



Puzzle 5: Relationships - Year 5 - Summer 1

Piece 3 - Girlfriends and Boyfriends

<p>Puzzle 5 Outcome Our Relationships Fiesta</p>	<p>Please teach me to...</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend</p>	
<p>Resources</p> <p>Jigsaw Jez Jigsaw Chime 'Calm Me' script Jigsaw Charter 'Agree' and 'Disagree' labels PowerPoint slides of boy-friend/girl-friend couples Flipchart paper Diamond 9 cards 'You might go out with someone because...' - some with text, some blank sets of these cut up for each group Jigsaw Journals</p>	<p>Vocabulary</p> <p>Boyfriend Girlfriend Attraction Pressure Personal Comfortable Body language</p>	
<p>Teaching and Learning</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us</p> <p>With the class in a circle, ask each child to think of a song that's currently in the charts that has lyrics to do with love, romance, boy/girl relationships, etc. Using Jigsaw Jez as the talking object ask children to see how many different songs the class can come up with.</p> <p>What do we learn from this? Love, attraction, romantic relationships are such common themes because they play a big part in the lives of most young people. The children may or may not already be aware of these kinds of feelings but they will probably become important to them in the next few years.</p> <p>Calm me</p> <p>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>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>

Open my mind

Create space for a continuum across the classroom, with labels saying 'Agree' and 'Disagree' at either end. Tell the children you are going to read out a number of statements and for each one they should go and stand somewhere on an imaginary line between the two extremes, according to their personal opinion about the statement. Don't be influenced by where other people stand - follow your own instinct!

Use any of the following statements or similar ones of your own:

- Age 10 is too young to have a boyfriend or girlfriend
- Having a boyfriend or girlfriend is just like any other friendship
- All the 'lovey-dovey' bits in films and TV programmes are just boring
- If you can say you're going out with someone your friends will be impressed
- If you had a date with someone you wouldn't tell your parents about it
- The idea of kissing a boy or girl is pretty disgusting
- A boyfriend or girlfriend has to be a member of the opposite sex
- A boyfriend or girlfriend has to be someone of your own age
- If you haven't had a boyfriend or girlfriend by the time you're 13 you'd feel like a bit of a loser

Once the children have placed themselves in response to each statement ask one or two to explain why they are standing where they are. Explore reasons for differences of opinion and attitude before moving on to the next statement.

Tell me or show me

Show the PowerPoint slides of boyfriend/girlfriend couples.

What does having a boyfriend or girlfriend mean?

How is it different to being friends with someone from the opposite sex?

Give children a few minutes to talk about this in their talking partners and to feed back to the class. Can the class reach any conclusions?

How would you know that two people are a 'couple'? Could you tell from their behaviour and body language?

In small groups, children write their list of 'How could you tell?' on a piece of flip chart paper.

Taking suggestions from the children, collate their lists e.g. hold hands, flirt, put arms round each other, cuddle, kiss - little peck, kiss - big and sloppy, gaze lovingly, dance together, talk on the phone, text, go for walks, go out to the cinema, etc.

In small discussion groups, ask the children to look at the list and talk about which of these behaviours is appropriate or inappropriate for children of their own age and up to, say, 13. Take feedback and explore whether all are agreed. Are there definite rights and wrongs or is it a matter of personal choice? What does the law say? (Children under 16 are too young for sexual activity. Make it clear that the age of consent is 16.) What would your parents/carers say?

Discuss how you would tell someone that you like them but don't feel comfortable with what they want you to do. Emphasise strongly the absolute need for both people to show and to expect complete respect for each other's feelings and choices.

Why did you place yourself in that position?
What are the reasons behind your choice?

How can you tell if people are in a 'couple'?

Let me learn

Pose the question: why might somebody decide they want to have a boyfriend or girlfriend? Take some quick initial responses. What does 'being attracted to someone' mean? Establish that it may be about liking the way they look but it's also about enjoying spending time with that person.

In working groups of 4 - 6 (you may get interesting comparative results if you make these single sex groups), give each group a set of the Diamond 9 cards. Some are already filled in and some are blank. Explain that the words on the cards are to provide possible endings to the sentence 'You might go out with someone because...'. Some are good reasons and some are not! In their groups, the children should fill in the blank cards with their own ideas - they should aim to make them all realistic reasons, although they may not all be good reasons.

Each group then passes the set of 9 cards that they have prepared on to another group. Now the task of the groups is to arrange the cards they have been given in a diamond formation, prioritising them from the best and most important reason at the top to the worst and least appropriate reason at the bottom.

Help me reflect

Allow a few minutes for the children to circulate and look at the cards of the other groups and the way they have prioritised them. In the class circle, review any common themes that have come through from this exercise. Do there seem to be any differences in the responses of the boys' groups and the girls' groups?

Put the question: when is the right time to start going out with a boyfriend/girlfriend? Establish that the only possible answer is 'when you feel ready'. It's a personal thing and there is no pressure!

In Reflection Puzzle Piece of their Jigsaw Journals, children jot down their own thoughts about reasons why they might choose to/choose not to have a boyfriend or girlfriend.

Why might you decide to have a boyfriend/girlfriend?

When do you think it is the right time to go out with someone?

Notes

Important themes that should underpin our approach to the kind of subject matter covered in this lesson are those of individuality and diversity - these are personal issues in people's lives, there is no blueprint, everybody feels and responds in different ways.

This includes recognising in a natural and unsensationalised way that boyfriend or girlfriend pairings can be same-sex as well as opposite sex. Awareness of this needs to be kept in the frame as part of the overall picture - it is unlikely that you will ever teach a class that does not include some members for whom same-sex attachments will come to be the norm as they grow up, and we need to be sure we are not implicitly excluding the experience of those children.

Relationships

Calm Me Script - Year 5 - Piece 3

In the Relationships Puzzle in our Jigsaw work we are thinking about how other people impact on us and how we impact on them. We know that relationships are important to us at home and at school. We have relationships in our families, in our classes and outside of school. We need relationships with other people in order to learn.

In our 'Calm Me' time in this Puzzle we are going to use our breathing to help calm our bodies and minds, and then help our minds think more deeply than usual, in the quietness we create, about our relationships.

Would someone like to strike the chime to signal the start of 'Calm Me' time?

When you hear the chime listen until you can no longer hear the sound and then let your mind stay in the quietness, in the stillness.

(Strike chime once more)

Focus on your breathing, breathing in and noticing your breath entering your body and travelling all the way to your lungs. Hold the moment just before the breath changes direction and starts its outward journey... then help your mind to follow the path of your breath all the way out, through the windpipe and out through the nose.

Repeat this several times without me talking...you may like to use our 4/6 breathing pattern... breathing in while you silently count to 4 1..2..3..4 and out while you silently count to 6 1..2..3..4..5..6.

These breaths are at your own pace... in... out...

Feeling relaxed and calm... "I feel relaxed and calm and appreciate all the people in my life I have learnt from and with so far..."

Just let your mind think about a person you enjoy learning with...and build a picture of that person... be aware of the feelings you can sense in your body when you think about that person... and let yourself appreciate that person. "I feel grateful I can learn with you".

Breathe a few breaths as you feel that appreciation and gratitude.

Store that feeling away in your mind's computer so that you can look at it and feel it whenever you want to. All you have to do is ask your mind to show you that picture again.

Now watch yourself take a few more calming breaths... and then, when you feel ready, bring your mind and body back to the room in the present moment, here and now...

(You may like to strike the Jigsaw Chime to bring everyone back.)

Relationships

Agree and Disagree Cards - Year 5 - Piece 3

Agree

Disagree

Relationships

Girlfriend Boyfriend Powerpoint - Year 5 - Piece 3



Relationships

Diamond 9 Cards - Year 5 - Piece 3

You might go out with someone because...

**You think they
are good-looking
and attractive**

**You can have
a good laugh
together**

**You want to
impress your
friends**

