

# Jigsaw!

The mindful approach to PSHE



Being Me in My World - Ages 8-9

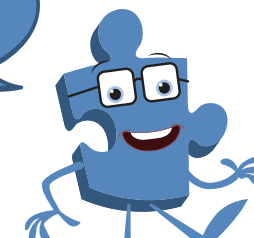
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# Being Me in My World

## Puzzle Map - Ages 8-9



### Puzzle Outcome

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

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Becoming a Class 'Team'	I know my attitudes and actions make a difference to the class team  I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded  I try to make people feel welcome and valued	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Meet and Greet Bingo resource sheet, Included/excluded PowerPoint slides, sponge football, post-its, timer, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Being a School Citizen	I understand who is in my school community, the roles they play and how I fit in	I can take on a role in a group and contribute to the overall outcome	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, sponge football, school community role cards, role cards and blank job description cards, timer, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Rights, Responsibilities and Democracy	I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, UNCRC Rights of the Child (Unicef leaflet for teacher use), Spot the difference pictures (Articles 12 and 28), UNCRC Resource sheet, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, spongeball/orange, scenario cards, Learning Charter, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Decision PowerPoint slides, What a Mess! scenario, materials for childrens' posters, Learning Charter, Jigsaw Journals, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter ★	6. Owning Our Learning Charter	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Choices Bingo Sheets, Children's group posters from previous Piece, Learning Charter, UNCRC Article 28 (see Piece 3), materials for childrens' posters, certificates, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.



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

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

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

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







## Puzzle Assembly/Collective Worship: Being Me in My World

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

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

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

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

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

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

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

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

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

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

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

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

### **Closing the assembly**

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

**Being Me in My World**  
**Assembly (PowerPoint Slides)**



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



### Together As One (Being Me in My World)

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

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

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

CHORUS

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

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

CHORUS

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

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

CHORUS





## Together As One (Being Me In My World)

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

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

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

### CHORUS

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

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

### CHORUS

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

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

### CHORUS

## Together As One (Being Me In My World)

Musical notation for the first system (measures 1-4). The key signature is D major (two sharps) and the time signature is 4/4. The system includes a vocal line with rests, a piano accompaniment with chords (D, A, G/B, D/A, A/E), and a bass line.

Musical notation for the second system (measures 5-8), starting with a measure number '5'. The structure is identical to the first system, featuring a vocal line with rests, piano accompaniment with chords (D, A, G/B, D/A, A/E), and a bass line.

Musical notation for the third system (measures 9-12), starting with a measure number '9'. The vocal line contains the lyrics: T - O - G - E - T - H - E - R, with hyphens under each letter. The piano accompaniment and bass line continue with the same chord progression and rhythmic pattern as the previous systems.

13

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

17

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

20

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

23

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

27

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

F# F# F# E

30

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

D A G/B

34

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

D/A D A

37

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

G/B G D D

41

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

F# F# E

45

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

D A G/B

48

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

D/A D A

51

one. To-ge-ther as\_ one. O - N - E. Eve-ry-bo-dy stand up, let's sing it loud.  
Clap... Sim...

G/B G

55

Ce-lebrateach-oth - eryeah, yeah we'reproud. Oh, oh! (SHOUTITOUT!) Oh, oh, oh!

59

Be kind to othersand in - clude ev-eryone, re - spect one an-oth-er, it's a job WELL DONE!

63

Oh, oh! (SHOUTITOUT!) Oh, oh, oh! T, To - ge - ther. T,

66

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

69

Musical score for measures 69-71. The score is in G major (one sharp) and 4/4 time. It consists of a vocal line and a piano accompaniment. The piano accompaniment features a steady eighth-note bass line in the left hand and chords in the right hand. Chords are labeled as D, A, and G/B.

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

72

Musical score for measures 72-73. The score is in G major (one sharp) and 4/4 time. It consists of a vocal line and a piano accompaniment. The piano accompaniment features a steady eighth-note bass line in the left hand and a G chord in the right hand.

one. O - N - E.





## Mindfulness Assemblies

### Introducing Jerrie Cat

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

Schools may wish to use these within the first few weeks of a new academic year, or when first introducing Jigsaw, the mindful approach to PSHE, in the school.

The two assemblies contain a story that is split into two parts to run across both assemblies so schools should run these in sequence.





## Puzzle Assembly/Collective Worship: Being Me in My World

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

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

PowerPoint slide showing a Jigsaw Chime

Jigsaw Chime

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

Lyrics of 'Together As One' displayed

Jigsaw Friends

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

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

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

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

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

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

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

### **Jigsaw Friends Story – Part 1**

#### **Slide 2**

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

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

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

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

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

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

#### **Slide 3**

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

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

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

#### **Slide 4**

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

Jo said, "It is peaceful."

Jino said, "It makes my ears tingle."

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

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

#### **Slide 5**

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

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

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

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

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

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

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

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

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

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

### Slide 6

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

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

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

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

### Slide 7

All the Jiggies looked very impressed with Jez.

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

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

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

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

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

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

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

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

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

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

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

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

### Closing the assembly

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



## Being Me in My World

Jigsaw Chime PowerPoint Slide 1 - Assembly all years

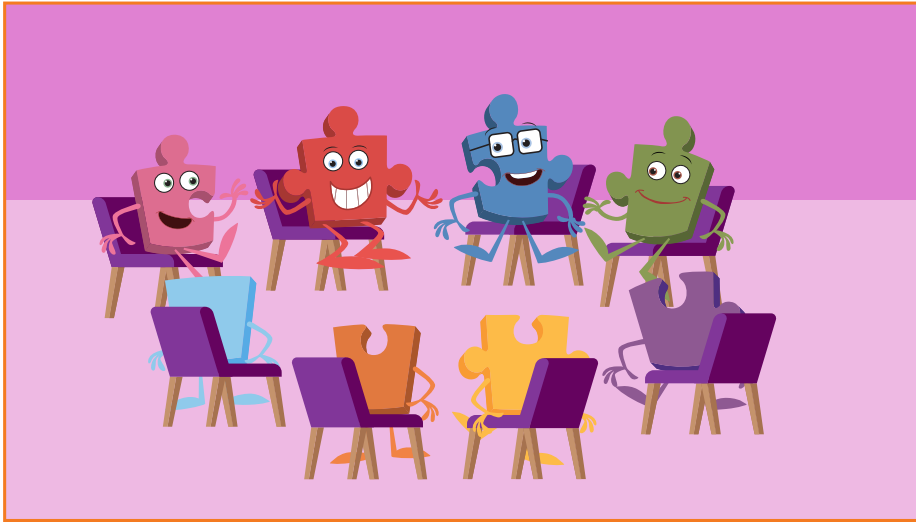


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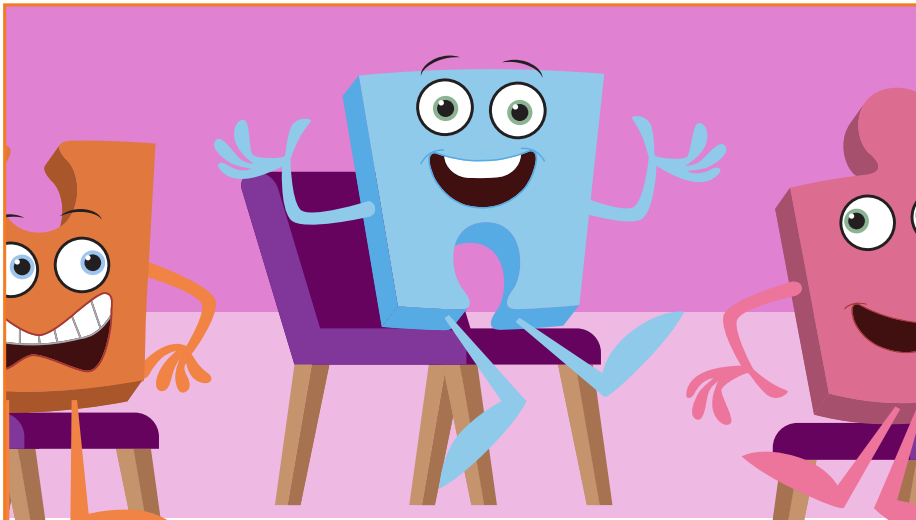
## Being Me in My World

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

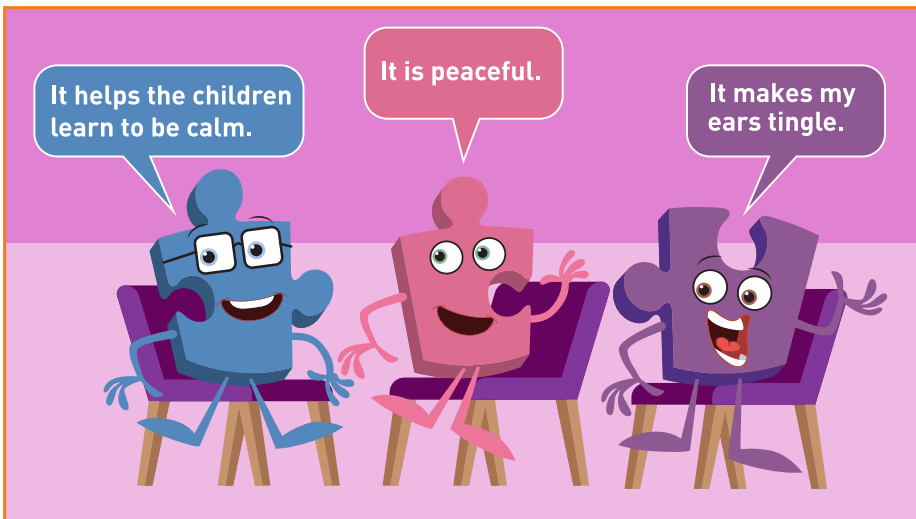
Slide 2



Slide 3



Slide 4



## Being Me in My World

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

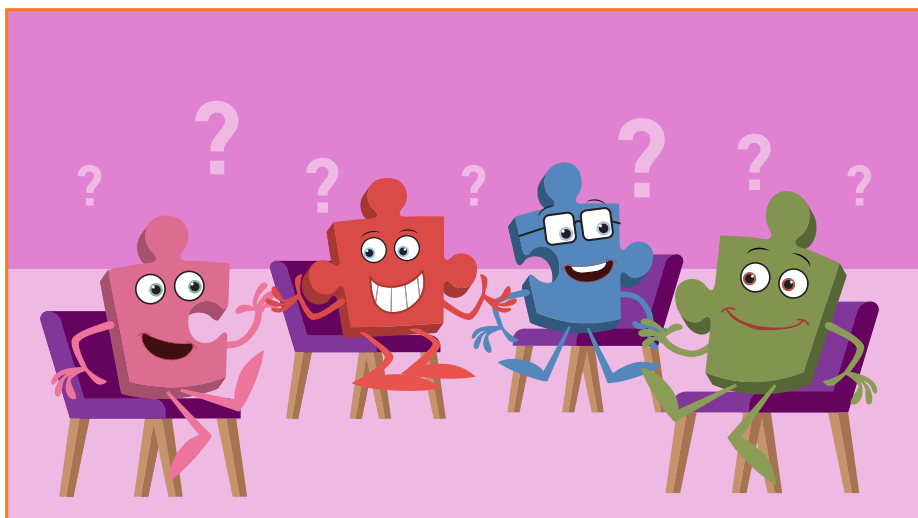
Slide 5



Slide 6



Slide 7







## Puzzle Assembly/Collective Worship: Being Me in My World

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

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

PowerPoint slide showing Jigsaw Jerrie Cat

Jigsaw Chime

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

Lyrics of Together As One displayed

Jigsaw Friends

Jigsaw Jerrie Cat if you have one

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

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

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

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

### Jigsaw Friends Story – Part 2

#### Slide 2

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

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

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

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

Jino suggested an elephant and Jo said a tiger.

