

# Jigsaw!

The mindful approach to PSHE



Celebrating Difference - Ages 8-9

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

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# Celebrating Difference

## Puzzle Map - Ages 8-9



### Puzzle Outcome

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

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. Judging by Appearances	I understand that, sometimes, we make assumptions based on what people look like	I try to accept people for who they are	Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, Character pictures , A pair of cardboard spectacles with coloured lenses (coloured cellophane) for each group, A pair of spectacles with clear lenses for each group , Character answer cards, My Jigsaw Journey, Jigsaw Jerrie Cat.
Include others when working and playing	2. Understanding influences	I understand what influences me to make assumptions based on how people look	I can question why I think what I do about other people	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Optical illusion picture e.g. young/old lady (www.eyetricks.com), Picture of a dog , Response strips, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. Understanding Bullying	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I know how it might feel to be a witness to and a target of bullying	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'There's a Place', Maya's story, Jigsaw Jaz, Flip chart divided into three sections (one per group), Chunky pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve problems	4. Problem-solving	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I can problem-solve a bullying situation with others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Soft ball, Paper for children's poster Pen/pencil for children's posters Teacher to source local/national info/websites about bullying on and offline, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to use kind words	5. Special Me Puzzle outcome: Frames	I can identify what is special about me and value the ways in which I am unique	I like and respect the unique features of my physical appearance	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Coloured strips of paper, Glue sticks, Photos of class members, Mirrors, Template photo frames, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating Difference: how we look ★ Assessment Opportunity	I can tell you a time when my first impression of someone changed when I got to know them	I can explain why it is good to accept people for who they are	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Character cards (to show on whiteboard), Jigsaw Journals , Blue and red spectacle templates, one for each child, Puzzle 2 Attainment Descriptor Grid, My Jigsaw Journey, certificates, Jigsaw Jerrie Cat.



