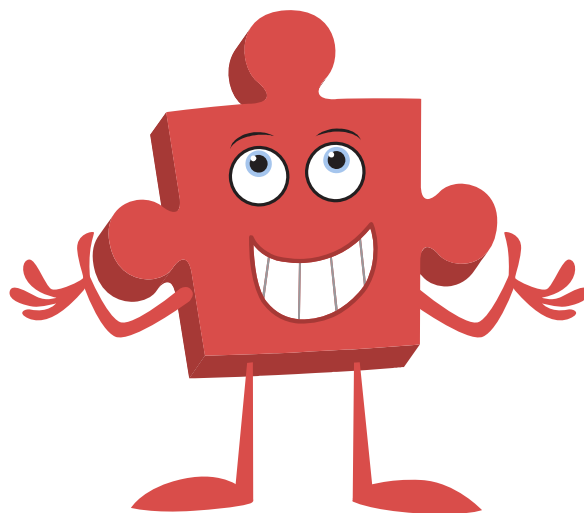


Puzzle 1: Being Me in My World - Ages 10-11 - Piece 5

Our Learning Charter	
Puzzle 1 Outcome Our Learning Charter (See example Learning Charter)	Please teach me to... understand how an individual's behaviour can impact on a group contribute to the group and understand how we can function best as a whole
Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script Anit-social behaviour scenario Jigsaw Jem Jigsaw Jerrie Cat Role-playing cards Corner School Learning Charter My Jigsaw Journey Jigsaw Journals	Vocabulary Rights Responsibilities Rewards Consequences Cooperation Collaboration Legal Illegal Lawful



<p>Teaching and Learning</p> <p>Teacher notes: 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. Alternatively, teachers could combine Pieces (lessons) 5 and 6 into a longer 2-hour session.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play 'Line up'. Without talking to each other ask the children to line up in alphabetical order using their first name. (e.g. Ahmad, Alice, Chris...) Encourage them to find other ways to communicate other than using voices.</p> <p>Have the children managed to get into the correct order?</p> <p>Ask: What team-work skills were needed for this game?</p> <p>Still in their order, group the children randomly by going down the line and putting a minimum of 6 children into each group. Ask them to remember the group they belong to and then return to the circle or their places ready for Calm me.</p> <p>Calm me</p> <p>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.</p> <p>Open my mind</p> <p>Invite the children to re-form their groups from Connect us and sit together. Hand out a copy of the Anti-social Behaviour Scenario card to each group. Allow each group time to share the scenario and briefly discuss. Check the children's understanding of the scenario by asking them to share what they understand has happened.</p>	<p>Ask me this...</p> <p>Can you recognise when your mind is open, quiet and ready to learn?</p>
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Tell me or show me

Explain to the children they are going to be given roles to discuss the scenario. The teacher should allocate the following roles and hand out the appropriate role-play cards:

- The school's Headteacher
- A police officer
- A person from the Fire Service
- The children's class teacher
- The children's parents (two children needed)
- If there are extra children in the group invite them to be in role as other members of the school staff, for example the site manager/ caretaker or another teacher (there are additional role-play cards to use if they are needed, and a blank one to create additional roles if that is desired).

Set the scene for the children by asking them to imagine this is a meeting in the Headteacher's office to discuss the children in the scenario.

Explain that the role-play will not involve any acting or performing but each child should try and think how the person in-role might feel and what they might say in a meeting about the fire. The information they have been given on their role-play cards will help them.

Their group task is to come to an agreement about what should happen to the two younger children who were involved in setting the bin alight. Each group will need to justify their decision using their discussions and the evidence.

Explain to the children they will have the rest of this lesson (Piece) and some time in the next lesson to explain their decision.

Start the role play by asking the Police Officers to share what it says on their role-play card. Then in turn ask the other roles to read out their cards.

Finally hand out a copy of Corner School's Learning Charter (the role play school's) to each group.

Let me learn

Ask the children to come out of role for this part of the lesson. Invite the children to discuss the scenario using the following prompt questions:

- What rights have been broken? (Encourage the children to think beyond the right to learn).
- Have the two children in the scenario behaved responsibly?
- Were there things that might have made responsible choices more difficult for the two children?

After each question give the children some time to take notes of the discussion in their Jigsaw Journals. They will need to be able to remember what they discussed ready for the next Piece (lesson).

Explain that the groups will meet again in the next Piece (lesson) where there will be two more questions to discuss, and then some decisions to be made about what the consequence should be for the children in the scenario.

Help me reflect

Slide 1: Briefly invite the children to give some feedback about their groups. Did everyone get on? Were there different opinions? How was the discussion managed? Did everyone get their say or did some people dominate the discussion?

Ask the children to think of anything that might make their group more effective next time and make a note of it. (For example, keeping time, use of a 'talking object' so everyone gets their say, voting if decisions are to be made etc.)

Invite the children to complete My Jigsaw Journey for this Piece (lesson) and formatively assess themselves against the purple and green learning intentions for the lesson.

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

Certificates

Next lesson you will need a personalised certificate for each child. An electronic file on the Community Area www.jigsawpshe.com will help with this.

