

Summer – Relationships

Jigsaw curriculum Resources:
PowerPoints and unit resources



UK 7-8 5-RL Pieces
1-6.pdf



UK 7-8 5-RL Piece
1.ppt



UK 7-8 5-RL Piece
2.ppt



UK 7-8 5-RL Piece
3.ppt



UK 7-8 5-RL Piece
4.ppt



UK 7-8 5-RL Piece 5
added to.pptx



UK 7-8 5-RL Piece
6.ppt



UK 7-8 5-RL Piece
5.ppt

Key Vocabulary

Lesson 1) Men Women Male Female Unisex Role Job Responsibilities Differences Similarities Respect Stereotype

Lesson 2) Conflict Solution Problem solving Friendship Win-win

Lesson 3) Safe Unsafe Risky Internet Social media Private Messaging (PM)Gaming

Lesson 4) Global Communications Transport Interconnected Food journeys Climate Trade Inequality

Lesson 5) Needs Wants Rights Deprivation United Nations Equality Justice

Lesson 6) Happiness Celebrating Relationships Friendship Family Thank you Appreciation

Prior Unit:

Year 3 Jigsaw- Relationships

Future Unit:

Year 4 Jigsaw- Relationships

Sticky knowledge:

- All jobs can be done by men or women.
- Taking turns and being a good listener are important friendship skills.
- Some Apps and online games can be misleading.
- People around the world influence my life and choices.
- Children around the world have the right to have their basic needs met.
- Showing appreciation to people shows you are thankful and care about them.

Learning intentions

- I can describe how taking some responsibility in my family makes me feel.
- I know how to negotiate in conflict situations to try to find a win-win solution.
- I know who to ask for help if I am worried or concerned about anything online.
- I can show an awareness of how people around the world can influence my choices.
- I can empathise with children whose lives are different to mine and appreciate what I may learn from them.
- I can express my appreciation to my friends and family.

Key Questions

Lesson 1) Are there some jobs that are more suitable for women? Why? Whose responsibility is it? Who does what jobs in your house? Are there any differences in the jobs the boys are expected to do and the girls expected to do? Is this fair? How do you feel about this?

Lesson 2) What might be a win-win solution? What might help to solve this situation? How might each person feel in this situation? What solutions can you think of to solve this problem?

Lesson 3) What do you enjoy doing online? How much time do you spend doing things online? Where do you use your computer/laptop/tablet/phone the most? Which Top Tip do you think is most important? Who would you go to if you were worried about anything online?

Lesson 4) What do you have that comes from a different country? Do you know where your phone, clothes or food come from and who makes them? How do goods reach us from all across the world? How is your life different from that of the people who grew/made these items?

Lesson 5) What is the difference between what you want and what you need? Do all children have their basic needs provided for? What are the similarities and differences between your life and the lives of these children? What rights do you think all children should have?

Lesson 6) How do you show appreciation to people who are special to you?

	LO	Lesson outline
Lesson 1	<p>LO To be able to describe how taking some responsibility in my family makes me feel.</p> <p>SK I can name the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p>	<p>Jigsaw Charter</p> <p>Connect us- Play the game 'What are you doing?' A child mimes an everyday action. The child to the right asks 'Hello...What are you doing?' The miming child answers with a different mime. The game continues around the circle like this.</p> <p>Calm me</p> <p>Open my mind- slides 1-8. Look at the pictures and share their thoughts with their partner. Chn share thoughts using Jigsaw Jino- challenge stereotypes as they arise. Does there have to be specific male and female jobs?</p> <p>Tell me/Show me- In groups of 4-6 give the male/female/both cards and 'Whose responsibility cards' Sort the statements. As a whole class compare their ideas from the card sort and discuss. What happens in households where only one gender is present? Do the things we see online, in movies and TV show stereotypes? Can the children think of some examples? Introduce the concept of stereotypes.</p>