## Subject Leader's Preparation to Lead the Celebrating Difference Puzzle

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

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



## Puzzle Assembly/Collective Worship: Celebrating Difference

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

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


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

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

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

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

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

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

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

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

### Closing the assembly

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

## Celebrating Difference Assembly (PowerPoint Slides)

Slide 1

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

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

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

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

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

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

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

Slide 2



Slide 3



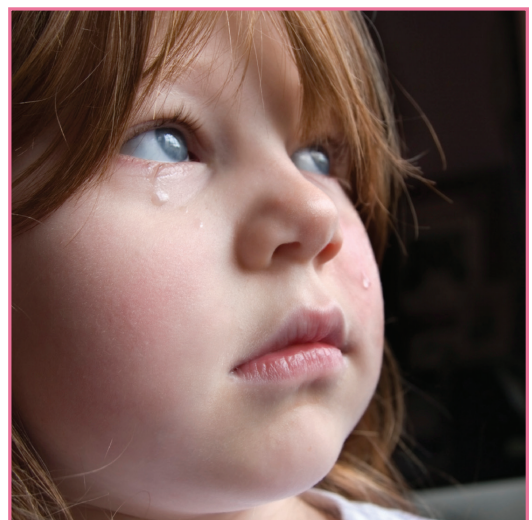
Slide 4



Slide 5



Slide 6



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

**Slide 7**



**Slide 8**



**Slide 9**



**Slide 10**



**Slide 11**



**Slide 12**



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

**Slide 13**



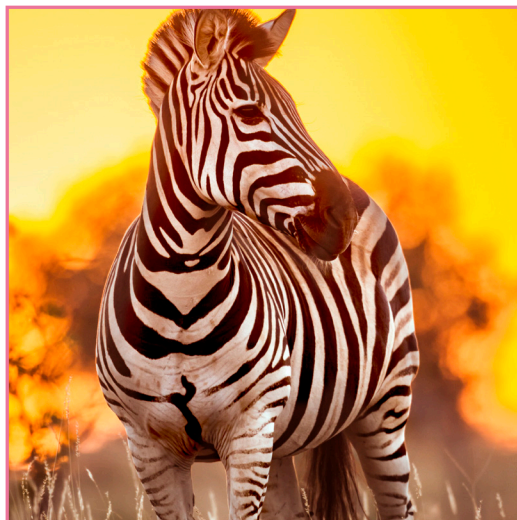
**Slide 14**



**Slide 15**



**Slide 16**



**Slide 17**



**Slide 18**



## Celebrating Difference Assembly (PowerPoint Slides)

Slide 19



Slide 20



Slide 21



Slide 22



Slide 23



Slide 24

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

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

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

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

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

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



14

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

15

**Bees have five eyes.**

16

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

17

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

18

**Dolphins sleep with one eye closed.**

19

**Slugs have four noses.**

20

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

21

**Honeybees have hair on their eyes.**

22

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

23

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

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



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

### **VERSE:**

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

### **CHORUS:**

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

### **VERSE RAP:**

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



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

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

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

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

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

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

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

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

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

## There's a Place (Celebrating Difference)

1 2 3 4

A Bm F#m D

5 6 7 8

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

9 10 11 12

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

13 14 15 16

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

17 18 19 20

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

19

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

22

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

24

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

27

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

31

How can we

34

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

36

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

37

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

39

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

42

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

44

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

47

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

51

Let me

54

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

55

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

58



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

61



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

63



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

65



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

67



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

69

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

72

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

74

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

77

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

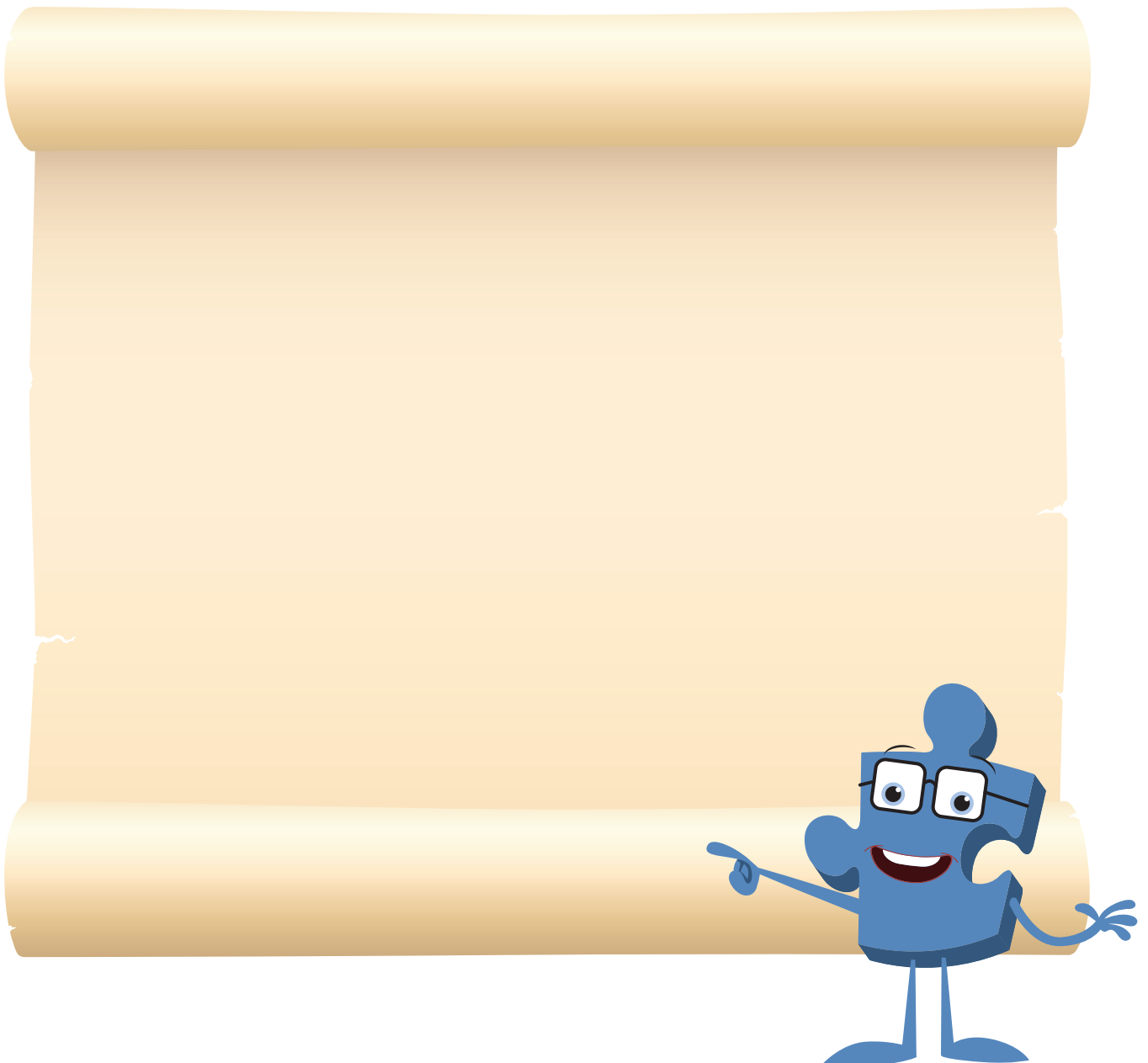
81



Puzzle 2

# Weekly Celebration 1

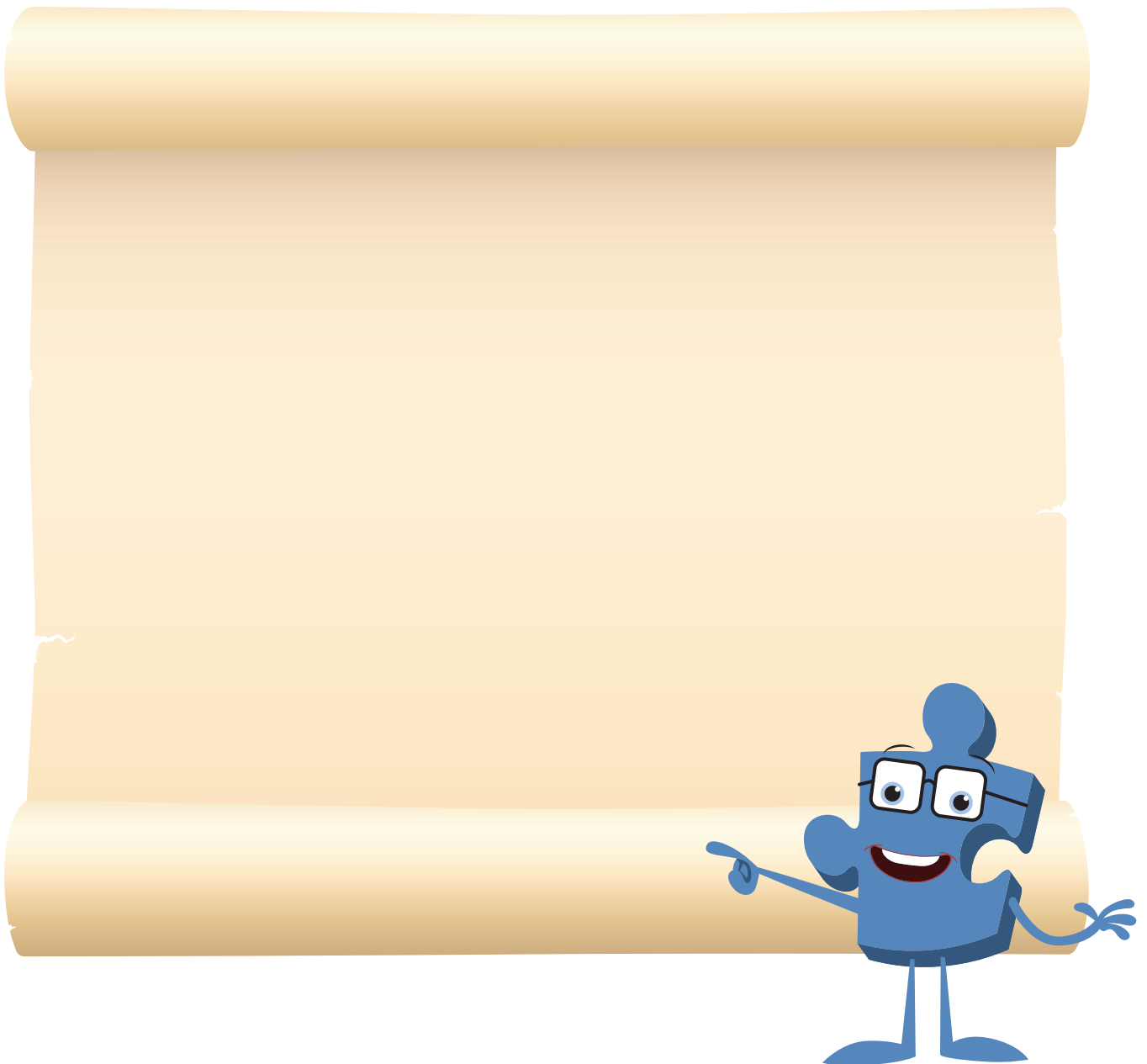
This week we are celebrating people who:  
**Accept that everyone is different**



Puzzle 2

# Weekly Celebration 2

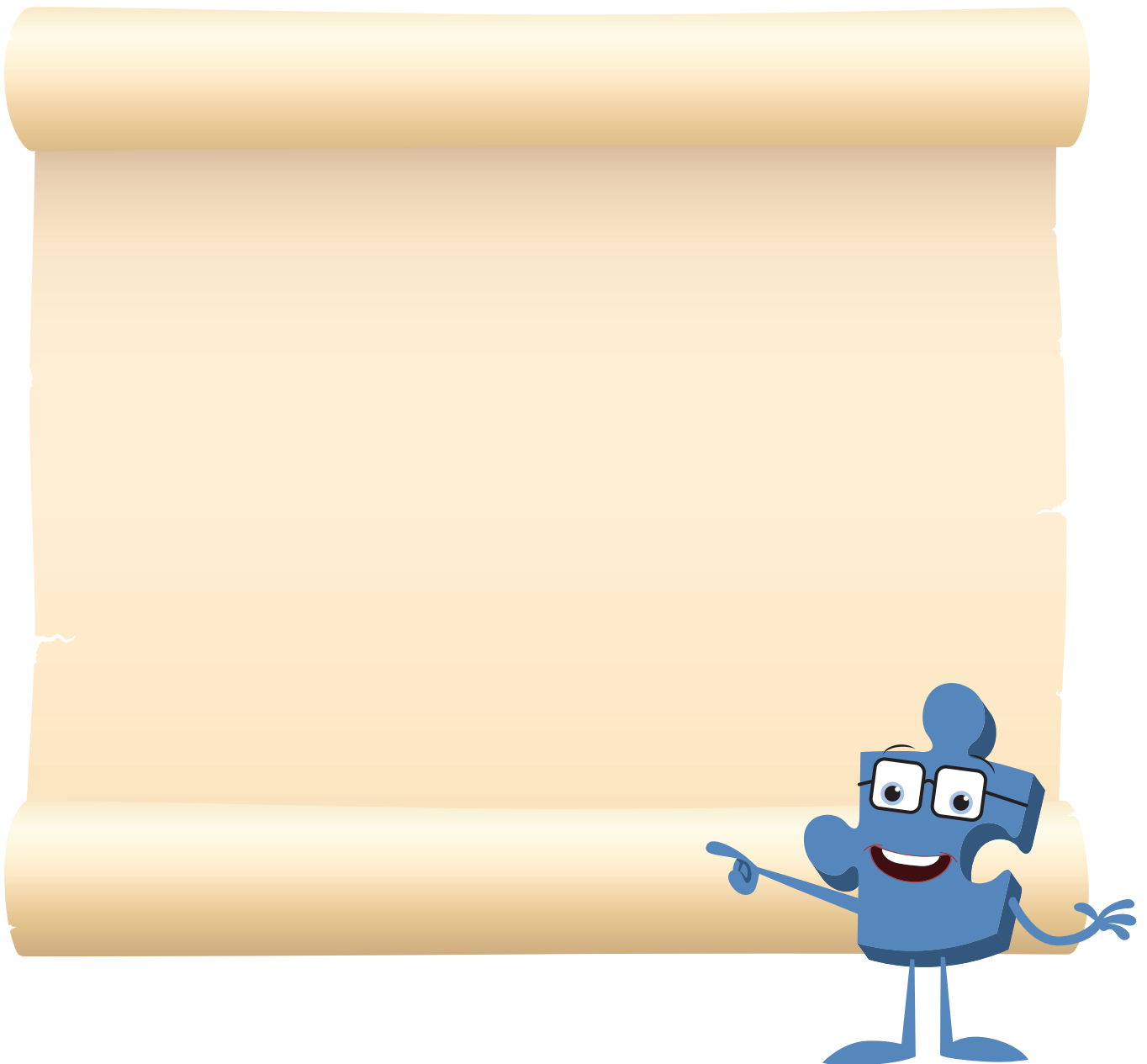
This week we are celebrating people who:  
**Include others when working and playing**



Puzzle 2

# Weekly Celebration 3

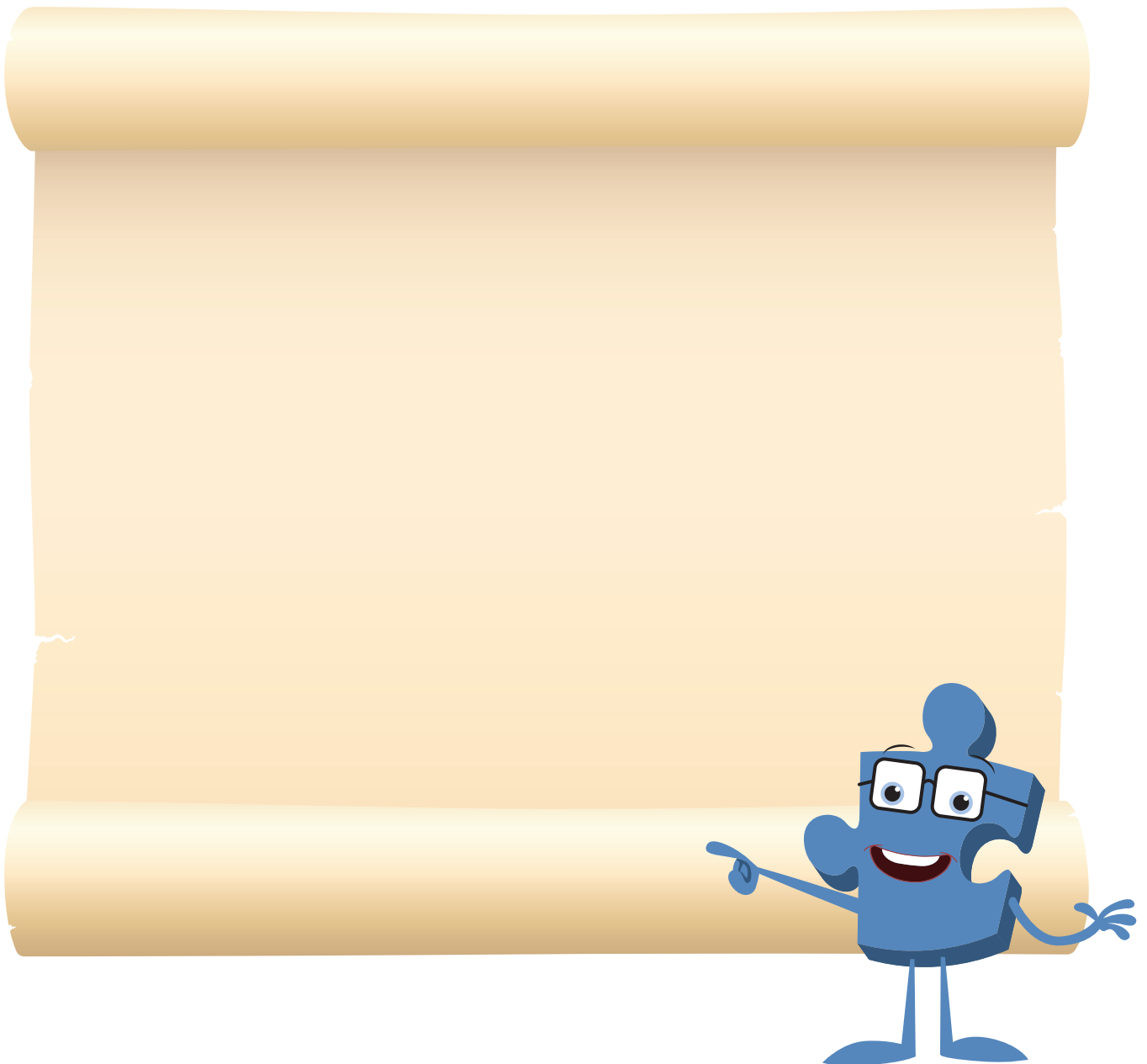
This week we are celebrating people who:  
**Know how to help if someone is being bullied**



