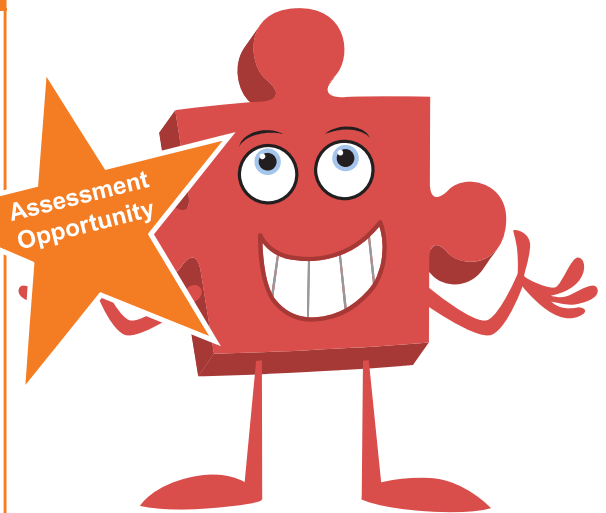


## Puzzle 1: Being Me in My World - Ages 10-11 - Piece 6

Owning our Learning Charter	
<b>Puzzle 1 Outcome</b> <b>Our Learning Charter</b> (See example Learning Charter)	<b>Please teach me to...</b> understand how democracy and having a voice benefits the school community understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself
<b>Resources</b> Jigsaw Charter Jigsaw Chime 'Calm Me' script Jigsaw Jem Jigsaw Jerrie Cat Consequences list Materials and notes from Piece 5 Certificates My Jigsaw Journey Jigsaw Journals	<b>Vocabulary</b> Laws Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences Democracy Decision Proud
<b>Teaching and Learning</b>  <b>Teacher notes:</b> Observations and work from this lesson can be used as part of the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time.  <b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.  <b>Connect us</b> Play switch Ask the children to switch places using the following statements: Switch places if you... <ul style="list-style-type: none"> <li>• Have ever voted on something</li> <li>• Have ever seen politicians on TV discussing and debating</li> <li>• Have ever felt that you have not been listened to</li> <li>• Feel that this school does listen to you</li> <li>• Have ever lost an argument</li> <li>• Have ever won an argument</li> <li>• Have ever felt disappointed that something you voted on didn't win the vote</li> </ul> After the game draw out the importance of the democratic process. The importance for people to have their say and be listened to and the importance of voting and accepting a democratic decision. Explain that in most countries that is how the Government works, and in Law Courts there is a similar process. If your school has a student council you could also make appropriate links here.	<b>Ask me this...</b>



### **Calm me**

Everyone, including adults is sitting on chairs in a circle.

Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the Jigsaw Chime and the 'Calm Me' Script.

### **Open my mind**


Allow the children some paired thinking time to agree on one thing that makes group work effective. Using Jigsaw Jem as the talking object invite each pair to share their idea.

Invite the children to re-form their role-play groups from the last Piece (lesson) and allow approximately 5 minutes discussion time as a reminder of their roles and the scenario being discussed. Ask them to refer to the notes they made last time in their Jigsaw Journals.

Then ask each group to discuss the following prompt questions:

- What parts of the Corner School's Learning Charter have been broken by the children in the scenario?
- Do you think as a group whether Corner School's Learning Charter applies to outside of school hours as well as when the children are at school?

Again, they can make notes in their Jigsaw Journals after each question.

**Pause Point:** Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, close their eyes, breathe deeply and look inside to notice their thoughts in the present moment.

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

Ask the children to come out of role for the rest of the lesson (Piece).

Hand out the Consequences List to each group. Explain the final task is to decide on the appropriate consequence or consequences for the two children in the scenario, choosing from those listed. Read through the consequences with the class to clarify understanding.

Explain that each group needs to justify their choice.

How will they come to an agreement? Will they use a democratic process in their group?

### **Let me learn**

Allow each group some time to come to a decision and then take feedback from each.

Draw out the children's rationales. At the end of the discussion ask for a class vote on the consequences and see which one(s) the class agree is the most appropriate for the children in the scenario.

Bring the discussion back to Learning Charters and 'rules' in a more general sense and the importance of democracy in agreeing these. Your school will be creating/refreshing the Whole-School Learning Charter as the End of Puzzle outcome and this can be used as an example of democracy in action.

### **Help me reflect**

Slide 2: Children complete My Jigsaw Journey for this (Piece) lesson.

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

Can you recognise when your mind is open, quiet and ready to learn?

Can you use some of these ideas when you go back into your role-play groups to discuss the school fire scenario?

How can you make the decision a democratic one?

Why is it important that everyone has their say in your group?

Do all rules/ laws made in this country involve a debate and a vote?

### **Notes**

Puzzle outcome: Lessons (Pieces) 5 and 6 are designed to help each class take ownership of the Whole-School Learning Charter. The aim for the learning charter is to bring a consistent positive behaviour system to the whole school.

This is achieved in this lesson (Piece) by including elements of the Learning Charter in the group role-plays.

Your Jigsaw Lead in school should have discussed the approach to the Whole-School Learning Charter prior to the starting this unit (Puzzle). It is recommended that children, either using your student council, or a designated group of children, coordinate and collect the responses from each class and bring the ideas together as the Whole-School Charter.

This Charter can then be launched in an assembly and shared with parents/carers so they can reinforce the messages at home. Leaflets can be designed by the children and it can also be part of your school website.

