



PSHE Year Three

Spring 1 Dreams & Goals

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

Lesson 1) Perseverance Challenges Success Obstacles Dreams Goals

Lesson 2) Dreams Goals Ambitions Future Aspirations

Lesson 3) Garden Decoration Dream Goal Teamwork Enterprise Design Cooperation

Lesson 4) Challenge Product Teamwork Cooperation Strengths Motivated Enthusiastic Excited Efficient Responsible

Lesson 5) Obstacles Frustration 'Solve it together' technique Solution Teamwork

Lesson 6) Review Learning Strengths Success Self-review Celebrate Evaluate

Prior Unit:

FS Jigsaw - *Dreams & Goals*

Year 1 Jigsaw - *Dreams & Goals*

Year 2 Jigsaw - *Dreams & Goals*

Future Unit:

Year 4 Jigsaw - *Dreams & Goals*

Year 5 Jigsaw - *Dreams & Goals*

Year 6 Jigsaw - *Dreams & Goals*

Sticky knowledge:

- I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)
- I can imagine how I will feel when I achieve my dream/ambition
- I can break down a goal into a number of steps and know how others could help me to achieve it
- I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge
- I can manage the feelings of frustration that may arise when obstacles occur
- I am confident in sharing my success with others and can store my feelings in my internal treasure chest

Learning Intentions

- I can tell you about a person who has faced difficult challenges and achieved success
- I can identify a dream/ambition that is important to me
- I enjoy facing new learning challenges and working out the best ways for me to achieve them
- I am motivated and enthusiastic about achieving our new challenge
- I can recognise obstacles which might hinder my achievement and can take steps to overcome them
- I can evaluate my own learning process and identify how it can be better next time.

Key Questions

Lesson 1) What might be the challenge they face? Who faces the greatest challenge? Who might be the most successful at mastering their challenge?

Lesson 2) Who do you think the lady in the picture is? What do you think her dreams and goals were when she was a child? What were Jane's dreams and goals? How did she achieve these? What are your dreams and goals? Is it good to have dreams and goals? How will you achieve your dreams and goals

Lesson 3) Are you excited about our Garden of Dreams and Goals? How might you work best in your team? What role might you do? How can you ensure everyone in your team is heard and uses their strengths? How can your team work more efficiently together? Is everyone enjoying being part of your team?

Lesson 4) How effectively did the team work together? What did they enjoy about the work today?

Lesson 5) Can you identify positive solutions to help overcome obstacles?

Lesson 6) How easy it is for you to give and receive constructive feedback?

	Learning Target	Lesson Outline
Lesson 1	<p>LT: To know about a person who has faced difficult challenges and achieved success</p> <p>SK: I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p>	<p>Jigsaw Charter Connect us- Play 'I sit in the garden'. Children sit in a circle, with empty chair next to someone. The person with the empty chair on their right moves into the empty chair saying, 'I sit...', then the person next to them, who now has the empty chair on their right, moves into the chair and says '...in the garden...' and then the person next to them, who now has the empty chair next to them, moves into the chair and says '...and I would like... (person's name) to sit next to me.' That person chooses someone in the circle that they might not usually choose to sit next to them. This then frees up another empty chair somewhere else in the circle and the process begins again until all children have moved chairs at least once during the game.</p> <p>Calm me- Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind- Slides 1-6: Show the children the PowerPoint slides one at a time, each time asking the question, 'Is anybody in this picture facing a challenge?' Allow time for children to reflect on each picture but without discussing their thoughts</p> <p>Tell me or show me</p>

