

Unique Me	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>appreciate that I am a truly unique human being</p>
<p>Resources</p> <p>Laminated Jigsaw Charter</p> <p>Jigsaw Jaz</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Kitten and cat cards</p> <p>Photo of teacher with parents</p> <p>'Parents and children' templates</p> <p>Jigsaw Jaz's post box (teacher to make)</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Personal</p> <p>Unique</p> <p>Characteristics</p> <p>Parents</p>
<p>Teaching and Learning</p> <p>Note</p> <p>Prior to teaching this unit of work (Puzzle), please ensure you are familiar with the Jigsaw Approach. This is the introductory chapter at the beginning of your Year Group materials.</p> <p>NB: Be mindful of children in your class who are fostered, adopted or who may not know information about their birth parents. In that instance, talk to them before the lesson so that they are prepared and can participate as and how they feel able.</p> <p>You will need to prepare the 'kitten cards' as shown in Open my mind below.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Charter on display.</p> <p>Connect us</p> <p>With everyone in a circle, Jigsaw Jaz models to the children: 'I'm crafty Jaz'. The teacher asks the children what other words (adjectives) could be used to describe Jaz, e.g. clever, jumpy, impatient, impulsive, kind, etc. Then, using Jigsaw Jaz as the talking object and remembering the right to pass, invite children in turn to introduce themselves using an adjective to describe an aspect of their character just like Jigsaw Jaz did. The teacher can model this to begin the process.</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 and the Jigsaw Chime.</p>	
<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>	



Open my mind

Prior to the lesson you need to have prepared the 'kitten cards' as follows.

Print out the 12 kitten cards. Randomly mark 4 with a red dot on the back, 4 with a green dot and 4 with a blue dot.

Ask for 12 children to stand up in the circle and to hold a kitten card so everyone can see. Ask for three further children to stand up in the centre of the circle and give them each one of the mother cat cards, the cats are named Bella (ginger), Maisie (white) and Poppy (black). Ask the kittens to decide who they think their mother is and to go and stand with her.

Ask the children to share why they chose the mother cat they did. They will probably say similar colour, eye colour, etc.

Then reveal the dots on the back of each of the kitten cards which stands for either Bella (red dot), Maisie (green dot) or Poppy (blue dot).

Ask the children to rearrange themselves and stand with their mother cat.

This shows that it is quite random and that there is a mixture of colours with each mum and that it isn't always obvious. Make the point that, as humans and children, we have some characteristics that are clearly from our parents but some characteristics that are unique to us. Explain that our characteristics come from the genes our parents pass on to us. Write the word 'gene' on the board to show how it is a different word from the jeans we wear!

Tell me or show me

Give the children this amazing fact about genes. Each tiny cell that make up our body contains 25,000- 35,000 genes. Our bodies have many trillions of cells. Genes carry the information that give us our characteristics (traits). We get half our genes from our birth mother and half our genes from our birth father. The father's genes decide whether the baby will be male or female.

Show a picture of yourself with a parent or parents and briefly discuss some of the characteristics you have inherited. These may be physical such as eye or hair colour, or maybe to do with your personality, such as being patient or generous.

Let me learn

Parents and children puzzle.

Give each child a puzzle template and ask the children to write in the box by each parent the characteristics they have (eye colour, hair colour, freckles or not, curly hair or straight hair).

Then ask the children to think about what these parent's children might look like, inheriting one characteristic from each parent. Work through the example on the worksheet for Child 1; they have inherited blue eyes from the mother, brown hair from the father, freckles from the mother, and curly hair from the father. They can decide on the gender for child 2 and child 3.

Ask them to suggest what the other children might look like in this family choosing eye colour, hair colour, freckles (or not) and curly/straight hair each time.

Ask the children to stick their templates into their Jigsaw Journals.

Finish the lesson by sharing some of the different 'children' from the resource sheets. Explain that many of our characteristics are inherited this way from our parents.

