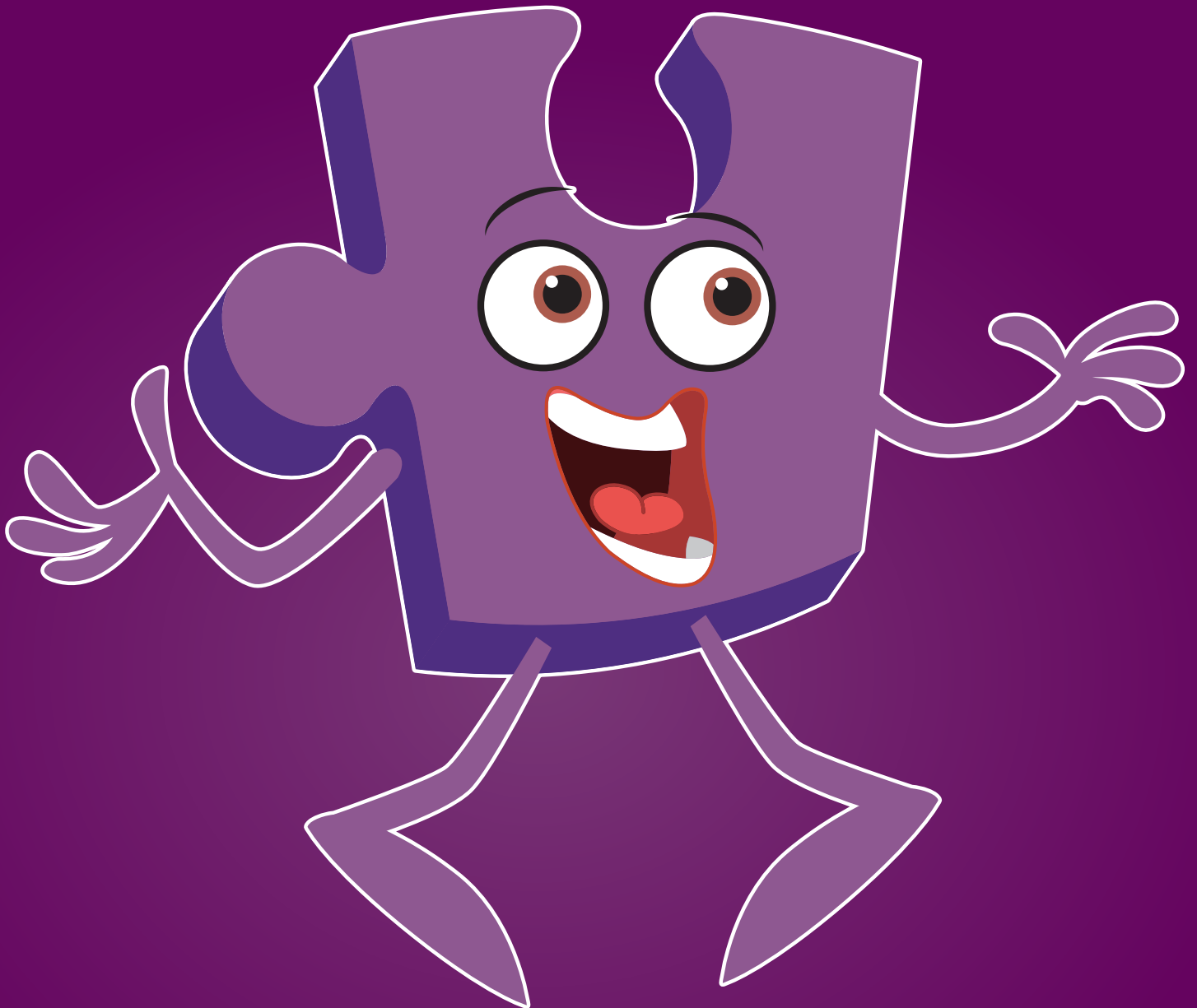


JIGSAW!®

The mindful approach to PSHE



Celebrating Difference - Year 3

www.jigsawpshe.com

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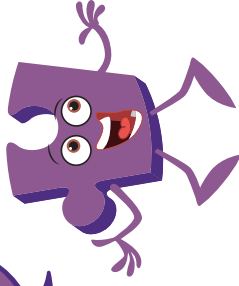


Celebrating Difference

Puzzle Map - Year 3

Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display



Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Accept that everyone is different	1. Families	I understand that everybody's family is different and important to them	I appreciate my family/the people who care for me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Pictures of members of the royal family or pictures of teacher's family, 'Family' pictures, Book: 'The Family Book' by Todd Parr, Cardboard photo frame template, Jigsaw Journals.
Include others when working and playing	2. Family conflict	I understand that differences and conflicts sometimes happen among family members	I know how to calm myself down and can use the 'Solve it together' technique	Jigsaw Chime, 'Calm Me' script, Letter cards to spell 'family' (six cards with a letter on each), PowerPoint slide: Family Conflict, Book: 'And Tango Makes Three' by Justin Richardson and Peter Parnell, 'Solve it together' resource sheet/ PowerPoint/poster, Family conflict scenario cards, Jigsaw Jino, Jigsaw Journals.
Know how to help if someone is being bullied	3. Witness and feelings	I know what it means to be a witness to bullying	I know some ways of helping to make someone who is bullied feel better	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Puzzle Song sheet: 'Playground Blues', BBC Learning clip 10416: 'From bully to best friend', Resource sheet - Bullying story, Handprint paper chain master, Jigsaw Journals.
Try to solve problems	4. Witness and solutions	I know that witnesses can make the situation better or worse by what they do	I can problem-solve a bullying situation with others	Jigsaw Chime, 'Calm Me' script, Sponge ball, Jigsaw Jino, Playground pictures: 'Bullied 1' and 'Bullied 2', 'Solve it together' poster, Scenario cards, Jigsaw Journals.
Try to use kind words	5. Words that harm	I recognise that some words are used in hurtful ways	I try hard not to use hurtful words (e.g. gay, fat)	Jigsaw Chime, 'Calm Me' script, 'Sticks and stones' PowerPoint slide, Jigsaw Jino, 'Solve it together' resource sheet/poster, Jigsaw Journals.
	6. Celebrating difference: compliments	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can give and receive compliments and know how this feels	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'The Colours of Friendship', Large kite display, Small kites templates and six bows per child, Tree branch with leaves on it, Jigsaw Journals, Attainment Descriptor Grid.
	★ Assessment Opportunity			



Assembly (Collective Worship) to launch Puzzle: Celebrating Difference

Puzzle Assembly/Collective Worship Title: Celebrating Difference

Songs: The Colours of Friendship and Playground Blues

Puzzle Assembly/Collective Worship title: Celebrating Difference

Songs: The Colours of Friendship and Playground Blues

Stimulus (focus for reflection): PowerPoint pictures of children from around the world. Alternatively schools could use photos of the pupils in their school with Katy Perry's song - Fireworks

Calm me: Start the assembly by asking the children to take 3 deep breaths while the Jigsaw chime is rung, then to listen to the chime until they can no longer hear any sound.
Tell the children: whisper to the person next to you something that makes you the same as them and something that makes you different.

Help me think about: Recap what the children have seen on the screen - what do they think the Jigsaw Puzzle is about this term? Celebrating difference.

Resources: YouTube - Lanny Sherwin's Everyone is different. Katy Perry - Fireworks song. 2 staff volunteers who are prepared beforehand to come in same colour clothes. Fact cards.

Puzzle Assembly Plan: Ask 2 adults to come up to the front - preferably same sex, similar hair colour, etc. and tell everyone that these adults are exactly the same as each other and say why, same colour clothes, same height, both female/male, etc. They are exactly the same.

One of the adults to role play alongside the lead practitioner and point out that while there may be some similarities actually they are quite different. Give some examples about favourite foods/colours/hobbies, etc.

Lead practitioner to reflect that perhaps it would be very boring if everyone was the same and actually the world is much more fun and interesting because everyone is different.

Ask the pupils to look at their fingertips and look carefully at the lines on them. Tell them that there is no one else in the WORLD that has the same lines on their fingertips as you. That makes you unique. (Check for understanding of the term unique.)

Now ask for some volunteers to come up and read out the unique facts about some animals on our planet, something that makes them completely different from every other type of animal. Use some/all of the following facts:

Sharks lay the largest eggs in the world. Bees have five eyes. No two zebras have the same markings.

Crocodiles can't stick their tongues out. Dolphins sleep with one eye closed. Slugs have four noses.

A snail can sleep for 3 years. Honeybees have hair on their eyes. A hippo can run faster than a man. Tigers have striped skin not just striped fur.

Isn't it brilliant that we are all different?

Help me reflect (time for reflection): Invite the children and adults present to take time to reflect on, or maybe they would like to take time to pray, "talking to their god if that is meaningful to them": Watch/listen to Lanny Sherwin's "Everyone is different". This will provide opportunity to reflect on how they and others are completely unique. Then give children a minute or two to reflect on how they are each unique or what it is about a friend that makes him unique.

Closing the worship: The Jigsaw Puzzle song to be sung and then children leave the hall in a manner reflecting school procedures and routines.

Celebrating Difference

Assembly (PowerPoint Slides) - Year 3





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

**Bees have
five eyes.**

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

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

**Dolphins
sleep with
one eye
closed.**

**Slugs have
four noses.**

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

**Honeybees
have hair on
their eyes.**

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

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

Isn't it brilliant that we are all different?

Playground Blues

I've got the playground blues, my friend's away,
I've got the playground blues, I'm on my own today
I've got the playground blues, playground blues
I'm talking to myself I've got those sad playground blues.

Here comes the playground rescue
We'll be your buddies today.
Here comes the playground rescue
We really want you to play.
Here comes the playground rescue,
We know what to do,
Put away that frown, it's smiles all round
'Cause we'll be a buddy to you.



Playground Blues

Sad blues

F⁷ D[°]/F B^bm F C⁷ F¹³
 I've got the play-ground blues My
 friend's a- way, I've got the play-ground blues, I'm on my own to - day. I've got the
 play-ground blues, [do do do do!] I've got the play-ground blues.
 [do do do dee de!] I'm talk - ing to my - self, I've got those sad play-ground blues,

B^b7 F⁷ F¹³ F C⁷/G G[#]° F/A
 B^b7 F⁷ F¹³ F C⁷/G G[#]° F/A
 B^b13 B^b7 (quiet & sad) F⁷
 B^b13 B^b7 (quiet & sad) F⁷ C⁷ D^b7 C⁷ F
 F⁷ C⁷ D^b7 C⁷ F

mf *p* *mf* *p* *mf* *p*

Detailed description of the musical score: The score is for a piece titled 'Sad blues' in 4/4 time, key of B-flat major. It features a vocal line and a piano accompaniment. The piano part includes triplets and dynamic markings such as *mf* and *p*. The lyrics are: 'I've got the play-ground blues My friend's a- way, I've got the play-ground blues, I'm on my own to - day. I've got the play-ground blues, [do do do do!] I've got the play-ground blues. [do do do dee de!] I'm talk - ing to my - self, I've got those sad play-ground blues,'. The score is divided into four systems, each with a vocal line and a piano accompaniment. Chord progressions are indicated above the notes.

F F7 D°/F Bbm F C7 F C7

1. 2. rit.

I've got the

f p

freely lively

D9 G13 G(b13) C F G C F G C F G

Straight ♩s

D9 G13 G(b13) C F G C F G C F G

f

F F7 C C F G C/E C7 F

SALUTE!

