

## Puzzle 6: Changing Me - Ages 7-8 - Piece 1

How Babies Grow	
<p><b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b></p>	<p><b>Please teach me to...</b></p> <p>understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby</p> <p>express how I feel when I see babies or baby animals</p>
<p><b>Resources</b></p> <p>Jigsaw Chime</p> <p>Laminated Jigsaw Charter</p> <p>'Calm Me' script</p> <p>Baby/mother pair cards</p> <p>PowerPoint of baby animal pictures</p> <p>Jigsaw Jino</p> <p>Jigsaw Jerrie Cat</p> <p>Mini-whiteboards and pens (or paper and pens)</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p><b>Vocabulary</b></p> <p>Changes</p> <p>Birth</p> <p>Animals</p> <p>Babies</p> <p>Mother</p> <p>Growing up</p>
<p><b>Teaching and Learning</b></p> <p><b>Note</b></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><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the copy on display.</p> <p><b>Connect us</b></p> <p>Pairs game. Give each child a card and ask them to find their pair. Once the children have found their pair, ask them to sit down with their partner, say hello to them and ask their partner how they are today. Then ask them to share their cards and think together about one change that happens to the baby on their card as it changes into adult. Share ideas.</p> <p><b>Calm me</b></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><b>Open my mind</b></p> <p>Slides 1-4: Show the PowerPoint slides of baby pictures. Using Jigsaw Jino as the talking object, ask the children to share their feelings about how the pictures make them feel.</p>	<p><b>Ask me this...</b></p> <p>Does your mind feel calm and ready to learn?</p> <p>How do these pictures make you feel? What do you think makes us feel this way?</p>



**Tell me or show me**

Show the final slide on the PowerPoint of a human mother and baby. Make the point that it is usually the female who has the baby and looks after it whilst it is very young, but often the males (dads) have an important role to play too, e.g. for humans, penguins etc.

Hand out the mini-whiteboards (or pieces of paper) and in pairs ask the children to write down some things that a baby can't do and needs an adult to do for them. Give a few minutes thinking time, then ask all the pairs to show what they have written. From the children's answers draw out the role of a parent in caring for a baby, and why a parent needs to devote a lot of care.

Ask the children how it might feel to have a new baby in the family.

(Alternatively, if there has been a new sibling arrived for a child in the class, the mother could be invited in. The children could think of questions they might like to ask about the baby e.g. what it needs each day, its routine, how it is looked after, etc.)

**Let me learn**

In pairs, the children can use the pair cards they chose in the Connect us activity or a baby/mother picture of their choice. In their Jigsaw Journals, ask the children to draw three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. Ask them to write a short description about the changes that occur as the baby grows into an adult

**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

How might it feel to have a new baby brother or sister?


What changes happen?

How have you changed since you were a baby?

## Puzzle 6: Changing Me - Ages 7-8 - Piece 2

Babies	
<p><b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b></p>	<p><b>Please teach me to...</b> understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow <i>express how I might feel if I had a new baby in my family</i></p>
<p><b>Resources</b> Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Baby PowerPoint slide Mini-whiteboards/ pens (or paper and pens) Baby growing PowerPoint Jigsaw Journals My Jigsaw Journey</p>	<p><b>Vocabulary</b> Baby Grow Uterus Womb Nutrients Survive Love Affection Care</p>
<p><b>Teaching and Learning</b> <b>Note</b> Following this lesson why not ask the children if they have pictures of their baby scans they would like to bring in and show?</p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play 'Pass the Squeeze' With everyone sitting in a circle and holding hands, the teacher gently passes a squeeze to the child on their right. The child then passes the squeeze to the next child, and so on, until travels around the circle and returns to the teacher. Check that everyone received a squeeze. Draw out that gentle and kind touch is very important between a parent and a baby. Can the children think why this is?</p> <p><b>Calm me</b> 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><b>Open my mind</b> Slide 1: Share the PowerPoint slide of a baby. Ask the children to talk with a talking partner and to write on their mini-whiteboard the things the baby needs to grow and to survive. After 2 minutes, ask the children to show what they have written. Emphasise that a baby needs love and affection as well as physical needs such as milk, nappies, clothes, cot, teddy, etc.</p>	<p><b>Ask me this...</b></p> <p>Why are gentle and kind touches important between a parent and a baby?)</p> <p>Does your mind feel calm and ready to learn?</p> <p>What do babies need in order to survive and grow?</p>



**Pause Point:** Slide 2:  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**

Slides 3-7: Ask the children to think about how the life of a baby starts out. Where does it begin to grow? How does it grow? The children may share that it grows inside the mother.

Acknowledge this and show the PowerPoint slides of a baby growing inside a mother's womb /uterus.

Explain to the children that the baby grows inside the mother's womb/ uterus and gets all its nutrients in order to grow from the mother.

See if the children can spot any changes as the baby grows.

*NOTE: Some teachers may feel concerned about answering children's questions about how the baby 'gets there' to begin with. As with all children's questions in changing bodies learning, keep the answer factual, age-appropriate and simple. e.g. "A baby grows from a tiny egg (ovum) that the mother already has inside of her." (This is also explained in the next 2 lessons in simple terms, so teachers can thank the children for their questions and ask them to remember them for next time).*

#### **Let me learn**

In their Jigsaw Journals, ask the children to draw a picture of a baby and, around the edge of their picture, to design a frame showing all the things a baby needs to survive, to live and to grow. Encourage the children to draw pictures and write labels. Emphasise to the children that it isn't just the physical things that are important; that babies need to feel loved and cared for too.

#### **Help me reflect**

Slide 8: 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

Where does a baby start from?

How do babies grow inside the mother?

What do you think are the three most important things a baby needs to live and grow?



## Puzzle 6: Changing Me - Ages 7-8 - Piece 3

Outside Body Changes	
<p><b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b></p>	<p><b>Please teach me to...</b></p> <p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
<p><b>Resources</b></p> <p>Jigsaw Jino</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Outline figure of a body on large flipchart paper</p> <p>Set of Body Change cards</p> <p>PowerPoint slides: Body Changes</p> <p>'My Life, My Changes' sheet</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p><b>Vocabulary</b></p> <p>Change</p> <p>Puberty</p> <p>Control</p>
<p><b>Teaching and Learning</b></p> <p><b>Note</b></p> <p>Be aware of any children in your class that have been identified as transgender without putting them in the spotlight as being different. Avoid using the word 'normal' or 'normally' as this implies anyone who sits outside of male/female is abnormal and the stigma this can create. If teachers are concerned it is advised they speak to the parent/carer of the child concerned and share the content of this lesson with them beforehand. They can then to come to a consensus as to how they want the child to be included.</p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b></p> <p>Play Switch. Switch places if you have:</p> <ul style="list-style-type: none"> <li>• ever moved house</li> <li>• been to a different school</li> <li>• made a new friend</li> <li>• had a new baby in your family</li> <li>• have a pet</li> </ul> <p>Bring the children into a circle. Ask for examples of changes that have happened to them in their lives - might be moving house, starting a new school, starting a new club or activity, a change in the family such as new baby, somebody leaving, grandparent coming to live, etc. In pairs, children each tell the other about a change that's happened to them, what was good about it, what was difficult about it. Invite a few, with permission from their partner, to feed back to the group what their partner told them.</p>	



### Ask me this...

What changes have happened to you in your life?

### **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**

Using the different responses that the children gave in Connect us, explain that sometimes changes feel exciting and good, sometimes difficult, and often a bit of both. One thing we can be sure of: there will always be changes in our lives, because living things are always changing.

Explain that everyone is going to learn about an important change which happens gradually to everybody - for the children it will start sometime in the next few years and carry on into their teens.

Introduce the term **puberty**. Ask whether anybody has heard the word and/or knows what it means. Explain that it refers to the collection of changes that will gradually change their bodies from a child's body into an adult's body. Say that the lesson today will only look at changes on the outside of the body, and next time they will learn about the changes on the inside.

Emphasise that puberty is a natural part of growing up for everyone.

### **Tell me or show me**

Slides 1-2: Say to the children that you are really looking forward to them showing you how mature and grown up they can be in this next part of the lesson.

Lay a large outline figure of a body on the floor in the centre of the group.

One by one, read out the Body Change Cards. Ask the children to think if each change applies to a female body. Ask the children to place the cards that apply on the figure.

Remove all the cards and then repeat the activity, but this time focussing on changes for male bodies.

Enjoy any humour this process generates! If some of the children do giggle, acknowledge this and ask why people giggle when we talk about some body parts. Explain this is because these body parts are private and we don't normally talk about them. This can make some people feel embarrassed which is why they giggle. Re-emphasise the importance of learning about how their body will change, so that they will not be worried when it happens to them.

When complete, review the results, check understanding and distinguish again between the changes that are common to both boys and girls and those that are gender-specific. Show the PowerPoint slides to reinforce physical changes from child to adult in males and females.

Say that these body changes happen at a different time and pace for each person because our bodies are all unique. Offer reassurance that if they are worried about any of the changes, they can talk to a trusted adult about them.

Note: Caucasian skin tone has been used on most of the diagrams. This is for clarity of image. However, teachers should also reinforce that different skin tones exist, and that private parts will also reflect these skin tones. e.g. if we have dark skin then our private parts will also be dark.

Does your mind feel calm and ready to learn?

How are the changes that happen to boys and girls different?

**Let me learn**

Give each child a copy of the resource sheet 'My Life, My Changes'. In pairs, children discuss this and agree which changes should go in the 'can control' and 'can't control' categories. Then each complete their own sheet by writing the words in the appropriate spaces.

Ask the children to write down one thing they are looking forward to about growing up, and one thing that they are worried about on the resource sheet.

How do children feel about any of the changes they cannot control? Reassurance may be needed here.

**Help me reflect**

Slide 3: 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.

As you grow up, which are the changes you can control and make choices about?

How do you feel about changes?

What are the changes that will turn you from a child into an adult?

## Puzzle 6: Changing Me - Ages 7-8 - Piece 4

Inside Body Changes	
<p><b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b></p>	<p><b>Please teach me to...</b></p> <p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
<p><b>Resources</b></p> <p>Parent/Child pairs cards (from lesson/ Piece 1)</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>PowerPoint slides: Body Changes from Piece (lesson) 3</p> <p>PowerPoint slides: Changes on the inside</p> <p>Animations (moving diagrams): Male and Female Reproductive Systems</p> <p>'The Great Growing Up Adventure' sheet</p> <p>Jigsaw Journals</p> <p>Post-it notes / small slips of paper</p> <p>Jigsaw Jino</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Jino's post box</p> <p>My Jigsaw Journey</p>	<p><b>Vocabulary</b></p> <p>Puberty</p> <p>Male</p> <p>Female</p> <p>Testicles</p> <p>Sperm</p> <p>Penis</p> <p>Ovaries</p> <p>Egg</p> <p>Ovum/ Ova</p> <p>Womb/ Uterus</p> <p>Vagina</p>
<p><b>Teaching and Learning</b></p> <p><b>Note</b></p> <p>This lesson does not attempt any explanation of how the sperm and the egg come together. It is likely that the question may come up, though. In that case you may choose just to say that that's another special bit about making a baby, and we're saving up learning about it until later; or you may want to give a simple answer along the lines that the Mum and Dad choose when they want that to happen and the sperm meets the egg when the mum and dad have a special grown up cuddle called sexual intercourse. Even if offering little explanation, be upbeat and positive about it; avoid, if you can, making it seem like a guilty secret.</p> <p>Decide as a staff ahead of time how you will manage this situation so it is consistent across the year group.</p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	<p><b>Ask me this...</b></p>





**Connect us**

With the children in a circle, use the 'Parent/Child' cards (from Piece / lesson 1) to play a game of pairs. Spread out the cards randomly face down on the floor; each child in turn, turns over two cards, if they make a pair they keep hold of them, if not replace them where they were; as the game progresses the trick is to remember where the cards are so that when you turn over one card you can remember where to find its partner. See how quickly the class can find all the pairs.

**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**

Ask: What does the game in Connect us tell us about how a new life starts? For most living things, the female produces 'babies', a new life which starts off tiny and grows to be an adult animal or human.

Ask the children what's different about the hen's egg and frogspawn compared to how other animals have babies?

Explain that for some animals, the mother lays the egg and baby grows inside it, but for others the baby grows inside the mother until it is ready to be born, and that's the way it happens for humans.

(If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them).

Does your mind feel calm and ready to learn?

Where does new life start from?

When have you seen a new-born life - either an animal or a baby?

### Tell me or show me

Slides 1&2: Remind the children that in the last lesson they were learning about puberty - the changes that get them ready for life as an adult. Show the PowerPoint slides (Body Changes) from Piece /lesson 3 as a reminder.

Explain that puberty is really about getting boys' and girls' bodies ready for making and having babies when they are grown up. Say the amazing thing about babies is that although they are born from the mother, they need both a little bit of the mother and a little bit of the father to start them off in the first place.

Remind everyone that last time they looked at how bodies change on the outside at puberty, but now they need to go on a journey to the inside to look at those changes too.

Use PowerPoint slides to identify and explain the key elements, along these lines:

#### Slide 3

- The boy's testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing.
- Sperm can be released through the penis.

#### Slide 4

- The girl's ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month. Girls are born with all these eggs inside their ovaries (called ova) waiting for puberty to start. (Ensure children do not think ova are like chicken/ bird eggs).

#### Slide 5

- When one of these eggs (or ova) joins with a sperm it will start to grow into a baby.

#### Slide 6

- The womb/uterus grows and gets ready to make a safe space for a baby to grow until it is big enough to be born.
- The passage that leads from the womb to the outside is called the vagina. If an ovum isn't fertilised it passes out of the body as a 'period'.

**Then show the Jigsaw animations as a summary: Male Reproductive System/Female Reproductive System. There are different versions of the animations that teachers can use according to their professional judgement. The Female Reproductive System has 2 versions, one with subtitles and one without. The Male Reproductive System can also be played with or without subtitles. Teachers can also choose to play the male animation with or without an erection being shown, depending upon what is appropriate for their class. Check these before deciding which, if any, to use. Animations can be found on the Community Area of the Jigsaw website.**

How are our bodies going to change on the inside?

What are these changes for?

**Let me learn**

Each child takes a copy of the sheet 'The Great Growing Up Adventure'. Working in pairs, find the correct words to fill in the gaps in the first part of the sheet. Then write their own thoughts to complete the sentence stems in the second part. Stick the completed sheet into their Jigsaw Journals.

After they have done this, bring the children together in a circle. Remembering the Jigsaw Charter, invite them to share some of their thoughts about the good things and the worries about puberty.

Remind them again that the changes happen in a different way for everyone - sooner/later, faster/slower. What happens for you is right for you.

**Jino's Post Box**

Give each child a small piece of paper or post-it and ask them to write (anonymously) a private comment about today's lesson for Jigsaw Jino. It might be a question that hasn't been answered yet, or just their thoughts and feelings about the changes we've talked about. Provide 'Jigsaw Jino's Private Post Box' to collect these in, and tell the children that any time they have questions or worries they can put a note in there.

You can review these notes in your own time; they will both help with your evaluation, and allow you, where necessary, to come back to the class and deal with things in a form such as "Jigsaw Jino tells me some people aren't sure about... Let me explain it..."

**Help me reflect**

Slide 7: As in previous Pieces (lessons), ask the children to review their learning using the My Jigsaw Journey resource.


## Puzzle 6: Changing Me - Ages 7-8 - Piece 5

Family Stereotypes	
<p><b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b></p>	<p><b>Please teach me to...</b> start to recognise stereotypical ideas I might have about parenting and family roles  express how I feel when my ideas are challenged and be willing to change my ideas sometimes</p>
<p><b>Resources</b> Charades cards Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Task card resource sheet Large paper/pens Jigsaw Journals My Jigsaw Journey</p>	<p><b>Vocabulary</b> Stereotypes Task Roles Challenge</p>
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play Charades. A volunteer takes a charades card and mimes the action for the other children to guess. Have fun playing this game. Using Jigsaw Jino as the talking object, pass around the circle asking the children to complete the sentence stem: 'One of the jobs I help with at home is...'</p> <p><b>Calm me</b> 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><b>Open my mind</b> Give each of the children a Task card. Ask them to complete the card individually by ticking in the relevant box if they think it is a male/female/either role. Then ask the children to compare their answers with a talking partner. Ask the children to compare the similarities/differences they have and to explain why they have come up with their ideas.  Take feedback and share ideas. Ask the children if any of them would like to change their answers based on the feedback and the discussion. Ask why/why not?  Be prepared to challenge the children and offer alternative ideas where appropriate. Be mindful of cultural differences as well as the Equality Duty.</p>	<p><b>Ask me this...</b></p> <p>How easy is it to guess the actions?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How do we develop these ideas? How does it feel to have your opinion questioned? How does it feel to change your thoughts or ideas about something?</p>



**Tell me or show me**

Explain to the children what stereotypical means and draw out what roles seem to be more stereotypical in the task cards than others. Ask the children to think about whether this is always true/sometimes true. Ensure that the children understand that it is OK for both males and females to do any of the roles within the family. Ask them to think about why/how roles might be taken on in different families.

**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.

**Let me learn**

In groups of the same gender, ask the children to design a duvet cover on a large piece of paper. The girls need to design a duvet cover for boys, and the boys design a duvet cover for the girls. Explain they just have 10 minutes for this task so need to work speedily and their ideas can be draft. (If there is further curriculum time available the children could design these using fabric paints and a swatch of cloth).

When the designs are complete, display all the designs.

Ask the children if any of the designs are stereotypical?

Would any of the designs appeal to just boys/girls (the intended audience), or could they appeal to a different gender?

What do shops and TV adverts do to try and sell things to girls and sell things to boys? Is this stereotypical? Is it fair to always think this way about males and females?

**Help me reflect**

Slide 2: As in previous Pieces (lessons) ask the children to review their learning using the My Jigsaw Journey resource.

What does stereotypical mean?

Can ideas be challenged?

How does it feel when your ideas are challenged?

Is your design stereotypical or not?

Would your design appeal to one or both sexes?



## Puzzle 6: Changing Me - Ages 7-8 - Piece 6

Looking Ahead	
<p><b>Puzzle 6 Outcome</b> Tree of Change Display</p>	<p><b>Please teach me to...</b> identify what I am looking forward to when I move to my next class start to think about changes I will make next year and know how to go about this</p>
<p><b>Resources</b> Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script PowerPoint slide for 'Ribbon mobiles' Wooden batons/sticks Different coloured paper strips (6 per child) Tape Jigsaw Journals My Jigsaw Journey Certificates</p>	<p><b>Vocabulary</b> Change Looking forward Excited Nervous Anxious Happy</p>
<p><b>Teaching and Learning</b> <b>Notes</b> 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 Piece 4 (puberty) in making an overall summative judgement.</p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play 'Zoom Eek'. (Zoom sounds like a racing car engine and Eek sounds like screeching brakes). With the children sitting in a circle, the teacher or a chosen child starts off by putting the palms of their hands together and pointing to the person on their right and saying the word 'zoom'. The child next to them does the same to the person on his right so that the 'zoom' is taken around the circle. Then introduce the 'eek' which, when it is said, changes the direction of flow and continues until another child says 'zoom' to go back to the original direction. Enjoy the game and ask the children to think about what skills this game helps them to develop.</p> <p><b>Calm me</b> 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><b>Ask me this...</b></p> <p>What skills do you need to use/learn to play this game?</p> <p>Does your mind feel calm and ready to learn?</p>



### Open my mind

Ask the children to think about what they might be looking forward during their next year at school and to talk to a talking partner. Share ideas by passing Jigsaw Jino around the circle and completing the sentence: 'One thing I am looking forward to about the next year in school is...'

### Tell me or show me/Let me learn

Slide 1: Ribbon mobiles.

The ribbon mobile is made from a wooden baton with different lengths of coloured paper stuck onto it. The children will need to write on each strip of paper according to the instructions below. There is a PowerPoint slide that can be displayed as an aide memoire for the children.

The 6 ribbons each show something different as follows:

1. Something the children are looking forward to next year e.g. a residential, starting swimming lessons etc.
2. A change they would like to make for themselves e.g. getting better at reading
3. Something they have learned about their bodies and growing up
4. How they feel about growing up
5. Something that worries them about growing up and how they can manage these feelings
6. Something that they are looking forward to about growing up

Ask the children to complete their own ribbon mobiles. The ribbon mobiles can then be displayed as the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Subject Lead prior to starting this unit (Puzzle).

Teachers can also use the prompt questions while the children are making the mobiles 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 are you looking forward to next year?

How do you feel about going into another school year?

Why do children's bodies change into adults?

What could you do if you were worried about growing up and puberty?

Who would be a good person for you to talk to about puberty and growing up?

What are the good things about growing up and what things are less good?