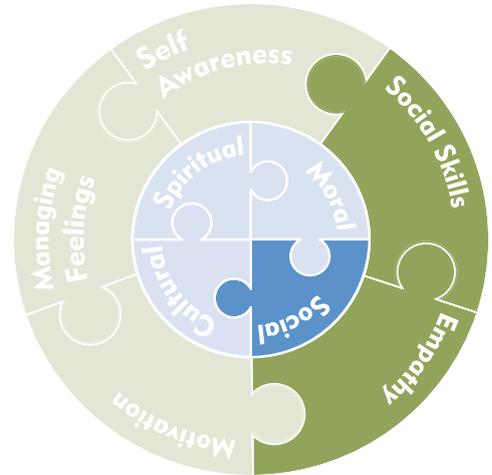




Puzzle 2: Celebrating Difference - Year 2 - Autumn 2

Piece 6 - Celebrating difference and still being friends

<p>Puzzle 2 Outcome Hall of Fame</p>	<p>Please teach me to... tell you some ways I am different from my friends understand these differences make us all special and unique</p>
<p>Resources Pair cards Jigsaw Chime 'Calm Me' script Jigsaw Jo 3D Trophy template Puzzle 2 Attainment Descriptor Grid Jigsaw Journals</p>	<p>Vocabulary Friends Special Unique Different Similarities Value</p>



Teaching and Learning

The Jigsaw Charter
Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us
Play the game 'Pairs'.
Give each child one of the pair cards (cheese and crackers, black and white, tall and short, etc.) and ask them to find their pair and sit with them in the circle.

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
Remind the children of the story from last week – 'Willy and Hugh' by Anthony Browne – and ask them to think about how the two characters were both different but still could become friends (e.g. Willy was small, Hugh was big, etc.). Make the point that we don't have to be the same to be friends and that our differences may complement each other; we are all special and unique and bring different qualities to friendship.
With the children sitting in friendship pairs within the circle, ask them to talk together and find out one or two ways they are different from each other, e.g. one is good at football, the other is good at art; one is shy, the other is confident, and so on.
Use Jigsaw Jo as the talking object to share ideas and draw out the point that it can be good to be friends with people who are different from us.

Ask me this...

Does your mind feel calm and ready to learn?

Tell me or show me/Let me learn

Using the 3D trophy template, children complete as follows:

Section 1: draw one of my friends

Section 2: draw/write how my friend is different from me

Section 3: write/draw how my friend is similar to me

Section 4: complete the stem sentence, 'I value my friend's differences because...'

As this is the summative assessment for this Puzzle, the teacher may need to scribe children's answers in order to apply the assessment criteria.

Help me reflect

Stick a photo of the trophy into the Jigsaw Journal. In the Reflection Puzzle Piece, ask the children to complete the sentence stem: 'The most important thing I have learnt in this Puzzle is...'

Notes**Hall of Fame**

The assessment task work from each year group can be brought together in an exhibition/display (Hall of Fame) to celebrate difference.

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 2 - Piece 6

Children, I invite you to sit comfortably in your chairs with your backs nice and straight but a little bit relaxed, not like robots. Let your shoulders relax, have both feet flat on the floor and your hands in your lap. Imagine there is a gold thread coming from the top of your head and pulling your spine nice and long and straight. You feel proud and relaxed and happy to be you.

Strike the Jigsaw Chime just once and ask the children to listen until they cannot hear any sound any more. Bring all your attention to this present moment and help your mind to concentrate on listening to the sound of the Jigsaw Chime (strike it once more) until the sound is all gone, far away.

Put your hands on your tummy and breathe in gently, a nice deep breath, in through your nose, and out again gently. Feel yourself relax and feel peaceful as you breathe out. Smile as you keep breathing in and out gently. Can you feel your tummy going out and in as you breathe in and out?

See if you can count to 3 in your head as you breathe in and 1,2,3 as you breathe out again, nice and gently so you feel happy and peaceful. Breathe in... 1,2,3 and out "Calm like me"...

Now try to let your mind imagine a picture of your special place where you feel really calm and peaceful. Picture that place and remember how it feels to be there, nice and calm and peaceful.

You feel safe and calm and peaceful.

Do this a few times and then strike the chime again inviting the children to bring their attention back into the classroom when they can no longer hear any sound from the chime.

Sit quietly and enjoy being calm and still and quiet for a few moments and praise the children, reminding them that calm minds can learn more easily. They can also use these breathing techniques if they feel angry or worried and want to help themselves feel calm and peaceful.

Note to the teacher:

As well as practising breathing techniques as calming techniques, we are also encouraging children to use their imaginations to take themselves to places and situations that will engender peaceful and happy feelings in them. The subconscious remembers the emotions attached to places and experiences and so we are helping children to draw on these remembered positive experiences to bring these emotional states into being in the classroom.

This is a powerful technique for them to use when they need it e.g. when they might be getting angry or upset. It helps them to regulate their own emotions by 'changing the channel' of emotions, tuning into a peaceful, happy channel rather than a frustrating or difficult channel.

Celebrating Difference

Pair Cards - Year 2 - Piece 6

black

white

tall

short

under

over

cheese

crackers

paint

paintbrush

bucket

spade

on

off

left

right

Celebrating Difference

Pair Cards - Year 2 - Piece 6

night

day

dark

light

cup

saucer

knife

fork

pen

paper

fish

chips

big

small

open

closed

Celebrating Difference

3D Trophy Template - Year 2 - Piece 6



Celebrating Difference

Jigsaw Attainment Descriptors - Year 2 - Piece 6

	Working towards	Working at	Working beyond
Year 1	<p>I can talk about one thing that makes me different from my friends</p> <p>I can tell you one thing that is special about me</p>	<p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I can describe a variety of ways that I am different from my friends</p> <p>I can tell you why I am proud of the things that make me special</p>
Year 2	<p>I can name one way that my friend is different from me</p> <p>I can give a reason why my friend is special to me</p>	<p>I can tell you some ways I am different from my friends</p> <p>I can understand these differences make us all special and unique</p>	<p>I can compare myself with a friend and describe the similarities and differences between us</p> <p>I can express how I feel about our similarities and differences</p>
Year 3	<p>I can tell you something I've said that made someone happy or unhappy</p> <p>I can say how this made me feel</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I know how to give and receive compliments</p>	<p>I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship</p> <p>I can understand and express how the person felt and reflect on my own feelings about this</p>
Year 4	<p>I can tell you about my first impressions of someone</p> <p>I know it is good to try to get to know someone before making judgements about them</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I can use a variety of examples to show how first impressions can be misleading</p> <p>I can consider how I form my opinions of people and explain why it is good to accept people for who they are</p>
Year 5	<p>I can give some examples of bullying behaviours, including direct and indirect types</p> <p>I can tell you why bullying is hurtful and wrong</p>	<p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I can consider a range of bullying behaviours and understand the impact these may have</p> <p>I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying</p>
Year 6	<p>I can tell you some ways that difference can be a source of conflict in people's lives, and can express how I feel about this</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p>	<p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration</p> <p>I can express how I feel about this</p>