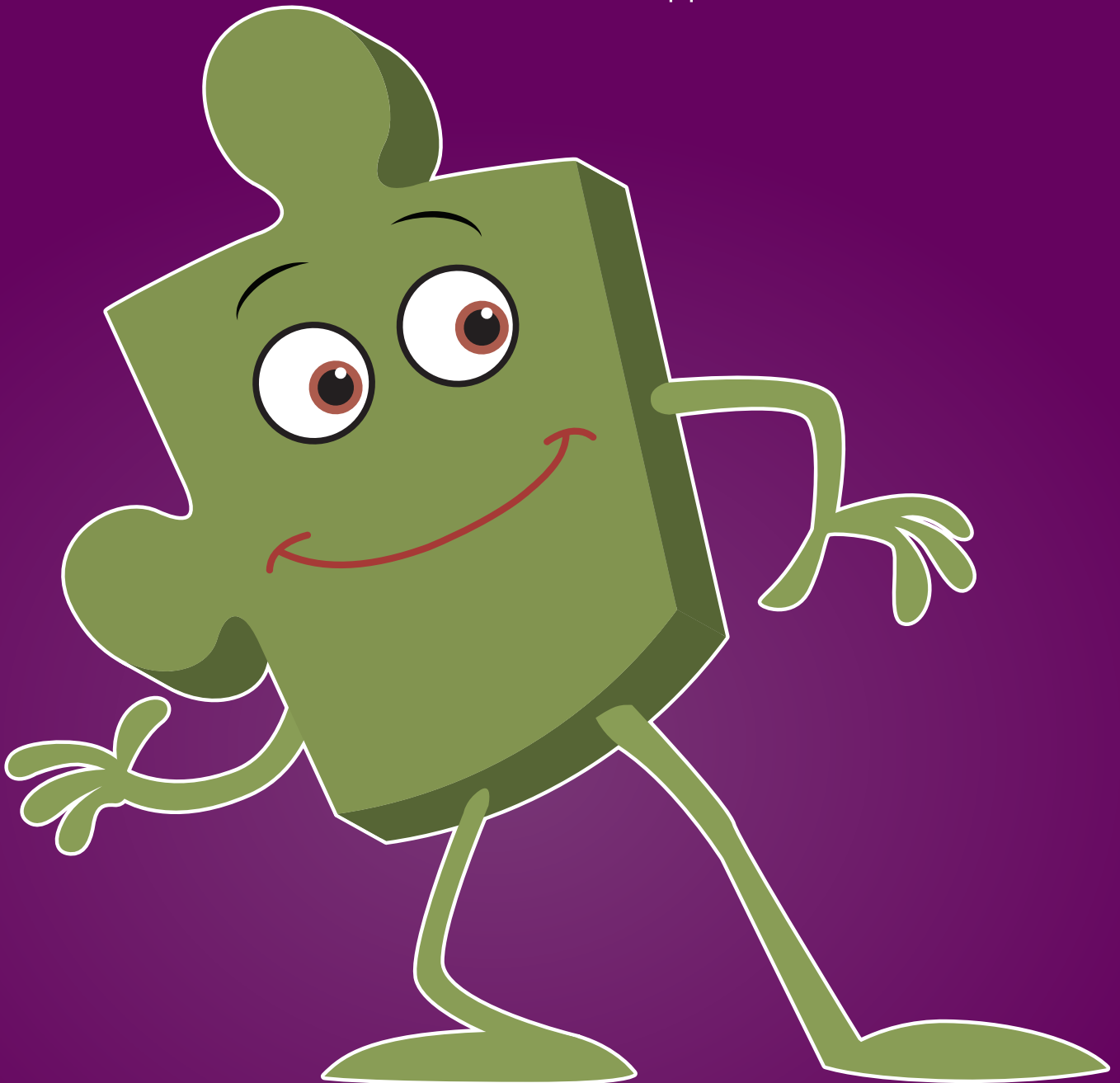


JIGSAW!

The mindful approach to PSHE



Celebrating Difference - Year 5

www.jigsawpshe.com

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PSHE Association
Quality Assured
Resource
PSHE
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Celebrating Difference

Puzzle Map - Year 5



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. Different cultures	I understand that cultural differences sometimes cause conflict	I am aware of my own culture	Jigsaw Chime, 'Calm Me' script, Culture wheel template, Jigsaw Journals, Culture PowerPoint pictures.
Include others when working and playing	2. Racism	I understand what racism is	I am aware of my attitude towards people from different races	Jigsaw Chime, 'Calm Me' script, BBC Learning Clip: 5597 Experiencing Racism, Book: 'Taller than Before' by Bernard Ashley, Websites: www.picbadges.com/anti-racism-ribbon/1382140/ , www.angelfire.com/ok/hexichess/race.html , Ribbon template, Jigsaw Journals.
Know how to help if someone is being bullied	3. Rumours and Name-calling	I understand how rumour-spreading and name-calling can be bullying behaviours	I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'Playground Blues', Jigsaw Jez, PowerPoint scenario picture: Carol Orange and yellow post-its, Example Snakes and Ladders game, A3 board game grids, Scenario strip templates, Snake and ladder templates, Jigsaw Journals.
Try to solve problems	4. Types of Bullying ★	I can explain the difference between direct and indirect types of bullying	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	Jigsaw Chime, 'Calm me' script, Jigsaw Jez, Snake and ladder board game from Piece 3, Dice and counters, Snake and ladder templates, Orange and yellow post-its, Puzzle 2 Attainment descriptor grid, Jigsaw Journals.
Try to use kind words	5. Does Money Matter?	I can compare my life with people in the developing world	I can appreciate the value of happiness regardless of material wealth	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Happiness cards, Jigsaw Journals, BBC Learning Clip: 13599 Children working on Cocoa Plantation in Ghana, Culture Wheels (for next week), Culture Cards.
Know how to give and receive compliments	6. Celebrating Difference across the world	I can enjoy the experience of a culture other than my own	I respect my own and other people's cultures	Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, Culture wheels, Materials/resources for group displays, Display area.



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 5





**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

Detailed description: This is a musical score for a blues song in 4/4 time, key of B-flat major. It features a vocal line and a piano accompaniment. The piano part includes triplets and dynamic markings like *mf* and *p*. The score is divided into four systems, each with a vocal line and a piano accompaniment. Chord symbols are placed above the notes. The lyrics are interspersed with the musical notation.

F F7 D°/F Bbm F C7 F C7

1. 2. rit.

I've got the

f p

freely lively

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

Straight ♩s

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

f

F F7 C C F G C/E C7 F

SALUTE!

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

C G G7 C D7

SALUTE!

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

C G G7 C D7

G D7 G F B7 C SALUTE! C B°/C C7

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

G D7 G F B7 C C B°/C C7

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

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

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

C rit. C C/G

1. you! you! We'll be a

C C C/G

D7/G G7 C

bud - dy to you!

D7/G G7 C

pp *ff*

The Colours of Friendship

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

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



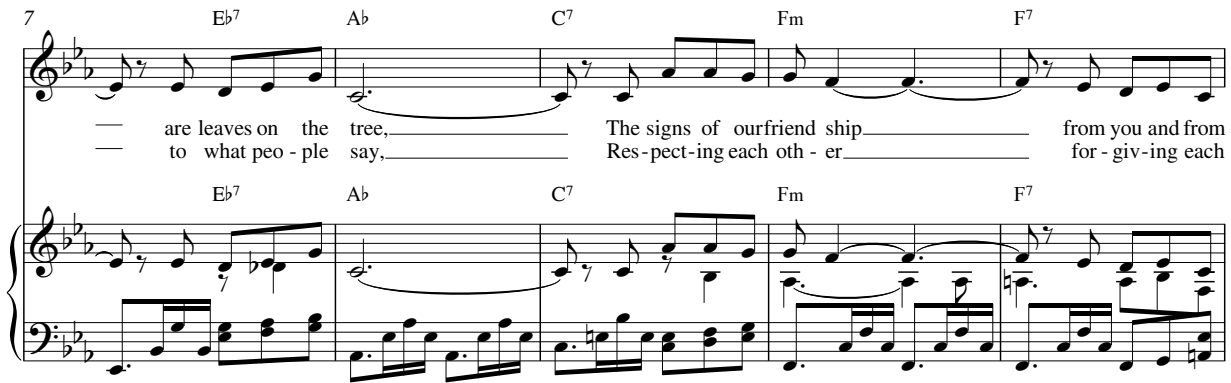
The Colours of Friendship

E \flat /G Cm 7 Fm 7 B \flat 7(sus4) B \flat 7 E \flat A \flat E \flat B \flat 11 B \flat 7 E \flat



