



# Pinner Wood School



Year Group	5	Term	Autumn 1	Subject	PSHE	Topic	Being Me and My World
						Key Question	How can I be a good citizen and what will help me to make the right choices?
<b>Prior Learning and other Curriculum Links</b>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>• Know how individual attitudes and actions make a difference to a class</li> <li>• Know about the different roles in the school community</li> <li>• Know their place in the school community</li> <li>• Know what democracy is (applied to pupil voice in school)</li> <li>• Know that their own actions affect themselves and others</li> <li>• Know how groups work together to reach a consensus</li> <li>• Know that having a voice and democracy benefits the school community</li> </ul>				<b>Target Tracker statements (Skills)</b>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>• Know how to face new challenges positively</li> <li>• Understand how to set personal goals</li> <li>• Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>• Know how an individual's behaviour can affect a group and the consequences of this</li> <li>• Understand how democracy and having a voice benefits the school community</li> </ul> <p>Understand how to contribute towards the democratic process</p> <u><b>Social and Emotional Skills</b></u> <ul style="list-style-type: none"> <li>• Be able to identify what they value most about school</li> <li>• Identify hopes for the school year</li> <li>• Empathy for people whose lives are different</li> </ul>	

	<p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identify the feelings associated with being included or excluded</li> <li>• Can make others feel valued and included</li> <li>• Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>• Can make others feel cared for and welcomed</li> <li>• Recognise the feelings of being motivated or unmotivated</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> </ul> <p>Know how to regulate my emotions</p>		<p>from their own</p> <ul style="list-style-type: none"> <li>• Consider their own actions and the effect they have on themselves and others</li> <li>• Be able to work as part of a group, listening and contributing effectively</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> </ul> <p>Know how to regulate my emotions</p>
<p><b>Fundamentals</b></p>	<ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice, participating</li> </ul>	<p><b>Key Facts/Sticky Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Plan what they want from the coming year</li> <li>• Learn how to be a good citizen</li> <li>• Understand their rights and responsibilities as a child/pupil.</li> <li>• Remind themselves of the school rewards and consequences and what they can do to achieve/avoid them.</li> </ul>

			<ul style="list-style-type: none"> <li>• Understand how their behaviour affects others and how others' behaviour affects them.</li> <li>• Understanding that they have a voice within school/home and they should use it to have an impact on their surroundings</li> </ul>
<b>Our Curriculum Journey</b>	<p>In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>		
<b>Key Vocabulary (revisited)</b>	<p>Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer</p>	<b>Key Vocabulary (new)</b>	<p>Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p>

<p><b>Lesson Number: 1</b> <b>Location: Classroom</b></p> <p>Note: You will need to invite a member of the senior leadership team, preferably the Head teacher, to be part of this lesson and ask them to share the school's /setting's mission statement or vision with the children. Please also ensure you have read the Jigsaw Approach (the introductory chapter to these resources found at the beginning of each year group folder/file) prior to teaching this Puzzle (unit of work).</p>	<p><b>Learning objectives:</b> <b>I can face new challenges positively and know how to set personal goals</b> <b>I know how to use my Jigsaw Journal</b></p>	<p><b>Lesson Outcome:</b> Create a class Jigsaw charter</p>
<p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Appreciation</li> <li>• Opportunities</li> <li>• Goals</li> <li>• Motivation</li> </ul>	<p><b>Introduction:</b> <u>The Jigsaw Charter</u> Slide 1: The Jigsaw Charter Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive</p>	<p><b>Resources</b> Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, paper</p>

- Vision
- Hopes
- Challenge

issues. Therefore, we need to establish the 'ground rules', in Jigsaw called 'The Jigsaw Charter'.

This needs to include:

The right to pass

Respect for each other

Confidentiality

There is a ready-made Jigsaw Charter in this lesson for you, but do start by asking the children what they need to do to make everyone feel safe so we can all learn well.

Bring out their ideas and introduce the Jigsaw Charter (Slide 1) and the large printed copy you already made (and laminated).

You may like to invite them all to sign the Charter (or maybe colour in a smiley face already drawn on it) as a way of saying they agree to try to stick to it in Jigsaw lessons.

You and they can then refer to it in every lesson thus creating a trusted and predictable learning environment.

Display the Jigsaw Charter in the classroom and refer to it at the beginning of every Jigsaw lesson.

Share 'The Jigsaw Charter' with the children to reinforce how we work together.

bricks, Head teacher, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.

<p><b><u>Questioning</u></b></p> <p>Did you feel part of the group? Could you tune into the other people in the group during the game?</p> <p>Is your mind quiet and calm enough to learn?</p> <p>What is the school trying to achieve for and with you?</p> <p>What are your personal learning goals for this year? How motivated are you to achieve these goals?</p> <p>How great will it feel when you achieve your goals?</p>	<p><b>Main Teaching including differentiation:</b></p> <p><u>Connect us</u></p> <p>Introduce Jigsaw Jez as the Talking Object in circle work. When you are holding Jez it is your turn to talk if you wish to.</p> <p>Still in a circle, but now standing, play the Blast Off Game up to 10 encouraging children to tune into each other as a group. Blast Off Game. Teacher starts by calling out number 1. Any child can then call out '2', any other child can then call out '3'. Continue in this way until the group reaches '10', but instead of saying the number '10', the whole group shouts 'Blast Off!' and does the action of a rocket blasting off into space. Only one person can call out a number at a time so if two people call out at the same time, the whole process has to start again from the teacher calling out '1'. It may take some practice before the group can tune into each other enough to get from 1 to 10 Blast off without having to start again. When they get good at getting from 1 to 10, just increase the target number to, e.g. 15 or 20 and maybe add a speed factor into the game (how quickly can we blast off at 20?). Or you could count down from 10 and blast off after 1.</p>

### Calm me

Slide 2: Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and the calm pictures (slide 2).

### Open my mind

Welcome the Head teacher (or another member of the senior leadership team) to the circle and ask him/her to share his/her vision for the school, what he/she is trying to do in order to help all the children to learn as well as possible. Can he/she share the schools mission statement and briefly explain the development plan and his/her vision for each child. What is the Head teacher aiming to do?

### Tell me or show me

Invite the children to ask the Head teacher questions and share their thoughts using Jigsaw Jez as the 'talking/ turn taking' object. At the end of this part of the lesson, one of the children, on behalf of the class, thanks the Head teacher for his/her time.

### Pause Point:

Slide 3: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, breathe

deeply and notice their feelings in this present moment. No need to share these.

#### Let me learn

Give out the Jigsaw Journals. Ask the children to return to their own seats and work in their Jigsaw Journals. They draw a wall with 8-10 bricks. On five of the bricks they write five personal learning goals for the coming year (focus on the academic). On the remaining bricks they write personal goals relating to other aspects of school life e.g. friendships, clubs, sport, music.

In talking partners, children choose one of their goals and help each other work out the steps they need to take to achieve this goal. If time they can draw a ladder on their wall leading to that goal (brick) and on each rung of the ladder write one of these steps.

#### Help me reflect

Slide 4: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-



	<p>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 (for Pieces 1-3) per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. In the TINT (to improve next time) Box. Stick the completed sheets into their Jigsaw Journals.</p>	
<p><b>Lesson Number: 2</b> <b>Location: Classroom</b></p>	<p><b>Learning objectives:</b> To understand my rights and responsibilities as a citizen of my country To empathise with people in this country whose lives are different to my own</p>	<p><b>Lesson Outcome:</b> Oracy activity about rights, responsibilities and refugees</p>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Rights</li> <li>• Responsibilities</li> <li>• Citizen</li> <li>• Denied</li> <li>• Empathise</li> <li>• Refugee</li> <li>• Persecution</li> <li>• Conflict</li> </ul>	<p><b>Introduction:</b></p> <p><u>The Jigsaw Charter</u> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	<p><b>Resources</b> Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, PowerPoint montage:, UNCR Article cards, UNCR</p>

<ul style="list-style-type: none"> <li>• Asylum</li> <li>• Migrant</li> </ul>		Rights/Responsibilities resource
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Did you feel part of the group?</li> <li>• Could you tune into the other people in the group during the game?</li> <li>• Is your mind quiet and calm enough to learn?</li> <li>• Is it the government's responsibility to ensure that every citizen in our country can have their rights met?</li> <li>• Should a government help its own citizens before it helps refugees?</li> <li>• What is the difference between a migrant, an asylum seeker and a refugee?</li> <li>• Do you have any prejudices?</li> </ul>	<p><b>Main Teaching including differentiation:</b></p> <p><u>Connect us</u>          Standing in a circle, play the Blast Off Game from 10 down to 1, then Blast Off, encouraging children to tune into each other as a group.</p> <p><u>Blast Off Game.</u>          Teacher starts by calling out number 10. Any child can then call out '9', any other child can then call out '8'. Continue in this way until the group reaches '1', but instead of saying the number '1', the whole group shouts 'Blast Off!' and does the action of a rocket blasting off into space. Only one person can call out a number at a time so if two people call out at the same time, the whole process has to start again from the teacher calling out '10'. It may take some practise before the group can tune into each other enough to get from 10 to Blast off without having to start again. When they get good at getting from 10 to 1, just increase the target number to, e.g. 15 or 20 and maybe add a speed factor into the game (how quickly can we blast off from 20?).</p> <p><u>Calm me</u>          Slide 1: Everyone including adults are sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are</p>	sheet Jigsaw Jez, My Jigsaw Journbey, Jigsaw Journals, Jigsaw Jerrie Cat.

ready to learn. Teacher to use the Jigsaw Chime, the 'Calm Me' Script and the calm pictures (slide 1).

Open my mind

Slides 2-12: Show the Power Point slides of different children. Ask children what they know about the UNCRC (United Nation Convention on the Rights of the Child). Explain that it is an international charter that was written to guarantee the rights of all children. In table groups ask the children to list what rights they think all children should have. Share some of their ideas and then hand out a set of UNCRC Article cards to each group. Invite the children to see if any of the rights on the cards matched with their ideas. Are there some rights that they hadn't thought of that are important?

Tell me or show me

Bring the children back to the circle. Explain that some of the children in the pictures might be refugees. Ask the children if they know what a refugee is? How can we tell? (Definitions for teachers can be found in the notes at the end of this lesson plan). Draw out that people can have stereotypical ideas of what a refugee looks like because of pictures in the media etc., and we can't necessarily tell by someone's appearance or behaviour. Therefore, any of the children in the pictures could be a refugee. For example the little girl on the horse may have been a refugee as a baby but her life has improved since then? How can we know that from just a picture?

Reinforce that it's hard to tell without actually knowing someone to know what their real story is.

Let me learn

Explain to the children that the UNCRC rights mean we have to take on responsibilities. We not only have to respect the rights of others, but we also have to make sure that we pave the way to make sure others can enjoy their rights. Share Article 12 with the children "I have the right to a say about decisions that affect me and to have my opinion heard." Ask them to discuss in pairs what an associated responsibility might be and share some of their ideas. (e.g. I have the responsibility to give space for others' opinions and to listen with an open mind). Then for each of the following UNCRC Articles, children will work in groups to come up with a corresponding responsibility for each given right, recording their ideas on the UNCRC Article Rights and Responsibilities resource. (This can be stuck into the children's Jigsaw Journals). • Article 14 - You have the right to think and believe what you want and practise religion (as long as it doesn't stop other children and young people from enjoying their rights). • Article 16 - You have the right to privacy. • Article 22 - Refugee children and young people should have the same rights as children and young people born in that country. • Article 23 - Children and young people who have a disability should have care and support so they can lead full and independent lives. • Article 24 - You have the right to

health care, clean water, food and a clean environment. Rich countries should help poor countries also have this. • Article 28 - You have a right to education. Your dignity should be protected and primary education should be free. • Article 30 - You have the right to learn and use the language and customs of your family. It doesn't matter if the majority of people in the country do not share these. • Article 31 - You have the right to relax and play and to join in activities.

Help me reflect

Slide 13: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Ask the children to record their responses on the My Jigsaw Journey sheet. If desired there is space for them to record formative learning targets, or comments about the lesson in the TINT (to improve next time) Box

<p><b>Lesson Number: 3</b> <b>Location: Classroom</b></p>	<p><b>Learning objectives:</b>  <b>To understand my rights and responsibilities as a citizen of my country and a member of my school</b>  <b>To empathise with people in this country whose lives are different to my own</b></p>	<p><b>Lesson Outcome:</b> Flipchart activity</p>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Rights</li> <li>• Wealth</li> <li>• Poverty</li> <li>• Responsibilities</li> <li>• Prejudice</li> <li>• Citizen</li> <li>• Privilege</li> <li>• Deprive</li> </ul>	<p><b>Introduction:</b></p> <p><u>The Jigsaw Charter</u>  Share 'The Jigsaw Charter' with the children to reinforce how we work together. Use the slide from the previous lessons and refer to the Charter on display.</p>	<p><b>Resources</b>  Jigsaw Charter,  Jigsaw Chime,  'Calme Me' script,  post-its, small sponge/tennis balls, Jigsaw Jez, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.</p>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• How did it feel for you to choose someone that you wouldn't normally work with?</li> <li>• In what ways might they be privileged?</li> <li>• Are there any things that they take for granted about school or life, that is a struggle for others?</li> </ul>	<p><b>Main Teaching including differentiation:</b></p> <p><u>Connect us</u>  Play the game 'I sit in the woods'.  Everyone is sitting in a circle on chairs and there is one extra empty chair in the circle. The person (to start with, the teacher) who has the empty chair on their right, moves into the empty chair saying 'I sit...'. The person next to the teacher now with an empty chair next to them moves into the chair, saying '...in the woods...' and then a third person, who</p>	

<ul style="list-style-type: none"> <li>• What do ALL children need in order to be able to learn?</li> <li>• What are your responsibilities to yourself or others so that everybody has the chance to learn?</li> <li>• Can you identify what you need in order to learn effectively?</li> </ul>	<p>now has the empty chair next to them moves into the chair and says '...and I would like... (someone's name) to sit next to me'. This person chooses someone to sit next to them. It is a good idea to prompt the children to choose someone they wouldn't normally think to choose or someone different to their main friend. This continues for a while until everyone in the circle has had a chance to move, but not necessarily been chosen to move, as this might take too long. However, because three people move in each turn, it should be possible for everyone to be in a different seat to where they started.</p> <p><u>Pause Point:</u> Slide 1: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, breathe deeply and look inside to notice their thoughts in the present moment.</p> <p><u>Calm me</u> Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p> <p><u>Open my mind</u> Reflect on the definitions of a refugee from last lesson. Tell the children that you will be playing a game to gain a better understanding about refugees. There are refugees in</p>	
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countries all over the world. Ask the children to work in pairs and think of some of the issues that a refugee or asylum seeker might face when coming to live in a new country. Using Jigsaw Jez as the talking object, go around the circle and ask each pair to share their idea. Hand out a soft sponge ball/ tennis ball to each pair of children and explain they need to imagine that their issue is represented by the ball. Ask a child to be in role as the refugee and stand in the middle of the circle. Their job is to catch and try to hold all the balls as they are rolled to them. Invite each pair to start gently rolling the ball towards the child in the middle who won't be able to hold or catch them all, and maybe even drop some while catching others. As they roll the ball, one person in each pair says out loud one of the issues a refugee may have to deal with. After the game ask the child in the middle what it felt like. Was it a difficult task? Ask the rest of the class what they think this game means for refugees or asylum seekers? If these were issues and problems that refugees face, have they got a difficult task to try and keep hold of all the challenges? How might that make them feel?

Tell me or show me

Revisit the PowerPoint pictures from last lesson (Piece) of the children. As you show the slides, ask the class if they think that these children have everything they need to help them learn. Reflect on the game from Connect us. What factors



did the refugees have to deal with? How could these factors deprive them of their rights to a good education?

Let me learn

Following on from this class discussion, in groups, children make a list of the top six things ALL children need in order to be able to learn. Receive feedback from each group and help the class to decide on the six most important things they need in order to be able to learn. Write these six things on the left-hand side of a flip chart. Still in their groups, children discuss the responsibilities they have in order to uphold the 'six rights', allowing everyone in their class to learn. Each group decides on one important responsibility for each right. They write each responsibility on a post-it, ending up with 6 post-its. The group comes back into the circle, bringing their post-its and, using Jigsaw Jez as the talking object, they take it in turns to add a post-it to the flip chart against the appropriate 'right', reading the post-it as they display it. Help children to compare these rights and responsibilities list to the discussion they had with their Head teacher/SLT (from lesson (Piece) 1. You will need to keep this flip chart and the post-its for the next Piece (lesson). Returning to their seats, in their Jigsaw Journals, children write a list (1-5) of the most important things needed to help them learn.

Help me reflect

	<p>Slide 2: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Ask them to record their responses on the My Jigsaw Journey sheet for this Piece (lesson). If desired there is space for them to record formative learning targets, or comments about the lesson in the TINT Box.</p>	
<p><b>Lesson Number: 4</b> <b>Location: Classroom</b></p>	<p><b>Learning objectives:</b> To make choices about my own behaviour because I understand how rewards and consequences feel. To understand that my actions affect me and others</p>	<p><b>Lesson Outcome:</b> Making a game</p>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Rights</li> <li>• Responsibilities</li> <li>• Rewards</li> <li>• Consequences</li> <li>• Choices</li> <li>• Learning Charter</li> </ul>	<p><b>Introduction:</b></p> <p><u>The Jigsaw Charter</u> Share 'The Jigsaw Charter' with the children to reinforce how we work together. Use the slide from earlier lessons and refer to the Charter on display.</p>	<p><b>Resources</b> Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Reward PowerPoint slide,</p>

<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• How did it feel for you to choose someone that you wouldn't normally work with?</li> <li>• Can you recognise when your mind is open, quiet and ready to learn?</li> </ul>	<p><b>Main Teaching including differentiation:</b></p> <p><u>Connect us</u></p> <p>Play the game 'I sit in the woods'. Everyone is sitting in a circle on chairs and there is one extra empty chair in the circle. The person (to start with, the teacher) who has the empty chair on their right, moves into the empty chair saying 'I sit...'. The person next to the teacher now with an empty chair next to them moves into the chair, saying '...in the woods...' and then a third person, who now has the empty chair next to them moves into the chair and says '...and I would like... (someone's name) to sit next to me'. This person chooses someone to sit next to them. It is a good idea to prompt the children to choose someone they wouldn't normally think to choose or someone different to their main friend. This continues for a while until everyone in the circle has had a chance to move, but not necessarily been chosen to move, as this might take too long. However, because three people move in each turn, it should be possible for everyone to be in a different seat to where they started.</p> <p><u>Calm me</u></p> <p>Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p> <p><u>Open my mind</u></p>	<p>Jigsaw Jez, Jigsaw Jez's bag, Post-Its, Clip of London Riots 2011 (for use if time), Piece 3 flipchart - Rights/Responsibilities, Learning Charter puzzle pieces, My Jigsaw Journey, Jigsaw Journals, Jigsaw Terrie Cat.</p>
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Slide 1: Show children the PowerPoint slide of the medals. Ask them to reflect with a partner on different types of rewards. Can they think about any that are not material rewards e.g. 'being told well-done', a smile, a hug. Using Jigsaw Jez as the talking object in the circle, children complete the sentence stem: 'The reward I would most like to receive is...' (e.g. a trophy, certificate, hug, etc.).

Tell me or show me

Using numbers or letters, arrange the children into groups of four: these children will then work at tables. Ask one person from each group to take an item from the Jigsaw Jez's bag. In the bag, Jigsaw Jez has a selection of random items, e.g. rugby ball, spoon, pebble, key, bag of coins, bell, etc. Give the groups their 'mission'. The 'mission' is to make up a new game using the item they have selected. Everyone needs to be included in the game and there needs to be a way to win the game. It needs to be simple as they only have ten minutes to make up the game. Reinforce group work skills to achieve this task. Bring the children back to the circle and ask each group to share their game.

Draw out from the discussion whether rules are needed to enjoy playing a game. Which groups made up rules for their games? Ask those groups why they thought this was necessary. What did having rules add to the game?

Open the discussion by asking:

- Why do we need rules in society?

- How do rules keep us safe?
- Why might people break rules?
- What can we do if we think a rule is not fair?
- How can rules in a school help us to learn and grow? Conclude that rules, rights, and responsibilities are necessary for groups of people to live harmoniously together and achieve their goals.

#### Pause Point

Slide 2: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, breathe deeply and look inside to notice their thoughts and feelings in the present moment.

#### Let me learn

Bring the children's attention to the flipchart from Piece (lesson) 3 and recap on the six rights and the responsibility post-its they added. Working in the same groups, give each group some different coloured post-its. For each right and responsibility on the flip chart can they think of an appropriate reward if children are seen to be upholding that right? How about a consequence if children were not showing responsible behaviour and the right was being ignored? Ask the children to write one reward and one consequence on the post-its for each of the six rights/responsibilities. Bring the groups back to the circle and then in turn invite each group to add their post-its to the relevant rights/responsibilities explaining their ideas.

	<p>Facilitate the discussion on the rewards and consequences they would like to see in their class. Pull together the rewards and consequences the children think are the most important, perhaps by voting on these.</p> <p>If your school is creating/refreshing the Whole-School Learning Charter (see note below), then advise the children that their ideas of rewards/consequences will be included, so they have had their say in this process.</p>	
<p><b>Lesson Number: 5</b> <b>Location: Classroom</b></p>	<p><b>Learning objectives:</b> To understand how an individual's behaviour can impact on a group To contribute to the group and understand how we can function best as a whole</p>	<p><b>Lesson Outcome:</b> Newspaper tower challenge</p>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Rights</li> <li>• Responsibilities</li> <li>• Rewards</li> <li>• Consequences</li> <li>• Cooperation</li> <li>• Collaboration</li> </ul>	<p><b>Introduction:</b> <u>The Jigsaw Charter</u> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	<p><b>Resources</b> Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, School Learning Charter, flipchart, timer, Lyrics song sheet Song 'Together as One', newspaper, sticky</p>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Can you feel our class functioning as a whole?</li> </ul>	<p><b>Main Teaching including differentiation:</b> <u>Connect us</u> In a circle, but now standing, play the Blast Off Game up to 10 encouraging children to tune into each other as a group. Blast</p>	

<ul style="list-style-type: none"> <li>• Could you tune into the other people in the group during the game?</li> <li>• Can you recognise when your mind is open, quiet and ready to learn?</li> </ul>	<p>Off Game. Teacher starts by calling out number 1. Any child can then call out '2', any other child can then call out '3'. Continue in this way until the group reaches '10', but instead of saying the number '10, the whole group shouts 'Blast Off!' and does the action of a rocket blasting off into space. Only one person can call out a number at a time so if two people call out at the same time, the whole process has to start again from the teacher calling out '1'. It may take some practise before the group can tune into each other enough to get from 1 to 10 Blast off without having to start again. When they get good at getting from 1 to 10, just increase the target number to, e.g. 15 or 20 and maybe add a speed factor into the game (how quickly can we blast off at 20?).</p> <p><u>Calm me</u></p> <p>Everyone, including adults, is sitting on chairs in a circle, or in their places if room doesn't allow for a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p> <p><u>Open my mind</u></p> <p>Divide the children into 5 or 6 groups, ideally with people they are not used to working with. Challenge the groups to make the tallest tower they can from tubes of rolled up newspaper and sticky tape. Set a timer for 5 minutes for the task. Give them no guidance about how to organise the task and the group at this point.</p>	<p>tape, My Jigsaw Journey, Jigsaw Journal, Jigsaw Jerrie Cat</p>
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Tell me or show me

Repeat the Newspaper Tower Challenge but this time the teacher needs to allocate the following roles in each group before the task begins:

- 2 (or 3) Materials Managers: they make the tubes
- 2 (or 3) Designers: their role is to design and build the tower
- A Timekeeper
- (If there are additional children in the group they can be given the role of 'Task Managers' whose role is to provide encouragement to the team).

At the end of the task ask the class if they felt the task went better the second time around. Was it easier having defined roles? Did people keep to their roles? Were there any disagreements? When taking class feedback remember to reinforce the Jigsaw Charter so that individual children are not criticized in their group if their contribution was felt to be lacking by others.

Explain that group work can be difficult even for adults, especially when there are time limits to get things done and if there are too many ideas to choose from. Sometimes there is more than one person in a group who want their ideas to be chosen and this can cause conflict.

Ask the children if they have any ideas to problem-solve these issues:

- Too many ideas
- Conflicts



By this point in the term you may have access to the Whole-School Learning Charter which your Jigsaw subject lead should have discussed with you prior to starting this Puzzle (unit). If this is not available, then use the sample Learning Charter from the Jigsaw resources in this lesson (Piece).

Discuss with the class how the Learning Charter can help with group work.

#### Let me learn

Ask each group to decide on 6 'rules' that would be helpful for working in groups and write them onto post-it notes. After each post-it note is written ask the children to bring them to the teacher, who will sort them into categories (putting similar 'rules' together). Share the class set of ideas/categories and agree with the children which would be helpful rules to use in class this year. Write the rules as a list that can be displayed in the classroom (this can be done in the lesson or at a later time if more appropriate).

Invite the children to reflect on why these rules are more likely to be followed compared to rules that are given with no consultation/ discussion. (these can be passed to your Jigsaw subject lead as the class contribution to the Whole-School Learning Charter- see notes below).

#### Help me reflect

Slide 1: Share the learning intentions of today's lesson (Piece) with the children. Invite the children to formatively assess

	their learning using My Jigsaw Journey, recording whether they feel they have met each of the learning intentions.	
<b>Lesson Number: 6</b> <b>Location: Classroom</b>	<b>Learning objectives:</b> <b>To understand how democracy and having a voice benefits the school community and know how to participate in this</b> <b>To understand why our school community benefits from a Learning Charter and can help others to follow it</b>	<b>Lesson Outcome:</b> Agony Aunt activity
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Learning Charter</li> <li>• Collaboration</li> <li>• Participation</li> <li>• Motivation</li> <li>• Rights</li> <li>• Responsibilities</li> <li>• Rewards</li> <li>• Consequences</li> </ul>	<b>Introduction:</b>  <u>The Jigsaw Charter</u> Share 'The Jigsaw Charter' with the children to reinforce how we work together.	<b>Resources</b> Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, recording equipment (optional), scenario cards, flipchart and pens, Jigsaw song 'Together as One', Learning Charter, Jigsaw Jez, certificates, My Jigsaw Journey, Jigsaw Journals,
<b>Questions</b> <ul style="list-style-type: none"> <li>• Did you feel part of the group?</li> <li>• Could you tune into the other people in the group during the game?</li> <li>• Can you recognise when your mind is open, quiet and ready to learn?</li> </ul>	<b>Main Teaching including differentiation:</b>  <u>Connect us</u> Still in a circle, but now standing, play the Blast Off Game up to 10 encouraging children to tune into each other as a group. <u>Blast Off Game.</u> Teacher starts by calling out number 1. Any child can then call out '2', any other child can then call out '3'. Continue in this way until the group reaches '10', but instead of saying the	

	<p>number '10, the whole group shouts 'Blast Off!' and does the action of a rocket blasting off into space. Only one person can call out a number at a time so if two people call out at the same time, the whole process has to start again from the teacher calling out '1'. It may take some practice before the group can tune into each other enough to get from 1 to 10 Blast off without having to start again. When they get good at getting from 1 to 10, just increase the target number to, e.g. 15 or 20 and maybe add a speed factor into the game (how quickly can we blast off at 20?).</p> <p>OR</p> <p>Play Pass the Squeeze, children holding hands behind their backs, in a circle. Teacher passes a squeeze rhythm to first child and it is passed all the way round. See if it ends up the same as it started.</p> <p><u>Calm me</u></p> <p>Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.</p> <p><u>Open my mind</u></p> <p>Ask the children if they know what an 'Agony Aunt' does? Explain that often in newspapers or on some TV and radio shows there are experts who are given the nickname "Agony Aunts.". People write or phone in with a problem they need</p>	<p>Jigsaw Jerrie Cat.</p>
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help solving (usually a personal problem or worry) and the expert (or Agony Aunt) offers advice. Ask the children if they have seen or heard examples of Agony Aunts.

Tell me or show me

Invite the children to be 'Agony Aunts' today. Divide the class into four groups and hand out a scenario to each group. Note that the scenarios contain 'sensitive issues' and may be pertinent to some children in the class. If this is the case these children should be consulted before the lesson to check they are happy for the scenario to be used. Teachers are free to write alternative scenarios if they are more appropriate or use one or two of the scenarios with more than one group.

Each scenario asks the children to offer some advice. There are also questions on the scenario cards that will prompt them about things they can include in their advice. At the end of the lesson each group will share the advice they are offering the child in the scenario through a piece of drama. (Some children may feel anxious about drama, so at this point explain that the drama in this lesson is very easy and nobody will be forced to 'act' or speak if they feel uncomfortable about it. Reinforce the Jigsaw Charter).

Let me learn

Allow an appropriate amount of discussion time in groups for the children to talk about the child in the scenario and what advice they would offer. Ask them to summarise their ideas as a 'thought-shower' (notes and important words) on flip chart.

For the 'drama' part of the lesson, invite each group to share their advice using the following technique. Each group should take approximately 5 minutes:

- Invite one child from a different group to 'role-play' a child in a scenario. The child role-playing does not have to say anything except sit on a chair and read out a scenario card.
- The group who is presenting their piece of drama hands their scenario to be read out by the role-play child.
- The group then offer their advice to the role-play child using their flip chart as a prompt, if needed.
- The teacher (or another adult) acts as the role-play child's voice by standing behind them and asking appropriate questions to illicit more detailed responses from the group. Use the prompt questions on the scenario card as a guide. It is recommended that the role-plays are recorded (or notes made by another adult) to allow the teacher to use them as part of the summative assessment for this Puzzle (unit).

Help me reflect

Slide 1: Children complete My Jigsaw Journey for this (Piece) lesson. Prior to this lesson the teacher has also prepared a Jigsaw Certificate for each child. To round off this Puzzle (unit) bring the children back to the circle and hand out the Certificates. These can also be included in the children's Jigsaw Journals.