		<p>In small groups, each with a set of the picture cards same as the PowerPoint slides. Ask the groups to decide which person is facing the biggest challenge. Encourage discussion, ask the groups to rank all six of the cards in terms of greatest to least challenge. Still in groups, ask the children to re-order the cards according to who they think has faced/will face the challenge most successfully. Each group shares their decision and their thinking.</p> <p>Let me learn- Slide 8: Each child chooses one of the picture cards and sticks it into their in their Jigsaw Journal and writes a short back story for the person facing the challenge. Children write one or two sentences for each of these points.</p> <ul style="list-style-type: none"> • Introduce the person, their name and their challenge. • Describe how the person feels about facing the challenge. • Describe how the person achieves the challenge. • Describe how the person feels when they have been successful. If time allows share <p>Help me reflect- Slide 9: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down.</p> <p>Floor books: present the children’s picture and sentences.</p>
<p>Lesson 2</p>	<p>LT: To identify dreams and ambitions that are important to me</p> <p>SK: I can imagine how I will feel when I achieve my dream/ambition</p>	<p>Recap: How did the people from last lesson overcome their challenges? What did they achieve?</p> <p>Jigsaw Charter Connect us- Play ‘I sit in the garden’. (See lesson 1)</p> <p>Calm me- Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind- Slides 1-2: Show children the PowerPoint slide of Jane Goodall with her chimpanzees and ask them to imagine what Jane was like and what she dreamed about when she was a little girl. Then show the slide of Jane as a little girl (slide 2)</p> <p>Tell me or show me If you have access to the book ‘Me... Jane’, by Patrick McDonnell share this story with the children if not use the Jane Goodall fact sheet. Use Jane’s story to help the children understand that their dreams and goals can come true and become real. In talking partners, invite children to discuss their own dreams and goals.</p> <p>Let me learn Give children a flower template. Discuss that plants grow from tiny seeds, so we can imagine that our dreams and goals are seeds that we can plant now and watch them grow into the future. Children draw or write their dreams on the petals of their flower. In centre of the flower they draw a picture of themselves.</p> <p>Help me reflect- Slide 4: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down</p> <p>In floor books: present the children’s flowers.</p>
<p>Lesson 3</p>	<p>LT: To identify new learning challenges and work out the best ways to achieve them</p> <p>SK: I can break down a goal into a number of steps and know how others could help me to achieve it</p>	<p>Recap: what are your dreams and goals?</p> <p>Jigsaw Charter Connect us- Garden puzzle game. Using the garden puzzles, give each child a piece and ask them to find the other three people whose pieces make up the rest of their picture/puzzle. Ask children to sit in their new teams and nominate a team scribe.</p> <p>Calm me- Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind- Slides 1-8: Show PowerPoint slides of gardens with decorative items within them. In their teams, the scribe writes down any items they see that are decorations for the garden, e.g. lanterns, decorated pots, gnomes, painted stones, ‘bug sticks.’ Which team will spot the most?</p> <p>Tell me or show me Outline the goal to design a garden for people who face a particular challenge. e.g visually impaired people, mobility issues, hard of hearing, people in hospital and need an outdoor space, children no safe green spaces, elderly people etc.</p> <p>Children will have the rest of this lesson and the next two to design their gardens. The task involves:</p> <ul style="list-style-type: none"> • Working as a team • Choosing who the garden is for • Designing the garden and making a poster showing the design • Plan an ‘opening event’ for the garden opening • Deciding on costs: they will only have so much to spend (budget). <p>At the end of the task each group will present their garden design to the class, explaining their ideas</p> <p>Let me learn Children brainstorm ideas and write their chosen idea onto the garden planning template. Then allocate roles to each team member. Suggested roles are: Landscapers: They draw the finished design onto the poster.</p>