Puzzle 2

# Weekly Celebration 4

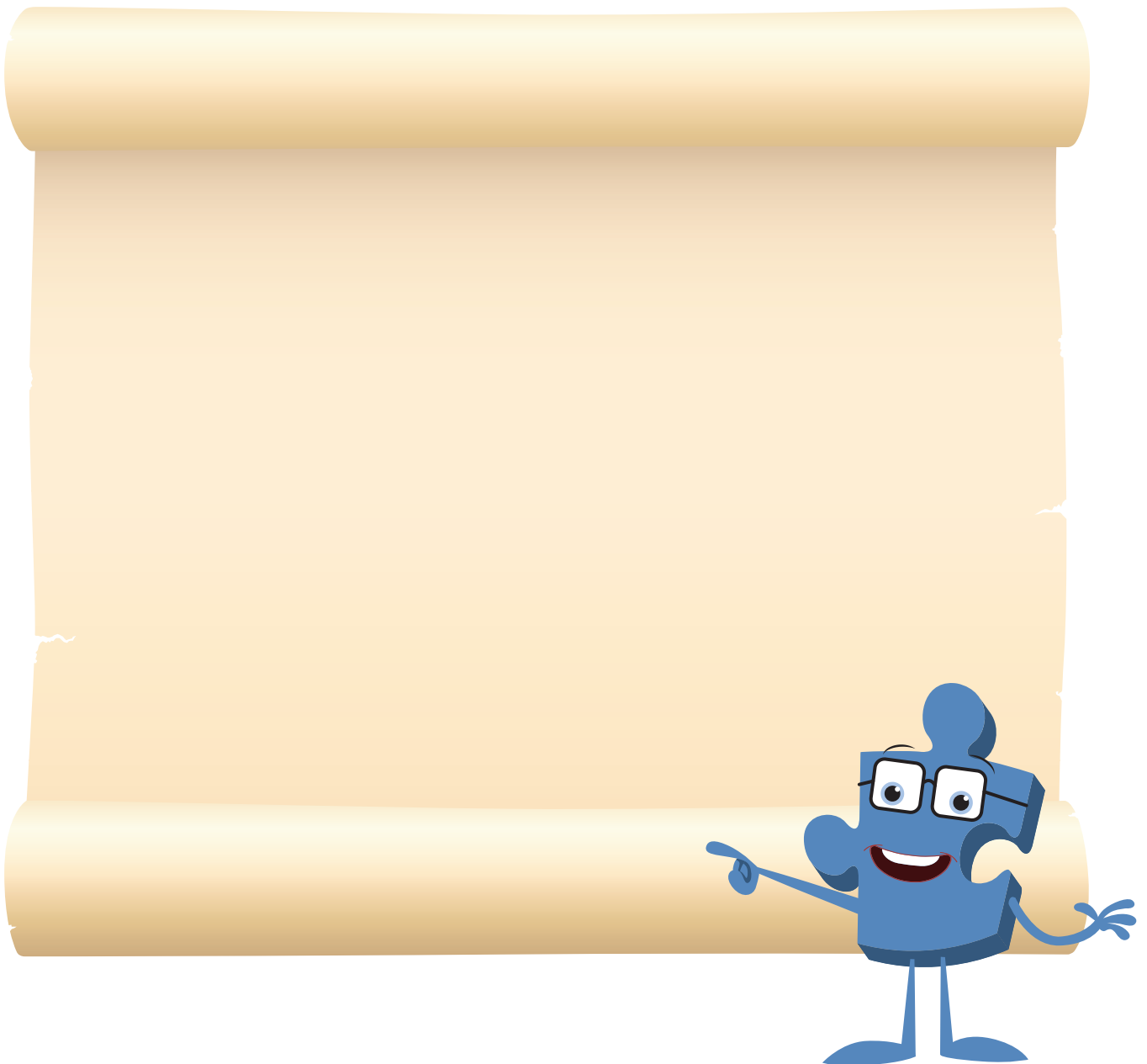
This week we are celebrating people who:  
**Try to solve problems**



Puzzle 2

# Weekly Celebration 5

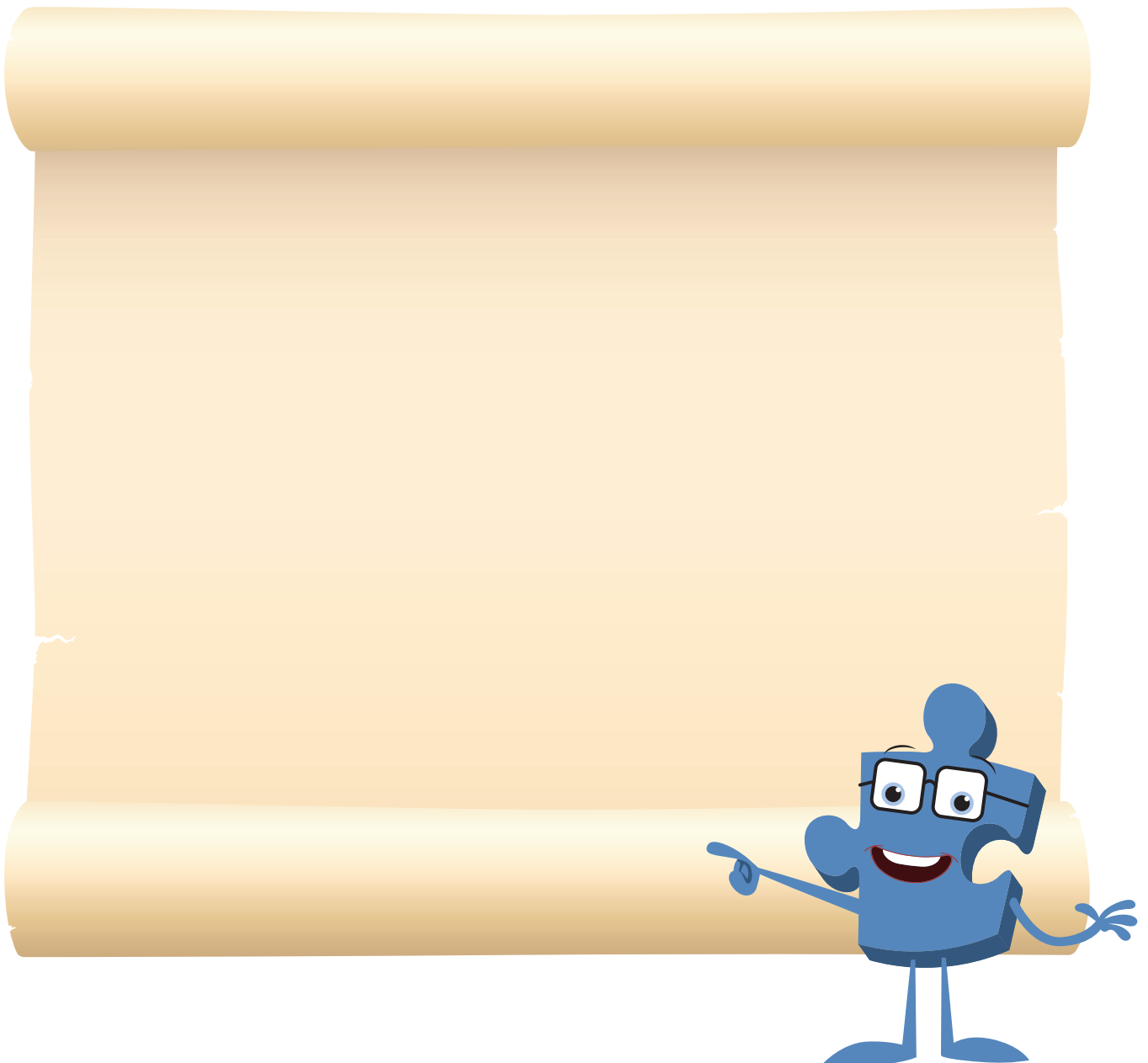
This week we are celebrating people who:  
**Use kind words**



Puzzle 2

# Weekly Celebration 6

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

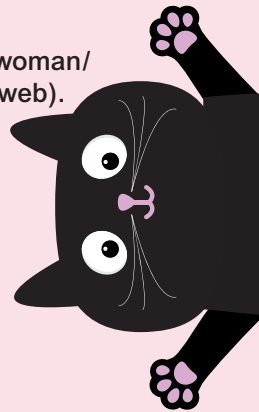


## Class Teacher's Preparation to Lead the **Celebrating Difference** Puzzle with children Ages-8-9

**NOTE:** These lessons focus specifically on difference and diversity. Teachers should be mindful that some of the issues discussed may be applicable to certain children in their class. Jigsaw advises that teachers look through the lessons in advance, and if there are any sensitive issues for some children, they should be consulted about the lesson content, and given the option of not participating if this is appropriate. This should be handled sensitively and be the child's choice. Teachers may wish to plan additional support as necessary. e.g. by children working in groups led by an adult for some of the activities.

### Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Make sets of spectacles using the template in the Jigsaw resources (Two pairs per group, one with coloured lenses and one with clear/ non-coloured lenses)  
Laminated Jigsaw Charter
- Piece 2: Teachers to source an optical illusion picture (there is a famous one that shows old woman/ young woman: this would be ideal and easily obtained from multiple sources on the web).
- Piece 3: Flip chart paper divided into three sections (one per group)
- Piece 4: Soft sponge ball  
Teachers advised to source a list of local/national bullying information and advice pages to signpost to children  
Paper/ pens/ pencils for children's poster design
- Piece 5: Teachers should have photos of the class ready to show the children  
Mirrors  
Coloured strips of paper  
Glue sticks
- Piece 6: Teachers should think of an appropriate example where they had the wrong first impression about another person to share with the children



### Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** 2 or 3 sets of character pictures and character answer cards, enough so that each group can have one picture and answer card each.
- Piece 2: **Copy/print** sets of Response strips (so that children can have 3 different ones each)
- Piece 4: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 4-6). **Teachers may wish to give this lesson additional curriculum time for children to work on their Internet safety posters.**
- Piece 5: **Take photos of the children (in advance of this lesson).** **Copy/print** one photo frame template, one per child.
- Piece 6: **Copy/print enough end of puzzle certificates and complete in advance** for each child. **Copy/print** one spectacles template for each child.

Teachers can use this lesson to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 8-9 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, and/or organise the Let Me Learn part of this lesson, so each group works with 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](http://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](mailto: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 8-9

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 1 Being Me in My World</b>		<p>I can tell you why my school is a community and some of the different roles people have in it.</p> <p>I can say how it feels to be part of a positive school community and to be listened to.</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can problem-solve and offer different solutions to help my team/ class/ school be more democratic.</p> <p>I can justify why being in a democracy helps people feel valued and is fair.</p>	
<b>Puzzle 2 Celebrating Difference</b>		<p>I can tell you about my first impressions of someone.</p> <p>I can also give a reason why sometimes people don't tell about a bullying situation.</p> <p>I can say why it is good to try to get to know someone before making judgements about them.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>I can explain how first impressions can be misleading.</p> <p>I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.</p> <p>I can explain how I form opinions about myself and other people and what might influence me about that.</p>	
<b>Puzzle 3 Dreams &amp; Goals</b>		<p>I know that sometimes things can go wrong and can tell you why it is good to try again.</p> <p>I know how it feels to be disappointed and can tell you ways to stay positive.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</p> <p>I can explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>	
<b>Puzzle 4 Healthy Me</b>		<p>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.</p> <p>I can say how it feels when someone else is pushing me to do something.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>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.</p>	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 5 Relationships</b>		<p>I can tell you some different ways that I can show love for special people and animals.</p> <p>I can tell you how it might feel to miss a special person or animal.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can give reasons why people may experience a range of feelings associated with personal loss.</p> <p>I can offer and evaluate solutions to help manage personal loss.</p>	
<b>Puzzle 6 Changing Me</b>		<p>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).</p> <p>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.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>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.</p>	<p>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.</p> <p>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.</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
<b>Student responses may be limited to:</b>	<b>Student responses may demonstrate:</b>	<b>In addition to Working At, student responses may also demonstrate:</b>
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?*





### Open my mind

Children write the numbers 1-5 down the side of the page in their Jigsaw Journals. Read each stem sentence in turn, asking the children to write their spontaneous answer to each question as you go along.