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

#### Slide 3

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

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

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

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

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

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

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

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

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

**Slide 4**

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

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

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

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

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

**Slide 5**

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

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

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

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

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

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

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

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

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

**Slide 6**

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

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

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

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

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

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

**Slide 7**

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

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

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

The teacher will ask them:

“What are you thinking now?”

“What are you feeling now?”

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

**Slide 8**

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

“What are you thinking now?”

“What are you feeling now?”

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

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

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

Thank the children for their participation.

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

**Closing the assembly**

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

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

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



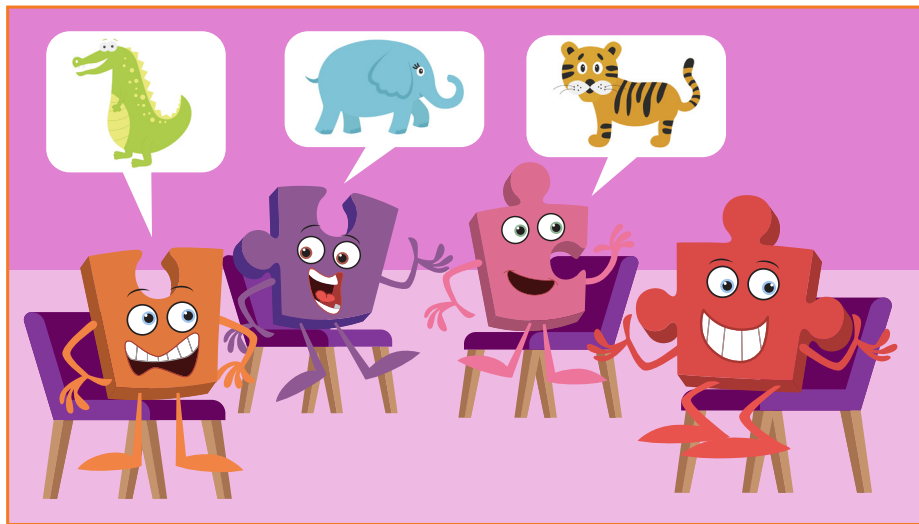
**Being Me in My World**  
Jerrie Cat PowerPoint Slide 1 - Assembly all years



## Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

Slide 2



Slide 3



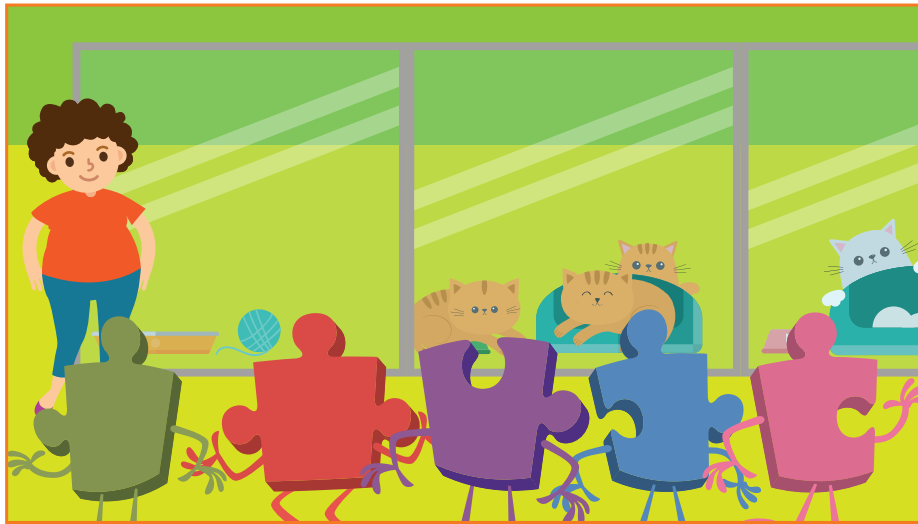
Slide 4



## Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

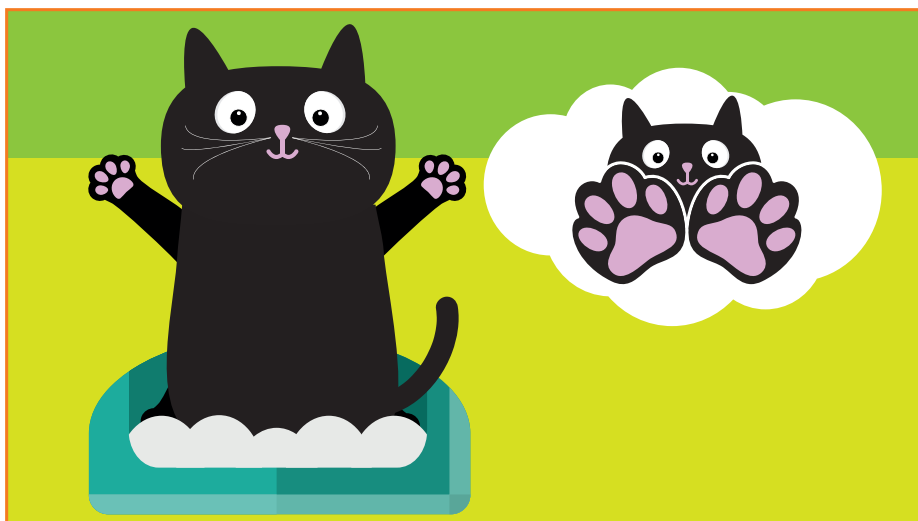
Slide 5



Slide 6



Slide 7



Puzzle 1

# Weekly Celebration 1

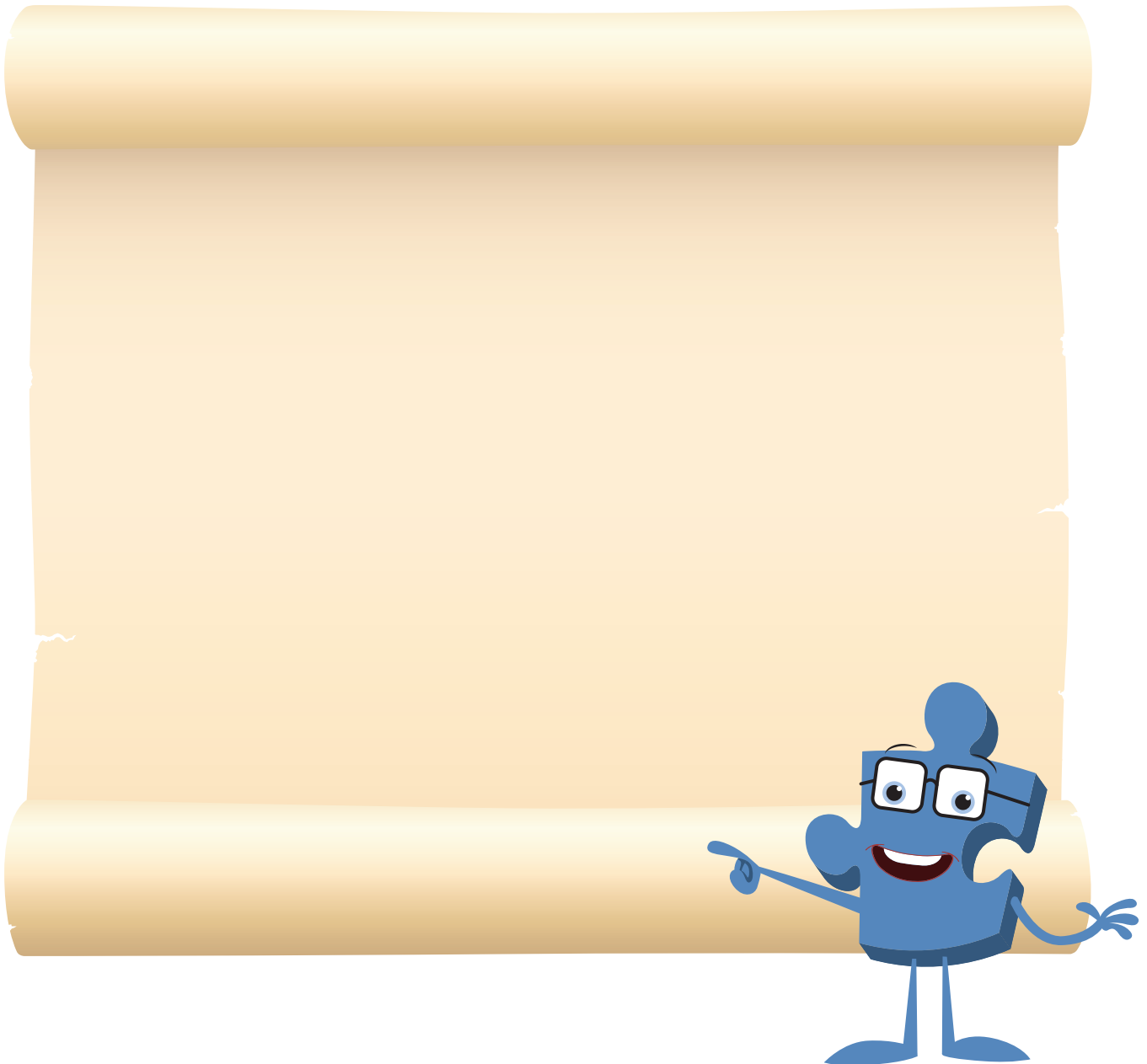
This week we are celebrating people who:  
**Help others to feel welcome**