Here comes the play-ground res- cue, — We'll be your bud-dies to-

C G G7 C D7

SALUTE!

day! — Here comes the play-ground res- cue, — We real - ly want you to

C G G7 C D7

G D7 G F B7 C SALUTE! C B°/C C7

play! Here comes the play-ground res- cue, WE KNOW WHAT TO

G D7 G F B7 C C B°/C C7

F F D7 C C/E C/G A7 Dm11 Dm7 G11 G7

DO! Put a - way that frown, it's smiles all round 'cos we'll be a bud-dy to

F F D7 C C/E C/G A7 Dm11 Dm7 G11 G7

C rit. C C/G

1. you! you! We'll be a

C C C/G

D7/G G7 C

bud - dy to you!

D7/G G7 C

pp *ff*

The Colours of Friendship

The colours of friendship
Are leaves on the tree
The signs of our friendship
From you and from me
By working together
All of the way
By caring and sharing,
Giving, living the friendship way

We carefully listen,
To what people say
Respecting each other
Forgiving each day
We show understanding
At lessons and play
By caring and sharing,
Giving, living the friendship way



The Colours of Friendship

Eb/G Cm7 Fm7 Bb7(sus4) Bb7 Eb Ab Eb Bb11 Bb7 Eb

The col-ours of friend ship
care-ful-ly lis - ten

7 Eb7 Ab C7 Fm F7

are leaves on the tree, The signs of our friend ship from you and from
to what peo - ple say, Res-pect-ing each oth - er for - giv-ing each

12 Bb7(sus4) Bb7 Eb G7 Cm Cm/Bb

me. By work-ing to - geth - er all of the way,
day. We show un - der stand ing at les - sons and play,

17 A° Ab Eb/G Cm7 Fm7 Bb7(sus4) Bb7 Eb Ab Eb Eb

By car-ing and shar-ing, giv-ing, liv-ing the friend - ship way. We
By car-ing and shar-ing, giv-ing, liv-ing the friend - ship way.



Weekly Celebration 1

This week we are celebrating people in our school who:

Accept that everyone is different





Weekly Celebration 2

This week we are celebrating people in our school who:

Include others when working and playing





Weekly Celebration 3

This week we are celebrating people in our school who:

Know how to help if someone is being bullied





Weekly Celebration 4

This week we are celebrating people in our school who:

Try to solve problems





Weekly Celebration 5

This week we are celebrating people in our school who:

Try to use kind words





Weekly Celebration 6

This week we are celebrating people in our school who:

Know how to give and receive compliments



Celebrating Difference

Puzzle Overview - Year 3

Puzzle 2 Celebrating Difference	Puzzle Outcome	Resources
Pieces		
1. Families	<p>I understand that everybody's family is different and important to them</p> <p>I appreciate my family/the people who care for me</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Pictures of members of the royal family or pictures of teacher's family, 'Family' pictures, Book: 'The Family Book' by Todd Parr, Cardboard photo frame template, Jigsaw Journals.
2. Family conflict	<p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know how to calm myself down and can use the 'Solve it together' technique</p>	Jigsaw Chime, 'Calm Me' script, Letter cards to spell 'family' (six cards with a letter on each), PowerPoint slide: Family Conflict, Book: 'And Tango Makes Three' by Justin Richardson and Peter Parnell, 'Solve it together' resource sheet/ PowerPoint/poster, Family conflict scenario cards, Jigsaw Jino, Jigsaw Journals.
3. Witness and feelings	<p>I know what it means to be a witness to bullying</p> <p>I know some ways of helping to make someone who is bullied feel better</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Puzzle Song sheet: 'Playground Blues', BBC Learning clip 10416: 'From bully to best friend', Resource sheet - Bullying story, Handprint paper chain master, Jigsaw Journals.
4. Witness and solutions	<p>I know that witnesses can make the situation better or worse by what they do</p> <p>I can problem-solve a bullying situation with others</p>	Jigsaw Chime, 'Calm Me' script, Sponge ball, Jigsaw Jino, Playground pictures: 'Bullied 1' and 'Bullied 2', 'Solve it together' poster, Scenario cards, Jigsaw Journals.
5. Words that harm	<p>I recognise that some words are used in hurtful ways</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p>	Jigsaw Chime, 'Calm Me' script, 'Sticks and stones' PowerPoint slide, Jigsaw Jino, 'Solve it together' resource sheet/poster, Jigsaw Journals.
6. Celebrating difference: compliments Assessment Opportunity ★	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'The Colours of Friendship', Large kite display, Small kites templates and six bows per child, Tree branch with leaves on it, Jigsaw Journals, Attainment Descriptor Grid.

Jigsaw Assessment - Year 3

My Learning Progress This Year

Note to teacher: Recording and tracking progress. A copy of this sheet will be needed as a record for each child (see next page for sheet without teacher note for photocopying). This 'My Learning Progress This Year' sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). Each descriptor has two elements, the purple being PSHE - specific and the green having a social/emotional focus. After the assessment task in each Puzzle, the teacher, using a 'best fit' approach, highlights the appropriate descriptor box on each child's sheet and adds a comment in the box.

Child's name:		Class:			Teacher comments
Assessment Date	Working towards	Working at	Working beyond		
Puzzle 2 Celebrating Difference	I can tell you something I've said that made someone happy or unhappy I know how to give a compliment	I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels	I can give and receive genuine compliments and know how this feels and affects me and the other person	I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship	
Puzzle 3 Dreams and Goals	I can tell you something I did well in a learning challenge and something I want to get better at I am happy to talk about what I did well and use it to make me feel good about myself	I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	I can recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time I am confident to share with others both my success and the difficulties I faced, and I know how to store my feelings of success in my internal treasure chest		
Puzzle 4 Healthy Me	I can name some things I need to keep myself safe from and I can tell you who I can go to for help if I feel unsafe I know how to tell someone if I feel scared	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels	I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom I can express and respond appropriately to feelings of anxiety or fear		
Puzzle 5 Relationships	I can name some examples of things I use every day that have been produced by people in other parts of the world I know I depend on other people and other people depend on me	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood I can express a sense of the responsibility we have for each other because of these connections		
Puzzle 6 Changing Me	I can tell you some of the ways that boys' and girls' bodies change on the inside as they grow up, and I know these changes are connected to making babies I can tell you something I like and something that worries me about the idea of growing up	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings	I can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings		

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

Jigsaw Assessment - Year 3

My Learning Progress This Year

Child's name:		Class:			Teacher comments
Assessment Date	Working towards	Working at	Working beyond		
Puzzle 2 Celebrating Difference	I can talk about one thing that makes me different from my friends I can tell you one thing that is special about me	I can tell you some ways I am different from my friends I understand these differences make us all special and unique	I can describe a variety of ways that I am different from my friends I can tell you why I am proud of the things that make me special		
Puzzle 3 Dreams and Goals	I can tell you about a challenge that I succeeded in I can tell you why this made me feel good about myself	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success I can choose how to celebrate my success and know how to store it in my internal treasure chest		
Puzzle 4 Healthy Me	I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy I know that my body is special and I need to take care of it	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy		
Puzzle 5 Relationships	I can name someone who is special to me and tell you why I like them	I can tell you why I appreciate someone who is special to me and express how I feel about them	I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together I can tell you how I feel about my relationship with this person		
Puzzle 6 Changing Me	I know the main body parts that make boys and girls different and I recognise the correct names for these I know that some parts of my body are private	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private	I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these		

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

Puzzle 2 Celebrating Difference - Year 3

My Jigsaw Learning Record

It is envisaged that, at the beginning of a Puzzle children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. (A photocopiable version is on the next page.) They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the 'Me' box in the relevant Working at, Working towards or Working beyond descriptor box, depending on what he thinks he has achieved. The teacher colours in the 'Teacher' box in the relevant descriptor and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

Where am I with my learning?

Colour in the box to show where you think you are.
Does your teacher agree with you?

	Working towards		Working at		Working beyond	
How am I doing?	I can tell you something I've said that made someone happy or unhappy		I can tell you about a time when my words affected someone's feelings and what the consequences were		I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship	
	Me	Teacher	Me	Teacher	Me	Teacher
	I know how to give a compliment		I can give and receive compliments and know how this feels		I can give and receive genuine compliments and know how this feels and affects me and the other person	
	Me	Teacher	Me	Teacher	Me	Teacher

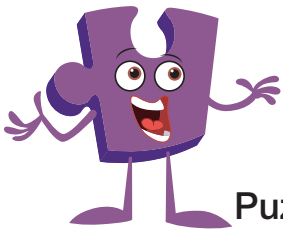
I think...	<p>I enjoyed learning.....</p> <p>I could learn better if.....</p> <p>I still wonder about....</p>
My teacher thinks...	<p>I am impressed with.....</p> <p>Next time.....</p>

Puzzle 2 Celebrating Difference - Year 3

My Jigsaw Learning Record

Where am I with my learning? Colour in the box to show where you think you are. Does your teacher agree with you?						
How am I doing?	Working towards		Working at		Working beyond	
	I can tell you something I've said that made someone happy or unhappy			I can tell you about a time when my words affected someone's feelings and what the consequences were		
	Me	Teacher	Me	Teacher	Me	Teacher
I know how to give a compliment			I can give and receive compliments and know how this feels			I can give and receive genuine compliments and know how this feels and affects me and the other person
	Me	Teacher	Me	Teacher	Me	Teacher

I think...	<p>I enjoyed learning.....</p> <p>I could learn better if.....</p> <p>I still wonder about....</p>
My teacher thinks...	<p>I am impressed with.....</p> <p>Next time.....</p>



Puzzle 2: Celebrating Difference - Year 3 - Autumn 2

Piece 1 - Families

Puzzle 2 Outcome Hall of Fame	Please teach me to... understand that everybody's family is different and important to them appreciate my family/the people who care for me
Resources Jigsaw Jino Jigsaw Chime 'Calm Me' script Pictures of members of the royal family (teacher to source or pictures of teacher's family) 'Family' pictures Book: 'The Family Book' by Todd Parr Photo frame template Jigsaw Journals	Vocabulary Family Loving Caring Safe Connected Difference Special



Teaching and Learning	Ask me this...
<p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us Pass the squeeze. Sitting in a circle, with everyone holding hands: when everyone is calm and concentrating, the teacher passes a squeeze to the person holding his/her right hand and allows the squeeze to pass all around the circle. Then ask the class to do the same thing again but this time with their eyes closed. The teacher touches someone on the shoulder who is to start the squeeze off. This enables the children to really focus and to feel the movement rather than watch it move around the circle. Draw out how the children need to feel the squeeze and how they work as a team to achieve the squeeze moving all around the circle. Next, in talking partners, ask the children to identify one way their families are the same and one way their families are different. Pass Jigsaw Jino around the circle and ask the pairs to complete the sentences: "One way our families are the same is..." "One way our families are different is..." Draw out with the children what is good/positive about the things that are the same and what is good/positive about the things that are different. Encourage the children to see difference as something to celebrate.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p>	<p>What difference was made by closing our eyes? How are your families the same? How are they different?</p> <p>Does your mind feel calm and ready to learn?</p>

Open my mind

One at a time, pictures of members of the Royal family are placed up on the whiteboard and with each picture the teacher asks the question, "Who is this?" Then asks "How are they connected?" Draw out from the children that they are all part of a family. Alternatively, instead of using pictures from the Royal family, it would be great if photos of people from within the teacher's family are shown on the screen with the same element being drawn out; that these are people from a family, the teacher's family.

Tell me or show me

Show on the whiteboard the family pictures PowerPoint:

- mixed race family
- cat and kittens
- mum and dad and child family
- single parent family
- extended family
- single sex family
- herd of cows
- older couple
- class of children
- single person
- one person and his dog
- mum with children

Which pictures show a family? In groups, sort out/discuss which of the pictures shows a family, which ones don't and why.

The teacher shows one of the pictures at a time and each group gives their verdict as to whether they consider this to be a family and why. Teacher makes a list of the children's criteria on the flipchart.

Encourage the children to notice the differences in their justification and criteria for what makes a family. After discussing each picture, ask each group to write a definition of what a family is to them. Complete the stem sentence: "A family is..."

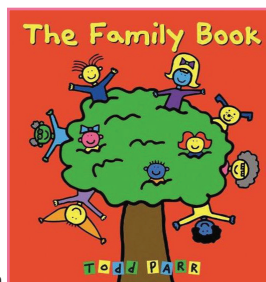
Each group reads out their definition and displays it on the board. The teacher draws out the common elements of the definitions, i.e. people who care about/love each other. Finally, the groups return to the pictures and identify which pictures are definitely not families and discuss the reasoning behind this.

Let me learn

Read the book: 'The Family Book' by Todd Parr.

Ask the children to draw a picture of their own family on a piece of paper. Give each child a picture frame and place the picture into the picture frame; around the edge of the picture frame, write some words which describe what their family means to them.

Set aside a space in the classroom for a picture gallery and invite each child to explain to their group who is in their family and to say what their family means to them. Then, with the child's permission, place their framed picture in the picture gallery.



Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, each child writes one thing they appreciate about being a member of their family.

The teacher closes this lesson by reinforcing the learning that there are many different types of families and this is ok. Usually a family is a group of people who are related and who care about each other. Encourage the children to appreciate their own families and appreciate the difference between families.

Notes

It is imperative that the teacher is aware of each child's family background and is aware of any sensitivities BEFORE undertaking this lesson. If it is likely that this lesson may be difficult for a child due to family circumstances, the teacher needs to talk quietly with the child ahead of time, explaining the content of the lesson and offering the child the opportunity not to participate if it would be painful for them to do so. This must be the child's choice and must be handled sensitively.



How are these people connected?

What is a family?

What makes a family?

Who is in your family?

What does your family mean to you?

What words describe how you feel about your family?

Celebrating Difference

Calm Me Script - Year 3 - Piece 1

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like soldiers. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you. Close your eyes if you are comfortable to do so or fix your eyes on a point in front of you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Next time I strike the chime see if any pictures come into your imagination that are peaceful and calm. Smile and enjoy feeling calm and happy.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 4 in your head as you breathe in and 1,2,3,4 as you breathe out again, nice and gently so you feel happy and peaceful. Breathe in 1,2,3,4 and when you breathe out whisper, or say in your head "Leave my worries at the door"...

Keep breathing in and out...1,2,3,4....."Leave my worries at the door."

You feel safe and calm and peaceful.

Celebrating Difference

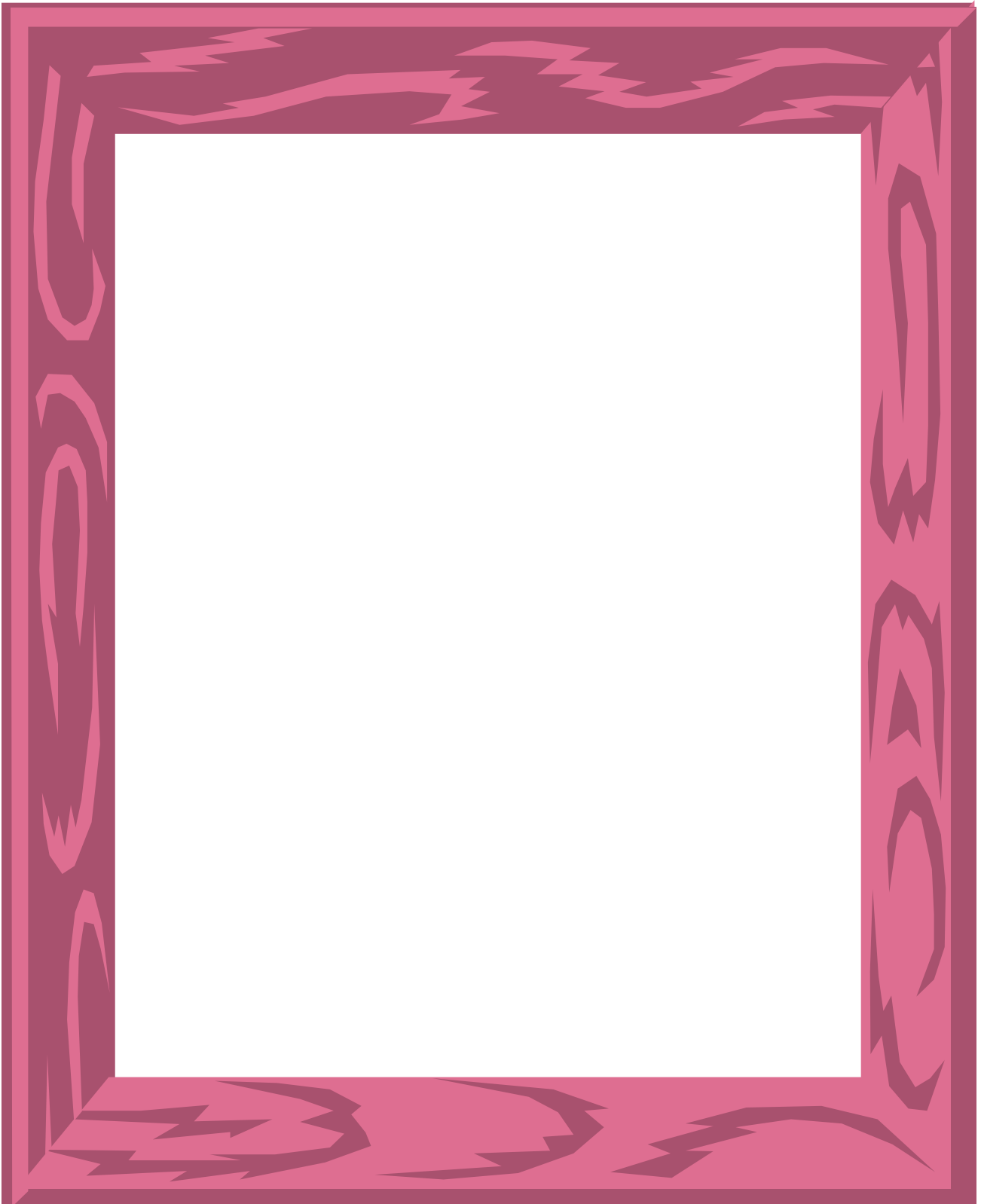
'Family' Pictures PowerPoint - Year 3 - Piece 1

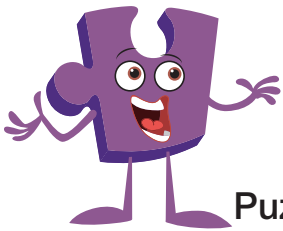




Celebrating Difference

Photo Frame Template - Year 3 - Piece 1





Puzzle 2: Celebrating Difference - Year 3 - Autumn 2

Piece 2 - Family Conflict

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... understand that differences and conflicts sometimes happen among family members know how to calm myself down and can use the 'Solve it together' technique</p>	
<p>Resources Jigsaw Jino and Feelings bag Jigsaw Chime 'Calm Me' script Letter cards to spell 'family' (six cards with a letter on each) PowerPoint slide: Family Conflict Book: 'And Tango Makes Three' by Justin Richardson and Peter Parnell 'Solve it together' resource sheet/ PowerPoint/poster Family conflict scenario cards Jigsaw Journals</p>	<p>Vocabulary Family Conflict Solve it together Solutions Resolve</p>	
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us Sitting in pairs in the circle, pass around Jigsaw Jino's feelings bag Play the letters game. Divide the children into six groups and give one of the groups a card with a letter on (the letters on the cards, if put together, would spell the word 'family'). Ask the children in that group to look at the card and then to make the letter with each person in the group being involved and to freeze so that the other groups can guess what the letter is. Then invite each group in turn to make their letter and enable the other groups to guess what the letter is. Once each group has had a turn, ask the children to guess what word might be spelled out if the letters were arranged in a particular order; ask them to work together as a whole group to spell the word 'family'. Draw out the skills needed to make the letters, e.g. team work, involving each person, communication skills, and ask them to think about how they managed the task.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p>		<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>

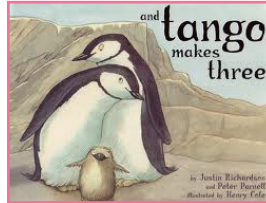
Open my mind

Show the children the PowerPoint slide of the family conflict situation between two parents. Ask the children what they see in the picture. What are the people feeling? What has just happened?

Reinforce the idea that it is normal for there to be conflict in families and that there are ways to solve it. Be vigilant and reinforce that all children have the right to be safe in their families. Make sure that the children know they can talk to you if this lesson raises any issues for them.

Tell me or show me

Read the first part of the story: 'And Tango Makes Three' by Justin Richardson and Peter Parnell. Ask the children to suggest the end of the story and any solutions they can think of.



A forum approach can then be used to 'hot seat' one of the children as the main character in the story and they can then act out ideas to solve the conflict. List the ideas/solutions that the children come up with.

Then, read the rest of the story and draw any comparisons with what the children came up with and the actual end to the story.

Let me learn

Using the 'Solve it together' resource sheet, teach children how to use this technique. Invite the children to use the story scenario and enable them to act out the 'Solve it together' technique to resolve the conflict.

Divide the children into pairs or groups of three and give each group one of the family conflict scenario cards. With each child taking a role, invite the groups to act out the scenarios and to use the 'Solve it together' technique to resolve the conflict.

Ask the children to stick the 'Solve it together' resource sheet into their Jigsaw Journals or to write it in so that it can be used as a reference.

Help me reflect

In the Reflection Puzzle Piece in their Jigsaw Journals, ask the children to write about one conflict in their family and their idea about how to solve it. You might like to offer some suggestions if any children struggle think of an appropriate subject.

Notes

Whilst some level of conflict is normal in most families, the teacher must be aware that some children will be living in a domestic violence situation and this will be their interpretation of conflict. The teacher needs to be as aware as possible of each child's family situation; if a child is living in a context of extreme conflict/domestic violence, the teacher will need to talk quietly with the child ahead of time, explaining the content of the lesson and offer the child the opportunity of not participating in the lesson. This must be the child's choice. The teacher must be vigilant during the lesson as to the impact it is having on the children within the class: he/she may not already know the context of some children's home lives. If any disclosures are made, safeguarding procedures must be followed immediately.

What do you see in the picture?
What feelings do each of the people feel?
How might this situation be solved?

How can the conflict be solved?
What are the possible solutions?

How can the 'Solve it together' technique be used?
What possible solutions will ensure each person feels happier?

Celebrating Difference

Calm Me Script - Year 3 - Piece 2

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like soldiers. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you. Close your eyes if you are comfortable to do so or fix your eyes on a point in front of you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

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Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 4 in your head as you breathe in and 1,2,3,4 as you breathe out again, nice and gently so you feel happy and peaceful. Breathe in 1,2,3,4 and when you breathe out whisper, or say in your head "Leave my worries at the door"...

Keep breathing in and out...1,2,3,4....."Leave my worries at the door."

You feel safe and calm and peaceful.

The teacher may like to play some very quiet music while the children draw their calm pictures in their Jigsaw Journals. Some children may find it helpful to start subsequent 'Calm Me' sessions by looking at their calm picture (see teacher notes).

After the Calm Me exercise in Piece 2, children might like to add detail to their calm pictures.

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

Celebrating Difference

Family Conflict PowerPoint - Year 3 - Piece 2

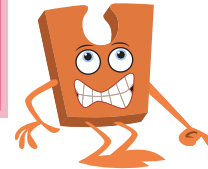


'Solve it together' Technique

Step 1 - 'Solve it together' code

Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



Step 2 - Hearing both sides of the problem

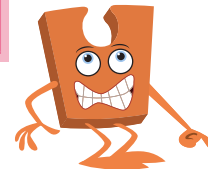
Each child has the chance to say what he/she thinks happened.



Step 3 - Sharing feelings

Each child has the chance to say how he/she feels about the situation.

Then each child has a chance to say how he/she thinks the other person might be feeling.



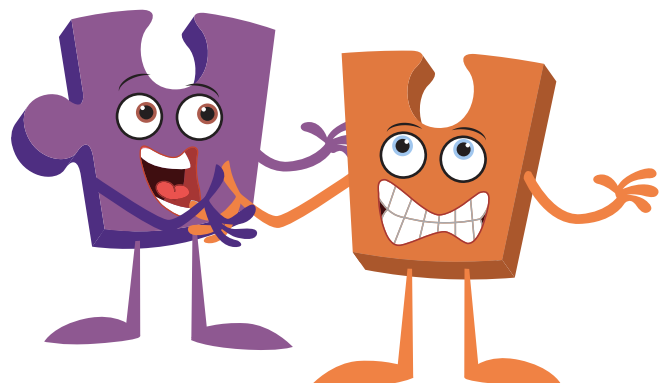
Step 4 - Finding solutions

The children think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

The children choose a solution and shake hands.



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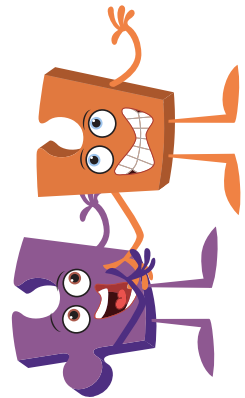
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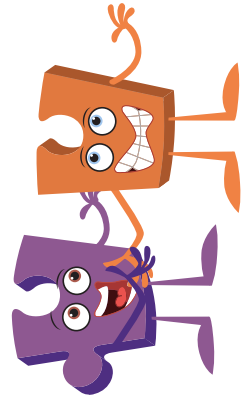
Step 4 - Finding solutions

The children think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

The children choose a solution and shake hands.



Celebrating Difference

Family Conflict Scenarios - Year 3 - Piece 2

Jane wants to watch her favourite TV programme, Scooby Doo, on TV but Joshua, her brother, wants to watch Octonauts. They start to shout at each other until their mum comes in and switches the TV off altogether.

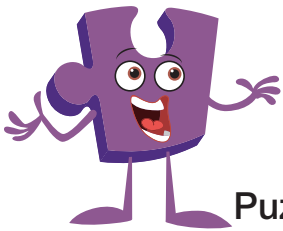
Alfie is always going into his sister Maxine's room and messing up her things. She is getting more and more cross and decides to take some of his things from his room.

It's dinner time and mum has cooked fish fingers and chips but Scott refuses to eat it, saying he is not hungry. He says he wants pizza instead.

Mum is cross because dad has washed the gardening tools in the kitchen sink and has left mud everywhere. She says she is always the one that cleans up and she thinks someone else should help.

Ahmed and Asha are playing Connect Four. Ahmed wins but Asha shouts at him that he was cheating and had two turns when it was her turn. Ahmed laughs at her and she storms off, refusing to play again.

Cohen borrows Grace's pencil case and breaks two of the pencils accidentally when he is colouring. Grace is mad, saying he never lets he borrow his things and always breaks her things. She then grabs his ruler and breaks it.



Puzzle 2: Celebrating Difference - Year 3 - Autumn 2

Piece 3 - Witness and Feelings

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to...</p> <p>know what it means to be a witness to bullying</p> <p>know some ways of helping to make someone who is bullied feel better</p>	
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Song sheet: 'Playground Blues'</p> <p>BBC Learning Clip 10416: 'From bully to best friend'</p> <p>Jigsaw Jino</p> <p>Resource sheet - Bullying story</p> <p>Jigsaw Journals</p>	<p>Vocabulary</p> <p>Witness</p> <p>Bystander</p> <p>Bullying</p> <p>Gay</p> <p>Unkind</p> <p>Feelings</p> <p>Tell</p>	
<p>Teaching and Learning</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us</p> <p>Play 'Switch' using statements such as:</p> <p>Switch places if you:</p> <ul style="list-style-type: none"> • have blue eyes • like eating chocolate • have a younger sister • have a pet dog <p>Then bring in statements such as:</p> <ul style="list-style-type: none"> • have ever seen anyone being mean to someone else in the playground • have ever felt upset in the playground • have ever fallen out with a friend • have felt upset about how you saw someone else being treated in the playground <p>(NB: This will give you an idea of what the children think about this without them having to actually voice the words themselves. It needs to be conducted sensitively and vigilantly. Children need to know that if it brings up anything they would like to talk to you about that they can after the lesson.)</p> <p>Calm me</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.</p>		

Open my mind

Sing the Jigsaw Song: 'Playground Blues'.

Share any thoughts that this brings up for the children.

Tell me or show me

Share the BBC Learning Clip 10416: 'From bully to best friend' with the children.

Ask the children to think about a time when they felt lonely in the playground or when someone was unkind to them and, if they are happy to, ask them to share what happened.

Then, ask them to think about what they might/could do to help if they saw someone who was alone or looked sad in the playground. Use Jigsaw Jino as the talking object to be passed around the circle to gain the children's ideas and suggestions.

Remind the children of the features of bullying:

1. It doesn't just happen once: it goes on over time and happens again and again
2. It is deliberate: hurting someone on purpose, not accidentally
3. It is unfair: the person doing the bullying is stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the person being bullied is not.

Let me learn

Read the resource sheet bullying story to the children.

Clarify with the children what happened in the story and ask them to think about why they think bullying happens.

Clarify the meaning of the word 'gay'. Firstly, ask the children what they think it means. Establish that it is a word that some people use wrongly and that it is not acceptable to use the word 'gay' as an insult or a hurtful word. Explain to the children, in a way appropriate to their maturity, that the word 'gay' refers to someone who is attracted to/loves a person of the same sex, i.e. it is when a boy has a boyfriend when he is older, or a girl has a girlfriend when she is older; it is when a person, when they are older, has a loving relationship with someone from the same sex.

Ask a group of children to act out the story and hot seat the characters at different times to draw out the feelings that each of the characters might have and to question their behaviour.

Stop bullying hand chain

Ask the children to return to their tables and give them each a piece of paper that they fold into two. Show and explain to the children how they need to place their hand as near to the fold as possible and to then draw around their hand. Show them how to cut out their handprint without cutting the fold so that they have two hand prints joined together when they open it out.

Then, ask the children to write a slogan such as 'Stop bullying' with one word in the centre of each of their hand prints; next, ask them to write ideas on each of the fingers on their hand prints about how they could help someone that is being bullied.

Once complete, the handprints of everyone in the class can be joined together as a paper chain of ideas which can be displayed in the classroom and/or in the Hall of Fame display at the end of this Puzzle.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, ask the children to choose one of the ideas from their hand print chain and explain how this might help.

What feelings might you have felt at this time?

What did you/could you have done?

Notes

Homophobic language and bullying

Children often use the word 'gay' as a derogatory term, sometimes without understanding what it means. Often children think it means 'stupid'. The most important thing is to emphasise that no words should be used to hurt people. However, it may be necessary to give an explanation what the word actually means. This needs to be done sensitively and appropriately with regard to children's age and maturity level. It is not necessary with Year 3 children to add a sexual connotation to the word. It is usually enough to explain to children that being gay means being attracted to/ loving someone of the same sex in a boyfriend/girlfriend relationship.

Using the word 'gay' in a derogatory way is seen as homophobic and as such is completely unacceptable. Teachers need to be as vigilant about this as they would as if racist language was used.

Celebrating Difference

Calm Me Script - Year 3 - Piece 3

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like soldiers. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you. Close your eyes if you are comfortable to do so or fix your gaze on a point in front of you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Next time I strike the chime see if any pictures come into your imagination that are peaceful and calm. Smile and enjoy feeling calm and happy.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

Let your imagination make a picture for you inside your head...imagine you are in a lovely safe garden on a sunny, warm day with your special friend and you are both lying on the grass looking up at the sky. There are soft fluffy white clouds floating gently by and you wonder how it would feel to be floating on the clouds yourself. ...soft fluffy clouds and you are floating along, having fun and feeling safe and calm and happy.

Let your whole body feel light, safe, calm and happy.

Gently breathe in 1,2,3,4 and out 1,2,3,4.....a few times and then listen until you can no longer hear any sound coming from the chime (strike the chime just once).

Invite the children to very gently bring their attention back into the classroom and remind them that peaceful minds can usually concentrate and learn better.

They might want to try breathing with the clouds at home, especially to help them drop off to sleep at night.

Celebrating Difference

Story Resource Sheet - Bullying - Year 3 - Piece 3

It was a bright sunny day in the playground and all the children were running, laughing and playing games. That is, except for Mark, who was stood on his own, close to the tree in the corner of the playground, trying to not be noticed by any of the other children. He looked sad and worried.

Just then, Simone and her friends began to move slowly and deliberately towards Mark and began to taunt and call him names and they began to make fun of his family. "There he is, stinky Mark who has no friends, his family stinks too", sneered Simone. "You're gay", said Asha, looking at Simone as she said it to show Simone she was part of the gang. Tim and Maddy giggled and laughed, pretending to hold their noses. They all copied Simone: she was the one who said the nasty, cruel things every day.

Mark cringed and pushed himself nearer to the tree. He was expecting this: it happened every playtime and in the classroom or the corridors or wherever he was on his own and Simone or one of her gang was near him. It had been going on for weeks and Mark was feeling more and more unhappy and upset. He could hardly concentrate on his work at school; he also was finding it difficult to sleep as he was beginning to have nightmares. He feels sick every day and doesn't want to come to school but he is frightened to tell his mum or his teacher.

On this day when Simone and her friends were being cruel to Mark, another boy, Olu, noticed what was happening. He felt very sick to see how Mark was being treated. As the bell went and Simone and her group ran off to push to the front of the line, Olu waited for Mark and spoke to him. "Are you OK? They were being pretty mean to you."

Mark was a bit scared to say anything at first, so he nodded and tried to walk to the line before the teacher told him to hurry up. "You should tell someone", said Olu.

"It'll only get worse if I tell someone", said Mark. "It happens all the time. I've just got to get used to it."

"No, you mustn't let it happen all the time. You must tell a teacher. I'll come with you if you like", said Olu.

"Would you?" said Mark, looking at Olu in disbelief.

"Of course," said Olu.

The two boys asked the teacher if they could speak to her at lunchtime. She said that would be fine and when lunchtime came she listened very carefully to what the two boys had to say. The teacher praised Olu for encouraging Mark to tell her what was happening and she also said how brave and strong Mark had been to tell her everything. Mark told her what Simone and her gang said to him, how he was feeling and how it was affecting his school work; he even said that he was finding it difficult to sleep. The teacher told Mark that things would get better and he shouldn't be feeling so unhappy or worried from now on. Mark felt relieved to have told someone what had been happening and he felt that the teacher now understood. She asked Mark if he felt he could tell Simone and her friends how he was feeling but he said he didn't think he could do that. So the teacher said, "Would it be ok with you if I spoke with them and told them?"

Mark was a little bit worried but he agreed. Olu said he could play with him at playtime if he wanted to so he wouldn't be on his own. Mark felt very happy about this.

The teacher then spoke with Simone and her friends. She said how someone in the class was feeling upset and worried about coming to school because other children were being cruel and calling names and bullying him. She asked the children if they knew the names that were being called.



Reluctantly, Asha said, “stinky” and “gay.” The teacher then asked if they knew what gay actually meant. The children shook their heads. The teacher explained that the word ‘gay’ means someone who, if they are a boy, they have a boyfriend when they are older, or, if they are a girl, they have a girlfriend when they are older. She told the children how it is very unkind to call anyone names at all, especially if it is said in a cruel way; the teacher said that she didn’t expect anyone in her class to use the words ‘gay’ or ‘stinky’ about any other child.

The children looked very uncomfortable and sorry.

The teacher said to them that the person was feeling sick inside and had a pain in their heart as they had no one to play with and always felt scared that they would be called names or laughed at. She also told them that the person couldn’t sleep properly and had begun to feel ill every day in school. She said that she wondered if they could help.

The children began to look more uncomfortable and Tim and Maddy looked shocked that someone could be feeling this way.

“I didn’t realise he felt that bad”, said Maddy.

“I’m sorry”, said Tim.

“Well”, said the teacher, “now we know how he has been feeling, I wonder if you can think of any ways to help.”

“I can apologise and I won’t do it again”, said Maddy.

“I will see if he wants to play with me at playtime”, said Tim.

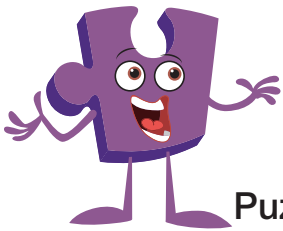
“Simone and Asha, do you have any ideas?” asked the teacher.

“I will apologise”, said Asha, “and I’ll see if he wants to help me take the register back to the office.”

Simone still looked uncomfortable, but said she would leave him alone and let him play games with them all at playtime.

“OK, that is great!” said the teacher. “I’m confident that you now will make sure that everyone in our class feels safe and happier, and I will be looking out for how you are helping to make that happen.”

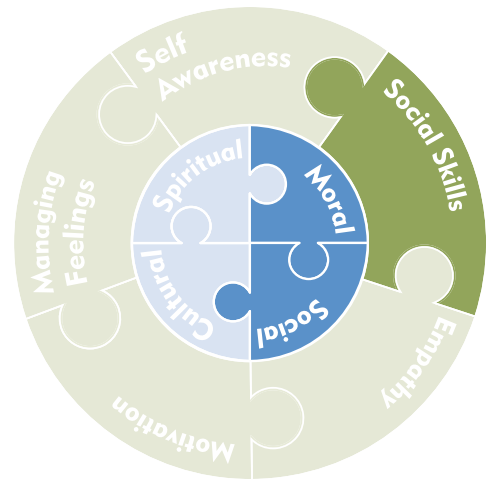




Puzzle 2: Celebrating Difference - Year 3 - Autumn 2

Piece 4 - Witness and Solutions

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... know that witnesses can make the situation better or worse by what they do problem-solve a bullying situation with others</p>
<p>Resources Sponge ball Jigsaw Chime 'Calm Me' script Jigsaw Jino Playground pictures: 'Bullied 1' and 'Bullied 2' 'Solve it together' poster Scenario cards Jigsaw Journals</p>	<p>Vocabulary Witness Bystander Bullying Gay Unkind Feelings Tell</p>



Teaching and Learning

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us

Play word ping pong.

With the children stood in a circle, the teacher has a soft ball and explains that she will gain eye contact with someone and throw the ball to them. As the ball is thrown, the teacher will also say a random word that the child who receives the ball needs to respond to with the first word that springs to their mind on hearing the teacher's word: e.g. the teacher shouts "Cheese" and the responder shouts "Crackers"; the child with the ball now throws it to someone else in the circle who then shouts the first word that springs into their mind e.g. "Christmas".

The game continues with the ball being thrown to other children in the circle who then say the first word that comes to mind.

Ask the children to think about how easy or difficult they found the game and point out how it becomes a kind of chain reaction where, what one person says leads onto the next and so on. It can be pointed out later that this is often how difficulties can start in the playground: when one person says something, it can lead to another person saying something else, and so on...

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.

Open my mind

Share the picture 'Bullied 1' with the children. Use Jigsaw Jino as the talking object and ask children what they think has just happened to make this person think/feel this.

Ask me this...

Does your mind feel calm and ready to learn?

What has happened?

What might the person be feeling?

Tell me or show me

Share with the children the picture 'Bullied 2'. In groups, ask the children to act out the scenario with their lead character being one of the bystanders in the picture. The group needs to think about:

- What might that bystander be thinking about what they have seen?
- What do they feel?
- What do they do?

Each group develops their role play and then shares their ideas. The children can either share their role-play scenario, making it explicit what the bystander thinks, feels, does.

Alternatively, the children could develop freeze frames of their scenario and then a forum theatre-style could be used to ask questions of the characters to ascertain the thoughts, feelings and actions of the characters, particularly the bystander.

Let me learn

Recap the 'Solve it together' technique by sharing with the children the poster and talking through each of the stages. In small groups children rehearse the 'Solve it together' technique using scenario cards. Ask a couple of groups to role play and demonstrate how they used the 'Solve it together' technique.

Photos could be taken of the children practising the 'Solve it together' technique, which could then be stuck into the children's Jigsaw Journals.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journal invite the children to complete the stem sentence: "A bystander can help in a bullying situation by..."

What does each of the bystanders think about the situation?

How might they feel?

What might they do?

What might you do if you were in this situation?

How can the situation be resolved?

Did you manage to resolve the difficulty?

Notes

Homophobic language and bullying

Children often use the word 'gay' as a derogatory term, sometimes without understanding what it means. Often, children think it means 'stupid'. The most important thing is to emphasise that no words should be used to hurt people. However, it may be necessary to give an explanation what the word actually means. This needs to be done sensitively and appropriately with regard to children's age and maturity level. It is not necessary with Year 3 children to add a sexual connotation to the word. It is usually enough to explain to children that being gay means being attracted to/ loving someone of the same sex in a boyfriend/girlfriend relationship.

Using the word 'gay' in a derogatory way is seen as homophobic and, as such, is completely unacceptable. Teachers need to be as vigilant about this as they would as if racist language were used.

Celebrating Difference

Calm Me Script - Year 3 - Piece 4

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like soldiers. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you. Close your eyes if you are comfortable to do so or fix your gaze on a point in front of you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Next time I strike the chime see if any pictures come into your imagination that are peaceful and calm. Smile and enjoy feeling calm and happy.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

Let your imagination make a picture for you inside your head...imagine you are in a lovely safe garden on a sunny, warm day with your special friend and you are both lying on the grass looking up at the sky. There are soft fluffy white clouds floating gently by and you wonder how it would feel to be floating on the clouds yourself. ...soft fluffy clouds and you are floating along, having fun and feeling safe and calm and happy.

Let your whole body feel light, safe, calm and happy.

Gently breathe in 1,2,3,4 and out 1,2,3,4.....a few times and then listen until you can no longer hear any sound coming from the chime (strike the chime just once).

Invite the children to very gently bring their attention back into the classroom and remind them that peaceful minds can usually concentrate and learn better.

They might want to try breathing with the clouds at home, especially to help them drop off to sleep at night.

Celebrating Difference

Bullied 1 - Year 3 - Piece 4



Celebrating Difference

Bullied 2 - Year 3 - Piece 4

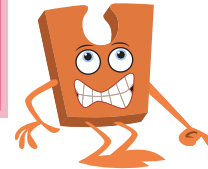


'Solve it together' Technique

Step 1 - 'Solve it together' code

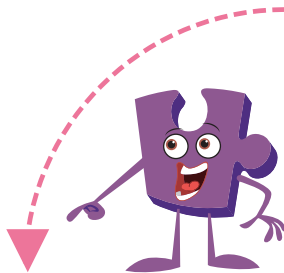
Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



Step 2 - Hearing both sides of the problem

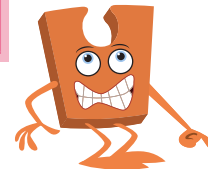
Each child has the chance to say what he/she thinks happened.



Step 3 - Sharing feelings

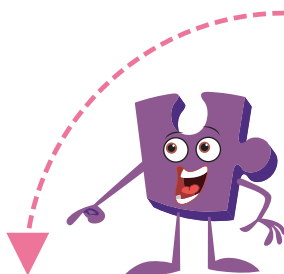
Each child has the chance to say how he/she feels about the situation.

Then each child has a chance to say how he/she thinks the other person might be feeling.



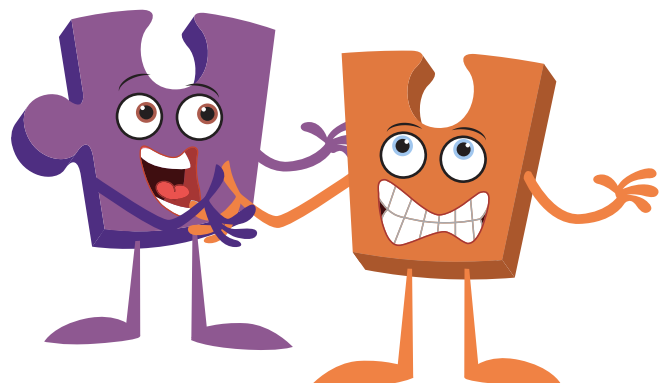
Step 4 - Finding solutions

The children think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

The children choose a solution and shake hands.



Celebrating Difference

Scenario Cards - Year 3 - Piece 4

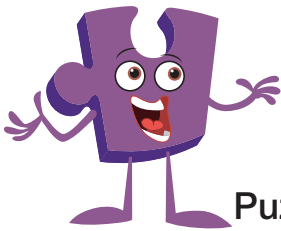
1. Sarah and Ben are playing football. Yussef asks if he can play but Ben says, “No, we’ve already picked our teams, you can’t play.” Yussef then grabs the ball and runs away with it, spoiling their game.

2. Sally and Jemma are skipping. Sally accidentally trips Jemma up. Jemma shouts at her, “You idiot! Watch what you are doing!” Sally is upset as she hadn’t meant to do it and runs away from the game.

3. Mark pushes into the line knocking into Simion into the wall. “Watch out, you gay”, Simion shouts and pushes Mark.

4. Lily is always calling Lee names. She waits for him at playtime and after school, taunting him and saying mean things about his family and his clothes. Lee doesn’t understand why she is so mean to him.

5. Flora won’t let Emily join in the dance competition and says to Emily, “You’re fat; we don’t want you on our team.”



Puzzle 2: Celebrating Difference - Year 3 - Autumn 2

Piece 5 - Words That Harm

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... recognise that some words are used in hurtful ways try hard not to use hurtful words (e.g. gay, fat)</p>	
<p>Resources Jigsaw Chime 'Calm Me' script 'Sticks and stones' PowerPoint slide Jigsaw Jino A4 paper Consequences Game questions Consequences Game example story 'Solve it together' resource sheet/poster Jigsaw Journals</p>	<p>Vocabulary Consequences Hurtful Solve it together Gay</p>	
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us Play the Mexican wave game, passing around the circle and drawing out how they work together as a group to achieve this. Highlight the learning point that every cause has an effect (a consequence).</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p>Open my mind Show the children the PowerPoint slide: 'Sticks and stones can break my bones but words can never hurt me'. In talking partners, children discuss this statement. Do they agree/disagree and why? Take some feedback using Jigsaw Jino as the talking object.</p>		<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>

Tell me or show me

Consequences game (see PowerPoint for questions but do not show children at this stage).

Each child has a piece of A4 paper. Ask the children to write one answer on their paper in response to question 1. They then fold the paper with that answer on away from them and pass the strip of paper to the person on their left. That person writes their response to question 2 and folds that answer away from them, and passes the paper to the person on their left. Continue until all six questions are answered on the paper by six different people.