1. Boys are...
2. Girls are...
3. Police Officers are...
4. Rich people are...
5. Sporty people are...

(This will need to be debriefed as it may well show up children's assumptions and prejudices so can be returned to in Tell me or show me)

### Tell me or show me

Share with the children the four pictures (a boy, a girl, a person in a wheelchair, an old lady/mature person). Divide the children into groups and give each group one of the pictures. Ask the children to look at their picture and think about the person they have. Then give each group a pair of spectacles with different coloured lenses. Invite the children to look through these at their character, to answer the following questions and, individually, to write their answers in their Jigsaw Journal.

1. How old am I?
2. What is my favourite food?
3. What is my hobby?
4. What is my secret?

Within each group, the children compare their answers. How are they the same and how are they different? Ask children to think about why, when they were all looking at the same picture, they came up with different answers.

Debrief: Explain to the children that, just as they were looking through different coloured lenses which made the picture appear different to each of them, so they each have a set of assumptions that they were using to answer the questions. Where did these assumptions come from? Did they lead them to positive or negative thoughts about the person in the picture?

Go back and revisit the children's answers in Open my mind and ask them what lens (assumptions) they were looking through when they answered the stem sentences.

How did you decide the answers to the questions?

What influenced your answers?


Which assumptions and thoughts influenced your answers?

### Let me learn

Then give each group a pair of clear lens spectacles and each group their character answer card. Ask them to now look through their clear spectacles and read the actual answers to the questions. They write the real answers underneath their assumed answers in their Jigsaw Journals.

Debrief: Explain that, when the children were looking through the clear lenses, they were seeing the reality i.e. the real answers, without any of their own assumptions getting in the way.

Invite each group to share their picture, some of their initial answers and also the real answers: this will reinforce the learning that all of us see people through the lens of our own experience and assumptions. When we know this, we can be careful not to make judgements about people before we know them.

**Pause Point** Slide 1:  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 thoughts and feelings right now in this present moment.

### Help me reflect

Slide 2: 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.

Has anything surprised you?

Why are you surprised/not surprised?

What makes you think that is or isn't possible?

How did the picture of your character influence your ideas?

What assumptions did you make?

Were any of your assumptions right?

Were any of your assumptions wrong?

### Notes



## Celebrating Difference

### Calm Me Script - Ages 8-9 - Piece 1

I invite you sit comfortably in your chair with your feet flat on the floor and your back straight in a dignified posture. Can you notice how the chair feels against your body and how the floor feels through your shoes? Your spine is stretched gently and your hands are in your lap. You feel relaxed and calm and happy to be you.

Close your eyes if this feels comfortable to you or fix your gaze on a point on the floor in front of you.

I am going to sound the Jigsaw Chime and I invite you to listen to the sound until it fades away

(Sound chime)

Listen to the sound and try to bring all your attention to the sound. Help your mind to focus on the sound.....

Now start to focus on your breathing. Breathe in a nice deep breath through your nose, and count silently in your head to 4 while you breathe in...Breathe in...1..2..3..4

Then as you breathe out through your mouth, imagine you are gently blowing through a straw and count silently in your head to 6

Breathe in 1..2..3..4

Breathe out 1..2..3..4..5..6

Try this on your own a few times without me talking

Now every time you breathe out relax your body and let any tension drift down through your body and out through your feet.

(Allow children time to do this a few times without you talking)

So, feeling calm I breathe in and notice my breathing,

feeling relaxed I breathe out and notice the feel of the air on my lips.

I feel calm and relaxed.

When you hear the Jigsaw Chime this time, please listen until you can no longer hear the sound and then gently wiggle your fingers and toes, open your eyes and bring your awareness back into the room.





**Celebrating Difference**  
**Jerrie Cat PowerPoint Slide 1 - Ages 8-9 - Piece 1**



**Celebrating Difference**  
**Character Pictures - Ages 8-9 - Piece 1**





## Celebrating Difference

### Character Answer Cards - Ages 8-9 - Piece 1

#### Boy

1. I am 7 years old.
2. My favourite food is pizza.
3. My hobby is painting. I have always loved art and my mum is a professional artist.
4. I am vegetarian.

#### Girl

1. I am 8 years old.
2. My favourite food is spaghetti bolognaise.
3. My favourite hobby is football.
4. I am captain of the school football team.

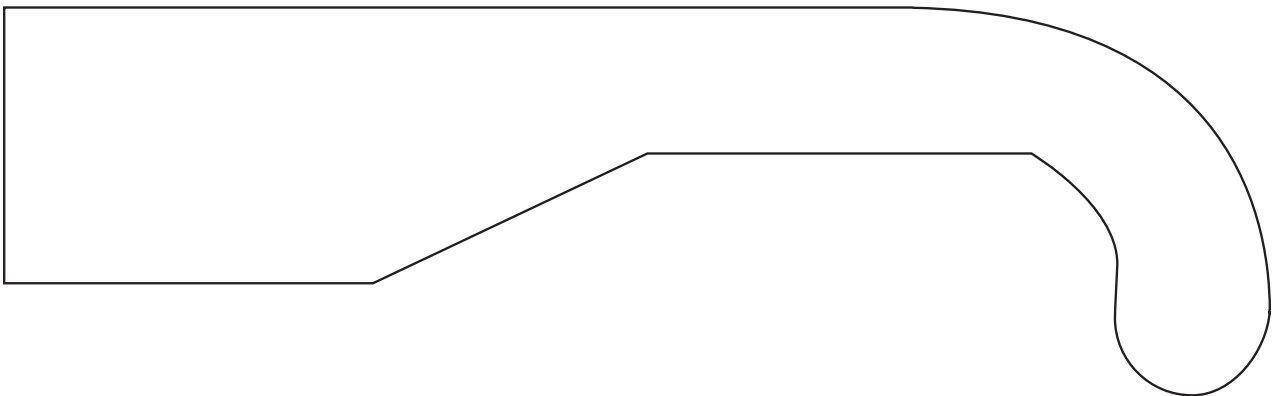
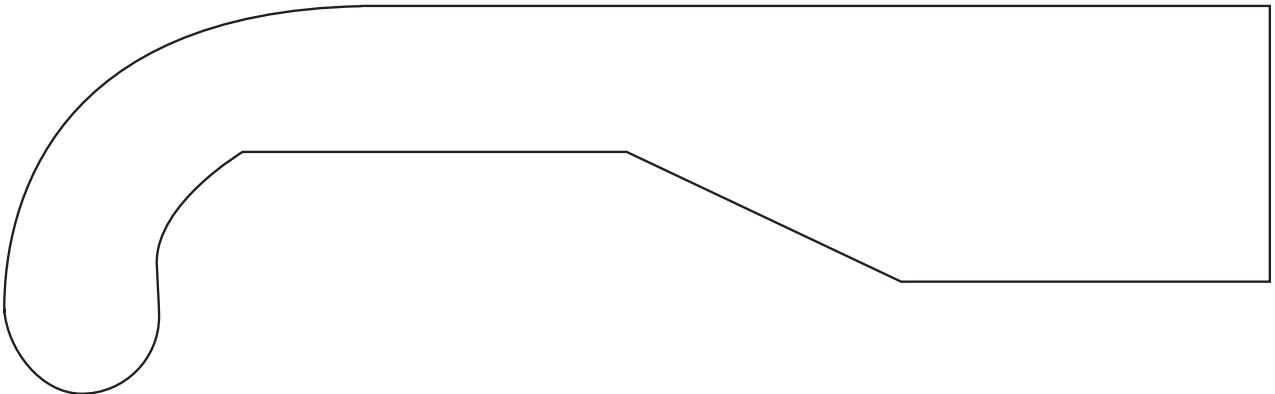
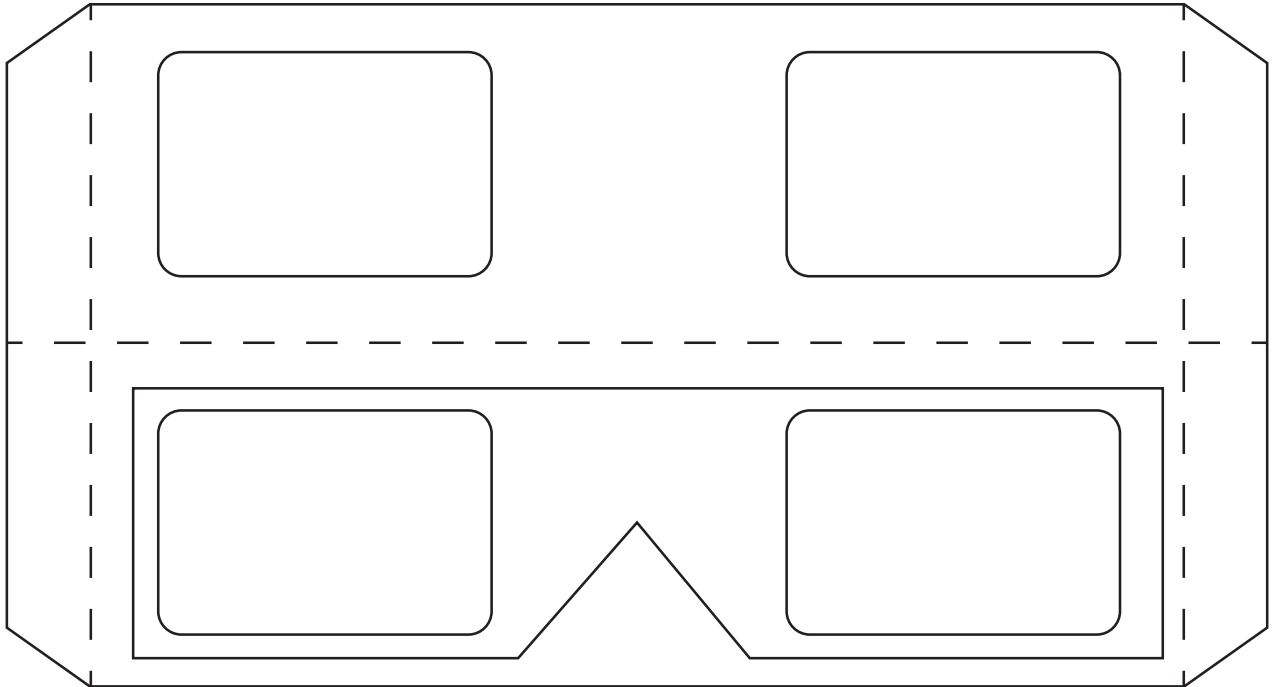
#### Disabled person

1. I am 24.
2. My favourite food is curry and rice.
3. My hobby is basketball.
4. I am a professional basketball player. I have always loved basketball from when I was a child and learnt to play in a wheelchair basketball team from the age of 7.

