

JIGSAW!

The mindful approach to PSHE



Celebrating Difference - Year 4

www.jigsawpshe.com

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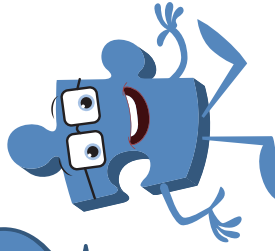


Celebrating Difference

Puzzle Map - Year 4

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. Judging by Appearances	I understand that, sometimes, we make assumptions based on what people look like	I try to accept people for who they are	Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, Character pictures, A pair of cardboard spectacles with coloured lenses (coloured cellophane) for each child, A pair of spectacles with clear lenses for each child, Character answer cards.
Include others when working and playing	2. Understanding influences	I understand what influences me to make assumptions based on how people look	I can question why I think what I do about other people	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Optical illusion picture e.g. young/old lady (www.eyetricks.com), Picture of a dog, Response strips, Jigsaw Journals.
Know how to help if someone is being bullied	3. Understanding Bullying	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I know how it might feel to be a witness to and a target of bullying	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Playground Blues', Jigsaw Jaz, BBC Learning Clip 6578: 'Why it is important to have good friends', Flipchart-sized cardboard cut-out person (per group) and flipchart pens, Flipchart-sized spectacles cut outs (per group), Jigsaw Journals.
Try to solve problems	4. Problem-solving	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I can problem-solve a bullying situation with others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz CBBC Newsround special film: 'Whose side are you on?', Flipchart, Picture of spectacles/glasses BBC Learning Clip 7147: 'How to beat cyber bullying', Websites: Kidscape, Childline, Beatbullying, CBBC, Jigsaw Journals.
Try to use kind words	5. Special Me	I can identify what is special about me and value the ways in which I am unique	I like and respect the unique features of my physical appearance	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Coloured strips of paper, Glue sticks, Book: 'Ruby' by Maggie Glen, Photos of class members, Template photo frames, Jigsaw Journals.
Know how to give and receive compliments	6. Celebrating Difference: how we look Assessment Opportunity ★	I can tell you a time when my first impression of someone changed when I got to know them	I can explain why it is good to accept people for who they are	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Book: 'A Pig Is Moving In!' by Claudia Fries, Jigsaw Journals, Blue and red spectacle templates, one for each child, Puzzle 2 Attainment Descriptor Grid.



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 4





**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,

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

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 F⁷
 F⁷ C⁷ D^b7 C⁷ F
 F⁷ C⁷ D^b7 C⁷ F

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 Cm⁷ Fm⁷ B \flat 7(sus4) B \flat 7 Eb Ab Eb B \flat ¹¹ B \flat 7 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 B \flat 7(sus4) B \flat 7 Eb G⁷ 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 $^{\circ}$ Ab Eb/G Cm⁷ Fm⁷ B \flat 7(sus4) B \flat 7 Eb Ab Eb Eb

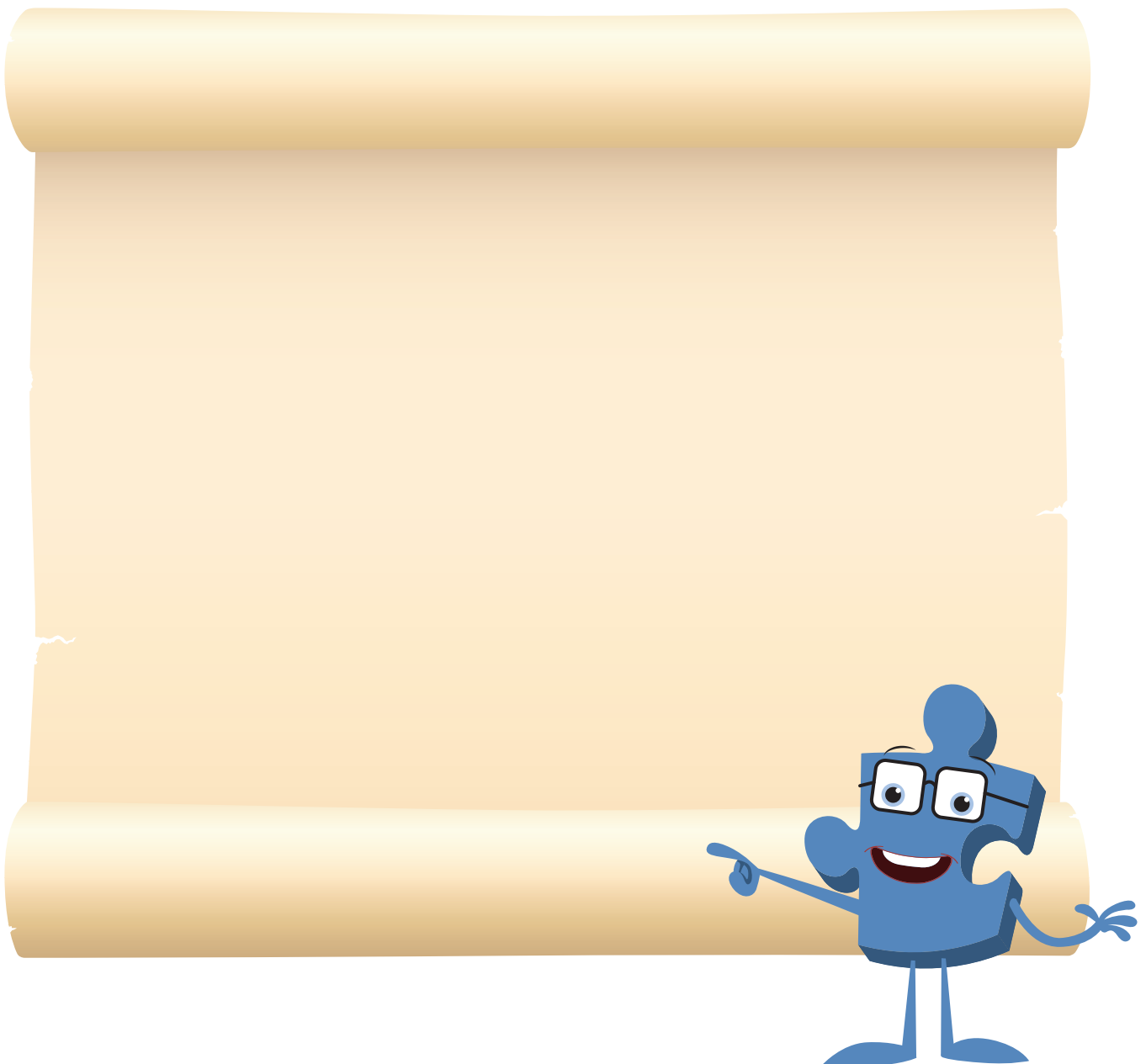
— By car - ing and shar - ing, giv - ing, liv - ing the friend - ship way. We
— By car - ing and shar - ing, giv - ing, liv - ing the friend - ship way.



