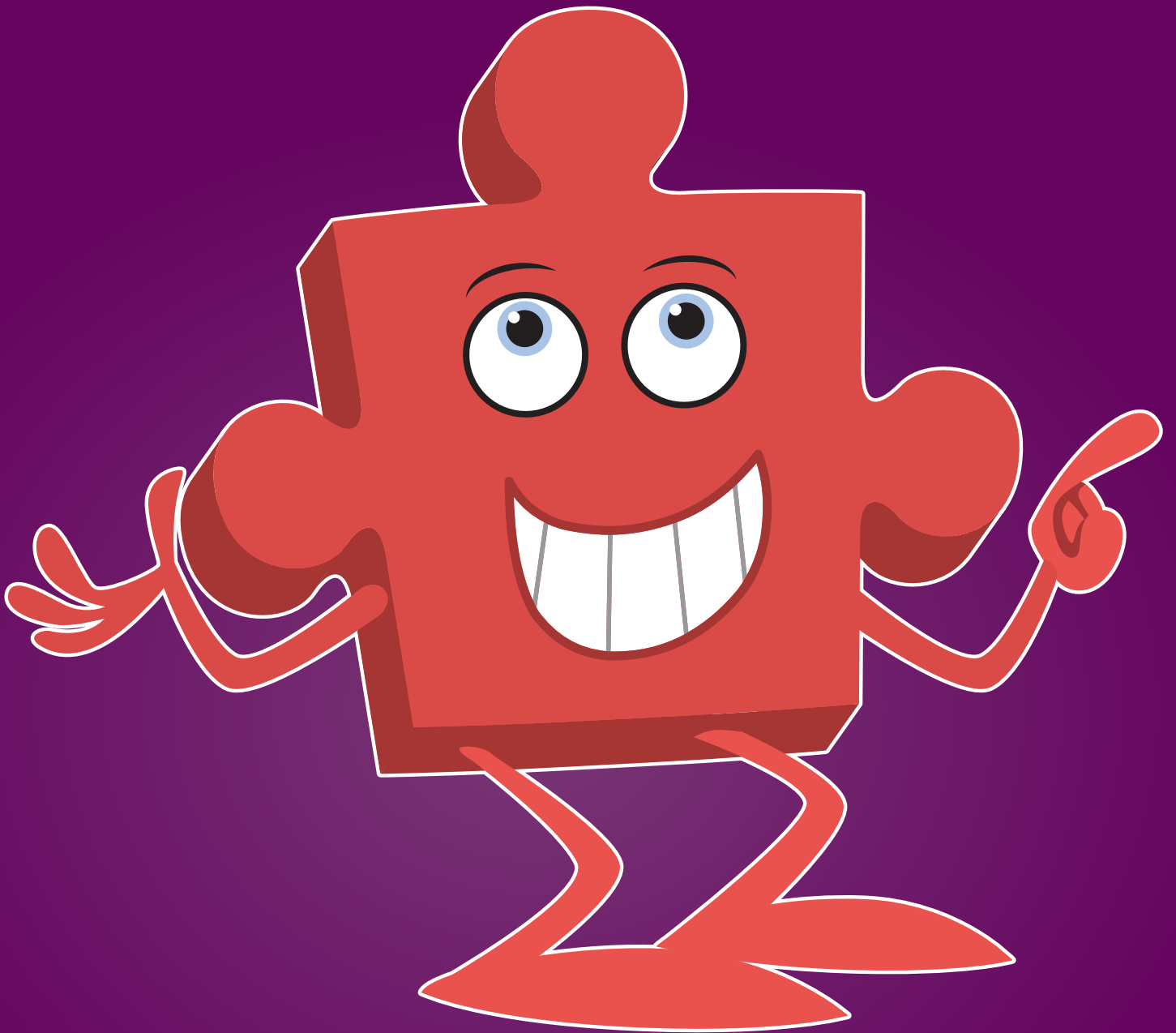


# JIGSAW!

The mindful approach to PSHE



## Celebrating Difference - Year 6

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

© Copyright of this document is the property of Jan Lever, jointly and severally. The purchase of this material confers the right on the purchasing institution to copy it for educational use within that, and no other, institution. No part of this document may be reprinted or reproduced in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, for use in any other institution or by any individual, without permission in writing from Jan Lever.



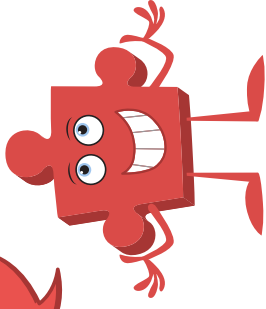


# Celebrating Difference

## Puzzle Map - Year 6

### 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. Am I Normal?	I understand there are different perceptions about what normal means	I can empathise with people who are living with disabilities	Jigsaw Chime, 'Calm Me' script, Blindfold, ear plugs, Task equipment e.g. Jenga, Lego, Play Doh, BBC Learning Clip 13706: 'Visual impairment – Theo's story, Jigsaw Jem, Jigsaw Journals.
Include others when working and playing	2. Understanding Disability	I understand how having a disability could affect someone's life	I am aware of my attitude towards people with disabilities	Jigsaw Chime, 'Calm Me' script, Oranges, Jigsaw Jem, BBC Learning Clip 13703: Archie's story, Jigsaw Journals.
Know how to help if someone is being bullied	3. Power Struggles	I can explain some of the ways in which one person or a group can have power over another	I know how it can feel to be excluded or treated badly by being different in some way	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Puzzle Song sheet: 'Playground Blues', Cardboard thought and feelings bubbles, Power scenario resource sheet, Jigsaw Journals.
Try to solve problems	4. Why Bully	I know some of the reasons why people use bullying behaviours	I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one	Jigsaw Chime, 'Calm me' script, Jigsaw Jem, Poem: Killing ground by Adrian Mitchell (or similar poem), Scenario cards, Jigsaw Journals.
Try to use kind words	5. Celebrating Difference	I can give examples of people with disabilities who lead amazing lives (4e, 4f)	I appreciate people for who they are	Jigsaw Chime, 'Calm Me' script, Ball, Jigsaw Jem, Power point slide of Para-Olympians, YouTube clip - Para-Olympian, Jigsaw Journals.
Know how to give and receive compliments	6. Celebrating Difference ★ Assessment Opportunity	I can explain ways in which difference can be a source of conflict and a cause for celebration	I can show empathy with people in either situation	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Puzzle Song sheet: 'The Colours of Friendship', PowerPoint slide: pictures of conflict/celebration, Peer assessment sheet, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals.





## 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 6





**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

F<sup>7</sup> D<sup>°</sup>/F B<sup>♭</sup>m F C<sup>7</sup> F<sup>13</sup>  
 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<sup>♭</sup>7 F<sup>7</sup> F<sup>13</sup> F C<sup>7</sup>/G G<sup>♯</sup>° F/A  
 B<sup>♭</sup>7 F<sup>7</sup> F<sup>13</sup> F C<sup>7</sup>/G G<sup>♯</sup>° F/A  
 B<sup>♭</sup>13 B<sup>♭</sup>7 (quiet & sad) F<sup>7</sup>  
 B<sup>♭</sup>13 B<sup>♭</sup>7 (quiet & sad) F<sup>7</sup> C<sup>7</sup> D<sup>♭</sup>7 C<sup>7</sup> F  
 F<sup>7</sup> C<sup>7</sup> D<sup>♭</sup>7 C<sup>7</sup> F

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



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

E $\flat$ /G Cm<sup>7</sup> Fm<sup>7</sup> B $\flat$ 7(sus4) B $\flat$ 7 E $\flat$  A $\flat$  E $\flat$  B $\flat$ <sup>11</sup> B $\flat$ 7 E $\flat$




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

7 E $\flat$ 7 A $\flat$  C<sup>7</sup> Fm F<sup>7</sup>



— 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 B $\flat$ 7(sus4) B $\flat$ 7 E $\flat$  G<sup>7</sup> Cm Cm/B $\flat$



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 $^{\circ}$  A $\flat$  E $\flat$ /G Cm<sup>7</sup> Fm<sup>7</sup> B $\flat$ 7(sus4) B $\flat$ 7 E $\flat$  A $\flat$  E $\flat$  E $\flat$



— 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.

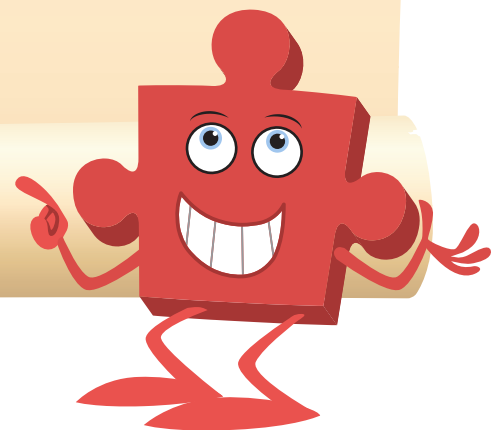




# Weekly Celebration 1

This week we are celebrating people in our school who:

Accept that everyone is different

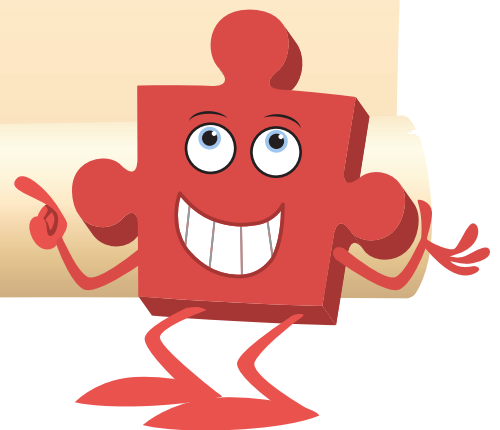




# Weekly Celebration 2

This week we are celebrating people in our school who:

Include others when working and playing

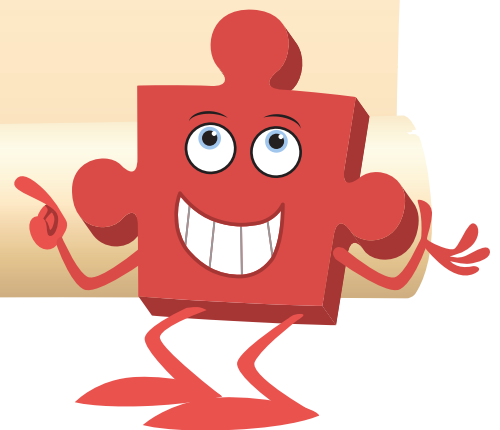




# Weekly Celebration 3

This week we are celebrating people in our school who:

Know how to help if someone is being bullied

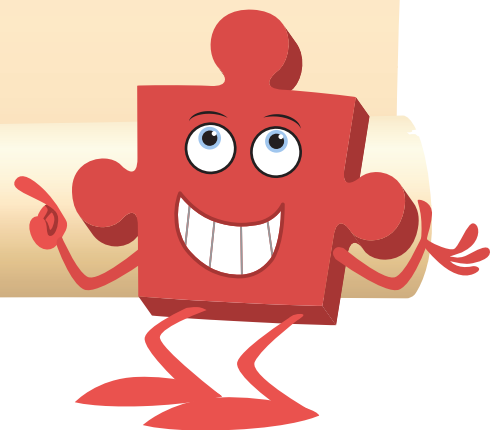




# Weekly Celebration 4

This week we are celebrating people in our school who:

Try to solve problems

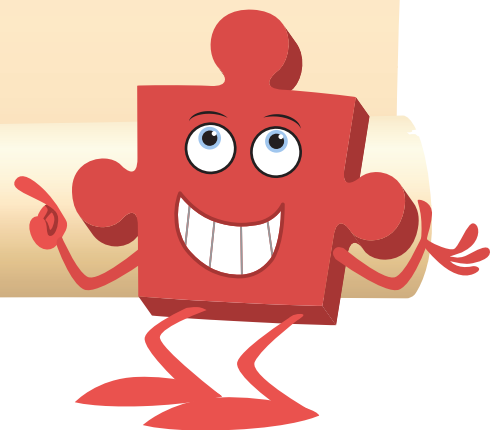




# Weekly Celebration 5

This week we are celebrating people in our school who:

Try to use kind words

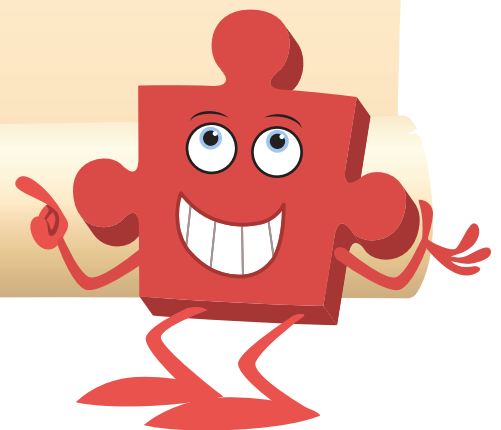




# Weekly Celebration 6

This week we are celebrating people in our school who:


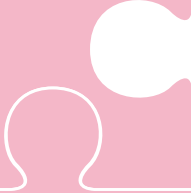


Know how to give and receive compliments





# Celebrating Difference

## Puzzle Overview - Year 6

Puzzle 2 Celebrating Difference	Puzzle Outcome	Resources
Pieces		
1. Am I Normal? 	<p>I understand there are different perceptions about what normal means</p> <p>I can empathise with people who are living with disabilities</p>	Jigsaw Chime, 'Calm Me' script, Blindfold, ear plugs, Task equipment e.g. Jenga, Lego, Play Doh, BBC Learning Clip 13706: Visual impairment - Theo's story, Jigsaw Jem, Jigsaw Journals.
2. Understanding Disability 	<p>I understand how having a disability could affect someone's life</p> <p>I am aware of my attitude towards people with disabilities</p>	Jigsaw Chime, 'Calm Me' script, Oranges, Jigsaw Jem, BBC Learning Clip 13703: Archie's story, Jigsaw Journals.
3. Power Struggles 	<p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Puzzle Song sheet: 'Playground Blues', Cardboard thought and feelings bubbles, Power scenario resource sheet, Jigsaw Journals.
4. Why Bully? 	<p>I know some of the reasons why people use bullying behaviours</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one</p>	Jigsaw Chime, 'Calm me' script, Jigsaw Jem, Poem: Killing ground by Adrian Mitchell (or similar poem), Scenario cards, Jigsaw Journals.
5. Celebrating Difference 	<p>I can give examples of people with disabilities who lead amazing lives</p> <p>I appreciate people for who they are</p>	Jigsaw Chime, 'Calm Me' script, Ball, Jigsaw Jem, Power point slide of Para-Olympians, YouTube clip - Para-Olympian, Jigsaw Journals.
6. Celebrating Difference <b>Assessment Opportunity</b> ★ 	<p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p> <p>I can show empathy with people in either situation</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Puzzle Song sheet: 'The Colours of Friendship', PowerPoint slide: pictures of conflict/celebration, Peer assessment sheet, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals.



# Jigsaw Assessment - Year 6

## 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 some ways that difference can be a source of conflict in people's lives, and can express how I feel about this	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	I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration I can express how I feel about this		
Puzzle 3 Dreams and Goals	I can tell you about something I can do, working with other people, to help make the world a better place	I can describe some ways in which I can work with other people to help make the world a better place	I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action		
Puzzle 4 Healthy Me	I can tell you how I feel about people in the world who face hardship in their lives I can give examples of safe and unsafe ways in which people can use alcohol	I can identify why I am motivated to do this I can evaluate when alcohol is being used responsibly, anti-socially or being misused	I can show how our choice is based on an awareness of the experience and the needs of the people affected I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse		
Puzzle 5 Relationships	I can tell you how I feel about using alcohol when I am older I can give an example of a situation where someone tries to 'boss' or control other people I can suggest a good way of standing up to someone who behaves like that	I can tell you how I feel about using alcohol when I am older and my reasons for this I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem		
Puzzle 6 Changing Me	I can identify the main stages by which a baby develops through conception, pregnancy and birth and I can tell you some words that describe my feelings about this	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby	I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it		

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

# Jigsaw Assessment – Year 6

## 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 tell you some ways that difference can be a source of conflict in people's lives, and can express how I feel about this	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	I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration  I can express how I feel about this		
Puzzle 3 Dreams and Goals	I can tell you about something I can do, working with other people, to help make the world a better place	I can describe some ways in which I can work with other people to help make the world a better place	I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action		
Puzzle 4 Healthy Me	I can tell you how I feel about people in the world who face hardship in their lives  I can give examples of safe and unsafe ways in which people can use alcohol  I can tell you how I feel about using alcohol when I am older	I can identify why I am motivated to do this  I can evaluate when alcohol is being used responsibly, anti-socially or being misused  I can tell you how I feel about using alcohol when I am older and my reasons for this	I can show how our choice is based on an awareness of the experience and the needs of the people affected  I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse  I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older		
Puzzle 5 Relationships	I can give an example of a situation where someone tries to 'boss' or control other people  I can suggest a good way of standing up to someone who behaves like that	I can recognise when people are trying to gain power or control  I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways  I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem		
Puzzle 6 Changing Me	I can identify the main stages by which a baby develops through conception, pregnancy and birth  and I can tell you some words that describe my feelings about this	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and  I recognise how I feel when I reflect on the development and birth of a baby	I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth  I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it		

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 6

## 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 some ways that difference can be a source of conflict in people's lives,		I can explain ways in which difference can be a source of conflict or a cause for celebration		I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration	
	Me	Teacher	Me	Teacher	Me	Teacher
	and can express how I feel about this		and can show empathy with people in either situation		I can express how I feel about this	
	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>

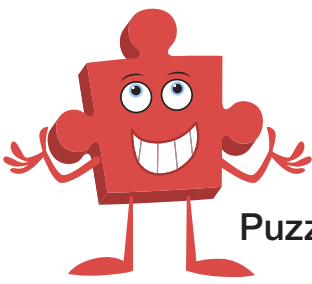
# Puzzle 2 Celebrating Difference - Year 6

## 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?						
	Working towards		Working at		Working beyond	
How am I doing?	I can tell you some ways that difference can be a source of conflict in people's lives,		I can explain ways in which difference can be a source of conflict or a cause for celebration		I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration	
	Me	Teacher	Me	Teacher	Me	Teacher
	and can express how I feel about this		and can show empathy with people in either situation		I can express how I feel about this	
	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 6 - Autumn 2

### Piece 1 - Am I Normal?

<p><b>Puzzle 2 Outcome</b> <b>Hall of Fame</b></p>	<p><b>Please teach me to...</b> understand there are different perceptions about what normal means  empathise with people who are living with disabilities</p>	
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Jigsaw Journals Blindfold, ear plugs Task equipment e.g. Jenga, Lego, Play Doh BBC Learning Clip 13706: Visual impairment - Theo's story Jigsaw Jem</p>	<p><b>Vocabulary</b> Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind</p>	
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p><b>Connect us</b> Play Pass the Squeeze. Sitting in a circle with everyone holding hands, the teacher gently squeezes the hand of the child on her right, who then does the same to the hand of the person on their right and so on. Once the squeeze has been passed all around the circle, the task is repeated but this time everyone has their eyes closed. Ask the children to think about how closing their eyes made them feel. Safe? Secure? Was it easier or more difficult to pass the squeeze with their eyes closed?</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p>		<p><b>Ask me this...</b></p> <p>How did it feel to play the game with your eyes closed? How did closing your eyes affect the game?</p> <p>Does your mind feel calm and ready to learn?</p>

### Open my mind

Ask the children to complete the sentence in their Jigsaw Journals: 'Being normal is...'. This is their definition of being 'normal'.

Normal/Not normal.

Then, as you read out the following statements, ask the children to stand up if they think this is 'normal' and stay sitting if they think it is 'not normal.'

1. To achieve Grade 8 piano exam at age 10
2. To be frightened of the dark
3. To take a GCSE exam in Year 6
4. To wear glasses
5. To want to have friends
6. Girls playing football
7. To walk to school
8. To have your own computer in your bedroom
9. To eat dinner with your family around a table
10. To have two legs

Receive answers from the children but challenge their perceptions of normal.

Conclude with the children that normal is what you are used to/what you expect.

Ask the children to look back at the definition they wrote. Do they need to change it?

### Tell me or show me

In groups of four, the children take on a specific challenge as part of their group task. One child in the group is blindfolded, one child wears ear plugs, one child has one hand placed behind their back and one child has to stay sitting down for the whole task. All children in the group need to participate in the task or the group will be disqualified.

Give the groups one of the following tasks to complete:

- Build a Jenga tower
- Make a sandwich
- Build a paper bridge
- Make three paper aeroplanes
- Make a model using Play Doh
- Make a smoothie

Debrief: Ask each group to report back how they used the abilities of each person in the group to complete the task.

### Let me learn

Share the BBC Learning Clip 13706 Visual impairment – Theo's story.

Theo is a young boy with a visual impairment who talks about how this affects his life, including sometimes being bullied. He does not want to be treated differently because of his disability.

After watching the clip, but before children discuss what they have seen, ask them to write three words in their Jigsaw Journals to describe Theo.

Ask the children to think about:

- What strengths does Theo have?
- How would Theo like to be treated?
- How does Theo feel about his disability?
- What questions might they like to ask Theo?

It may be possible to do some hot seating with a pupil, or the teacher being Theo, or one of his friends in the hot seat. Each group could decide on the two most important questions they would like to put to Theo.

What skills do you need to use to complete this task?

How does it feel taking part in this task?

How did your group work together?

What was your perception of disability?

Have your perceptions changed?

What strengths does Theo have?

How would Theo like to be treated?


How does Theo feel about his disability?

What questions might they like to ask Theo?

**Help me reflect**

Using Jigsaw Jem as the talking object, ask the children to share one thing that this lesson has made them think about. Then, in the Reflection Puzzle Piece of their Jigsaw Journals, ask them to write their sentence using the sentence stem: 'My reflection on disability is...'

**Notes**

For 'Tell me or show me' in this Piece, you will need to provide equipment specific to that task, e.g. Play Doh or Lego or ingredients and equipment for children to make sandwiches/smoothies. The additional preparation that this might need will be beneficial to the learning.  Prepare

# Celebrating Difference

## Calm Me Script - Year 6 - Piece 1

Year 6 unique human beings...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

Close your eyes to block out distractions and take your attention to your breathing.

So keep focussing on your breathing and I will strike the chime to mark the start of our Calm Me time. Listen until you can no longer hear any sound from the chime.

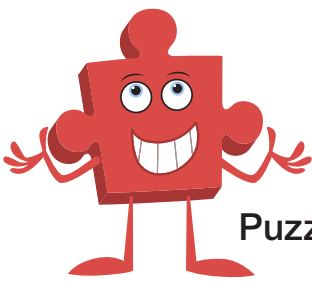
Breathe in slowly 1,2,3,4,5 and out again slowly 1,2,3,4,5,6,7.

See if you can regulate your breathing in your own time so, without getting breathless or holding your breath, you can breathe in to your own count of 5 and out to your own count of 7.

It may help you to count slowly and silently as you take a breath in, .....and as you let that same breath out again.

Breathing in "I feel calm", breathing out "I feel happy"....follow this pattern, breathing in and out slowly and hearing these words in your mind with each in or out breath. Smile as you breathe out.

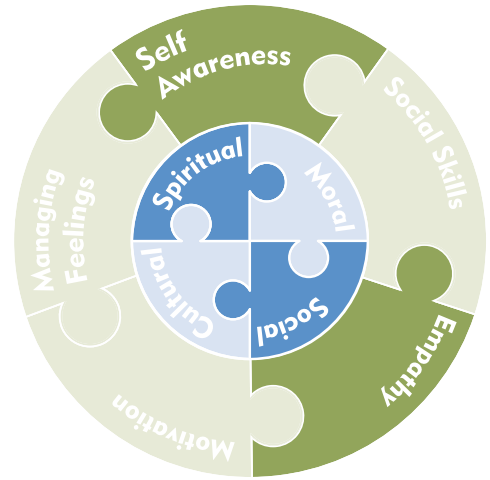
Repeat the exercise for a few minutes and when ready, strike the chime once more inviting the children to gently bring their attention back to the present moment in the classroom when they can no longer hear any sound from the chime.



## Puzzle 2: Celebrating Difference - Year 6 - Autumn 2

### Piece 2 - Understanding Disability

<p><b>Puzzle 2 Outcome</b> <b>Hall of Fame</b></p>	<p><b>Please teach me to...</b></p> <p>understand how having a disability could affect someone's life</p> <p>be aware of my attitude towards people with disabilities</p>
<p><b>Resources</b></p> <p>Oranges</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jem</p> <p>BBC Learning Clip 13703: Archie's story</p> <p>Jigsaw Journals</p>	<p><b>Vocabulary</b></p> <p>Cerebral palsy</p> <p>Role model</p> <p>Inspire</p> <p>Independent</p> <p>Disability</p>



<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p><b>Connect us</b></p> <p>Play 'Pass the orange'.</p> <p>In groups, ask the children to pass an orange around their group without using hands. The children can come up with creative ways to pass the orange, e.g. using feet, under their chin, between their knees, etc.</p> <p>Help them to reflect about the skills they needed to be able to complete the task, e.g. imagination, perseverance, and determination. Ask them whether this task have been easier if they had been able to use their hands.</p> <p><b>Calm me</b></p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p><b>Open my mind</b></p> <p>Using Jigsaw Jem as the talking object, ask children to complete the following sentence stem: 'A disability I know about is...'</p> <p>In talking partners, children complete the sentence stem: 'One thing we respect about people with disabilities is...'. Then, pass Jigsaw Jem around the circle and share each pair's sentence.</p>	<p><b>Ask me this...</b></p> <p>How did you work together to complete the task?</p> <p>What skills did you need to use?</p> <p>How difficult would it be to live without hands?</p> <p>Does your mind feel calm and ready to learn?</p>
---	---

**Tell me or show me**

Share the BBC Learning Clip 13703: Archie's story.

Archie is 10-years-old. Both he and his twin brother Charlie have cerebral palsy. Archie says it is only his legs that don't work and that he is "the same but on wheels".

In talking partners, children share their thoughts and responses to Archie and Charlie and the ways cerebral palsy affects their lives. Still in talking partners children write a list of questions they would like to ask Archie. Share these with the class and possibly hot seat to suggest how he may answer them.

**Let me learn**

Task 1: In small groups, children go through their timetable for the day from the minute they arrive at school until they get home after school and consider what they would need to think about if Archie joined them for that day. How could they ensure he was able to participate in all the activities of the school day? In their school, would there be any barriers to this? Encourage them to share their ideas with the class.

Task 2: Individually in their Jigsaw Journals, children write an email message to Archie expressing their response to his filmed clip.

**Help me reflect**

In the Reflection Puzzle Piece of their Jigsaw Journals, children write three ways that they are different from Archie and three ways that they are similar.

What questions might you like to ask Archie?

What might help Archie?

What might you need to consider to ensure that Archie is able to access the activities?

**Notes**



# Celebrating Difference

## Calm Me Script - Year 6 - Piece 2

Year 6 unique human beings...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

Close your eyes to block out distractions and take your attention to your breathing.

So keep focussing on your breathing and I will strike the chime to mark the start of our Calm Me time. Listen until you can no longer hear any sound from the chime.

Breathe in slowly 1,2,3,4,5 and out again slowly 1,2,3,4,5,6,7.

See if you can regulate your breathing in your own time so, without getting breathless or holding your breath, you can breathe in to your own count of 5 and out to your own count of 7.

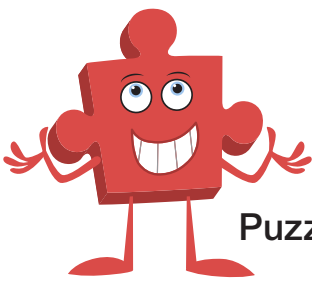
It may help you to count slowly and silently as you take a breath in, .....and as you let that same breath out again.

Breathing in "I feel calm", breathing out "I feel happy"....follow this pattern, breathing in and out slowly and hearing these words in your mind with each in or out breath. Smile as you breathe out.

This time on the in-breath in your head hear the words "I feel strong" and on the out-breath hear the words "like a mountain", and while you do this imagine a picture of a strong and dignified mountain.

Repeat the exercise for a few minutes and when ready, strike the chime once more inviting the children to gently bring their attention back to the present moment in the classroom when they can no longer hear any sound from the chime.

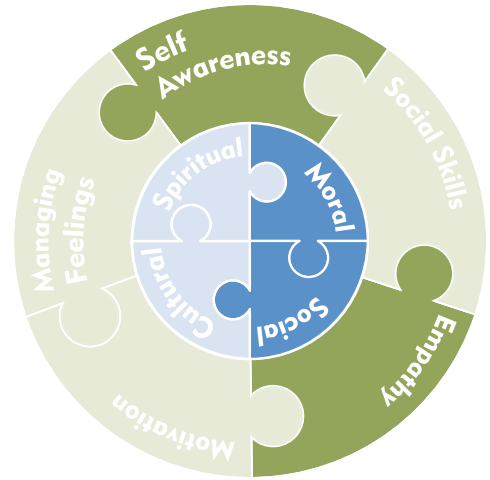




## Puzzle 2: Celebrating Difference - Year 6 - Autumn 2

### Piece 3 - Power Struggles

<p><b>Puzzle 2 Outcome</b> <b>Hall of Fame</b></p>	<p><b>Please teach me to...</b> explain some of the ways in which one person or a group can have power over another  know how it can feel to be excluded or treated badly by being different in some way</p>
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Jigsaw Gem Jigsaw Song sheet: 'Playground Blues' Cardboard thought and feelings bubbles Power scenario resource sheet Jigsaw Journals</p>	<p><b>Vocabulary</b> Power Struggle Imbalance Control Harassment Bullying</p>



<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p><b>Connect us</b> Play the game 'cool' or 'not cool'.  With the children sitting in a circle, the teacher goes around the circle saying whether a child is 'cool' or 'not cool'. To decide, the teacher chooses a simple criterion, e.g. that the child is sat with legs crossed or has arms folded, but this remains secret to the children. The children have to guess the criteria to make sure they are cool. After a while some of the children will start to guess and so will fold or cross their arms/legs.  Stop the game at this point and ask those who have not guessed (they should still be the majority) how they feel. Ask how they might feel if the game went on and they were the only person left out of the 'cool' gang.  Ask the children if they can think of any examples in society where people may feel excluded or discriminated against and record their ideas. They may well come up with racism or disability at this point.</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p><b>Open my mind</b> Sing the Jigsaw Song 'Playground Blues'. Ask the children to identify three ways that they can enable people to feel included in the playground and three ways they have experienced of how children can make others feel excluded.</p>	<p><b>Ask me this...</b></p> <p>What makes someone 'cool' or 'uncool'?</p> <p>How does it feel to be part of the 'cool' group?</p> <p>How does it feel to be part of the 'uncool' group?</p> <p>Does your mind feel calm and ready to learn?</p>
--	--

### Tell me or show me

Still in the circle, divide children into threes and give them three minutes' preparation time: ask them to create a freeze frame/tableau representing their perception of 'power.' Each group shows their freeze frame to the class, and they observe and make suggestions about what is happening in the tableau and who holds the power over whom in the situation displayed. Use a question and answer approach to explore how the people in the tableau feel, what they might be thinking and what the children wonder about when they see it. A good way to do this is for the teacher to hold a big cardboard thought bubble over a character in the tableau and ask, "What is this person thinking right now?" You can do the same with a feelings bubble for each character. This is a great way to develop empathy.

Debrief these scenarios, ensuring that the children understand the many ways in which power can be exerted. Sometimes it is not explicit and obvious, but is more subtle, e.g. harassment by text, excluding from games, taking friends away, and physical power.

### Let me learn

Give the children the following scenario: "A boy in Year 6 knows something secret about another child." Ask the children how this might give the boy 'power' (his knowledge gives him power.)

Give them a second scenario: "A girl in Year 5 has a reputation for organising her friends to beat people up on the school bus." Ask the children how this might give the girl 'power' (she has power because she manipulates her friends and because others are frightened of her).

Establish with the children that there are different ways that people gain power over others and that they can only use this power if you let them. Working in groups, children have the power scenario resource sheet and discuss each scenario to establish what gives power to the people in each scenario. Snowball (join up) groups together to compare their answers and debrief, making a class list of the ways people can be allowed to gain power over others.

In their Jigsaw Journals, children take one of the scenarios and write a conversation between themselves and the person with the perceived power. If time, they could also write their advice to the person/people in the scenario who are the 'victim/s' as to what to do to resist/manage the power struggle.

### Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals children complete the sentence, 'Power can be...'

What might 'power' look like?

What feelings do the people in the tableau have?

How do people exert power over others?

How do people gain power over others?

How can we prevent someone gaining power over us?

### Notes

Ensure that children are aware of who they can go to if they feel uncomfortable or want to talk to anyone about anything that comes up for them in this Piece.

Be aware of the guidance from key sources such as the Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)), which is a good source of information on cyber bullying and internet and technology safety.

The BBC Learning Clip 7147 – 'How to beat cyber bullying', gives clear information which can be explained more fully by the teacher, emphasising the key guidelines:

#### 1. Don't reply to the text messages

#### 2. Show an adult you trust

Explain to the children that there are lots of places that offer information and help to children and parents.

Share some of the key websites with the class and encourage them to look at them with a trusted adult at home too.

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

CBBC website: [www.bbc.co.uk/cbbc](http://www.bbc.co.uk/cbbc)

ChildLine: [www.childline.org.uk](http://www.childline.org.uk)

Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)

# Celebrating Difference

## Calm Me Script - Year 6 - Piece 3

Year 6 unique human beings...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

Close your eyes to block out distractions and take your attention to your breathing.

So keep focussing on your breathing and I will strike the chime to mark the start of our Calm Me time. Listen until you can no longer hear any sound from the chime.

Breathe in slowly 1,2,3,4,5 and out again slowly 1,2,3,4,5,6,7.

See if you can regulate your breathing in your own time so, without getting breathless or holding your breath, you can breathe in to your own count of 5 and out to your own count of 7.

It may help you to count slowly and silently as you take a breath in, .....and as you let that same breath out again.

Breathing in "I feel calm", breathing out "I feel happy"....follow this pattern, breathing in and out slowly and hearing these words in your mind with each in or out breath. Smile as you breathe out.

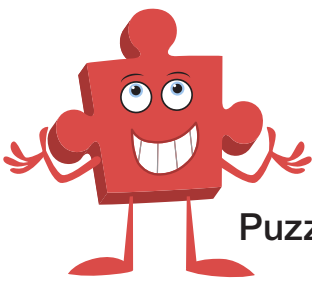
Allow your mind to see a beautiful calm and serene lake and this time when you breathe in, see the lake and in your mind hear the words "I feel serene" and on the out breath hear the words "like a lake". Let yourself feel serene and use your breathing, your picture of the lake and your feeling of serenity to create a beautiful calm and serene scene for you.

Repeat the exercise for a few minutes and when ready, strike the chime once more inviting the children to gently bring their attention back to the present moment in the classroom when they can no longer hear any sound from the chime.

# Celebrating Difference

## Power Scenario Resource Sheet - Year 6 - Piece 3

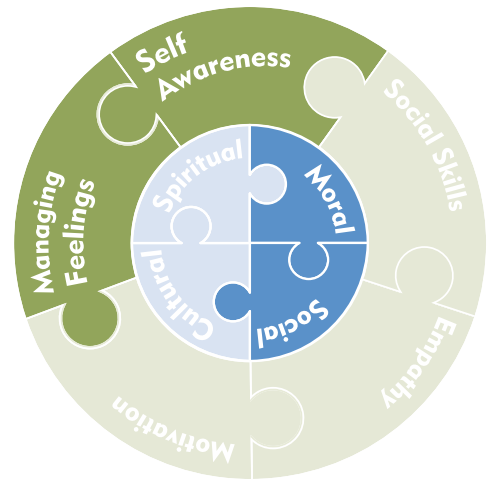
Scenario	Power (teacher notes)
<p>A Year 3 girl is very popular and has a lot of friends. She tells another child that she can't join in a game as she is "Not one of the group".</p>	<p>The girl's power comes from the friends.</p>
<p>A teacher has power over a child because of her role. The role allows her to expect certain behaviours from the children.</p>	<p>The power comes from the role.</p>
<p>A girl in Year 6 is very funny and can make others laugh with what she says about other people. People want to be her friends because they know that she will make them feel small with her words or jokes if they go against her.</p>	<p>Her power comes from her ability to use words to make people feel good or bad.</p>
<p>A boy in Year 6 knows something serious about another child.</p>	<p>The child can decide who has a go and so the scooter gives him power.</p>
<p>A child in Year 4 brings a scooter to school which everyone wants to have a go on.</p>	<p>The child can decide who has a go and so the scooter gives him power.</p>
<p>A new child joins the class but doesn't know much English. He feels that he isn't part of the group because it doesn't understand what is being said by the other children.</p>	<p>A group that is all boys/all girls or who all speak the same language can have power over anyone who is in the minority, e.g. a girl in a group of boys, a boy in a group of girls, a person who speaks a different language. Being in the majority and speaking the majority language all give power in this scenario.</p>



## Puzzle 2: Celebrating Difference - Year 6 - Autumn 2

### Piece 4 - Why Bully?

<p><b>Puzzle 2 Outcome</b> <b>Hall of Fame</b></p>	<p><b>Please teach me to...</b>          know some of the reasons why people use bullying behaviours          tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one</p>
<p><b>Resources</b>          Jigsaw Chime          'Calm Me' script          Poem: 'Killing Ground' by Adrian Mitchell (or similar poem)          Jigsaw Jem          Power scenario cards          Facts about bullying PowerPoint          Cardboard thoughts and feelings bubbles          Jigsaw Journals</p>	<p><b>Vocabulary</b>          Bullying behaviour          Direct          Indirect          Argument          Recipient</p>



<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b>          Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p><b>Connect us</b>          Play 'Zoom! Eek!'          Sitting in a circle the first child turns to the child on his right, makes eye contact and calls out 'Zoom!'; that child then calls out 'Zoom!' to the person on his right and it continues around the circle. To change the direction of the 'Zoom!' a child can call out 'Eek!' instead, at which point the zoom goes in the opposite direction around the circle until another 'Eek!' is called. Make sure that all children are included in this game. You may feel you need to lighten the atmosphere at the end of this lesson by playing the game again then.</p> <p><b>Calm me</b>          Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p><b>Open my mind</b>          Share the poem 'Killing Ground' by Adrian Mitchell, or another poem that depicts bullying in a playground setting.          Ask children to reflect upon the poem and, using Jigsaw Jem as the talking object, share how this poem makes them feel.</p>	<p><b>Ask me this...</b></p> <p>Does your mind feel calm and ready to learn?</p>
--	--

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

Bullying/not bullying.

In one corner of the classroom, display a label that says 'Bullying'. In the other corner of the classroom, display the label 'Not bullying.' Also have a label in the centre of the room that says 'Not sure'.

Then read out the statements below and ask the children to stand by the label that best describes their opinion

1. Ismail spits into a glass of water and says he will make Ahmed drink it.
2. Anna accuses Marie of taking her skipping rope. The two girls have a fight in the corridor on the way out to play.
3. Jemma has a disability which means she can't always control her movements and causes her to jerk her hands up. A group of girls laugh at her when this happens and mimic her actions.
4. Maddie and Amy won't let Jasmin play with them.
5. Jake and Ryan have had an argument. Jake kicks Ryan's coat across the corridor.
6. Jodie tells Marcus each day that if he doesn't give her his dinner money, she will beat him up.

Debrief each of the scenarios and help the children to review and clarify the following about bullying, using the PowerPoint slide

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 older, stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the person being bullied is not.

Ask the children to think about which of these statements shows direct bullying and which are examples of indirect bullying.

### **Let me learn**

Children return to their seats. Invite two children to the front to role play scenario 1: Ismail spits into a glass of water and says he will make Ahmed drink it.

Use the cardboard thought and feeling bubbles from the previous Piece and stop the role play at appropriate moments to ask the class: "What is Ismail thinking now? How is Ahmed feeling now? What is Ahmed thinking now? How is Ismail feeling now?"

From this activity, using a question/answer approach, draw from the class their understanding of why Ismail may be threatening Ahmed in this way. Establish a list of reasons as to why people may use bullying behaviours, e.g. power, fear, because they don't know other strategies to get what they want. Briefly discuss with the class how Ahmed could manage his feelings in that situation and what he could do about it.

Working in groups, children go through the same thinking process with another scenario (see scenario cards so that each group has a different scenario) and together answer three questions.

1. What might be the reasons for the person/people using bullying behaviours?
2. How did these behaviours make the recipient of them feel and what could they do to manage these feelings e.g. calming techniques, talking to someone.
3. How could the recipient deal with/manage the situation?

Each group feeds back their answers to the class. As a class, collate a list of strategies for managing feelings and dealing with situations. If time, each group could role-play their scenario, showing a positive ending. You could use a forum theatre approach by role-playing the scenario but leaving off the ending. Other groups could then suggest ways that the scenario could be resolved. Take photos of each group during their role play and children can stick these in their Jigsaw Journals.

Can you think of what may have happened beforehand to cause Ismail to threaten Ahmed like this?



**Help me reflect**

In the Reflection Puzzle Piece in their Jigsaw Journals, children complete the sentence: "If I were on the receiving end of bullying behaviours, I would..."

**Notes**

# Celebrating Difference

## Calm Me Script - Year 6 - Piece 4

Year 6 unique human beings...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

Close your eyes to block out distractions and take your attention to your breathing.

So keep focussing on your breathing and I will strike the chime to mark the start of our Calm Me time. Listen until you can no longer hear any sound from the chime.

Breathe in slowly 1,2,3,4,5 and out again slowly 1,2,3,4,5,6,7.

See if you can regulate your breathing in your own time so, without getting breathless or holding your breath, you can breathe in to your own count of 5 and out to your own count of 7.

It may help you to count slowly and silently as you take a breath in, .....and as you let that same breath out again.

Breathing in "I feel calm", breathing out "I feel happy"....follow this pattern, breathing in and out slowly and hearing these words in your mind with each in or out breath. Smile as you breathe out.

This time you may like to bring to mind the picture of the mountain and hear yourself say (as you breathe in) "I am strong", and as you breathe out "like a mountain".

Repeat this but with the picture of the lake... "I am serene"... "like a lake".

Repeat the exercise for a few minutes and when ready, strike the chime once more inviting the children to gently bring their attention back to the present moment in the classroom when they can no longer hear any sound from the chime.

# Celebrating Difference

## Power Scenario Resource Sheet - Year 6 - Piece 4

1. Ismail spits into a glass of water and says he will make Ahmed drink it.

2. Anna accuses Marie of taking her skipping rope.  
The two girls have a fight in the corridor on the way out to play.

3. Jemma has a disability which means she can't always control her movements and causes her to jerk her hands up.  
A group of girls laugh at her when this happens and mimic her actions.

4. Maddie and Amy won't let Jasmin play with them.

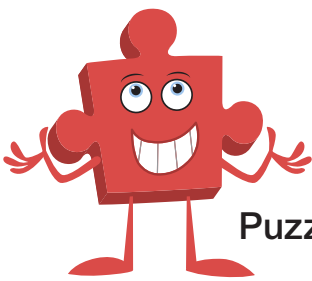
5. Jake and Ryan have had an argument.  
Jake kicks Ryan's coat across the corridor.

6. Jodie tells Marcus each day that if he doesn't give her his dinner money, she will beat him up.

# Celebrating Difference

## Facts About Bullying in PowerPoint - Year 6 - Piece 4

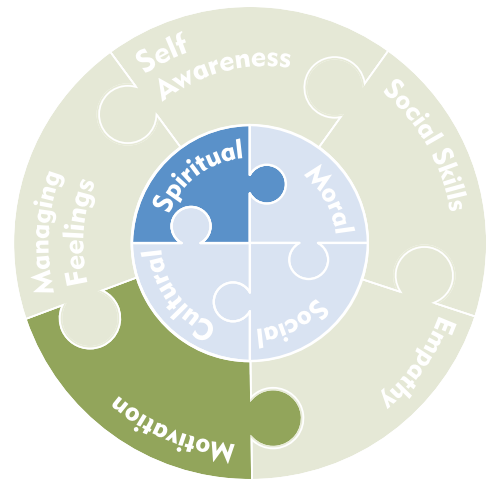
1. It doesn't just happen once: it goes on over time and happens again and again
2. It is deliberate: hurting someone on purpose, not accidentally
3. It is unfair: the person doing the bullying is older, stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the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



## Puzzle 2: Celebrating Difference - Year 6 - Autumn 2

### Piece 5 - Celebrating Difference

<b>Puzzle 2 Outcome</b> <b>Hall of Fame</b>	<b>Please teach me to...</b> give examples of people with disabilities who lead amazing lives appreciate people for who they are
<b>Resources</b> Ball Jigsaw Jem Jigsaw Chime 'Calm Me' script Pictures of Paralympians YouTube clip - Paralympian Jigsaw Journals	<b>Vocabulary</b> Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina



#### 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 'Catch'.

In a circle, children throw the ball to each other enabling each other to catch it by calling the name of the person they are throwing the ball to. Everybody has just one go before the ball returns to the starting point. Establish what made this activity easy or difficult. Repeat the activity in the same sequence but this time throw and catch with just one hand. Use Jigsaw Jem for children to give their responses about how this felt and pose the question: "What difficulties might you face in your everyday life if you only had one hand?"

##### 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

Show pictures of the 2012 Paralympians (teachers to find). In teams, children write down the name of each Paralympian and their sport. As you go through the answers, draw out children's attitudes to these people and their achievements, for example, surprise, admiration...

##### Tell me or show me

Show a clip of a Paralympian, e.g. Ellie Simmonds, in action and then receiving their medal on the podium; if possible, include an interview with them. Children write three words in their Jigsaw Journals to describe Ellie Simmonds (or whichever Paralympian you have chosen to show them). Invite the children to share their words with the class. In pairs, children draft a speech as if they were presenting a Sportsperson of the Year Award to Ellie Simmonds. Invite children to share these with the class and draw out for the children what would need to be included in such a speech for it to be powerful and emotive.

#### Ask me this...

Does your mind feel calm and ready to learn?

How easy would it be to overcome this disability?

**Let me learn**

Individually or in twos, children research a 2012 Paralympic champion. (They may need to draw these names/pictures from a hat to ensure there is a range of Paralympians studied; they can be the same as on the PowerPoint slide.) They need to find out about the life and achievements of their Paralympian and then:

1. Design an AA (Admiration Accolade e.g. like an Oscar) for their Paralympian
2. Write
  - a) A short presentation speech as if they were presenting the AA to their Paralympian, and
  - b) An acceptance speech from their Paralympian.

Back in the circle, one member of the pair reads the presentation speech and the other reads the acceptance speech whilst the rest of the class guess which Paralympian this is. Each pair could also show the AA they have designed. These accolades can be displayed with the picture of their Paralympian in the Hall of Fame exhibition at the end of this Puzzle.

**Help me reflect**

In the Reflection Puzzle Piece of their Jigsaw Journals, the children complete the sentence stem: 'The qualities I most admire about the Paralympian I studied are...'

What do I admire about this Paralympian?

What barriers has he/she had to overcome?

Do you think that winning a medal was worth all the years of training and hard work?

**Notes**

# Celebrating Difference

## Calm Me Script - Year 6 - Piece 5

Year 6 unique human beings...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

Close your eyes to block out distractions and take your attention to your breathing.

So keep focussing on your breathing and I will strike the chime to mark the start of our Calm Metime. Listen until you can no longer hear any sound from the chime.

Breathe in slowly 1,2,3,4,5 and out again slowly 1,2,3,4,5,6,7.

See if you can regulate your breathing in your own time so, without getting breathless or holding your breath, you can breathe in to your own count of 5 and out to your own count of 7.

It may help you to count slowly and silently as you take a breath in, .....and as you let that same breath out again.

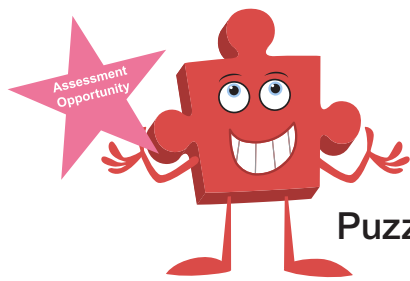
Breathing in "I feel calm", breathing out "I feel happy"....follow this pattern, breathing in and out slowly and hearing these words in your mind with each in or out breath. Smile as you breathe out.

Invite the children to bring to mind either their mountain or lake picture and practise feeling either strong or serene (see previous scripts) as they wish.

Repeat the exercise for a few minutes and when ready, strike the chime once more inviting the children to gently bring their attention back to the present moment in the classroom when they can no longer hear any sound from the chime.



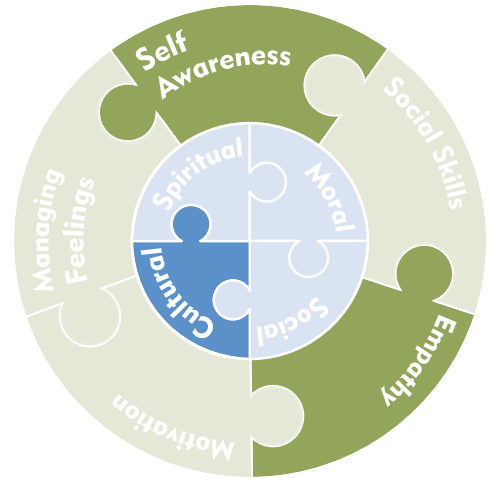




## Puzzle 2: Celebrating Difference - Year 6 - Autumn 2

### Piece 6 - Celebrating Difference

<p><b>Puzzle 2 Outcome</b> <b>Hall of Fame</b></p>	<p><b>Please teach me to...</b> explain ways in which difference can be a source of conflict and a cause for celebration show empathy with people in either situation</p>
<p><b>Resources</b> Jigsaw Jem Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: 'The Colours of Friendship' PowerPoint slide: pictures of conflict/celebration Peer assessment sheet Jigsaw Journals Puzzle 2 Attainment Descriptor Grid</p>	<p><b>Vocabulary</b> Celebration Difference Conflict</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 'Catch'.

Write on the board the sentence: 'Difference can be good'. Pass Jigsaw Jem around the circle each child calling out one letter from that sentence in the right order spelling out the sentence: 'D-i-f-f-e-r-e-n-c-e c-a-', etc. When the sentence has been spelt out the class chants the whole sentence, "Difference can be good!"

##### 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'.

##### Tell me or show me

Show children the PowerPoint slide showing:

1. Difference causing conflict, and
2. Difference being celebrated.

Each group discusses and then records what they see in each of the pictures. Invite groups to share their observations and draw out from the first picture that difference can be a source of conflict, and from the second picture that difference can be a cause for celebration.

#### Ask me this...

Does your mind feel calm and ready to learn?

Can you identify the source of conflict in the first picture?

Can you identify the reason for celebration in the second picture?

Where does difference fit in?

### Let me learn

Brainstorm with the class the types of difference which could cause conflict, e.g. race, religion, disability, gender, sexuality, and make a list of these types of difference on flipchart.

In groups of four, set children the task to create a story line that will be performed in a sequence of three freeze frames, as a dance or as a sequence of movement. The three focus points of this will be:

1. Set up a scenario in which difference is the source of conflict (children may choose a source of conflict as discussed earlier).
2. Create an event/incident in the storyline which challenges the conflict and needs to bring the two sides/people together, e.g. two football fans that support different teams put aside their differences to rescue someone injured in the stadium.
3. Devise an ending to the story to show that their initial differences have been overcome and that this is a cause for celebration.

So, whichever performance mode they choose, each group needs to show clearly the three parts of the storyline.

The groups rehearse this and perform to the rest of the class. Whilst watching the other groups, children complete their peer assessment sheets. Groups give their feedback using their assessment sheets after each performance. Teacher collects in the peer assessment sheets to inform his/her assessment.

### Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children work unaided and write a synopsis of the storyline their group devised, followed by their answers to these questions:

1. Why does difference sometimes cause conflict?
2. How can difference sometimes be a cause for celebration?
3. How do I feel about this? (i.e. my answers to questions 1 and 2).

This must be an individual's own work as the teacher will assess each child's level of understanding using these answers, alongside the peer assessments.