#### Mature person

1. I am 74.
2. My favourite food is roast chicken and roast potatoes.
3. My hobby is swimming and parachuting.
4. I was in the county team for swimming when I was at school.



**Celebrating Difference**  
**Glasses Template - Ages 8-9 - Piece 1**






# Celebrating Difference

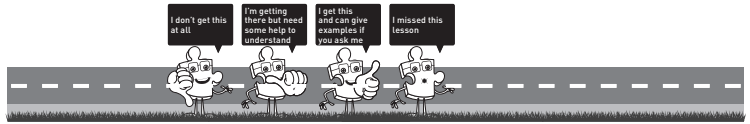
## PowerPoint Slide 2: My Jigsaw Journey - Ages 8-9 - Piece 1

  
**My Jigsaw Journey**  


  
**Puzzle 2 - Celebrating Difference (Pieces 1-3)** Ages 8-9

Name .....

					TINT BOX - To improve next time I...
Piece 1	I understand that, sometimes, we make assumptions based on what people look like.				
	I try to accept people for who they are.				
Piece 2	I understand what influences me to make assumptions based on how people look.				
	I can question why I think what I do about other people.				
Piece 3	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.				
	I know how it might feel to be a witness to and a target of bullying.				



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

Slides 1-4: Show PowerPoint slide 1

Show the picture of the dog and ask children to write 3 words to describe their thoughts when they look at the picture. Share their responses if they wish. Pose the question: why are there different responses? (Don't ask for answers yet)

Show PowerPoint slide 2

Explain this is Jenny's response. Jenny saw the picture and wrote: Best friend, cuddly, Max. This is because the picture is of her dog, Max who is her family dog and her cuddly best friend. Her family are animal lovers and her Nan also has a dog.

Show PowerPoint slide 3

Explain this is Jade's response. Jade saw the picture and wrote: Fierce, dangerous, frightened. Why do you think Jade wrote different things to Jenny?. What experiences might she have had to give her these thoughts about dogs?

Show PowerPoint slide 4

Jade's experiences have led her to feel frightened of dogs and not to trust them. How would you feel if you had had Jade's experiences? In Talking Partners, discuss how your own experiences of dogs have led you to write the 3 words when you saw the dog on Slide 1. (You may like to put Slide 1 back on the screen)

### Let me learn

Give each child a selection of three of the response strips.

They fold each strip twice so that there are three sections. These three sections correspond to the three boxes they have just seen on the PowerPoint slides. Box 1 is already filled in. e.g. your favourite celebrity.


Ask children to write three words in Box 2 to describe their thoughts about that person/thing. In Box 3, children identify what has influenced them to make that response, e.g. family, TV, media, personal experience, (they can write or draw in each box). Each child does this with three different strips, and then compares their responses with their talking partner.

Debrief: Does everybody understand where their responses come from? Is everybody happy with their responses? Would anybody like to change their response? Let the children know that they can choose their responses to any situation. They do not have to be influenced by their past experience.

It is important that teachers reinforce that stereotypes are sometimes not helpful influences, and often the media reinforces these e.g. all homeless people are dirty, all asylum seekers are criminals etc. The media often influences our thoughts about others. Celebrity culture can sometimes give a skewed message that if we do not become a celebrity ourselves we have failed. Social media also makes us compare ourselves with others and we may not be seeing the true picture. It is important for us to be as happy as we can be with ourselves because a lot of things we see in the media and social media are 'fake', and shouldn't be believed without finding out more. For example, gang culture may appear glamorous or exciting but is that 'the real picture'?

Do children JUST have to be aware of strangers in cars? Could other people also hurt them? How do they know? What could they do if they were warned about this?

Children stick their response strips into their Jigsaw Journals.

**Pause Point:**  Slide 5: 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 thoughts and feelings in the present moment.

What influences you?

What influences you the most?

What assumptions do you make?

Do you make assumptions that are mostly right or not?

**Help me reflect**

Slide 6: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

**Notes**



## Celebrating Difference

### Calm Me Script - Ages 8-9 - Piece 2

I invite you sit comfortably in your chair with your feet flat on the floor and your back straight in a dignified posture. Can you notice how the chair feels against your body and how the floor feels through your shoes? Your spine is stretched gently and your hands are in your lap. You feel relaxed and calm and happy to be you.

Close your eyes if this feels comfortable to you or fix your gaze on a point on the floor in front of you.

I am going to sound the Jigsaw Chime and I invite you to listen to the sound until it fades away

(Sound chime)

Listen to the sound and try to bring all your attention to the sound. Help your mind to focus on the sound.....

Now start to focus on your breathing. Breathe in a nice deep breath through your nose, and count silently in your head to 4 while you breathe in...Breathe in...1..2..3..4

Then as you breathe out through your mouth, imagine you are gently blowing through a straw and count silently in your head to 6

Breathe in 1..2..3..4

Breathe out 1..2..3..4..5..6

Try this on your own a few times without me talking

Now every time you breathe out relax your body and let any tension drift down through your body and out through your feet.

(Allow children time to do this a few times without you talking)

So, feeling calm I breathe in and notice my breathing,

feeling relaxed I breathe out and notice the feel of the air on my lips.

I feel calm and relaxed.

When you hear the Jigsaw Chime this time, please listen until you can no longer hear the sound and then gently wiggle your fingers and toes, open your eyes and bring your awareness back into the room.




**Celebrating Difference**  
**Dog PowerPoint Slide 1 - Ages 8-9 - Piece 2**



## Celebrating Difference


### Response Strips PowerPoint Slides 2-4 - Ages 8-9 - Piece 2

#### Slide 2

<p><b>Box 1</b></p> 	<p><b>Box 2</b></p> <p>Best friend cuddly Max</p>	<p><b>Box 3</b></p> <p>Max is my dog My family are animal lovers My nan has a dog</p>
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#### Slide 3

<p><b>Box 1</b></p> 	<p><b>Box 2</b></p> <p>Fierce Dangerous Frightened</p>	<p><b>Box 3</b></p> <p>?</p>
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#### Slide 4

<p><b>Box 1</b></p> 	<p><b>Box 2</b></p> <p>Fierce Dangerous Frightened</p>	<p><b>Box 3</b></p> <p>Jade's experiences News report: Dog bit child Dad hates dogs Police dog programme on TV</p>
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**Celebrating Difference**  
**Response Strips - Ages 8-9 - Piece 2**

**Box 1**  
Your favourite celebrity

**Box 2 - My Thoughts**

- 
- 
- 

**Box 3 - Influences**

- 
- 
- 

**Box 1**  
A person who lives on the streets

**Box 2 - My Thoughts**

- 
- 
- 

**Box 3 - Influences**

- 
- 
- 

**Box 1**  
Someone who is in a gang

**Box 2 - My Thoughts**

- 
- 
- 

**Box 3 - Influences**

- 
- 
- 

**Box 1**  
A stranger who offers to buy you some sweets

**Box 2 - My Thoughts**

- 
- 
- 

**Box 3 - Influences**

- 
- 
-



**Celebrating Difference**  
**Jerrie Cat PowerPoint Slide 5- Ages 8-9 - Piece 2**



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# Celebrating Difference

## PowerPoint Slide 6: My Jigsaw Journey - Ages 8-9 - Piece 2



**My Jigsaw Journey**

**Jigsaw**

Puzzle 2 - Celebrating Difference (Pieces 1-3) Ages 8-9

Name .....

					TINT BOX - To improve next time I...
Piece 1	I understand that, sometimes, we make assumptions based on what people look like.				
	I try to accept people for who they are.				
Piece 2	I understand what influences me to make assumptions based on how people look.				
	I can question why I think what I do about other people.				
Piece 3	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.				
	I know how it might feel to be a witness to and a target of bullying.				

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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






## Open my mind

Slide 1: Sing or listen to the Jigsaw song : There's A Place

Ask the children to pick out some words from the lyrics that teach us about how to respect each other.

**Pause Point:** Slide 2:  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 thoughts and feelings in the present moment.

## Tell me or show me

Share Maya's story with the children.

Ask the children to think about how the bullying started and why it was hard for Maya and other people to spot, and share some of their ideas, perhaps using Jigsaw Jaz as the talking object within the circle.

Divide the children into groups and give each group a piece of flip chart divided into three.

In the first section ask the children to list any reasons why they think one person might bully another. Remind the children that bullying is different to one-off incidents because it is:

- Repeated over time
- Deliberate and hurting someone on purpose, not accidentally
- Unfair because the bully, or bullies have more 'power' than the person being bullied. If the bully seems to enjoy it, the person being bullied does not. (Where was Natalie's 'power'? Was it that she thought she couldn't be recognised and was bullying in secret?)

Ask the children what could turn a one-off incident into bullying. Can they spot that in Maya's story?

Should they report every one-off incident, or would they be better to wait until they know it really is bullying? What are their thoughts?

## Let me learn

Ask the children to remember what happened to Maya in the story and in the second section of their group flip chart to write down what Maya may be thinking and feeling when the bully comes up to her in school, or she logs on to the videogame.

Then ask them to imagine that they are a witness in the story (a bystander, like Jake). In the third section of the flip chart the children write down what the bystander might be feeling. Could all bystanders feel the same way about the bullying? Invite the children to write down a range of feelings that bystanders might feel. Briefly share the children's ideas and explain that they will be thinking more about bystanders in the next lesson.

Finish this part of the lesson by playing a quick game of 'switch' again so it ends on an up-beat tone.

## Help me reflect

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

## Notes



## Celebrating Difference

### Calm Me Script - Ages 8-9 - Piece 3

I invite you sit comfortably in your chair with your feet flat on the floor and your back straight in a dignified posture. Can you notice how the chair feels against your body and how the floor feels through your shoes? Your spine is stretched gently and your hands are in your lap. You feel relaxed and calm and happy to be you.

Close your eyes if this feels comfortable to you or fix your gaze on a point on the floor in front of you.

I am going to sound the Jigsaw Chime and I invite you to listen to the sound until it fades away

(Sound chime)

Listen to the sound and try to bring all your attention to the sound. Help your mind to focus on the sound.....

Now start to focus on your breathing. Breathe in a nice deep breath through your nose, and count silently in your head to 4 while you breathe in...Breathe in...1..2..3..4

Then as you breathe out through your mouth, imagine you are gently blowing through a straw and count silently in your head to 6

Breathe in 1..2..3..4

Breathe out 1..2..3..4..5..6

Try this on your own a few times without me talking

Now every time you breathe out relax your body and let any tension drift down through your body and out through your feet.

(Allow children time to do this a few times without you talking)

So, feeling calm I breathe in and notice my breathing,

feeling relaxed I breathe out and notice the feel of the air on my lips.

I feel calm and relaxed.

