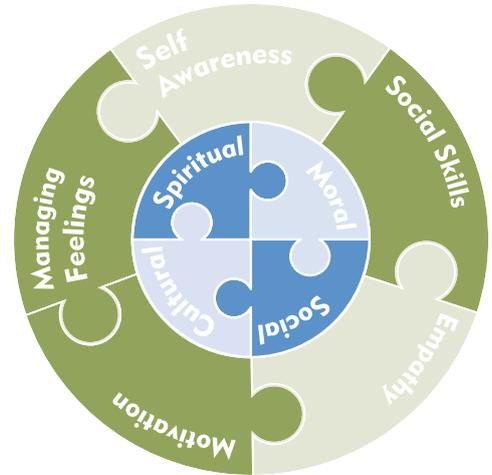


Puzzle 3: Dreams and Goals - Year 3 - Spring 1

Piece 5 - Our New Challenge - Overcoming Obstacles

<p>Puzzle 3 Outcome Our Garden of Dreams and Goals</p>	<p>Please teach me to... recognise obstacles which might hinder my achievement and take steps to overcome them manage the feelings of frustration that may arise when obstacles occur</p>
<p>Resources 'Solve it together' technique poster Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: 'Learning to learn' Materials to make their products and labels/leaflets Jigsaw Journals</p>	<p>Vocabulary Obstacles Frustration 'Solve it together' technique Solution Team work</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 In the circle, children sit in their challenge teams. Each team reflects on their work together last time and comes up with three words to describe what went well for them as a team. Then they think about any obstacles, difficulties or feelings of frustration they may have experienced and try to work out why, using the 'Solve it together' technique (see poster to remind children of the process).</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 Sing the Jigsaw Song: 'Learning to learn'. Ask the children in groups to brainstorm all the words in the song that help them to work together even if there are obstacles in the way, e.g. try different answers, don't give up, work together, listen to each other, etc.</p>	<p>Ask me this...</p> <p>Can you identify positive solutions to help overcome obstacles?</p> <p>Does your mind feel calm and ready to learn?</p>
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Tell me or show me/Let me learn

In their teams, children continue to make their products, ensuring that they also save time to make the necessary labels or leaflets to advertise their products at the fête. (These jobs may be allocated to certain team members while the rest continue to make the products). Labels and leaflets simply need to give the price of the product and to advertise it.

By the end of this Piece each team should be able to set up a table with their products, labels, etc. as a trial run for their stall at the fête. Take a photo of each team's table to stick in the children's Jigsaw Journals.

When this is done, use one team to model the social skills and language they need to use when selling their products at the fête. The teacher and teaching assistant could model this initially if needed. Then each team has time to practise how they will sell their products to their customers at the fête. An extract from 'The Young Apprentice' could be shown here as an example of teams of young people selling their own products.

If time, each team offers praise to the others for how they have managed the challenge.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, ask children to write a few sentences describing an obstacle or frustration they faced during the challenge and how they overcame it.

Can you identify any frustrations or obstacles your team experienced last time?

Can you find ways to overcome these?

What sort of language do you think it would be best to use with your customers?

Notes

The Dreams and Goals Puzzle will culminate in the opening of the 'Our Garden of Dreams and Goals' created by every year group adding its contribution. Ideally, a ceremony will be held for the whole school, each year group symbolically adding its contribution and explaining the significance of what they have made, e.g. Year 3 adding their garden decorations. During the ceremony the head teacher could cut the ribbon, declaring the garden open and expressing congratulations to the children for their creativity and the team work involved. It would also be recommended to expand this event into a garden fête, each year group having a stall to sell its product. This would afford children a number of opportunities:

- a. to work with money to enhance their understanding of financial capability
- b. to generate money that could be collected for the Year 6 chosen charity from their work in this Puzzle
- c. for parents/carers to visit and share in their children's achievements and celebration.

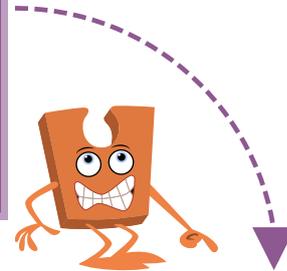
It will be necessary to make arrangements for the teams to have table space at the garden fête.

'Solve it together' Technique

Step 1 - 'Solve it together' code

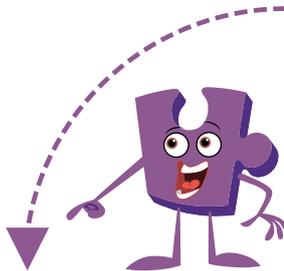
Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



Step 2 - Hearing both sides of the problem

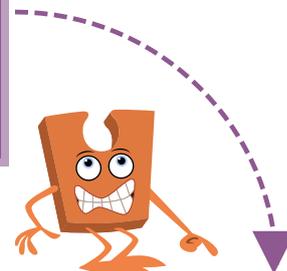
Each child has the chance to say what he/she thinks happened.



Step 3 - Sharing feelings

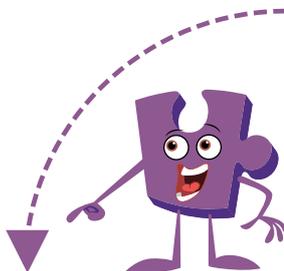
Each child has the chance to say how he/she feels about the situation.

Then each child has a chance to say how he/she thinks the other person might be feeling.



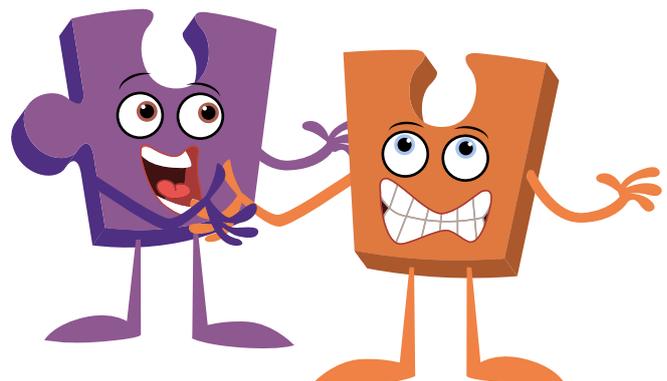
Step 4 - Finding solutions

The children think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

The children choose a solution and shake hands.



Dreams and Goals

Calm Me Script - Year 3 - Piece 5

My favourite Year 3 children... come with me as we help our minds to get peaceful and calm.

Let's sit up nice and straight in our chairs. Imagine the golden thread is pulling up gently through the top of your head stretching your spine so you feel proud and dignified.

Keep both feet flat on the floor and your hands loosely in your lap.

Close your eyes gently as you ask your mind to focus on your breathing. We are breathing all the time but usually we don't notice... but now I want you to notice that you are breathing and how nice it feels. It means you are alive, right here and now, we are alive and enjoying breathing.

Breathe in through your nose and count in your head 1,2,3,4,5 slowly, gently.

Breathe out again feeling your tummy sink back in and hear your mind silently say: I'm so glad that I'm alive.

In... 1,2,3,4,5... Out... I'm so glad that I'm alive.

In... out...

Breathe gently and be aware that your body is calming down as well... your muscles are relaxing, your arms, your shoulders, your tummy, your legs, your face... everything relaxing so you feel calm and peaceful.

Now you are feeling calm and relaxed, ask your mind to create a picture inside your head of a dream or goal you have that is important to you. Make the picture as vivid and clear as possible. What colours can you see? What is in the picture? Can your mind make the picture even clearer?

Stay with your picture for a few seconds and then change the channel in your mind and bring your focus back to your breathing... in... out...

In... 1,2,3,4,5... Out... I'm so glad that I'm alive.

Your precious body is relaxed and your mind is feeling calm, glad to be alive.

Listen carefully to the chime and when you can no longer hear any sound, start to bring your body and mind back into the classroom... wiggle your fingers and toes and bring that quiet mind back to focus on this moment right now.

Let's learn.