Puzzle 1

# Weekly Celebration 2

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



Puzzle 1

# Weekly Celebration 3

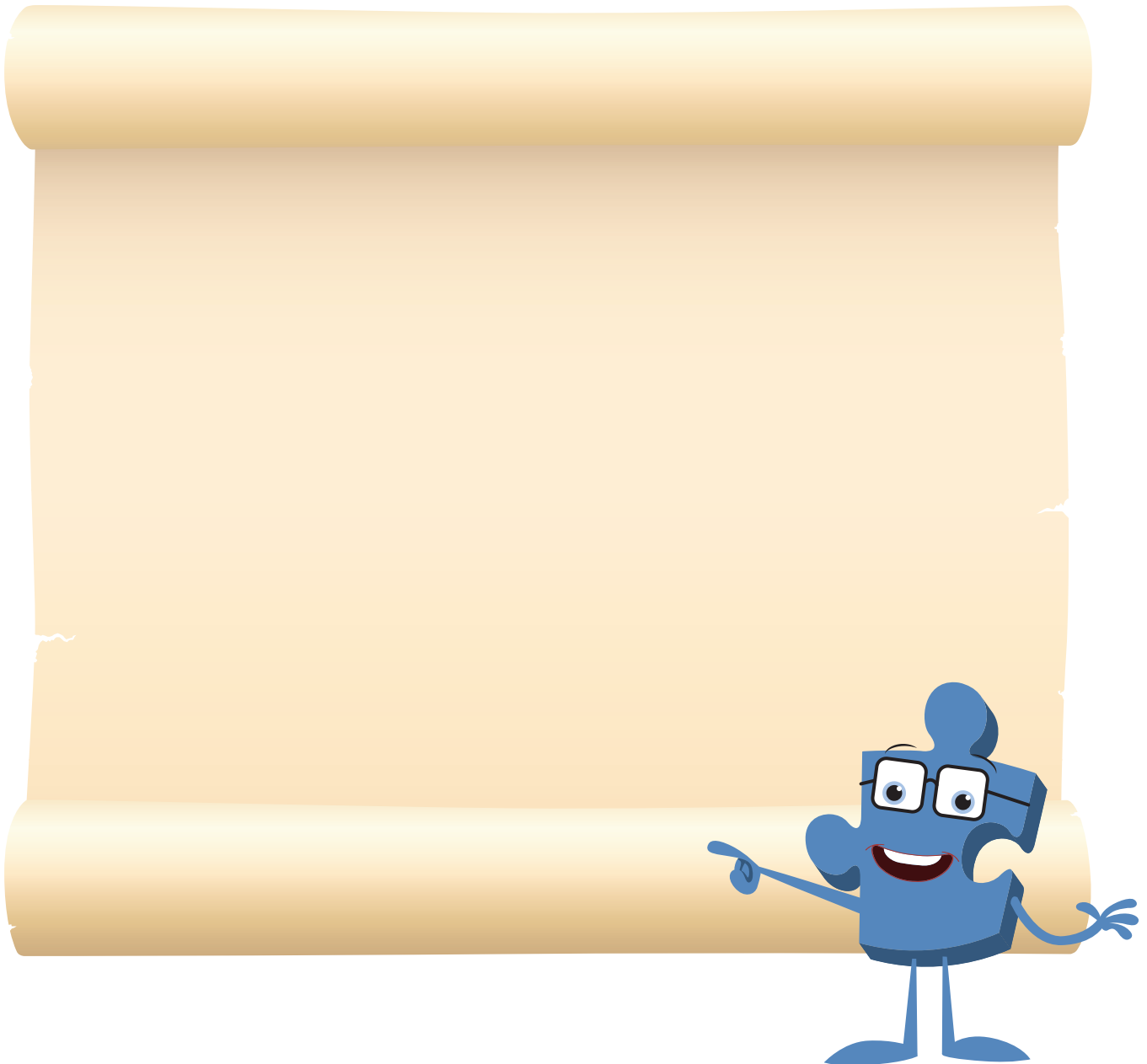
This week we are celebrating people who:  
**Think about everyone's right to learn**



Puzzle 1

# Weekly Celebration 4

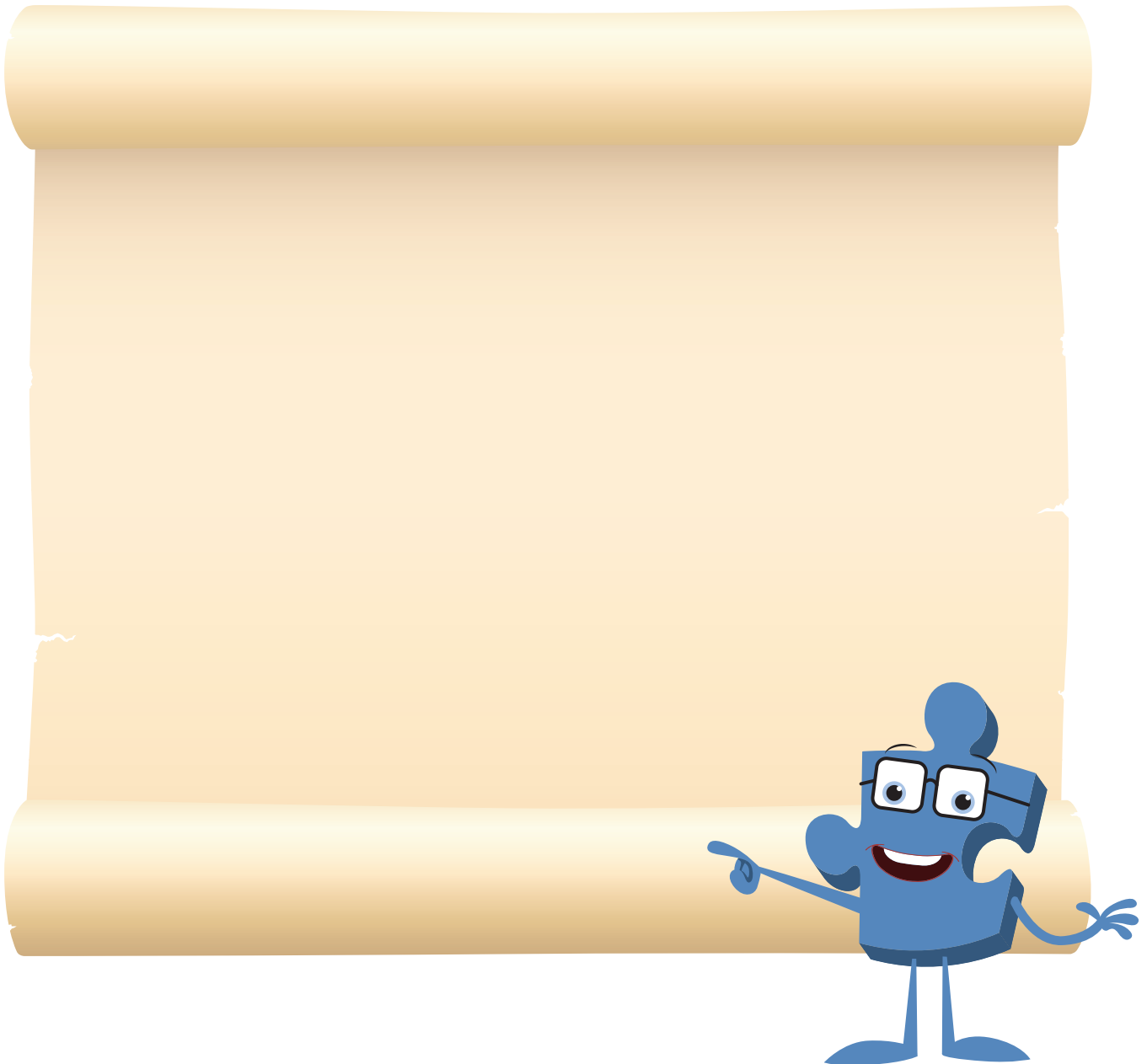
This week we are celebrating people who:  
**Care about other people's feelings**



Puzzle 1

# Weekly Celebration 5

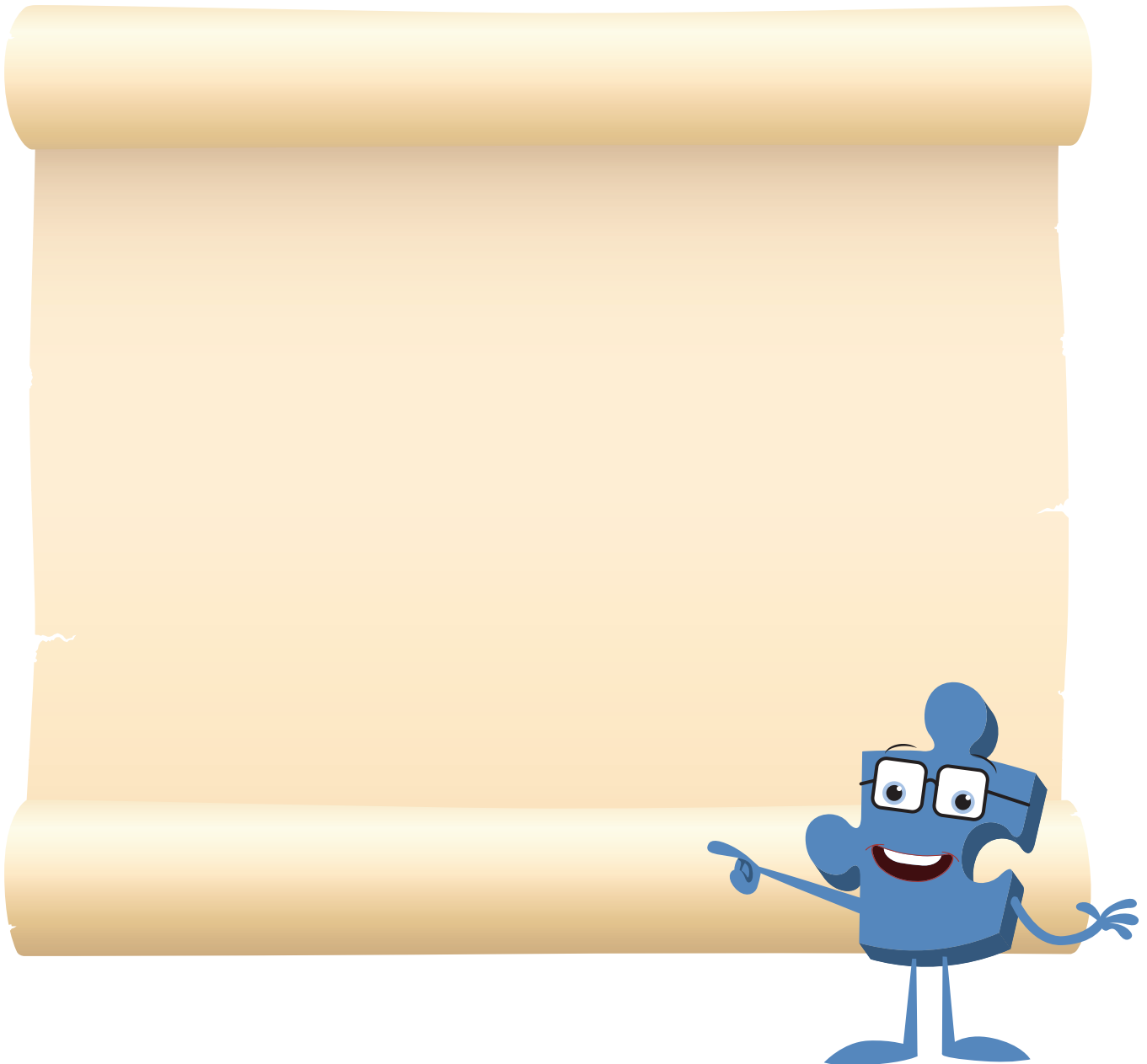
This week we are celebrating people who:  
**Work well with others**