When you hear the Jigsaw Chime this time, please listen until you can no longer hear the sound and then gently wiggle your fingers and toes, open your eyes and bring your awareness back into the room.







## Celebrating Difference

### Maya's Story - Ages 8-9 - Piece 3

Maya was a new girl in the class and at first everything seemed OK. Maya told her Mum that she liked her new school and had made friends with everyone in the class.

As the weeks went on Maya began to play more at playtime with a boy called Jake rather than the rest of her group. He sat opposite her and sometimes helped her with spelling words that she found difficult. One day Maya asked Jake if he would like to come to her home after school and play, as they both liked building with Lego and playing Minecraft on the tablet computer.

They soon became best friends, although Maya also had friends that were girls and Jake had friends that were boys so it didn't seem to be a problem...

Just after the winter school holidays, the class were doing an art project on snow and ice. Maya was good at painting and she had created a beautiful snowflake pattern. As Natalie went past, she accidentally brushed against Maya's water pot and it spilled all over Maya's painting. 'Sorry!' Natalie said and walked off. Maya was very upset and the painting was ruined.

Natalie sat next to Jake in class and Maya had always got on alright with her before, so she just thought the water pot was an accident and didn't think much about it until later.

Over the next few days Maya started to notice that some of her things had gone missing from her school bag and pencil case, and she kept on finding them in strange places. A lot of the things had been broken. Maya's Mum was annoyed when she asked for replacement colouring pencils and told Maya she needed to be more careful. She didn't understand that it wasn't Maya's fault.

The next time she logged onto Minecraft she saw she had a message. It said 'I hate you!' Maya was scared, was this from a real person? Minecraft was a videogame so she wasn't sure.

The next day she told Jake all about it. He explained that it was possible for someone to send messages on Minecraft but he never bothered. He just liked playing it with his friends. He told Maya to ignore it and not to worry.

The problem was the messages became more and more regular, and in the end, Maya stopped playing Minecraft altogether. She also noticed that Natalie was 'bumping' into her a lot and pushing past in the cloakroom so she fell onto the coat pegs, which hurt every time. Things were getting serious now and Maya was becoming unhappy at school. Maya decided to ask Natalie what she had done to upset her. Natalie ignored her and walked away, so she asked one of Natalie's friends instead.

"Nat hates you because you took Jake away." the girl said. Maya was shocked, she hadn't taken Jake away, she didn't even think Natalie liked Jake! Maya went to Natalie and tried to explain but Natalie ran away and wouldn't listen.

Maya asked Jake if he knew anything about it. 'Well I used to play Minecraft a lot with Natalie,' he said, 'but you were much better at it than her so I sort of forgot about her.'

Maya began to realise that Natalie might be jealous, so she said to Jake, 'Well I think I had better play a bit less with you then, because I don't want Natalie to keep hurting me. Do you think it's Natalie sending me those messages too?'

'I wouldn't be surprised. What was the the username of the person sending you the messages? And please don't stop playing with me, it's Natalie's problem not yours.'

Maya showed Jake the Minecraft messages the next time she logged into the game and he told her he recognised Natalie as the sender. 'You have to do something about this Maya' he said. 'Bullying on the internet community is a really bad thing to do and not enough people report it.'

'It's not bullying!' said Maya laughing, 'It's just Natalie being stupid.'

Jake explained that it was bullying because it was hurtful and deliberate and Natalie kept on doing it. Maya hadn't really thought about it that way before, but she did tell Jake that Natalie was making her really miserable and she didn't want to come to school. Jake said 'If you don't stop Natalie she might start bullying someone else, how would you feel if that happened?'



## Celebrating Difference

### Maya's Story cont. - Ages 8-9 - Piece 3

The next day Jake and Maya went to see their headteacher and explained everything that had been going on. The school used a problem-solving technique called Solve it Together so the headteacher arranged a time for Maya, Jake and Natalie to go through the steps in her office. She also explained to Natalie that even though she had strong feelings about Jake and Maya being friends, she was bullying and that wasn't acceptable. Natalie's parents were told too. Maya found out that it was Natalie that had been hiding and breaking her things, and Natalie had to use her savings to replace everything she had taken.

Later that term the headteacher asked a local police officer to come in and speak to the children about bullying on-line and the trouble that internet 'trolls' can get in to if the target of the bullying wants something done about it.

Natalie stopped bullying Maya. They were never really friends but got on when they had to, which Maya thought was OK. Maya's Mum said, 'There are people who we get on better with than others, but we all have to try and get along together and be respectful when we can.' That's what Natalie was doing now so Maya didn't have a problem with that, and she still had her best friend Jake.

## Celebrating Difference

### There's a Place PowerPoint Slide 1 - Ages 8-9 - Piece 3

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

##### VERSE:

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

##### CHORUS:

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

##### VERSE RAP:

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

There's a place in this world for  
Your religion and race,  
Never feel out of place

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

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

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

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

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

### Jerrie Cat PowerPoint Slide 2 - Ages 8-9 - Piece 3





## Puzzle 2: Celebrating Difference - Ages 8-9 - Piece 4

Problem-solving	
<p><b>Puzzle 2 Outcome</b> <b>Hall of Fame</b></p>	<p><b>Please teach me to...</b> tell you why witnesses sometimes join in with bullying and sometimes don't tell problem-solve a bullying situation with others</p>
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Soft ball PowerPoint slides Jigsaw Jaz Jigsaw Jerrie Cat Paper for children's poster Pens/pencils for children's poster Teacher to source local/national info/websites about bullying on and offline Jigsaw Journals My Jigsaw Journey</p>	<p><b>Vocabulary</b> Witness Bystander Bully Problem solve Cyber bullying Text message Website Troll</p>
<p><b>Teaching and Learning Note</b> Be vigilant about children in the class who may have experienced bullying or who are currently experiencing bullying. It is important there is an updated anti-bullying policy and accompanying guidance in school and that key procedures are known and adhered to by staff. It will also be helpful for children to have a list of recommended sources of information/ support in relation to bullying on and off line which the teacher can share with them as part of this lesson/and/or display in the classroom. (Teacher to source appropriate local and national information). This lesson includes a design task so teachers may wish to find additional curriculum time to allow the children to complete their internet safety posters.</p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play 'Word ping pong'. With the children stood in a circle, the teacher has a soft ball and explains that he/she will gain eye contact with someone and throw the ball to them. As the ball is thrown, the teacher will also say a random word that the child who receives the ball needs to respond to with the first word that springs to their mind on hearing the teacher's word, e.g. the teacher shouts 'pizza' and the responder shouts 'burger' as they throw the ball to someone else in the circle who then shouts the first word that springs into their mind, e.g. 'biscuits'. The game continues with the ball being thrown to other children in the circle who then say the first word that comes to them. Ask the children to think about how hard or difficult they found the game and point out how it becomes a kind of chain reaction where what one person says leads onto the next and so on. It can also be pointed out later that this is often how difficulties can start in the playground: when one person says something, it can lead to someone else saying something, and so on...</p>	<p><b>Ask me this...</b></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 Charter.

### Open my mind

Briefly remind the children about Maya's story from last time by getting them to discuss it in groups using the following prompt questions:

- How was Maya being bullied?
- How did Jake react when he found out?
- Whose side was Jake on?
- Jake didn't seem to be worried about helping Maya but what could have stopped him?
- How did Jake help in the end?

### Tell me or show me

Slide 1: Bring the groups back together and using Jigsaw Jaz as the talking object ask the children what they would do if they were a bystander in Maya's story. Perhaps give the children some thinking time in pairs beforehand, and remember to reinforce the Jigsaw Charter, which is particularly important for those children who may have experienced or be experiencing a bullying situation. Children have the right to pass.

Recap by explaining that bystanders can be involved in these ways:

- Find ways to help
- Ignore it
- Join in

Invite the children to suggest reasons why bystanders sometimes choose to join in or ignore the situation. Ask the children what they feel the best course of action might be.

Highlight that Maya was being 'trolled' on the internet and ask the children if they know what that means.

Explain that some people can become internet 'trolls' because they don't see the effect on the person and they think it's fun. **It is REALLY important that EVERYONE PAUSES, stops and thinks before sending ANYTHING online or by phone. Calm me can really help us put a pause in our actions when something has made us upset or angry and that is why we practise it. (You may like to use Jerrie Cat's paws here as a reminder every time you say PAUSE).**

**Also share these key messages:**

**Don't reply to messages and posts that upset you, instead PAUSE and show an adult who you trust.**

**Never reply to a message that comes from a person you don't know. PAUSE and tell a trusted adult.**

**Never give a person on the internet your personal or private details (like a phone number, passwords, usernames, what school you go to, your email etc) PAUSE and tell a trusted adult.**

**Be careful when sharing pictures of yourself online- think about who will see them and where they could be sent on to. If in doubt, PAUSE and don't post the picture.**

**PAUSE and think - some people are 'fakes' on the internet and are not who they say they are, so if someone asks you to do something stop and think if it is a sensible thing to do and then check it out with a trusted adult.**

**If you are worried about anything online tell an adult you trust.**

**Remember that adults are NOT here to spoil your fun, but to keep you safe. Children who share with their parents and carers what they do on the internet are more TRUSTED than those who don't.**

Does your mind feel calm and ready to learn?

**Let me learn**

In groups, ask the children to design a poster about internet safety for a younger child. They will need to choose one of the important messages from the list you shared with them and turn this into a poster. At this point it might be helpful to share with the children some local and national sources of information and support that they could include in their posters.

Remind children of Jigsaw Jerrie Cat to use as a focus in their poster, as he is the symbol for taking a PAUSE (Paws!) that we use in Jigsaw.

Once finished the posters could be displayed around the school with the children's permission.

**Help me reflect**

Slide 2: Share the purple and green learning intentions from the lesson with the children (reframe or exemplify if necessary) and ask them to indicate if they are a thumbs-up/down or neutral for each. The children then record this on the My Jigsaw Journey sheet as a part of their Jigsaw Journal.

**Notes**



## Celebrating Difference

### Calm Me Script - Ages 8-9 - Piece 4

I invite you sit comfortably in your chair with your feet flat on the floor and your back straight in a dignified posture. Can you notice how the chair feels against your body and how the floor feels through your shoes? Your spine is stretched gently and your hands are in your lap. You feel relaxed and calm and happy to be you.

Close your eyes if this feels comfortable to you or fix your gaze on a point on the floor in front of you.

I am going to sound the Jigsaw Chime and I invite you to listen to the sound until it fades away

(Sound chime)

Listen to the sound and try to bring all your attention to the sound. Help your mind to focus on the sound.....

Now start to focus on your breathing. Breathe in a nice deep breath through your nose, and count silently in your head to 4 while you breathe in...Breathe in...1..2..3..4

Then as you breathe out through your mouth, imagine you are gently blowing through a straw and count silently in your head to 6

Breathe in 1..2..3..4

Breathe out 1..2..3..4..5..6

Try this on your own a few times without me talking

Now every time you breathe out relax your body and let any tension drift down through your body and out through your feet.

