would need to move on from the task and learn from any mistakes we made.	

	WORKING BEYOND
It was disappointing that we didn't win the contest. We had too many disagreements in our group and spent too much time sorting out arguments. This meant our Potato Person wasn't finished and as good as we wanted. I think that is why we lost the contest. If we did it again I would want to have some rules so we get along before we started the challenge.	
If the group could move on from the arguments we had, we would stand a better chance of winning next time and we would pull together as a team. If we are still arguing then we haven't learned, and the same thing might happen in the next task.	