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

7 E \flat 7 A \flat C 7 Fm F 7



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

12 B \flat 7(sus4) B \flat 7 E \flat G 7 Cm Cm/B \flat



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

17 A $^\circ$ A \flat E \flat /G Cm 7 Fm 7 B \flat 7(sus4) B \flat 7 E \flat A \flat E \flat E \flat



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



Weekly Celebration 1

This week we are celebrating people in our school who:

Accept that everyone is different





Weekly Celebration 2

This week we are celebrating people in our school who:

Include others when working and playing





Weekly Celebration 3

This week we are celebrating people in our school who:

Know how to help if someone is being bullied





Weekly Celebration 4

This week we are celebrating people in our school who:

Try to solve problems





Weekly Celebration 5

This week we are celebrating people in our school who:

Try to use kind words





Weekly Celebration 6

This week we are celebrating people in our school who:

Know how to give and receive compliments



Celebrating Difference

Puzzle Overview - Year 5

Puzzle 2 Celebrating Difference	Puzzle Outcome	Resources
Pieces		
1. Different cultures	<p>I understand that cultural differences sometimes cause conflict</p> <p>I am aware of my own culture</p>	Jigsaw Chime, 'Calm Me' script, Culture wheel template, Jigsaw Journals, Culture PowerPoint pictures.
2. Racism	<p>I understand what racism is</p> <p>I am aware of my attitude towards people from different races</p>	Jigsaw Chime, 'Calm Me' script, BBC Learning Clip: 5597 Experiencing Racism, Book: 'Taller than Before' by Bernard Ashley, Websites: www.picbadges.com/anti-racism-ribbon/1382140/ , www.angelfire.com/ok/hexichess/race.html , Ribbon template, Jigsaw Journals.
3. Rumours and name-calling	<p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one</p>	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'Playground Blues', Jigsaw Jez, PowerPoint scenario picture: Carol Orange and yellow post-its, Example Snakes and Ladders game, A3 board game grids, Scenario strip templates, Snake and ladder templates, Jigsaw Journals.
4. Types of bullying	<p>I can explain the difference 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>	Jigsaw Chime, 'Calm me' script, Jigsaw Jez, Snake and ladder board game from Piece 3, Dice and counters, Snake and ladder templates, Orange and yellow post-its, Puzzle 2 Attainment descriptor grid, Jigsaw Journals.
5. Does money matter?	<p>I can compare my life with people in the developing world</p> <p>I can appreciate the value of happiness regardless of material wealth</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Happiness cards, Jigsaw Journals, BBC Learning Clip: 13599 Children working on Cocoa Plantation in Ghana, Culture Wheels (for next week), Culture Cards.
6. Celebrating difference across the world	<p>I can enjoy the experience of a culture other than my own</p> <p>I respect my own and other people's cultures</p>	Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, Culture wheels, Materials/resources for group displays, Display area.

Jigsaw Assessment - Year 5

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 give some examples of bullying behaviours including direct and indirect types I can tell you why bullying is hurtful and wrong	I can explain the differences between direct and indirect types of bullying 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	I can consider a range of bullying behaviours and understand the impact these may have 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		
Puzzle 3 Dreams and Goals	I can suggest examples of dreams and goals a young person might have in a culture different from mine and compare these with my own	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals I can evaluate the ways in which our opportunities and life chances are different		
Puzzle 4 Healthy Me	I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives I can tell you why my body is good the way it is	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop I respect and value my body and I understand the part this plays in maintaining my self confidence		
Puzzle 5 Relationships	I can tell you some basic rules about how to stay safe when using technology to communicate with my friends I can tell you some reasons why using technology to communicate could lead to harm for myself or others I can identify some changes that happen to girls' and boys' bodies during puberty	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures		
Puzzle 6 Changing Me	I know my body will change during puberty and I can tell you how I feel about that	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time I can consider how these changes will affect me and prepare myself for the feelings I may experience I can consider how these changes will affect me and prepare myself for the feelings I may experience		

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

Jigsaw Assessment – Year 5

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 give some examples of bullying behaviours including direct and indirect types I can tell you why bullying is hurtful and wrong	I can explain the differences between direct and indirect types of bullying 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	I can consider a range of bullying behaviours and understand the impact these may have 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		
Puzzle 3 Dreams and Goals	I can suggest examples of dreams and goals a young person might have in a culture different from mine and compare these with my own	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals I can evaluate the ways in which our opportunities and life chances are different		
Puzzle 4 Healthy Me	I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives I can tell you why my body is good the way it is	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop I respect and value my body and I understand the part this plays in maintaining my self confidence		
Puzzle 5 Relationships	I can tell you some basic rules about how to stay safe when using technology to communicate with my friends I can tell you some reasons why using technology to communicate could lead to harm for myself or others	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures		
Puzzle 6 Changing Me	I can identify some changes that happen to girls' and boys' bodies during puberty I know my body will change during puberty and I can tell you how I feel about that	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time I can consider how these changes will affect me and prepare myself for the feelings I may experience I can consider how these changes will affect me and prepare myself for the feelings I may experience		

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 5

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 give some examples of bullying behaviours including direct and indirect types		I can explain the differences between direct and indirect types of bullying		I can consider a range of bullying behaviours and understand the impact these may have	
	Me	Teacher	Me	Teacher	Me	Teacher
	I can tell you why bullying is hurtful and wrong		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		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	
	Me	Teacher	Me	Teacher	Me	Teacher

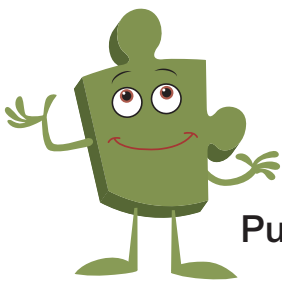
I think...	<p>I enjoyed learning.....</p> <p>I could learn better if.....</p> <p>I still wonder about....</p>
My teacher thinks...	<p>I am impressed with.....</p> <p>Next time.....</p>

Puzzle 2 Celebrating Difference - Year 5

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 give some examples of bullying behaviours including direct and indirect types		I can explain the differences between direct and indirect types of bullying		I can consider a range of bullying behaviours and understand the impact these may have	
	Me	Teacher	Me	Teacher	Me	Teacher
	I can tell you why bullying is hurtful and wrong		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		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	
	Me	Teacher	Me	Teacher	Me	Teacher

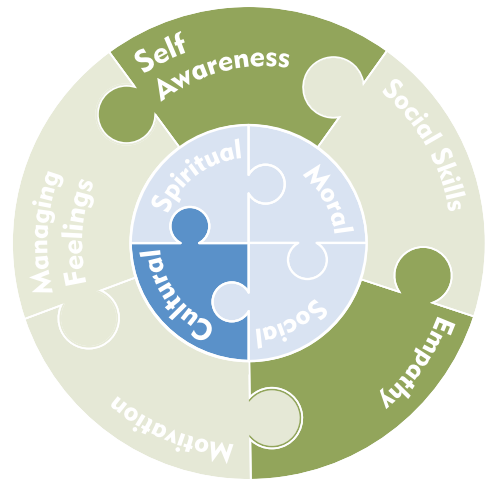
I think...	I enjoyed learning.....
	I could learn better if.....
	I still wonder about....
My teacher thinks...	I am impressed with.....
	Next time.....



Puzzle 2: Celebrating Difference - Year 5 - Autumn 2

Piece 1 - Different cultures

Puzzle 2 Outcome Hall of Fame	Please teach me to... understand that cultural differences sometimes cause conflict be aware of my own culture
Resources Jigsaw Chime 'Calm Me' script Culture wheel template Jigsaw Journals Culture PowerPoint pictures	Vocabulary Culture Conflict Difference Similarity Belong Culture wheel



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

Celebrating our differences.

With the children sitting in a circle, call out the name of a group, e.g. if you are a boy, if you come from a village, etc. If a child feels they belong to that group they stand up and the other children applaud the group members. No member of the group has to stand up unless they choose to.

For example: "Stand up if..."

- You are a boy
- You are a girl

Ask the question: "Is there ever any conflict between these two groups (boys and girls) in school?"

Continue with the game: "Stand up if..."

- You have long hair
- You were born in a different country to where you live now
- You can speak more than one language
- You wear glasses
- You don't wear glasses

Ask the question: "Is there ever any conflict between children who wear glasses and those who don't wear glasses?"

Continue with the game: "Stand up if..."

- Your birthday is in January
- You have ever been to hospital
- You are British
- You belong to a religion
- You do not belong to a religion

Ask the question: "Is there ever any conflict between these two groups?"

