

Lesson 1



In our Jigsaw lessons, we
need to feel safe.

This is our Jigsaw charter.

It is a set of special rules
for our Jigsaw lessons.



Monday 8th November

LO - To understand that everybody's family is different and important to them.

Who taught you in this session?		Teacher	TA	CS	1:1
Independent		Supported			
	CELEBRATING DIFFERENCE				
Child	To understand that everybody's family is different and important to them.				Teacher
	I understand being different is something to be celebrated.				
	I know to appreciate my family/people who care for me.				
	I can talk about why my family is important to me.				

Connect us

Difference is something to celebrate



Pass the squeeze!

Sit in a circle. I will start by squeezing the shoulder of the person stood next to me. Then, I will tap somebody on the shoulder and they will start the squeeze going around the circle.

Take it in turns to go round the circle. Each pair complete the sentences...

Our family is the same because...

Our family is different because...

Draw the good/positives from things being the same and different in families.

Open my mind

Can you guess who it is? Can you work out the connections between each picture?





Tell me or show me

**Now, have a look at these.
How are they connected?**

Which ones show families? Are they all families?

























*In groups, come up with a definition using
the stem sentence.*

“A family is...”

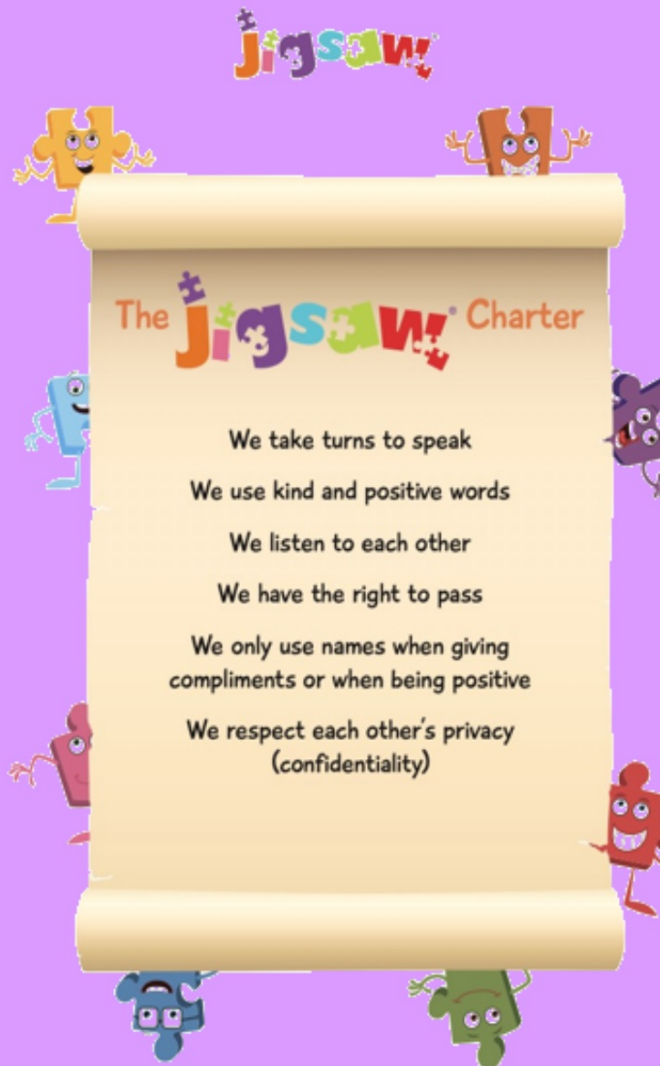
Learn Draw a picture of your family. Around the edge of the picture frame, write some words that describe what your family means to you.



In our Jigsaw lessons, we
need to feel safe.

This is our Jigsaw charter.

It is a set of special rules
for our Jigsaw lessons.



