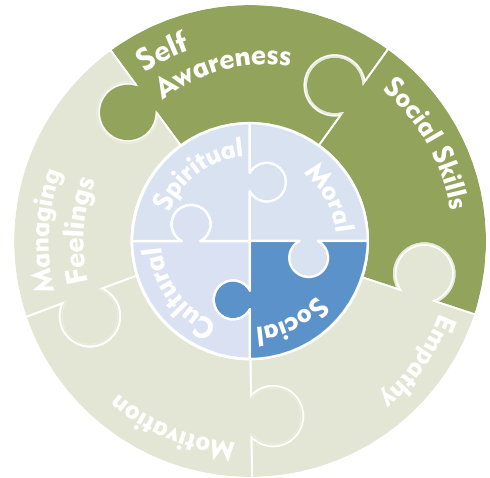




Puzzle 4: Healthy Me - Year 4 - Spring 2

Piece 2 - Group Dynamics

<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to... recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations be aware of how different people and groups impact on me and to recognise the people I most want to be friends with</p>
<p>Resources Jigsaw Chime 'Calm Me' script Animal characteristics template Jigsaw Journals</p>	<p>Vocabulary Friendship groups Roles Leader Follower Assertive Agree / disagree</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

Ask the children to form an outer and inner circle of equal numbers (alternatively, do this activity in small groups or pairs if preferred). The outer circle faces inwards and the inner circle faces outwards. At a given signal, the outer circle moves clockwise and the inner circle moves anti-clockwise. When the teacher says, "Stop", the children from each circle form a pair. In pairs, children discuss (in an agreed time frame, for about 2-3 minutes) how they would handle one of the following scenarios:

- Your friend wants to go to the cinema - you don't want to.
- You are at your friend's house and you want to watch TV, but your friend wants to play on the computer.
- Your friend always wants to sit next to you but sometimes you like to sit next to someone else.
- You are fed up with your friend helping herself to your crisps and saying that friends share.
- Your teacher keeps telling you off for talking, when you know it's really your friend behind you who's talking.
- Your friend asks you to help him mend his bike on Saturday but you want to go out with another friend who has asked you.

In each case, ask the children how they can say no, or disagree, without hurting their friend's feelings. Note down their responses and debrief the class.

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.

Ask me this...

How would you handle a difficult situation?
Would a friend handle it differently? Why?
Do you find it easy to say no to something you don't want to do?

Does your mind feel calm and ready to learn?

Open my mind

Ask the children to imagine they are one of the following animals:

- Squirrel
- Snake
- Bull
- Eagle
- Panther
- Gorilla

Ask all the squirrels to get into a group, all the snakes together, and so on. If there are more of one group than any others, re-assign children more evenly. Ask them to think about how their animal might act: how might they move, what their facial expression might be, what would their voice sound like, etc.? Children discuss their animal qualities in their group and decide on a few basic qualities and characteristics.

Tell me or show me

Explain that their animal qualities and characteristics are now going to be applied to them as humans. They will imagine how their animal acts and feels and, as a human, take on these qualities and characteristics, particularly in a group situation. Demonstrate how this will work if there is any confusion: the eagle will soar above the situation and see things from every point of view; the bull will rage around and create havoc, without solving any problems; the gorilla loves to be in charge and bosses other people around, etc.

Teacher chooses a scenario from the list above and asks each animal group to discuss how their animal might react to the situation and what role this animal might adopt. Take feedback from each group and note how differently each group reacts to the situation.

Emphasise to the children that it can be like this in friendship groups: that we can all take on different roles and have different qualities and characteristics, as well as different ways of solving problems. Ask the children which animal they are most like and how this affects how they deal with difficult situations. Explain that we can take on a different role depending on the situation and who we are with. Ask the children whether they recognise any of their friends as particular animals and how they feel about this. Finally, ask who they like being friends with the most and why.

Let me learn

Working in their animal groups, and using the animal characteristics template, ask the children to draw and write about the different qualities and characteristics of their animal. Invite the groups to feed back to the class. Discuss which animal is the children's favourite and least favourite and why. Display the animal group templates around the classroom.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children draw and write the name of their favourite animal and three reasons why they think this animal's different qualities and characteristics would make a good friend.

How are all these animals different in the way they would say no?

How would these animals act if there was a disagreement? Do you recognise these actions in yourself or your friends?

How do your friends take on different roles in a group?

What are the benefits of being like each of the animals?

Notes

Be aware of any current friendship issues within the class.

Healthy Me

Calm Me Script - Year 4 - Piece 2

This Puzzle is about being healthy and the choices we make to keep ourselves healthy.

So in this 'Calm Me' time we are going to focus on our bodies and how incredible they are.

So let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive"

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your head. See if you can feel all your attention in your head...how does your head feel? Warm? Tingly? What an amazing thing your head is... think about what your head does for you...

Now move your attention, focus your mind on your shoulders and see if they have any tension stored in them... let them relax... really relax

Breathe in... amazing body Breathe out... I am so lucky

Now move your attention down to your feet. How do they feel? Gently wiggle your toes and keep your mind focussing on your feet. Feet make life so much easier for us...we can walk, run, play football, swim, balance... stop for a moment to appreciate your feet...

Take one nice deep breath in and out.

I appreciate my body and mind.

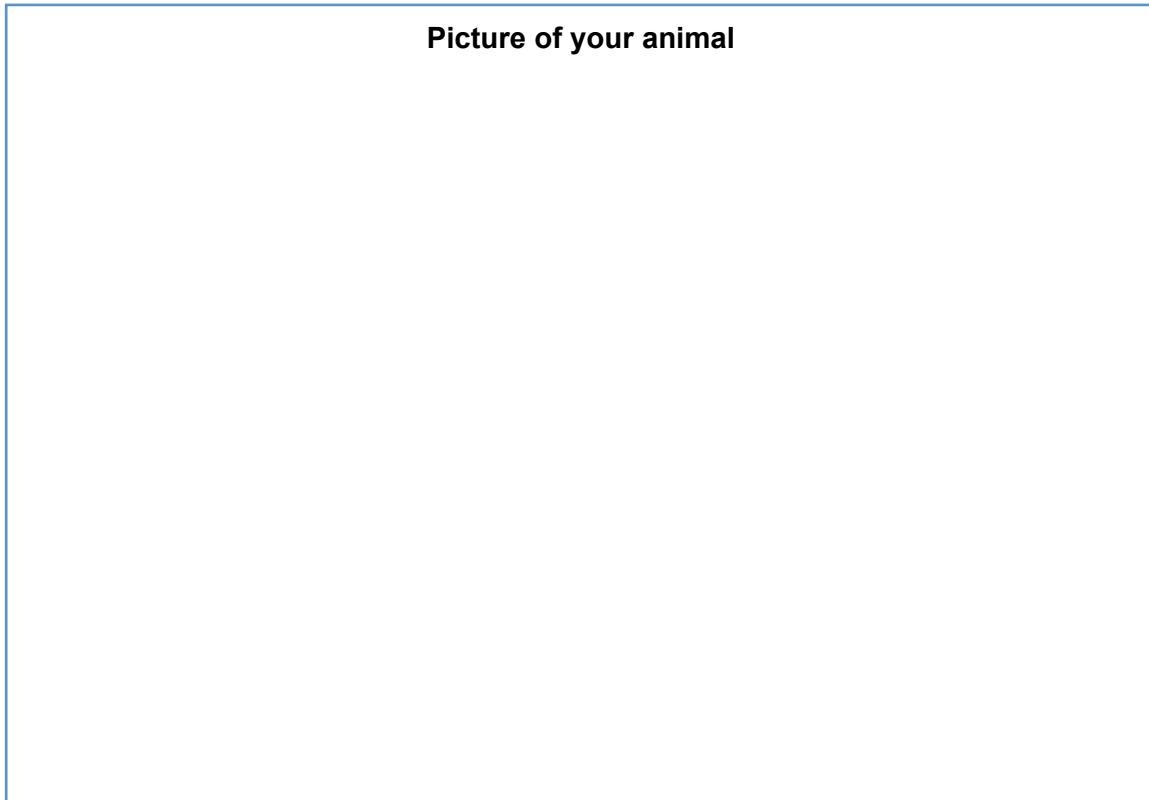
Then, as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.

Note to teacher: you can obviously swap body parts in and out of this 'Calm Me' as you see fit and partly depending on what you may have been studying in the Puzzle that you want to engender children's appreciation for.

Healthy Me

Group Dynamics: Animal Characteristics - Year 4 - Piece 2

Picture of your animal



<p>Words to describe your animal</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>How does your animal act around friends? What role does your animal take on?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>How does your animal deal with uncomfortable feelings?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Why would you or wouldn't you want to be friends with someone like this?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>