(Allow children time to do this a few times without you talking)

So, feeling calm I breathe in and notice my breathing,

feeling relaxed I breathe out and notice the feel of the air on my lips.

I feel calm and relaxed.

When you hear the Jigsaw Chime this time, please listen until you can no longer hear the sound and then gently wiggle your fingers and toes, open your eyes and bring your awareness back into the room.





## Celebrating Difference

### Being Safe with Technology PowerPoint Slide 1 - Ages 8-9 - Piece 4



## Being safe with technology

- Don't reply to messages and posts that upset you, instead PAUSE and show an adult who you trust.
- Never reply to a message that comes from a person you don't know. PAUSE and tell a trusted adult.
- Never give a person on the internet your personal or private details (like a phone number, passwords, usernames, what school you go to, your email etc) PAUSE and tell a trusted adult.
- Be careful when sharing pictures of yourself online- think about who will see them and where they could be sent on to. If in doubt, PAUSE and don't post the picture.
- PAUSE and think- some people are 'fakes' on the internet and are not who they say they are, so if someone asks you to do something stop and think if it is a sensible thing to do and then check it out with a trusted adult.
- If you are worried about anything online tell an adult you trust.

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# Celebrating Difference

## PowerPoint Slide 2: My Jigsaw Journey - Ages 8-9 - Piece 4



**My Jigsaw Journey**

**Jigsaw**

Puzzle 2 - Celebrating Difference (Pieces 4-6) Ages 8-9

Name .....

		TINT BOX - To improve next time I...			
Piece 4	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.				
	I can problem-solve a bullying situation with others.				
Piece 5	I can identify what is special about me and value the ways in which I am unique.				
	I like and respect the unique features of my physical appearance.				
Piece 6	I can tell you a time when my first impression of someone changed when I got to know them.				
	I can explain why it is good to accept people for who they are.				

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I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson





## Puzzle 1: Celebrating Difference - Ages 8-9 - Piece 5

Special Me	
<p><b>Puzzle 2 Outcome</b> <b>Hall of Fame</b> <b>Frames</b></p>	<p><b>Please teach me to...</b>            identify what is special about me and to value the ways in which I am unique            like and respect the unique features of my physical appearance</p>
<p><b>Resources</b>            Coloured strips of paper            Glue sticks            Jigsaw Chime            'Calm Me' script            Jigsaw Jaz            Jigsaw Jerrie Cat            Photos of class members            Mirrors            Template photo frames            Jigsaw Journals            My Jigsaw Journey</p>	<p><b>Vocabulary</b>            Special            Unique            Different            Characteristics            Physical features</p>
<p><b>Teaching and Learning</b>  <b>Note</b>            Be mindful that some children may find it challenging to be positive about their physical image. If there are any particular sensitivities, teachers should speak to those children beforehand to brief them about the lesson and whether they are comfortable to participate. Teachers could also provide appropriate support for those children (e.g. adult help) during the lesson to help the children see their positive attributes.</p> <p><b>The Jigsaw Charter</b>            Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b>            Give the children two coloured strips of paper with the sentence stem, 'I am special because...' written on it. Ask the children to write something on each strip of paper about themselves, e.g. I am special because I am a good friend, I love playing football, I have green eyes, I am good at cooking, etc. Ask the children to go around the circle and share one or both of the things they have written. Then, passing a few glue sticks around the circle, ask the children to link the strips of paper into a paper chain of special things about the class as a celebratory chain that can then be hung across the classroom.</p> <p><b>Calm me</b>            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 Charter.</p>	<p><b>Ask me this...</b></p> <p>Does your mind feel calm and ready to learn?</p>



### Open my mind

Hand out a small mirror to each child. Ask them to look at their reflection and to choose two things they like about their physical appearance. (They do not have to share this information with anyone).

Bring the class together and ask whether they found the task easy or difficult. Ask the children why some people (even adults) find being positive about the way they look, difficult. Discuss that we are constantly surrounded by images of how we are 'supposed to look' e.g. internet, movies, T.V, magazines, and we compare ourselves all the time. Ask the children if this is being fair to ourselves.

### Tell me or show me

Share photos of the class and ask the children to notice and celebrate something in each of the photos. Draw out the physical qualities of the children in the pictures and also adjectives to describe what they are or might be like; for example, she has smiley eyes and seems caring, she has a nice smile and looks happy, he has blue eyes that are clear and honest.

### Let me learn

Provide template photo frames for each of the children to place their picture in. Ask the children to write around the frame the qualities and special features about themselves; this could include things they like about their appearance and also qualities about their personality/ character. These photos and photo frames can be part of the Hall of Fame display at the end of the Puzzle.

### Help me reflect

Slide 1: Share the purple and green learning intentions from the lesson with the children (reframe or exemplify if necessary) and ask them to indicate if they are a thumbs-up/down or neutral for each. The children then record this on the My Jigsaw Journey sheet as a part of their Jigsaw Journal.

How might it feel if you don't belong?

How does the bear feel special?

What characteristics do you like about yourself and your friends?

What are the special qualities and characteristics you have?

What makes you unique?

### Notes

#### Certificates

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



## Celebrating Difference

### Calm Me Script - Ages 8-9 - Piece 5

I invite you sit comfortably in your chair with your feet flat on the floor and your back straight in a dignified posture. Can you notice how the chair feels against your body and how the floor feels through your shoes? Your spine is stretched gently and your hands are in your lap. You feel relaxed and calm and happy to be you.

Close your eyes if this feels comfortable to you or fix your gaze on a point on the floor in front of you.

I am going to sound the Jigsaw Chime and I invite you to listen to the sound until it fades away

(Sound chime)

Listen to the sound and try to bring all your attention to the sound. Help your mind to focus on the sound.....

Now start to focus on your breathing. Breathe in a nice deep breath through your nose, and count silently in your head to 4 while you breathe in...Breathe in...1..2..3..4

Then as you breathe out through your mouth, imagine you are gently blowing through a straw and count silently in your head to 6

Breathe in 1..2..3..4

Breathe out 1..2..3..4..5..6

Try this on your own a few times without me talking

Now every time you breathe out relax your body and let any tension drift down through your body and out through your feet.

(Allow children time to do this a few times without you talking)

So, feeling calm I breathe in and notice my breathing,

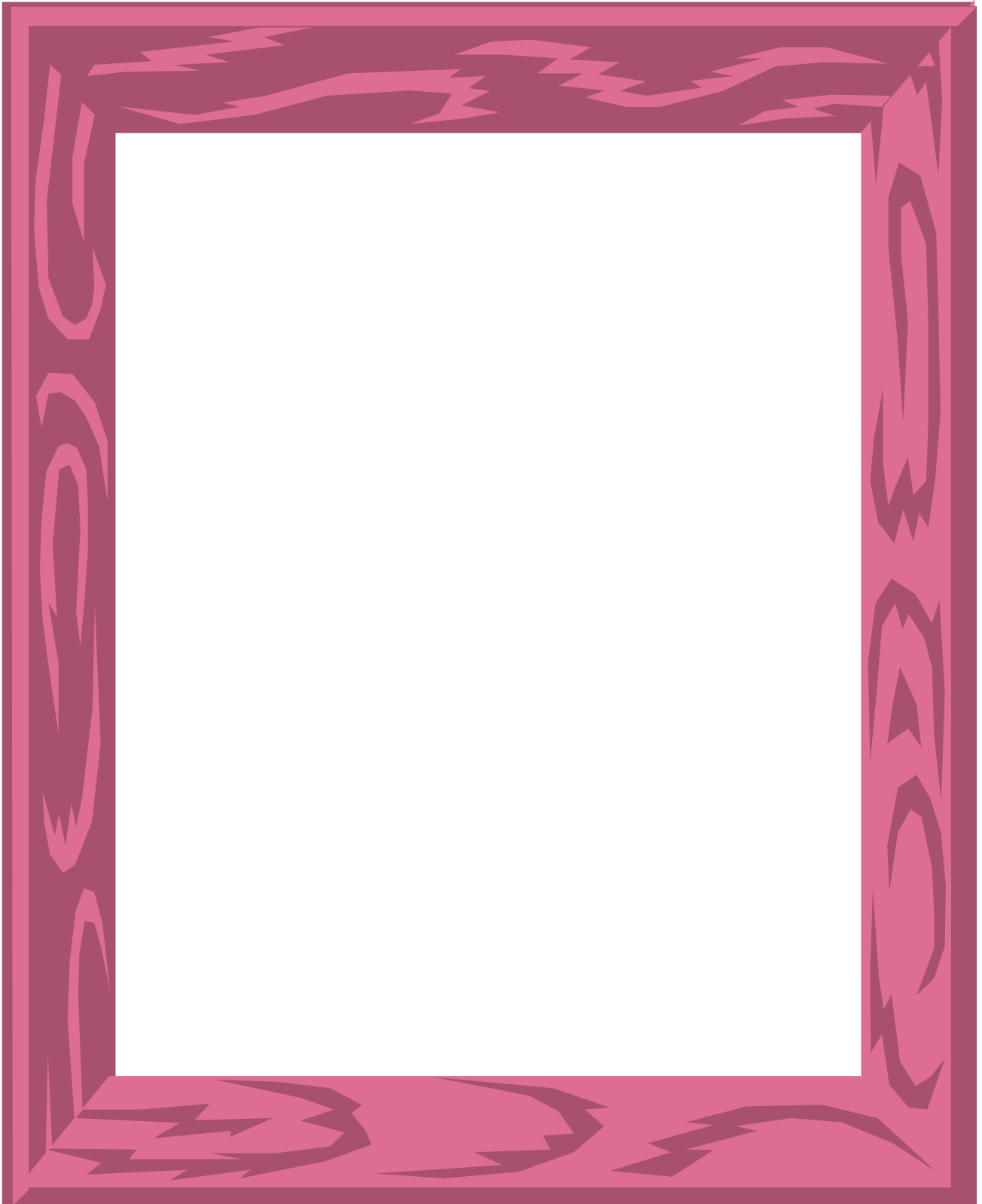
feeling relaxed I breathe out and notice the feel of the air on my lips.

I feel calm and relaxed.

When you hear the Jigsaw Chime this time, please listen until you can no longer hear the sound and then gently wiggle your fingers and toes, open your eyes and bring your awareness back into the room.



**Celebrating Difference**  
**Photo Frame Template - Ages 8-9 - Piece 5**







## Celebrating Difference

### PowerPoint Slide 1: My Jigsaw Journey - Ages 8-9 - Piece 5





**My Jigsaw Journey**




**Jigsaw**


Puzzle 2 - Celebrating Difference (Pieces 4-6) Ages 8-9

Name: .....


		TINT BOX - To improve next time I...				
Piece 4	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.					
	I can problem-solve a bullying situation with others.					
Piece 5	I can identify what is special about me and value the ways in which I am unique.					
	I like and respect the unique features of my physical appearance.					
Piece 6	I can tell you a time when my first impression of someone changed when I got to know them.					
	I can explain why it is good to accept people for who they are.					