### Notes

#### 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 possibly in a year group assembly and it is important that these are valued by being stuck into the Jigsaw Journals.

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

# Celebrating Difference

Conflict and Celebration in PowerPoint - Year 6 - Piece 6



# Celebrating Difference

## Calm Me Script - Year 6 - Piece 6 - Peer Assessment

**Names of group being assessed:** .....

1. How well did the group illustrate the storyline and show that difference can be both a source of conflict and celebration? Give two reasons to justify your answer.

(Score out of 10)

2. How well did the group work together to illustrate the storyline?

- What they did well

- Even better if...

(Score out of 10)

3. A key piece of learning from watching their performance:

Congratulations on...





## Puzzle 2: Celebrating Difference – SEN overview P1i to P3ii

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
<p><b>P1i</b> – 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"> <li>The world is around me.</li> <li>Things happen in the world.</li> </ul> <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><b>Encountering the World</b></p>	<ul style="list-style-type: none"> <li>I am beginning to be aware of the world around me.</li> <li>I am aware of events in the world.</li> </ul> <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 emphasis 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><b>Developing Awareness of the World</b></p>			



## Puzzle 2: Celebrating Difference - SEN overview P1i to P3ii

<p><b>P2i</b> - 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"> <li>I am beginning to respond to things I am familiar with in the world.</li> <li>I am beginning to show I am aware of events and activities in the world.</li> </ul> <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.</p> <p>To demonstrate a consistent response to certain events and activities in the world.</p> <p>To explore the world with others.</p> <p>Pupils are beginning to respond to others in the community.</p> <p>Pupils are beginning to show interest in ICT in the school and/or wider community.</p> <p>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).</p> <p>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.</p> <p>Working with others during expressive and creative movement sessions in response to music/feeling/activity/visits, etc.</p> <p>Begin to explore a variety of ICT programmes which involve/show moving images - pupils to begin to track objects and events within personal ranges.</p> <p>Engage in individual/peer massage (further to agreements and acceptance) to develop and further emotional tolerance.</p>
<p style="text-align: center;"><b>Beginning to Respond to the World</b></p>	<ul style="list-style-type: none"> <li>I can respond to some events and activities consistently and proactively with others in the world.</li> <li>I am able to demonstrate to you I have preferences in the world.</li> </ul> <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.</p> <p>To demonstrate that I am able to give learned responses to certain events, experiences and activities.</p> <p>To cooperate with others in 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>Working collaboratively with others to explore a variety of PSB objects, events and activities, in the classroom and/or outside in the world.</p> <p>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).</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.</p> <p>Rhythm patterns and sounds are repeatedly explored, especially those with familiar resonance, e.g. own name.</p>
<p><b>P2ii</b> - 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>	<p style="text-align: center;"><b>Cooperating in the World</b></p>		



## Puzzle 2: Celebrating Difference – SEN overview P1i to P3ii

<p><b>P3i</b> - 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"> <li>• I am beginning to communicate with others in the world.</li> <li>• I seek attention from others.</li> <li>• I am able to learn and demonstrate consistent responses.</li> <li>• I am aware that I can affect the world around me.</li> </ul> <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. To celebrate getting the attention of a person/of people in my immediate environment. To demonstrate I can request an interaction, experience or event. To demonstrate that I am aware of my interactions with 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>To provide tools and opportunity to facilitate communication and interaction in the world: e.g. engaging in familiar body rhymes, songs and routines. To provide opportunities for meaningful social interaction with peers and adults. A collection and selection of preferred and non-preferred objects, smells, pictures, etc. from school and the home: motivational, familiar and engaging. 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><b>Becoming Involved in the World</b></p> <p><b>P3ii</b> - 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"> <li>• I seek communication with others in the world.</li> <li>• I am able to communicate in a way others can understand.</li> <li>• I am happy to explore the world with other people, for extended time periods of time.</li> </ul> <p><i>How do I best communicate with the world? How do I best respond to options and choices? How do you encourage my sense 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. To respond to options and choices with actions or gestures (where physically able to). To explore events and objects for increasing periods of time, noticing any changes to events, objects or routines. To demonstrate to others that I am able to anticipate certain events, activities and experiences. Pupils partake in the shared exploration of transition-times. Pupils are beginning to participate in group activities with less support. 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. To reinforce engagement in the world with individual and motivating objects, people and activities to sustain and develop concentration and enjoyment. 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. 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. 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><b>Beginning to Understand the World</b></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><b>P4</b> - 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><b>Working with others</b></p> <p><b>Developing relationships</b></p> <p><b>Exploring feelings</b></p> <p><b>What is bullying and the associated behaviours and feelings?</b></p>	<p><b>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’</b></p> <p><b>Friendship</b> 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><b>Getting Angry</b> Pupils can be distracted when frustrated and begin to modify their behaviour and responses with adult support.</p> <p><b>Working together to resolve differences</b> 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, 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 preference.</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><b>P5</b> - 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><b>Friendship</b> 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><b>Getting Angry</b> Pupils can appropriately show a satisfaction or dissatisfaction with an activity and can stop an activity when told.</p> <p><b>Working together to resolve differences</b> 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>	





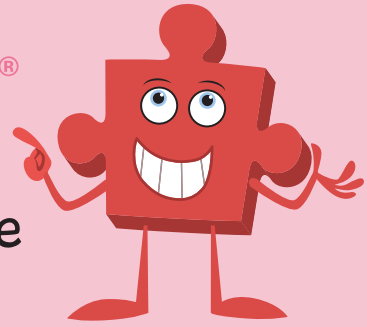
## Puzzle 2: Celebrating Difference – SEN overview P4 to P8

<p><b>P6</b> - 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><b>Friendship</b> Pupils give some consideration to personal space (adult guidance) and begin to seek out and interact with specific children.</p> <p><b>Listening and Co-operating</b> Pupils respond appropriately to the announcement of an activity, accepts suggestions and responds appropriately to boundaries.</p> <p><b>Getting Angry</b> Pupils make some changes to behaviour when prompted and can wait for help when they have a problem.</p> <p><b>Working together to resolve differences</b> 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. 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><b>P7</b> - 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><b>Friendship</b> Pupils allow others a personal space. Pupils can give one reason why they like someone.</p> <p><b>Listening and Co-operating</b> Pupils maintain attention in group situations.</p> <p><b>Getting Angry</b> Pupils begin to show an awareness that not everyone feels like they do and a realisation that others have feelings to.</p> <p><b>Working together to resolve differences</b> 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><b>P8</b> - 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 with 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><b>Key concepts and questions outlined above are appropriate from P4-8, with differentiation by method of input and outcome</b></p>	<p><b>Friendship</b> Pupils greet others and start to use formal and informal greetings.</p> <p><b>Listening and Co-operating</b> Pupils identify when they need to listen in structured situations. They can wait for their turn to talk.</p> <p><b>Getting Angry</b> 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>
--	--	---	--



# Celebrating Difference

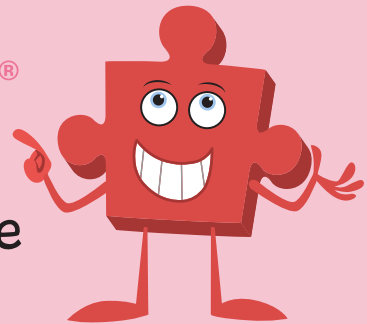
Well done!

.....  
Please feel proud that you have learnt to: .....

.....  
I am especially pleased that you: .....

.....  
I am proud that I can: .....

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



# Celebrating Difference

Well done!

.....  
Please feel proud that you have learnt to: .....

.....  
I am especially pleased that you: .....

.....  
I am proud that I can: .....

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