If your setting has been using Jigsaw for more than a year, this charter can be refreshed year on year, making it meaningful for the current cohort of children as they have all had an input.

Schools may want professionally designed and produced materials to support their Learning Charter. For more information please email [office@janleveragegroup.com](mailto:office@janleveragegroup.com)

### **Certificates**

Each Puzzle (unit) has its own certificate for the teacher to complete for each child. This is an opportunity for the teacher to give the child feedback on their learning and progress. The certificates can then be presented and stuck into their Jigsaw Journals. As an extension activity they could then reflect and/ or record how it felt to receive the certificate and their learning progress.



## Being Me in My World

### Calm Me Script - Ages 10-11 - Piece 6


Everyone, including adults, sits in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Share the three 'calm' pictures (starry sky, calm lake, school playground) with the children, and establish which picture makes them feel the most calm. Encourage the children to bring to mind a special place they have where they feel especially calm, and to let their minds build a picture of this place. Imagine how you feel when you are there and sense those calm feelings now.

Invite the children to put both feet on the floor to sit up straight, but relaxed, and to have hands on their tummies. They can then close their eyes or focus on the calmest picture. Gently sound the chime and ask the children to listen to it until the sound is all gone. Then ask them to follow your instructions as you take them through gentle breathing techniques: breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again through your mouth. Breathe in gently and out gently. Can you feel your tummy rise as you breathe in and go back again as you breathe out? Repeat this a number of times, encouraging the children to feel more calm with each out breath. Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

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

*The chime is used to help children let go of whatever they are currently doing or thinking about and to bring their attention to the focussed point of the sound of the chime. This aims to help them gain awareness of being in control of where and how they focus their minds and attention, ultimately leading to more concentration and learning.*

*Therefore, you may like to help them develop this skill further by striking the chime at intervals through the day, maybe 2 or 3 times, and requesting that they stop and listen until they can no longer hear the sound. In time they will learn to connect the deep breathing techniques with the sound for a double calming and focussing effect.*

Jigsaw Jerrie Cat's PAUSE POINTS  also help develop children's awareness of their thoughts and feelings in the present moment, thus empowering them to choose their responses.

*These techniques are very useful for children learning to manage their emotions too, but they do need to be practised in a neutral and even-keeled atmosphere for a while first before translating them into those scenarios and uses.*





## Being Me in My World

Jerrie Cat PowerPoint Slide 1 - Ages 9-10 - Piece 6



## Being Me in My World

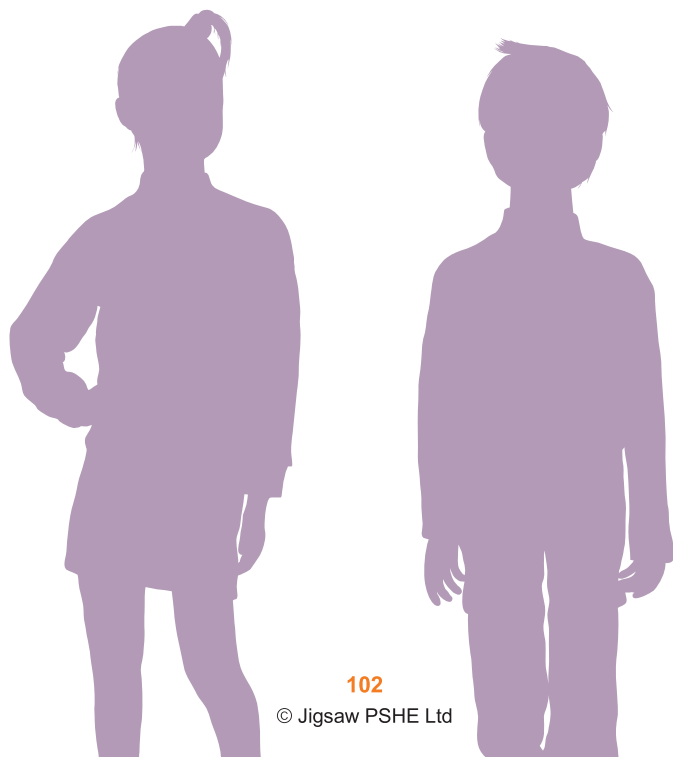
### Consequences List - Ages 10-11 - Piece 6

It is time for your group to decide on an appropriate consequence or consequences for the two children in the scenario. Remember you are no longer in role for this part of the lesson.

Remember to come to a democratic decision. How are you going to do that?

Here is the list of consequences you can choose from:


- **There should be no consequences for the children.**
- **The children should receive a warning from the Police and the Headteacher.**
- **The children's parents should be fined.**
- **The children should be excluded from the school (you can decide for how long, or whether this is permanent).**
- **The children should go to a Youth Offending Centre for six months (this means they would have to live at the Centre away from their families and attend special classes about sensible behaviour).**






## Being Me in My World

### PowerPoint Slide 2: My Jigsaw Journey - Ages 10-11 - Piece 6



My Jigsaw Journey



Puzzle 1 - Being Me in My World (Pieces 4-6)

Ages 10-11

Name: .....


					TNT BOX - To improve next time I...
Piece 4	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.				
	I understand that my actions affect myself and others. I care about other people's feelings and try to empathise with them.				
Piece 5	I understand how an individual's behaviour can impact on a group.				
	I can contribute to the group and understand how we can function best as a whole.				
Piece 6	I understand how democracy and having a voice benefits the school community.				
	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.				

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this reason



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