Weekly Celebration 1

This week we are celebrating people in our school who:

Accept that everyone is different

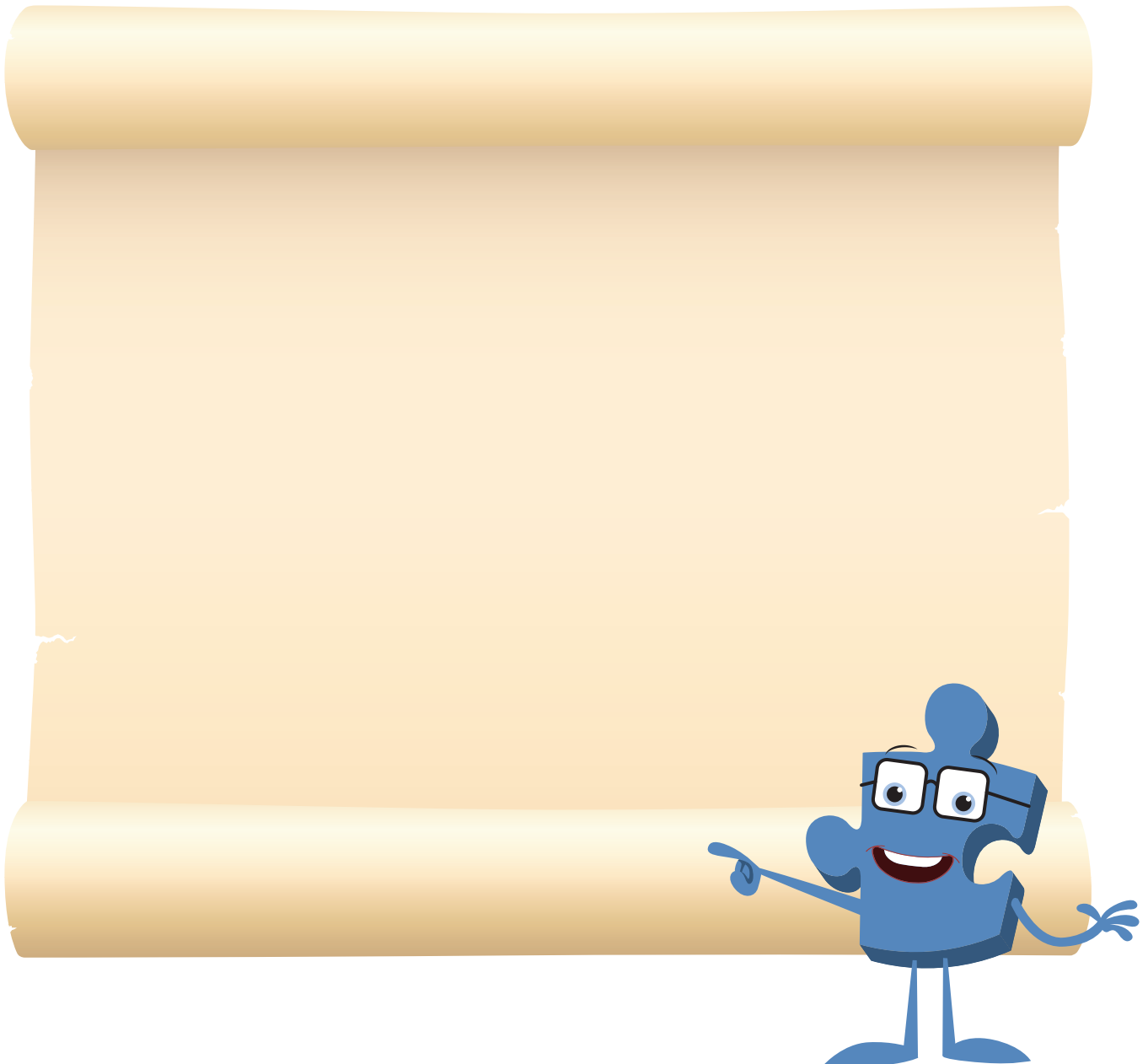




Weekly Celebration 2

This week we are celebrating people in our school who:

Include others when working and playing

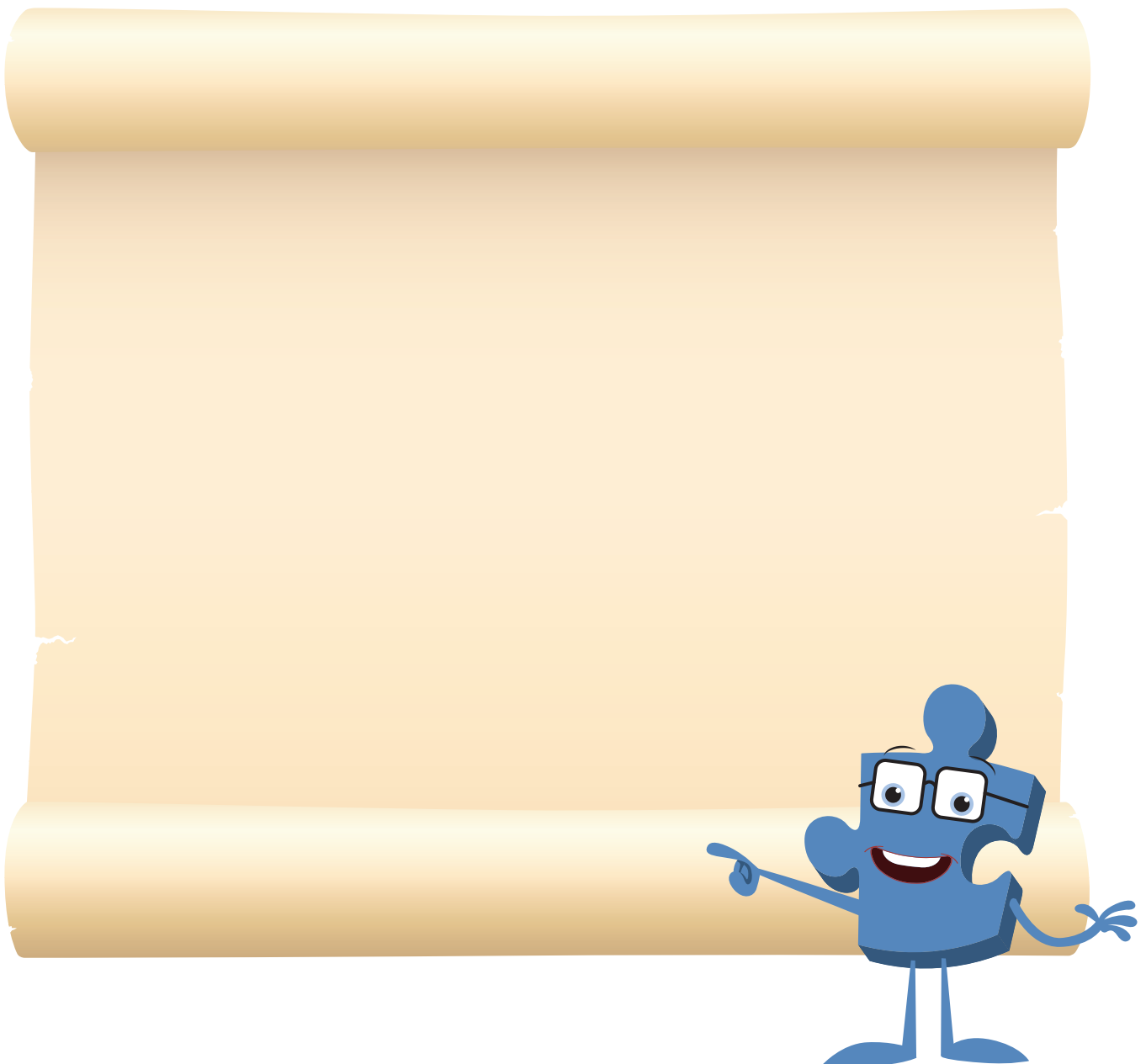




Weekly Celebration 3

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

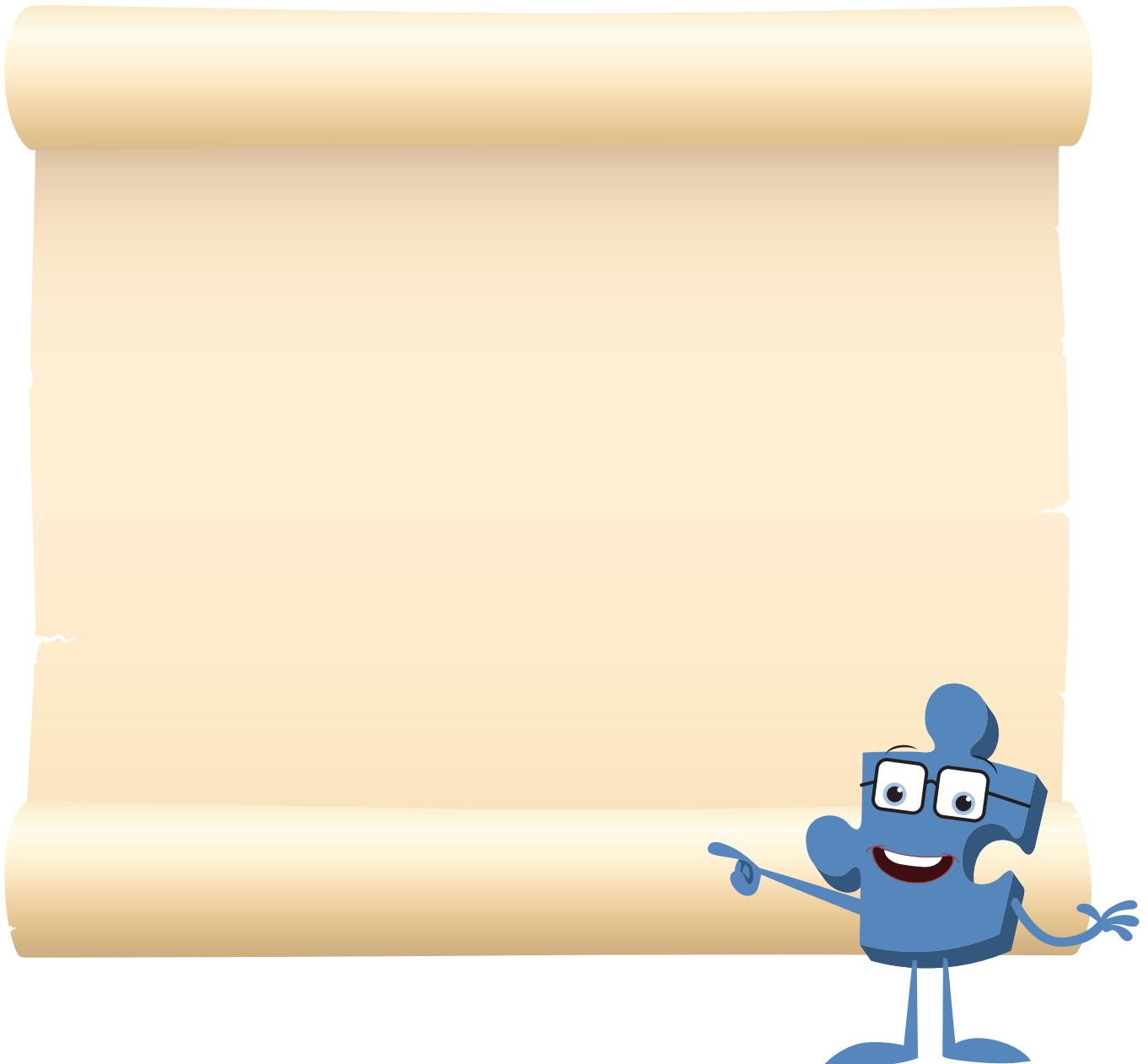




Weekly Celebration 5

This week we are celebrating people in our school who:

Try to use kind words

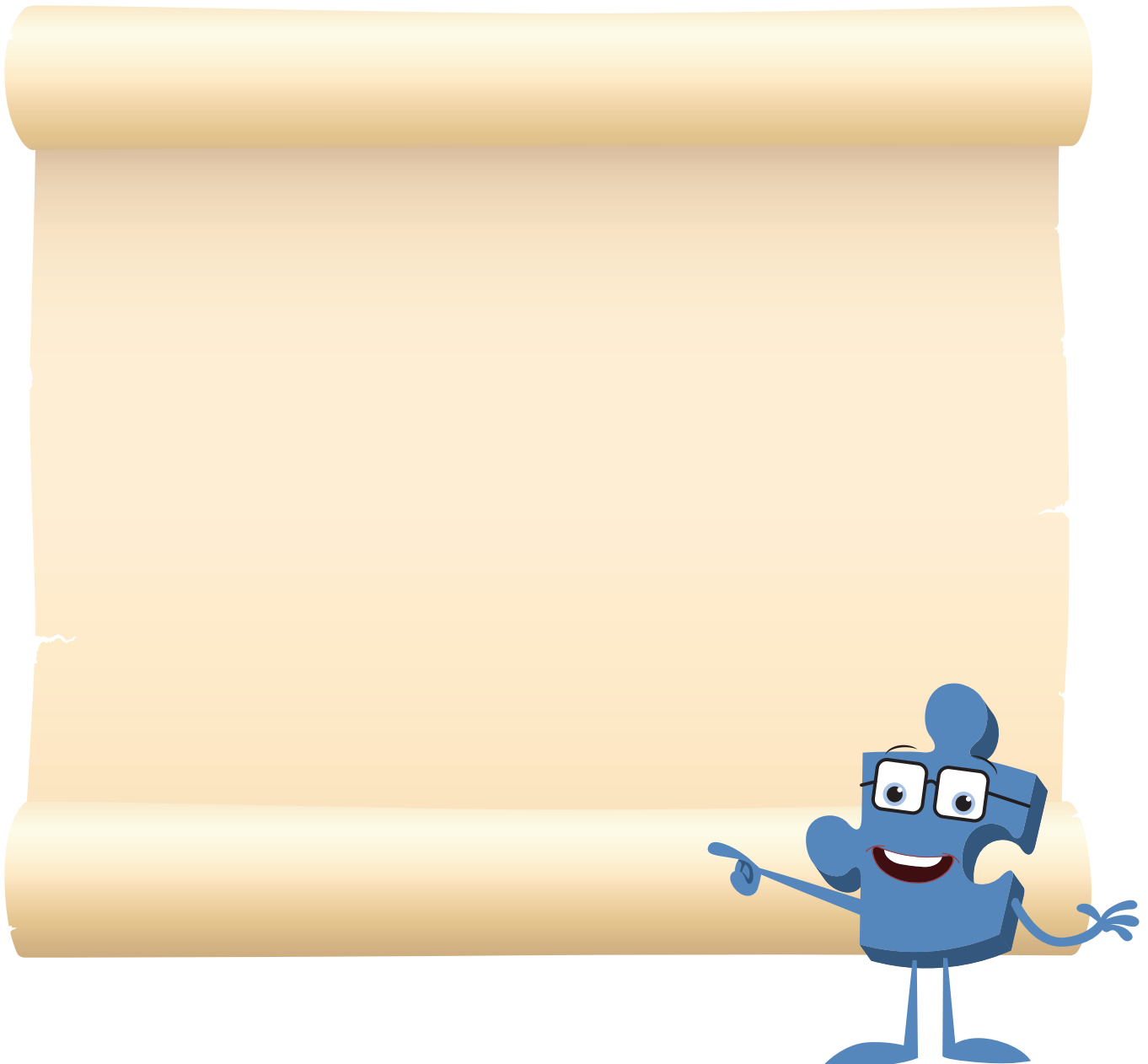




Weekly Celebration 6

This week we are celebrating people in our school who:

Know how to give and receive compliments



Celebrating Difference

Puzzle Overview - Year 4

Puzzle 1 Being Me in My World	Puzzle Outcome	Resources
Pieces		
1. Judging by Appearances	<p>I understand that, sometimes, we make assumptions based on what people look like</p> <p>I try to accept people for who they are</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, Character pictures , A pair of cardboard spectacles with coloured lenses (coloured cellophane) for each child, A pair of spectacles with clear lenses for each child , Character answer cards.</p>
2. Understanding Influences	<p>I understand what influences me to make assumptions based on how people look</p> <p>I can question why I think what I do about other people</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Optical illusion picture e.g. young/old lady (www.eyetricks.com), Picture of a dog , Response strips, Jigsaw Journals.</p>
3. Understanding Bullying	<p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>I know how it might feel to be a witness to and a target of bullying</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Playground Blues', Jigsaw Jaz, BBC Learning Clip 6578: 'Why it is important to have good friends', Flipchart-sized cardboard cut-out person (per group) and flipchart pens, Flipchart-sized spectacles cut outs (per group), Jigsaw Journals.</p>
4. Problem-solving	<p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I can problem-solve a bullying situation with others</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz CBBC Newsround special film: 'Whose side are you on?', Flipchart, Picture of spectacles/ glasses, BBC Learning Clip 7147: 'How to beat cyber bullying', Websites: Kidscape, Childline, Beatbullying, CBBC, Jigsaw Journals.</p>
5. Special Me	<p>I can identify what is special about me and value the ways in which I am unique</p> <p>I like and respect the unique features of my physical appearance</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Coloured strips of paper, Glue sticks, Book: 'Ruby' by Maggie Glen, Photos of class members, Template photo frames, Jigsaw Journals.</p>
6. Celebrating Difference: how we look	<p>I can tell you a time when my first impression of someone changed when I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Book: 'A Pig Is Moving In!' by Claudia Fries, Jigsaw Journals , Blue and red spectacle templates, one for each child, Puzzle 2 Attainment Descriptor Grid.</p>
Assessment Opportunity ★		

Jigsaw Assessment - Year 4

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 about my first impressions of someone	I can tell you a time when my first impression of someone changed as I got to know them	I can use a variety of examples to show how first impressions can be misleading		
	I know it is good to try to get to know someone before making judgements about them	I can explain why it is good to accept people for who they are	I can consider how I form my opinions of people and explain why it is good to accept people for who they are		
Puzzle 3 Dreams and Goals	I know that things I try to do can go wrong and can tell you why it is good to try again	I know how to make a new plan and set new goals even if I have been disappointed	I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals		
	I can overcome disappointment and look ahead to the next time	I know what it means to be resilient and to have a positive attitude	I can explain how resilience and a positive attitude contribute to a greater chance of success		
Puzzle 4 Healthy Me	I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to	I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this		
	I can say how it feels when someone else is pushing me to do something	I can identify feelings of anxiety and fear associated with peer pressure	I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices		
Puzzle 5 Relationships	I can express what I think and feel about an animal rights issue	I can explain different points of view on an animal rights issue	I can explain and weigh up different points of view people may hold on an animal rights issue		
	and I can tell you at least one point of view that is different from mine	and express my own opinion and feelings on this	and I can take these into account in expressing and justifying my own opinions and feelings on this		
Puzzle 6 Changing Me	I can describe something I am looking forward to when I am in Year 5	I can identify what I am looking forward to when I am in Year 5	I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control		
	I can tell you something that I think I can change for myself when I am in Year 5	I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this	I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes		

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

Jigsaw Assessment - Year 4

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 about my first impressions of someone	I can tell you a time when my first impression of someone changed as I got to know them	I can use a variety of examples to show how first impressions can be misleading		
	I know it is good to try to get to know someone before making judgements about them	I can explain why it is good to accept people for who they are	I can consider how I form my opinions of people and explain why it is good to accept people for who they are		
Puzzle 3 Dreams and Goals	I know that things I try to do can go wrong and can tell you why it is good to try again	I know how to make a new plan and set new goals even if I have been disappointed	I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals		
	I can overcome disappointment and look ahead to the next time	I know what it means to be resilient and to have a positive attitude	I can explain how resilience and a positive attitude contribute to a greater chance of success		
Puzzle 4 Healthy Me	I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to	I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this		
	I can say how it feels when someone else is pushing me to do something	I can identify feelings of anxiety and fear associated with peer pressure	I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices		
Puzzle 5 Relationships	I can express what I think and feel about an animal rights issue	I can explain different points of view on an animal rights issue	I can explain and weigh up different points of view people may hold on an animal rights issue		
	and I can tell you at least one point of view that is different from mine	and express my own opinion and feelings on this	and I can take these into account in expressing and justifying my own opinions and feelings on this		
Puzzle 6 Changing Me	I can describe something I am looking forward to when I am in Year 5	I can identify what I am looking forward to when I am in Year 5	I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control		
	I can tell you something that I think I can change for myself when I am in Year 5	I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this	I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes		

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 4

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 about my first impressions of someone		I can tell you a time when my first impression of someone changed as I got to know them		I can use a variety of examples to show how first impressions can be misleading	
	Me	Teacher	Me	Teacher	Me	Teacher
	I know it is good to try to get to know someone before making judgements about them		I can explain why it is good to accept people for who they are		I can consider how I form my opinions of people and explain why it is good to accept people for who they are	
	Me	Teacher	Me	Teacher	Me	Teacher

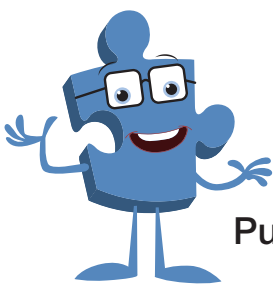
I think...	<p>I enjoyed learning.....</p> <p>I could learn better if.....</p> <p>I still wonder about....</p>
My teacher thinks...	<p>I am impressed with.....</p> <p>Next time.....</p>

Puzzle 2 Celebrating Difference - Year 4

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 about my first impressions of someone		I can tell you a time when my first impression of someone changed as I got to know them		I can use a variety of examples to show how first impressions can be misleading	
	Me	Teacher	Me	Teacher	Me	Teacher
	I know it is good to try to get to know someone before making judgements about them		I can explain why it is good to accept people for who they are		I can consider how I form my opinions of people and explain why it is good to accept people for who they are	
	Me	Teacher	Me	Teacher	Me	Teacher

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



Puzzle 2: Celebrating Difference - Year 4 - Autumn 2

Piece 1 - Judging by Appearances

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... understand that, sometimes, we make assumptions based on what people look like try to accept people for who they are</p>	
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Journals Character pictures A pair of cardboard spectacles with coloured lenses (coloured cellophane) for each child A pair of spectacles with clear lenses for each child Character answer cards</p>	<p>Vocabulary Character Assumption Judgement Surprised Different Appearance Accept</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 game: 'What are you doing?' With the children in a circle, the teacher begins by miming an action e.g. brushing hair, driving a car, etc. The child on the right of the teacher asks, "What are you doing?" The teacher gives a reply that is totally different to the action they are miming, e.g. if they are miming driving a car, they say "I am jogging on the spot". That child then mimes the actual action the teacher said, not the action they were doing. Then, whilst that child mimes jogging on the spot, the child on their right says, "What are you doing?" The child answers something completely different, e.g. "Picking some flowers". The child that asked the question then mimes what is said (picking flowers) and the game continues around the circle. When explaining the game to the children, tell them that they need to choose sensible actions to say to the child next to them and even to choose an action they wouldn't mind miming themselves. This prevents some of the children saying silly actions for their friends to do. After the game, the teacher draws out the point that, whilst this game can be funny, it has a deeper meaning - that things aren't always as they seem to be!</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

Children write the numbers 1-5 down the side of the page in their Jigsaw Journals. Read each stem sentence in turn, asking the children to write their spontaneous answer to each question as you go along.

1. Boys are...
2. Girls are...
3. Police Officers are...
4. Rich people are...
5. Sporty people are...

(This will need to be debriefed as it may well show up children's assumptions and prejudices so can be returned to in Help me reflect.)