		<p>Team leader(s): they help the team stay on task and ensure that the task is completed on time. (They can also help other team members when extra help is needed).</p> <p>Event planners: these people will plan the opening event for their garden</p> <p>Answer questions: What was the challenge? What strategies did you try to achieve the challenge?</p> <p>Help me reflect- Slide 9: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down</p> <p><i>In floor books: the garden planning template and their answers to the two questions.</i></p>
<p>Lesson 4</p>	<p>LT: To know how to stay motivated and enthusiastic about achieving a new challenge</p> <p>SK: I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p>	<p>Recap: What was the goal of last lesson? How did you achieve it? How did others help you to achieve the goal?</p> <p>Jigsaw Charter</p> <p>Connect us- Play Pass the Squeeze or Pass the Handclap</p> <p>Calm me- Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind- Each group to share who they are designing the garden for with the class, and the roles that they assigned last time.</p> <p>Tell me/Show me/Let me learn- Children spend lesson working as a team to design their garden. They can do this in ‘draft’ on a large piece of flip chart. In the next lesson the ‘Landscapers’ can draw it in its finished form. The designing can be done as a group and needs to involve everyone at this stage, even if their role isn’t needed until later in the task. Ask the children which roles will be important in the design process in this lesson?</p> <p>Help children focus on needs of those they are designing for at all times. Teachers may wish to give the children additional curriculum time if they feel this is necessary for their class to progress their designs to a suitable stage.</p> <p>What helps to keep you motivated to achieve this challenge? What do you do? What does your team do to help you stay motivated?</p> <p>Help me reflect- Slide 9: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down</p> <p><i>In floor books: photographs to show the progress of the designs and quotes from pupils, notes from teachers about how pupils are working together and overcoming challenges.</i></p>
<p>Lesson 5</p>	<p>LT: To recognise obstacles which might hinder achievement and take steps to overcome them</p> <p>SK: I can manage the feelings of frustration that may arise when obstacles occur</p>	<p>Recap: Who is responsible for your learning? What skills can you use to achieve the challenge?</p> <p>Jigsaw Charter</p> <p>Connect us- Play Switch or Pass the Squeeze</p> <p>Calm me- Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind- Slide 1: Share the ‘Solve it Together’ technique with everyone and encourage them to use this if there are any conflicts in their groups as they continue with their gardens.</p> <p>Tell me/Show me/Let me learn: Before they continue with the designs, discuss the obstacles they have overcome so far. What obstacles might you face in today’s lesson? In their teams, children continue with the garden design task. By the end of this lesson they should have:</p> <ul style="list-style-type: none"> • Their design drawn up by the Landscapers ready to show the class • Have some ideas for an event to open their garden for the people who they designed it for <p>At the end of the lesson invite each group to share their design and the open event idea with the class. The garden designs can be displayed/shared.</p> <p>What obstacles did you face and how did you overcome them?</p> <p>Help me reflect- Slide 2: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down</p> <p><i>In floor books: present the pupil’s designs. Pupils write a sentence explaining the obstacles they faced and how they overcame them.</i></p>
<p>Lesson 6</p>	<p>LT: To be able to evaluate my own learning process and identify how it can be better next time.</p> <p>SK: I am confident in sharing my success with others and can</p>	<p>Recap: What obstacles did you face in the design challenge? How did facing obstacles make you feel? How did you manage the feelings of frustration?</p> <p>Jigsaw Charter</p> <p>Connect us- Children stand in a circle and to stretch as high as they can! Then stand on tiptoes and stretch even higher. Repeat this activity stretching in different directions and emphasising the word ‘stretching’. How stretchy can they make the circle? Conclude that our bodies are very stretchy. Briefly remind the children that when we learn new things we have to stretch our group work skills and our thinking skills and that this is what we have done during the garden challenge. Can we show our thinking in a different way?</p>

<p>store my feelings in my internal treasure chest.</p>	<p>Use a banana as the talking object. When you hold the banana, say something it could be used for e.g. brushing your hair, playing a tune. We will come back to the banana later</p> <p>Calm me- Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind- Slide 1: Reconvene the children's challenge teams. Explain that, as the challenge is almost over, their team needs to reflect on how well they did and think about how they could improve next time. Each team to elect a chair-person to manage the discussion.</p> <p>Tell me/Show me- Slide 1: Show the children the self-review questions on the PowerPoint slide again, emphasise this time they will be thinking about themselves and not the team's performance. Briefly clarify with them the type of answers they need to write for each question.</p> <p>Let me learn- Extension Activity: Slide 3: In groups of 4, set the Banana Car Challenge. Each group has a chopping board, 2 bananas, knives, string and cocktail sticks. They have 10 minutes to work together to design and make their Banana Car. They will race these, and can either pull or push them but the cars must move along the ground in the race. After 10 minutes you can judge which car is:</p> <ul style="list-style-type: none"> • most creative • most car-like etc. <p>The groups then clear a space in the classroom or move to the hall/ playground to race their cars. The teacher will need to mark out a short distance (e.g. 2 metres) for the race. Once the race is over and the winning car/group declared, discuss with the children how they worked together as a team, including how they worked together, how decisions were made and carried out. Ascertain what skills were needed in order to complete this task</p> <p>Help me reflect- Slide 4: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a 'thumbs-up, thumbs neutral or thumbs-down</p> <p><i>In floor books: Self-review questions, photographs and comments from the pupils about the banana car challenge.</i></p>
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