I don't get this at all



I'm getting there but need some help to understand



I get this and can give examples if you ask me



I missed this lesson



## Puzzle 1: Celebrating Difference - Ages 8-9 - Piece 6

Celebrating Difference: how we look	
<p><b>Puzzle 2 Outcome</b> <b>Hall of Fame</b> <b>(Frames)</b></p>	<p><b>Please teach me to...</b> tell you a time when my first impression of someone changed when I got to know them explain why it is good to accept people for who they are</p>
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Jigsaw Journals Blue and red spectacle templates, one for each child Character Cards (to show on whiteboard) Jigsaw Jaz Jigsaw Jerrie Cat My Jigsaw Journey</p>	<p><b>Vocabulary</b> Impression Changed Judgement Assumption Influence Special Different Accept</p>
<p><b>Teaching and Learning</b></p> <p><b>Notes:</b> Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time, and/or choose to plan the Let me learn part of the lesson with the teacher(s) working with a group of children in turn. As the assessment activity is rich with discussion, teachers may wish to consider in advance a way to scribe or record this discussion particularly if using a whole-class approach. e.g by having other adults present to scribe the children's comments.</p> <p>This lesson also contains 2 scenarios, one involving a child with Tourette's syndrome and a reference to gang and knife culture, and one scenario involving a child from a military family. If these situations are sensitive for any children in the class, teachers should consult with the respective children prior to the lesson to agree their participation.</p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play 'Switch' read out the suggested phrases below so that when a statement applies to a child they stand up and switch places with somebody else who has vacated their seat in the circle.</p> <p>Switch places if...</p> <ul style="list-style-type: none"> <li>You have blue eyes</li> <li>You have brown hair</li> <li>You have made friends with someone who you didn't expect to be friends with</li> <li>You have been surprised by someone when you got to know them</li> <li>You have changed your mind about a person once you got to know them</li> <li>You have made assumptions about somebody when first meeting them</li> <li>You thought a teacher in this school was strict/scary and then realised they weren't when you got to their class</li> </ul>	<p><b>Ask me this...</b></p>



### **Calm me**

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

### **Open my mind**

Teacher shares a story from their own experience where they made some wrong assumptions about a person. Perhaps this could be from the teacher's own school experience where they thought certain things about a teacher or a fellow pupil and then thought differently when they got to know them.

### **Tell me or show me**

Clarify the meaning of the terms 'first impression' and 'assumption' with the children.

Ask the children to work in talk partners and discuss a situation where they may have thought something about someone before they knew them properly. Has their opinion changed now?

Make the point that sometimes we can make very wrong assumptions about people; and as a result, we could hurt their feelings in the way we treat them.

Emphasise that it is important (even though it can be difficult sometimes) to accept people when we first meet them without judging them, give them a chance, and try to get to know them.

### **Let me learn**

Slides 1-2: Give each child a copy of the sheet with the red and blue spectacles on

Show PowerPoint slide 1: Brooklyn

Read Brooklyn Fact Box 1 and ask children to write down their first impressions of Brooklyn on or next to the red spectacles.

Show PowerPoint slide 2: Asha

Read Asha Fact Box 1 and ask children to write their first impressions of Asha on or next to the blue spectacles.

Show Brooklyn slide again and read Brooklyn Fact Box 2

Ask children to write their thoughts about Brooklyn now on the red spectacles

Show Asha slide again and read the Asha Fact Box 2

Ask children to write their thoughts about Asha now on the blue spectacles

Slide 3: In talking partners discuss the following questions:

Did you make the same judgements about Brooklyn and Asha?

What influenced you to make those first impressions?

Would you be their friend just based on the information you have?

How might you treat them if this was all the information you had about them?

Is this fair?

If you had seen the truth about Brooklyn and Asha would you have treated them differently?

Do the opinions we have of ourselves matter if other people judge us anyway?

Debrief the pair discussions and then finish this section of the lesson by asking the children why they think they were asked to write their thoughts on spectacles and not just on plain paper?

Does your mind feel calm and ready to learn?

Who have you made an assumption about?

What first impression have you had about a teacher in this school?

How would it feel to have a wrong judgement made about you?)

What does this symbolise?

What does this lesson teach us?

**Help me reflect**

Thank the children for their excellent ideas during this Puzzle.

Ask the children complete My Jigsaw Journey for this lesson.

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

**Notes**

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



## Celebrating Difference

### Calm Me Script - Ages 8-9 - Piece 6

I invite you sit comfortably in your chair with your feet flat on the floor and your back straight in a dignified posture. Can you notice how the chair feels against your body and how the floor feels through your shoes? Your spine is stretched gently and your hands are in your lap. You feel relaxed and calm and happy to be you.

Close your eyes if this feels comfortable to you or fix your gaze on a point on the floor in front of you.

I am going to sound the Jigsaw Chime and I invite you to listen to the sound until it fades away

(Sound chime)

Listen to the sound and try to bring all your attention to the sound. Help your mind to focus on the sound.....

Now start to focus on your breathing. Breathe in a nice deep breath through your nose, and count silently in your head to 4 while you breathe in...Breathe in...1..2..3..4

Then as you breathe out through your mouth, imagine you are gently blowing through a straw and count silently in your head to 6

Breathe in 1..2..3..4

Breathe out 1..2..3..4..5..6

Try this on your own a few times without me talking

Now every time you breathe out relax your body and let any tension drift down through your body and out through your feet.

(Allow children time to do this a few times without you talking)

So, feeling calm I breathe in and notice my breathing,

feeling relaxed I breathe out and notice the feel of the air on my lips.

I feel calm and relaxed.

When you hear the Jigsaw Chime this time, please listen until you can no longer hear the sound and then gently wiggle your fingers and toes, open your eyes and bring your awareness back into the room.



**Celebrating Difference**  
**PowerPoint Slide 1 - Ages 8-9 - Piece 6**



**Fact Box 1: My name is Brooklyn.** I had to leave my last school because my behaviour in class was disruptive. I used to mess around a lot. I live with my Mum but she has to work in the evenings so I spend most of my time hanging with my older brother. He has been in jail for being in a gang and he has loads of really tough friends. They carry knives. I've seen them.

What are your first thoughts (impressions) about me? Would you want to be my friend if you knew this about me?

**Brooklyn Fact Box 2: Here are some things that you didn't know about me...**

I have a medical condition called Tourette's which means that I find it difficult to concentrate. Sometimes I have to shout things out, or do silly things, and I find it really hard to stop myself. The doctors have only just found this out.

I hate it when my Mum goes to work. I don't have a Dad so my brother has to look after me. He bullies me all the time because of my Tourette's and his friends scare me. They think it's funny when I shout out swear words and can't stop myself. Sometimes they make me cry because they make fun of my 'ticks' (the way I move my head sometimes). Some of them carry knives and I get worried that my brother is going to carry one too and get in trouble again.

I don't want to end up like them.

**Celebrating Difference**  
**PowerPoint Slide 2 - Ages 8-9 - Piece 6**



**Fact Box 1: My name is Asha.** I have been in trouble at school because I hit another girl. The school told Mum and Dad I was in trouble for bullying and they grounded me. I didn't care because I don't get along with other children and would rather spend time by myself anyway. I hate school.

What are your first thoughts (impressions) about me? Would you want to be my friend if you knew this about me?

**Asha Fact Box 2: Here are some things that you didn't know about me...**

I did hit another girl at school but only because I had enough of her spreading rumours about me that weren't true. She even did it on the internet. I was wrong to hit her but I was so frustrated it sort of happened. I feel really bad about it and it only happened once. She lied. I didn't explain myself very well to the teachers and I should have said that she was bullying me, but I just wanted her to stop, so I let her get away with it.

I don't like school or other children because I always seem to get picked on or bullied. I find reading difficult and some children find it funny and make fun. My parents have been in the army ever since I was a baby so we have moved house a lot. I have been to 8 different schools and lived in 3 different countries. Just when I think I have made a friend and I am starting to get better at reading we have to move so I find it difficult to settle. It hurts me to think I don't have best friends like other children do.



**Celebrating Difference**  
**PowerPoint Slide 3 - Ages 8-9 - Piece 6**



- **Did you make the same judgements about Brooklyn and Asha?**
- **What influenced you to make those first impressions?**
- **Would you be their friend just based on the information you have?**
- **How might you treat them if this was all the information you had about them?**
- **Is this fair?**
- **If you had seen the truth about Brooklyn and Asha would you have treated them differently?**
- **Do the opinions we have of ourselves matter if other people judge us anyway?**

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**Celebrating Difference**  
**Spectacle Templates - Ages 8-9 - Piece 6**



**Brooklyn**




**Asha**




## Celebrating Difference

### PowerPoint Slide 4: My Jigsaw Journey - Ages 8-9 - Piece 6





**My Jigsaw Journey**




**Jigsaw**


Puzzle 2 - Celebrating Difference (Pieces 4-6) Ages 8-9

Name: .....


						TINT BOX - To improve next time I...
Piece 4	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.					
	I can problem-solve a bullying situation with others.					
Piece 5	I can identify what is special about me and value the ways in which I am unique.					
	I like and respect the unique features of my physical appearance.					
Piece 6	I can tell you a time when my first impression of someone changed when I got to know them.					
	I can explain why it is good to accept people for who they are.					




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



# Celebrating Difference

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

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



# Celebrating Difference

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

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

## Exemplification for Ages 8-9 Celebrating Difference Puzzle

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

### WORKING TOWARDS

I thought Asha was a bully because she looks tough and said she had hit someone. Asha didn't say she was being bullied because she thought it might make things worse.

It is important to know as much as you can about someone so you don't judge them unfairly.

### Ages 8-9 expectation

### WORKING AT

I wouldn't have wanted to be Brooklyn's friend because I thought he looked mean, and what he said made me feel a bit scared of him. When I found out that he was frightened of his brother and was being bullied I felt sorry for him. In the end I would be his friend. It is sometimes difficult to know if someone is being bullied or if they are a bully, so it would be important to get as much information as you could. If I was unsure I would see a teacher about it.

It is important to have a good impression of yourself and others because sometimes people might judge in the wrong way. In times like this it is important to remember that you are a good person to stop you feeling sad about it.

### WORKING BEYOND

Knowing Brooklyn has Tourette's explains why he finds school difficult, but if you didn't know that you might get the impression that he was just badly behaved. Again, with Asha you might think she was a bully until you find out the real reasons why she hit the girl. That is why making assumptions can be a problem sometimes. If Asha was being bullied I would have spoken to the teacher. I wouldn't get involved because the bully might start taking it out on me, but I would have reported it because that would have been the safest way of helping Asha.

When people form opinions about others they are influenced by the way people look and the way they behave. Sometimes where a person lives or their background might make someone make an assumption about them. Also, other people can influence others. A bully might spread nasty rumours about someone and people might believe them. I didn't know that JK Rowling had once been poor and it was only finding out about her for myself that made me realise that.