Invite one child to open up their consequences paper and model how they tell the story using the six questions (show questions on PowerPoint and see the example story.)

Then, invite another child to create a similar story using the answers on their piece of paper. Draw out how hurtful words can be and discuss some of the reasons why some children use hurtful words towards others. Ask the children if this is 'bullying'.

Let me learn

NB: It may be likely that some children will use the word 'gay' as a derogatory term. Explain this to the children in terms that are appropriate to their age and development. See teacher's notes for guidance.

In small groups, children tell each other the story from their answers on their pieces of paper. After each story the scribe in the group writes on flipchart a list of hurtful words and the reasons these might have been said. Each group's spokesperson reports back to the class and the teacher summarises the hurtful words and reasons for them. The teacher then reinforces the 'Solve it together' technique and gives children the opportunity to rehearse this in pairs using the scenarios in their stories. If time, pairs can show the class their scenarios.

Children stick their consequences story into their Jigsaw Journal and, next to it, write three words to describe how it felt to be upset by hurtful words.


Help me reflect

Show children the 'Open my mind' PowerPoint slide, 'Sticks and stones'. In the Reflection Puzzle Piece in their Jigsaw Journals, ask each child to write their response to that statement.

Notes

See 'Homophobic language and bullying notes' in Piece 4.

Compliments kites:

For next week, each child will need a paper kite with a piece of string already attached to it and six bow shapes already cut out of coloured card. The kites work best if they are flipchart paper size. 

What is bullying?

What might the consequences be for using hurtful words?

Celebrating Difference

Calm Me Script - Year 3 - Piece 5

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like soldiers. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you. Close your eyes if you are comfortable to do so or fix your gaze on a point in front of you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Do this again and invite children to listen so carefully that when they can no longer hear the sound of the chime they can focus all their attention on the sounds they can hear outside the classroom.

Then strike the chime again and this time when there is no more sound from it, change the channel and focus your attention to the sounds you can hear inside the classroom.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

Gently breathe in 1,2,3,4 and out 1,2,3,4.....a few times and then listen until you can no longer hear any sound coming from the chime (strike the chime just once).

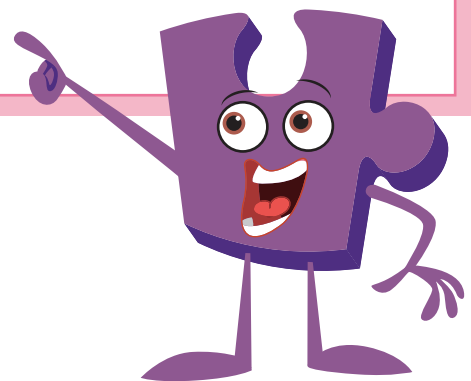
Invite the children to very gently bring their attention back into the classroom and remind them that peaceful minds can usually concentrate and learn better.

Celebrating Difference

Sticks and Stones PowerPoint - Year 3 - Piece 5

Sticks and Stones

Sticks and stones
may break my bones
but words
will never hurt me.



Celebrating Difference

Consequences Game Questions - Year 3 - Piece 5

1. Write a child's name (but not the name of someone in this class)

2. This child was really upset at playtime because someone had used words to hurt their feelings. Write one word that could be hurtful.

3. Ask the children why they think those words were said.

4. Write another child's name (again, not a name of someone in this class).

5. Child 2 empathised with child 1 and stepped in to help. What did they do?

6. How should this situation be resolved so it doesn't happen again?

Celebrating Difference

Consequences Game Example Story - Year 3 - Piece 5

1. Harry

2. was upset in the playground because someone had used hurtful words towards him, “Harry, you are gay and can’t play with us.”

3. They said this because they were jealous that Harry is really popular and has lots of friends, not because they know what ‘gay’ means.

4. Jenny

5. saw that Harry was upset and asked him if what had happened and listened while Harry explained. She said she was sorry he was upset and went with him to find a teacher to tell.

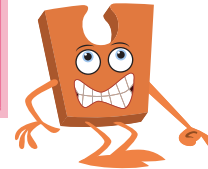
6. The teacher helped Harry and the person who had used the hurtful words to talk together about what had happened and use the ‘Solve it together’ technique to resolve the situation.

'Solve it together' Technique

Step 1 - 'Solve it together' code

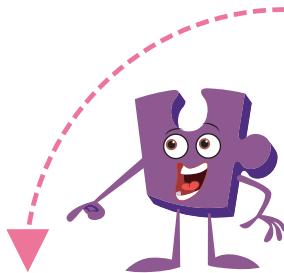
Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
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Step 2 - Hearing both sides of the problem

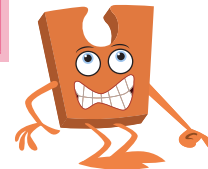
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Step 3 - Sharing feelings

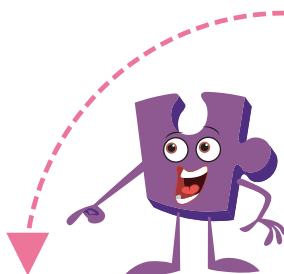
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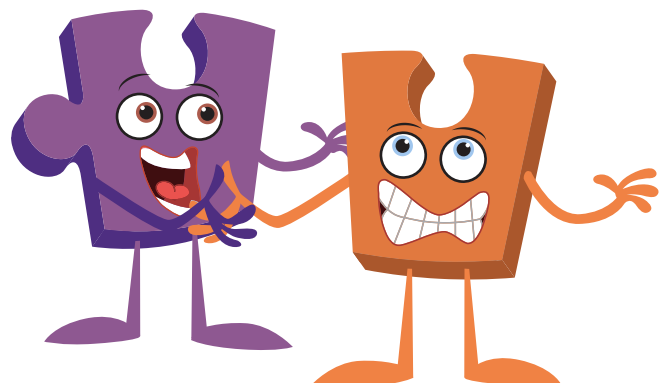
Step 4 - Finding solutions

The children think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

The children choose a solution and shake hands.

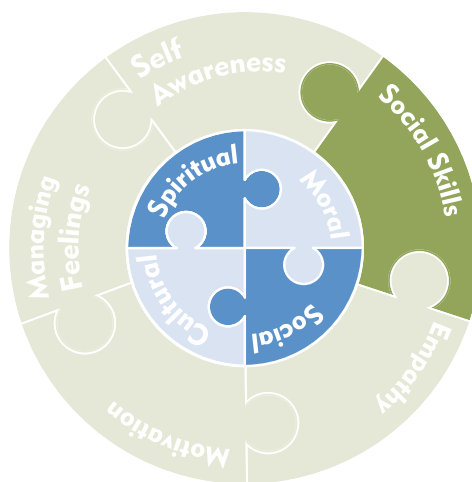




Puzzle 2: Celebrating Difference - Year 3 - Autumn 2

Piece 6 - Celebrating Difference: Compliments

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... tell you about a time when my words affected someone's feelings and what the consequences were give and receive compliments and know how this feels</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: 'The Colours of Friendship' Large kite display Small kites templates and six bows per child Tree branch with leaves on it Jigsaw Journals Attainment Descriptor Grid</p>	<p>Vocabulary Compliment Special Unique Difference Similarity</p>



Teaching and Learning

The Jigsaw Charter
Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us
Play 'switch', but instead of switching because they have blue eyes, etc. the children switch if they can think of someone they would give the following compliments to:

- Thank you for being a special friend
- Thank you for helping me with my work
- I like playing with you at playtime
- I like how you are so kind and friendly
- I respect how good you are at PE
- I like how you can make people laugh

Draw out from the children how they feel when someone gives them a compliment. Does it drag them down or uplift them? Does it make them feel heavy or light and happy?

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.

Open my mind
Sing the Jigsaw Song: 'The Colours of Friendship'. Draw out how we can celebrate the differences between us and also how good it feels to be given compliments.
Each set of talking partners is given a small kite-shaped piece of paper. They choose their favourite compliment, i.e. the one that would make them both feel good, and write this on their kite. Each pair reads out their favourite compliment and sticks their little kite onto the large kite already displayed.

Ask me this...

How does it feel to receive a compliment?
What compliments could you give to someone in the class?

Does your mind feel calm and ready to learn?

Tell me or show me

Children are sitting in a circle. Show the children the branch full of leaves. Pass the branch around and ask the children to take one leaf from the branch. Ask the children to study their leaf carefully, looking for colour, lines, mark, patterns, unique and special features. Then lay all the leaves in the middle of the circle and the teacher then mixes them up. Ask the children, a few at a time, to see if they can find and identify their leaf again and to sit back down with it.

When all the children have their leaf, ask them how they managed to find their leaf. What was unique and special about it that enabled them to find it and how is their leaf special and different from all the other leaves?

Give children the chance to see the parallel between the uniqueness, difference and commonality of the leaves and be able to relate that to themselves as human beings. Ask the children if there are similarities between the children in our class and the leaves. Enable the children to understand that, while the leaves are different, they are all from the same tree (family) and all have the same needs, just as children are all different, are from very different families but are all human beings with the same needs.

Reinforce with children the meaning of the word 'compliment' and model for them how to give compliments to each other based on the uniqueness and differences just discussed in the leaves activity. For example:

- I respect you for being the only person in our class to do kick boxing
- I admire for coping so well with your wheelchair
- I respect the way you keep trying so hard with your maths even though it is tricky for you

Let me learn

In groups of six, each child writes a compliment on a bow for the child sitting on his right within their group. He then gives the child that bow. Repeat the process for the child sitting two places to his right, then three places, etc. so that each child gives a compliment bow to each member of his group. Each child then takes it in turns to read out his compliment bows, to thank his group for the compliments and to express how receiving them makes him feel. He then threads/sticks his bows onto the string of the large class kite already.

Help me reflect

In the Reflection Puzzle Piece of the Jigsaw Journal, children write two sentences to express their understanding of how people in their group felt when they gave them their compliment bows.

How are the leaves special, unique and different?

How are we special and the same?

How are we special, unique and different?

Notes

The compliment kite can form part of the 'Hall of Fame' exhibition, which will encompass work from across the year groups.

Assessment

The teacher makes a 'best fit' assessment against the three levelled criteria on the Celebrating Difference Attainment Descriptor Grid, and highlights the appropriate box on the grid in the child's Jigsaw Journal. The teacher then adds a personalised comment about the child's progress during the Puzzle and completes the Celebrating Difference certificate for each child.

Children are invited to add their comments to the Attainment Descriptor Grid after seeing the teacher's assessment and to add their own comments to their certificates. The certificates can be presented in a circle time or in a year group assembly and it is important that these are valued by being stuck into the Jigsaw Journals.

The Attainment Descriptor and teacher notes could form the starting point when reporting to parents/carers.

Celebrating Difference

Calm Me Script - Year 3 - Piece 6

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like soldiers. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you. Close your eyes if you are comfortable to do so or fix your gaze on a point in front of you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

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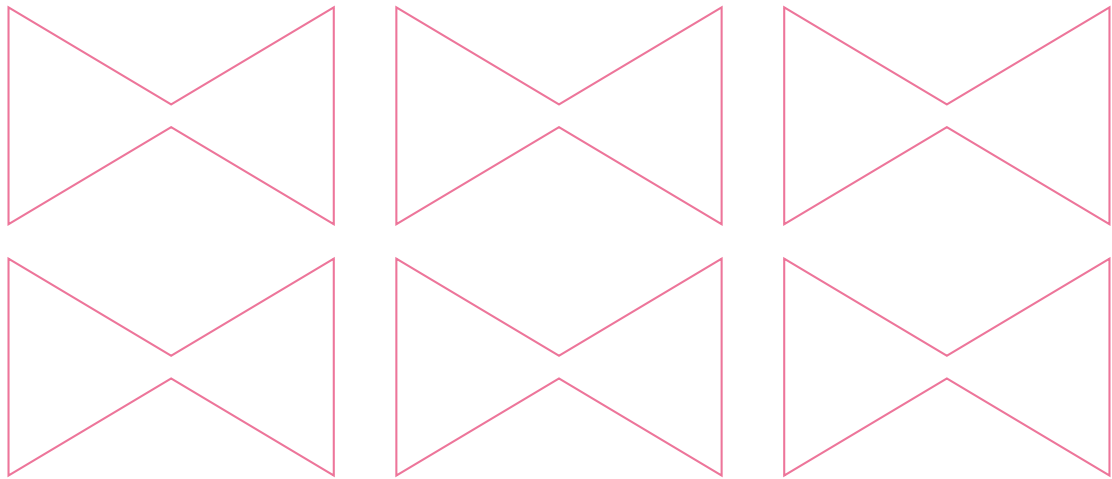
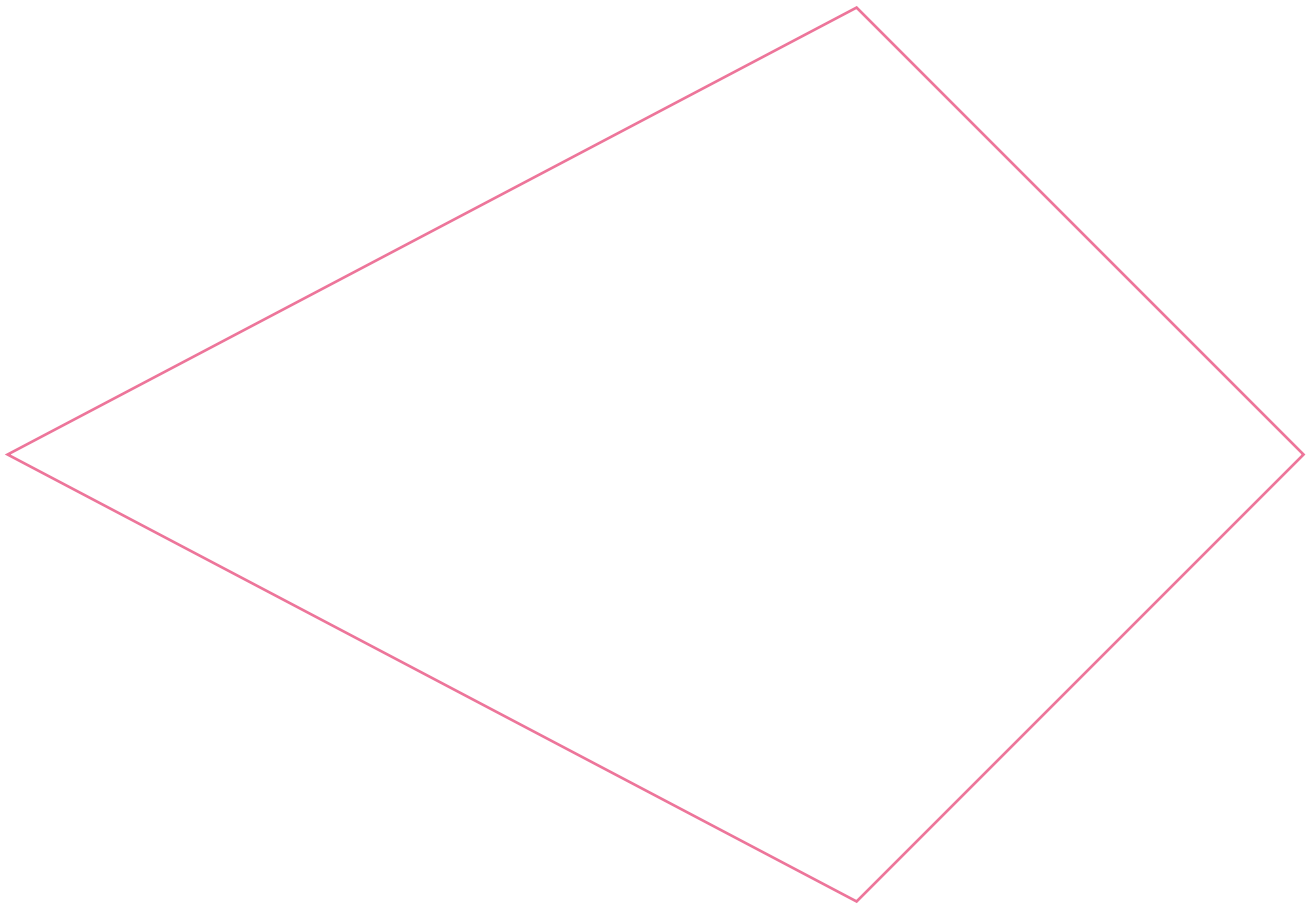
Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

Gently breathe in 1,2,3,4 and out 1,2,3,4.....a few times and then listen until you can no longer hear any sound coming from the chime (strike the chime just once).

Invite the children to very gently bring their attention back into the classroom and remind them that peaceful minds can usually concentrate and learn better.

Celebrating Difference

Kite Template - Year 3 - Piece 6



Celebrating Difference

Jigsaw Attainment Descriptors - Year 3 - Piece 6

	Working towards	Working at	Working beyond
Year 1	<p>I can talk about one thing that makes me different from my friends</p> <p>I can tell you one thing that is special about me</p>	<p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I can describe a variety of ways that I am different from my friends</p> <p>I can tell you why I am proud of the things that make me special</p>
Year 2	<p>I can name one way that my friend is different from me</p> <p>I can give a reason why my friend is special to me</p>	<p>I can tell you some ways I am different from my friends</p> <p>I can understand these differences make us all special and unique</p>	<p>I can compare myself with a friend and describe the similarities and differences between us</p> <p>I can express how I feel about our similarities and differences</p>
Year 3	<p>I can tell you something I've said that made someone happy or unhappy</p> <p>I can say how this made me feel</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I know how to give and receive compliments</p>	<p>I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship</p> <p>I can understand and express how the person felt and reflect on my own feelings about this</p>
Year 4	<p>I can tell you about my first impressions of someone</p> <p>I know it is good to try to get to know someone before making judgements about them</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I can use a variety of examples to show how first impressions can be misleading</p> <p>I can consider how I form my opinions of people and explain why it is good to accept people for who they are</p>
Year 5	<p>I can give some examples of bullying behaviours, including direct and indirect types</p> <p>I can tell you why bullying is hurtful and wrong</p>	<p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I can consider a range of bullying behaviours and understand the impact these may have</p> <p>I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying</p>
Year 6	<p>I can tell you some ways that difference can be a source of conflict in people's lives, and can express how I feel about this</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p>	<p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration</p> <p>I can express how I feel about this</p>



Puzzle 2: Celebrating Difference – SEN overview P1i to P3ii

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
<p>P1i – Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted.</p>	<ul style="list-style-type: none"> The world is around me. Things happen in the world. <p><i>What patterns can be established about my encounters with a variety of stimuli?</i></p>	<p>Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or ‘Sensory Diet’</p> <p>To encounter a variety of experiences in the world via a number of contexts and situations, exploring a number of senses.</p> <p>Pupils are beginning to join in with a group of peers looking at, exploring and encountering objects, photographs and other media related to a recently participated in event/activity/trip.</p> <p>Pupils begin to experience and encounter programs and activities on the computer.</p> <p>CAUSE AND EFFECT) or other ICT inputs, with a partner.</p> <p>Pupils experience working as part of a group exploring the rhythm or music, song or percussive beat with the support of an adult.</p>	<p>Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or ‘Sensory Diet’.</p> <p>A variety of music, sounds, smells, lights, textures and tactile objects, linked to the needs of the child/young person.</p> <p>A selection of interactive and fun engagement/stimulation activities: to develop a Personalised Sensory Box (PSB) of objects.</p> <p>Working with others to explore a variety of textures or substances - pupils may still, quieten or pull hand away.</p> <p>Pupil experiences sensory/movement activities with an adult to aid development of body awareness and self-image: physiotherapy/music/occupational therapy/massage ... etc.</p> <p>Pupils experience the effect of equipment which produces light, e.g. lamps, bubble tubes, computer screen.</p>
<p>Encountering the World</p>	<ul style="list-style-type: none"> I am beginning to be aware of the world around me. I am aware of events in the world. <p><i>What activities and experiences allow me the greatest chance to show you I am aware of the world?</i></p>	<p>To demonstrate I am aware of the world for periods of time.</p> <p>To show I am able to react to events in the world.</p> <p>Pupils are to show awareness of a variety of sounds in their environment.</p> <p>Pupils are beginning to show awareness of others, when working in a one-to-one situation with a known person.</p> <p>Pupils are beginning to show awareness of their body.</p>	<p>Using a variety of approaches and activities to enable a child/young person to be aware of their body, linked to the needs of the individual.</p> <p>Developing a PSB to engage with a child/young person, linked to topic and other area of need: e.g. nail brushes, massage oils, fans, flashing/spinning objects, vibrating objects, etc.</p> <p>Engage in a variety of interesting sounds, from recorded music to ‘Colours of Friendship’/‘Playground Blues’.</p> <p>Use language and actions to support, model and emphasise patterns of events when exploring Intensive Interaction principles. (Exploring others and themselves).</p> <p>During hand or foot massage, pupils use eye or limb movement to indicate massage awareness - verbally modelled.</p>
<p>Developing Awareness of the World</p>			



Puzzle 2: Celebrating Difference - SEN overview P1i to P3ii

<p>P2i - Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration.</p>	<ul style="list-style-type: none"> I am beginning to respond to things I am familiar with in the world. I am beginning to show I am aware of events and activities in the world. <p><i>What events and objects allow me to show you I have an interest in the world?</i></p>	<p>To show an interest in things in my world. To demonstrate a consistent response to certain events and activities in the world. To explore the world with others. Pupils are beginning to respond to others in the community. Pupils are beginning to show interest in ICT in the school and / or wider community. Pupils show positive responses when working with others.</p>	<p>A variety of experiences and activities to focus upon individual interaction, engagement and coactive exploration, e.g using principles of Intensive Interaction principles (which can be explored throughout P1-P3). A developed PSB based upon the needs of a child/young person (as above): e.g. shaving foam, sand, bubble wrap, paints, ice, wheat bags, etc. Working with others during expressive and creative movement sessions in response to music/feeling/activity/visits, etc. Begin to explore a variety of ICT programmes which involve/show moving images - pupils to begin to track objects and events within personal ranges. Engage in individual/peer massage (further to agreements and acceptance) to develop and further emotional tolerance</p>
<p>Beginning to Respond to the World</p>			
<p>P2ii - Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation.</p>	<ul style="list-style-type: none"> I can respond to some events and activities consistently and proactively with others in the world. I am able to demonstrate to you I have preferences in the world. <p><i>What and how to I show to you my preferences in the world?</i></p>	<p>To demonstrate I want to communicate with the world. To demonstrate that I am able to give learned responses to certain events, experiences and activities. To cooperate with others in the world. Pupils engage in the shared exploration of objects with an adult. Pupils begin to take turns consistently. Pupil searches for and notices environmental sounds and rhythms, during shared and supported explorations.</p>	<p>Working collaboratively with others to explore a variety of PSB objects, events and activities, in the classroom and/or outside in the world. Using a variety of personalised and engaging materials to develop familiar routines for interaction and engagement, which can be modified, adapted and tweaked according to pupil response (PSB). Engage in activities involving pupil, adult and a single object/item that the pupil likes, encouraging pupils to share attention between adult and the object - switching attention. Take turns in activities to encourage interaction through movement and sound making, e.g. taking turns to activate a switch, play an instrument, copying actions/sounds/speech. Rhythm patterns and sounds are repeatedly explored, especially those with familiar resonance, e.g. own name.</p>
<p>Cooperating in the World</p>			



Puzzle 2: Celebrating Difference - SEN overview P1i to P3ii

<p>P3i - Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods.</p>	<ul style="list-style-type: none"> I am beginning to communicate with others in the world. I seek attention from others. I am able to learn and demonstrate consistent responses. I am aware that I can affect the world around me. <p><i>What motivates me to communicate and interact in the world outside me?</i></p>	<p>To begin to communicate with others in the world.</p> <p>To celebrate getting the attention of a person / of people in my immediate environment.</p> <p>To demonstrate I can request an interaction, experience or event.</p> <p>To demonstrate that I am aware of my interactions with the world.</p> <p>Pupils engage in the shared exploration of objects with an adult.</p> <p>Pupils begin to take turns consistently.</p> <p>Pupil searches for and notices environmental sounds and rhythms, during shared and supported explorations.</p>	<p>To provide tools and opportunity to facilitate communication and interaction in the world: e.g. engaging in familiar body rhymes, songs and routines.</p> <p>To provide opportunities for meaningful social interaction with peers and adults.</p> <p>A collection and selection of preferred and non-preferred objects, smells, pictures, etc. from school and the home: motivational, familiar and engaging.</p> <p>Engage in activities involving pupil, adult and a single object/item that the pupil likes. Encouraging pupils to share attention between adult and the object - switching attention.</p> <p>Take turns in activities to encourage interaction through movement and sound making, e.g. taking turns to activate a switch, play an instrument. Copying actions/sounds/speech... especially those with familiar resonance, e.g. own name...</p>
<p>Becoming Involved in the World</p> <p>P3ii - Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems.</p>	<ul style="list-style-type: none"> I seek communication with others in the world. I am able to communicate in a way others can understand. I am happy to explore the world with other people, for extended time periods of time. <p><i>How do I best communicate with the world? How do I best respond to options and choices? How do you encourage my senses of anticipation with experiences? How do I involve others in my world?</i></p>	<p>To demonstrate that I am able to initiate communication with others.</p> <p>To respond to options and choices with actions or gestures (where physically able to).</p> <p>To explore events and objects for increasing periods of time, noticing any changes to events, objects or routines.</p> <p>To demonstrate to others that I am able to anticipate certain events, activities and experiences.</p> <p>Pupils partake in the shared exploration of transition-times. Pupils are beginning to participate in group activities with less support.</p> <p>Pupils are beginning to engage in group.</p>	<p>To provide opportunities for a young person to communicate with and impact upon the world in their preferred method and mode: e.g. eye-pointing</p> <p>To reinforce engagement in the world with individual and motivating objects, people and activities to sustain and develop concentration and enjoyment.</p> <p>A developed PSB and Object Box to allow for purposeful choosing, preference communication and engagement with the world, some of which may link to the topic.</p> <p>Encourage anticipation of times/events/activities which take place during the school day, through the use of linked consistent objects: notice responses to context-object intro.</p> <p>Create a piece of art/drama/music/other creative response in a group situation. Look at how this worked, and share thoughts with the group, e.g. Jim really helped Jane, or Trudy could have shared better with Tom</p>
<p>Beginning to Understand the World</p>	<p>The majority of the Experiences/Activities and Resources outlined above are appropriate from P1 to P3, with differentiation by method of input and outcome</p>		



Puzzle 2: Celebrating Difference – SEN overview P4 to P8

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
<p>P4 - Pupils express their feelings needs, likes and dislikes using single elements of communication. They engage in parallel activity with several others. Pupils follow familiar routines and take part if familiar tasks or activities with support from others. They show an understanding of yes and no and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others matching their emotions and becoming upset.</p>	<p>Working with others</p> <p>Developing relationships</p> <p>Exploring feelings</p> <p>What is bullying and the associated behaviours and feelings?</p>	<p>Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or ‘Sensory Diet’</p> <p>Friendship Pupils greet familiar people when asked to and look at the person talking to them. Listening and Co-operating Pupils cooperate with adults in activities and enjoy interaction with peers.</p> <p>Getting Angry Pupils can be distracted when frustrated and begin to modify their behaviour and responses with adult support.</p> <p>Working together to resolve differences Pupils will accept assistance and indicate when help is acceptable.</p> <p>Pupils can respond to adult support in difficult situations.</p> <p>Pupils can accept the presence of others during structured activity with adult support.</p>	<p>Jigsaw Piece plans and resources/photo cards/pictures.</p> <p>Jigsaw songs: Particularly ‘Colours of friendship’ and ‘Playground Blues’ for this Puzzle.</p> <p>Books: Something Else by Kathryn Cave and Chris Riddell.</p> <p>Ringo the flamingo by Neil Griffiths.</p> <p>Puppets - Jigsaw friends.</p> <p>Puppet company.</p> <p>Total communication through words, signs, gestures, symbols, body language, facial expression, pictures (PECS).</p> <p>A kindness script - Kind Hands, Kind feet, Kind talk, Kind mouth etc - signs, words, symbols.</p> <p>IEPs</p> <p>Class charters/ rules, School Rules/Behaviour/Anti-Bullying Policy made accessible to pupils.</p> <p>Personalised reward system according to individual preferences.</p> <p>Multi-sensory input - objects of reference, massage, music, mood lighting Video, pictures, stories etc which demonstrate sad, happy, kind and unkind.</p>
<p>P5 - Pupils take part in work or play involving two or three others. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately to simple questions about familiar events or experiences.</p>		<p>Friendship Pupils join briefly in activity with others (with support) and will repeat an action that produced a positive response e.g. laughter</p> <p>Listening and Co-operating Pupils will cooperate with adults and are keen to join in the completion of a task.</p> <p>Getting Angry Pupils can appropriately show a satisfaction or dissatisfaction with an activity and can stop an activity when told.</p> <p>Working together to resolve differences Pupils show an awareness of the feelings of others</p> <p>Pupils begin to ask for adult assistance in difficult situations.</p> <p>Pupils can accept the presence of others during structured activity with limited adult support Pupils begin to share with others.</p>	



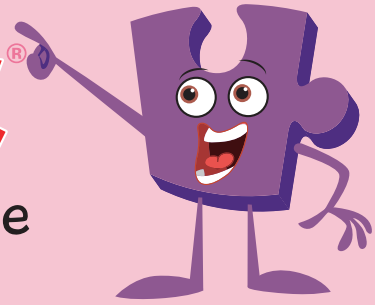
Puzzle 2: Celebrating Difference – SEN overview P4 to P8

<p>P6 - Pupils respond to others in group situations, playing or working in a small group cooperatively. They carry out routine activities in a familiar context and show an awareness of the results of their own actions. They may show concern for others and sympathy for others in distress and offer comfort.</p>	<p>Friendship Pupils give some consideration to personal space (adult guidance) and begin to seek out and interact with specific children.</p> <p>Listening and Co-operating Pupils respond appropriately to the announcement of an activity, accepts suggestions and responds appropriately to boundaries.</p> <p>Getting Angry Pupils make some changes to behaviour when prompted and can wait for help when they have a problem.</p> <p>Working together to resolve differences Pupils will cooperate with a peer for short periods and demonstrates some empathy with others.</p> <p>Pupils start to recognise who they can ask for help in the wider school community.</p> <p>Pupils can recognise when others are upset.</p> <p>Pupils can identify, with adult support, what effect their actions might have on others.</p> <p>Pupils start to use peers names in interactive situations.</p>	<p>Pictures, story boards, music and drama.</p> <p>Making choices.</p> <p>Personalised clues to show how they are feeling - may include not wanting to entertain a situation.</p> <p>Wide range of learning activities (see list above).</p> <p>About Me books.</p> <p>Communication books.</p> <p>Social stories using ICT programmes e.g Photo story or PowerPoint - relevant to own community or individual Book: Comic Strip conversations by Carol Gray.</p> <p>Photographic sequencing of cause and effect.</p> <p>Contributing to own review in whatever way is appropriate for the individual.</p> <p>Circle time activities focussed on identifying feelings and emotions Modelling and rehearsing the sequence of steps towards a behaviour goal Input from outside agencies e.g. police.</p> <p>Internet information and sites and ICT based scenarios.</p> <p>Role play and rehearsal of scenarios.</p> <p>Opportunities to make choices.</p>
<p>P7 - Pupils communicate feelings and ideas in simple phrases. They move with support to new activities which are either directed or self chosen. They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations. They judge right and wrong on the basis of the consequences of their actions. They show some consideration of the needs and feelings of other people and other living things.</p>	<p>Friendship Pupils allow others a personal space. Pupils can give one reason why they like someone.</p> <p>Listening and Co-operating Pupils maintain attention in group situations.</p> <p>Getting Angry Pupils begin to show an awareness that not everyone feels like they do and a realisation that others have feelings to.</p> <p>Working together to resolve differences Pupils appreciate that they cannot always have what they want and are able to wait for a requested activity or response.</p> <p>Pupils begin to recognise differences between themselves and others with adult support.</p> <p>Pupils can identify, in structured sessions, what effect their actions might have on others.</p> <p>Pupils show some kind actions towards peers.</p> <p>Pupils can identify what makes themselves happy or sad.</p>	



Puzzle 2: Celebrating Difference – SEN overview P4 to P8

<p>P8 - Pupils join in a range of activities in one to one situations and in small or large groups. They choose initiate and follow through new tasks and self selected activities. They understand the need for rule in games and show awareness of how to join in in different situations. They understand agreed codes of behaviour which help groups of people work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.</p>	<p>Key concepts and questions outlined above are appropriate from P4-8, with differentiation by method of input and outcome</p>	<p>Friendship Pupils greet others and start to use formal and informal greetings.</p> <p>Listening and Co-operating Pupils identify when they need to listen in structured situations. They can wait for their turn to talk.</p> <p>Getting Angry Pupils can identify when they are getting angry and begin to take some responsibility for calming themselves. Working together to resolve differences Pupils comply with class rules for a majority of time. Pupils show a willingness to participate in some activities chosen by others.</p> <p>Pupils can identify what makes others happy or sad.</p> <p>Pupils start to identify kind and unkind actions.</p> <p>Pupils accept they can not always have their own way and accept others (peers) ideas in work and play situations.</p> <p>Pupils begin to recognise differences and similarities between themselves and others.</p>	<p>Personalised clues (e.g. PECS) to show how they are feeling.</p> <p>Communication books.</p> <p>Individualised behaviour targets.</p> <p>Community behaviour targets.</p> <p>Opportunities for real situations.</p> <p>Assemblies.</p> <p>Group activities.</p> <p>Class routines and schedules.</p> <p>Turn taking activities and games.</p> <p>Scenarios and opportunities to match greetings to situations - handshakes, language, eye contact etc.</p> <p>Modelling.</p> <p>Calming strategies - individualised programmes.</p> <p>Group activities or Leisure activities.</p> <p>The majority of the Experiences/Activities and Suggested Resources outlined above are appropriate from P4 to P8, with differentiation by method of input and outcome.</p>
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Celebrating Difference

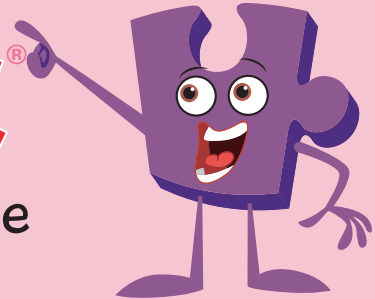
Well done!

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Please feel proud that you have learnt to:

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I am especially pleased that you:

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I am proud that I can:

Signed: Date:



Celebrating Difference

Well done!

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