Being Me in My World

Anti-social Behaviour Scenario - Ages 10-11 - Piece 5

CORNER NEWS

Fire at Corner School- teens suspected

Yesterday evening the Fire Service was called to attend a fire at Corner School.

The fire started in a bin outside of the school but quickly got out of control and caught the school roof alight. The Fire Service came quickly and managed to put out the fire but not before the school hall was completely burnt down. One of the infant classrooms was also badly damaged by smoke and can't be used for the rest of the school year.

The fire happened at 10.30pm when the school was closed so there were no injuries.

The school's security cameras recorded a group of five teenagers and two younger children setting fire to the bin.

The two younger children's faces were caught on camera and they were recognised as pupils of Corner School by the Headteacher and other staff members. The security cameras did not manage to identify any of the teenagers.

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Being Me in My World

Scenario Cards - Ages 10-11 - Piece 5

The Police Officer

You are the Police Officer that interviewed the two children involved in the fire. As a Police Officer it is your job in the meeting to make sure that the children are treated fairly but also that the Law is carried out.

When your teacher asks you, share what the children said with the rest of your group. This is what the children said to you:

"We didn't want to go along with it. Our gang of friends started to make fun of us because we were scared about setting the bin on fire. They made us go and buy some matches. One of the older teenagers set fire to the bin. It wasn't us. We can't say who the others were in the group. If we do they will take it out on us."

The Fire Service

You are a member of the Fire Service that helped put out the fire. You are at the meeting to share the story from your point of view. When your teacher asks you, share your 'report' below with the rest of the group.

"My team was called out at 10.30pm to attend the fire. It took us 2 hours to control the fire. Fires like this are not accidents. I'm sure the children involved thought that setting fire to bin was a funny thing to do, but they did not think about the possible consequences of their actions. This fire was unnecessary and put my team in danger and took us away from going to fires that were real emergencies in other parts of town."

The Head Teacher

You are the school's Headteacher. You are at the meeting to help decide what is to happen to the two children from your school involved in the fire. When your teacher asks you, share your 'report' with the rest of your group.

"I was shocked to see so much damage to the school hall and the infant classroom. I am very sad that it is two of our own pupils that were involved. It is going to take months to sort out the damage and a huge amount of money too. This is going to affect all the children because we relied on the hall for the children's PE and music lessons, school dinners and assemblies. All the children have been working so hard on a performance and the fire destroyed all the scenery, costumes and props. We have had to cancel the performance. The children and staff are very upset about the whole thing."



Being Me in My World

Scenario Cards - Ages 10-11 - Piece 5

Parent 1

You are the parent of one of the children involved. You are at the meeting to discuss your child and their actions. When your teacher asks you, share what it says below with the rest of your group.

"I am shocked by my child. I have not been happy about the people in my child's friendship group. Some seem a lot older and I think my child was pushed into being involved. My child has never been in trouble before and didn't set the bin on fire, it was one of the older children. I don't think it would be fair to punish my child if it wasn't their fault."

Parent 2

You are the parent of one of the children involved. You are at the meeting to discuss your child and their actions. When your teacher asks you, share what it says below with the rest of your group.

"My child was out with friends yesterday evening and came home very late. I was cross and sent them to bed. I also think that if my child was made to go and buy matches by the older children and didn't set fire to the bin then they should not be punished. My child has said they were being bullied but I don't know by who. I have tried to find out but they won't tell me."

The children's teacher

You are the children's class teacher. You are at the meeting to explain what you know about the children and their behaviour in school. When your teacher asks you, share what it says below with the rest of your group.

"I am so upset by the children's actions. Just lately I have noticed they seem both seemed tired in school. I asked if they have been staying up late, but they said no. I mentioned this to the Headteacher because I was worried. In class they get on with their work and are mostly well behaved. One of the children said they were being bullied but not by other children in the school. I spoke to the child's parents about it and they said they were going to try and sort the problem out."



Being Me in My World

Scenario Cards - Ages 10-11 - Piece 5

The Caretaker/ Site manager

You are the site manager of the school. You are at the meeting to give a report on the damage to the school. When your teacher asks you, share what it says below with the rest of your group.

“The damage to hall and the classroom is bad. It’s going to take me months to clean up the mess. There is also a lot of cleaning to be done in the whole school because the smoke and soot from the fire has made more dust than we usually get. I think the two children should be made to help me clean up the mess they have made.”

Teacher

You are another teacher in the school. You are at the meeting to explain what you know about the children involved. When your teacher asks you, share what it says below with the rest of your group.

“The children have always been very polite in school. It seems very out of character for these children to do something so horrible. I can’t believe they would have done this deliberately.”

Role:

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Corner School

At Corner School we believe that every child has the right to learn (UNCRC Article 28).

This means that all the adults and children in school have these responsibilities:

- To work as a team
- To allow others to learn
- To treat everyone fairly
- To respect each other
- To listen to each other
- To look after each other
- To respect each other's property and belongings





Being Me in My World

Calm Me Script - Ages 10-11 - Piece 5

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 and Jigsaw Jem reinforce how good it feels to be calm and quiet.





Being Me in My World

PowerPoint Slide 1: My Jigsaw Journey - Ages 10-11 - Piece 5

My Jigsaw Journey

Jigsaw

Ages 10-11

Name:

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

					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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