Puzzle 1

# Weekly Celebration 6

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

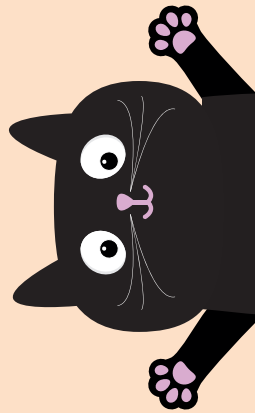


## Class Teacher's Preparation to Lead the **Being Me in My World** Puzzle with children Ages-8-9

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

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

- Piece 1: Sponge ball / football  
Timer  
Whiteboards and pens/ paper  
Post-it notes  
Laminated Jigsaw Charter
- Piece 2: Sponge football (optional)  
Timer
- Piece 3: All resources within Jigsaw
- Piece 4: Sponge ball or an orange  
Children's work from prior Piece (lesson)
- Piece 5: Flip chart size paper or card  
Materials to create posters (teachers choice – see lesson plan)  
Whole-school Learning Charter / or sample one from Jigsaw resources  
(International schools need a photo of a relevant Government building)
- Piece 6: Children's posters from previous lesson (Piece)  
Materials for creating posters (teachers choice)



### Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each student needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** enough bingo sheets , one per child.
- Piece 2: **Copy/print** enough 'School community role cards' and 'job description templates' for each pair of children to have one. Note: There are blank (generic) cards for teachers to use to create additional roles that are applicable to your setting if the existing ones do not meet your needs.
- Piece 3: **Copy/print** enough 'Spot the difference' sheets so there is one per group. **Copy/print** enough UNCRC Resource sheets, one per group. **Keep the class list of responsibilities for the next lesson (Piece).**
- Piece 4: Ensure enough My Jigsaw Journey sheets have been printed (each student needs one that includes Learning Intentions for Pieces 4-6) **Print/copy** a set of scenario cards.
- Piece 5: See your Jigsaw Lead to obtain a copy of the Whole-school Learning Charter (or if this is not available then use the example one in the Jigsaw resources for this lesson (Piece). As this lesson (Piece) involves craft/art/ writing, teachers may wish to give this lesson additional curriculum time. **The children's posters from this lesson are to be completed in Piece(lesson) 6.**  
**Note for International schools: Teachers will need to find an appropriate photograph of the Government building applicable to your setting.**
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child. **Copy/print** enough Bingo cards, one per child. Find UNCRC poster from Piece (lesson) 3 resources.



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@janleverage.com](mailto:office@janleverage.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 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 suggestion 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?*

## Puzzle 1: Being Me in My World - Ages 8-9 - Piece 1

Becoming a Class 'Team'	
<p><b>Puzzle 1 Outcome</b>  <b>Our Learning Charter</b>            (See example Learning Charter)</p>	<p><b>Please teach me to...</b>            know my attitudes and actions make a difference to the class team            know how to use my Jigsaw Journal            know how good it feels to be included in a group and understand how it feels to be excluded            try to make people feel welcome and valued</p>
<p><b>Resources</b>            Jigsaw Charter            Meet and Greet Bingo resource sheet            Jigsaw Chime            'Calm Me' script            'Calm' pictures            Included/excluded PowerPoint slides            Whiteboards or paper            Timer            Jigsaw Jaz            Jigsaw Jerrie Cat            Sponge football            Post-its            My Jigsaw Journey            Jigsaw Journals</p>	<p><b>Vocabulary</b>            Included            Excluded            Welcome            Valued            Team            Charter</p>
<p><b>Teaching and Learning</b>  <b>Teacher notes</b>            Please ensure you have read the Jigsaw Approach (the introductory chapter to these resources found at the beginning of each year group folder/file) prior to teaching this Puzzle (unit of work).</p> <p><b>The Jigsaw Charter</b>            Slide 1: The Jigsaw Charter            Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive issues. Therefore, we need to establish the 'ground rules', in Jigsaw called 'The Jigsaw Charter'.            This needs to include:            The right to pass            Respect for each other            Confidentiality            There is a ready-made Jigsaw Charter in this lesson for you, but do start by asking the children what they need to do to make everyone feel safe so we can all learn well.            Bring out their ideas and introduce the Jigsaw Charter (Slide 1) and the large printed copy you already made (and laminated).            You may like to invite them all to sign the Charter (or maybe colour in a smiley face already drawn on it) as a way of saying they agree to try to stick to it in Jigsaw lessons.            You and they can then refer to it in every lesson thus creating a trusted and predictable learning environment.            Display the Jigsaw Charter in the classroom and refer to it at the beginning of every Jigsaw lesson.            Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	<p><b>Ask me this...</b></p>



**Connect us**

Introduce Jigsaw Jaz and explain that Jaz will be the Talking Object in circle work; when you are holding Jaz you can speak if you want to.

Meet and Greet Bingo Game.

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

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

**Calm me**

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

Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and the calm pictures (slide 1). Children may like to stick their favourite calm pictures into their Jigsaw Journals.

How well do you know the people in your class?

Does your mind feel calm and ready to learn?

## Open my mind

Slides 3-4: Included/excluded pictures.

Bring the children into a circle and show them the 'included' picture. In talking partners they discuss the prompt questions below the picture. Take some feedback from around the circle using Jigsaw Jaz as the talking object.

On their whiteboard or paper, each pair writes three words to sum up how the children in the picture are feeling. Take some feedback and make a list of their words on the left hand side of a flipchart.

If time, using Jigsaw Jaz as the talking object, one at a time, around the circle, children complete the stem sentence:

'I feel included when...'

Show the children the 'excluded' picture and in talking partners ask them to answer the prompt questions as before. On their white boards children write three words to express the feelings of the child who looks excluded in the picture. Take some feedback and make a list of their words on the right hand side of the flipchart.

Discuss with the children how they can make sure that everyone in the class 'team' feels included and valued.

Teacher to ensure that, as a result of this activity, children all understand how it feels to be included and excluded from a group/team, and reinforces the need for everyone in this class to feel included and valued as part of our class team.

## Tell me or show me

Give out the Jigsaw Journals and explain that children will collect their work and record their learning in these.

**Option 1:** Still in a circle but with legs outstretched tell the children they are going to pass a sponge ball around the circle but nobody is allowed to use their hands. The ball also must not touch the floor. The aim of the game is to pass the ball around the circle in the quickest time possible. When the game ends ask the children when it is played again (in later Pieces/lessons) how can they work more effectively as a team to improve their time?

Are there any skills of team work they would like to add to the Jigsaw Charter for this year? (There is a blank Jigsaw Charter in the resources for this lesson/Piece, that can be used and this is also available on the Jigsaw Community website.)

**Option 2:** Play pass the High Five. With the children sitting in their places or in rows, start a High Five and see how long it takes to get passed along until everyone has had a turn. Repeat until the task is achieved in a quicker time. Briefly ask students why they are getting better at the task, is this something to do with better team work?

Are there any skills of team work they would like to add to the Jigsaw Charter for this year? (There is a blank Jigsaw Charter in the resources for this lesson/Piece, that can be used and this is also available on the Jigsaw Community website.)

What does 'included' mean?

What does 'excluded' mean?

How does it feel to be included?

How does it feel to be excluded?

How can we make sure everyone feels valued and included in our class team?

What skills do you need to reach a common goal?

### Let me learn

#### Diamond Nine Activity

1  
2 3  
4 5 6  
7 8  
9

Using a diamond nine ranking system gives children an opportunity to discuss what is most/least important.

1 = most important

2/3 = next important

4 5 6 = next important, and so on.

The most important aspect of this activity is the discussion it generates.

Working at their tables in small groups each group has nine post-its. They decide on nine words which describe teamwork and how it feels to be part of a team. The scribe of the group writes one word on each of the nine post-its and the group arranges the post-its in a diamond nine formation (see notes above) with the most important word at the top moving down to the least important word at the bottom. Groups share their diamond nines and are invited to ask each other questions.

Ideally each group will take a photograph of its diamond nine so each child can print a copy to stick into their Jigsaw Journal. If time children could simply write out the diamond nine in their Jigsaw Journal and comment on why these words are so important to them.

### Help me reflect

Slide 5: 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 in the TINT (to improve next time) Box. Stick the completed sheets into their Jigsaw Journals.

How can we work as a team?

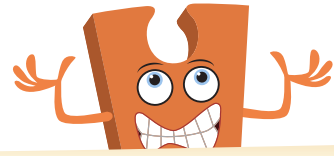
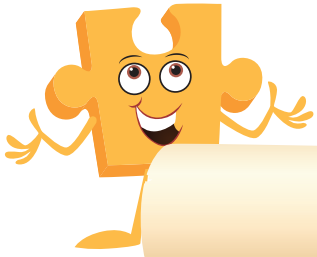
What are the skills of team work?

Who would I like to get to know better this year?

### Notes

Calm me uses some Calm pictures to help the children visualise. In subsequent lessons the teacher can help children move from looking at the pictures to holding the picture in their mind and using the mental image during Calm me.

If children have experienced Jigsaw in previous years they should be able to create visual images and you may not need to use the Calm pictures. If not, it maybe worth using some of the Calm me exercises from earlier year groups until the children have the appropriate skills to work with the specified Calm me exercises this year.



# The Charter

We take turns to speak

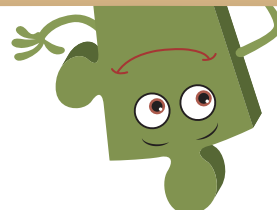
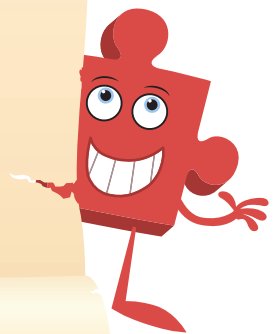
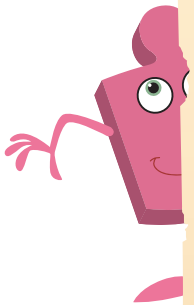
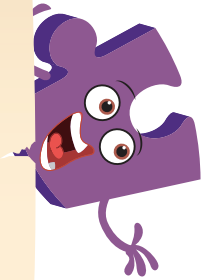
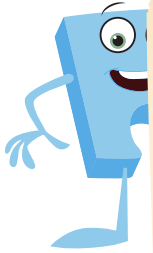
We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy  
(confidentiality)



# The **Jigsaw!** Charter



**Class:**

- \*
- \*
- \*
- \*
- \*
- \*

**We will try our best to keep our Charter:**



**Being Me in My World**  
Meet and Greet Bingo - Ages 8-9 - Piece 1

<b>My favourite animal is...</b>	<b>My birthday is in the month of...</b>	<b>My favourite food is...</b>
<b>The worst TV programme is...</b>	<b>My favourite hobby is...</b>	<b>Someone I admire is...</b>
<b>My favourite school subject is...</b>	<b>The worst colour for a school uniform would be...</b>	<b>If I won an Olympic Gold medal it would be in...</b>

<b>My favourite animal is...</b>	<b>My birthday is in the month of...</b>	<b>My favourite food is...</b>
<b>The worst TV programme is...</b>	<b>My favourite hobby is...</b>	<b>Someone I admire is...</b>
<b>My favourite school subject is...</b>	<b>The worst colour for a school uniform would be...</b>	<b>If I won an Olympic Gold medal it would be in...</b>



## Being Me in My World

PowerPoint Slide 1 The Jigsaw Charter - Ages 8-9 - Piece 1

A central graphic features a yellow scroll with the 'The Jigsaw Charter' text. The scroll is surrounded by eight colorful, anthropomorphic puzzle pieces (orange, blue, purple, red, green, blue, pink, and yellow) that appear to be holding the scroll. The Jigsaw logo is at the top of the scroll. The text on the scroll lists six rules of the charter.

