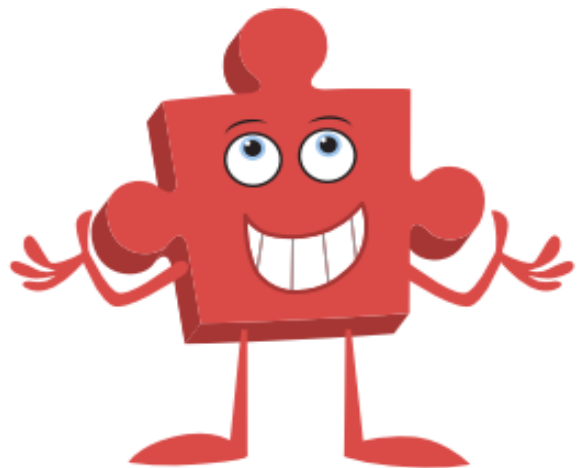


My Self-Image	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... aware of my own self-image and how my body image fits into that know how to develop my own self-esteem
Resources Laminated Jigsaw Charter Classroom labels (letter A- D) 'Time and Money' PowerPoint slides Facts About Fashion PowerPoint slide Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Chime 'Calm me' script Flip chart and pens Unhelpful/helpful resource Jigsaw Journals My Jigsaw Journey	Vocabulary Self-image Self-esteem Real self Celebrity
Teaching and Learning Note 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. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated copy on display.. Connect us Slides 1-2: Play 'How much time, how much money...' Label the classroom with four letters A, B, C, D. Read out the first statement from the 'Time and Money' PowerPoint slides and ask children to go and stand near the letter that best represents how they feel/ think, from the choices given. Ask for some comments from those who would like to share, why they have chosen as they have. At this point don't challenge the children's ideas but ask them to listen to everyone's opinion and remember what has been shared for later in the lesson. Repeat for the second slide. 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.	Ask me this... How would you rather spend time and money? Does your mind feel calm and ready to learn?



Slide 3: Share the 'Facts About Fashion' PowerPoint slide with the class and ask for the children's comments.

Draw out in the discussion why they think people spend so much time and money on how they look. Include peer-pressure, the impact of social media and the internet, and the 'pressure' to have a girlfriend/boyfriend and how they are 'supposed to look/ behave' to be attractive.

Are there more helpful and productive ways we can 'measure' ourselves than just appearance?

Relate the discussion back to the Connect us game and explain that we need to make choices on how we spend our time and money.

Emphasise the importance of money and time spent for personal hygiene reasons, but we also have a choice on how much extra time and effort we put into how we look, and thinking about how we look, once we have ensured that we are clean and tidy.

Tell me or show me

Split the class into small groups. Give each group a piece of flip chart paper. Ask each group to draw and annotate (they only have 10 minutes) their idea of a beautiful person.

After the activity display the pictures and ask for comments. Are there any common features?

Where do these 'ideas' come from?

Would the other group have drawn the same things?

Are we being fair and realistic to ourselves if we always try to look perfect?

Draw out that comparing ourselves can lead to unhelpful thoughts, unhelpful feelings and unhelpful behaviours.

Put these three heading on the whiteboard or flipchart, and ask the children for their suggestions under each heading. e.g. An unhelpful thought "I look awful"; an unhelpful feeling, worry; an unhelpful behaviour, not wanting to socialise.

Let me learn

Explain to the children that if we constantly compare and criticise ourselves, especially about how we look, this can damage our self-esteem. Ask them to imagine this 'negative self-talk' as 'an invisible monster' sitting on a person's shoulder and whispering negative ideas into their ear.

Tell the children that we can fight off this monster by focussing on positive thoughts, feelings and behaviours. Ask the children to imagine the positive ideas as 'an invisible animal' of their choosing. (Perhaps one that represents kindness, or an animal that is tough and can fend for itself/ scare off enemies). If they are familiar with His Dark Materials novels by Phillip Pullman, this friendly animal could be their 'daemon'.