Ask the children who can roll their tongue into a tube. This is an ability that is inherited from our parents and it is more common for people to be able to roll their tongue than not.

Remind the children that we get half our genes from our birth mother and half our genes from our birth father, and this happens when the mother's egg meets the father's sperm when a baby is made at conception. Tell the children they are going to learn about this next time, and if they have any questions, they can post them into Jigsaw Jaz's post box.

How did you decide which kitten belongs with which mother cat?

Having a Baby	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
<p>Resources</p> <p>Making Things cards</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jaz</p> <p>Jigsaw Jerrie Cat</p> <p>Flashcard pictures of sperm and egg</p> <p>PowerPoint slides - Changes on the inside</p> <p>Animation: The Female Reproductive System</p> <p>Printed copies of PowerPoint slides</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p> <p>Jigsaw Jaz's Post box (from last lesson)</p>	<p>Vocabulary</p> <p>Sperm</p> <p>Egg/ Ovum</p> <p>Penis</p> <p>Testicles</p> <p>Vagina/ Vulva</p> <p>Womb/ Uterus</p> <p>Ovaries</p> <p>Making love</p> <p>Having sex</p> <p>Sexual Intercourse</p> <p>Fertilise</p> <p>Conception</p>
<p>Teaching and Learning Note</p> <p>Check Jigsaw Jaz's post box for questions prior to this session as some may be answered by the content of this lesson. Teachers can then refer to relevant children's questions throughout the lesson making it personal and responsive to the questions they want answers about.</p> <p>If children ask the difference between vulva and vagina as they have been introduced to these terms previously, simply explain that the vulva is the name for the outside parts of a female's private parts, and the vagina is the channel just inside.</p> <p>Teachers may wish to take notes within this lesson as part of the summative assessment for this unit of work (Puzzle).</p> <p>Teachers will need to check which animation may be most appropriate to use with their classes.</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>Shuffle the cards for the Making Things game and give one to each child. Then ask them to move around and compare their card with other people's, find the connections, and eventually form themselves into groups containing one finished article (a cake, an oak tree, a new car and a baby) and the 'ingredients' required for making it. There should be five in each group: if, as is likely, your class is not an exact multiple of five you could have some fun asking those left over what they think they could make with their assorted ingredients! Make sure all the class knows what the four finished articles and their constituent parts are.</p>	<p>Ask me this...</p> <p>Do you know what things are made of and how they are made?</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 and the Jigsaw Chime.

Open my mind

With the class in a circle, point out that to make anything now it requires the right ingredients and the right conditions. Which of the four things in the game is the most special and important thing to make?

Ask the children to work in talking partners and pose two questions for a brief discussion:

- What do you think are the reasons why people might choose to have a baby?
- What do you think might be difficult about looking after a new baby?

After 3 minutes take some feedback and bring out the idea that having a baby is both a great joy and a big responsibility, and that is why many people wait until they have a loving and stable relationship in which to care for the baby. Point out that it has always been a natural human instinct to want babies; if not, none of us would be here! Explain it's a choice people make, and some people choose not to.

Tell me or show me

Slides 1-4: Think back to the starter game: what were the main ingredients for making a baby? Show flash cards with pictures of sperm (remember these are full of messages contained in genes about what the father is like) and egg /ovum (remember this is full of messages/ genes about what the mother is like).

Use the PowerPoint slides to recap where the sperm and egg/ovum come from inside the body.

The following simple 'script' suggests an approach to telling the story from this point on for children of this age. You may choose to include more explicit detail depending on what you judge yourself, the children or their parents/carers will be comfortable with. However, you decide to approach it, bear in mind that the children will not perceive any of this as sensational or shocking unless your manner and body language tell them so.

It's amazing how a baby starts to grow when a man's sperm and a woman's ovum meet and join together. This can happen when a grown-up man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina. People refer to this as 'making love' or 'having sex' or sexual intercourse (children will probably have heard these expressions before, but may not really understand what sexual intercourse really means) It's an intimate, loving and very private part of a grown-up relationship. From the vagina, the sperm can swim through the womb/ uterus into the tubes that lead from the ovaries. If they meet an egg/ ovum there, one of them may 'fertilise' it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother's womb, where it will grow until it is big enough to be born 40 weeks/(9 months). The baby will get half of its genes from the mother's egg/ovum and half its genes from the father's sperm.

Show the animation: The Female Reproductive System. Some teachers prefer to show the whole animation and then ask the children to recap what has been shown; others like to pause the animation at key points for clarification and questioning. Note the animation does not show conception but the journey of the egg/ ovum. If children raise questions about menstruation ask them to hold onto their questions for next time, or to use Jigsaw Jaz's post box. Animations can be found on the Jigsaw Community Area on the website.

Does your mind feel calm and ready to learn?

What is the most special and precious thing any of us can make?

Why do people choose to have babies?

What is difficult about looking after a baby?

Does everybody have to have a baby?

Can you remember where the sperm and the egg come from?

Why do we need to have differences between male and female?

Let me learn

Ask the children to imagine a visiting alien from a planet where there is no difference between male and female. (You might take on the role of the alien and invent a bizarre story about how they reproduce, e.g. by breaking off a finger and planting it in the ground!)

In pairs, ask the children to prepare a simple fact file in their Jigsaw Journals with a few bullet points for the alien, explaining the physical differences between male and female humans, using the correct vocabulary, and saying why we need these differences to make a baby. You may want to provide printed copies of the PowerPoint slides of male/female organs to help them illustrate the fact files.

Bring the class back together and show some of the children's work. Clarify any questions or misconceptions that arise.

Finish by reminding the children that Jigsaw Jaz has a private post box where they can put questions any time if there are things they not sure about, or they may want to talk to their parents/carers about it.

Help me reflect

Slide 5: As in previous Pieces (lessons), ask the children to review their learning using the My Jigsaw Journey resource.

Circles of Change	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>know how the circle of change works and can apply it to changes I want to make in my life</p> <p>am confident enough to try to make changes when I think they will benefit me</p>
<p>Resources</p> <p>Jigsaw Song: 'A New Day'</p> <p>Jigsaw Jaz</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Season tree pictures</p> <p>Sofia and Levi PowerPoint</p> <p>Circle of Change diagram/template</p> <p>Split pins</p> <p>Cardboard arrows</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Circle</p> <p>Seasons</p> <p>Change</p> <p>Control</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.</p> <p>Connect us</p> <p>Slide 1: Sing or listen to the Jigsaw Song: 'A New Day'. Ask the children to think for a minute about the line: "We're becoming the people we're going to be."</p> <p>Then pass Jigsaw Jaz around the circle and ask the children to share ideas about what that line might mean to them.</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 and the Jigsaw Chime.</p> <p>Open my mind</p> <p>Slide 2: Seasons of change. Show the children four pictures: a tree in four different seasons. Ask the class to put the pictures in order and to discuss the questions:</p> <ul style="list-style-type: none"> • What started the process of change for the tree? • What happened in each stage of the change? • Did the tree have any control over the changes that were happening to it? <p>Take feedback from the children</p> <p>In pairs, ask the children to briefly discuss a change that has happened to them already. Did they have any control over the change?</p>	<p>Ask me this...</p> <p>How might you change to become who you are meant to be?</p> <p>Does your mind feel calm and ready to learn?</p>



Tell me or show me

Take some brief feedback from the pairs, from children who would like to share the change they discussed. From these examples and using the tree, emphasise that change is a natural part of life and something that we will all experience. Draw out that some changes we can control and some we can't. Discuss that many people find change difficult, especially when the change is something unpleasant or unwanted. Say that we can do things to help us manage change so that we cope with the change better.

Slides 3-7: Share the PowerPoint story 'Sofia and Levi' and ask the children to see if they can identify what happened in the story to manage the change and help the children cope. The story mirrors the vocabulary of the Circles of Change model the children will be using later; thinking about, deciding, preparing, taking action and keeping it going.

At the end of the story ask the children what they think helped Sofia and Levi manage the change. Show the children the Circles of Change PowerPoint slide/ template and make links between the story and the five stages in the model to reinforce the process.

Let me learn

Slide 8: Using the Circle of Change template, each child makes their own Circle of Change using a split pin and an arrow. In pairs, invite the children to think of a change they would like to make in school during the next academic year and to think this through using the Circle of Change model. Children can help each other and then individually complete their own Circle of Change template with their thoughts and the process they will go through at each step.


The completed Circles of Change are the class contribution the End of Puzzle Outcome as agreed with your Jigsaw Subject Lead prior to starting this unit of work (Puzzle).


Help me reflect

Slide 9: As in prior lessons (Pieces) invite the children to reflect upon and record their learning using the My Jigsaw Journey resource.

Notes

Accepting Change

<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to... identify changes that have been and may continue to be outside of my control that I learnt to accept express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	
<p>Resources Jigsaw Jaz Jigsaw Jerrie Cat Emotions cards PowerPoint slides of environmental change Change Scenario cards Jigsaw Chime 'Calm Me' script Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Range of emotions - see emotions card resource Control Change Acceptance</p>	
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us/Open my mind Spread the emotion cards out on the floor or carpet area or stick them up around the room. Then read out one of the scenario cards and ask the children to stand on or near the emotion card that best describes the emotion they might feel in that situation. Check in with some of the children to say a bit more about why they might feel that feeling in that situation but be sensitive to individuals who may not want to share more details. There are also some blank cards that teachers can use to create alternative scenarios, if there is a 'change' situation that is particularly pertinent to this cohort of children.</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 and the Jigsaw Chime.</p> <p>Tell me or show me Slides 1-4: Share the PowerPoint slides of environmental change. Ask the children to think about these pictures and discuss their ideas with their talking partner:</p> <ul style="list-style-type: none"> • Why do these changes happen? • Do human beings have complete control over these changes? <p>Ask for feedback and their ideas. Draw out from the children the idea that humans can influence nature for good or ill, but humans do not have complete control over nature.</p> <p>How easy is it for the children to 'accept' the changes in the planet which seem outside of their control? What would they like to do about it?</p>		<p>Ask me this...</p> <p>How might you feel about the situation? Will the feeling change?</p> <p>Does your mind feel calm and ready to learn?</p> <p>Why do these changes happen? Do human beings have control over these changes in nature? How easy is it for you to accept changes to our planet that we appear to have little control over?</p>

Pause Point: Slide 5:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause. Ask them to close their eyes (if they are comfortable to do so) and to focus on what they are thinking and feeling right now. They don't have to share their thoughts. Pause for about 20-30 seconds.

Let me learn

In talking partners, children write a list of six changes that have happened in their lives already that they did not have control over, i.e. that they could not stop from happening. Next to each of the changes, children write two words to describe how they felt when these changes were happening.

At this point, invite the children to share their ideas and help them to understand that changes that are outside of our control often cause us fear or anxiety. Ask the children to return to their lists and discuss how they managed to cope with these changes.

Debrief this and ensure children understand that accepting the change is an essential ingredient in being able to cope with it. (If you resist change which is out of your control, it makes it harder and scarier). Ideally, children need to understand that whilst they do not have control over some changes, they do have control over how they approach and handle these. This should alleviate the fear of change.

OPTIONAL: If there is time, invite the children to choose one of the scenario cards and to role-play the situation. Can they create a freeze frame and then 'hot-seat' the different characters? Encourage the children to ask questions about:

- How the character feels about this change?
- How they will cope with the situation?
- What bits can they change/not change?
- Have you 'accepted' that this change will happen to you or are you wishing it wouldn't?

Share ideas in the debrief

OPTIONAL: Children may like to come back to the environmental issues from earlier in the lesson and discuss further or work on what can be done to affect change.

Help me reflect

Slide 6: Invite the children to reflect upon their learning using the My Jigsaw Journey resource as in previous lessons (Pieces).

What changes do you have control over?
What changes do you not have control over?
How might you feel about these changes?
How might you cope with these situations?
What bits can you change/not change?

Looking Ahead	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to... identify what I am looking forward to when I move to a new class reflect on the changes I would like to make next year and can describe how to go about this</p>
<p>Resources Jigsaw Jaz Jigsaw Jerrie Cat Jigsaw Chime The same objects used for the 'Bag of Tricks' activity in lesson 3, laid out on a tray or the floor. A piece of cloth 'Calm Me' script Jigsaw Jaz's post box Circle of Change templates Jigsaw Journals My Jigsaw Journey Certificates</p>	<p>Vocabulary Change Looking forward Excited Nervous Anxious Happy (See emotions cards from Piece 5)</p>
<p>Teaching and Learning Note Observations and work from this lesson can be used as 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, and/or choose to do the Tell me or show me/Let me learn part of the lesson with the teacher(s) working with groups of children in turn. Teachers will also need to consider work from earlier Pieces (lessons) on puberty and conception, in making an overall summative judgement. Ensure you have checked Jigsaw Jaz's post box for any unanswered questions prior to this lesson.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play 'Kim's game'. Using the same objects used in the 'Bag of Tricks' activity in Piece (lesson) 3 lay them out on a tray or the floor and cover them with a cloth. Ask the children to remember which objects are there. The teacher secretly removes one object and the children need to guess which one is missing when the cloth is removed. Repeat as time allows.</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 and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>




Open my mind

Ask the children to work in pairs and to briefly discuss the things they have learnt about in their Jigsaw lessons over the last term (during the Changing Me lessons).

Take some feedback and remind the children about the different lessons where they have learnt about how characteristics are passed on from parents to babies in genes, how the body prepares itself at puberty for being an adult, how a baby is made, and how to manage changes.

Return to Jigsaw Jaz's post box if there are still some unanswered questions from the children.

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause. Ask them to close their eyes (if they are comfortable to do so) and to focus on what they are thinking and feeling right now. They don't have to share their thoughts. Pause for about 20-30 seconds.

Tell me or show me/Let me learn

In talking partners, ask the children to make a list of the changes they think might happen to them during the next school year (or beyond if that is appropriate). These might be personal changes e.g. moving house, or having a new baby in the family; or they might be changes that are going to happen in school e.g. the first time staying away from home on a residential, starting swimming lessons etc. They could also include changes they want to make for themselves e.g. getting better at maths, trying not to fall out with friends, etc.

Each child chooses one of the changes they think is very important to them and highlights it on their list. On a Circle of Change template, children show the process they will go through to make their highlighted change happen, or to manage a change that is coming. This provides part of the assessment opportunity for this Puzzle (unit of work) alongside work from the sex education lessons covered earlier in the unit.

Teachers can also use the prompt questions while the children are doing this activity to extend the children's thinking and as an aid to teacher assessment.

Help me reflect

Slide 2: Ask the children to complete My Jigsaw Journey for this Piece (lesson) as before.

Prior to this lesson the teacher has also prepared a Jigsaw Certificate for each child. To round off this Puzzle (unit) bring the children back to the circle and hand out the Certificates. These can also be included in the children's Jigsaw Journals.

What have you learned about in our Jigsaw lessons this term?

Do you still have any questions?

Which changes can you control?

Which ones have you no control over?

How do you feel about this change?

How are you going to manage this change?

What might help you best to manage/achieve the change?

How are you feeling about puberty?

Can you think of ways to help you manage the changes that are going to happen at puberty?