The **Jigsaw** Charter

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

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## Being Me in My World

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

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (Slide 1) (roller coaster, garden, bedroom) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw Chime is the start of our Calm Me exercise.

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

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



## Being Me in My World

'Calm' Pictures PowerPoint Slide 2 - Ages 8-9 - Piece 1



## Being Me in My World

Included and Excluded PowerPoint Slides 3-4 - Ages 8-9 - Piece 1



1) What is happening?

2) What are they feeling? (Three words)



1) What is happening?

2) Who is feeling what?



# Being Me in My World

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



**My Jigsaw Journey**

**Jigsaw**

Puzzle 1 - Being Me in My World (Pieces 1-3) Ages 8-9

Name: .....

						TINT BOX - To improve next time I...
<b>Piece 1</b>	I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.					
	I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.					
<b>Piece 2</b>	I understand who is in my school community, the roles they play and how I fit in.					
	I can take on a role in a group and contribute to the overall outcome.					
<b>Piece 3</b>	I understand how democracy works through the school council in this school.					
	I can recognise my contribution to making a Learning Charter for the whole school.					

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Name .....

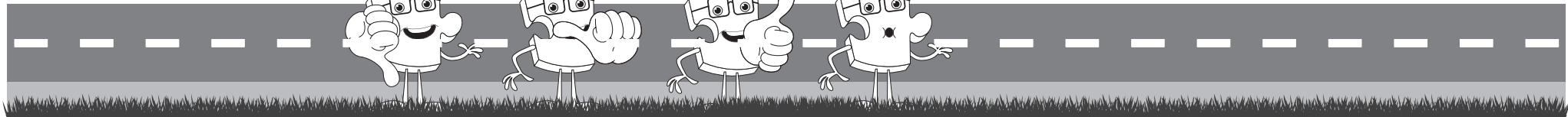
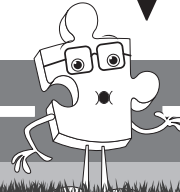
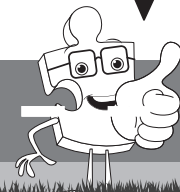
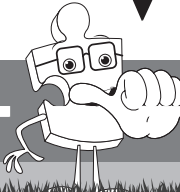
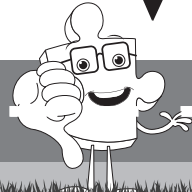
					TINT BOX - To improve next time I...
Piece 1	I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.				..... ..... ..... .....
	I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.				..... ..... ..... .....
Piece 2	I understand who is in my school community, the roles they play and how I fit in.				..... ..... ..... .....
	I can take on a role in a group and contribute to the overall outcome.				..... ..... ..... .....
Piece 3	I understand how democracy works through the school council/ in this school.				..... ..... ..... .....
	I can recognise my contribution to making a Learning Charter for the whole school.				..... ..... ..... .....

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson





## Puzzle 1: Being Me in My World - Ages 8-9 - Piece 2

Being a School Citizen	
<p><b>Puzzle 1 Outcome</b>  <b>Our Learning Charter</b>            (See example Learning Charter)</p>	<p><b>Please teach me to...</b>            understand who is in my school community, the roles they play and how I fit in            take on a role in a group and contribute to the overall outcome</p>
<p><b>Resources</b>            Jigsaw Charter            Sponge football            Jigsaw Chime            'Calm Me' script            'Calm' pictures            School community role cards            Role cards and blank job description cards            Jigsaw Jaz            Jigsaw Jerrie Cat            Timer            My Jigsaw Journey            Jigsaw Journals</p>	<p><b>Vocabulary</b>            Role            Job description            School Community            Responsibility</p>
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b>            Share 'The Jigsaw Charter' with the children to reinforce how we work together. Use the slide from the previous lesson and refer to the Charter on display.</p> <p><b>Connect us</b>            Still in the circle, play 'Pass the Ball Game' or 'Pass the High Five' and recap on using teamwork to improve the time. See previous lesson for instructions.</p> <p><b>Calm me</b>            Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn.            Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing and visualisation (creating pictures in our minds). Use the Jigsaw Chime, the Calm Me script and the calm pictures (slide 1) to take the children through Calm Me time.</p> <p><b>Open my mind</b>            Job charades.            Still in the circle, ask a confident child or maybe the teaching assistant to take a role card (from school community role cards resource) and without showing anyone what is on the card to mime that role/that person's job in the school community. Children guess the role/job. Repeat several times with different children miming different roles. Ask the children to consider how many different jobs there are in the school community.</p>	<p><b>Ask me this...</b></p> <p>Is your mind calm and ready to learn?</p> <p>Who makes up the school community?            Who is important in our school community?</p>




### Tell me or show me

**Note: There are some generic blank role cards so that schools can add additional people from their school community appropriate to their setting, this maybe particularly applicable for International schools who may use different job titles compared to UK schools.**

Role cards. Pair children with the person sitting next to them in the circle and ask them to find seats together at tables. Each pair has one role card and a blank job description card. Together the pair decides on the three most important jobs that the person on their card does in the school community and works out how that person helps them learn (directly or indirectly). Then without showing anybody the role card, pairs take it in turns to read out the job description card so that other children can guess who is on the role card. When all the role cards have been discussed the teacher reinforces that all of these people are important members of the school community; they all have responsibilities and rights and everybody works as part of a big team to help children learn.

Ask one person from each pair, holding their role card, to stand at the front in a line so that the rest of the class can see the role cards. Children read out their role card so that everyone knows who they represent. Then working as a class, the rest of the children decide who has the most important job/role and ask that person to stand at the left-hand side of the line, facing the class. They do this for each role, effectively rank ordering the jobs. The teacher questions whether it possible to say that one job is more important than another and asks children what would happen if, for example, the site manager was not there: how would this affect their learning? What would happen if the head teacher was not there? How would this affect their learning? The children are led to the conclusion that everybody in the school community plays a vital role in children's education.

**Pause Point:**  Slide 2: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, breathe deeply and look inside their minds to see what thoughts are there right now. These do not need to be shared as this is to help nurture awareness/mindfulness. You can then invite the children to look inside to identify which emotions they are feeling right now.

### Let me learn

Responsibilities.

Back in the circle the teacher reinforces that we are all important members of the school community, that many adults have jobs in the community which help us learn and that children have responsibility to learn and help each other learn. Give the children thinking time with a talking partner next to them to work out how they can take responsibility for their own and other people's learning, i.e. what can they do and what are their responsibilities. Then the teacher models the activity by saying, "In our school community, I take responsibility for planning good lessons so that everyone can learn". They then walk across the circle, chooses a child, gives him a high five and sits down in his chair. The child then says, "In our school community, I take responsibility for ... so that everyone can learn". That child walks across the circle giving a high five to another child and this continues until everyone has had a turn.

### Help me reflect

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

How do people in our school community help us to learn?

Is one member of the school community more important than anyone else?

How can you be responsible for your own and other's learning?

Who do you appreciate most in our school community?



## Being Me in My World

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

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (slide 1) (roller coaster, garden, bedroom) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw Chime is the start of our Calm Me exercise.

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

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



## Being Me in My World

'Calm' Pictures PowerPoint Slide 1 - Ages 8-9 - Piece 2



## Being Me in My World

### School Community Role Cards - Ages 8-9 - Piece 2

Site Manager



Job Description

- 
- 
- 

How does this person help me learn?

Lunchtime Supervisors



Job Description

- 
- 
- 

How do these people help me learn?

Teachers



Job Description

- 
- 
- 

How do these people help me learn?

**Being Me in My World**  
School Community Role Cards - Ages 8-9 - Piece 2

Teaching Assistants



Job Description

- 
- 
- 

How do these people help me learn?

Governors



Job Description

- 
- 
- 

How do these people help me learn?

Head Teacher



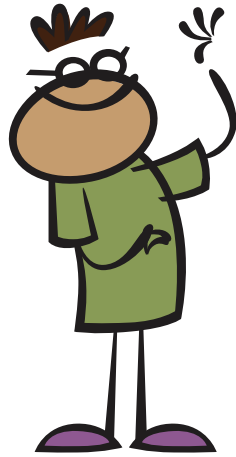
Job Description

- 
- 
- 

How does this person help me learn?

**Being Me in My World**  
School Community Role Cards - Ages 8-9 - Piece 2

School Council  
Representative



Job Description

- 
- 
- 

How does this person help me learn?

Cleaner



Job Description

- 
- 
- 

How does this person help me learn?

Parents/  
Carers



Job Description

- 
- 
- 

How do these people help me learn?

**Being Me in My World**  
School Community Role Cards - Ages 8-9 - Piece 2

**Sports Coach**



**Job Description**

- 
- 
- 

How does this person help me learn?

**Violin Teacher**



**Job Description**

- 
- 
- 

How does this person help me learn?

**Pastoral Care  
Worker**



**Job Description**

- 
- 
- 

How does this person help me learn?

**Being Me in My World**  
School Community Role Cards - Ages 8-9 - Piece 2



**Job Description**

- 
- 
- 

How does this person help me learn?



**Job Description**

- 
- 
- 

How does this person help me learn?