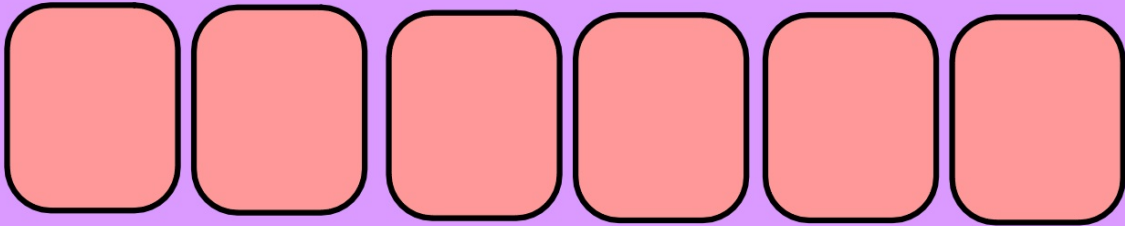
Monday 15th November

LO: To understand that differences and conflicts sometimes happen

Who taught you in this session?		Teacher	TA	CS	1:1
Independent		Supported			
CELEBRATING DIFFERENCE					
Child	To understand that differences and conflicts sometimes happen among family members.				Teacher
	I understand how to calm myself down and can use the 'Solve it together' technique.				
	I know I should always feel safe at home.				
Key vocabulary: Family Conflict Solve it together Solutions Resolve					

Connect us

In groups of 3 or 4. We need 6 groups.
Each group will receive a letter and, as a group,
you will need to create the letter shape. Can the
other groups guess the letters?



We will have to use communication and team work for this!

Open my mind

What can you see if this picture?

What has just happened?

How are they feeling?



What can you see if this picture?

What has just happened?

How are they feeling?



We all have the right to feel safe! You can always talk to anyone at school if you ever want to talk about anything!

Tell me or show me

Read out the following scenario and ask the children to think about the situation and the people involved.

Nova has an older brother Caleb who is at senior school. Caleb is always on his phone or tablet. Nova's Mum gets cross with Caleb and asks him to get off his phone because she says it is unhealthy to spend so much time looking at screens. There is always an argument about it because Caleb doesn't agree. Nova gets her tablet taken away too, even though it's not her fault. Use the 'Solve it Together' process to work through the conflict with the children so they understand the steps involved.

Step 1 - 'Solve it together' code

Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



Step 2 - Hearing both sides of the problem

Each person has the chance to say what he/she thinks happened.



Step 3 - Sharing feelings

Each person has the chance to say how he/she feels about the situation.

Then each person has a chance to say how he/she thinks the other person might be feeling.



Step 4 - Finding solutions

The people think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

They choose a solution and shake hands.



What is the conflict?
Who is affected?
Can the conflict be solved?
What are the possible solutions?

Let me learn

On your table, you are going to work through the scenario. Can you use the 'Solve it Together' technique to resolve the conflict.



Jane wants to watch her favourite TV programme, but Joshua, her brother, wants to watch something else. They start to shout at each other until their mum comes in and switches the TV off altogether.

Alfie is always going into his sister Maxine's room and messing up her things. She is getting more and more cross and decides to take some of his things from his room.

Dad comes home and complains that the house is messy. Mum is cross and says she hasn't had time to tidy up because she has just got home from work too. They both get annoyed with the children for being untidy and unhelpful.

Jamie has been spending time with some older boys on the weekends at the local park. Jamie's parents are not happy because one of the boys has been arrested for stealing and getting into trouble with the police. Jamie argues with his parents because they stop him from going out one Saturday.

Ahmed and Asha are playing a game. Ahmed wins but Asha shouts at him that he was cheating and had two turns when it was her turn. Ahmed laughs at her and she storms off, refusing to play again.

Cohen borrows Grace's pencil case and breaks two of the pencils accidentally when he is colouring. Grace is mad, saying he never lets her borrow his things and always breaks her things. She then grabs his ruler and breaks it.

In our Jigsaw lessons, we
need to feel safe.

This is our Jigsaw charter.

It is a set of special rules
for our Jigsaw lessons.



Monday 22nd November

LO: To know what it means to be a witness to bullying.

Who taught you in this session?	Teacher	TA	CS	1:1
Independent	Supported			
CELEBRATING DIFFERENCE				
Child	To know what it means to be a witness to bullying.			Teacher
	I understand what bullying means.			
	I know bullying is unkind and I should tell someone if I think it is happening.			
	I know some ways of helping to make someone who is being bullied feel better.			
Key vocabulary: Witness Bystander Bullying Gay Unkind Feelings Tell				

Connect us



Switch

Sitting in a circle, you will need to listen to me, carefully. When I call out a statement that applies to you, you need to 'switch' places with someone else who it also applies to. So the I may call out 'Switch places if you like jelly babies'

*Have you been surprised about the people who you have things in common with?
Did you expect to have things in common with these people?*

Open my mind

Sing the Jigsaw song: 'There's A Place'.
Draw out the anti-bullying messages from the lyrics.

VERSE:

Have you ever felt out of place?
Someone said something hurtful to your face?
How would you feel if that someone was you?
Before we judge someone, just take a second.
It doesn't matter if you're:

CHORUS:

Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

VERSE RAP:

How can we make the world a better place?
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.

Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.

I - N - D - I - V - I - D - U - A - L,
That's I - N - D - I - V - I - D - U - A - L.
Let's make the world a better place,
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
Let's make the world a better place,
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.

Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

Tell me or show me

Divide the children into table groups and set them this challenge...
"If an alien from outer space landed today and wanted to know what bullying was...how would you explain it to them?"



Teacher notes

Let me hear

Listen to this.



It was a bright sunny morning in the playground and all the children were running, laughing and playing games before the start of school. On the way into the classroom Simone brushed past Mark and said 'You're gay and your trainers are gay too'. Nobody else seemed to notice. Simone had never been mean to Mark before, so although it was hurtful, he tried to ignore what she had said. Later that day Mark noticed Simone pass a note around the class while the teacher wasn't looking. Whenever someone got the note they looked at him and laughed. Mark began to feel worried about what Simone had written in the note.



At breaktime Tim and Savannah ran up to Mark on the playground and shouted 'cheese!' and then they ran away laughing. Mark didn't know what it was but he didn't like it. He saw Simone laughing and soon everyone else seemed to be shouting 'cheese!' at him and then running away making noises.

Mark cringed and pushed himself nearer to a tree. Later Simone came and said 'You know that note I wrote. It told everyone you were gay and "What have I done to you Simone?" he asked.

Simone just walked away shouting "Cheese!" and holding her nose. Mark didn't know what any of this was about but it made him feel terrible.

The same thing happened for the next few weeks, it happened everywhere: in the classroom, or the corridors or wherever he was on his own and Simone. Sometimes other children in the class joined in too. They thought it was a game but it didn't feel like a game to Mark. Someone had even begun to send him messages on his tablet's messaging service so he couldn't even escape it at home. He wondered if they had gotten hold of his online profile and messenger tag?

Mark was feeling more and more unhappy and upset. He could hardly do his work at school; he also was finding it difficult to sleep and he was having nightmares. Every time his tablet 'pinged' he got more and more nervous. There were at least 50 unread messages now, sent from the same person he couldn't recognise from their username. He wondered if it was Simone or someone else.

Mark didn't think his teacher or parents would take him seriously, but if he explained that the children were calling him 'gay' and 'cheese', his Grandma would criticise, 'Is that all they're saying Mark? Fancy getting something as small as that. You need to stand up for yourself!' Grandma was always good at being understanding. But she didn't have to go into situations like he did, so how could she possibly understand?



A new boy called Olu joined Mark's class and he began to notice what was happening. It was always when the teachers weren't looking that someone said something mean to Mark. He felt very upset to see how Mark was being treated. One day, as the class were sent outside for afternoon break Olu waited for Mark and spoke to him, "Are you OK? That Simone is being pretty mean to you. You should tell someone".

"It'll only get worse if I tell someone." said Mark. "She hates me already and if I tell she will hate me even more. I've just got to get used to it."

"No, you mustn't let it happen all the time. You must tell a teacher. I'll come with you if you like?"

"Would you really come and speak to the teachers with me?" said Mark, looking at Olu in disbelief. "Of course," said Olu.



The two boys asked their teacher if they could speak to him after school. He said that would be fine and when all the other children had left, he listened very carefully to what the two boys had to say. The teacher praised Olu for encouraging Mark to say what was happening and how brave and strong Mark had been to tell him everything. Mark told what Simone and some of the other children in the class had been saying to him, how he was feeling and how it was affecting his school work; he even said that he was finding it difficult to sleep. The teacher told Mark that things would get better and he shouldn't be feeling so unhappy or worried from now on. Mark felt relieved to have told someone what had been happening and he felt that the teacher understood.

The teacher asked Mark if he felt he could tell Simone and the class how he was feeling but he said he didn't think he could do that. So, the teacher said, "Would it be OK with you if I spoke with them and told them?" Mark was a little bit worried but he agreed. Olu said he would play with him at playtime if he wanted to so he wouldn't be on his own and this made Mark feel a little better.



The next day the teacher spoke to the class and said how someone in the class was feeling upset and worried about coming to school because other children were being cruel, calling names, and did they realise that this was bullying? He asked if they knew the names that were being called.

Reluctantly, one of the children put up their hands and said, “cheese” and another child said, “gay”. The teacher then asked if they knew what gay actually meant. One of the children said it meant that something is rubbish or stupid. The teacher explained that the word ‘gay’ actually means someone who, if they are a boy, they have a boy partner (husband) when they are older, or, if they are a girl, they have a girl partner (wife) when they are older. He told the children how it was very important not to use anyone’s names at all, especially if it is said in a cruel way; the teacher said he didn’t expect anyone in the class to use the words ‘gay’ or ‘cheese’ about another child. He also said, “If a person really is gay, do you think they would like to be called those names? How would that make them feel? Would you like to be called those names if you were rubbish?”

The children began to look very uncomfortable and sorry.

Simone shouted out, “It was only a bit of fun, playing that cheese game. It’s not how that can hurt someone!”

The teacher explained that it might sound silly and ‘nothing’ to someone who isn’t experiencing it, but if it is done to you every day to make fun, it is very upsetting. The teacher went on to explain that the person they were calling ‘cheese’ was feeling sick inside as they had no one to play with and always felt scared that they would be called names or laughed at. He also told them that the person couldn’t sleep and had begun to feel ill every day in school. He also warned the children that people who send nasty messages on social media were called ‘Trolls’ and can get in trouble with the police.

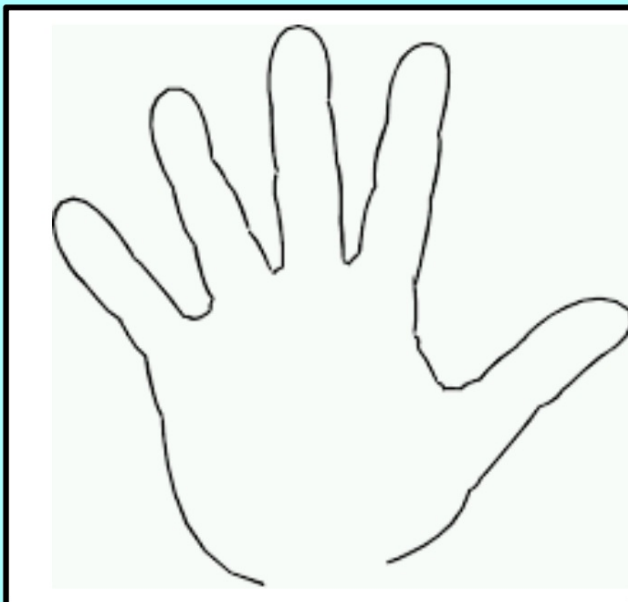
The teacher then asked the children if they could help solve the problem. Simone looked more uncomfortable and looked shocked that someone could be hurt by something that they thought was funny and a silly game. “I did not know it was that bad. It was just a laugh,” said Simone who looked like she might cry. “Well”, said the teacher, “now we know how this person has been feeling, can you think of any ways to help?”



The class had lots of great ideas, including saying they were sorry to Mark, and soon Mark was happy again at school, thanks to everyone in the class (even Simone) being more thoughtful, responsible and kind.

Can you think what you would do to help someone who was being bullied in your school?

Now, we are going to draw around our own hands. Do it next to the centrefold and then when you cut it out, DO NOT CUT THE FOLD, it will make a pair of joined hands!



On your hands, write an idea about how we can help someone who is being bullied.

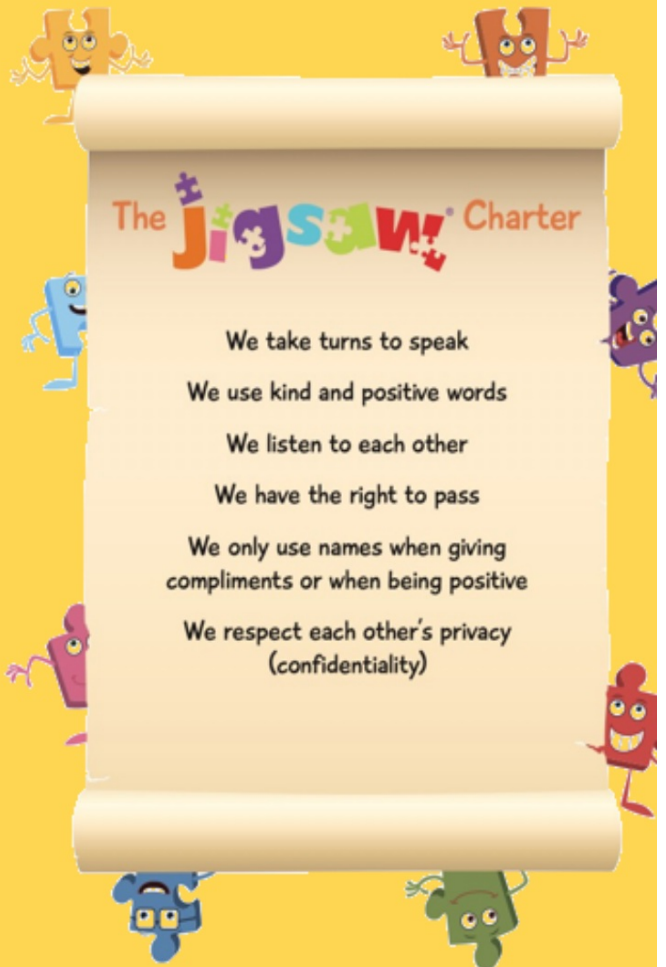
The hands can be displayed around the room as decoration.

In our Jigsaw lessons, we
need to feel safe.

This is our Jigsaw charter.

It is a set of special rules
for our Jigsaw lessons.

#jigsaw!



The Jigsaw! Charter

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving
compliments or when being positive

We respect each other's privacy
(confidentiality)

Monday 29th November

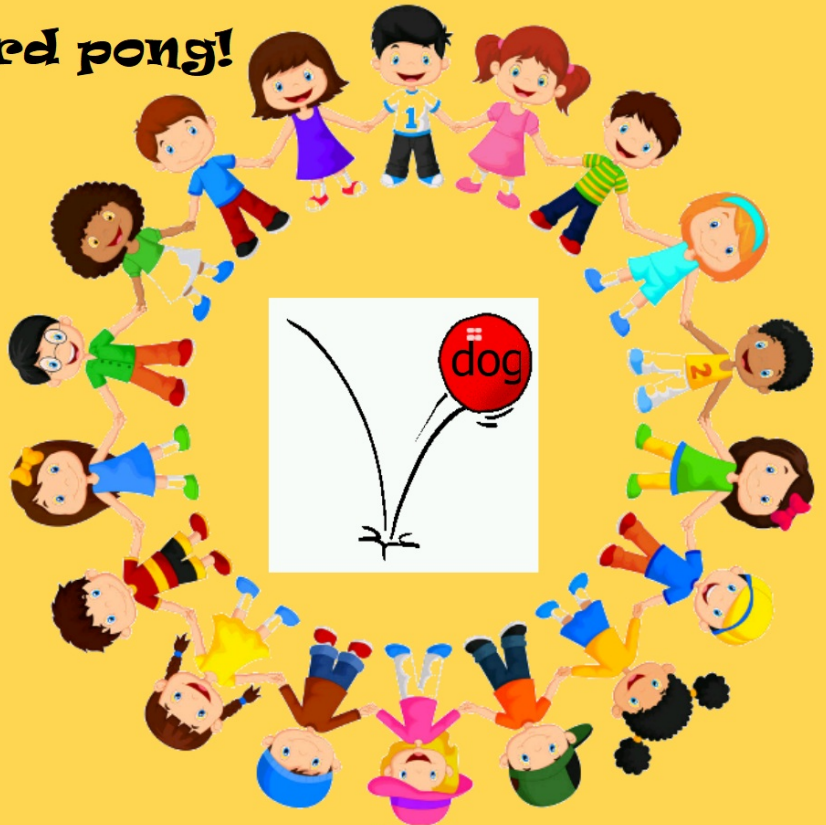
LO: To know that witnesses can make a situation better or worse.

Who taught you in this session?	Teacher	TA	CS	1:1
Independent	Supported			
CELEBRATING DIFFERENCE				
Child	To know that witnesses can make the situation better or worse by what they do.			Teacher
	I understand how to tell if a situation is bullying or not.			
	I can problem-solve a bullying situation with others.			
	I know what to do if I witness someone being bullied.			
Key vocabulary: Witness Bystander Bullying Gay Unkind Feelings Tell				

Connect u

Word pong!

I will shout a word and then throw the ball to someone. They will then say the first thing that comes to their mind.



Teacher note

Open my min

Is this bullying?
What would you feel like?

1. Sarah and Ben are playing football. Yussef asks if he can play but Ben says, "No, we've already picked our teams, you can't play." Yussef then grabs the ball and runs away with it, spoiling their game.

What might you do if you were
a bystander



Teacher notes

Tell me or show me

Let's use the 'Solve it together' model with the scenario.

People that are witnesses to bullying are often referred to as bystanders. Bystanders could:

- Help the person being bullied in some way
- Do nothing and ignore that it's happening
- Join in with the bullying

We are going to briefly discuss in pairs why they think that some bystanders choose to ignore or join in?

1. Sarah and Ben are playing football. Yussef asks if he can play but Ben says, "No, we've already picked our teams, you can't play." Yussef then grabs the ball and runs away with it, spoiling their game.

'Solve it together' Technique

Step 1 - 'Solve it together' code

Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



Step 2 - Hearing both sides of the problem

Each person has the chance to say what he/she thinks happened.



Step 3 - Sharing feelings

Each person has the chance to say how he/she feels about the situation.

Then each person has a chance to say how he/she thinks the other person might be feeling.



Step 4 - Finding solutions

The people think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

They choose a solution and shake hands.



Let me lear

On your tables, you all have a scenario each...



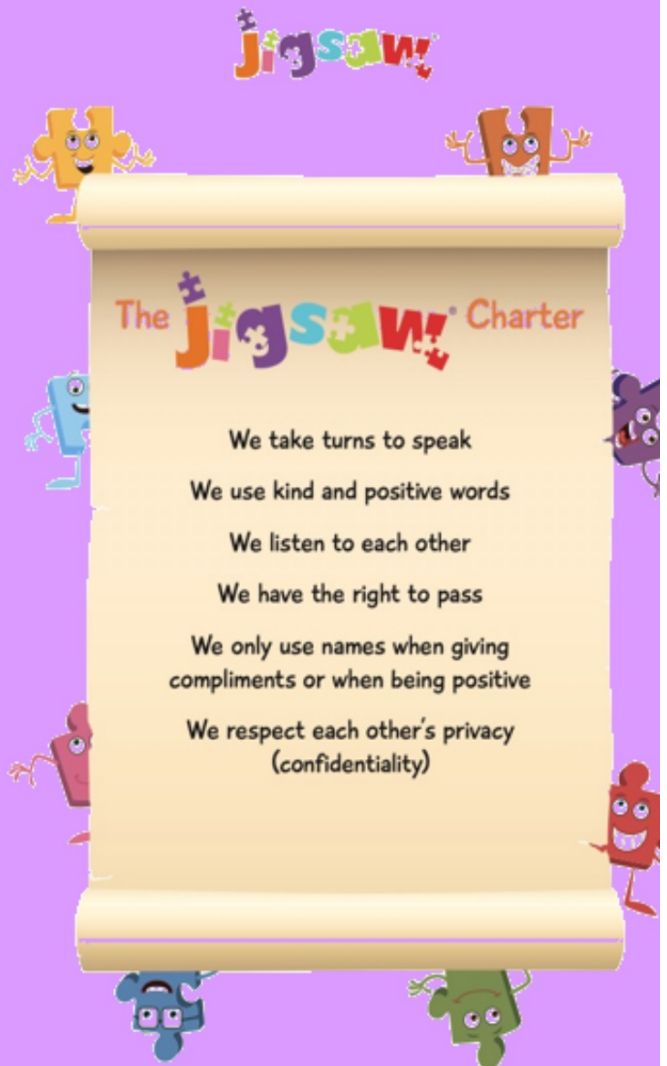
- **Is this bullying?**
- **Can you tell from the information you have?**
- **If you don't think it is bullying what might change to turn it into bullying?**



In our Jigsaw lessons, we
need to feel safe.

This is our Jigsaw charter.

It is a set of special rules
for our Jigsaw lessons.



Monday 6th December

LO: To recognise that some words are used in hurtful ways.

Who taught you in this session?	Teacher	TA	CS	1:1
Independent		Supported		
CELEBRATING DIFFERENCE				
Child	To recognise that some words are used in hurtful ways.			Teacher
	I understand that there are consequences to people's actions.			
	I know I will try hard not to use hurtful words.			
Key vocabulary: Consequences Hurtful Solve it together Gay				

Connect u

Let's play the wave game, passing around the circle different actions.



Open my mind

Sticks and stones
may break my bones
but words
will never hurt me.

Do you agree or disagree?



Tell me or show me

Each child to have an A4 piece of paper.
Write one answer on your piece of paper, then fold it and pass it to your left. The next person writes their response and passes it to the person on their left. Continue until all 6 questions are answered on the paper by 6 different people.



1. Write a child's name (but not the name of someone in this class)

4. Write another child's name (again, not a name of someone in this class).

2. This child was really upset at playtime because someone had used words to hurt their feelings. Write one word that could be hurtful.

5. Child 2 empathised with child 1 and stepped in to help. What did they do?

3. Ask the children why they think those words were said.

6. How should this situation be resolved so it doesn't happen again?

1. Harry
2. Gay ("Harry, you are gay and can't play with us.")
3. They said this because they were jealous that Harry is really popular and has lots of friends, not because they know what 'gay' means.
4. Jenny
5. saw that Harry was upset and asked him if what had happened and listened while Harry explained. She said she was sorry he was upset and went with him to find a teacher to tell.
6. The teacher helped Harry and the person who had used the hurtful words to talk together about what had happened and use the 'Solve it together' technique to resolve the situation.

Look how hurtful words can be.
Why do you think children choose these words? Is this bullying?

Let me learn

Your task

Glue in your story, then underneath write the hurtful words and why these have been said. Then write how it might feel to have had those words said to you.

In our Jigsaw lessons, we
need to feel safe.

This is our Jigsaw charter.

It is a set of special rules
for our Jigsaw lessons.



Monday 13th December

LO: To talk about when my words affected someone and the consequences.

Who taught you in this session?	Teacher	TA	CS	1:1
Independent	Supported			
CELEBRATING DIFFERENCE				
Child	To tell you about a time when my words affected someone's feelings and what the consequences were.			Teacher
	I understand that there are consequences to people's actions.			
	I know giving compliments makes others feel happy and it makes you feel happy.			
	I can give and receive compliments and know how this feels.			
Key vocabulary: Compliment Special Unique Difference Similarity				

Connect us



Switch

Sitting in a circle, you will need to listen to me, carefully. Switch if you can think of someone you could give the following compliments to:

- Thank you for being a special friend
- Thank you for helping me with my work
 - I like playing with you at playtime
 - I like how you are so kind and friendly
 - I respect how good you are at PE
 - I like how you can make people laugh

How does it feel to receive a compliment?

What compliments could you give to someone else in the class?

Open my mind

Remember a compliment is something kind. Write a compliment on the post-it note for the person sat next to you. Hand it to me!

Sit in a circle and teacher reads them out to children.



How do people feel receiving their compliments?

Was anybody embarrassed?

Why do people sometimes feel embarrassed if they are offered a compliment?

Can we try to accept compliments as kind thoughts without feeling embarrassed?

Tell me or show me / let me learn

Listen to Harlon's story.

At each of the pause points in the story write/ and draw in the appropriate section of the kite.

The teacher may wish to use the following questions to extend the children's thinking

- Have you been involved in a conflict? How did this make you feel? How do you think the other people felt? How was the conflict resolved? Was the relationship better or worse afterwards?
- Have you ever been a bystander in a conflict? How did this make you feel?
- Do you think bystanders getting involved is helpful?
- Can you think of ways that a bystander might make things better? Could there be situations where their involvement might make things worse?