Tell me or show me

Share with the children the four pictures (a boy, a girl, a person in a wheelchair, an old lady/mature person). Divide the children into groups and give each group one of the pictures. Ask the children to look at their picture and think about the person they have. Then give each child a pair of spectacles with different coloured lenses (different colours within each group). Invite the children to look through these at their character, to answer the following questions and, individually, to write their answers in their Jigsaw Journal.

1. How old am I?
2. What is my favourite food?
3. What is my hobby?
4. What is my secret?

Within each group, the children compare their answers. How are they the same and how are they different? Ask children to think about why, when they were all looking at the same picture, they came up with different answers.

Debrief: Explain to the children that, just as they were looking through different coloured lenses which made the picture appear different to each of them, so they each have a set of assumptions that they were using to answer the questions. Where did these assumptions come from? Did they lead them to positive or negative thoughts about the person in the picture?

Let me learn

Then give each child a pair of clear lens spectacles and each group their character answer card. Ask them to now look through their clear spectacles and read the actual answers to the questions. They write the real answers underneath their assumed answers in their Jigsaw Journals.

Debrief: Explain that, when the children were looking through the clear lenses, they were seeing the reality i.e. the real answers, without any of their own assumptions getting in the way.

Invite each group to share their picture, some of their initial answers and also the real answers: this will reinforce the learning that all of us see people through the lens of our own experience and assumptions. When we know this, we can be careful not to make judgements about people before we know them.

Help me reflect

Ask the question: if people are different to what we imagine or different to what we are used to, is that OK or can it be hard to accept?

Share some ideas from the children.

How did you decide the answers to the questions?

What influenced your answers?

Which assumptions and thoughts influenced your answers?

Has anything surprised you?

Why are you surprised/not surprised?

What makes you think that is or isn't possible?

How did the picture of your character influence your ideas?

What assumptions did you make?

Were any of your assumptions right?

Were any of your assumptions wrong?

Is it OK to judge someone on what they look like?

How might it feel to be judged before someone knows you?

Notes

Celebrating Difference

Calm Me Script - Year 4 - 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 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

Character Pictures - Year 4 - Piece 1



Celebrating Difference

Character Answer Cards - Year 4 - Piece 1

Boy

1. I am 7 years old.
2. My favourite food is pizza.
3. My hobby is painting. I have always loved art and my mum is a professional artist.
4. I am vegetarian.

Girl

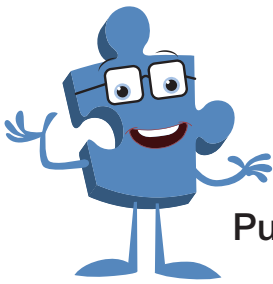
1. I am 8 years old.
2. My favourite food is spaghetti bolognaise.
3. My favourite hobby is football.
4. I am captain of the school football team.

Disabled person

1. I am 24.
2. My favourite food is curry and rice.
3. My hobby is basketball.
4. I am a professional basketball player. I have always loved basketball from when I was a child and learnt to play in a wheelchair basketball team from the age of 7.

Mature person

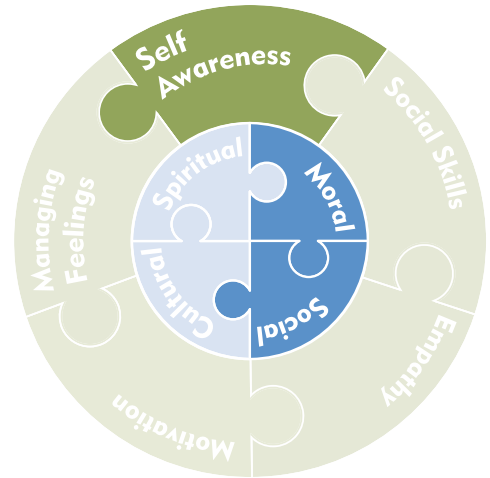
1. I am 74.
2. My favourite food is roast chicken and roast potatoes.
3. My hobby is swimming and parachuting.
4. I was in the county team for swimming when I was at school.



Puzzle 2: Celebrating Difference - Year 4 - Autumn 2

Piece 2 - Understanding influences

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... understand what influences me to make assumptions based on how people look question why I think what I do about other people</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jaz Optical illusion picture e.g. young/old lady (www.eyetricks.com) Picture of a dog Response strips Jigsaw Journals</p>	<p>Vocabulary Assumption Influence Appearance Opinion Attitude Judgement</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 With the children sitting in a circle next to talking partners, ask them to talk in their pairs about the physical features that they like about themselves, e.g. "I like my eyes because they are blue", "I like having blonde hair", "I like being tall". Then pass Jigsaw Jaz around the circle and ask the children to share one thing they like about their physical appearance. (Children may or may not find this difficult, so remind them they are able to pass but it would be good if they could share one thing.) Celebrate this opportunity with the children being able to say something positive about themselves and reinforce how good it is to be different and unique, i.e. to celebrate difference.</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 Share with the children the optical illusion (e.g. old/young lady). Ask the children to look at the picture and describe what they see. Some may see the old lady and some may see the young lady. Share ideas and then help the children to see the alternative picture. Make the point that how we look at something influences what we see; if we look at something one way, we see one thing but if we look at the same thing a different way then we can see something completely different. Refer back to the previous Piece when the children looked through coloured or clear spectacles.</p>	<p>Ask me this...</p> <p>What features of your physical appearance do you like the most? How would it feel to be judged on just your physical appearance?</p> <p>Does your mind feel calm and ready to learn?</p> <p>What do you see?</p>
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Tell me or show me

Show the picture of the dog (PowerPoint). Ask children to write down two words to describe their reaction/response to that picture. Listen to some of their responses. Next, show them the PowerPoint slide of Box 2. In talking partners, ask children to think about where their responses have come from and show them PowerPoint slide of Box 3 as an example. Using the second set of three PowerPoint slides, reinforce the idea that we each make a personal response to the picture of the dog depending on the influences around us and our experience so far. Share enough of the group's examples to ensure all children understand this.

Let me learn

Give each child a selection of three of the response strips.

They fold each strip twice so that there are three sections. These three sections correspond to the three boxes they have just seen on the PowerPoint slides. Box 3 is already filled in. e.g. xxxxxx

Ask children to write three words in Box 2 to describe their response to that person/thing. In Box 1, children identify what has influenced them to make that response, e.g. family, TV, media, personal experience, (they can write or draw in each box). Each child does this with three different strips, and then compares their responses with their talking partner.

Debrief: Does everybody understand where their responses come from? Is everybody happy with their responses? Would anybody like to change their response? Let the children know that they can choose their responses to any situation. They do not have to be influenced by their past experience.

Children stick one of their response strips into their Jigsaw Journals. With children's permission, their response strips could be displayed.

Help me reflect

Ask the children to think about what is the strongest influence for them when they meet someone new. Ask them to complete the sentence stem in the Reflection Puzzle Piece of their Jigsaw Journal: "When I meet someone for the first time, I think I am mostly influenced by..."

Then ask them to answer this question: Is that influence always right?

What influences you?

What influences you the most?

What assumptions do you make?

Do you make assumptions that are mostly right or not?

What do you think influences you the most and why?

Is that influence always right?

Notes

Celebrating Difference

Calm Me Script - Year 4 - 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 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

Dog PowerPoint - Year 4 - Piece 2



Celebrating Difference

Response Strips PowerPoint - Year 4 - Piece 2

Box 3

My dog Max

My family are animal
lovers

My nan's dog Suzy

Box 2

Best friend

Cuddly

Max

Box 1



Newsround -
'Dog bit child' story

Dad hates dogs

Guard dog programme
on TV

Fierce

Dangerous

Frightened



Celebrating Difference

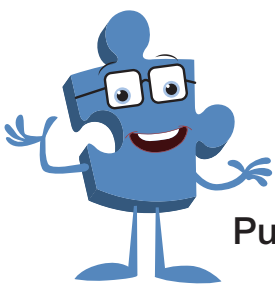
Response Strips - Year 4 - Piece 2

Box 3	Box 2	Box 1
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Box 3	Box 2	Box 1
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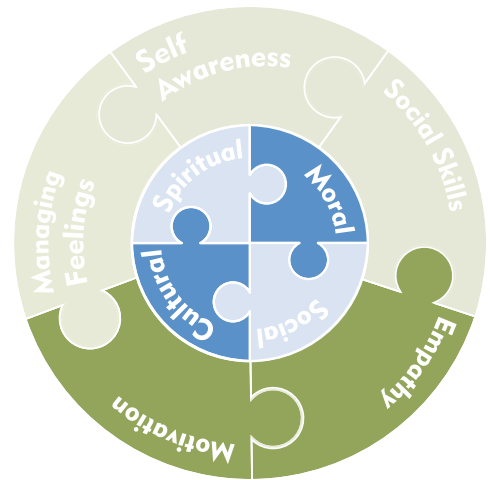
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Puzzle 2: Celebrating Difference - Year 4 - Autumn 2

Piece 3 - Understanding bullying

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to...</p> <p>know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure</p> <p>know how it might feel to be a witness to and a target of bullying</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Song sheet: 'Playground Blues'</p> <p>Jigsaw Jaz</p> <p>BBC Learning Clip 6578: 'Why it is important to have good friends'</p> <p>Flipchart-sized cardboard cut-out person (per group) and flipchart pens</p> <p>Flipchart-sized spectacles cut outs (per group)</p> <p>Jigsaw Journals</p>	<p>Vocabulary</p> <p>Bullying</p> <p>Friend</p> <p>Secret</p> <p>Deliberate</p> <p>On purpose</p> <p>Bystander</p> <p>Witness</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 at this time. It does need to be handled sensitively and vigilantly and children need to know that if it brings up any concerns, they can talk to you about them 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>	



Ask me this...

Does your mind feel calm and ready to learn?

Open my mind

Sing the Jigsaw Song: 'Playground Blues'.

Use Jigsaw Jaz to pass around the circle and to share any thoughts that this brings up for the children.

Tell me or show me

Share the BBC Learning Clip 6578: 'Why it is important to have good friends'.

Ask the children to think about how bullying can be hard to spot sometimes. For example, it might start slowly, it might be done secretly, you might think the people are still your friends but then you become more and more unhappy.

As a follow-up to the Learning Clip, ask the children to think about why people might bully as was suggested. It could be that they are jealous or that they want to look big in front of their friends.

Ask the children to think about what bullying is and 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

Divide the children into groups and give them a cardboard cut-out person, flipchart size. Show the Learning Clip again and freeze the picture on the scene near the end where the group of bullies surrounds Claire. Ask them to imagine they are Claire: to think about what she might be feeling and to write these feelings on their cardboard cut-out person with flipchart pens.

Create a 'freeze frame' of this scene with children in the class and then add in a few extra children who are bystanders and can see what is happening. Use a forum theatre approach to hot seat these bystanders who can say how they are feeling about this situation and what they might do.

Ask the children to return to their groups and give each group a large flipchart size spectacle template (similar style to the ones used in Piece 1 but larger). Explain that these are witness spectacles to be used to look in on the situation. Ask each group to write ideas on their spectacle template to describe the feelings that the bystander may be feeling and what they might be able to do in that situation. This can form part of a display for the Hall of Fame display at the end of this Puzzle.

A photo of the large group work can be stuck into each Jigsaw Journal.

Help me reflect

In the Reflection Puzzle Piece in their Jigsaw Journals ask the children to write a couple of sentences to describe what they might do if they knew that someone was being bullied.

What thoughts do you have when you sing this song?

Is it always easy to spot bullying?

Why might someone bully another person?

What is bullying?

How do we know if it is bullying or not?

How might someone who is being bullied feel?

How can you tell how someone is feeling?
What might they look like?

How might it feel to see someone being bullied?

What might you do if you knew someone was being bullied?

Notes

Be vigilant about children in the class who may have experienced bullying or who are currently experiencing bullying. It is important that there is an updated Anti-Bullying policy and accompanying guidelines in school and that key procedures are known and adhered to by all staff.

Celebrating Difference

Calm Me Script - Year 4 - 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.

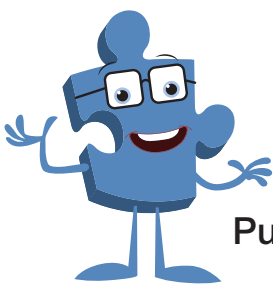
Do this again and invite children to listen so carefully that when they can no longer hear the sound of the chime they can focus all their attention on the sounds they can hear outside the classroom.

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).

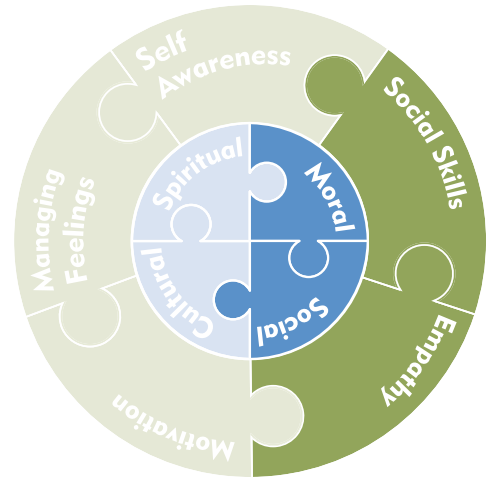
Invite the children to very gently bring their attention back into the classroom and remind them that peaceful minds can usually concentrate and learn better.



Puzzle 2: Celebrating Difference - Year 4 - Autumn 2

Piece 4 - Problem-solving

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... tell you why witnesses sometimes join in with bullying and sometimes don't tell problem-solve a bullying situation with others</p>
<p>Resources Soft ball Jigsaw Chime 'Calm Me' script CBBC Newsround special film: 'Whose side are you on?' PowerPoint slide Questions Flipchart Picture of spectacles/glasses Jigsaw Jaz BBC Learning Clip 7147: 'How to beat cyber bullying' Websites: Kidscape, Childline, Beatbullying, CBBC Jigsaw Journals</p>	<p>Vocabulary Witness Bystander Bully Problem solve Cyber bullying Text message Website</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 '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' as they throw the ball to someone else in the circle who then shouts the first word that springs into their mind, e.g. 'biscuits'. The game continues with the ball being thrown to other children in the circle who then say the first word that comes to them. Ask the children to think about how hard 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 also be pointed out later that this is often how difficulties can start in the playground: when one person says something, it can lead to someone else saying something, and so on...</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>
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Open my mind

Show the CBBC Newsround special film: 'Whose side are you on?' (www.bbc.co.uk/newsround/13908106).

Show the PowerPoint Questions slide.

In groups, ask the children to discuss the following:

- How was Liam being bullied?
- How did Jack react to what he saw?
- Whose side was Jack on?
- Why did Jack not help Liam at first? What was he worried about?
- What did Jack do in the end to help Liam?
- What else could he have done?

Ask for feedback and draw out some of the key messages, for example, that people are bullied if they are different and if there is a power imbalance, e.g. that they are on their own and can't stand up against the bullies.

On the flipchart, have a picture of a pair of spectacles/glasses. Discuss with the children about how, sometimes, we look in on situations around us and it might be that we are in a position where we see a bullying situation. Draw out that if we see what is happening but don't do anything about it then it is as if we are on the side of the bully, as Jack was at the start of the film. Ask the children to share ideas about why we might not do anything. Use Jigsaw Jaz as the talking object to share ideas and record them on the flipchart. (Ideas might include the following: because you are frightened of what might happen to you, you might be worried it will get worse, you might be scared yourself, or you might not know what to do to help.)

Tell me or show me

Highlight for the children that Liam was receiving nasty text messages and that this is cyber bullying. It might seem like fun but if it is upsetting or hurting someone it is bullying.

Share the key guidelines:

1. Don't reply to the text messages
2. Show an adult who you trust

Show the short BBC Learning Clip 7147: 'How to beat cyber bullying'. This gives clear information which can be explained more fully with the children by the teacher emphasising the key points.

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

CBBC website: www.bbc.co.uk/cbbc

ChildLine: www.childline.org.uk

BeatBullying: www.beatbullying.org

Let me learn

In groups, ask the children to think about the scenario of someone looking in on a bullying situation. Share the following slogans with the children:

- 'Don't stand by, stand up'
- 'Stand up against bullying'
- 'Action against bullying'

In groups, invite them to design a poster which uses one of the slogans and shows ideas of what we can do to stand up against bullying or to solve a bullying problem.

If time, encourage the groups to look at the key websites to gain ideas and ask them to look at some of the websites shown to them, perhaps at home with an adult.

Help me reflect

In the Reflection Puzzle Piece in their Jigsaw Journal, ask the children to write two reasons why a witness to bullying might join in with the bullying or not tell anyone, and what the consequences of this might be for the victim.

How was Liam being bullied?

How did Jack react to what he saw?

Whose side was Jack on?

Why did Jack not help Liam at first? What was he worried about?

What did Jack do in the end to help Liam?

What else could he have done?

Why might someone not do anything to help?

How might they feel?

What websites do you know of that can help?

What might stop someone from helping in a bullying situation?

Notes

Be vigilant about children in the class who may have experienced bullying or who are currently experiencing bullying. It is important that there is an updated Anti-Bullying policy and accompanying guidelines in school and that key procedures are known and adhered to by all staff.

Celebrating Difference

Calm Me Script - Year 4 - 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.

Today in our Calm Me time we are going to focus just on our breathing and see how much we can enjoy the feel of our breath moving in and out of our bodies.

So take a nice, gentle, slow breath in and with your hands on your tummy, see if you can keep your mind focussed just on the rise and fall of your tummy with the rhythm of your breathing. Breathe in and enjoy breathing in. Breathe out and enjoy breathing out.

As you breathe in hear yourself say, in your head, "I am breathing in and I am alive", then on the out breath... "I am breathing out and I am happy".

Try this for a few minutes and see if you can keep your focus on your breathing, your tummy moving out and in, and on feeling alive and happy.

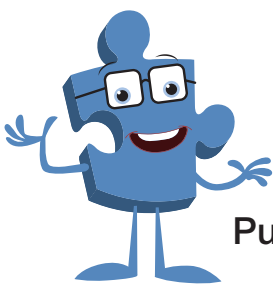
Then listen until you can no longer hear any sound coming from the chime (strike the chime just once).

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

Whose Side Are You On? PowerPoint Questions - Year 4 - Piece 4

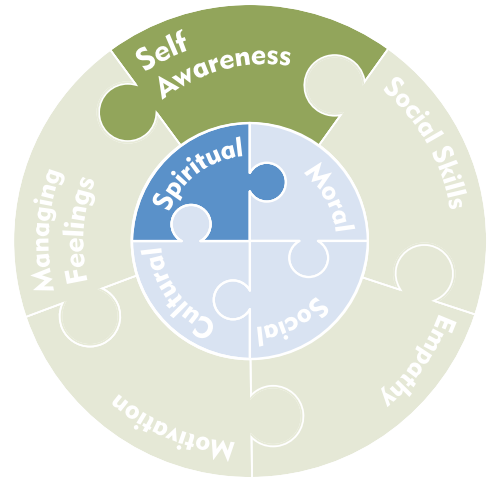
- How was Liam being bullied?
- How did Jack react to what he saw?
- Whose side was Jack on?
- Why did Jack not help Liam at first?
What was he worried about?
- What did Jack do in the end to help Liam?
- What else could he have done?



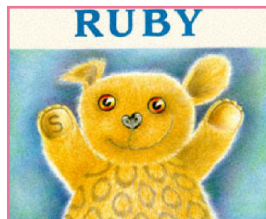
Puzzle 2: Celebrating Difference - Year 4 - Autumn 2

Piece 5 - Special me

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... identify what is special about me and to value the ways in which I am unique like and respect the unique features of my physical appearance</p>
<p>Resources Coloured strips of paper Glue sticks Jigsaw Chime 'Calm Me' script Jigsaw Jaz Book: 'Ruby' by Maggie Glen Photos of class members Template photo frames Jigsaw Journals</p>	<p>Vocabulary Special Unique Different Characteristics Physical features</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 Give the children two coloured strips of paper with the sentence stem, 'I am special because...' written on it. Ask the children to write something on each strip of paper about themselves, e.g. I am special because I am a good friend, I love playing football, I have green eyes, I am good at cooking, etc. Ask the children to go around the circle and share one or both of the things they have written. Then, passing a few glue sticks around the circle, ask the children to link the strips of paper into a paper chain of special things about the class as a celebratory chain that can then be hung across the classroom.</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 Share the picture book 'Ruby' by Maggie Glen. It tells the story of being different, feeling you don't belong but that whatever you look like, you are special and unique. Draw out the qualities that the bear has and why he is special even though, at first, he is discarded. Highlight that, however he looks or however he is, he is still lovable and cared for.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>How might it feel if you don't belong? How does the bear feel special?</p>
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Tell me or show me

Share photos of the class and ask the children to notice and celebrate something in each of the photos. Draw out the physical qualities of the children in the pictures and also adjectives to describe what they are or might be like; for example, she has smiley eyes and seems caring, she has a nice smile and looks happy, he has blue eyes that are clear and honest.

Let me learn

Provide template photo frames for each of the children to place their picture in. Ask the children to write around the frame the qualities and special features about themselves; this could include things they like about their appearance and also qualities about their personality/character. These photos and photo frames can be part of the Hall of Fame display at the end of the Puzzle.

Help me reflect

Encourage the children to write three words that describe themselves and contribute to making them unique in the Reflection Puzzle Piece of their Jigsaw Journal.

What characteristics do you like about yourself and your friends?

What are the special qualities and characteristics you have?

What makes you unique?

Notes

Celebrating Difference

Calm Me Script - Year 4 - 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.

Today in our Calm Me time we are going to focus just on our breathing and see how much we can enjoy the feel of our breath moving in and out of our bodies.

So take a nice, gentle, slow breath in and with your hands on your tummy, see if you can keep your mind focussed just on the rise and fall of your tummy with the rhythm of your breathing. Breathe in and enjoy breathing in. Breathe out and enjoy breathing out.

As you breathe in hear yourself say, in your head, "I am breathing in and I am alive", then on the out breath... "I am breathing out and I am happy".

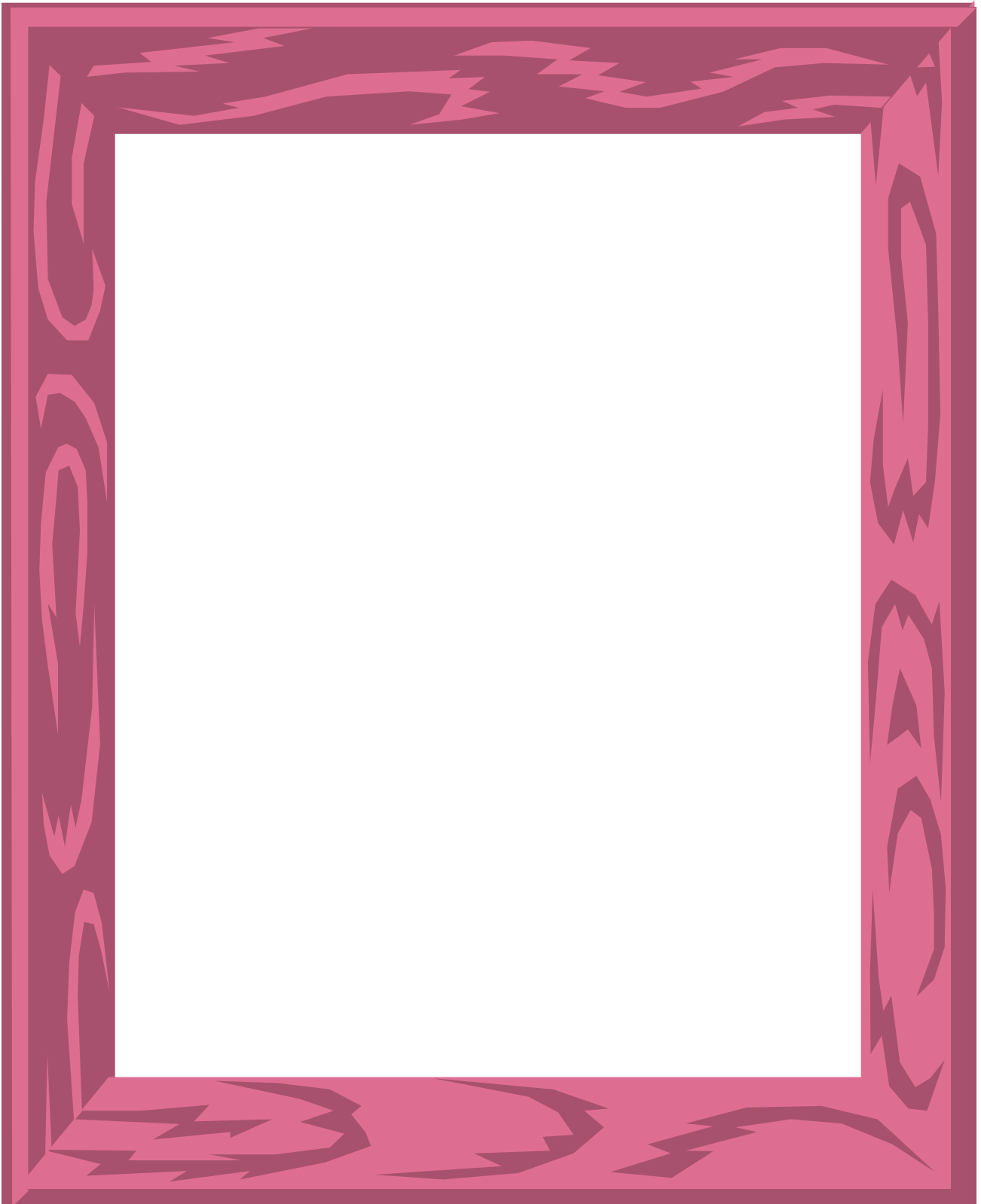
Try this for a few minutes and see if you can keep your focus on your breathing, your tummy moving out and in, and on feeling alive and happy.

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

Photo Frame Template - Year 4 - Piece 5





Puzzle 2: Celebrating Difference - Year 4 - Autumn 2

Piece 6 - Celebrating Difference: how we look

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... tell you a time when my first impression of someone changed when I got to know them explain why it is good to accept people for who they are</p>
<p>Resources Jigsaw Song sheet: 'The Colours of Friendship' Jigsaw Chime 'Calm Me' script Book: 'A Pig Is Moving In!' by Claudia Fries Jigsaw Journals Blue and red spectacle templates, one for each child Jigsaw Jaz Puzzle 2 Attainment Descriptor Grid</p>	<p>Vocabulary Impression Changed Judgement Assumption Influence Special Different Accept</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

Sing the Jigsaw Song 'The Colours of Friendship'. Ask the children to think of words and phrases in the song that encourage us to respect and care for others.

Calm me

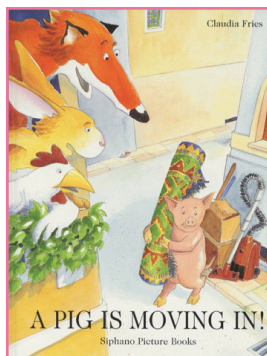
Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.

Open my mind

Share the story: 'A Pig Is Moving In!' by Claudia Fries, a story about animals that grow to like the new neighbour after making the wrong assumptions about him at first.

Ask the children to share the main points of the story and to highlight how the animals changed their mind once they got to know the pig.

- What changed their mind?
- What influenced their thoughts before they knew the pig?
- What influenced their thoughts when they got to know the pig?



Ask me this...

Does your mind feel calm and ready to learn?

- What happened in the story?
- What assumptions did the animals make about the pig?
- What influenced their assumptions?
- What changed their minds?
- What feelings did they have towards the pig at the start? What feelings did they have towards the pig at the end?

Tell me or show me

The teacher shares with the class a time when they had a first impression that completely changed when they got to know the person.

Ask the children in talking partners to share a time when they thought something about someone before they knew them properly. It could be their first impression of you as their class teacher, e.g. they thought you looked scary/strict/kind. Has their opinion changed?!

Make the point that sometimes we can make very wrong assumptions about people; we could hurt their feelings in the way we treat them. Emphasise how it is important to try to accept people as they are without judgement.

Let me learn

In their Jigsaw Journals, ask the children to draw a picture of someone they formed an impression of at first that has now changed. It could be a new person in the class, the class teacher, someone they have met outside of school. Ask them then to answer the following questions:

1. What was it about this person that made my first impression misleading?
2. How do I form my opinions about people?

Give them two spectacle templates (a red and a blue pair) and ask them to write down words on the red spectacles that describe their first impression of that person and then on the blue spectacles to write words to describe how they perceive that person now. Ask the children to stick the red and blue spectacles into their Jigsaw Journals.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journal, ask the children to write two reasons why it is good to accept people for who they are. If time, share ideas using Jigsaw Jaz as the talking object.

Who have you made an assumption about?

What first impression did you have of your teacher?

How does it feel to have a judgement made about you?

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 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 4 - 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.

Today in our Calm Me time we are going to focus just on our breathing and see how much we can enjoy the feel of our breath moving in and out of our bodies.

So take a nice, gentle, slow breath in and with your hands on your tummy, see if you can keep your mind focussed just on the rise and fall of your tummy with the rhythm of your breathing. Breathe in and enjoy breathing in. Breathe out and enjoy breathing out.

As you breathe in hear yourself say, in your head, "I am breathing in and I am alive, then on the out breath..." I am breathing out and I am happy".

Try this for a few minutes and see if you can keep your focus on your breathing, your tummy moving out and in, and on feeling alive and happy.

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.

Note to teacher:

Helping children to develop the skill of changing the channel in their minds is very empowering as they can use this to stop distractions from learning and concentration as well as changing the channel on thoughts and feelings that are uncomfortable or unhelpful.

Celebrating Difference

Spectacle Templates - Year 4 - Piece 6



Celebrating Difference

Jigsaw Attainment Descriptors - Year 4 - 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 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>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.</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>Beginning to Respond to the World</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.</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>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>	<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.</p> <p>Rhythm patterns and sounds are repeatedly explored, especially those with familiar resonance, e.g. own name.</p>
<p style="text-align: center;">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 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.</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 style="text-align: center;">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>	<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>



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. 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!

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:

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Signed: Date:



Celebrating Difference

Well done!

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:

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Signed: Date: