

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
<p>Unique Me</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>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) Jaz could use to describe himself, 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>Open my mind</p> <p>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 (cats are named Bella, Maisie and Poppy). Ask the kittens to decide who they think their mother is and to go and stand with her.</p> <p>Ask the children to share why they chose the mother cat they did. They will probably say similar colour, eye colour, etc.</p> <p>Then reveal that there is a letter on the back of each of the kitten cards which stands for either Bella, Maisie or Poppy. Ask the children to go and stand with their mother cat. This then shows that it is quite random and that there is a mixture of colours with each mum and that it isn't 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.</p> <p>Tell me or show me</p> <p>The teacher shows the children a picture of herself as a child with her parents and asks the children to pick out any physical characteristics she may have been given by one or other parents, e.g. blue eyes, brown hair. Teacher describes one of her parents and shares with the children some of the characteristics she has received from them, e.g. love of animals, patience, etc.</p> <p>Alternatively, use a celebrity family as an example or ask a colleague, e.g. the Head teacher, to share their experience.</p> <p>Let me learn</p> <p>My Parents and Me Puzzle. (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>Give each child two parent puzzle templates and ask the children to write in each puzzle piece characteristics about each parent.</p> <p>Then ask the children to carefully cut out any of the puzzle pieces from each of their parents puzzles that are characteristics that they think they also have and to stick them onto their own 'Me' puzzle template. If there are any gaps left on their own 'Me' puzzle template ask the children to fill them in with characteristics that are unique to them and that haven't come directly from their parents. Children to stick their puzzle templates in their Jigsaw Journals.</p>	<p>Personal</p> <p>Unique</p> <p>Characteristics</p> <p>Parents</p> <p>Does your mind feel calm and ready to learn?</p> <p>How did you decide which kitten belongs with which mother cat?</p> <p>Can you identify your own characteristics that are unique to you and those characteristics which have been passed on from your parents? (Teacher may open up discussion about nature vs. nurture, i.e. you may be good at music due to being taken to music lessons by your parents even though they themselves are not musical.)</p>

Ask the children to discuss their puzzles and the characteristics they each have with a partner and then share any ideas. Highlight for the children that some characteristics are genetic and passed to a child when egg and sperm meet at conception. Some characteristics may have been inherited by other members of the family e.g. grandparents. Point out too that some characteristics are unique to the individual and might have developed through an activity, or an interest, or experience, e.g. musical talent, discuss where these characteristics have come from, e.g. music lessons (experience).

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journal, children complete the sentence: 'Being a truly unique human being makes me feel...

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.

Bella, Maisie and Poppy - Year 4 - Piece 1





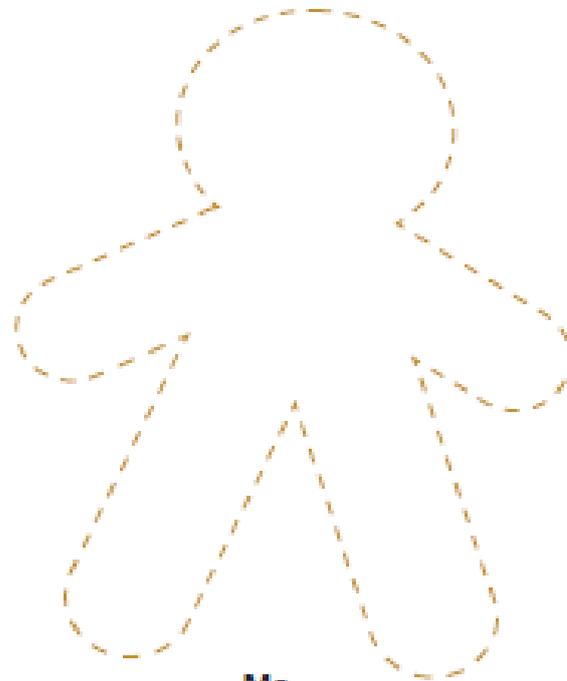
My Parents and Me Puzzle Templates - Year 4 - Piece 1



Parent



Parent



Me

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Having a Baby	<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>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us</p> <p>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>Open my mind</p> <p>With the class in a circle, point out that to make anything new 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?</p> <p>Pose two questions for brief discussion initially to get some thoughts going:</p> <p>What do you think are the reasons why people might choose to have a baby?</p> <p>What do you think might be difficult about looking after a new baby?</p> <p>Once a few ideas are circulating, divide the class into discussion groups of 4 or 5, give each group a piece of flipchart paper with one or other of the questions written at the top and ask them to write down any ideas they can think of. Allow a few minutes for this, then pass on the sheets so that each group now has a different question and can see what the previous group wrote about it. Allow a minute or two more for the groups to add any additional thoughts to those already on their sheet. Bring the class together and share what has been written on the sheets, bringing out the idea that having a baby is both a great joy and a big responsibility. Point out that it has always been a natural human instinct to want babies; if not, none of us would be here! But it's a choice people make, and some people choose not to.</p>	<p>Sperm</p> <p>Egg</p> <p>Penis</p> <p>Testicles</p> <p>Vagina</p> <p>Womb</p> <p>Ovaries</p> <p>Making love</p> <p>Fertilise</p> <p>Reproduction</p> <p>Do you know what things are made of and how they are made?</p> <p>Does your mind feel calm and ready to learn?</p> <p>What is the most special and precious thing any of us can make?</p> <p>Why do people choose to have babies?</p> <p>What is difficult about looking after a baby?</p> <p>Does everybody have to have a baby?</p> <p>Can you remember where the sperm and the egg come from?</p> <p>Why do we need to have differences between male and female?</p> <p>Who can you ask if there's anything else you need to know?</p>

Tell me or show me

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 about what the father is like) and egg (remember this is full of messages about what the mother is like).

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, the children should prepare a fact file for the alien, explaining the physical differences between male and female humans, using the correct vocabulary, and saying why we need these differences. You may want to provide printed copies of the PowerPoint slides of male/female organs to help them illustrate these fact files.

Help me reflect

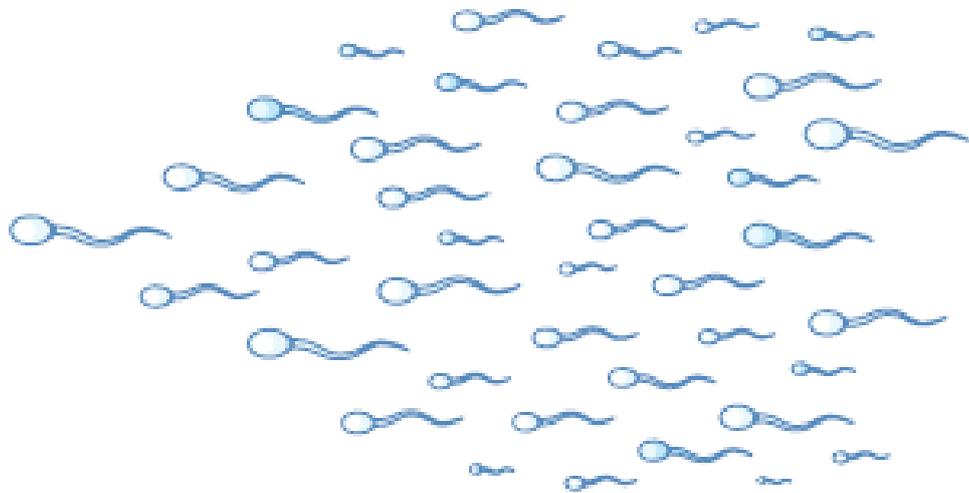
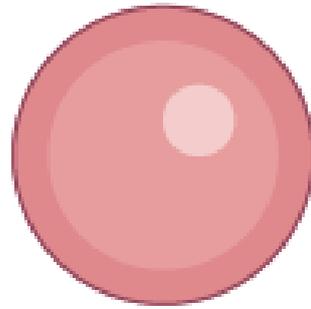
Bring the class together in a circle. Ask one or two pairs to show/read out their fact file. The others are now to be aliens themselves and think of questions the aliens might want to ask. Allow the children presenting to answer the questions if they can, and you can prompt or clarify as necessary. Children may like to stick their fact file into the Jigsaw Journals.

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 Mums and Dads about it.

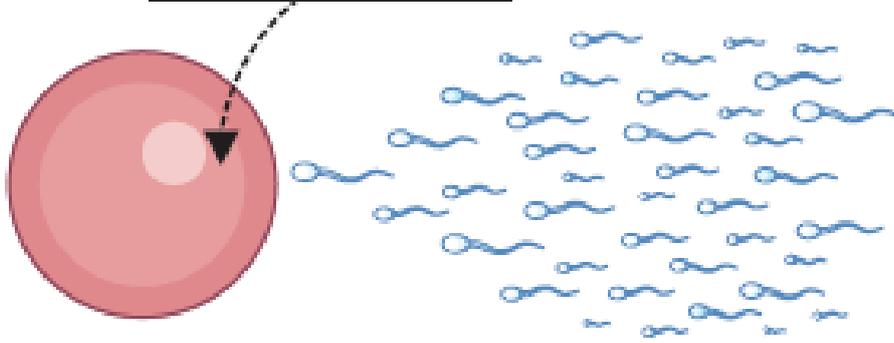
Making Things Cards - Year 4 - Piece 2

A cake	An oak tree	A new car	A baby
Flour, eggs, sugar, butter and other ingredients	An acorn	Wheels, an engine and a metal body	A sperm
A baking tin	Rich soil full of nutrients and water	A factory full of machinery	An egg
A hot oven	Space to grow and spread its branches	Workers to make the parts and put them together	A mother's womb to grow in
A cook with a recipe	Warmth and light from the sun	A driver to buy it	A family to provide love and care

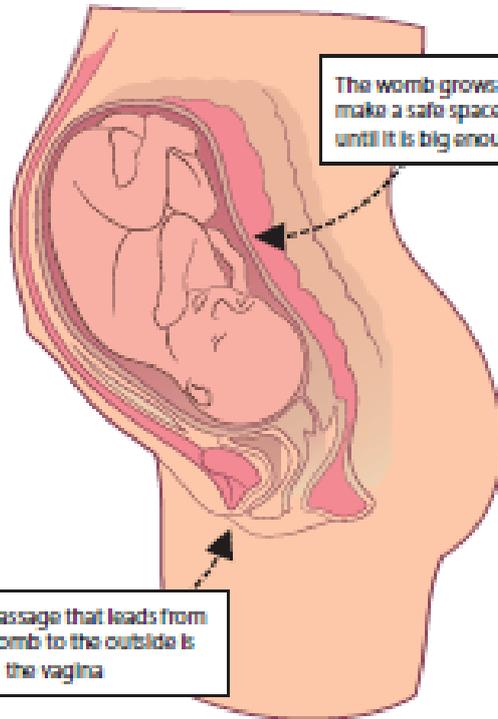
Sperm and Egg Flash Cards - Year 4 - Piece 2



When one of these eggs joins with a sperm it will start to grow into a baby



The womb 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

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Girls and Puberty	<p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us</p> <p>Bring the class into a circle. Remind the children of the word 'Puberty', invite some suggestions about what it means, and clarify as necessary. Then use a set of the 'How do I feel about puberty?' cards for a circle round: fan out the cards face down, ask a child sitting next to you to choose one, read it out and complete the sentence stem according to their own thoughts and feelings. Emphasise that there are no right or wrong answers and that anybody has the right to pass if they don't have anything to say. The first child then offers the cards face down to the child next to them, and so on round the circle. Draw this together by pointing out the variety of feelings people have about puberty and growing up - some positive, some negative, some uncertain - and the sources of support that may have been mentioned.</p> <p>Open my mind</p> <p>Bring out your 'bag of tricks' - a cloth bag deep enough for the contents not to be seen, with a collection of items related to puberty and growing up: deodorant, spot cream, hair gel, comb, diary, teenage magazine, mobile phone, iPod, bra, shaving foam, sanitary towel, tampon, pant liner, etc. Invite children one at a time to come up, pull out an item, say what it is and place it on the floor in the middle of the circle. When all the items are revealed, go through them and briefly discuss how each relates to an aspect of growing up. Finish with the items of sanitary wear and ask children to say what they know already about what these are and what they are for. Introduce the word 'menstruation' (literally meaning a monthly event) and explain this is a special part of puberty that affects girls; to understand it we have to think back to what we were learning about last lesson</p> <p>Tell me or show me</p> <p>Give a simple account of menstruation, using the PowerPoint slide of internal female organs to help illustrate it. You may find it helpful to base your description on the stages outlined in the Menstruation Card Sort exercise that the children will complete next.</p> <p>Be sure that your account emphasises the fact that this is a natural part of female adult life, and a mark of good health rather than ill health. You may want to deal with the idea that children normally associate bleeding with being hurt, but this is quite different.</p>	<p>Puberty</p> <p>Menstruation</p> <p>Periods</p> <p>How do you feel when you think about puberty and growing up?</p> <p>How does the way you feel compare with how other people feel?</p> <p>Does your mind feel calm and ready to learn?</p> <p>What do these objects tell you about changes or new experiences at puberty?</p> <p>What is menstruation and how are these items connected with it?</p> <p>What are the stages that explain what happens when a girl or woman has a period? What might people want to talk more about when thinking about the changes that happen at puberty?</p>

Let me learn

In pairs, or small groups, give the children shuffled sets of the Menstruation Cards. Ask them to match the pictures to the statements and then sort them all into the correct sequence. You can treat this simply as a brief card-sort activity to consolidate the learning (menstruation will be revisited in Year 5/6) or you may prefer to print the text and pictures on paper, cut up enough for one set per child, and arrange for the children to stick them, correctly ordered, into their Jigsaw Journals.

Help me reflect

With the class in a closing circle, suggest that Jigsaw Jaz has gone very quiet - and might be a bit worried about all this growing up stuff. Ask the children in pairs to think of something Jigsaw Jaz might be unsure or anxious about. Pass Jigsaw Jaz to each pair in turn, for them to say what they think the worry or question might be, and invite the others to suggest answers, reassurance, or who it would be good to talk to for more help. You may like to use Jigsaw Jaz's post box for anonymous questions.

Notes

You may well find it useful to enlist the help of the School Health Nurse in delivering this lesson, if it can be arranged. School Nurses are generally very familiar with teaching the subject of menstruation to this age group, and well versed in the ways children may respond.

How Do I Feel About Puberty? - Year 4 - Piece 3

One way my body will change during puberty is...

I'm looking forward to being a teenager because...

Something that worries me about getting older is...

What I like about being the age I am now is...

The trouble with being the age I am now is...

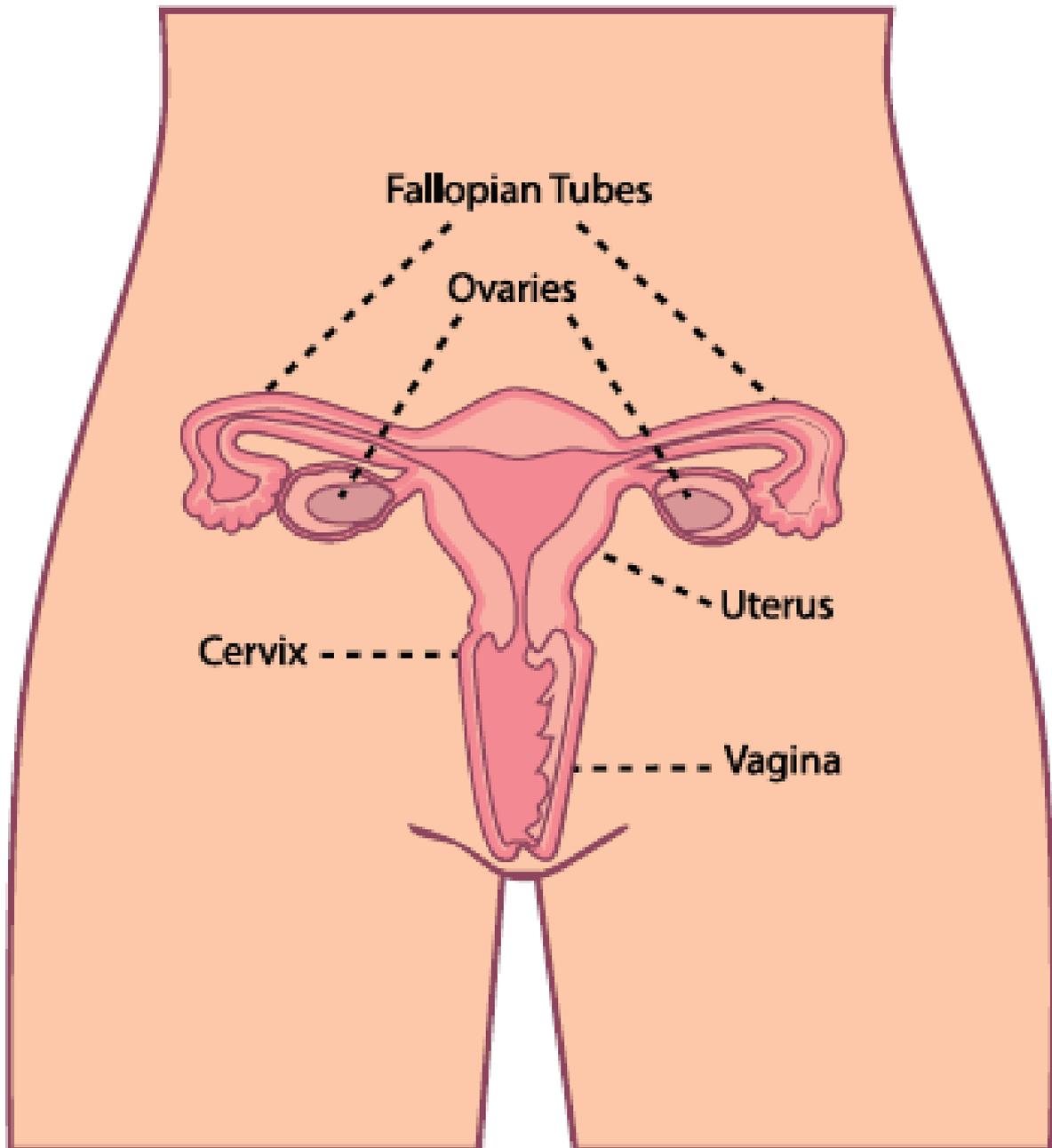
Compared with my friends, I think the rate at which I'm growing is...

When something's bothering me I can always talk to...

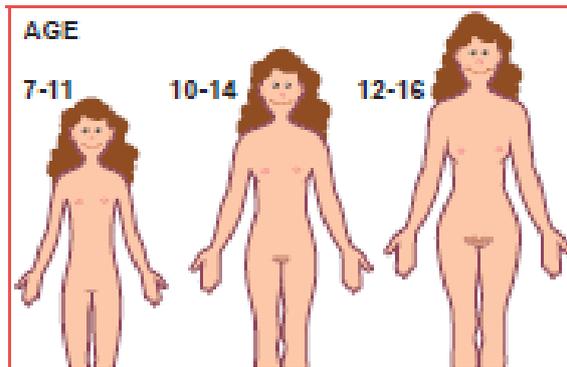
When I start growing hair in new places, I shall feel...

One way I can look after my body as I get older is...

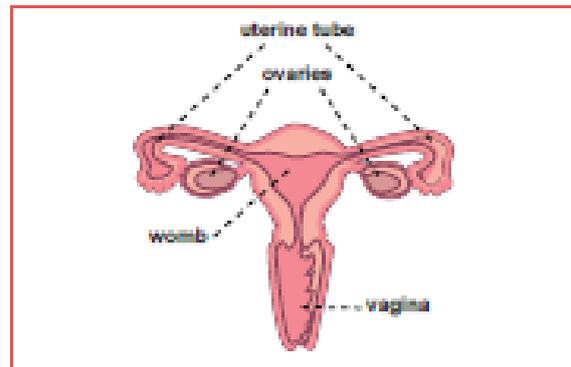
Internal Female Organs PowerPoint - Year 4 - Piece 3



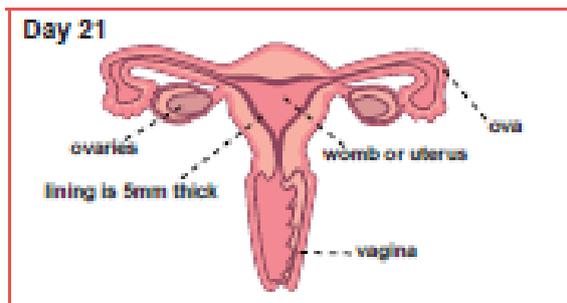
Menstruation Cards - Year 4 - Piece 3



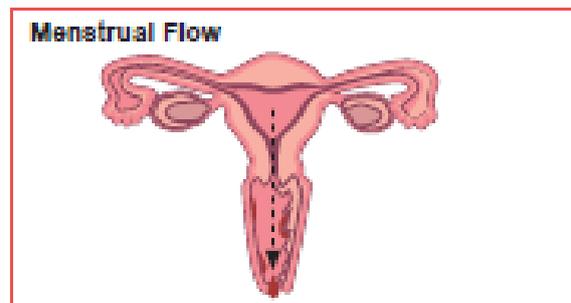
A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.



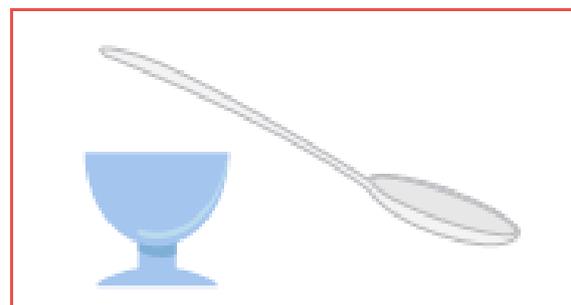
However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.



If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.



Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.



The amount of blood leaving the body varies from person to person but on average it's about two tablespoonfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
<p>Circle of Change</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>Teaching and Learning</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us</p> <p>Sing the Jigsaw Song: 'Changing as I grow'. Ask the children to think for a minute about the line: "I'm becoming what I'm meant to be..." Then pass Jigsaw Jaz around the circle and ask the children to share ideas about what that line might mean to them.</p> <p>Open my mind</p> <p>Seasons of change. In groups, give the children four pictures: a tree in four different seasons. Ask the children to put the pictures in the right order and to discuss the questions:</p> <p>What started the process of change?</p> <p>What happened in each stage of the change?</p> <p>What is your favourite/least favourite period of change?</p> <p>Did the tree have any control over the changes that were happening to it?</p> <p>Take feedback from the children.</p> <p>Tell me or show me</p> <p>'Moving House' by Anna Civaradi and Stephen Cartwright. Read the story to the children and draw out any key points, especially the feelings of the people involved. Talk through the process the family would have gone through before, during and after moving house. Ensure you use the vocabulary of the five steps of the Circle of Change, i.e. thinking about, deciding, preparing, taking action, and keeping it going.</p> <p>Show the children the Circle of change slide and explain the moving house process using the diagram.</p> <p>Let me learn</p> <p>As a class, brainstorm changes that have happened to the children already. Choose one and talk them through that change using the Circle of Change diagram to reinforce the process. Make a class list of the changes they anticipate may happen as they go into Year _____. Using the Circle of Change template, each child makes their own circle of change using a split pin and arrow. In pairs, invite the children to think of a change they would like to make when they are in Year ____ and to think this through using their Circle of Change. Children help each other and then individually write in each section of their Circle of Change their thoughts and the process they will go through at each step.</p> <p>If they wish to, children share their circles in small groups. These are then displayed as part of the Tree of Change display as the outcome for this Puzzle.</p> <p>Help me reflect</p> <p>In the Reflection Puzzle Piece of their Jigsaw Journals, ask the children to write down three changes they would like to make that they think would benefit their learning.</p>	<p>Circle</p> <p>Seasons</p> <p>Change</p> <p>Control</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> <p>What started the process of change?</p> <p>What happened in each stage of the change?</p> <p>What is your favourite/least favourite period of change?</p> <p>Did the tree have any control over the changes that were happening to it?</p> <p>How did you feel when you moved house?</p> <p>What changes might happen when you are in Year ____?</p>



All Music and Lyrics
Composed by Karen Gillis

Changing as I Grow

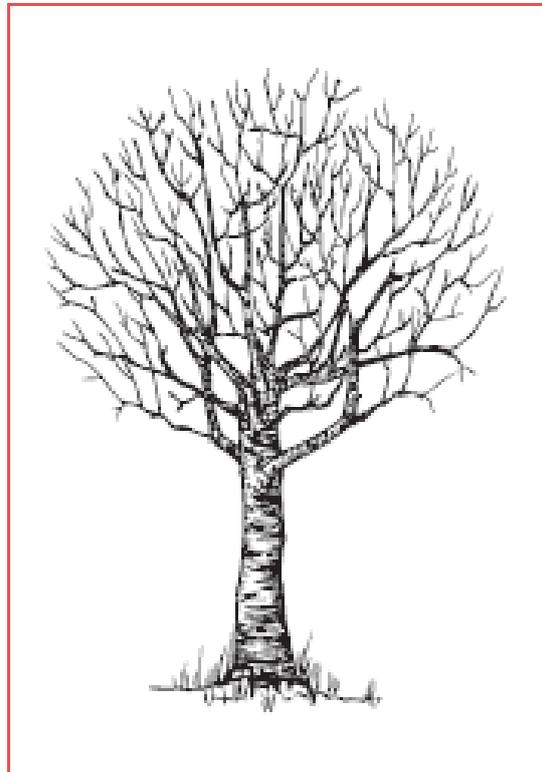
Seasons come and go
Sunshine, rain or snow,
Our lives ebb and flow
Constantly
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

Sometimes feeling strange
As minds and bodies change
Friendships re-arrange
Suddenly
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

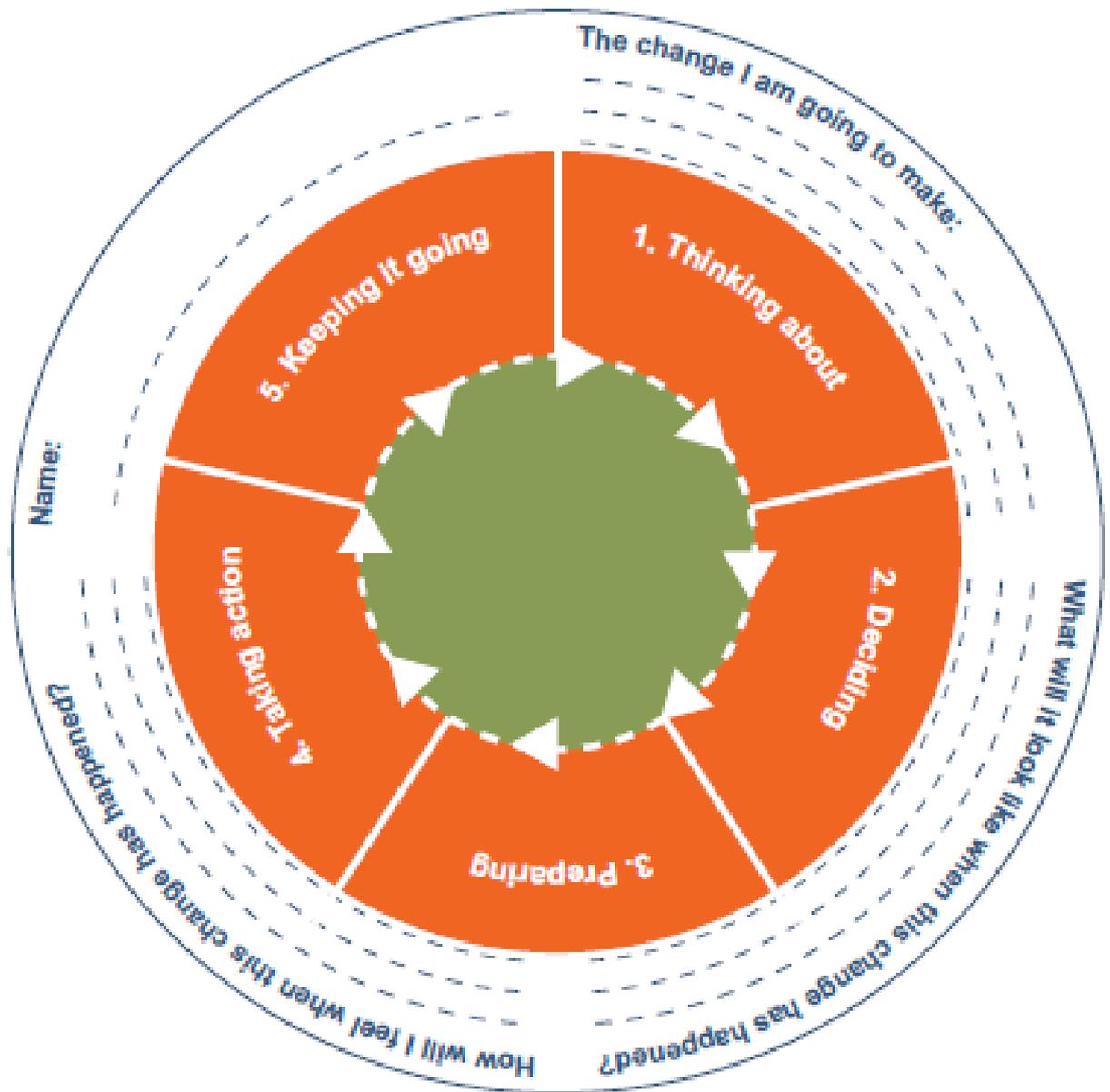
Life is flying fast
I can do at last
Things that in the past
Challenged me.
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

I won't be afraid
Of future plans displayed
Cheerful, not dismayed
Hopefully
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

Seasons of Change - Year 4 - Piece 4



The Circle of Change - Year 4 - Piece 4



Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
<p>Accepting Change</p>	<p>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>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us Spread the emotion cards out on the floor or carpet area. 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.</p> <p>Open my mind Sing the Jigsaw Song: 'Changing as I grow'. Ask the children to share any thoughts or feelings they have about the lyrics in this song.</p> <p>Tell me or show me Share the pictures of the trees in different seasons from Piece 4. Ask the children to think about and discuss their ideas with their talking partner: Why do these changes happen? Do human beings have control over these changes in nature? Ask for feedback and their ideas. Draw out from the children the idea that humans can influence nature, e.g. climate change, but humans do not have complete control over nature. How easy is it for the children to 'accept' the changes in nature which are outside of their control? 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.)</p> <p>Let me learn Change scenarios. In groups, invite the children to choose a change scenario card and to role-play the situation. In a style of forum theatre or hot-seating, encourage the children to ask questions about: How do you feel about this change? How will you cope with the situation? What bits can you change/not change?</p>	<p>Range of emotions - see emotions card resource</p> <p>Control</p> <p>Change</p> <p>Acceptance</p> <p>How might you feel about the situation? Will the feeling change? Does your mind feel calm and ready to learn?</p> <p>What changes do you have control over? What changes do you not have control over? How might you feel about this change? How might you cope with the situation? What bits can you change/not change? How do you feel about this change? How will you cope with the situation? What bits can you change/not change? Have you 'accepted' that this change will happen or are you wishing it wouldn't?</p>

Have you 'accepted' that this change will happen or are you wishing it wouldn't?

Share ideas in the debrief.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, ask the children to write a short paragraph about how they learnt to 'accept' a big change in their life.

Emotion Cards - Year 4 - Piece 5

Scared

Empty

Peaceful

Happy

Sad

Nervous

Proud

Excited

Anxious

Shy

Grumpy

Accepting

Apprehensive

Worried

Frustrated

Angry

Disappointed

Hurt

Jealous

Frightened

Unsure

Uncertain

Confused

Miserable

Empty box for writing.

Empty box for writing.

Change Senario Cards - Year 4 - Piece 5

Move house

Best friend moves away

Start a new school

Have a baby brother

My body starts to change
in puberty

My pet dies

Go on a plane for the
first time on holiday

Empty box for scenario card

Empty box for scenario card

Seasons of Change - Year 4 - Piece 5



Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Looking Ahead	<p>identify what I am looking forward to when I am in Year 5</p> <p>reflect on the changes I would like to make when I am in Year 5 and describe how to go about this</p>	<p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p>Connect us</p> <p>Two visiting Year __ children come into the classroom and join the circle. Welcome the Year __ visitors to the circle by passing Jigsaw Jaz around the circle and completing the sentence stem: 'Welcome, my name is...'</p> <p>Open my mind and Tell me or show me</p> <p>The teacher explains to the children that the two Year __ children have come to talk to them about what it might be like to be in Year __ and to tell the children some of the changes that happened to them whilst they were in Year __ (e.g. learning to swim, being able to read a higher level, making a different friend, joining the football/netball club, growing taller, etc). The children share the changes that happened to them (it is OK for them to share both positive and difficult changes but try to ensure the class ends up with a positive expectation of life in Year __). Give time for questions from the children to the two visitors. Then ask the Year __ children to share how they coped with any changes. Did they notice them? How did it feel?</p> <p>The teacher and the class then thank the Year __ children for coming, possibly going around the circle and inviting children's comments, and they return to their own class.</p> <p>Let me learn</p> <p>In talking partners, ask the children to make a list of the changes they think might happen to them when they are in Year __. Each child chooses one of these changes they are looking forward to 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 in Year __. This provides the assessment opportunity for this puzzle.</p> <p>Help me reflect</p> <p>As this is the last lesson of the year, praise children for the quality of their Jigsaw Journals and use the reflection time for the children to enjoy a few minutes together as a class.</p> <p>Sing the Jigsaw Song: 'Changing as I grow'.</p> <p>Finish the lesson by passing Jigsaw Jaz around the circle asking children to complete the sentence: 'My favourite moment of Year __ was...'</p>	<p>Change</p> <p>Looking forward</p> <p>Excited</p> <p>Nervous</p> <p>Anxious</p> <p>Happy</p> <p>(See emotions cards from Piece 5)</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? What are you looking forward to in Year __?</p> <p>How do you feel about going into Year __?</p> <p>What changes have happened?</p> <p>What changes might happen to you when you go into Year __?</p> <p>What are you looking forward to?</p> <p>What changes would you like to make for yourself when you are in Year __?</p>

The Circle of Change - Year 4 - Piece 6