Show the children the 'unhelpful/helpful' resource and how they are to complete it. Firstly, they need to draw their 'animal' on the person's empty shoulder. They then complete the boxes on the right- and left-hand sides of the resource. They can work in pairs if they would find this helpful. You may need to work through an example first. e.g. Negative: 'I am too tall for my age', Positive ideas: 'My Mum is tall and she is happy about it: Others will catch up with me, I'm just growing faster than they are: I am a kind person, that's more important: I'll talk to my Mum about the way I'm feeling.'

Give time for the children to complete the resource sheet.

At the end of the lesson, discuss some of the children's 'positive ideas' that can fight off the negative ones. Emphasise that if we practise, this process becomes easier. We can try to remember what our 'animals' would say when we hear ourselves being self-critical in the future. This can boost our self-esteem and help us to stay happy and healthy.

Does having the latest fashion, hairstyle, 'look' make us happy in the end?

What 'pressures' do we face to look 'cool' fashionable all the time?

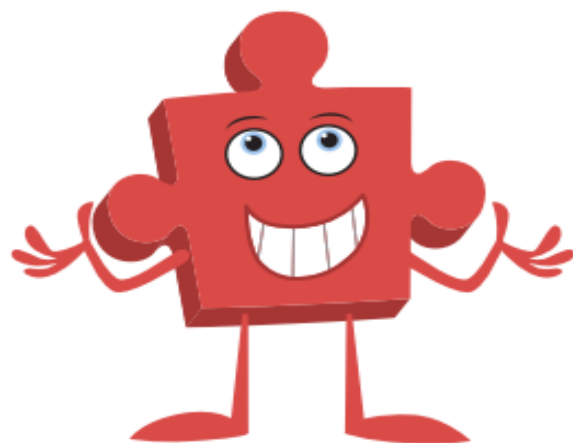
What animal would you choose that represents positivity?

What would your animal say to you to fight off the worry monster?

Help me reflect

Slide 4: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals

Puberty	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
<p>Resources</p> <p>Growing-Up Bingo cards</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Puberty Flashcards</p> <p>PowerPoint slides of male and female organs</p> <p>PowerPoint slides: female and male body changes</p> <p>Animation: Female and Male Reproductive Systems</p> <p>Puberty Truth or Myth cards, enough for each working group to have one complete set</p> <p>Boy worries / Girl worries cards</p> <p>Teacher notes page (Boy/Girl worries)</p> <p>Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness).</p> <p>Blank paper</p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Jem's Private Post Box</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Opportunities</p> <p>Freedoms</p> <p>Responsibilities</p> <p>Puberty vocabulary as represented on the flash cards</p>
<p>Teaching and Learning</p> <p>Note</p> <p>Due to the significance of this lesson, teachers are advised to allow at least 2 hours, and preferably an entire afternoon or morning session. Teachers could split the session at the 'Girl Talk/Boy Talk' so this part of the lesson is planned for the following day, or later in the same week. Teachers may wish to plan to involve the School Health Nurse in the lesson if they are available.</p> <p>You will also need to have two members of staff available for the 'Girl Talk' / 'Boy Talk' part of this lesson where the group will divide and be facilitated by each adult. If possible, arrange for a male and female member of staff to be present.</p> <p>Teachers may also wish to take notes during the lesson as part of the summative assessment of the Puzzle (unit of work).</p>	<p>Ask me this...</p>



Note

You may wish to use male/female more often than boy/girl to help children start to distinguish between gender and sex. Gender sensitivities need to be carefully considered.

Caucasian skin tones have been used in the diagrams for clarity of image. Ensure that children understand that changes happen to everyone at puberty regardless of their skin tone.

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together.

Connect us

Give each child a copy of the Growing-Up Bingo card. Explain that they need to move around the room, find someone who can say yes to any of the questions on the card and write their name in the appropriate space. With each person they speak to they can only ask and answer one question and then they must move on to someone else. The aim is to be the first person to complete a horizontal, vertical or diagonal line - or depending on how the game progresses you may want to carry on until someone has completed a full card. When the game is over, sit the class down in a circle and ask them to comment on what the game tells us about the life changes that go with growing up; point out that most of the questions relate in one way or another to new opportunities and freedoms and the responsibilities that go with them.

