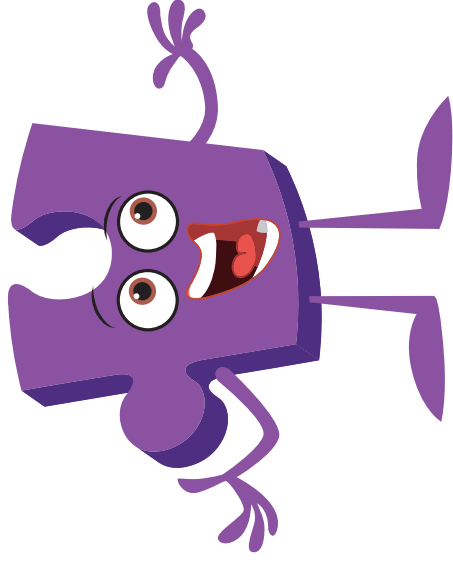


Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 1



Dreams and Goals		
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... tell you about a person who has faced difficult challenges and achieved success respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	
Resources Jigsaw Chime 'Calm Me' script Laminated Jigsaw Charter Jigsaw Jino Jigsaw Jerrie Cat Challenge PowerPoint slides Challenge picture cards (PowerPoint slides) Jigsaw Journals My Jigsaw Journey	Vocabulary Perseverance Challenges Success Obstacles Dreams Goals	
Teaching and Learning Note Teachers should ensure they are familiar with the Jigsaw Approach before starting this Puzzle (unit of work). The Jigsaw Approach is the introductory chapter at the start of each year group folder/set of materials. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display. Connect us Play 'I sit in the garden'. With the children sitting in a circle, make sure there is an empty chair by someone in the circle. The person with the empty chair on their right moves into the empty chair saying, 'I sit...'; then the person next to them, who now has the empty chair on their right, moves into the chair and says '...in the garden...' and then the person next to them, who now has the empty chair next to them, moves into the chair and says '...and I would like... (person's name) to sit next to me.' That person chooses someone in the circle that they might not usually choose to sit next to them. This then frees up another empty chair somewhere else in the circle and the process begins again until all children have moved chairs at least once during the game. 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 1-6: Show the children the PowerPoint slides one at a time, each time asking the question, 'Is anybody in this picture facing a challenge?' Allow time for children to reflect on each picture but without discussing their thoughts.		
		Ask me this... Who might you choose that you haven't chosen before? How does it feel to be chosen? Does your mind feel calm and ready to learn?



Pause Point: Slide 7: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop, take some gentle, deep breaths and look inside to identify their feeling in this moment.

Tell me or show me

Working in small groups, each group has a set of the picture cards which are the same as the PowerPoint slides. Ask the groups to decide which person is facing the biggest challenge. Encourage discussion about different types of challenge and draw out that what is challenging to one person is 'normal' to another. You may like to ask the groups to rank all six of the cards in terms of greatest to least challenge.

Debrief this activity by asking a spokesperson from each group to share with the rest of the class the picture they believe shows the biggest challenge and to explain why. Give the rest of the class to ask questions to that group about their thinking and to challenge their decision. Repeat this process for each group, summarising the children's thinking about challenge.

Still in the same groups, ask the children to re-order the cards according to who they think has faced/will face the challenge most successfully. Each group shares their decision and their thinking.

If time, it may be possible to use excerpts from the Channel 4 documentary '*Born to be different*' to help children understand challenges faced by children living in families with disabilities and the resilience they show.

Let me learn

Slide 8: Each child chooses one of the picture cards and sticks it into their in their Jigsaw Journal and writes a short back story for the person facing the challenge.

The children need to write one or two sentences for each of these points. These could be written in the first person, as if the child were the person telling the story.

- Introduce the person, their name and their challenge.
- Describe how the person feels about facing the challenge.
- Describe how the person achieves the challenge.
- Describe how the person feels when they have been successful.

If time allows share some of the different interpretations of the stories for each picture.

Help me reflect

Slide 9: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. 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.

Notes

What might be the challenge they face?
Who faces the greatest challenge?
Who might be the most successful at mastering their challenge?

Dreams and Goals

Calm Me Script – Ages 7-8 – Piece 1

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.

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

Breathe out again, through your mouth, feeling your tummy sink back in and hear your mind silently say: leave my troubles at the door.

In... 1,2,3,4... Out... leave my troubles at the door.

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.

Your precious body is relaxed and your mind is feeling calm and any worries are left at the door.

Listen carefully to the chime and when you can no longer hear any sound start to bring your awareness 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.