		<p>Floor book: Draw each member of their family and identify two jobs that each person does- including themselves.</p> <p>Help me reflect- Slide 10 reflect on their learning thumbs up/down</p>
Lesson 2	<p>LO To how to negotiate in conflict situations to try to find a win-win solution.</p> <p>SK I can use some of the skills of friendship eg. taking turns, being a good listener</p>	<p>Jigsaw Charter</p> <p>Connect us- Sing or listen to the Jigsaw song Relationships. Think about the key messages and share ideas with their partner.</p> <p>Calm me</p> <p>Open my mind- slides 2-5. Chn come up with solutions so both donkeys are happy. Show the next slide of them sharing- Share the children's ideas- are they win-win situations?</p> <p>Tell me/Show me- Slide 6. Talk through the 'solve it together technique' using children to act through each stage (or use the Mending Friendships resource sheet). Go through the scenario: 'Harley hears that Jenna is going to a sleepover party at Bradley and Amy's house. At playtime Harley won't play with Jenna because she wasn't invited. Jenna doesn't understand what's wrong.' Chn share their feelings and come up with a solution.</p> <p>Let me learn- Children work through the scenarios with their partner.</p> <p>Floor book stick in the scenario they were working on and write a sentence on a post it about how they made it a win-win situation.</p> <p>Help me reflect- Slide 7 reflect on their learning thumbs up/down</p>
Lesson 3	<p>LO To identify who to ask for help if I am worried or concerned about anything online.</p> <p>SK I can use some strategies for keeping myself safe online</p>	<p>Jigsaw Charter</p> <p>Connect us- Play pass the squeeze. Pass Jigsaw Jino around the circle and chn share their favourite thing to do online.</p> <p>Calm me</p> <p>Open my mind- Slides 1-2. Is this a game you would be tempted to download and play? What is its appeal? Draw pupils attention to the possible risks with the App. There are interactions and messages with others online, draw out why this could be a risk.</p> <p>Tell me/Show me- Share these facts with the pupils About 300 hours of YouTube video is uploaded every second;• About 5 billion YouTube videos are watched every day;• About 6000 new Apps are created every day. We have to use our common sense to decide what we trust and don't trust online. Return to the Power Point- would you trust this App? Discuss the misleading nature of percentages (100%could just be one person), statements and reviews as well as in-App purchases. Tell the chn it is a fake.</p> <p>Let me learn- In small groups chn rank Top Trumps cards most important to least important. Discuss.</p> <p>Floor books: Write top 5 tips for staying safe online.</p> <p>Help me reflect- Slide 3 reflect on their learning thumbs up/down</p>
Lesson 4	<p>LO To show an awareness of how people around the world can influence my choices.</p> <p>SK I know how some of the actions and work of people around the world help and influence my life</p>	<p>Jigsaw Charter</p> <p>Connect us- Name as many countries of the world as you can in 30 seconds.</p> <p>Calm me</p> <p>Open my mind- Show the chn a bar of Fairtrade chocolate. Where does it come from? (About ¼ of the world's cocoa comes from just 4 African countries: Ivory Coast, Ghana, Nigeria and Cameroon). What else do we get from other countries? Bring other items out of a bag and see if chn can guess where they come from.</p> <p>Tell me/Show me- Slides 1-6 compare one of the pictures with an item from the bag to show it in its final form i.e. the chocolate bar and the cocoa plant. Help chn to recognise some of the actions and work of people around the world and how this impacts on our lives. We are closely connected to people around the world in many ways and we depend on each other.</p> <p>Floor books: Use one of the pictures from the power point and annotate referring to these questions: What is happening in the picture?• How does the food/clothes in the picture look different from how we receive it?• How do you think the person's life in the picture is different to yours?• How does this person help you?• Does knowing how this product is made influence what you might buy?</p> <p>Help me reflect- Slide 8 reflect on their learning thumbs up/down</p>
Lesson 5	<p>LO To be able to empathise with children whose lives are different to mine and appreciate what I may learn from them.</p> <p>SK I know how my needs and rights are shared by children around the world and can</p>	<p>Jigsaw Charter</p> <p>Connect us- Hand out the wants and needs cards one between two. Chn decide whether they have a want or need. Share and discuss.</p> <p>Calm me</p> <p>Open my mind- Slides 1-4. Give out the pictures of the slides to each group. Read the statements (see the power point or Jigsaw plan). Chn hold up the picture they think matches the statements you've read out.</p> <p>Tell me/Show me- Slide 5. Explain the role of the UN. They have produced a 'convention on the rights of the child'- a list of basic needs that should be met for all children in the world.</p> <p>Let me learn- Allocate one of the rights to each group of pupils. Pupils make a poster for their right. It should reflect why their right is important and what it means.</p> <p>Floor books: pupils present a photocopy or photograph of their poster.</p> <p>Help me reflect- Slide 6 reflect on their learning thumbs up/down</p>

	<p>identify how our lives may be different.</p>	
<p>Lesson 6</p>	<p>LO To express my appreciation to my friends and family.</p> <p>SK I know how to express my appreciation to my friends and family</p>	<p>Jigsaw Charter Connect us- Play the appreciation game. Chn walk around and teacher calls out an instruction e.g. say hello to someone/ smile at someone different/ high five a good friend. Sit in a circle- think about how they show appreciation to people in their family that are special to them. Use Jigsaw Jino to share ideas. Calm me Open my mind- Listen to/ Sing the Jigsaw song Relationships. Discuss the different relationships they have learnt about in this unit- friends, family, online community. Tell me/Show me- Show the streamer you have made (see the Jigsaw plan for instructions on how to make). Give pupils strips of paper approx. 30cm long. They need a strip to represent a friend, another to represent a family member and a third for a child they don't know but respect (maybe one from the earlier puzzle pieces). Draw a picture of them at one end and write 'you are special to me because...' Floor books: <i>Children answer these questions: What people have a positive influence on your life? What do you appreciate about other people? How do you show your appreciation to others?</i> Help me reflect- Slide 2 reflect on their learning thumbs up/down</p>