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 still seated in a circle, use the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. As you hold up each card in turn, they all stand if it's a female thing, stay sitting if it's a male thing and everybody put both hands up if it applies to all. At the same time all the class should say the word(s) aloud on the card. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes.

You may not want to use all the cards at this stage of the lesson and might wish to be selective about those that are appropriate to use with your class. One or two - such as Clitoris and Ovulation - may be words that are new to them and need explaining, perhaps briefly now and more fully in the next phase of the lesson. The exercise should be fun and will work best if you can keep the cards coming in a quick-fire way so that the children are bobbing up and down - and it's fine if they have a bit of a giggle at some of the words and phrases!

What different experiences does growing up bring for different people?

How are new freedoms connected to new responsibilities?

Does your mind feel calm and ready to learn?

Tell me or show me

Slides 1-4: After the frenetic stand up/sit down activity, review the words and ideas on the cards in a calmer way and check and consolidate the children's knowledge and understanding about them. The PowerPoint slides showing male and female body parts will be helpful to use in clarifying many of these points. Use the PowerPoint slides showing girl to woman and boy to man, and **the animations (The Female/Male Reproductive Systems)** to reinforce learning. As the children should have seen the animations and PowerPoints in prior years, (unless it is the first time using Jigsaw) you should be able to recap quite easily. Animations can be found on the Jigsaw Community Area (website).

If you have not used all of the Puberty Flashcards now is the time to show and explain the words that maybe new to the children. This includes, ovulation, masturbation and clitoris.

Masturbation can be simply explained as a time when a person touches their own private parts for pleasure. Stress this is perfectly normal and it is a very PRIVATE thing to do.

The clitoris can be explained as the part of a woman's sexual organs that gives her nice feelings when having sex and when masturbating.

Let me learn

Part 1) Truth or Myth Cards

Organise the children into groups of about 4-6. Give each group a shuffled pile of the Puberty Truth or Myth cards, to be placed face down in the middle of the table. One child takes a card from the top of the pile and reads out the main statement to the person on their left. That person must say whether they think it is truth or myth: if they are right, they keep the card; if they are wrong, the questioner keeps the card - whoever ends up with the card should read out the explanation to the whole group. The game continues with the responder taking the next card from the pile and posing that statement to the next person on their left, and so on round the group. The aim is to see who ends up with the most cards at the end of the game. Bring the class into a circle again and invite them to comment on anything that was new to them or surprised them about what they learned from the Truth or Myth game. Allow any immediate questions to emerge and be dealt with.

Part 2) 'Girl Talk' / 'Boy Talk'

Note: you will need to have 2 members of staff available for this section of the lesson. Ideally a male and female member, if possible.

Give each child one or more slips of paper and ask everyone to write - privately and anonymously - at least one question they have in their mind concerning puberty and growing up: these might be factual questions, things that confuse or puzzle them, or things they may be worried or concerned about. Explain that these questions will be the basis of the next part of the lesson, but that no-one will know who has asked which question. Ask them to drop their questions into Jigsaw Jem's Private Post Box (or similar, pre-existing receptacle), which, hopefully, they are all aware of in the classroom.

While you and your colleague are collating the children's, questions divide the children into same gender groups. Give the male groups a set of the 'Boy worries' cards and the female groups the 'Girl worries' cards. Ask the groups to discuss the questions and the advice they would give. Ask them to note down the advice for each question.

While the children are engaged in this activity, sort the questions from Jigsaw Jem's post box. These will be questions you have identified as being relevant to a particular gender group and if needs be to take out any questions that you judge to be completely inappropriate or simply not serious.

Part 3) Boy/Girl Worries

Bring the whole group together and say to the children that this is an important opportunity to talk about things that specifically affect their gender without any embarrassment that might come from having the other gender present.

