

Puzzle 3: Dreams & Goals - Ages 6-7 - Piece 2

My Learning Strengths	
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... persevere even when I find tasks difficult tell you some of my strengths as a learner



Vocabulary

Strengths

Persevere

Challenge

Difficult

Easy

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display.

The image shows a yellow scroll with the title 'The Jigsaw Charter' at the top. The title is written in a colorful, playful font where each letter is a different color and shape, resembling jigsaw pieces. Below the title are six lines of text, each preceded by a small black square icon. The scroll is surrounded by several cartoon jigsaw pieces of various colors (black, purple, pink, red) that have faces and limbs, appearing to peek out from behind the scroll. The scroll is unrolled at the top and bottom, with the edges of the paper visible.

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)

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.

Does your mind feel calm and ready to learn?

(You could use any bell or chime for this.)

Calm Me Script - Ages 6-7 - Piece 1

Let's calm our minds so we feel peaceful and can learn better.

When you hear the Jigsaw Chime, listen, listen, listen until you can no longer hear any sound coming from it.

Now let's get our bodies ready to help our minds calm down.

First of all we sit nice and straight in our chairs with our shoulders relaxed and both feet flat on the floor. Then place your hands gently on your tummy so you can feel it rise and fall as you breathe in and out.

Now close your eyes if you are comfortable to, or fix your gaze on a point in front of you.

Listen to the Chime again until you can no longer hear the beautiful sound. Imagine the sound going far away into the distance, over the hills and into the horizon.

You feel peaceful and now start to concentrate on your breathing... in ...out... gently count 1,2,3,4 as you breathe in through your nose, and out again 1,2,3,4,5 as you breathe out through your mouth Can you feel your tummy rise and fall as your lungs fill with air and then let it go again?

Do this several times and as you breathe out feel any worries or noisy thoughts float away over the hills and into the distance, like the sound of the chime.

Worries and noisy thoughts float away over the hills as you breathe in and out nice and slowly, nice and gently.

You feel happy and peaceful. Your mind is nice and calm and ready to learn.

Strike the chime once more and invite the children to gently bring their attention back to being here right now in the classroom and to keep their calm minds

Open my mind

Slide 1: Sing or listen to the Jigsaw Song: 'For Me'.

Ask the children what the song is trying to teach us about our dreams and goals?

(Striving to achieve the best that we can be, looking ahead and working hard to achieve our dreams etc)

VERSE 1:

I,
I will be,
I will be,
Be the best that I can be.
Yes you'll see,
I will be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE:

Driving forward,
Taste the passion.
I can see it,
I'm in pole position.

CHORUS:

I know to reach the top that
I must climb,
I must climb way up high,
I'm gunna' reach the sky.

I will, I can,
I'm moving on with hope.
Don't look back,

For Me (Dreams and Goals)

Don't look back,
Don't look back, see,
I'm doing this for me.

VERSE 2:

I,
I can be,
I can be,
Be the best that I can be.
Yes you'll see,
I can be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE 2:

Take that first step,
Make it happen.
Seize this moment,
That's what dreams and goals
are made of.

CHORUS BRIDGE 1+2

That's what dreams are

CHORUS

Future doctors,
Future actors,
Future teachers,
Let's all sing it together.
Future pilots,
And the writers,
Future chefs,
And future fire fighters.
We're the laughers,
We're the smilers.
The future's bright,
Now let's all sing this together.

CHORUS



Pause Point: Slide 5: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for a moment. Invite the children to pause for a moment. Invite the children to take three gentle, deep breaths. While the children are pausing, invite them to reflect on what they are thinking and feeling right now. They can keep these ideas in their heads and don't need to share. Pause for 1-2 minutes only, then carry on with the lesson.



Tell me or show me

Group the children according to the challenge they chose at the end of the last Piece (lesson). Ask each group to remind Jigsaw Jo of the challenge they will be working towards.

The teacher places a big cut-out ladder in the centre of the circle and uses one of the challenges as an example which he/she writes on a piece of paper and places at the top end of the ladder. Emphasise that the goal is at the top because that is what we are stepping/climbing towards. Ask the children to identify the steps needed to achieve the goal, i.e. what do they need to do first, next, etc.

As they give their ideas, place Jigsaw Jo on the first rung of the ladder, then the next and then the next until you have modelled the stepped process of working towards the goal.

Notes

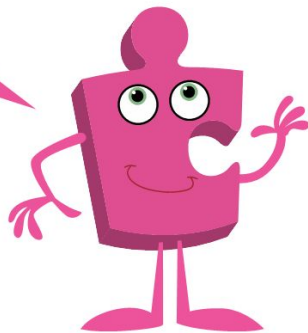
You can use a real stepladder for Tell Me or Show Me if you like.

Children can take steps up the ladder to kinaesthetically illustrate stepping towards a goal.

“Hi, I’ve set you some challenges. You can choose one to work on next time. Good luck!”

You can choose to:

- 1) Learn the Macarena dance
- 2) Learn to count in Mandarin Chinese from 1 to 10
- 3) Learn to count in French in 2s from 0 to 20
- 4) Make a colourful card to take home to your family with a special message inside it (you can make a card each but you have to agree and use the same design)
- 5) Memorise the poem “The Owl and the Pussy-cat” by Edward Lear



Let me learn

Give each child a ladder template and working together in their groups, they need to identify the steps needed to take in order to achieve their challenge/goal, and write each of these onto the steps of the ladder.

Can the children colour in the step/rung of the ladder which they think might be the most difficult?

Then ask the children to fill in Jigsaw Jo's speech bubble; what advice would Jigsaw Jo give them to help them to persevere with the most difficult step?

The ladders can be placed into the children's Jigsaw Journals.

Notes

You can use a real stepladder for Tell Me or Show Me if you like.

Children can take steps up the ladder to kinaesthetically illustrate stepping towards a goal.