Emphasise that we are all different and belong to different groups. We all need to belong and need to celebrate our uniqueness and specialness, as well as our similarities and differences. State clearly that, sometimes, people allow differences to cause conflict.

Ask me this...

How does it feel to be part of a group?

What groups do you belong to?

Is there ever any conflict between different groups at school?

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

My culture wheel.

Each child completes the six sections of his culture wheel and compares his wheel with two or three other children's wheels. The teacher debriefs: "Which aspects of your culture do you share with other members of the class? Which aspects of your culture are different? Why are our wheels not all exactly the same if we all live in the same country and go to the same school?"

The children cut out and stick these culture wheels into their Jigsaw Journals.

Tell me or show me

Divide the class into six groups and label groups one to six. Sub-divide these groups into two and label them 1a, 1b, 2a, 2b, etc., ending up with 12 groups. Give each sub group 1a, 1b, etc. and a blank culture wheel. Show the PowerPoint slide of the six children and allocate one of these children to each of the six groups. Sub-groups 1a and 1b (without conferring) think about the child in their picture and complete the culture wheel as if they were him/her. Other groups do the same for their picture.

Receives a few examples from the class; then ask groups 1a and 1b to compare their child's culture wheel and discuss the similarities and differences. Why are there differences when they were looking at the same picture? Each group does the same.

Debrief: "Why do the children think there are differences in the culture wheels of each child?"

Go through each of the six pictures and ask the class where they think each of those children lives and the reasons for their answers. Establish that all six children live in the UK and are British citizens.

Let me learn

Pair up sub groups, e.g. 1a moves to sit with 3b, 2a moves to sit with 6a, etc. These new groups compare the culture wheels of their two children and work out the similarities and differences. Can they think of reasons why there might be differences in culture even though both of their children live in the UK?

Can they work out which aspects of the children's cultures are shared and why?

Can the children identify any aspects of their two children's cultures that may cause conflict and what might this look like? For example, wearing traditional/cultural dress when you need to change for PE, having time off school to celebrate a religious festival.

Debrief: each of these new groups reports back to the class with their findings.

Help me reflect

In the Reflection Puzzle Piece in their Jigsaw Journal, ask the children to write the three aspects of being British that most help them feel like they belong to this culture.

Does your mind feel calm and ready to learn?

Which aspects of your culture do you share with other members of the class? Which aspects of your culture are different?

Why are our wheels not all exactly the same if we all live in the same country and go to the same school?

Why do you think there are differences in the wheels?

What aspects of people's culture do you think may cause conflict?

Notes

Celebrating Difference

Calm Me Script - Year 5 - Piece 1

Year 5 special people...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

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

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

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

So keep focussing on your breathing and I will strike the chime to mark the start of our Calm Me time.

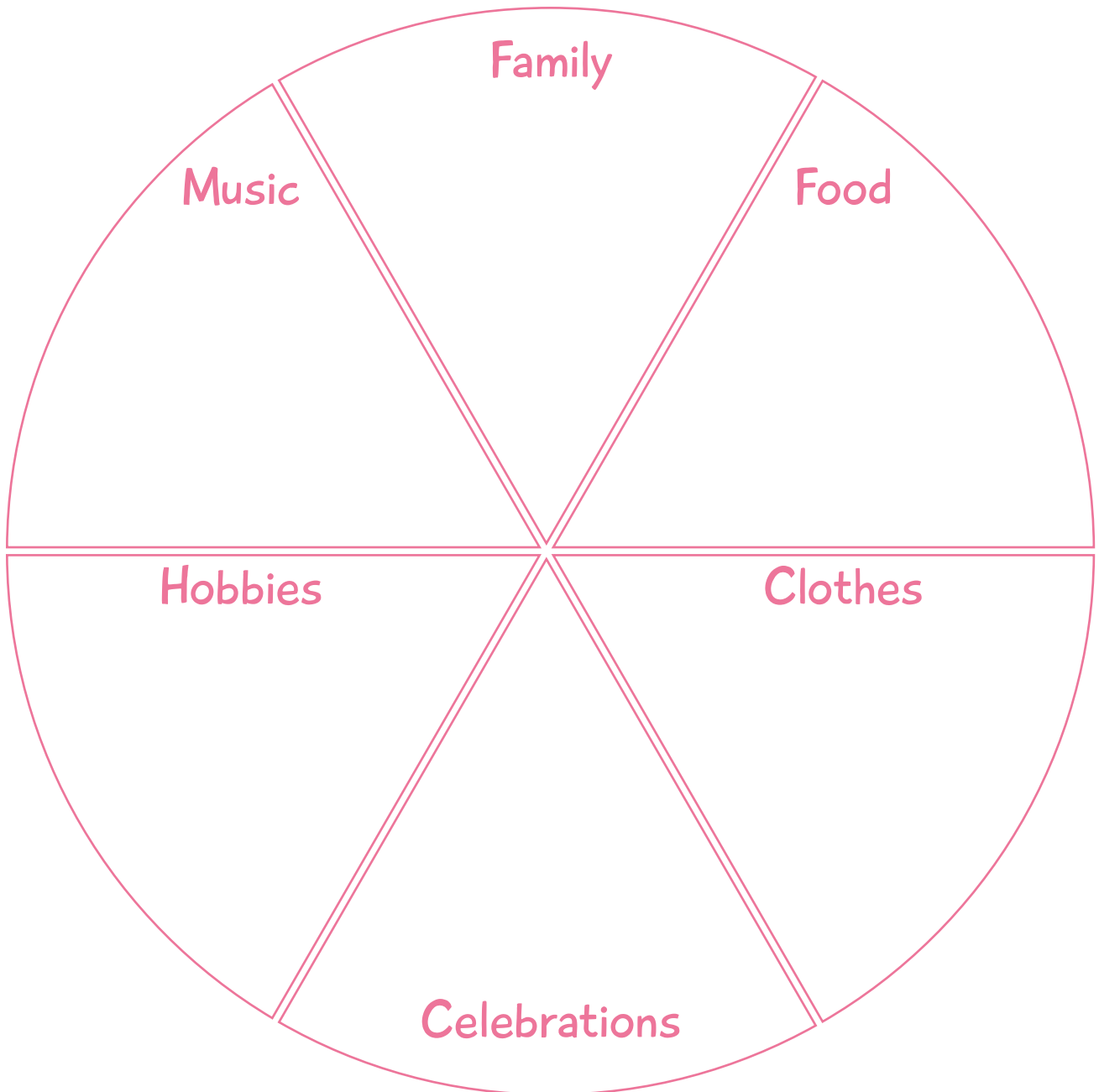
Breathing in "I feel calm", breathing out " I feel happy"....follow this pattern, breathing in and out slowly and hearing these words in your mind with each in or out breath. Smile as you breathe out.

Repeat this practice for a few minutes and then strike the chime inviting children to bring their attention back to the present moment in the classroom when they can no longer hear any sound from the chime.

After this exercise, you may like to ask children how they feel after doing it compared to how they felt before it.

Celebrating Difference

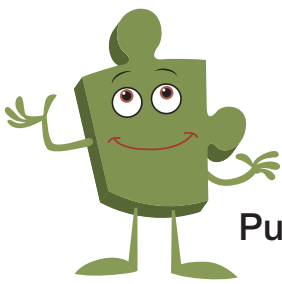
Culture Wheel - Year 5 - Piece 1



Celebrating Difference

Culture Pictures PowerPoint - Year 5 - Piece 1

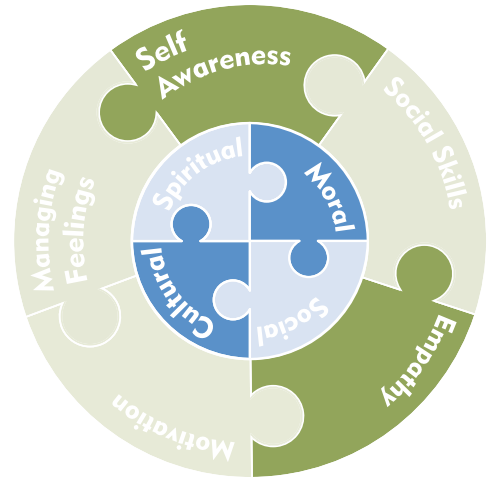




Puzzle 2: Celebrating Difference - Year 5 - Autumn 2

Piece 2 - Racism

Puzzle 2 Outcome Hall of Fame	Please teach me to... understand what racism is be aware of my attitude towards people from different races
Resources Jigsaw Chime 'Calm Me' script BBC Learning Clip: 5597 Experiencing Racism Book: 'Taller than Before' by Bernard Ashley Websites: www.picbadges.com/anti-racism-ribbon/1382140/ www.angelfire.com/ok/hexichess/race.html Ribbon template Jigsaw Journals	Vocabulary Racism Colour Race Discrimination Culture Ribbon



<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 a game of pass the squeeze which includes everyone and emphasise how it is important that everyone feels included and part of the class.</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 Play the game 'cool' or 'not cool'. With the children sitting in a circle, the teacher goes around the circle saying whether a child is 'cool' or 'not cool'. To decide the teacher chooses a simple criterion, e.g. that the child is sat with legs crossed or has arms folded but this remains secret to the children. The children have to guess the criteria to make sure they are cool. After a while some of the children will start to guess and so will fold or cross their arms/legs. Stop the game at this point and ask those who have not guessed (they should still be the majority) how they feel. Ask how they might feel if the game went on and they were the only person left out of the 'cool' gang. Ask the children if they can think of any examples in society where people may feel excluded or discriminated against and record their ideas. They may well come up with racism at this point.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>
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Tell me or show me

Share the BBC Learning Clip: 5597 where Joe and Megan's video diary describes their experiences of racism.

