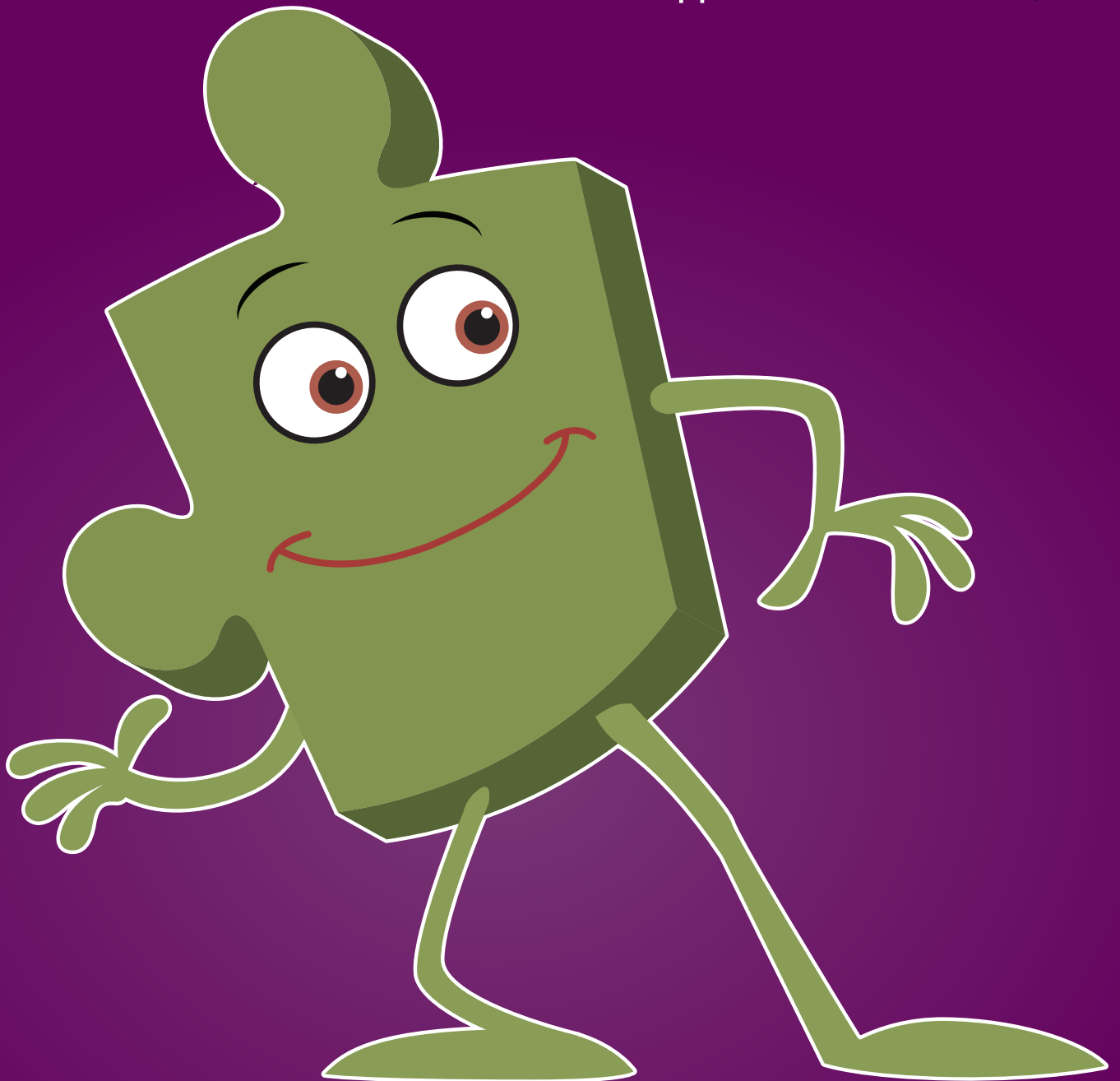


# Jigsaw!

The mindful approach to PSHE



Relationships - Ages 9-10

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



## Puzzle 5 - Relationships

### Puzzle Map - Ages 9-10



#### Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'  
 Piece 6: Internet Safety Poster

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Mini- whiteboards and pens or paper and pens, Paper and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Labels for the online safety game (Safe, Unsafe, I'm not sure), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide: Different online communities Flipchart and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'How many gamers?', PowerPoint slide 'Mia's story', Game cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script Mini whiteboards and pens/or paper and pens, Countdown timer (can be easily sourced online), PowerPoint slide: Mason's story, PowerPoint slide: 'Are you having too much screen time?', Screen time solutions resource, Screen time log (optional), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Relationships and Technology  Assessment Opportunity ★ Puzzle outcome: Internet Safety Poster (staying safe and happy online)	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint of text messages, PowerPoint slide of 'Clare', PowerPoint slide 'Staying Safe and happy online', Paper and pens for poster designs, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.





## Subject Leader's Preparation to Lead the Relationships Puzzle

- 1) Agree with staff in advance the End of Puzzle Outcome(s) you are planning for this Puzzle from:
  - Our Relationships Fiesta (Celebration Assembly)
  - Individual class displays of pupil work (Class teacher or children to design)
  - Whole school sharing assembly between different year groups
- 2) Brief staff (if needed) using training materials from the Jigsaw Community website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Relationships.
- 3) Discuss Jigsaw song with school's music lead to include within any singing/ music sessions as appropriate.
- 4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 5) Coordinate the Weekly Celebration Scrolls.
- 6) Identify and signpost any of the Jigsaw A-Z articles (available on the website) that may be useful for staff during this Puzzle, e.g. Jigsaw recognised for its innovative RSE programme, Promoting healthy not violent relationships, same-sex relationships and homophobia, Jigsaw and LGBT+
- 7) Ask staff if they have any questions about any aspects of the Puzzle Pieces (lessons) and offer support as necessary. Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/ timetabling considerations when planning in advance of the Puzzle (unit).

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







## Puzzle Assembly/Collective Worship: Relationships

**Title: Relationships - Song: Relationships**

**Resources:** PowerPoint slide show showing different relationships . Table, Bowl, wooden spoon, aprons, chefs' hats, cooking utensils. Large cake. Jigsaw song for Relationships: R-E-L-A-T-I-O-N-S-H-I-P backing track or played on the piano or played with children singing from MP3 file. Use the slide for the lyrics.

**Stimulus (focus for reflection):** As the children enter, display the PowerPoint slide show of different relationships.

**Calm me:** Begin this Calm Me time by sounding the Jigsaw Chime and inviting everyone to listen until the sound fades away. Invite everyone to take some long slow breaths in and out. Can they feel their tummies and chests rising and falling as they breathe? In this calm space ask everyone to picture in their heads someone they love. It may be a family member or a friend. Can they think why they love them? After a few moments of thinking time, sound the Jigsaw Chime again and as the sound fades ask everyone to bring their awareness back to the room.

**Help me think about:** Ask the children to guess what they think this assembly is about and take some feedback. Summarise the children's ideas by explaining that this term's Jigsaw work will be about relationships.

**Puzzle Assembly Plan:** Bring out the large cake and invite the children to say what ingredients are needed to make a cake. How do we know what to put in? Draw out that we often follow a recipe and that tells us what to include and the steps needed.

Ask the children what might happen if we left out some of the ingredients or didn't follow the recipe, and take some feedback.

Explain that relationships are a little bit like a cake, we need to put in lots of different ingredients to make them the best they can be.

Write a recipe for being a good friend. Ask for some volunteers to be the chefs. Put on aprons and chefs' hats. Invite the rest of the children to suggest different characteristics or attributes that make a good friend. As the children say their ideas the chefs can pretend to add/ pour/ stir in the ingredients into the bowl.

Thank the chefs for their involvement.

Summarise by saying these are excellent suggestions for a friendship cake and can the children imagine what the friendship cake might look like? What colour would it be? What decorations might it have? Share some of their ideas.

**Help me reflect:** A moment of peace to think about how we can all be good friends to other people and how we can show kindness in our families. Invite the children to think of one thing they will try and change to be even better at relationships than they are now.

(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 the Jigsaw song for Relationships: R-E-L-A-T-I-O-N-S-H-I-P as the children leave the assembly space. Alternatively, the children can sing the song. Jigsaw Jello (Year 7 Jigsaw Friend) is not mentioned in the song. Perhaps the children could make up a verse just for Jello).

## Relationships Assembly (PowerPoint Slides)

### R-E-L-A-T-I-O-N-S-H-I-P (Relationships)

**VERSE:**  
R is for real,  
And E is for effort.  
L is for love,  
And A is for apology.

**CHORUS:**  
Jenie and Jack,  
Jo and Jino.  
Jaz and Jez,  
They love Jem so.  
Sisters and brothers,  
And Fathers and Mothers.  
Carers take part,  
They are close to our heart.

T is for trust,  
And I is for issues.  
O is for open,  
And N is for natural.

**CHORUS:**  
S is for secrets,  
And H is for helping.  
I is for input,  
And P is for personal.

**CHORUS**



## Relationships Assembly (PowerPoint Slides)





## Relationships Assembly (PowerPoint Slides)



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### CHORUS

## R-E-L-A-T-I-O-N-S-H-I-P

(Relationships)

Musical notation for the first system, measures 1-4. The system includes a vocal line with rests and a piano accompaniment with a bass line and a treble line.