Split the class into gender groups and start by discussing the answers and advice that the children gave to the 'Boy worries' or 'Girl worries' cards. There is a teacher note page with suggested ways to answer these questions.

Then go through the relevant questions from Jigsaw Jem's post box with the group. Allow others in the group to comment and add anything they think would help to improve or clarify the answer, and then give your own input, as necessary, to make sure that key messages are fully understood.

When all the questions have been covered, give the children a few minutes in pairs to talk about whether they have any other questions or uncertainties that haven't been dealt with and that they would like to raise while there is the chance in the single gender group. Remind them again of the importance of trust, respect and consideration when we are sharing things we feel unsure about, and stress that there is no such thing as a silly question.

Help me reflect

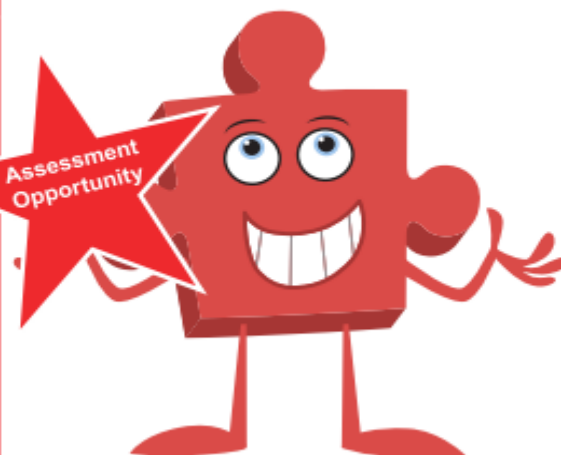
Slide 5: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals

What other questions do you have about how your body, your feelings and your lifestyle are going to change as you grow up?

Puzzle 6: Changing Me - Ages 10-11 - Piece 3

Babies: Conception to Birth	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
<p>Resources</p> <p>Tennis ball</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>PowerPoint slides of a baby developing in the womb</p> <p>A set of 'Baby Can...' cards, cut up and shuffled</p> <p>Animations: Female and Male Reproductive Systems</p> <p>From Conception to Birth resource sheet</p> <p>Conception to Birth card sort template</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Pregnancy</p> <p>Embryo</p> <p>Foetus</p> <p>Placenta</p> <p>Umbilical cord</p> <p>Labour</p> <p>Contractions</p> <p>Cervix</p> <p>Midwife</p>
<p>Teaching and Learning</p> <p>Note</p> <p>Teachers should plan for this lesson to run for 2 hours, or be split into two 1 hour sessions (suggested split at Let me learn).</p> <p>Teachers may also wish to take notes during the lesson as part of the summative assessment for this Puzzle (unit of work).</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>With the class standing in a circle, use a tennis ball or similar to do a class round: start it off by saying, 'The first thing I can remember in my life is...'; then bounce the ball across to someone else - when they catch it they use the same sentence stem to give their earliest memory, then bounce the ball on to another class member and so on until everybody has had a turn.</p>	<p>Ask me this...</p> <p>What is your earliest memory?</p>

Assessment Opportunity




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

Slides 1-5: Point out that we are all limited in how far back our memories go, and what none of us can remember are the experiences we had before we were born. Show the PowerPoint slides of a baby developing in the womb. (If you ask them in advance, some children might be able to bring their own baby scan pictures from home.) Ask the children what parts of the body they can identify in these pictures of the tiny, growing baby (you may want to introduce the word 'foetus' at this stage).

Invite the children to consider what it must have been like for all of us when we were tiny and curled up in the womb like that. Take this further by playing the 'Baby Can...' game: with the class seated in a circle, hand out the 'Baby Can...' cards, one to each child, telling them to make sure that only they see what is on their card. There are 30 cards in all: if your class size is greater than that, ask one or two of them to work as pairs. In turn round the circle, each child reads out the statement on their card, 'When I was a baby in the womb I could...' and the rest of the class say whether they think this is true or not (perhaps by a show of hands or standing up for true and sitting for false). The holder of the card then reveals whether it is true or false - some are obvious, some are less so and may surprise them or catch them out: in those cases there is a brief explanation printed on the card, which should also be read out by way of clarification.

Pause Point: Slide 6:  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

For a more systematic introduction to the main facts of the progression from conception through pregnancy to birth, use either or a combination of the following approaches:

- Animations: Male/Female Reproductive Systems
- You may be able to invite either a mother of a small baby, or a midwife, to come in and talk and answer the children's questions about the experiences of pregnancy and birth
- The resource sheet 'From Conception to Birth' gives a step by step account of the process, with the children (perhaps working in pairs) using a word bank to fill in key words. This exercise may be a useful way of consolidating the learning gained from either of the other approaches.

Does your mind feel calm and ready to learn?

What do you know about making the classroom feel safe for talking about personal matters?

Can you recognise a baby in the photo of a scan, and identify the different parts of its body?

Can you imagine what it was like, being in the womb?

Do you know what a baby in the womb can and can't do?

What are the stages by which a baby grows and develops through pregnancy?

How is a baby born?

Let me learn

Part 1) Working individually or in pairs, let the children design and produce a set of cards for a card-sorting game, using pictures and text to present eight stages (or fewer if you prefer) on the journey from conception to birth. The Conception to Birth Card Sort template provides a model for this activity, with pictures provided for the first and last stages.

If time allows, the children could cut up their sets of cards and exchange them, to see how quickly they can sort each other's cards into the correct order.

Part 2) In a class circle ask the children to supply a word of their own to describe how they imagine the parent/s might be feeling when the birth is over. Use the opportunity to draw out and discuss the idea that there is likely to be a mixture of feelings: 'thrilled' and 'happy' will go alongside 'exhausted' and 'sore', 'proud' and 'loving' towards the new child may be competing with 'nervous' and 'anxious' about the new responsibilities. Ask them to consider also how the father may be feeling!

Part 3) Once these ideas have been aired in discussion, ask the children to write in their Jigsaw Journals, under the heading 'New Life', the thoughts and feelings they have now about the whole process by which a new life starts, and how they think they themselves may be affected by it in years to come. Remind them again that mixed feelings are very natural: it can seem amazing and miraculous, but can also seem overwhelming and a bit scary – and yet it is one of the most common and basic of all human experiences, one which we share with our earliest ancestors and with all our fellow humans in every part of the globe.

Help me reflect

Slide 7: As in prior Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Journey resource.

Can you imagine how a new born baby's parents must feel when the birth is over?

What are your own thoughts and feelings about the process by which a new life is formed?

How might this affect you and your life in the future?

Puzzle 6: Changing Me - Ages 10-11 - Piece 4

If teachers do not wish to cover this material, they may choose to use the alternative Piece 4 lesson plan.

Boysfriends and Girlfriends	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p>
<p>Resources</p> <p>Jigsaw Chime 'Calm Me' script Jigsaw Jem Jigsaw Jerrie Cat Should I/ Shouldn't I? resource Diamond 9 Cards Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Attraction Relationship Pressure Love Sexting</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 Play a quick game of Zoom/EEK or Blast Off. Ask the children to discuss with a talking partner some reasons why people may want to be in a romantic relationship with a boyfriend or girlfriend. Allow 2 minutes discussion time and then share some ideas using Jigsaw Jem as the talking object. Ask what's different between having a boyfriend or girlfriend relationship and having friends who are boys and friends who are girls? From this discussion conclude that with romantic relationships there is usually a physical and romantic attraction, and that is what makes this type of relationship special.</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>Why do people want a boyfriend/girlfriend? How is this different from being friends?</p> <p>Does your mind feel calm and ready to learn?</p>



Open my mind

Diamond Nine

Divide the class into groups and give each a set of diamond nine cards. Explain that the words on the cards are to provide possible endings to the sentence 'You might want a boyfriend/girlfriend because...' Some are good reasons and some are not!

Each group then arranges 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.

After the sorting exercise go to each group and ask for feedback about why they prioritised the cards as they did. Were there any differences in how the girls and boys sorted the cards? If there are, why is this? Are boys under different 'pressures' compared to girls?

Draw out that the negative reasons on the cards come from a 'pressure' to be in a romantic relationship. Ask the children where they think this pressure comes from? e.g. media, peers, social standing, popularity, etc. Is it the right thing to 'give in' to the pressure? How do we stand up for ourselves (be assertive)?

Summarise that people should decide to enter into a relationship when they feel ready to and that it is a personal choice. There is no expectation for everyone to be dating and just because others are, it doesn't mean that we have to.

Tell me or show me

Read out the following scenario, explain to the children that this is a REAL story but the names have been changed to protect identity.

Asha was 12 years old when she got a crush on a boy in her year called Daz. They began seeing each other after school. Sometimes they went to the movies but mostly they would spend time together at one of their houses watching Netflix or playing video games. Everyone at school knew they were an 'item'. After a couple of months, Daz started asking Asha to kiss him because he said that's what boyfriends and girlfriends were supposed to do. Asha didn't mind holding hands with him, but she wasn't sure she was ready to start kissing just yet. Daz started getting moody with her and missed few dates. A few more weeks went by and then Daz said if she really loved him could she prove her love by sending him a photo of herself in her bra and pants. She spoke to her friends who said they had heard that lots of couples sent pictures like this, and that she should do it. Asha sent a picture to Daz. It was simple and easy and she didn't really give it a lot of thought. She felt more confident that she wasn't going to lose him as a boyfriend after sending the photo. Daz started asking for more and more photos and was texting her all the time about it. What she didn't know was that Daz had shown the photos to his friends, and they had told their friends until it had spread around the whole school. Soon everyone in school knew and people she didn't even know started to call her a loser and tease her in the corridors. Daz said he wanted to break up because he couldn't be seen with a loser like her.

Before discussing the scenario, explain that when people send messages or photos like this it is called 'sexting'. Emphasise that once something has been sent online, texted or posted on social media it can NEVER be taken back. There are also ways that people can retrieve whatever has been sent, even if it has been deleted. Also explain that Daz could be in trouble with the police because there are laws against sharing 'sexy' photos of children and young people. (Make the point the law protects both underage boys and girls, and a female could equally be prosecuted for sharing similar images of children and young people).

Briefly ask the children to discuss in pairs why Asha sent the photo and what 'pressure' she was under. Was Daz under pressure too?

Take some feedback from the pairs and discuss the 'pressures' and the importance of respect in relationships.

Finally ask the children what they would have done if they were in Asha or Daz's position? Is it easier to think of the right thing to do having had time to think about it rather than being in 'the moment'?

Is this a similar or different sort of 'pressure' compared to what we discussed earlier?

Was Daz being respectful?

Why do the children think there are laws about sharing photos, like the one Asha sent?

What would you have done?

Let me learn

Mix up the groups from earlier. Give each group a set of 'Should I? / Shouldn't I?' cards and ask them to sort the cards into groups, under the headings 'OK' and 'Not OK'

Some of the cards are deliberately 'nuanced' as some could be OK or not OK depending on the circumstances to promote discussion.

After the groups have finished take some feedback, and from the discussion draw out the elements of personal choice, respect (for self and others) and where to access support.

Draw the lesson to a close by asking the children to summarise what they have discovered about having a boyfriend/girlfriend today. Do they think differently about this now compared to the start of the lesson? What have they learnt about having a respectful boyfriend/girlfriend relationship with another person in the future?

Ask them to summarise their thoughts as three bullet points in their Jigsaw Journals.

Help me reflect

Slide 1: As with previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Journey resource.

Puzzle 6: Changing Me - Ages 10-11 - Piece 5

Real self and ideal self	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to... be aware of the importance of a positive self-esteem and what I can do to develop it express how I feel about my self-image and know how to challenge negative 'body-talk'</p>
<p>Resources Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Chime 'Calm me' script Cosmetic items: a tube of toothpaste, a hair product for men, an item of make-up PowerPoint slides 'Ideal bodies' 'Real' self/'ideal' self templates – 2 copies per child Different coloured pens Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health</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 Play the advert game. With the children in the circle show the three cosmetic items. In pairs challenge the children to imagine they want to sell as many of one of these products and to make as much money as possible. In their pairs can they decide on some 'messages' or images they would include in their TV or online advert? Give 2-3 minutes for discussion, then share the children's ideas using Jigsaw Jem as the talking object. What does this game teach us about adverts and their purpose?</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>What is the purpose of an advert? Can adverts be misleading?</p> <p>Does your mind feel calm and ready to learn?</p>




Open my mind

Slides 1-5: Show the children the PowerPoint presentation 'Ideal bodies'.

Ask the children how these images make them feel? From the conversation draw out that we are exposed to images of 'ideal bodies' in the media and in the shops. Use the shop mannequins as an example as these are rarely made with accurate measurements that reflect a 'real' body shape, they are designed so the clothes look attractive and hang properly in shop displays. Explain that 'body-talk' (how we look) is very common between friends, family members and we even 'body-talk' to ourselves when we look in the mirror. 'Body-talk' is used for all sort of reasons but it mostly results in people feeling that appearance is more important than other things about themselves. e.g. Those jeans make you look thinner, look how I've toned up, what do you think of my latest photo on Instagram? etc. We can choose to accept body-talk or to challenge it.

Ask the children how negative 'body-talk' could hurt somebody's feelings?

Pause Point:  Slide 6: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Ask the children to stop and pause for 30 seconds. What are they thinking and feeling right now? They don't need to share and can keep these thoughts private.

Tell me or show me

Hand out the Real Self / Ideal Self templates and ask the children to work in same gender pairs to write 5 words on the 'Ideal Self' figure, thinking about some of the media messages *and also about some of their own aspirations about what they want to look like when they adults.*

Then working individually, ask each child to write 5 words on the 'Real Self' figure to describe their real self-image. Ensure the children understand they won't need to share this with anyone else.

Children then cut out both parts of the Real Self' and 'Ideal' Self templates. Invite them to place them on the table showing how close the ideal self-image is to the real self-image, i.e. if these two are the same, the ideal self is placed on top of the real self-template. If the two images are very different, then children represent this by the distance between the two.

Repeat the exercise and give them a new template each, and using a different coloured pen, ask the children to write 5 words that describe their personality traits, and the type of person they want to be (not looks) on the inside of the 'Ideal Self' figure. e.g. they want to be kind, they want to be friendly. They then do the same with the 'Real Self' figure describing what they are like as a person on the inside, now. When they compare the distance this time, are the figures closer?

The teacher explains that the bigger the distance between the ideal self and the real self, the greater the possibility of self-esteem being low because we are likely to feel inadequate or not good enough, simply by comparing ourselves to the ideal we have created in our own minds, especially if we only focus on the outside appearance. Invite children to stick their images into their Jigsaw Journals.

How do these images make you feel?

Let me learn

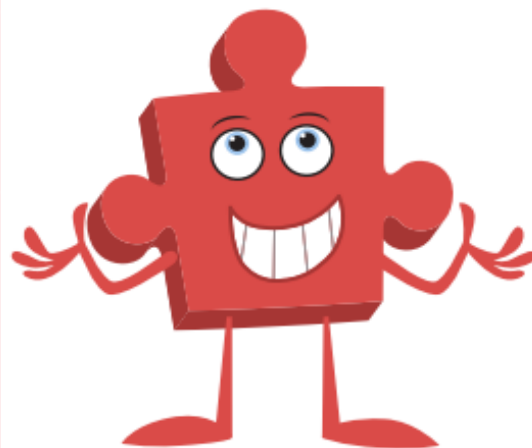
In small groups children discuss what can be done about this problem. (Help them to consider the effects of moving the real self towards the ideal self or moving the ideal self towards the real self, e.g. by keeping expectations real and by being aware of influences on us like media, friends etc.)

Challenge them to think of ways that they can reduce negative 'body-talk' within a friendship group. e.g. to make a commitment not to discuss how people look, to challenge a negative comment with a positive one, to use their invisible animal on their shoulder from lesson 1 etc.

Ask each group to write three ways in their Jigsaw Journal.

Summarise by sharing and praising some of the children's ideas.

The Year Ahead	
<p>Puzzle 6 Outcome</p> <p>Tree of Change Display</p>	<p>Please teach me to...</p> <p>identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class</p> <p>know how to prepare myself emotionally for the changes next year</p>
<p>Resources</p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>PowerPoint slide – Bungee run</p> <p>Paper and pens</p> <p>Optional: Blank T-shirts</p> <p>Optional: Fabric pens</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p> <p>Certificates</p>	<p>Vocabulary</p> <p>Transition</p> <p>Secondary</p> <p>Looking forward</p> <p>Journey</p> <p>Worries</p> <p>Anxiety</p> <p>Hopes</p> <p>Excitement</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>Pass Jigsaw Jem around the circle and ask the children to name one highlight from this year and one thing they are looking forward to next year. If this is the children's last year in primary school (it won't be for all depending on the school), teachers may also like to add an additional question about a highlight from the children's experience at primary school.</p> <p>If there is time, play the children's favourite Connect us game.</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 Charter.</p> <p>Open my mind</p> <p>Slide 1: Show the PowerPoint slide of an inflatable bungee run and, in talking partners, ask the children to suggest ways in which the bungee run is a symbol of them starting their next year in school. (In some schools, children will be moving to secondary education, if this applicable, make this question appropriate to changing school).</p> <p>What could the bungee run mean? (They are looking forward but maybe are being held back by some fears or concerns like the bungee cord around their waist.)</p>	



Ask me this...

What are you looking forward to next year in school?

Does your mind feel calm and ready to learn?

What fears or worries might you be holding back?

Tell me or show me

Play 'Bin the worry' game. Each child has a piece of paper and a pen. Invite them to write their biggest worry about the next school year on their paper. (Make sure they know they will be asked to share these as this may make a difference about what they choose to write.)

Working in groups of six, children take it in turns to journey through 'solutions alley'. Each group arranges itself in two lines, with pairs facing each other. In turn, each child stands at one end of 'solutions alley' with their worry written on paper, and asks the others to suggest solutions for that worry - "Please can you help me bin this worry". As the child slowly walks through the alley, the members of their group in turn offer a solution to their worry. When they get to the end of the alley, they consider the suggestions; if they have found a possible solution they can choose to 'bin the worry' by screwing up the worry and putting it in the bin. If no adequate solution seems to have been found, this can be opened to the rest of the class for suggestions (as long as the child agrees). It may be necessary for the teacher/pastoral care worker to follow this up if a concern hasn't been addressed.

Let me learn

Option 1) If this is the children's last year in primary school, it is a 'tradition' in some schools for the children to get a piece of their uniform signed. If this is what you do in your school, ask the children to also include reflections on their best moments and memories. Put them in groups so they can reflect together and remind each other. Also ask them to include some of the things they are looking forward to next year.

Option 2) If your children are not moving to a different school, or you do not permit children to get their uniform signed, still ask them to share their memories about the current school year in groups. Ask them to design a t-shirt on paper that reflects these moments on the BACK. On the FRONT can they design something that reflects what they are looking forward to. Teachers may wish to allow the children to create their t-shirts for real on blank t-shirts and fabric pens as an option, if resources and time are available.

Share the children's ideas and celebrate.

Change the atmosphere of the room using the Jigsaw chime and a breathing technique to help children enter a reflective state. Ask them to visualise three things they are most looking forward to about their next year in school and to be aware of the positive emotions attached to those things.

Gently bring them out of the reflection using the Jigsaw Chime.

The children's designs can be the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Lead prior to starting this unit (Puzzle).

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.