Ask the children to think about:

1. What was happening to Joe and Megan?
2. What feelings did they have?
3. What did they do about it?
4. What advice have they got for others who might be experiencing racism?

Listen to the children's thoughts and encourage them to share what they found out from the clip.

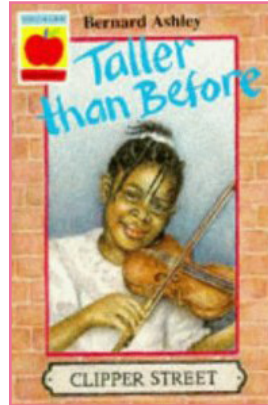
Alternatively, read the story, 'Taller than Before' by Bernard Ashley:

'Taller than Before' is about a girl who is bullied when she starts at a new school because of her skin colour.

Ask the children to think about:

1. What happened in the story?
2. How did the main character feel?
3. What might they do to help in that situation?

(This book could be read alongside this Piece as it may well take longer than a lesson to read it fully.)



Ask the children what they think racism is. Explain or clarify that it is discrimination or negative judgement about someone due to the colour of their skin or their race and might include their beliefs and religion. Explain that racism is unacceptable.

Let me learn

Share with the children the website: www.picbadges.com/anti-racism-ribbon/1382140/ and also the picture of the orange ribbon (can be found at www.angelfire.com/ok/hexichess/race.html):

Give the children a ribbon template and ask them in groups/pairs/individually to design their own Ribbon with a logo to fight against racism. Share ideas and feedback. Pictures of their ribbons can be placed into their Jigsaw Journals.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, ask the children to think about how it might feel to be discriminated against because of your colour/race and to write three words in the space.

How might it feel to be discriminated against because of your colour or appearance?

Why do people pick on people of a different colour/race?

What might you do if you knew it was happening in school?

What might these ribbons signify in terms of their design, the logo, and the message behind them?

How might it feel?

Notes

Children sometimes use racist words as derogatory terms, sometimes without understanding the meaning of particular words they say. It is important for children to realise that no words should be used to hurt others and that racist words are totally unacceptable.

Schools need to have updated and robust policies in place to prevent and deal with any racist incidents.

Celebrating Difference

Calm Me Script - Year 5 - Piece 2

Year 5 special people...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

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

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

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

So keep focussing on your breathing and I will strike the chime to mark the start of our Calm Me time.

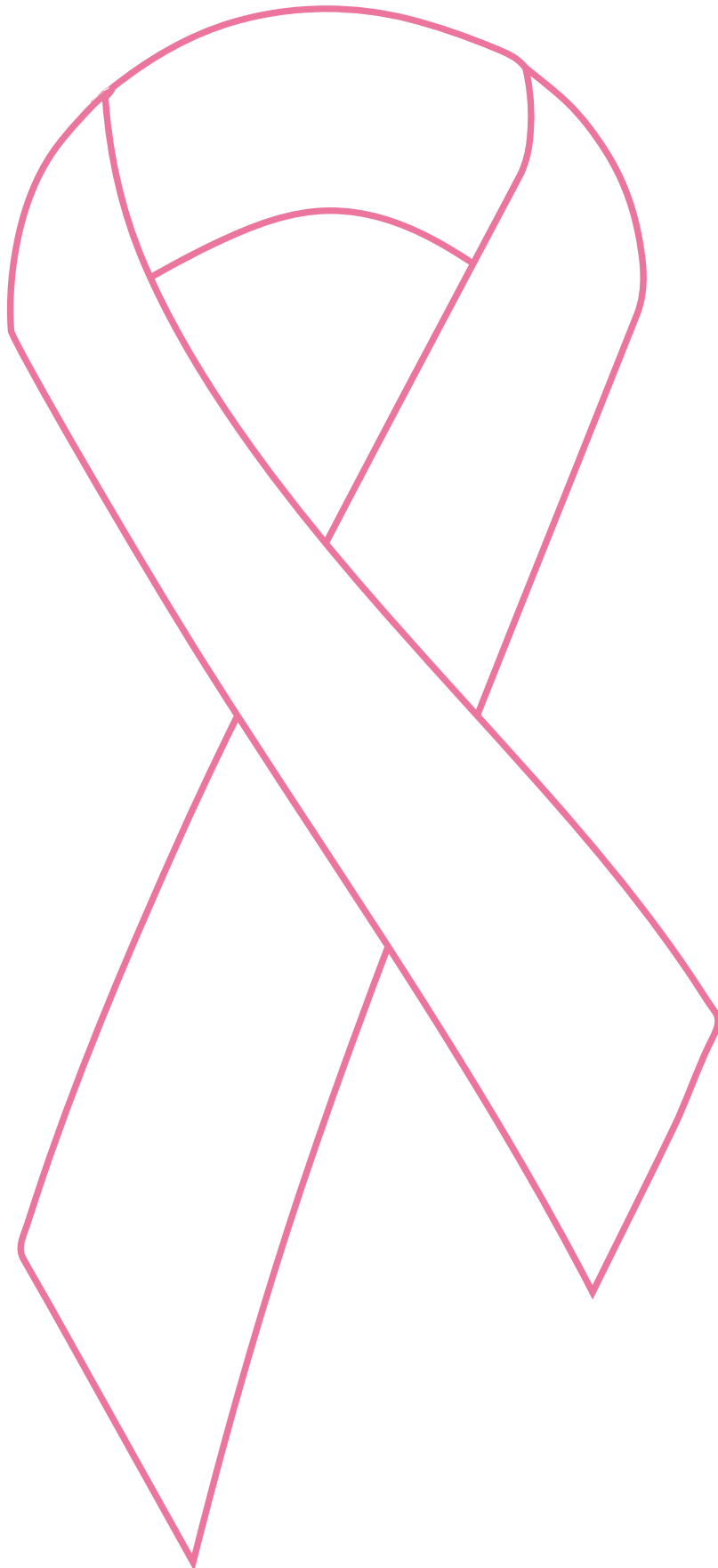
Breathing in "I feel calm", breathing out " I feel happy"....follow this pattern, breathing in and out slowly and hearing these words in your mind with each in or out breath. Smile as you breathe out.

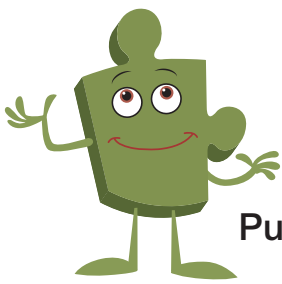
Repeat this practice for a few minutes and then strike the chime inviting children to bring their attention back to the present moment in the classroom when they can no longer hear any sound from the chime.

After this exercise, you may like to ask children how they feel after doing it compared to how they felt before it.