Musical notation for the second system, measures 5-8. The system includes a vocal line with rests and a piano accompaniment with a bass line and a treble line.

Musical notation for the third system, measures 9-12. The system includes a vocal line with lyrics and a piano accompaniment with a bass line and a treble line.

R is for real, and E is for eff - ort. L is for love, and

12

A is for a-pol - og - y. Jen-ie and Jack, Jo and Ji - no.

The musical score for measures 12-14 is in the key of D major (indicated by two sharps) and 3/4 time. It features a vocal line and a piano accompaniment. The piano part consists of a steady bass line in the left hand and a treble line in the right hand. The vocal line includes triplet markings over the first three notes of each measure.

15

Jaz and Jez, they love Jem so. Sis-ters and bro - thers, and

The musical score for measures 15-17 continues the piece. The piano accompaniment remains consistent with the previous section. The vocal line follows the same melodic pattern, with lyrics placed below the notes.

18

fath-ers and mo - thers. Car - ers take part, they are

The musical score for measures 18-20 concludes the section. The piano accompaniment and vocal line continue to follow the established pattern, with the final lyrics placed below the notes.

20

close to our heart.

24

T is for trust, and I is for iss - ues.

27

O is for op - en, and N is for nat - ur - al. Jen-ie and Jack,

30

Jo and Ji - no. Jaz and Jez, they love Jem so.

This system contains measures 30, 31, and 32. It features a vocal line with lyrics and a piano accompaniment. The key signature has five sharps (F#, C#, G#, D#, A#). Measure 30 includes a triplet of eighth notes in the vocal line. The piano accompaniment consists of a treble and bass clef staff with chords and moving lines.

33

Sis - ters and bro - thers, and fath - ers and mo - thers.

This system contains measures 33 and 34. It features a vocal line with lyrics and a piano accompaniment. The key signature has five sharps. Measure 33 includes a triplet of eighth notes in the vocal line. The piano accompaniment consists of a treble and bass clef staff with chords and moving lines.

35

Car - ers take part, they are close to our heart.

This system contains measures 35 and 36. It features a vocal line with lyrics and a piano accompaniment. The key signature has five sharps. Measure 35 includes a triplet of eighth notes in the vocal line. The piano accompaniment consists of a treble and bass clef staff with chords and moving lines.

48

love Jem so. Sis - ters and bro - thers, and

This system contains two measures of music. The vocal line is in treble clef with a key signature of three sharps (F#, C#, G#). The piano accompaniment consists of a right-hand treble clef and a left-hand bass clef. The lyrics are: "love Jem so. Sis - ters and bro - thers, and".

50

fath - ers and mo - thers. Car - ers take part, they are

This system contains two measures of music. The vocal line is in treble clef with a key signature of three sharps (F#, C#, G#). The piano accompaniment consists of a right-hand treble clef and a left-hand bass clef. The lyrics are: "fath - ers and mo - thers. Car - ers take part, they are".

52

close to our heart.

This system contains two measures of music. The vocal line is in treble clef with a key signature of three sharps (F#, C#, G#). The piano accompaniment consists of a right-hand treble clef and a left-hand bass clef. The lyrics are: "close to our heart.".

Puzzle 5

# Weekly Celebration 1

This week we are celebrating people who:  
**Know how to make friends**



# Weekly Celebration 2

This week we are celebrating people who:  
**Try to solve friendship problems  
when they occur**



# Weekly Celebration 3

This week we are celebrating people who:  
**Help others to feel part of a group**



# Weekly Celebration 4

This week we are celebrating people who:  
**Show respect in how they treat others**



Puzzle 5

# Weekly Celebration 5

This week we are celebrating people who:  
**Know how to help themselves and others  
when they feel upset or hurt**



# Weekly Celebration 6

This week we are celebrating people who:  
**Know and show what makes a good relationship**



## Class Teacher's Preparation to Lead the Relationships Puzzle with children Ages 9-10

This Unit (Puzzle) contains work on reducing screen time. There is an additional lesson available on the Jigsaw Community Area regarding healthy sleep. Teachers can use this lesson either before or after the screen time lesson (Piece 5) if desired.

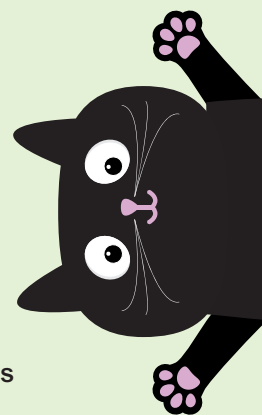
### Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Mini whiteboards and pens or paper and pens  
A4 paper and pens  
Laminated Jigsaw Charter
- Piece 2: All resources in Jigsaw
- Piece 3: Flipchart and pens  
International schools : source appropriate signposts for the children regarding internet safety appropriate to your setting
- Piece 4: International schools : source appropriate signposts for the children regarding internet safety appropriate to your setting
- Piece 5: Mini whiteboards and pens or pens and paper  
2-minute timer (easily sourced from the internet)
- Piece 6: Make 2 labels one saying 'That's private!' the other saying 'I'm OK with that!'  
Paper and pens for poster designs

### Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3).
- Piece 2: **Copy/print** labels for internet safety game
- Piece 4: **Print/copy** My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6). **Copy/print** one set of 'Game cards' NOTE Be mindful this lesson contains teaching around online gambling and gaming addiction. Be sensitive to children's needs if any have experience of within their home setting.
- Piece 5: **Print/copy** Screen time solutions resource, one per group. **Copy/print** screen time logs if being used
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 9-10 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks.





## Jigsaw Summative Assessment

### Tracking Pupil Progress: Ages 9-10

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

#### Jigsaw and Tracking Software

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

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

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

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

Please email [office@janlevergroup.com](mailto:office@janlevergroup.com)

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





Ages 9-10

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 give some examples of people in my country who have different lives to mine.</p> <p>I can tell you why being part of a community is positive and why it is important that the community is a fair one.</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.</p> <p>I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.</p>	
<b>Puzzle 2 Celebrating Difference</b>		<p>I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel.</p> <p>I can tell you why it is important to respect my own and other people's cultures.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/discrimination and why respect is an important value.</p>	
<b>Puzzle 3 Dreams &amp; Goals</b>		<p>I can tell you about my dreams and goals and also some that young people from different cultures might have.</p> <p>I can tell you how I feel about my dreams and goals.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p> <p>I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 4 Healthy Me</b>		<p>I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives.</p> <p>I can tell you why my body is good the way it is.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.</p> <p>I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.</p>	
<b>Puzzle 5 Relationships</b>		<p>I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends.</p> <p>I can tell you why some feelings might lead to someone using technology to harm me or others.</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.</p> <p>I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.</p>	
<b>Puzzle 6 Changing Me</b>		<p>I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too.</p> <p>I know that I will change during puberty and I can tell you how I feel about that.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	<p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process.</p> <p>I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</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 try when there are disagreements in your friendship group?*





### Open my mind

In pairs ask the children to discuss a famous person or a celebrity they admire because of their personal qualities. After 2 minutes discussion time, ask the children to write this down on a mini-whiteboard (or paper). Invite the children to hold up their whiteboards /paper to share their ideas with each other. Summarise by emphasising the range and diverse nature of the positive personal qualities the class have written.

### Tell me or show me

Slide 1: Write the words 'personality' and 'self-esteem' on the whiteboard, and discuss with the class what they mean. Can they come up with definitions for each that everyone agrees with?

Show the slide: Definition of self-esteem. Ask the children why self-esteem is important.

Draw out that people who have positive self-esteem are more likely to value themselves and their achievements, they take better care of themselves, and they make healthier and safer choices.

Explain that there are things we can do to boost our own self-esteem and ask the children if they can suggest some ideas.

Here are some suggestions the teacher can share with the children and ask them for examples:

- Try not to judge yourself against somebody else (even though it's really difficult not to). We are all unique and have our own personal strengths and qualities. We might be being unfair to ourselves if we do this.
- Focus on the positives not the negatives (Positive self-talk).
- Notice any negative self-talk, press pause and change it to positive.
- When something goes wrong, work out why and try not to blame yourself. Make it a new challenge and work out how to achieve it.
- Spend time with people who love and respect you. They will help you feel better about yourself because they enjoy spending time with you.
- If you are feeling worried or down about something, talk to someone you trust about it.
- Before you go to sleep every night, recall 3 good things that happened to you that day and 3 things you are grateful for.

### Let me learn

Ask the children to draw a stick figure that represents themselves in their Jigsaw Journal. Around the outside of the figure they need to write words that they consider to be their own positive personal qualities. This should be done independently with no discussion or consultation with others. Allow approximately 5 minutes for this task.

Pair up the children with somebody who they get along with, and give each child a blank sheet of paper. Each child now writes on the paper what they regard as their partner's positive qualities, without reference to what has already been written. After a further 5 minutes they exchange papers. They then compare with what they wrote about themselves in their Jigsaw Journals to what their partner thought. Can they see how their self-perception matches or is different from someone else's perception of them? (Teachers can use this point to exemplify why judging ourselves and using negative self-talk isn't always helpful or accurate).

Class discussion: children share how their self-perception was the same as or different from their partner's view of them. Did they get any surprises? Discuss the possible reasons for any differences.

Has their self-esteem been boosted because someone has recognised a personal quality that they didn't see in themselves?

Who do you admire?

What personal qualities does this person have that you admire?

Were you surprised by any of your partner's responses?

Why might there be differences between what you thought about yourself and what your partner thought?

**Help me reflect**

Slide 2: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumb-up, thumb-neutral or thumb-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

**Notes**



## Relationships

### Calm Me Script - Ages 9-10 - Piece 1

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. We need relationships with other people in order to learn...about them, about ourselves and about things we can study together.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

So, let's sit back in our chairs, both feet on the floor, eyes closed. Bring your awareness to the present moment, be aware of your body in the chair and start to take deep, gentle breaths.

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

Focus on your breathing, breathing in through your nose and noticing your breath entering your body and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey... then help your mind to follow the path of your breath all the way out, through the windpipe and out through the mouth.

Repeat this several times without me talking... you may like to use our 4/6 breathing pattern... breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6.

These breaths are at your own pace... in... out...

Feeling relaxed and calm... "I feel relaxed and calm and appreciate all the people in my life I have learnt from and with so far..."

Just let your mind think about a person you have learnt something important from...and build a picture of that person...be aware of the feelings you can sense in your body when you think about that person... and let yourself appreciate that person. "I feel glad you have helped me learn".

Breathe a few breaths as you feel that appreciation and gratitude.

Now stay relaxed and calm while you ask your mind to think about someone at school you would like to learn with, someone who could help you get better at some of your work. Imagine that you are working with that person and getting on well, so well that learning become easy and fun.

Store that feeling away in your mind's computer so that you can look at it and feel it whenever you want to. All you have to do is ask your mind to show you that picture again.

Now watch yourself take a few more calming breaths... and then, when you feel ready and can no longer hear the chime bring your awareness back into the present moment.





## Relationships

PowerPoint Slide 1 - Self-Esteem - Ages 9-10 - Piece 1



**Self-esteem**  
is how much you value yourself.

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# Relationships

## PowerPoint Slide 2: My Jigsaw Journey - Ages 9-10 - Piece 1

**My Jigsaw Journey** **Jigsaw**

Puzzle 5 - Relationships (Pieces 1-3) Ages 9-10

Name: .....

						TINT BOX - To improve next time L...
Piece 1	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.					.....
	I know how to keep building my own self-esteem.					.....
Piece 2	I understand that belonging to an online community can have positive and negative consequences.					.....
	I can recognise when an online community feels unsafe or uncomfortable.					.....
Piece 3	I understand there are rights and responsibilities in an online community or social network.					.....
	I can recognise when an online community is helpful or unhelpful to me.					.....

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Name .....

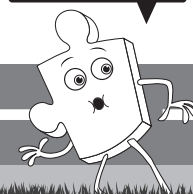
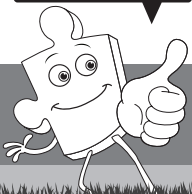
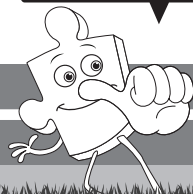
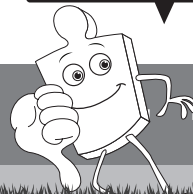
						TINT BOX - To improve next time I...
Piece 1	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.					.....
	I know how to keep building my own self-esteem.					.....
Piece 2	I understand that belonging to an online community can have positive and negative consequences.					.....
	I can recognise when an online community feels unsafe or uncomfortable.					.....
Piece 3	I understand there are rights and responsibilities in an online community or social network.					.....
	I can recognise when an online community is helpful or unhelpful to me.					.....

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson







## Open my mind

Play the 'online safety game'

Explain to the children that the room has been split into 3 different areas, one labelled 'safe', one 'unsafe' and one 'I'm not sure'. The teacher reads out the different statements and the children need to make a decision and then walk to the corresponding area in the classroom. All the statements relate to online safety and **teachers have the choice to use the 'easier' and/or 'harder' statements depending on the needs and ability of their class**. If children aren't sure of an answer or perhaps the answer could be both 'safe and unsafe', offer reassurance that this lesson will help them understand more about online safety. Some of the statements could be both safe and unsafe depending on the context, so teachers could use this to explain that being online can have good/bad/ positive/negative consequences. The teacher could also add their own statement(s) if appropriate, if a particular issue has arisen in their class.

### Easier statements

Sending a picture of yourself to your Mum/Dad/ Gran

Texting a happy emoji to your friend

Sending someone an unkind message

Snap chatting with someone you don't know

Watching a children's TV programme online that a trusted adult has found for you

Playing a puzzle game online and answering a message from somebody else playing who you don't know

Posting your phone number online so anybody can see it

Joining in with something online that someone says is a secret

### Harder statements

Playing a computer game with a 16-age limit

Joining a social network about a favourite sport or hobby

Sending a picture of yourself in your underwear

Joking about someone's appearance in a text

Making your gaming username and personal details public

Keeping an online 'streak' with a friend going for 200 days or more

Posting a funny video of a cat playing the piano on Youtube

Chatting live to an online gamer who has just joined in with your game

Agreeing to have a private chat with someone online

What are the positives and negatives about online communities?

### Tell me or show me

Invite the children to play a quiz. Ask them to work in small groups/ teams and see if they can decide an answer for each question. Teachers may want to do the quiz verbally, revealing and discussing the answer after each question, or by asking the children to write down their answers and having a general discussion afterwards. All the questions relate to age limits and responsibilities. The children may not know some of the answers but the teacher can encourage them to guess. **Teachers do not have to use all the questions below, but should choose the questions that are most appropriate for their class. They should always include the question about owning a mobile phone to draw out in the later discussion that this has no age limit.**

- 1) How old does someone have to be to drive a car on the road? (There may be different age limits in different countries, but in the UK it is 17).
- 2) How old does someone have to be to own a mobile phone? (No age limit)
- 3) How old does someone have to be to buy fireworks without an adult? (There may be different age limits in different countries, but in the UK it is 18).
- 4) How old does a person have to be before they can join the army? (Again, this may be different in different countries, but in the UK it is 15 years and 9 months)
- 5) How old does someone have to be to buy a computer game with an 18 warning on it? (From 18 years of age.)
- 6) How old does someone have to be to get a part-time job? e.g. a paper round (In the UK it is 13 years old, but this may be different in other countries. To work part-time in a shop a person must be 14 years old)
- 7) How old does a person have to be to buy an alcoholic drink without an adult? (in the UK this is 18, but other countries may have different rules)
- 8) How old does a person have to be to get married? (In the UK this is 16 with parental consent. This may be different in other countries)
- 9) How old does a person have to be to send a text message on a mobile? (No age limit)
- 10) How old does a person have to be to fly a plane? (In the UK this is 17 years old)
- 11) How old does a person have to be to be able to go to court and face criminal charges? (In the UK this is 10 years old.)
- 12) How old does a person have to be to buy a national lottery ticket? (In the UK this is 16, but other countries' lotteries may have different age limits)

Are there any discrepancies in these age-limits, or any age-restrictions you think are not appropriate?

### Let me learn

After the quiz ask the children why they think most of the things in the quiz have an age-limit. What is the purpose of having an age-limit? Perhaps organise this discussion as a short circle time session.

Teachers should highlight that age -limits are often in place so that people are responsible enough to do the things at a certain age, to protect young people from doing things before they are considered mature enough.

The following questions may help teachers guide the discussion.

What is being responsible?

Would it be fair to let a 3 year-old play a computer game with an 18 age limit? Why not? Is that responsible?

Do we have to be responsible when we are online or when we use a mobile phone? Can the children give examples of responsible behaviour online/ phone use?

What are some of the risks about using a mobile phone/ being online?

Do the children think there should be a minimum age for owning and using a mobile phone or going online?

Do they think that Snapchat or Instagram should have an older age-limit (currently 13)?

What should they do if something doesn't feel 'right' when they are online or using a mobile phone?

What about if someone has asked them to do something they feel uncomfortable/ frightened about?

Finish this discussion by taking a class vote on whether there should be an age limit before someone can own a mobile phone and/or go online (unsupervised)?

### 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 'thumb-up, thumb-neutral or thumb-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

### Notes for teachers about this lesson plan:

There are lots of different social networks online and all have their potential to be harmful, depending on the intent of the people using them. Children need to be made aware that even a seemingly innocent text/post or activity online needs to be considered carefully and to also consider the potential consequences it might have for them and others. This is not intended to scare, as belonging to a social network can be positive and enjoyable. However, most networks are unregulated and set up privately between users on the internet (eg a Facebook group, a WhatsApp group chat) or unregulated by an App/ Games company.

Even posting an amusing video on Youtube potentially opens up a dialogue with other Youtube users. While some comments on the video might be funny or kind, some might be abusive or frightening if the user at the other end has that intent. Some young people equate popularity with the number of 'likes' they receive after posting something. This can turn into a form of online bullying where other users in their 'friendship group' deliberately ignore their posts.

A streak is messaging that bounces back and forth between people on the internet. Many young people devote time to maintaining their 'streaks' with their friends. Losing a streak because someone forgets to message back one day can be a social faux pas and some young people treat this the same as being 'unfriended'. Therefore, losing a 'streak' can also have its negative connotations.

An innocent joke posted or texted also has the potential to cause harm if the person on the receiving end doesn't find it funny or that joke is used/passed on by others to be unkind.

Many online games and Apps have a social networking function, so there is also potential for children to network with people they don't know. It is estimated there are 700 million users of online games worldwide.



## Relationships

### Calm Me Script - Ages 9-10 - Piece 2

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. We need relationships with other people in order to learn...about them, about ourselves and about things we can study together.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

So, let's sit back in our chairs, both feet on the floor, eyes closed. Bring your awareness to the present moment, be aware of your body in the chair and start to take deep, gentle breaths.

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

Focus on your breathing, breathing in through your nose and noticing your breath entering your body and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey... then help your mind to follow the path of your breath all the way out, through the windpipe and out through the mouth.

Repeat this several times without me talking... you may like to use our 4/6 breathing pattern... breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6.

These breaths are at your own pace... in... out...

Feeling relaxed and calm... "I feel relaxed and calm and appreciate all the people in my life I have learnt from and with so far..."

Just let your mind think about a person you have learnt something important from...and build a picture of that person...be aware of the feelings you can sense in your body when you think about that person... and let yourself appreciate that person. "I feel glad you have helped me learn".

Breathe a few breaths as you feel that appreciation and gratitude.

Now stay relaxed and calm while you ask your mind to think about someone at school you would like to learn with, someone who could help you get better at some of your work. Imagine that you are working with that person and getting on well, so well that learning become easy and fun.

Store that feeling away in your mind's computer so that you can look at it and feel it whenever you want to. All you have to do is ask your mind to show you that picture again.

Now watch yourself take a few more calming breaths... and then, when you feel ready and can no longer hear the chime bring your awareness back into the present moment.





## Relationships

'Safe', 'Unsafe', 'I'm not sure' Labels - Ages 9-10 - Piece 2

**Safe**

**Unsafe**

**I'm not sure**



## Relationships

### PowerPoint Slide 1: My Jigsaw Journey - Ages 9-10 - Piece 2







**Ages 9-10**

**Puzzle 5 - Relationships (Pieces 1-3)**

Name: .....

						TINT BOX - To improve next time L...
PSHE Learning	<b>Piece 1</b>	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.				
		I know how to keep building my own self-esteem.				
<b>Piece 2</b>		I understand that belonging to an online community can have positive and negative consequences.				
		I can recognise when an online community feels unsafe or uncomfortable.				
<b>Piece 3</b>		I understand there are rights and responsibilities in an online community or social network.				
		I can recognise when an online community is helpful or unhelpful to me.				



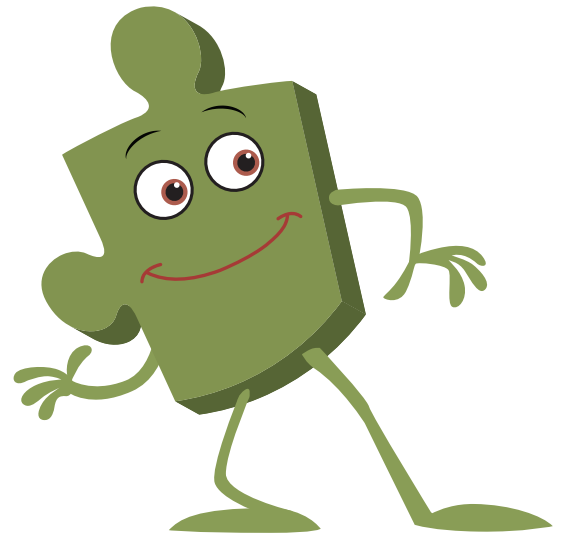
I don't get this at all
I'm getting there but need some help to understand
I get this and can give examples if you ask me
I missed this lesson

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## Puzzle 5: Relationships - Ages 9-10 - Piece 3

Being in an Online Community	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships Fiesta</b></p>	<p><b>Please teach me to...</b> understand there are rights and responsibilities in an online community or social network recognise when an online community is helpful or unhelpful to me</p>
<p><b>Resources</b> Jigsaw Jez Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script PowerPoint slide: Different online communities Flipchart and pens Jigsaw Journals My Jigsaw Journey</p>	<p><b>Vocabulary</b> Social network Community Online Off line Responsibility Rights Risky</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> In pairs give 2 minutes discussion time for the children to name as many different social networks or online communities that they, their family members or friends use. Pass Jigsaw Jez around the circle and invite each child to share one social network/online community they are aware of.</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p><b>Open my mind</b> Slides 1-3: Share the PowerPoint slide of the different online communities. Explain they are all fake but ask the children if they were real, which they might join and why. Which is the most popular choice? Briefly explain that most people join groups or chats online where there are common interests or they want to find something out. Also say that it is human nature to want to connect and belong in a group, so it is natural that we want to join in with social media.</p>	<p><b>Ask me this...</b></p> <p>How many social networks/online communities have we heard about in this class?</p> <p>Does your mind feel calm and ready to learn?</p> <p>Which of these online communities would you be tempted to join? Why?</p>



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

Through questioning, model on the board the first fake social media group from the PowerPoint slide in the following way:

#### **#Fanzone**

**Who would this group attract?** (e.g. sports fans)

**Why would someone join?** (e.g. Because they may want to discuss the latest sports news or talk about their team with other fans).


**Are there risks about being part of this group?** (Yes. e.g. people could post unkind comments to each other, or disagree with others views and get personal. There is a potential for online bullying. The number of members also increases the risk of negative things happening. It is possible that people could arrange to meet in person, and they may not be telling the truth about who they are, etc).

**What rights and responsibilities should we think about here?** (e.g. communicating with respect, not to hurt others, if something feels unsafe, unkind or dangerous to leave the community and tell someone about it (personal safety), not to agree to meet someone in person if we don't know them in real life etc).

Summarise by explaining that it is very easy to connect with other people online and there are millions of different sites and Apps available. Many of these are safe, but they carry some risk because people may not always be telling the truth about who they are and what they say. Also, because the internet is so quick and immediate, it is very easy to react and say things to other people that we wouldn't normally say to their face.

People have the **right to be treated with respect and to be safe online**, just as we would treat them in person. This also carries a responsibility that we do this. This helps keep online communities and social media enjoyable and safe places to use.

**Unfortunately, some people don't do this, so if we start to feel unsafe or uncomfortable, we should leave the group or chat and tell an adult you trust about it. Unkind and dangerous messages/posts can be used as evidence in a court so they should be kept and not deleted. It is possible to block people if being trolled online (harassed).**

**Pause Point:** Slide 4:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause for 30 seconds. What are they thinking and feeling right now? They can keep these thoughts private and do not need to share.

### Let me learn

Divide the class into small groups and give each group one of the other social media groups/communities from the PowerPoint slide to consider and discuss using the same prompt questions:

- Who would this group attract?
- Why would someone join?
- Are there risks about being part of this group?
- What rights and responsibilities should we think about here?

Ask each group to make some brief notes on a piece of flipchart.

After a few minutes invite each group to feedback their responses in turn.

In the resulting class discussion, the teacher should explain that any online community has some degree of risk, so we need to consider what the risks are. Emphasise the need to THINK before we do anything on the internet to ensure it is safe and helpful for us and others. Also reinforce the different rights and responsibilities that we should expect online and the utmost need for personal safety. Many people choose not to engage online with others and just enjoy the contact they have with people off line (e.g. friends, families clubs and groups). That is a personal choice the children may decide to make for themselves now or in the future.

Share some sources of support with the children e.g. A trusted adult, in the UK, Childline, or ThinkUKnow [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) where children can report abuse or get advice about risk on the internet. (International schools should signpost appropriate support relevant for their setting).

### Help me reflect

Slide 5: Share the learning intentions from this Piece (lesson) and ask the children to record their learning on the My Jigsaw Journey resource as before.

### Notes

You may like to consider reinforcing the learning about not being sure if an unknown person online is who they say they are by:

Screen off your classroom computer and ask a colleague to sit behind the screen, getting into position when the children are not in the room.

Then let the class know they have a guest to meet online and can ask the guest any questions they like to get to know him or her.

Take the questions and have the guest answer by typing the answer onto the computer so it appears on the whiteboard. (The guest is primed to answer as if they are a Year 5 pupil in another local school).

After a series of questions and answers, ask the children if they would like to be online friends with the guest. Why/ why not?

Ask if they would consider meeting the guest at the local park (or somewhere your children would know).

At the appropriate moment, reveal who the guest is... proving that you don't know if people are telling the truth about themselves online.

This can be very powerful learning!



## Relationships

### Calm Me Script - Ages 9-10 - Piece 3

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. We need relationships with other people in order to learn.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

Would someone like to strike the chime to signal the start of 'Calm Me' time?

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

(Strike chime once more)

Focus on your breathing, breathing in and noticing your breath entering your body and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey... then help your mind to follow the path of your breath all the way out, through the windpipe and out through the mouth.

Repeat this several times without me talking...you may like to use our 4/6 breathing pattern... breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6.

These breaths are at your own pace... in... out...

Feeling relaxed and calm... "I feel relaxed and calm and appreciate all the people in my life I have learnt from and with so far..."

Just let your mind think about a person you enjoy learning with...and build a picture of that person... be aware of the feelings you can sense in your body when you think about that person... and let yourself appreciate that person. "I feel grateful I can learn with you".

Breathe a few breaths as you feel that appreciation and gratitude.

Store that feeling away in your mind's computer so that you can look at it and feel it whenever you want to. All you have to do is ask your mind to show you that picture again.

Now watch yourself take a few more calming breaths... and then, when you feel ready, bring your awareness into the room in the present moment, here and now...





## Relationships

### Which Online Community/Social Media Group Would you Join? PowerPoint Slides 1-3 - Ages 9-10 - Piece 3



**#Fanzone**  
An online chat group in Facebook, Twitter and Instagram. Group chats about the latest sporting action. 36,945 members

**#Photoswapzzzz**  
An online forum in Instagram for sharing photographs and private messaging. For 10-15 year olds only. 1,234 members


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**#Lovetozing**  
An online group for local kids and teenagers who enjoy performing. We also meet every Sunday at the community centre. Come and join us. 56 members

**#LOLfunnyvids**  
An internet site for sharing and commenting on hilarious video clips from around the world. 2,345,674 members

© Jigsaw PSHE Ltd

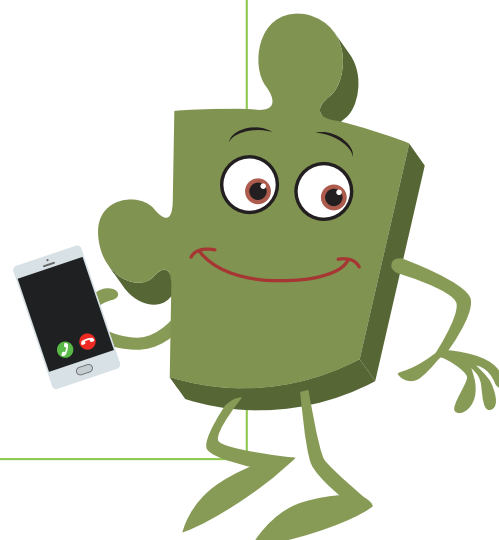


**#Rclassrulz**  
You can join our Snapkidz group if you are in our class. 10 members

**#Hateyourcommunity**  
An online chat group. If you hate the community where you live then join our chat to MAKE IT CHANGE. 10,345 members

**#Singstarfactor**  
A group chat on Instagram. Share your performances on mp3 or video. 12,845 members

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## Relationships

Jerrrie Cat PowerPoint Slide 4 - Ages 9-10 - Piece 3





# Relationships

## PowerPoint Slide 5: My Jigsaw Journey - Ages 9-10 - Piece 3

**My Jigsaw Journey** **Jigsaw**

Puzzle 5 - Relationships (Pieces 1-3) Ages 9-10

Name: .....

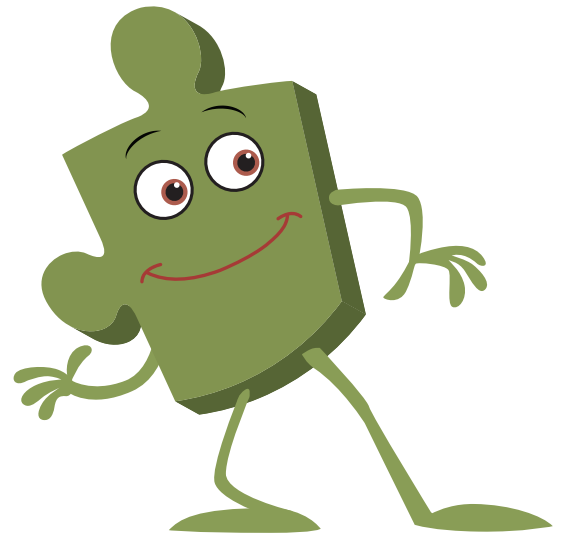
						TINT BOX - To improve next time L...
Piece 1	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.					.....
	I know how to keep building my own self-esteem.					.....
Piece 2	I understand that belonging to an online community can have positive and negative consequences.					.....
	I can recognise when an online community feels unsafe or uncomfortable.					.....
Piece 3	I understand there are rights and responsibilities in an online community or social network.					.....
	I can recognise when an online community is helpful or unhelpful to me.					.....

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## Puzzle 5: Relationships - Ages 9-10 - Piece 4

Online Gaming	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships</b> <b>Fiesta</b></p>	<p><b>Please teach me to...</b></p> <p>know there are rights and responsibilities when playing a game online</p> <p>recognise when an online game is becoming unhelpful or unsafe</p>
<p><b>Resources</b></p> <p>Jigsaw Jez</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>PowerPoint slide 'How many gamers?'</p> <p>PowerPoint slide 'Mia's story'</p> <p>Game cards</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p><b>Vocabulary</b></p> <p>Age-limit</p> <p>Community</p> <p>Violence</p> <p>Appropriate</p> <p>Grooming</p> <p>Trolled</p> <p>Gambling/ betting</p> <p>Trustworthy</p> <p>Responsibility</p> <p>Rights</p> <p>Risky</p>
<p><b>Teaching and Learning</b></p> <p><b>Note</b></p> <p>This lesson contains some scenarios that may be sensitive for some children in the class e.g. gambling, nightmares, bullying etc. Be sensitive to these children's needs during the lesson and afterwards if any sensitive issues have been brought to the surface. Follow the setting's safeguarding procedures and policy if any safeguarding concerns arise.</p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b></p> <p>Play 'Invaders from Space'</p> <p>The teacher asks for a volunteer to be the 'scientist'. The scientist is asked to leave the room. While they are outside, the teacher chooses 3 or 4 children to be 'the aliens'. The aliens need to make a noise like an alien when the scientist comes back into the room without being discovered. The scientist has to try and guess who the aliens are among the class.</p> <p>At the end of the game, ask the children what skills were needed from the scientist, the aliens and everyone else.</p> <p>If time repeat the game, or it can be played at other times in class at the teacher's discretion.</p> <p><b>Calm me</b></p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p><b>Ask me this...</b></p> <p>What skills were needed in this game?</p> <p>Does your mind feel calm and ready to learn?</p>



### Open my mind

Slide 1: Ask the children to briefly share some of the games they enjoy playing online. The teacher could use Jigsaw Jez as the 'talking object', allowing each child to say one game, or pass if they don't play any.

Show the children the PowerPoint slide 'How many gamers?' and ask which number they think represents the number of people in the world that are estimated to play games online. The answer is around 1.2 billion although this is set to rise as the world's population and technology grows.

Ask what it is about playing online games that attracts so many people? What are the positives about online gaming? Make a list on the board of all the positives, leaving room next to it for a list of 'negatives' that will be generated later in the lesson.

### Tell me or show me

Slide 2: Read the following scenario and ask the children to raise their hand when they feel the situation is becoming risky or unhelpful for Mia.

*Mia's 19 year-old sister said she could borrow her tablet for the afternoon if she wanted, but only if she was responsible with it. Mia started playing an App she had seen her sister playing. When she opened the App, it asked Mia if she was over 18. Mia clicked yes but she lied because she was really only 10 years old. The game started off OK, and Mia was really good at it, but as she progressed to the harder levels it started to get more frightening and violent, with lots of swearing and images that scared her. She noticed a message icon appear on the screen from a user called GR8. She opened the message. It was very rude and abusive and accused Mia of killing GR8's avatar. As the afternoon went on GR8 kept on messaging but Mia tried to ignore it. In the end there were over 50 unread messages. Her sister would be so annoyed. GR8 ganged up with some other players to kill Mia's avatar over and over again, so in the end she stopped playing because she wasn't enjoying the game anymore. She couldn't get the images out of her head, and for the next few weeks she kept on having bad nightmares. Her sister was angry about all the messages and told Mia that she had broken her trust and she wouldn't let her use the tablet again.*

Alternatively show the same scenario on the PowerPoint slide and ask children to read it and mark where they feel the situation becomes risky on the whiteboard.

Ask the children to share some of their reasons why they raised their hand/marked the scenario, as they did. Did they raise their hand/mark it too soon, or perhaps not soon enough? Unpick from the scenario the different risks that Mia faced, and write these as the 'negative' list on the board.

Remind the children about responsible use of the internet that they thought about in the previous lesson. Was Mia being responsible like her sister had asked? Could she have done anything differently? What were the consequences of her irresponsible choices?

What games do you enjoy online?

Why do you play online games?

What do you enjoy about them?

How many people play online games worldwide?

### Tell me or show me (cont.)

Before moving on with the lesson ask if there are other possible negatives about playing games online and add to the negative list on the board.

Ensure that you have included:

- Someone pretending to be someone else
- Trolling or being trolled (harassed)
- Someone asking to meet in real life, as they may not be who they say they are. They might have dangerous reasons for wanting to meet up (grooming)
- Someone asking for personal information e.g. name, age, photos, what school etc
- Someone who pretends to be friendly but really wants to harm the other person (grooming)
- Someone influencing or manipulating others to do things that are harmful or hurtful to themselves or other people (grooming)
- People getting hooked or addicted to a game so it takes over their life. (e.g. they can stop socialising with others, stop looking after themselves (eating, hygiene, sleep, exercise), get overly stressed or angry when they are not playing the game, lose interest in other activities they used to enjoy etc.)
- Some games encourage gambling or betting. Some people can become addicted to this. Even though in some games it is not possible to gamble with real money, the habit of gambling can be addictive leading to gambling issues with real money in later life. (Note for teacher: 'Skins' are available in many games. These change the appearance of a character or weapon/ vehicle. Some skins are highly prized with a lot of street-cred attached to them. Some games encourage players to bet or gamble their skins with the hope of winning a better one).

### Let me learn

Divide the children into groups and hand out a 'Game card' to each group. Each group should imagine they are the team of creators who invented the game. Their task is to create some further online instructions, advice, or features they could put into the game (e.g. age-limits that can be checked rather than just a yes/no click) **so that the game remains appropriate, safe and enjoyable for all the players.** Would they add a function in or take a function out? Would they make the game look and play in a certain way?

Invite the children to make a list of the things they would do before making the game available online. They should refer to the positive and negative lists made earlier as prompts.

Share the children's ideas at the end of the activity. Which ideas were common among the class? Did any group have a really innovative idea?

Summarise that many game and internet companies are trying to stop bad things happening through online gaming, but it is hard when so many people are playing online (1.2 billion gamers) and approximately 6000 new apps are made every day (many of these are games).

**We also need to make sure we use our common sense, and be responsible and respectful when we play online games to keep ourselves and others safe and happy. At the moment we can't rely on all the internet, social media and games companies to do this for us, so we have to take responsibility ourselves.**

Remind the children of the sources of support if they are concerned about anything they encounter online e.g. tell a trusted adult, Childline, Thinkuknow [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

(International settings should signpost accordingly).

### Help me reflect

Slide 3: Share the learning intentions from this Piece (lesson) with the children and ask them to record their learning on the My Jigsaw Journey resource as in previous lessons (Pieces).



## Relationships

### Calm Me Script - Ages 9-10 - Piece 4

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. We need relationships with other people in order to learn...about them, about ourselves and about things we can study together.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

So, sit back in your chair with a nice straight back and both feet on the floor. Close your eyes and start to take deep, gentle breaths in through your nose and out through your mouth.

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

Focus on your breathing, breathing in and noticing your breath entering your body and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey... then help your mind to follow the path of your breath all the way out, through the windpipe and out through the mouth.

Repeat this several times without me talking... you may like to use our 4/6 breathing pattern... breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6.

These breaths are at your own pace... in... out...

Feeling relaxed and calm... "I feel relaxed and calm and appreciate all the people in my life I have learnt from and with so far..."

Just let your mind think about a person you have learnt something important from...and build a picture of that person...be aware of the feelings you can sense in your body when you think about that person... and let yourself appreciate that person. "I feel glad you have helped me learn".

Breathe a few breaths as you feel that appreciation and gratitude.

Now stay relaxed and calm while you ask your mind to think about someone who helps you feel safe and secure, someone who looks after you.

Store that feeling away in your mind's computer so that you can look at it and feel it whenever you want to. All you have to do is ask your mind to show you that picture again.

Now watch yourself take a few more calming breaths... and then, when you feel ready and can no longer hear the chime, bring your awareness back into the present moment, here and now...





## Relationships

How Many Gamers? PowerPoint Slide 1 - Ages 9-10 - Piece 4



100,000  
(100 thousand)

1,000,000  
(1 million)

23,000,000  
(23 million)

70,000,000  
(70 million)

1,000,000,000  
(1 billion)

1,200,000,000  
(1.2 billion)

2,000,000,000  
(2 billion)

120,000,000  
(120 million)

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## Relationships

### Mia's Story PowerPoint Slide 2 - Ages 9-10 - Piece 4



#### Mia's story

Mia's 19 year-old sister said she could borrow her tablet for the afternoon if she wanted, but only if she was responsible with it. Mia started playing an App she had seen her sister playing. When she opened the App it asked Mia if she was over 18. Mia clicked yes but she lied because she was really only 10 years old. The game started off OK, and Mia was really good at it, but as she progressed to the harder levels it started to get more frightening and violent, with lots of swearing and images that scared her. She noticed a message icon appear on the screen from a user called GR8. She opened the message. It was very rude and abusive and accused Mia of killing GR8's avatar. As the afternoon went on GR8 kept on messaging but Mia tried to ignore it. In the end there were over 50 unread messages. Her sister would be so annoyed. GR8 ganged up with some other players to kill Mia's avatar over and over again, so in the end she stopped playing because she wasn't enjoying the game anymore. She couldn't get the images out of her head, and for the next few weeks she kept on having bad nightmares. Her sister was angry about all the messages and told Mia that she had broken her trust and she wouldn't let her use the tablet again.

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## Relationships

### Game Cards - Ages 9-10 - Piece 4

#### **'Chat Attack'**

This game is for players aged 5-12. This is a puzzle game where players have to solve puzzles together to stop the alien creatures from taking over the planet Zarf. Players can message each other live in the game to suggest different strategies and team work ideas. Can be played on phone, PC and tablet.

#### **'Blockage'**

This game is for players of all ages. Sequence the randomly shaped blocks that fall from the sky to build the highest possible tower. The game features a head phone chat option so players can chat live to others. Can be played on phone, tablet and PC.

#### **'Zombie death race'**

This game is for players aged 18 and above. Can you win the Zombie death race? Build your Zombie car and race against others to compete for the ultimate prize. This game contains violent images and bad language. Live video link to other players is available. Private message with your friends via Instagram and Snapchat. Can be played on phone, tablet and PC.

#### **'Ultimate survivor'**

Be the last person standing. Create your avatar, stock up at the magical weapons store and fight to the death. Join your friends in combat to wage war on others. No age limit has been agreed for this game yet. Messaging available through Snapchat. Win and trade new skins by gambling them in the magical casino. Can be played on phone, tablet and PC.

#### **'Jackpot Jack'**

Bet credits in the fantasy casino. Play slot machines and turn your credits into real cash. Suitable for ages 18 and over. Credits can be bought through in app purchases. Can be played on phone, tablet and PC.

#### **'Crazytown'**

Build your fantasy town and create the characters who live there. What will happen when the monsters attack or the unicorns take over? You can choose what happens to your fantasy town. Be as crazy as you want! In app purchases are needed for higher levels. Messaging available on Snapchat and Instagram. Gamble your items in the town casino to win better skins and equipment. Can be played on phone, tablet and PC.

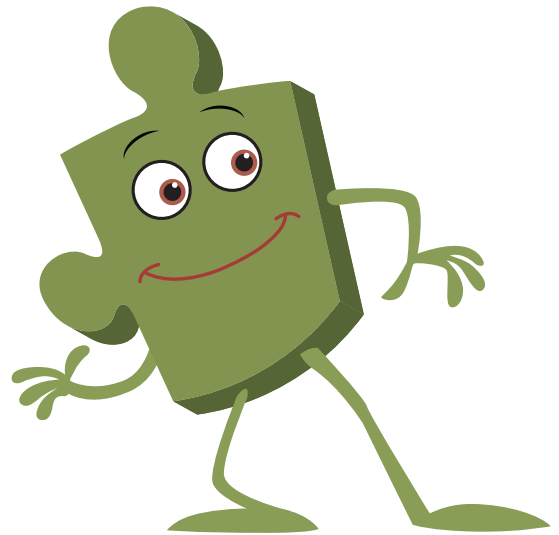






## Puzzle 5: Relationships - Ages 9-10 - Piece 5

My Relationship with Technology: Screen Time	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships Fiesta</b></p>	<p><b>Please teach me to...</b> recognise when I am spending too much time using devices (screen time) identify things I can do to reduce screen time, so my health isn't affected</p>
<p><b>Resources</b> Jigsaw Jez Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Mini whiteboards and pens/or paper and pens Countdown timer (can be easily sourced online) PowerPoint slide: Mason's story PowerPoint slide: 'Are you having too much screen time?' Screen time solutions resource Screen time log (optional) Jigsaw Journals My Jigsaw Journey</p>	<p><b>Vocabulary</b> Devices Screen time Social Off line Mental health Physical health</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> Ask the children to work in pairs. Hand out mini whiteboards or a piece of paper and something to write with to each pair. Set the challenge for them to list as many different things that can be done on a mobile phone or tablet. They only have 2 minutes so will need to work quickly. Make it a competition to see which pair or pairs can create the longest list. If possible, use a 'countdown timer' on the whiteboard to add excitement (these can be easily sourced online). Ask the children to show their lists and congratulate the winners. Pick out 3 to 4 interesting examples from the children's ideas. Emphasise just how much we can now do on devices compared to a just a few years ago, and how the amount of time we spend using them is likely to increase as technology advances.</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p><b>Ask me this...</b></p> <p>How many things can you name that can be done on a mobile phone or tablet?</p> <p>Does your mind feel calm and ready to learn?</p>



### Open my mind

Slide 1: Share the following scenario with the children and ask what they think might be the reason why Mason has started to feel unhappy. The scenario can be read and/or displayed on the PowerPoint slide.

*Mason was given a new iPhone for his 11th birthday. He had wanted one for so long, and now he was getting closer to going to secondary school, his Mum finally agreed to buy him one. He downloaded as many of the free apps that his friends had told him about, and YouTube, as there was always loads of good stuff to watch on there. Over the next few weeks, he spent most evenings and weekends in his bedroom using the iPhone. Sometimes he even stayed up all night watching YouTube videos. Eventually, his Mum took the phone away from him because she said he was spending too much time on it. Mason got very angry and argued with his Mum, which was very out of character. He argued that she was always on her phone so why should it be any different for him? During the next week in school, his teacher took him to one side and asked if he was OK. The teacher said he was worried because Mason seemed tired and quite moody. Mason said he was worried about his schoolwork because he was finding it difficult to concentrate. Mason also explained he had argued with his Mum and his best friend, who accused him of being boring, and always on his phone.*


In the resulting discussion draw out that the amount of time Mason was spending using a device was affecting his relationships, his school work and his health and behaviour.

### Tell me or show me

Slides 2-4: Explain to the children that there is a growing concern about how much time people spend using devices with a screen. Doctors and mental health organisations have suggested that people need to be aware of how much screen time they have each day, because too much screen time could be damaging.

Share the PowerPoint slide 'Are you having too much screen time?' with the children and explain that these are some of the signs that someone might be spending too much time using a device.

Ask the children what the consequences of this might be, if someone chose to ignore the signs.

**Pause Point:** Slide 5:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause for 30 seconds. What are they thinking and feeling right now? They can keep these thoughts private and do not need to share.

### Let me learn

Share with the children that many teenagers and adults are not aware of the damage that can be caused by too much screen time. Point out that they may know more than their parents/carers and siblings about screen time because of this lesson.

Divide the children into small groups and hand out the 'Screen time solutions' resource, one per group. Challenge the children to suggest solutions for each of the warning signs in the left-hand column.

After the activity share the children's ideas.

Summarise that using devices is a part of everyday life but there are simple things we can do, (such as those the children have suggested), to BALANCE the amount of time spent using devices and doing other activities.

As an extension activity outside of this lesson, teachers could challenge the children to log how much screen time they and their families have in the following week, and when it happens. There is a 'log sheet' included with this lesson for teachers to use if they wish. This can often reveal just how much screen time is happening outside of school hours. The family could then agree some screen time rules to try and cut down, if it is becoming an issue. (e.g. no devices an hour before bed, or at meal times etc).

### Help me reflect

Slide 6: Share the learning intentions from this Piece (lesson) and ask the children to record their learning on the My Jigsaw Journey resource as before.

Why is Mason is unhappy?

What might be the cause?

How much screen time do you have each day?

How about other people in your family?

What might be the physical consequences (health) of too much screen time?

What might be the social consequences?

What might be the mental health consequences?

How much screen time a day is too much?

**Notes**

**Certificates**

For next lesson you will need a personalised Relationships Puzzle certificate for each child.



## Relationships

### Calm Me Script - Ages 9-10 - Piece 5

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. We need relationships with other people in order to learn...about them, about ourselves and about things we can study together.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

So, sit back in your chair with a nice straight back and both feet on the floor. Close your eyes and start to take deep, gentle breaths in through your nose and out through your mouth.

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

Focus on your breathing, breathing in and noticing your breath entering your body and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey... then help your mind to follow the path of your breath all the way out, through the windpipe and out through the mouth.

Repeat this several times without me talking... you may like to use our 4/6 breathing pattern... breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6.

These breaths are at your own pace... in... out...

Feeling relaxed and calm... "I feel relaxed and calm and appreciate all the people in my life I have learnt from and with so far..."

Just let your mind think about a person you have learnt something important from...and build a picture of that person...be aware of the feelings you can sense in your body when you think about that person... and let yourself appreciate that person. "I feel glad you have helped me learn".

Breathe a few breaths as you feel that appreciation and gratitude.

Now stay relaxed and calm while you ask your mind to think about someone who helps you feel safe and secure, someone who looks after you.

Store that feeling away in your mind's computer so that you can look at it and feel it whenever you want to. All you have to do is ask your mind to show you that picture again.

Now watch yourself take a few more calming breaths... and then, when you feel ready and can no longer hear the chime, bring your awareness back into the present moment, here and now...





## Relationships

### Mason's Story PowerPoint Slide 1 - Ages 9-10 - Piece 5



#### Mason's story

Mason was given a new iPhone for his 11th birthday. He had wanted one for so long, and now he was getting closer to going to secondary school, his Mum finally agreed to buy him one. He downloaded as many of the free apps that his friends had told him about, and YouTube, as there was always loads of good stuff to watch on there. Over the next few weeks, he spent most evenings and weekends in his bedroom using the iPhone. Sometimes he even stayed up all night watching YouTube videos. Eventually, his Mum took the phone away from him because she said he was spending too much time on it. Mason got very angry and argued with his Mum, which was very out of character. He argued that she was always on her phone so why should it be any different for him? During the next week in school, his teacher took him to one side and asked if he was OK. The teacher said he was worried because Mason seemed tired and quite moody. Mason said he was worried about his schoolwork because he was finding it difficult to concentrate. Mason also explained he had argued with his Mum and his best friend, who accused him of being boring, and always on his phone.

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## Relationships

### Are You having Too Much Screen Time? PowerPoint Slides 2-4 - Ages 9-10 - Piece 5



#### Physical signs

Tired or sore eyes or blurry vision
Aching back or neck
Putting on weight or losing weight because of not eating healthily or exercising enough
Tiredness
Headache
Finding it difficult to get to sleep (the light emitted from screens can disrupt brain function and stops it from calming down)
Feeling hungry or thirsty when using the device (because you have been on it too long)

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#### Social signs

Friends and family members mention how much time you are spending on a device
Using the device constantly during social times with your friends and family e.g. at meal times, at family time, in the car, at the cinema, on day trips out
Looking at the clock and not realising how much time has passed
Being asked to put the device away or have it taken from you
Not spending as much time with friends or family as you used to
Not enjoying or making time for other activities

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#### Mental and emotional signs

Being moody
Getting very angry when the device runs out of power, is taken away or it can't be used (e.g. the internet drops out)
Constantly thinking about using the device or playing a game
Difficulty with school work that you used to find OK
Getting very angry or moody when told to stop
Always choosing to do activities on a screen rather than non-screen activities

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## Relationships

### Screen Time Solutions - Ages 9-10 - Piece 5

Warning sign	Solution
<b>Family members are all using their devices at meal times and on days out.</b>	
<b>You have noticed that you are taking your mobile or tablet to bed every night.</b>	
<b>You don't do as much with your friends as you used to. You mainly chat through messaging and in school.</b>	
<b>You get angry or anxious when your device stops working, or you can't use it for some reason.</b>	
<b>You get overly angry or sulky when you lose in a videogame.</b>	
<b>You don't want to go to a club or activity you used to enjoy because you would rather be playing a game/watching videos on a device.</b>	
<b>You have a headache and sore eyes from looking at the screen too long.</b>	

Day of the week	Family members				
	For each 15 minutes spent on a device (PC, laptop, tablet, games console or mobile) put one tally mark				
	Name:	Name:	Name:	Name:	Name:
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

## Relationships

Jerrie Cat PowerPoint Slide 5 - Ages 9-10 - Piece 5





# Relationships

## PowerPoint Slide 6: My Jigsaw Journey - Ages 9-10 - Piece 5

**My Jigsaw Journey**

**Jigsaw**

**Ages 9-10**

**Puzzle 5 - Relationships (Pieces 4-6)**

Name: .....

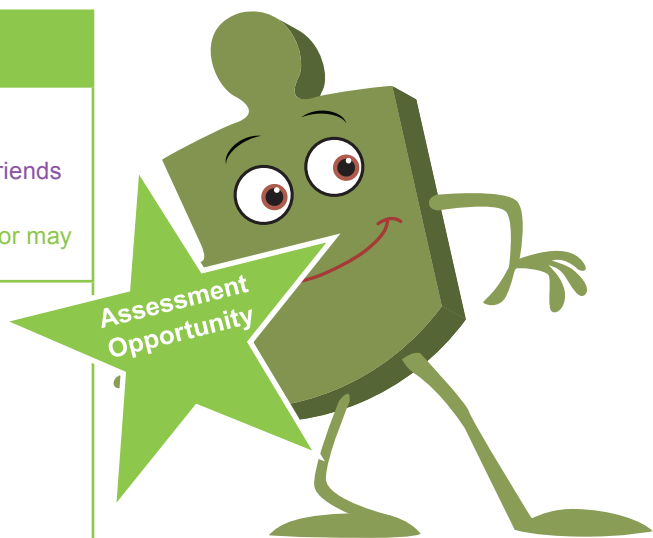
						<b>TINT BOX - To improve next time L...</b>
<b>Piece 4</b>	I know these are rights and responsibilities when playing a game online.					.....
	I can recognise when an online game is becoming unhelpful or unsafe.					.....
<b>Piece 5</b>	I can recognise when I am spending too much time using devices (screen time).					.....
	I can identify things I can do to reduce screen time, so my health isn't affected.					.....
<b>Piece 6</b>	I can explain how to stay safe when using technology to communicate with my friends.					.....
	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.					.....

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

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## Puzzle 5: Relationships - Ages 9-10 - Piece 6

My Relationship with Technology: Staying Safe and Happy Online	
<b>Puzzle 5 Outcome</b> <b>Our Relationship Fiesta</b>	<b>Please teach me to...</b> explain how to stay safe when using technology to communicate with my friends recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
<b>Resources</b> Jigsaw Jez Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script PowerPoint of text messages PowerPoint slide of 'Clare' PowerPoint slide 'Staying Safe and happy online' Paper and pens for poster designs Jigsaw Journals My Jigsaw Journey Certificates	<b>Vocabulary</b> Personal information Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities
<b>Teaching and Learning</b> <b>Note</b> Observations and notes 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 and previous Pieces (lessons). As a result, teachers may wish to organise the lesson so they work with each group in turn during the Let me learn part of the lesson.  <b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.	<b>Ask me this...</b>



**Connect us**

Play 'That's private!'

Label two sides of the room, one side with 'That's private!' and the other side 'I'm OK with that!'

Read out the following statements and then ask the children to place themselves at either end depending on what they think. Ask the children not to follow others, but to decide for themselves. Some of the statements are deliberately ambiguous depending on the context, but the aim of the game is to reinforce the sharing of personal information carries risk, and that anything shared online is there FOREVER.

Debrief after each statement asking children to justify which side of the room they chose.

- Would you tell someone online your home address?
- Would you tell someone your username from a videogame?
- Would you tell someone online your age?
- Would you tell someone online how many brothers or sisters you have?
- Would you share your email address online in a public group?
- Would you tell someone online the stupidest thing you have ever done?
- Would you post a picture of yourself online to someone you didn't know?
- Would you put your mobile number on an online profile?

**Calm me**

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

Does your mind feel calm and ready to learn?

**Open my mind**

Slide 1: Explain that this series of messages started after a 10-year-old girl called Abby posted a picture of herself on social media. She did not have any private filters on her app so the picture was public. Show the series of messages on the PowerPoint slide and explore the different options that Abby has and what she should send as the next message.

What should Abby text back?

Should she have done anything differently?

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

Reveal that Abby did agree to private message with Clare and they struck up an online friendship. After a few weeks they swapped personal details like email addresses. Clare's school St Robyns was near to Abby's so they agreed to meet up. Clare invited Abby round to the local park one day after school.

Slide 2: Then reveal the picture of Clare on the PowerPoint slide.

Explain that Clare wasn't really Clare but a man called Simon who was pretending. Fortunately, Abby was able to run away and get some help, but she was very frightened.

Go back to the text messages and ask the children if there were any signs of this deception in the text messages. Emphasise there may not be any clues because people like this are clever at saying the right things online as part of their disguise.

Ask the children how Simon was getting Abby to enjoy the conversation? e.g. making Abby feel good, using language that made it seem like he was a 12 year-old girl, knowing about Abby's local area (which he could easily find out from Google). Simon used words to make Abby feel good but why was this dangerous? Like many children of her age Abby wants approval (it is a natural part of growing up and being human), so it made her vulnerable to Simon's comments. Remember that self-esteem is important and we don't need to rely on others to make us feel good (lesson /piece 1).

Explain that this type of deception is called 'grooming' and the people that do it are clever at winning a person's trust.

Show the children the staying safe and happy online advice in the PowerPoint and talk through the SMARRT rules.

### **Let me learn**

Slide 3: Divide the children into groups and ask them to design a poster of the SMARRT rules. Would they like to add anything extra, perhaps from other recent Jigsaw lessons to their posters?

The posters can be displayed as the class contribution to the End of Puzzle Outcome as discussed with your Jigsaw Subject lead prior to teaching this unit (Puzzle).

While the children are designing their posters, teachers can use this opportunity to assess the children's understanding of the Puzzle (unit), and use this to determine whether they are working towards, working at, or working beyond the expected level of learning as shown on the Tracking Pupil Progress Grid for children aged 9-10 included in the Jigsaw resources. There are also assessment exemplifications in the Piece 6 resources to aid assessment.

### **Help me reflect**

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

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

What concerns would you have about your information being posted onto the internet?

Can grooming happen to both boys and girls?

What sort of tricks could an online groomer use to win a boy's trust of a girl's trust?

How much personal information have you ever put onto the internet?

### **Notes**

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



## Relationships

### Calm Me Script - Ages 9-10 - Piece 6

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. We need relationships with other people in order to learn...about them, about ourselves and about things we can study together.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

So, sit back in your chair with a nice straight back and both feet on the floor. Close your eyes and start to take deep, gentle breaths in through your nose and out through your mouth.

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

Focus on your breathing, breathing in and noticing your breath entering your body and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey... then help your mind to follow the path of your breath all the way out, through the windpipe and out through the mouth.

Repeat this several times without me talking... you may like to use our 4/6 breathing pattern... breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6.

These breaths are at your own pace... in... out...

Feeling relaxed and calm... "I feel relaxed and calm and appreciate all the people in my life I have learnt from and with so far..."

Just let your mind think about a person you have learnt something important from...and build a picture of that person...be aware of the feelings you can sense in your body when you think about that person... and let yourself appreciate that person. "I feel glad you have helped me learn".

Breathe a few breaths as you feel that appreciation and gratitude.

Now stay relaxed and calm while you ask your mind to think about someone who helps you feel safe and secure, someone who looks after you.

Store that feeling away in your mind's computer so that you can look at it and feel it whenever you want to. All you have to do is ask your mind to show you that picture again.

Now watch yourself take a few more calming breaths... and then, when you feel ready and can no longer hear the chime, bring your awareness back into the present moment, here and now...





## Relationships

Text Messages PowerPoint Slide 1 - Ages 9-10 - Piece 6

I llk ur pic U L%k fleek

Thnx 😊 Do I no U?

How old R U?

10

U L%k older more llk 16

Thnx 😊 How old R U?

I'm 12. Wats yor name?

Abby

I'm Clare. Can we PM I want some fashion tips? U R so flecky What school do U go 2?

Molinx Academy

Gr8. I go 2 St Robyns. Can we PM now?

## Relationships

'Clare' PowerPoint Slide 2 - Ages 9-10 - Piece 6





## Relationships

### Staying Safe and Happy Online PowerPoint Slide 3 - Ages 9-10 - Piece 6



#### The SMARTT rules

- S** Stay safe by not posting or sharing private information or pictures
- M** Meeting someone you have met online can be dangerous. It is best not to do this at all but if you must, take a parent or carer with you.
- A** Accepting messages and emails or opening files, pictures or links sent by someone you don't know can be risky. They might contain viruses or have nasty messages or images meant to upset you.
- R** Reliable information is important. People online can be whoever they want to be and say whatever they like. Many things on the internet are fake. Check things out to make sure they are true or real by asking an adult you trust. If you like chatting online only do this with friends and family who you know in REAL life, and use your privacy settings.
- R** Rights and Responsibilities. Remember we have the right to be treated with respect online and we have a responsibility we do the same for others. If you are going to be unkind to someone online (because you feel you want to, or because others are encouraging you to), stop and think if this is the right thing to do.
- T** Tell a trusted adult if something online is worrying you or a friend. If something makes you feel uncomfortable online, listen to your conscience and tell someone. Also speak out if there is bullying happening online to you or someone you know.

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# Relationships

## PowerPoint Slide 4: My Jigsaw Journey - Ages 9-10 - Piece 6

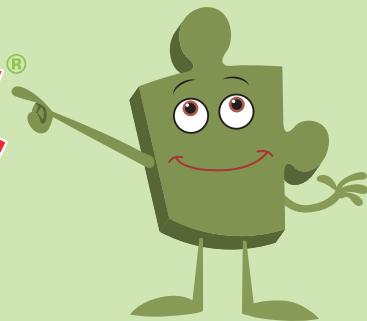
**My Jigsaw Journey** **Jigsaw**

Puzzle 5 - Relationships (Pieces 4-6) Ages 9-10

Name: .....

					TINT BOX - To improve next time L...
Piece 4	I know these are rights and responsibilities when playing a game online.				.....
	I can recognise when an online game is becoming unhelpful or unsafe.				.....
Piece 5	I can recognise when I am spending too much time using devices (screen time).				.....
	I can identify things I can do to reduce screen time, so my health isn't affected.				.....
Piece 6	I can explain how to stay safe when using technology to communicate with my friends.				.....
	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.				.....

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# Relationships

Well done!



Please feel proud that you have learnt to:



.....

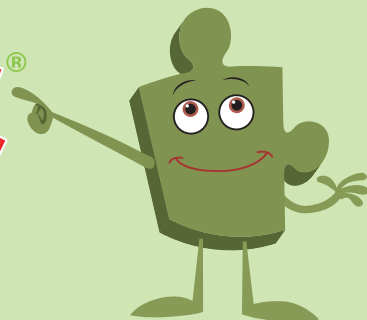
I am especially pleased that you:

.....

I am proud that I can:

.....

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



# Relationships

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 9-10 Relationships Puzzle

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

### WORKING TOWARDS

Some people on the internet are my real friends but some are only online friends that I don't know as well. I wouldn't share personal information like my email with people I didn't know.

If someone was angry with a friend, they might say nasty things about them online.

### Ages 9-10 expectation

### WORKING AT

would remember to use the SMARRT rules when online or using my mobile phone. It is difficult to know if something is real or fake on the internet so if my friends were encouraging me to be unkind to someone online by sending unkind messages, I wouldn't do it. I would stop and think and ask my Dad about the situation. I wouldn't join in and would tell everyone I wanted to stay out of it.

Children my age are vulnerable because we are worried about how we look. If I was being pressured to post pictures of myself so my friends could comment I wouldn't do that. Comparing myself with others isn't fair and could damage my self-esteem.

### WORKING BEYOND

Some people are insecure about the way they look so they use social media to compare themselves with others. This is unfair because many images on the internet are fake. This could damage their self-esteem. If they are in a friendship group that do this, it might be more difficult to resist because it is what the group expects. True friends wouldn't care about what you look like, because personal qualities are more important.

I think the SMARRT rules are easy to remember because it is an acronym. These are good general rules but they don't include screen time, which is another important safety point. I think the best idea for reducing screen time is to have set times at home where there are no devices allowed. That's fair on everyone and we can encourage each other to stick to the rules.

