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Teacher Notes:

Please ensure you have read '[The Jigsaw Approach](#)', the introduction to Jigsaw, before teaching this lesson (Piece 1).

Confidentiality: It is important that children are taught to respect the privacy of others and to do their best to keep personal information or views shared by their classmates in Jigsaw Pieces confidential, and not to share personal information about themselves or others. It is also important for children to understand that it is not always appropriate to ask adults or other children personal questions in Jigsaw lessons, and the Jigsaw Charter allows anyone in the classroom to gently refuse to do this if accidentally asked.

Children are of course encouraged to discuss the ideas and learning in their lessons at home but they are also asked to show their classmates the respect and privacy that they would want in return.

Discussions about confidentiality and the Jigsaw Charter at any time in the school year can provide a good opportunity to talk to children about the safeguarding support systems that are in your school: who to go to for support. The teacher must emphasise that adults cannot promise complete confidentiality as they must report any information relating to safeguarding concerns.

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The Jigsaw Charter

Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive issues. Therefore, we need to establish the 'ground rules', in Jigsaw called 'The Jigsaw Charter'.

This needs to include:

- The right to pass
- Respect for each other
- Confidentiality

There is a ready-made Jigsaw Charter in this lesson for you but **start by asking the children what they need to do to make everyone feel safe so we can all learn well.**

Bring out their ideas and introduce the Jigsaw Charter and encourage discussion in pairs, groups or as a class on what the different parts mean.

Ask Me This:

- How can these special rules help us to feel safe in our Jigsaw lessons?
- Would you like to change any of the wording for the copy that we can put on our wall?

You can open the lesson resources to go to the editable version of the -> [charter](#) if your class would like to alter the words.

You may like to invite them all to sign the Charter before the next lesson (or maybe colour in a smiley face already drawn on it) as a way of saying they agree to try to stick to it in Jigsaw lessons.

You and they can then refer to it in every lesson thus creating a trusted and predictable learning environment.

Laminate your A3 Jigsaw Charter and display in the classroom so that you can refer to it at the beginning of every Jigsaw lesson.

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Connect us

(This activity is explained on the next slide.)

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To introduce the children to using a talking object in the Jigsaw Circle, bring Jigsaw Jack to the circle. Jack will be a special friend to the children in circle time from now on (talking object).

Explain that Jigsaw Jack has come to live with us for this year and has brought a letter from Jigsaw Jack to the class.

Sitting in a circle, use the hard copy of Jigsaw Jack's Letter read Part 1 to the children (see [letter resource](#)).

Go to each child individually and talk through Jigsaw Jack.

“Hello, it’s nice to see you, my name is Jigsaw Jack.” Encourage each child to say their name and say hello back to Jigsaw Jack. “Hello Jigsaw Jack, my name is...”

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Calm Me

Everyone, including adults, sits in a circle. Explain to 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 Jigsaw Chime and the ‘Calm Me’ Script with the next slide.

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Calm Me Script

Share these ‘calm’ pictures with the children, and establish which picture makes them feel the most calm.

Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm.

Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw Chime is the start of our Calm Me exercise.

Invite the children to put both feet on the floor, to sit up straight, but relaxed, and to have hands on their tummies.

They can then close their eyes or focus on the calmest picture.

Gently sound the Jigsaw Chime and ask the children to listen to it until the sound is all gone.

Then ask them to follow your instructions as you take them through gentle breathing techniques:

Breathe in gently through your nose and let your breath sink all the way into your lungs, then gently let it out again.

Breathe in gently and out gently.

Can you feel your tummy rise as you breathe in and go back again as you breathe out?

Repeat this a number of times, encouraging the children to feel more calm with each out breath.

Gently sound the chime again and invite the children to listen until the sound is all gone, and then to open their eyes and use their calm mind to help them learn.

Ask Me This:

- Is your mind calm?
- Does it feel good to be calm and quiet?
- Does your mind feel ready to learn?

Teacher reinforces how good it feels to be calm and quiet.

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Learning Intentions:

Please teach me to:

- Know how to use my Jigsaw Journal
- **Feel safe and special in my class**

Make sure the children understand the **key vocabulary** from these during the lesson so they can reflect on them at the end:

- *Safe*
- *Special*
- *Calm*

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Open My Mind

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Ask Me This:

- Which children feel safe?
- Where do you feel safe?
- When do you feel safe?

Establish what 'safe' means.

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Tell Me or Show Me

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Return to the hard copy of letter and read Part 2.

Invite the children to make suggestions as to how they can make Jigsaw Jack feel safe and special. Thank each child for his/her suggestion and ask the class if that would make them feel safe and special.

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Let Me Learn

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Still in the circle, give each child his/her Jigsaw Journal and explain that this is their special book for Jigsaw lessons.

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Show them the correct page and ask them to draw a picture of themselves in the book feeling safe and special.

Ask for some suggestions from the children before they return to their tables and draw their pictures.

Some children could write "I feel safe and special when..." as well as drawing their pictures.

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Help Me Reflect

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When the children have finished their drawings, invite several children to share their pictures and their ideas about when they feel safe and special.

Reinforce the idea that you will always try to make each of them feel safe and special in your class.

Ask Me This:

- What makes you feel special?

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Bring children back to the circle, praise them and read Part 3 of Jigsaw Jack's letter. Pass Jigsaw Jack around the circle so that each child has the opportunity to make Jack feel safe and special in their own way. Children may want to shake Jack's hand, give a hug or another welcome action.

Make it clear that this is the children's choice and they only welcome Jack by touching him if they want to/are comfortable to do so.

Ask Me This:

- What have you enjoyed most about this Piece today?

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My Jigsaw Journey

Ask the children for a thumbs-up, neutral or down for each learning intention of the lesson.

(This activity is fully explained on the next slide.)

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My Jigsaw Journey – formative assessment

The Jigsaw Journey allows children to self-assess how well they feel they have met the Learning Intentions for the lesson. It is important that equal value is given to both the skills and knowledge-based learning Intention (purple), and the social and emotional one (green).

Children simply need to colour in or circle the Jigsaw Friend that shows thumbs up, neutral or down against each Learning Intention according to how well they think their learning went.

Initially, this may take practice and need support from the class teacher, by modelling how they have met a learning intention. In time, children can work in pairs and self-assess these aspects, enabling them to develop awareness of their own progress and learning.

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My Next Learning Steps

Invite children to consider what their Next Learning Steps might look like in order to keep progressing. If possible, write or draw their thoughts on the footprints. This is also an opportunity for their scribe to write their words on a post-it note and stick this to the footprints in their Jigsaw Journals.

This gives children an opportunity to build on their self-assessment (thumbs down/neutral/up) by considering what might help them to develop their learning in *future* Jigsaw lessons.

To help with this, the teacher or TA could ask questions such as:

- What did you learn well today?
- Was any part of the learning tricky/hard for you?
- What helped you to learn about 'refer to Learning Intention'?
- How do you think you can improve your learning?
- Is there anything that you might need help with?
- What can you do for yourself?

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My Reflections

My Reflection is a time for children to look back over their experience of the lesson, not just what they have or haven't learnt.

My Reflection asks children to be aware of how different parts of the lesson felt.

- Did they enjoy x or y?

- How did it feel being part of the group they worked in today?
- Did they learn anything about themselves this lesson e.g. social skills, personality, emotional awareness?

Invite children to think how they feel, and again represent this by drawing or writing something in the blank Puzzle Piece.