Celebrating Difference

Ribbon Template - Year 5 - Piece 2

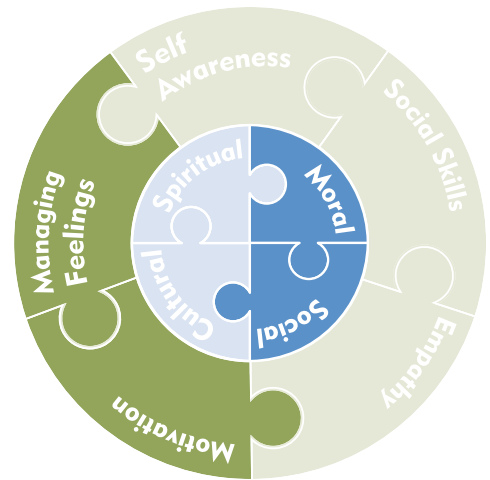




Puzzle 2: Celebrating Difference - Year 5 - Autumn 2

Piece 3 - Rumours and name-calling

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... understand how rumour-spreading and name-calling can be bullying behaviour tell you a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: 'Playground Blues' Jigsaw Jez PowerPoint scenario picture: Carol Orange and yellow post-its Example Snakes and Ladders game A3 board game grids Scenario strip templates Snake and ladder templates Jigsaw Journals</p>	<p>Vocabulary Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving</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 Chinese whispers. With the children all sitting in a circle, the teacher whispers a sentence, e.g. "I went to the shops and bought some stamps and an envelope" to the child next to her. That child then passes on the sentence that they heard to the person next to them and so on until the sentence comes back to the other child sitting in the circle next to the teacher, who says the sentence they heard out loud. The teacher then says the actual sentence they started with and the children see how the sentence changed as it went around the circle. Ask the children to think about what happened in the game and then ask them to think about how things that are said can change from reality or truth when they are passed on through different people. Make the point that it can sometimes feel very uncomfortable if you think people are whispering about you; this can sometimes be how rumours are spread as they get changed when passed on through different people. Emphasise that spreading rumours and name-calling are unacceptable and are examples of bullying behaviour.</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>What is a rumour? How are rumours spread? How might it feel to pass on information about someone else? How might it feel if you think people are whispering about you and/or spreading rumours?</p> <p>Does your mind feel calm and ready to learn?</p>
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Open my mind

Sing the Jigsaw song, 'Playground Blues'.

Use Jigsaw Jez to pass around the circle and to share any thoughts about what might cause 'playground blues'. Ensure that the answers include bullying through name-calling and starting rumours.

Tell me or show me

Share the following scenario and with the children (PowerPoint slide picture of Carol displayed on the whiteboard):

Scenario: "Carol has recently moved to the school. She has few friends and recently a group of girls has made it obvious they will not accept her into their group, by isolating her and giving her nasty looks. They make her feel like they are talking about her and she has recently begun to receive anonymous text messages calling her names. Carol feels very lonely, sad and isolated and is feeling scared about coming to school."

In talking partners, ask the children to decide whether or not Carol is being bullied and to give their reasons. During the feedback reinforce the facts about bullying by showing the Powerpoint:

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

Ensure children know that name-calling and rumour-spreading can be just as hurtful as physical bullying.

In addition, emphasise that there are specific guidelines about how to manage cyber bullying (see teacher notes).

Still in talking partners, children have two yellow and two orange post-its. On each of the orange post-its, children write a way Carol or someone in her class could help solve this situation or make it better. On each of the yellow post-its, they write something that might make the situation worse.

Receive feedback, emphasising that Carol and her classmates have a responsibility to ensure that she feels safe and happy enough to come to school. Refer back to the school Learning Charter and every child's right to learn in a happy and safe environment.

Let me learn

In groups of four, each group has an A3 board game grid, cut out snakes and ladders, orange and yellow post-its and a scenario strip. Starting with the scenario strip, children create a scenario using the prompt questions and write their answers on the strip; this is later stuck onto their board game. Encourage each group to take a different bullying focus, e.g. sexism, racism, homophobia, appearance, disability, etc. Then on the orange post-its, they write at least six ways to help solve the situation or make it better. On the yellow post-its, they write six ways that the situation could be made worse or might continue the situation.

Children then decide where to place the post-its on their board game grid so that the snakes and ladders can be attached to them accordingly. An orange post-it would be placed at the base of a ladder taking the player forward and up the ladder in the game. The yellow post-its would be at the head of the snakes, taking the player backwards and down the snake in the game.

Take feedback from the groups about their game and tell them they will complete these games in the next Piece when they will also get to play each other's games.

Help me reflect

In the Reflection Puzzle Piece of the Jigsaw Journals, ask the children to complete the sentence stem: 'The two most important things I learnt about bullying through spreading rumours are...'

How do we know what is bullying?

Which sort of bullying do you think would cause most harm and be most hurtful to the person on the receiving end?

Do you understand the different types of bullying, e.g. racist, homophobic?

Notes

The 'Thinkuknow' website is a good source of information on cyber bullying and internet and technology safety (www.thinkuknow.co.uk).

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

1. Don't reply to the text messages

2. Show an adult you trust

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

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

Kidscape: www.kidscape.org.uk

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

ChildLine: www.childline.org.uk

Beat Bullying: www.beatbullying.org

Celebrating Difference

Calm Me Script - Year 5 - Piece 3

Year 5 special people...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

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

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

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

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

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

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

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

Celebrating Difference

'Carol' PowerPoint - Year 5 - Piece 3

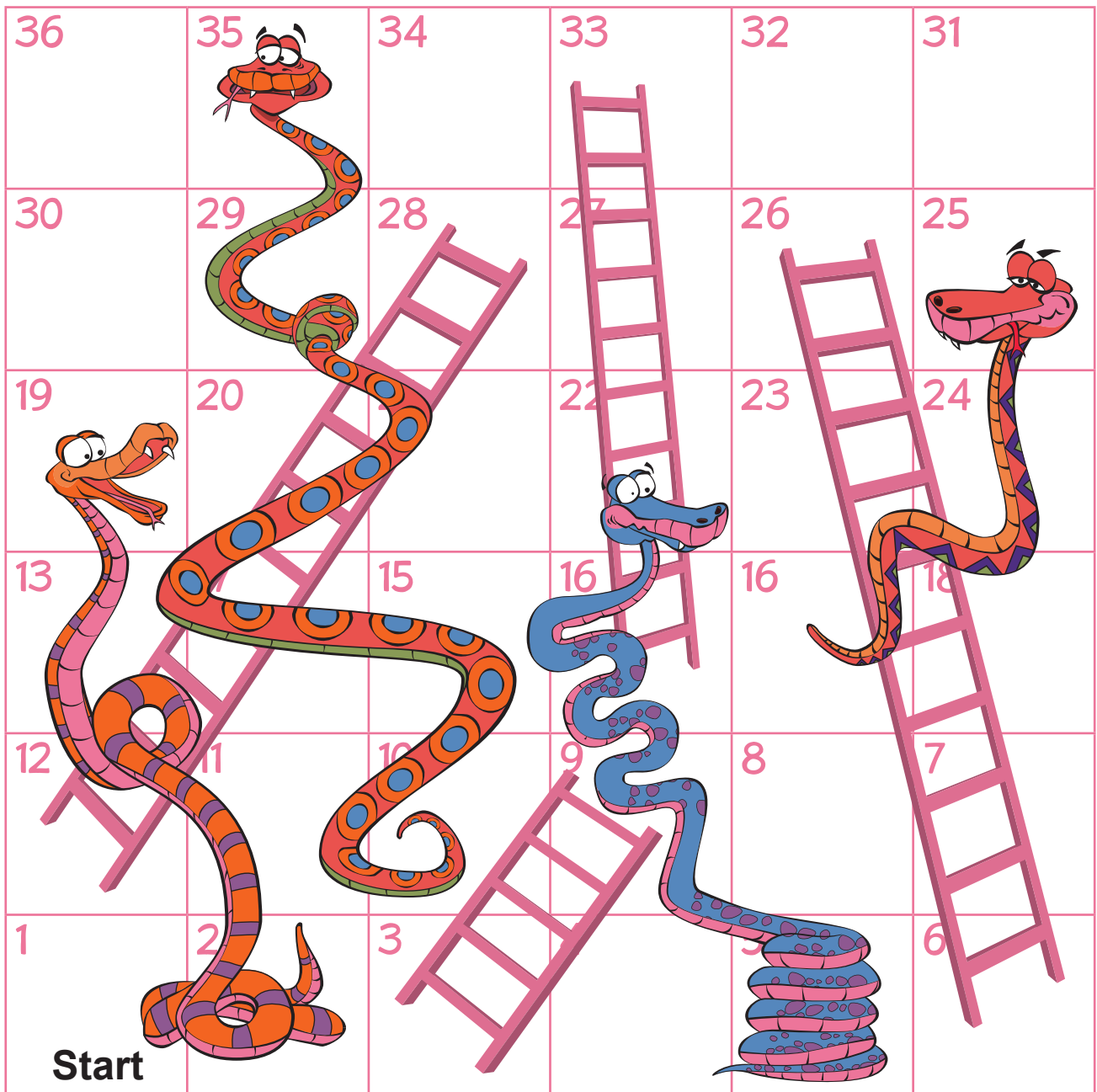


1. It doesn't just happen once: it goes on over time and happens again and again
2. It is deliberate: hurting someone on purpose, not accidentally
3. It is unfair: the person doing the bullying is older, stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the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