**Being Me in My World**  
Jerrie Cat PowerPoint Slide 2 - Ages 8-9 - Piece 2



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## Puzzle 1: Being Me in My World - Ages 8-9 - Piece 3

Rights, Responsibilities and Democracy	
<p><b>Puzzle 1 Outcome</b>  <b>Our Learning Charter</b>            (See example Learning Charter)</p>	<p><b>Please teach me to...</b>            understand how democracy works through the school council/in this school            recognise my contribution to making a Learning Charter for the whole school</p>
<p><b>Resources</b>            Jigsaw Charter            Jigsaw Jaz            Jigsaw Jerrie Cat            Jigsaw Chime            'Calm Me' script            'Calm' pictures            UNCRC Rights of the Child (Unicef leaflet for teacher use)            Spot the difference pictures (Articles 12 and 28), UNCRC Resource sheet            My Jigsaw Journey            Jigsaw Journals</p>	<p><b>Vocabulary</b>            Rights            Responsibilities            Democracy</p>
<p><b>Teaching and Learning</b></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>            Still in the circle children play 'Pass the Handclap' or 'Pass the Squeeze'. Then using Jigsaw Jaz as a talking object (and remembering that children have the right to pass) children complete the stem sentence: "I appreciate learning in this school because...". The teacher praises, encourages and reinforces responses.</p> <p><b>Calm me</b>            Everyone, including adults, is sitting on chairs in a circle.            Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script. You can use the calm pictures slide from previous lessons if helpful.</p> <p><b>Open my mind</b>            Introduce 'United Nations' to the children. Explain countries that make up the United Nations. Now introduce UNCRC to children. Ask the children if they know what this is. United Nations Convention on the Rights of the Child. Talk to your partner. Do you know what that is? Explain that, in 1989, all countries in the UN except Somalia and USA signed up to the convention. They all agreed that it was important that all children under 18 years of age had rights.</p>	<p><b>Ask me this...</b></p> <p>What do you appreciate about being able to learn in our school?</p> <p>Is your mind calm and ready to learn?</p>



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

Spot the Difference.

In small groups, children are given one of the Spot the Difference picture resources (either Article 12 or 28). In small groups, children need to nominate a scribe and a spokesperson. Without any teacher input, children are asked to work through the questions on their sheet.

- 1) What is happening in the pictures?
- 2) Which picture would you rather be a part of?
- 3) Can you see anything that is unfair in the pictures?
- 4) Who is taking responsibility in each picture?
- 5) Would you like to change anything in either of the pictures?

When the children have had time to answer the questions, the teacher displays one set of pictures (e.g. Article 12) and invites the groups with those pictures to share their answers through the spokesperson. This could be done as a whole class activity or by facilitating the discussion with the groups who have been working with those particular pictures, enabling them to compare their thoughts and answers. Do the same with the other set of pictures.

Introduce the children to the United Nations Convention on the Rights of the Child and briefly explain what this is. Then show them/tell them about Articles 12 and 28 and ask them if these rights are being upheld in the pictures they have just been working on. Then facilitate a discussion with the whole class about how we can take responsibility for making sure Articles 12 and 28 are implemented in our classroom.

### **Let me learn**

Give each group the UNCRC Resource sheet and ask them to list their top three responsibilities for each Article that would help children have a voice and learn in a 'disciplined' environment in their classroom.

Take feedback from each group and list their ideas onto a flipchart.

Vote as a class on the top three responsibilities for each Article.

Explain that voting is a democratic (fair) process and a way of giving everybody a chance to have a say. Link to Article 12.

If your school is creating/refreshing the Whole -school Learning Charter (see note below), then advise the children that their ideas will be included, so they have had their say in this process.

In their Jigsaw Journals ask the children to write down three responsibilities that they think will most help create a positive learning environment in their classroom and give some reasons why.

**Keep the children's list of responsibilities they voted on for the next lesson (Piece).**

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

### **Help me reflect**

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

**NOTE:** If your school does not have a Student Council feel free to re-focus the purple learning intention for the lesson to "understand how democracy works in this school."

## Being Me in My World

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


Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (roller coaster, garden, bedroom) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw Chime is the start of our Calm Me exercise.

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

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

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

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

Jigsaw Jerrie Cat's PAUSE POINTS  also help children develop an awareness of their thoughts and feelings in the present moment.

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



## Being Me in My World

'Calm' Pictures PowerPoint - Ages 8-9 - Piece 3 (slide in previous lessons)



## Being Me in My World Unicef Leaflet - Ages 8-9 - Piece 3

**Article 1** Everyone under 18 years of age has all the rights in this Convention.

**Article 2** The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

**Article 3** All organisations concerned with children should work towards what is best for each child.

**Article 4** Governments should make these rights available to children.

**Article 5** Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

**Article 6** All children have the right to life. Governments should ensure that children survive and develop healthily.

**Article 7** All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for by their parents.

**Article 8** Governments should respect children's right to a name, a nationality and family ties.

**Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

**Article 11** Governments should take steps to stop children being taken out of their own country illegally.

**Article 12** Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.



**Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.

**Article 14** Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

**Article 15** Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 16** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

**Article 17** Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

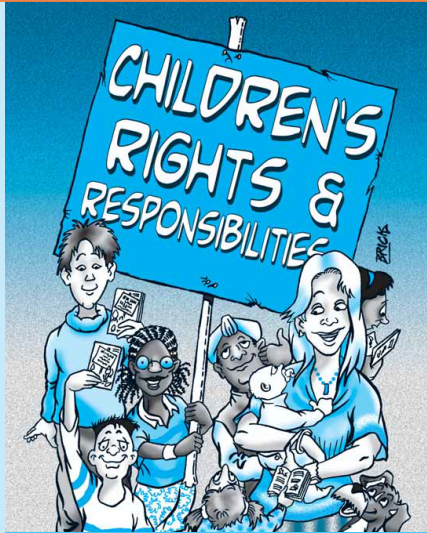
**Article 18** Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.



**Article 19** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 20** Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

**Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.



### The Big Poster of the United Nations Convention on the Rights of the Child

A convention is an agreement between countries to obey the same law. The United Kingdom of Great Britain and Northern Ireland agreed to obey (ratified) the Convention on the Rights of the Child on 16 December, 1991.

That means our government now has to make sure that every child has all the rights in the Convention, except the two they have 'reservations' about Articles 10 and 37.

#### Whose responsibility?

Children's rights are a special case because many of the rights laid down in the Convention on the Rights of the Child have to be provided by adults or the state.

However, the Convention also refers to the responsibilities of children, in particular to respect the rights of others, especially their parents (Article 29).

*If every child, regardless of their sex, ethnic origin, social status, language, age, nationality or religion has these rights, then they also have a responsibility to respect each other in a humane way.*



*If children have a right to be protected from conflict, cruelty, exploitation and neglect, then they also have a responsibility not to bully or harm each other.*

*If children have a right to a clean environment, then they also have a responsibility to do what they can to look after their environment.*

*If children have a right to be educated, then they have the obligation to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others.*

*If all children have a right to a full life, then they should also lend help to the needy, the disadvantaged, and the victims of discrimination also enjoy this right.*



Check out UNICEF UK's website for children & young people:  
[www.theightssite.org.uk](http://www.theightssite.org.uk)

UNICEF website: [www.unicef.org.uk](http://www.unicef.org.uk)

For further free copies of this leaflet call the UNICEF Helpdesk: 0870 606 3377 Quote code: 31305

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**Article 22** Children who come into a country as refugees should have the same rights as children born in that country.

**Article 23** Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

**Article 24** Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

**Article 25** Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

**Article 26** The Government should provide extra money for the children of families in need.

**Article 27** Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.



**Article 28** Children have a right to a primary education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

**Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

**Article 30** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

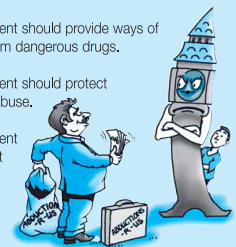
**Article 31** All children have a right to relax and play, and to join in a wide range of activities.

**Article 32** The Government should protect children from work that is dangerous, or might harm their health or their education.

**Article 33** The Government should provide ways of protecting children from dangerous drugs.

**Article 34** The Government should protect children from sexual abuse.

**Article 35** The Government should make sure that children are not abducted or sold.



**Article 36** Children should be protected from any activities that could harm their development.

**Article 37** Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

**Article 38** Governments should not allow children under 16 to join the army. Children in war zones should receive special protection.

**Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.

**Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

**Article 41** If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.



**Article 42** The Government should make the Convention known to parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure all children get all their rights.

**Being Me in My World**  
**Spot the Difference (Article 12) - Ages 8-9 - Piece 3**



**Questions**

- 1) What is happening in the pictures?
- 2) Which picture would you rather be a part of?
- 3) Can you see anything that is unfair in the pictures?
- 4) Who is taking responsibility in each picture?
- 5) Would you like to change anything in either of the pictures?

**Being Me in My World**  
**Spot the Difference (Article 28) - Ages 8-9 - Piece 3**



**Questions**

- 1) What is happening in the pictures?
- 2) Which picture would you rather be a part of?
- 3) Can you see anything that is unfair in the pictures?
- 4) Who is taking responsibility in each picture?
- 5) Would you like to change anything in either of the pictures?



**Being Me in My World**  
**UNCRC Resource Sheet - Ages 8-9 - Piece 3**

**Article 12**

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

**Responsibilities**

- 
- 
- 

**Article 28**

All children and young people have the right to a primary education which should be free. Discipline in school should respect children's human dignity. Young people should be encouraged to reach the highest level of education of which they are capable.

**Responsibilities**

- 
- 
-



# Being Me in My World

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



**My Jigsaw Journey**

**Jigsaw**

Puzzle 1 - Being Me in My World (Pieces 1-3) Ages 8-9

Name: .....

		TINT BOX - To improve next time I...			
<b>Piece 1</b>	I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.				
	I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.				
<b>Piece 2</b>	I understand who is in my school community, the roles they play and how I fit in.				
	I can take on a role in a group and contribute to the overall outcome.				
<b>Piece 3</b>	I understand how democracy works through the school council in this school.				
	I can recognise my contribution to making a Learning Charter for the whole school.				

PSHE Learning

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson



## Puzzle 1: Being Me in My World - Ages 8-9 - Piece 4

Rewards and Consequences	
<p><b>Puzzle 1 Outcome</b>  <b>Our Learning Charter</b>            (See example Learning Charter)</p>	<p><b>Please teach me to...</b>  <i>understand that my actions affect myself and others</i>  <i>I care about other people's feelings and try to empathise with them</i>  <i>understand how rewards and consequences motivate people's behaviour</i></p>
<p><b>Resources</b>  <a href="#">Jigsaw Charter</a>  <a href="#">Jigsaw Jaz</a>  <a href="#">Jigsaw Jerrie Cat</a>  <a href="#">Spongeball/orange</a>  <a href="#">Jigsaw Chime</a>  <a href="#">'Calm Me' script</a>  <a href="#">'Calm' pictures</a>  <a href="#">Scenario cards</a>  <a href="#">Jigsaw Journals</a></p>	<p><b>Vocabulary</b>            Reward            Consequence            Democratic</p>
<p><b>Teaching and Learning</b></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>            Children pass a sponge ball or orange to each other in the circle without using hands, trying to get it around the circle without dropping. This generates a fun atmosphere, necessitates children working in close proximity and thinking about the effect of the choice they make about how to pass on the ball/orange.</p> <p><b>Calm me</b>            Everyone, including adults, is sitting on chairs in a circle.            Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script. Use the calm pictures slide from Pieces 1 and 2 if helpful.</p>	<p><b>Ask me this...</b></p> <p>Is it true that every action has a consequence and every cause has an effect?</p> <p>Is your mind calm and ready to learn?</p>



### Open my mind

The teacher reinforces that every action has a consequence, as they saw in the Connect us activity (talk about cause and effect/chain reactions). Give the children a scenario, e.g.

*Patti has brought her favourite board game into school to play during wet playtimes with her friends. Ori asks to borrow it one day but when he packs it away he realises that some of the pieces are missing. Another child tells Ori that Patti won't notice so to just give it back without telling. He knows that Patti will be upset if he tells the truth and if he doesn't tell she might think she lost the pieces herself. Should he say something to Patti?*

Ask the children to imagine a continuum line across the front of the classroom and to stand at one end of it if they think that Ori should say something to Patti, to stand at the other end if they think he shouldn't tell and in the middle if they aren't sure (or they think there are both positive/negative things about telling).

Ask members of the three groups to sit together and discuss why they made that decision. A spokesperson for each group feeds their reasons back. The teacher draws out ideas about rewards and consequences which have come from the children's discussion; and can suggest that, even though rewards and consequences can motivate us to do the right thing, there may be times when we do the right thing just because it's the right thing to do. Ask the children if they can think of any times that this could happen or has happened. Explore the idea that, when we do the right thing, the feeling we get is reward in itself.

### Tell me or show me

Divide the class into 5 or 6 groups and give each group a scenario card. Allow five minutes to work out how they will act out that scenario to everyone else as a FREEZE FRAME (so no words or movement are needed).

Each group shows its scenario. After each scenario, the rest of the class guess what they think the scenario shows and what the different consequences might be. The teacher facilitates a discussion of the different choices and consequences that could follow each scenario.

Make the point that rewards and consequences are a result of the choices we make.

### Let me learn

Bring out the list of the responsibilities the children voted on in the last Piece (lesson). If you have access to your Whole-School Learning Charter display that or use the sample one in the resources for this lesson (Piece).

Working in groups children decide on some rewards or consequences they think are fair if the responsibilities they voted for last time were kept or broken. Reinforce that rewards and consequences should be proportionate and do not always have to be physical items. e.g. praise. Also try to lead the children to understand that rewards can be just as meaningful if they are intrinsic (internal) e.g. feeling pleased/happy you made a right choice.

Ask each group to choose their top reward and top consequence from their list and compile a class list.

If your school is creating/refreshing the Whole-School Learning Charter (see note below), then advise the children that their ideas of rewards/consequences will be included, so they have had their say in this process.

In their Jigsaw Journals ask the children to write down three rewards they most look forward to receiving and say why these are significant to them.

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

Why did you make that decision about Bob?

What does it tell you about what you think is right or wrong?

**Help me reflect**

Slide 1: Share My Jigsaw Journey sheets with the children and discuss how they are to be completed by ticking the appropriate box for the purple and green learning intention for this Piece (lesson). The associated PowerPoint slide can be used to model completion of this task with the children if desired.

**Notes**



## Being Me in My World

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

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (roller coaster, garden, bedroom) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw Chime is the start of our Calm Me exercise.

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

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



## Being Me in My World

'Calm' Pictures PowerPoint - Ages 8-9 - Piece 4 (Slides in Lessons 1 and 2)





**Being Me in My World**  
**Scenario Cards - Ages 8-9 - Piece 4**

Two children are talking and being silly when they are supposed to be listening to their teacher. Other children are getting frustrated because they are being disturbed and can't hear.

Some children offer to help tidy the classroom art area at lunchtime. The teacher leaves them alone. Some other children come in and start to interfere by throwing the painting things about.

Two children are using the internet at home to do some homework. They get distracted and look up a website for people over 18 they heard someone else at school talking about. The rest of their family are next door in the kitchen.

Everyone in the group is working well together on an art project their teacher has asked them to do.

Some children find some money in the school playground. None of the other children have noticed.

Someone accidentally bumped into another child in the playground. The child fell over and cut their knee and says they have been bullied. Other children are helping. The teacher has noticed but didn't see what happened.

**Being Me in My World**  
Sample Learning Charter - Ages 8-9

# Our Learning Charter



## Rights

We have the right to:

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



## Responsibilities

We have the responsibility to:

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



## Rewards

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



## Consequences

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





# Being Me in My World

## PowerPoint Slide 1: My Jigsaw Journey - Ages 8-9 - Piece 4



**My Jigsaw Journey**

**Jigsaw**

Puzzle 1 - Being Me in My World (Pieces 4-6) Ages 8-9

Name: .....

						TINT BOX - To improve next time I...
Piece 4	I understand that my actions affect myself and others, I care about other people's feelings and try to empathise with them.					
	I understand how rewards and consequences motivate people's behaviour.					
Piece 5	I understand how groups come together to make decisions.					
	I can take on a role in a group and contribute to the overall outcome.					
Piece 6	I understand how democracy and having a voice benefits the school community.					
	I understand why our school community benefits from a Learning Charter and can help others to follow it.					

PSHE Society

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.

Name .....

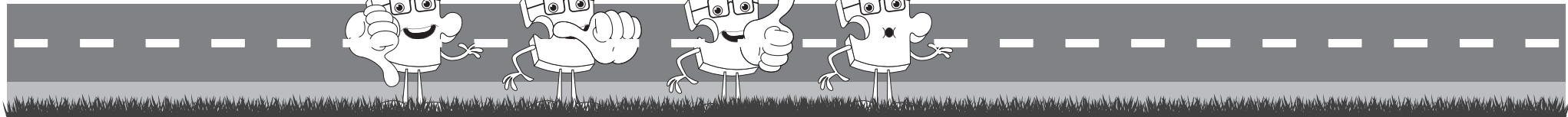
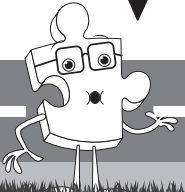
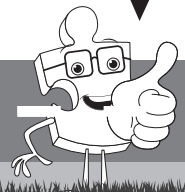
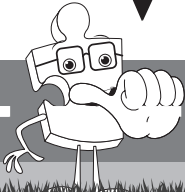
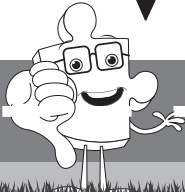
					TINT BOX - To improve next time I...
Piece 4	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.				..... ..... ..... ..... .....
	I understand how rewards and consequences motivate people's behaviour.				
Piece 5	I understand how groups come together to make decisions.				..... ..... ..... ..... .....
	I can take on a role in a group and contribute to the overall outcome.				
Piece 6	I understand how democracy and having a voice benefits the school community.				..... ..... ..... ..... .....
	I understand why our school community benefits from a Learning Charter and can help others to follow it.				

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson





## Puzzle 1: Being Me in My World - Ages 8-9 - Piece 5

Our Learning Charter	
<p><b>Puzzle 1 Outcome</b> <b>Our Learning Charter</b> (See example Learning Charter)</p>	<p><b>Please teach me to...</b> understand how groups come together to make decisions take on a role in a group and contribute to the overall outcome</p>
<p><b>Resources</b> Jigsaw Charter Jigsaw Chime Jigsaw Jaz Jigsaw Jerrie Cat 'Calm Me' script 'Calm' pictures Decision PowerPoint slides What a Mess! scenario Materials for poster activity My Jigsaw Journey Jigsaw Journals</p>	<p><b>Vocabulary</b> Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer</p>
<p><b>Teaching and Learning</b></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> Alphabet Game. Children work in groups of three. Give the children one minute and time it to make their three bodies into the letter of the alphabet that you choose to call out. Do this several times with different letters. You can give points for the best formation.</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p> <p><b>Open my mind</b> Slides 1-4: Decision pictures At their tables working in Talking Partners show the children PowerPoint slide 1 'Courtroom' and ask them to discuss the job the person in the picture has. Once the children have realised that this is a judge/magistrate in a courtroom, ask the children to discuss:</p> <ol style="list-style-type: none"> <li>1. What decisions need to be made?</li> <li>2. Who makes the decisions?</li> <li>3. How do you think they make the decision?</li> </ol> <p>Take some feedback and discuss. Go through the same process with the other photographs: Family, Talent Show Judges, Houses of Parliament (note that International schools should find an appropriate photograph for their own parliament/ congress/ assembly/ government to include in this part of the lesson.)</p>	
<p><b>Ask me this...</b></p> <p>Was it easy to play the Alphabet Game in your group?</p> <p>Is your mind calm and ready to learn?</p> <p>Can you identify the different ways decisions can be made?</p>	




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

Share the 'What a mess!' scenario with the children. Remind the children about the work they have done in their Jigsaw lessons about being an effective team.

Ask the children what went wrong in the scenario and discuss. Use Jigsaw Jaz as the 'talking object' to share the children's ideas.

Can they think of ideas that would help the children in the scenario work as a better team?

Draw out the language of being included/excluded, democracy, decisions, roles, and the importance of empathising with how others might be feeling.

**Pause Point:** Slide 5:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, take a deep breath and notice the thoughts in their minds right now. These are personal and do not need to be shared.

### **Let me learn**

Invite the children to work in groups to create a poster that could be used to remind the children in the scenario about how to be an effective team.

By this point you may have access to the Whole-School Learning Charter which your Jigsaw subject lead should have discussed with you prior to starting this Puzzle (unit). If this is not available, then use the sample Learning Charter from the Jigsaw resources in this lesson (Piece). Discuss how rules, rights, responsibilities, consequences and rewards are important in being a helpful and productive class team, and why a Learning Charter can help with this.

Working in groups the children design a poster on flip chart sized paper for 'Orange group'. The poster needs to offer guidance on being a class team. Teachers can decide on the range of media available e.g. drawing, painting, collage, ICT etc.

The children will also have time in the next Piece (lesson) to complete their posters.

Invite the children to follow their own advice when working as a group!

### **Help me reflect**

Slide 6: Briefly ask the children how well they worked as a team. Are there changes they could make for next time?

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

Who made the decisions?

Was there a leader in your groups?

Did everyone feel their ideas were listened to?

Which decision-making system worked the best?

## Notes

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

This is achieved in this lesson (Piece) by including elements of the Learning Charter in their poster designs.

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

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

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

## Certificates

**For next lesson each child will need a personalised certificate. These can be found electronically on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)**

## Being Me in My World

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


Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (roller coaster, garden, bedroom) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw Chime is the start of our Calm Me exercise.

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

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

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

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

Jigsaw Jerrie Cat's PAUSE POINTS  also help children develop an awareness of their thoughts and feelings in the present moment.

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



## Being Me in My World Decision PowerPoint Slides 1-4 - Ages 8-9 - Piece 5

Slide 1



Slide 2



Slide 3



Slide 4



# Our Learning Charter

## Rights

We have the right to:

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

## Responsibilities

We have the responsibility to:

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

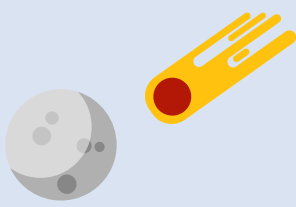
## Rewards

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

## Consequences

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





## Being Me in My World What a Mess! - Ages 8-9 - Piece 5

For a science project the children were put into groups and asked to make models of all the planets in the Solar System. How many of the planets can you name?

The children were allowed to choose what materials they used and had a whole day to make the model in school. The children in 'Orange Group' found working as team difficult sometimes.

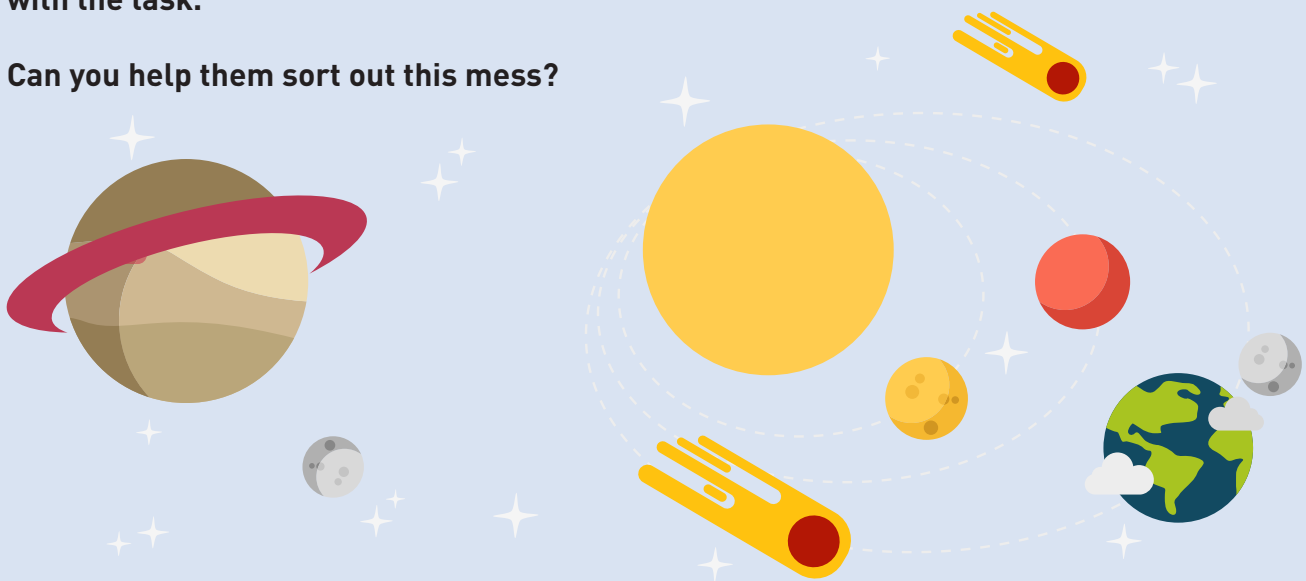
- Some of the children were quiet and didn't speak up about their ideas.
- Others always wanted their ideas to be chosen.
- Sometimes the children felt that one or two of the others were too bossy.
- Some children in the group were frustrated because others didn't listen.
- Some children found it difficult to stick with a plan because it wasn't their idea.
- Some children sulked or got in a temper when they didn't get their own way.

Today was no different! It took two hours before the children decided on the materials to use for their planet models and in the end their teacher had to come and sort out the problem.

Because they were late starting and disagreeing so much, the group didn't come up with a plan about who was doing which job in the team. At lunchtime they realised that they were all making the same planet. They had another disagreement about whose model was the best and should be used. One of the children deliberately spilled paint on a model so it was ruined and couldn't be used. Nobody was talking to each other and everyone was in a bad mood.

They still had all the other planets to make in the afternoon and were really struggling with the task.

Can you help them sort out this mess?



**Being Me in My World**  
Jerrie Cat PowerPoint Slide 5 - Ages 8-9 - Piece 5



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# Being Me in My World

## PowerPoint Slide 6: My Jigsaw Journey - Ages 8-9 - Piece 5



**My Jigsaw Journey**

**Jigsaw**

Puzzle 1 - Being Me in My World (Pieces 4-6) Ages 8-9

Name: .....

						TINT BOX - To improve next time I...
Piece 4	I understand that my actions affect myself and others, I care about other people's feelings and try to empathise with them.					
	I understand how rewards and consequences motivate people's behaviour.					
Piece 5	I understand how groups come together to make decisions.					
	I can take on a role in a group and contribute to the overall outcome.					
Piece 6	I understand how democracy and having a voice benefits the school community.					
	I understand why our school community benefits from a Learning Charter and can help others to follow it.					

PSHE Society

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson



## Puzzle 1: Being Me in My World - Ages 8-9 - Piece 6

### Owning Our Learning Charter

<p><b>Puzzle 1 Outcome</b> <b>Our Learning Charter</b> (See example Learning Charter)</p>	<p><b>Please teach me to...</b> understand how democracy and having a voice benefits the school community understand why our school community benefits from a Learning Charter and can help others to follow it</p>
<p><b>Resources</b> Jigsaw Charter Choices Bingo sheet Jigsaw Chime 'Calm Me' script Jigsaw Jaz Jigsaw Jerrie Cat Children's group posters from previous Piece Materials for poster activity Learning Charter UNCRC Article 12/28 (see piece 3) My Jigsaw Journey Jigsaw Journals</p>	<p><b>Vocabulary</b> Decisions Choices Democracy UN Convention on Rights of Child Learning Charter</p>



<p><b>Teaching and Learning</b></p> <p><b>Teacher 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 do the Let me learn part of the lesson with the teacher(s) working with each group in turn.</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> Choices Bingo. Each child (and all the adults in the room) highlights one word in each box showing the choice they would make on their Bingo sheet. Then children ask each other their answers to the questions and when they find someone with the same answer as themselves, they write that person's name in that question box on their own sheet. The person who gets the most names in the most boxes in the timeframe you set them, shouts "Bingo!" and is the winner.</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Before starting the 'Calm Me' session, invite children to open their Jigsaw Journals to their 'calm picture' from Piece 1. This may help them with their visualisation. Then use the Jigsaw Chime and the Calm Me script to lead the children through Calm Me time.</p>	<p><b>Ask me this...</b></p> <p>Why did you make those choices? Did anything surprise you about other people's choices?</p> <p>Is your mind calm and ready to learn?</p> <p>Which is the most important line in this song for you?</p>
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### Open my mind

Invite the children to bring their posters from the last Piece (lesson) to the circle and ask a spokesperson from each group to show what they have produced so far.

Invite the other children to offer feedback and praise.

### Tell me or show me

Refer back to UNCRC (particularly Article 12 and Article 28)- see Piece (lesson 3).

Do their posters reflect these important rights?

Invite the children to include these articles in their poster designs.

Refer to the Whole-School Learning Charter (if available) or the sample one from the resources for this Piece (lesson). Will the fact that they have contributed to it and included some of the ideas in their poster designs help them to follow it? Reinforce the children's understanding of democracy and explain this process encourages people to stick to the 'rules' because they feel they have had their chance to say what they think and believe.

Before setting the children to finish their poster designs, challenge them to try and stick to their own advice on the posters and work as an effective team.

### Let me learn

Children continue with their group work making their posters for 'Orange Group'. As the children do this, the teacher may wish to use the prompt questions to extend the children's thinking (and provide further evidence for the attainment descriptors for this Puzzle (unit of work)).

Teachers/ adult helpers may wish to sit with each group in turn so they can also scribe/record the children's discussions if appropriate.

### Help me reflect

Slide 1: Thank the children for their excellent posters.

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

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

Do you understand the Learning Charter?

Can you identify the contribution our class makes to the Learning Charter?

How do you think the Learning Charter will help you learn?

How does being involved in the Learning Charter help you follow it?

How can you encourage others to follow it?

Why is being listened to an important part of our school?

What roles do different people have in our school and why is this important?

Why is democracy important?

How do you feel about democracy in this school?

How does a democracy help people feel valued and that they belong?

### Notes

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

This is achieved in this lesson (Piece) by including elements of the Learning Charter in their posters.

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

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

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

Schools may want professionally designed and produced materials to support their Learning Charter. For more information please email [office@janlevergroup.com](mailto:office@janlevergroup.com)

### Certificates

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

There is an electronic file of 30 certificates on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com) to make this process easier.



**Being Me in My World**  
**Choices Bingo - Ages 8-9 - Piece 6**

<b>Winter or summer</b>	<b>Dog or cat</b>	<b>Strawberry milkshake or chocolate milkshake</b>
<b>Apple or banana</b>	<b>Red or yellow</b>	<b>Football or gymnastics</b>
<b>Woods or beach</b>	<b>River or ocean</b>	<b>Pen or pencil</b>

<b>Winter or summer</b>	<b>Dog or cat</b>	<b>Strawberry milkshake or chocolate milkshake</b>
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<b>Woods or beach</b>	<b>River or ocean</b>	<b>Pen or pencil</b>



## Being Me in My World

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

Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (roller coaster, garden, bedroom) with the children, and establish which picture makes them feel the most calm. Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm. Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw Chime is the start of our Calm Me exercise.

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

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



**Being Me in My World**  
Sample Learning Charter - Ages 8-9

# Our Learning Charter

## Rights

We have the right to:

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

## Responsibilities

We have the responsibility to:

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

## Rewards

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

## Consequences

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





# Being Me in My World

## PowerPoint Slide 1: My Jigsaw Journey - Ages 8-9 - Piece 6



**My Jigsaw Journey**

**Jigsaw**

Puzzle 1 - Being Me in My World (Pieces 4-6) Ages 8-9

Name: .....

						TINT BOX - To improve next time I...
Piece 4	I understand that my actions affect myself and others, I care about other people's feelings and try to empathise with them.					
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PSHE Society

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.



# Being Me in My World

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

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



# Being Me in My World

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

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

## Exemplification for Ages 8-9 **Being Me in My World** Puzzle

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

### WORKING TOWARDS

A team will decide which jobs will be done by which people. In my school we have a Headteacher who makes all the decisions with the teachers. My class contributed to the Learning Charter so our ideas were listened to.

It's important to be listened to so that we feel valued and part of the school. I feel special because I am listened to.

### Ages 8-9 expectation

### WORKING AT

Listening to others is an important part of being a team that works well together. If everyone has their say then a decision can be made. If a team doesn't listen to each other some people might feel left out and their feelings will be hurt.

Democracy is important because everyone has the right to say what they feel and believe. If we didn't have democracy people might feel 'put down' and feel they don't have choices.

### WORKING BEYOND

My advice for 'Orange Group' would be:

First elect a leader, by having a vote.

Agree that the leader can make final decisions but everyone has to be able to have their say first and then have a vote on it. If the vote is tied then the leader gets to choose.

If someone's idea isn't chosen they have to agree to go along with the idea that has been chosen and play their part in the team. That would be the responsible thing to do for the team.

Democracy is an important Human Right, like the right to be listened to (Article 12). In some countries there isn't a democracy and the children there don't have as many choices and opportunities like I have. Being listened to is fair. The final decision might not be what the person wanted or thinks, but if they have had their chance to say, then it is easier for them to accept the decision.