Celebrating Difference

Snakes and Ladders - Year 5 - Piece 3

Scenario



Celebrating Difference

A3 Board Game Grids - Year 5 - Piece 3

60	59	58	57	56	55
49	50	51	52	53	54
48	47	46	45	44	43
37	38	39	40	41	42
36	35	34	33	32	31
25	26	27	28	29	30
24	23	22	21	20	19
13	14	15	16	17	18
12	11	10	9	8	7
1	2	3	4	5	6

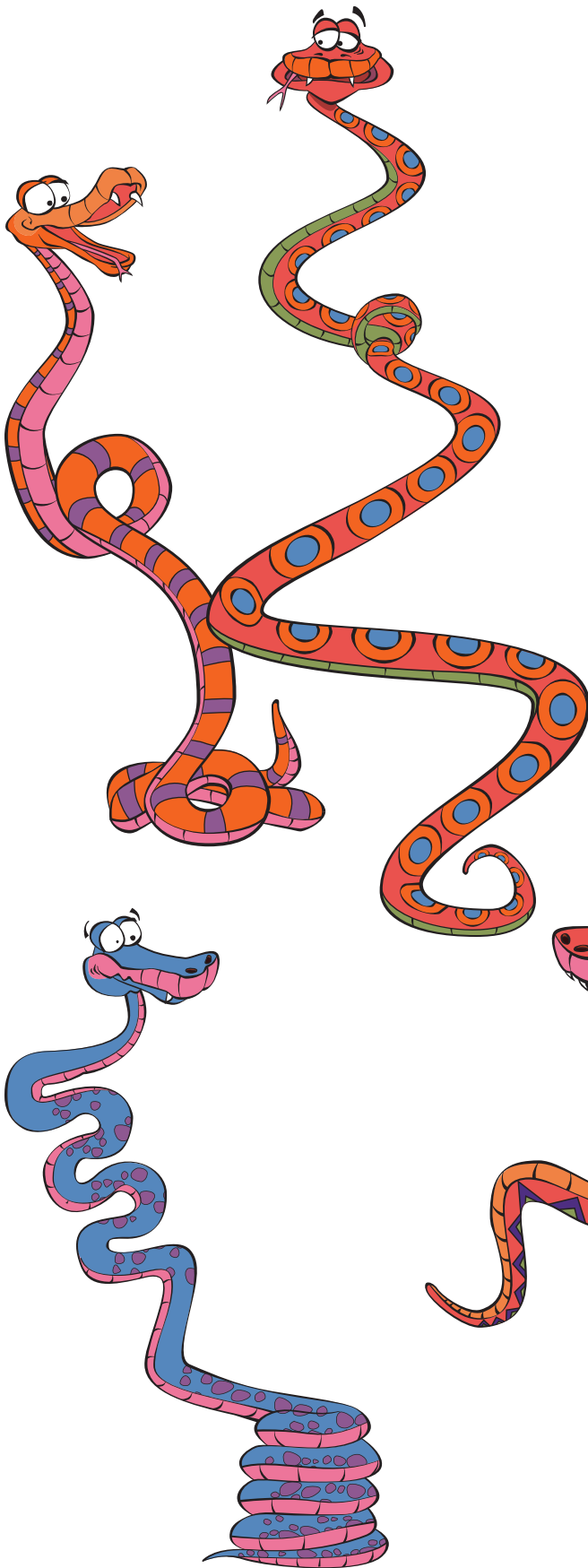
Celebrating Difference

Snakes and Ladders Template - Year 5 - Piece 3

36	35	34	33	32	31
30	29	28	27	26	25
19	20	21	22	23	24
13	17	15	16	16	18
12	11	10	9	8	7
1	2	3	4	5	6
Start					

Celebrating Difference

Snakes and Ladders Template - Year 5 - Piece 3

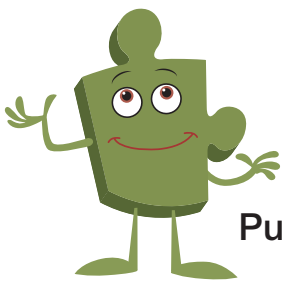


Victim of bullying

Bully/ies

What is happening?

The effect on the victim



Puzzle 2: Celebrating Difference - Year 5 - Autumn 2

Piece 4 - Types of bullying

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... explain the difference between direct and indirect types of bullying 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>Resources Jigsaw Chime 'Calm Me' script Snakes and ladder board game from Piece 3 Dice and counters Snake and ladder templates Orange and yellow post-its Jigsaw Journals Puzzle 2 Attainment Descriptor Grid</p>	<p>Vocabulary Bullying Indirect Direct Cyber bullying Texting</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 'Switch', using statements such as: 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"> • know someone who has had a rumour spread about them • know someone who has been directly bullied • know someone who felt bullied because they weren't allowed to join in • think direct bullying is more harmful than indirect bullying <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 done sensitively and vigilantly and children need to know that if it brings up anything they would like to talk to you about, they can do after the lesson.)</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

Read out each of the following statements, one at a time, from the direct/indirect bullying list below. Children stand in either the direct or indirect corner of the room according to whether they think the behaviour you have read out is a form of **direct** or **indirect** bullying.

1. Jasmine hides Kevin's lunchbox every day
2. Olayinka trips up Yussef every time he passes by her
3. Elliot calls Mohammed names on the bus to school every morning
4. Ella and her friends ignore Sally and give her nasty looks
5. Marcus keeps persuading his friends to take away Connor's friends so that Connor has no-one to play with
6. Ahmed is frequently texting messages to Billy, threatening to beat him up on the way home from school
7. Ryan keeps finding his pencils, rulers and equipment broken up into pieces in his tray
8. Pippa's friend tells her she thinks the girls in Class Two are spreading nasty rumours about her

Tell me or show me

Go through each of the statements receiving feedback from the children about why they think this is direct/indirect bullying (or if it is bullying at all).

Ensure that children understand the difference between these types of bullying.

- **Direct** bullying: when the bullying is done directly to the person being bullied, he or she might be pushed, hit, tripped, texted/ emailed, or told, "No, you can't play with us", having signs made at them, etc.
- **Indirect** bullying: bullying that happens behind someone's back (spreading rumours, whispering, making signs to each other, stealing or damaging things without the person knowing who is doing it, excluding someone indirectly, e.g. making up excuses about why they can't come rather than telling them directly).

Let me learn

Working in the same groups as in the last Piece (lesson), each child adds two yellow and two orange post-its, as well as the appropriate snakes or ladders, to their group's game board and puts their name on each post-it (for assessment purposes).

On one yellow post-it, they write an example of direct bullying and on the other yellow post-it they write an example of indirect bullying. These will be at the head of the snakes.

On one orange post-it, children write a way to encourage children who are using bullying behaviours to make other choices; on the other orange post-it, they write a way to support children who are being bullied. These will be at the base of the ladders. Add the new post-its, snakes and ladders to the game board and play the game.

If time, groups exchange scenario templates and games and play each other's.

(It would be beneficial for children to give positive and constructive feedback to the group whose game they are playing.)

The games can be laminated and displayed as part of the Hall of Fame exhibition, for other children to play. Photos of the games can be stuck in the children's Jigsaw Journals.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children answer two questions:

1. Why do some children bully others?
2. Why might some children become the victims of bullying?

Is this direct or indirect bullying?

Do you understand the difference between indirect and direct bullying?

Do you know how you can prevent bullying of any type?

Do you know what to do if you are ever on the receiving end of bullying?

How well does our school prevent bullying and deal with it if it does happen?

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 5 - Piece 4

Year 5 special people...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

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

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

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

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

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

Now when you breathe in let your imagination create a picture of a strong and majestic mountain, and when you breathe in imagine you are as strong and majestic as that mountain. Breathe in and see the mountain, breathe out and feel strong...repeat this several times..

Breathe in...mountain.

Breathe out...strong.

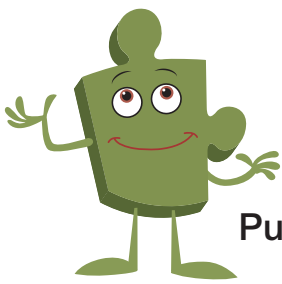
Take several slow, gentle breaths and when you hear the chime please bring your attention back to the classroom and your awareness back to this present moment.

Chime.

Celebrating Difference

Jigsaw Attainment Descriptors - Year 5 - Piece 4

	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 - Year 5 - Autumn 2

Piece 5 - Does money matter?

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... compare my life with people in the developing world appreciate the value of happiness regardless of material wealth</p>	
<p>Resources Jigsaw Jez Jigsaw Chime 'Calm Me' script Happiness cards Jigsaw Journals BBC Learning Clip: 13599 Children working on Cocoa Plantation in Ghana Culture Wheels (for next week) Culture Cards</p>	<p>Vocabulary Happiness Difference Culture Similarity Continuum Developing world Plantation</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 Using Jigsaw Jez as the talking object, spell the word happiness, one letter at a time: first child holds Jigsaw Jez and calls out 'H', then passes Jez onto the child on his left who holds Jez and shouts 'A'. Keep going around the circle until the word happiness has been spelt out several times. Then complete a round, using the stem sentence: "To me, happiness means..." You may like to go around the circle several times.</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 Still in the circle and working in pairs, each pair has a set of 'Happiness cards'. Ask children to arrange the twelve cards on a continuum from left to right with the things that make them least to most happy. Debrief quickly, drawing out similarities and differences between pairs and write on flipchart the top three happiness cards for the class. Ask the children to copy out their happiness continuum into their Jigsaw Journals.</p>		<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>How important is money to happiness? Can money make you happy?</p>

Tell me or show me

Back at their tables, show the children the BBC Learning Clip 13599. Each table then has a set of the happiness cards they have just used, including three blank cards. Ask the children to do the continuum activity again but this time from the perspective of the children in the clip. They may need to add new ideas themselves using the blank cards.

Ask the children to copy out this happiness continuum for the children in the Learning Clip into their Jigsaw Journals underneath their original happiness continuum.

In pairs, children discuss the differences between their personal continuum and the cocoa plantation children's continuum and think about why they might be different. As a class, draw together some of the main learning points, i.e. what we value often depends on our culture and situation.

Let me learn

Show the BBC Learning Clip 13599: again, this time asking children to think about the question: 'What is the one thing that would make the cocoa plantation children happier?'

Give children time to discuss this after they have seen the clip and then, in their Jigsaw Journals, ask the children to write a Haiku poem to express the Cocoa plantation child's view of happiness (see Haiku instructions in Notes). Then repeat this process, asking them to write another Haiku poem with the question: 'What is the one thing that would make you happier?'

The children now have two contrasting Haiku poems. (Children could write their Haikus on card, cut these out and make a class mobile of all the contrasting Haikus.)

Help me reflect

Children bring their Haiku poems back to the circle. Create a reflective atmosphere, perhaps with some soft music and by lighting a candle in the centre of the circle and invite children to read their poems to the group.

At the end of the lesson, explain the work on the culture wheels before the next Piece (see Notes).

Can money make you happy?

How important is money to happiness for the cocoa plantation children?

Can money make the cocoa plantation children happy?

Do you think you are happier than the children working in the cocoa plantation? Why/why not?

Are there any ways in which you think the cocoa plantation children may be happier than you?

Notes

How to write a Haiku poem:

Five syllables

Seven syllables

Five syllables

Example:

Butterflies hatch out

Bees drink the juice from flowers

Bees fly everywhere

For next week: Celebrating different cultures

Working in groups, each group chooses a culture (drawn from a hat). Each group must keep their chosen culture secret from the rest of the class. The children research that culture in order to complete the culture wheel for use in the next Piece. In the following week, each group will set up a display reflecting the culture they have researched.

This may include bringing in music, art, food, etc. As well as the display, each group needs to prepare a very short presentation on one aspect of their chosen culture. This can also form part of the whole school Hall of Fame exhibition.



Celebrating Difference

Calm Me Script - Year 5 - Piece 5

Year 5 special people...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

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

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

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

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

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

Now when you breathe in let your imagination create a picture of a strong and majestic mountain, and when you breathe in imagine you are as strong and majestic as that mountain. Breathe in and see the mountain, breathe out and feel strong...repeat this several times..

Breathe in...mountain.

Breathe out...strong.

Take several slow, gentle breaths and when you hear the chime please bring your attention back to the classroom and your awareness back to this present moment.

Chime.

Celebrating Difference

Happiness Cards - Year 5 - Piece 5

iPad/tablet

Family

Friends

Clean water

Warm home

Healthy food

Education

Freedom

Lots of money

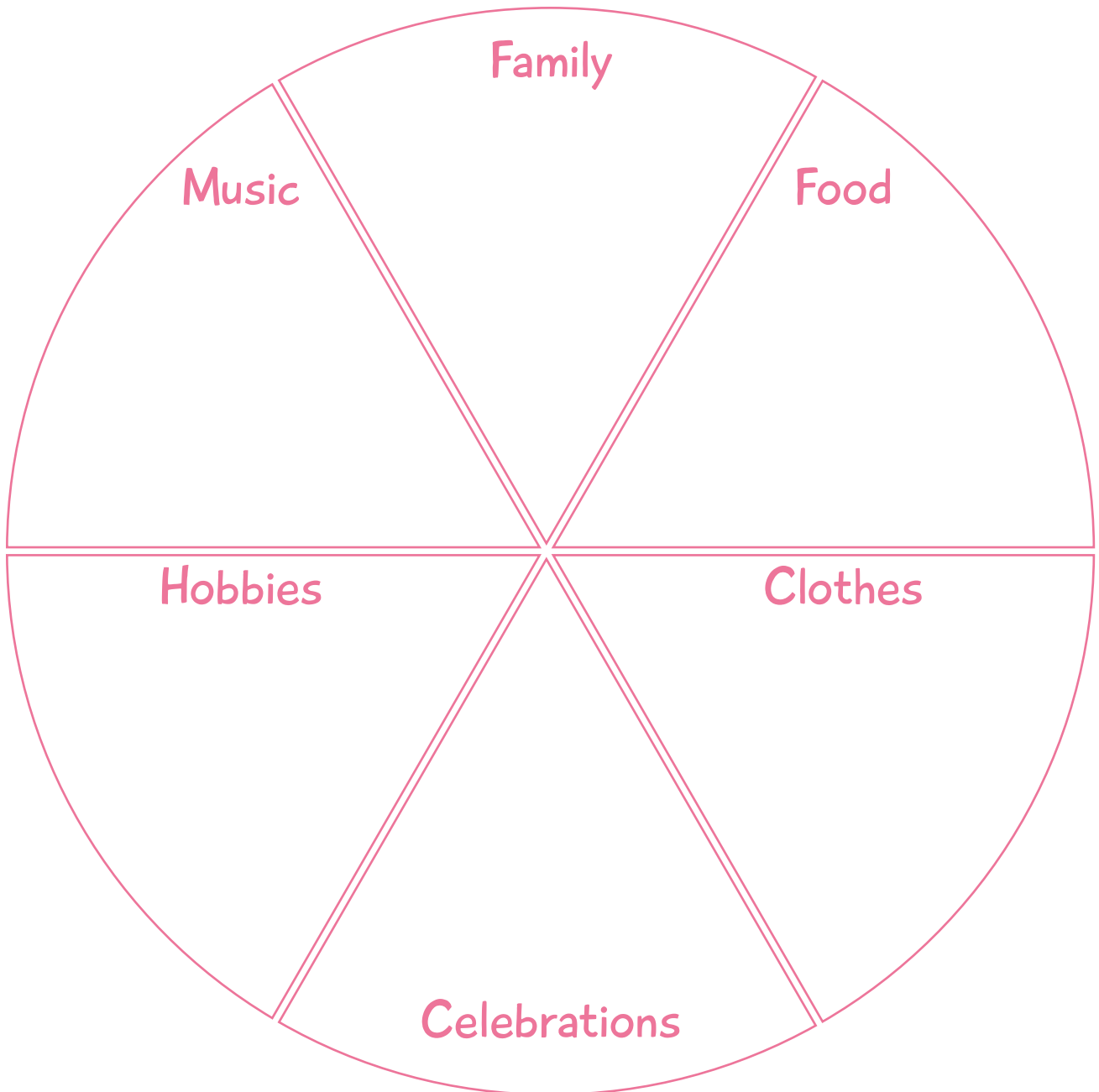
Bike

Mobile phone

Pet

Celebrating Difference

Culture Wheel - Year 5 - Piece 5



Celebrating Difference

Culture Cards - Year 5 - Piece 5

Indian

Chinese

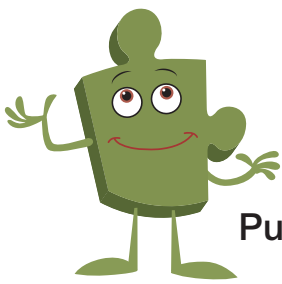
American

Native American
Indian

Egyptian – past or
present culture

British

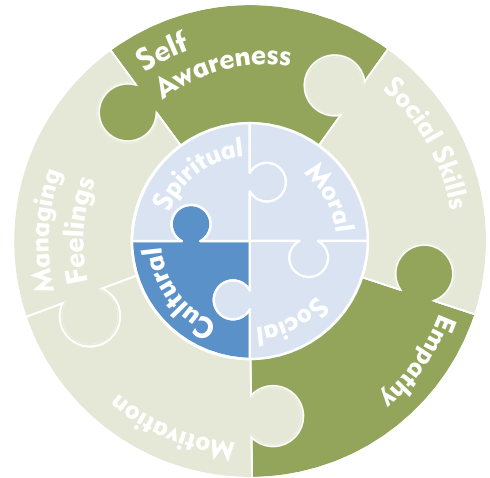
French



Puzzle 2: Celebrating Difference - Year 5 - Autumn 2

Piece 6 - Celebrating difference across the world

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... enjoy the experience of a culture other than my own respect my own and other people's cultures</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Journals Culture wheels Materials/resources for group displays Display area</p>	<p>Vocabulary Culture Celebration Artefacts Display Presentation</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

Children play 'Switch' by taking it in turns to complete the stem sentence:

'Part of my culture is...' (e.g. eating roast beef and Yorkshire pudding.)
All the children who share that as part of their culture change places.

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

Children turn back in their Jigsaw Journals to their own culture wheels. With this in front of them, refresh the meaning of 'culture' and reinforce the idea that every human being has their own culture.

Tell me or show me

In groups, the children are given time to set up their culture displays (see Prepare section in Piece 4 Notes). The children then visit each other's displays and try to guess which culture is being displayed. A prize could be given to the group who guesses the most correctly.

(Children may need to be wary of displaying aspects of their display that have their culture written up... so perhaps part of the display could be set up in the first instance and then the rest displayed as part of the presentation.)

Ask me this...

What is particular to my culture?

What culture is being displayed?

Let me learn

Then each group gives a five-minute presentation on the culture they have chosen and shares something, e.g. music, food with the rest of the class. They can bring in food cooked at home or bought, artefacts/ pictures, music.

These displays can then be set up as part of the Hall of Fame display for the end of this Puzzle.

Help me reflect

In their Jigsaw Journals, children reflect on what they have learnt about cultures other than their own and what they have enjoyed most:

1. About researching another culture.
2. About today's activities.

Notes

Celebrating Difference

Calm Me Script - Year 5 - Piece 6

Year 5 special people...I invite you to sit comfortably in your chairs with your backs straight and proud but not too rigid. Let your shoulders relax and drop and have your feet flat on the floor and hands in your lap. Imagine the golden thread is pulling your spine gently straight as it reaches up through the crown of your head.

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

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

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

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

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

Now when you breathe in let your imagination create a picture of a strong and majestic mountain, and when you breathe in imagine you are as strong and majestic as that mountain. Breathe in and see the mountain, breathe out and feel strong...repeat this several times..

Breathe in...mountain.

Breathe out...strong.

Take several slow, gentle breaths and when you hear the chime please bring your attention back to the classroom and your awareness back to this present moment.

Chime.



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 ‘The Colours of Friendship’/ ‘Playground Blues’.</p> <p>Use language and actions to support, model and emphasise patterns of events when exploring Intensive Interaction principles. (Exploring others and themselves).</p> <p>During hand or foot massage, pupils use eye or limb movement to indicate massage awareness - verbally modelled.</p>
<p>Developing Awareness of the World</p>			



Puzzle 2: Celebrating Difference - SEN overview P1i to P3ii

<p>P2i - Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration.</p>	<ul style="list-style-type: none"> I am beginning to respond to things I am familiar with in the world. I am beginning to show I am aware of events and activities in the world. <p><i>What events and objects allow me to show you I have an interest in the world?</i></p>	<p>To show an interest in things in my world. To demonstrate a consistent response to certain events and activities in the world. To explore the world with others. Pupils are beginning to respond to others in the community. Pupils are beginning to show interest in ICT in the school and/or wider community. Pupils show positive responses when working with others.</p>	<p>A variety of experiences and activities to focus upon individual interaction, engagement and coactive exploration, e.g using principles of Intensive Interaction principles (which can be explored throughout P1-P3).</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. To demonstrate that I am able to give learned responses to certain events, experiences and activities. To cooperate with others in the world. Pupils engage in the shared exploration of objects with an adult. Pupils begin to take turns consistently. Pupil searches for and notices environmental sounds and rhythms, during shared and supported explorations.</p>	<p>Working collaboratively with others to explore a variety of PSB objects, events and activities, in the classroom and/or outside in the world.</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>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>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 ‘The Colours of Friendship’ and ‘Playground Blues’ for this Puzzle.</p> <p>Books: Something Else by Kathryn Cave and Chris Riddell.</p> <p>Ringo the flamingo by Neil Griffiths.</p> <p>Puppets - Jigsaw friends.</p> <p>Puppet company.</p> <p>Total communication through words, signs, gestures, symbols, body language, facial expression, pictures (PECS).</p> <p>A kindness script - Kind Hands, Kind feet, Kind talk, Kind mouth etc - signs, words, symbols.</p> <p>IEPs</p> <p>Class charters/rules, School Rules/Behaviour/anti-Bullying Policy made accessible to pupils.</p> <p>Personalised reward system according to individual preferences.</p> <p>Multi-sensory input - objects of reference, massage, music, mood lighting Video, pictures, stories etc which demonstrate sad, happy, kind and unkind.</p>
<p>P5 - Pupils take part in work or play involving two or three others. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately to simple questions about familiar events or experiences.</p>		<p>Friendship Pupils join briefly in activity with others (with support) and will repeat an action that produced a positive response e.g. laughter</p> <p>Listening and Co-operating Pupils will cooperate with adults and are keen to join in the completion of a task.</p> <p>Getting Angry Pupils can appropriately show a satisfaction or dissatisfaction with an activity and can stop an activity when told.</p> <p>Working together to resolve differences Pupils show an awareness of the feelings of others.</p> <p>Pupils begin to ask for adult assistance in difficult situations.</p> <p>Pupils can accept the presence of others during structured activity with limited adult support Pupils begin to share with others.</p>	



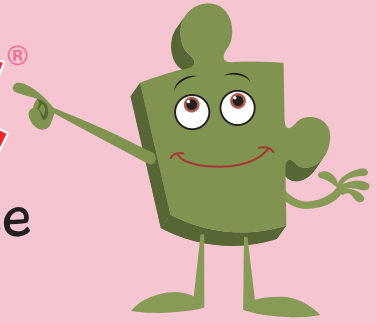
Puzzle 2: Celebrating Difference – SEN overview P4 to P8

<p>P6 - Pupils respond to others in group situations, playing or working in a small group cooperatively. They carry out routine activities in a familiar context and show an awareness of the results of their own actions. They may show concern for others and sympathy for others in distress and offer comfort.</p>	<p>Friendship Pupils give some consideration to personal space (adult guidance) and begin to seek out and interact with specific children.</p> <p>Listening and Co-operating Pupils respond appropriately to the announcement of an activity, accepts suggestions and responds appropriately to boundaries.</p> <p>Getting Angry Pupils make some changes to behaviour when prompted and can wait for help when they have a problem.</p> <p>Working together to resolve differences Pupils will cooperate with a peer for short periods and demonstrates some empathy with others.</p> <p>Pupils start to recognise who they can ask for help in the wider school community.</p> <p>Pupils can recognise when others are upset.</p> <p>Pupils can identify, with adult support, what effect their actions might have on others.</p> <p>Pupils start to use peers names in interactive situations.</p>	<p>Pictures, story boards, music and drama. 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 with different situations. They understand agreed codes of behaviour which help groups of people work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.</p>	<p>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

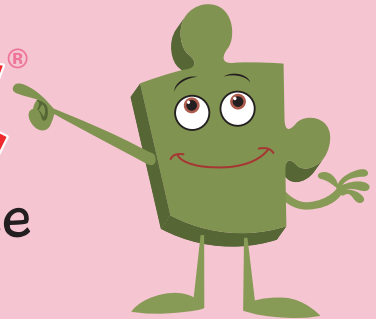
Well done!

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

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

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

Signed: Date:



Celebrating Difference

Well done!

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

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

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

Signed: Date: