

PSHE Year Five

Autumn Term Two - Celebrating Difference

Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 9-10 2-CD Pieces
1-6.pdf



UK 9-10 2-CD Piece
1.pptx



UK 9-10 2-CD Piece
2.pptx



UK 9-10 2-CD Piece
3.ppt



UK 9-10 2-CD Piece
4.ppt



UK 9-10 2-CD Piece
5.pptx



UK 9-10 2-CD Piece
6.pptx

Key Vocabulary

Lesson 1) Culture Conflict Difference Similarity Belong Culture wheel

Lesson 2) Racism Colour Race Discrimination Culture Ribbon

Lesson 3) Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving

Lesson 4) Bullying Indirect Direct Cyber bullying Texting

Lesson 5) Happiness Difference Culture Similarity Continuum Developing world Racism Discrimination Direct and indirect bullying

Lesson 6) Culture Celebration Artefacts Display Presentation

Prior Unit:

Year 2 Jigsaw – Celebrating Difference

Future Unit:

Year 4 Jigsaw- Celebrating Difference

Sticky knowledge:

- I understand that cultural differences sometimes cause conflict
- I understand what racism is
- I understand how rumour-spreading and name-calling can be bullying behaviours
- I can explain the difference between direct and indirect types of bullying
- I can compare my life with people in the developing world

I can understand a different culture from my own

Learning intention

- I am aware of my own culture
- I am aware of my attitude towards people from different races
- I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
- I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
- I can appreciate the value of happiness regardless of material wealth
- I respect my own and other people's cultures

Key Questions

Lesson 1) How does it feel to be part of a group? What groups do you belong to? Is there ever any conflict between different groups in school? Which aspects of your culture do you share with other members of the class? Which aspects of your culture are different?

Lesson 2) Are any of the facts a reason why the children should face racism? How might it feel to be discriminated against because of your colour or race? What could you do if you thought racism was happening in our school?

Lesson 3) How are rumours spread? How might it feel to pass on information about someone else? How might it feel if you think people are whispering about you and/or spreading rumours. How do we know what is bullying? What sort of bullying do you think is the most hurtful and cause the most harm to the person on the receiving end?

Lesson 4) Do you understand the difference between indirect and direct bullying? Do you know how you can prevent bullying of any type? Do you know what to do if ever you or someone else was on the receiving end of bullying? How well does our school prevent bullying and deal with it happens?

Lesson 5) How important is money to happiness? Can money make you happy.

Lesson 6) Can there be different cultures in the same country? What can we do to make sure we live well together when there are lots of different cultures in a community? What would you do if you witnessed someone from a different culture being bullied

	Learning Target	Lesson Outline
Lesson 1	<p>LO To be aware of my own culture</p> <p>SK I understand that cultural differences sometimes cause conflict</p>	<p>Jigsaw Charter</p> <p>Connect us- Introduce Jigsaw Jez and pass round the circle, asking the children to suggest ways to help Jez feel like he belongs to the class. Summarise how we help each other feel a sense of belonging. Play 'stand up if...'</p> <p>Whilst playing ask the following questions</p> <ul style="list-style-type: none"> • "Is there ever any conflict between these two groups (boys and girls) in school?" • Ask the question: "Is there ever any conflict between children who wear glasses and those who don't wear glasses?" • "Is there ever any conflict between people that have a religion and those that don't? Or perhaps people with different religions?" (Draw out it may not be an issue in school, but how about historically and globally?) <p>Calm me- Use the 'Calm Me' Script and the Jigsaw Chime.</p>

		<p>Open my mind- Each child completes a culture wheel template, writing words in each section that describes the things that the child feels describes his/her culture best.</p> <p>Tell me/Show me- Speed Dating Students find a partner, preferably someone they usually don't interact with. Allow 1 minute for them to compare their culture wheels and find one aspect that is similar, and one that is different. At the teacher's signal the couples split and find a new partner and repeat the process. It may be easier to have pairs facing each other in an inner and an outer circle. Then the inner circle can move round while the outer circle stays put. If time allows repeat 3 or 4 more times.</p> <p>Let me learn- Explain sometimes people have conflicts because cultures appear to be different. That can make some people feel uncomfortable. Using the first scenario card: "One child tells another child at lunchtime that their food smells disgusting." Invite the children to think of a way that situation could be reframed to turn the possible conflict into a learning moment. e.g. The child could ask what he is eating. Maybe they could say that it has a strong smell and asks what is in it? Conflict can be avoided and the situation improved by asking questions and finding out about each other rather than highlighting differences. In groups pupils complete other scenario cards by going through the same process with each one. In books: child give examples for scenario cards and how conflict can be avoided.</p> <p>Help me reflect- slide 2. Complete assessment sheet.</p>
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What do the children in my class need in order to learn more and remember more?

<p>Lesson 2</p>	<p>LO To explain my attitude towards people from different races</p> <p>SK I understand what racism is</p>	<p>Jigsaw Charter</p> <p>Connect us- Play a game of pass the squeeze</p> <p>Calm me- Use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind- Play the game 'cool' or 'not cool'. With the children sitting in a circle, the teacher goes around the circle saying whether a child is 'cool' or 'not cool'. To decide the teacher chooses a simple criterion, e.g. that the child is sat with legs crossed or has arms folded but this remains secret to the children. The children have to guess the criteria to make sure they are cool. Ask how they might feel if the game went on and they were the only one left out of the 'cool' gang.</p> <p>Tell me/Show me Slide 1: Ask the children if they know what racism is? Explain or clarify that it is discrimination or a negative judgement about someone due to the colour of their skin or their race and might include their beliefs or religion. Explain all racism are unacceptable. Show the picture or Abdul and Atira and ask children to imagine they are moving to a new school. In groups hand out a set of Abdul and Atira Fact Cards to each. Children to rank the cards in order of which facts might cause Abdul and Atira to face racism in their new school? Rank them from 1 to 9. (1 being the fact that you think is most likely to make other children tease/bully them, with 9 being the least likely)."</p> <p>Let me learn- In books: Children design a poster to fight racism.</p> <p>Help me reflect- slide 3</p>
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What do the children in my class need in order to learn more and remember more?

<p>Lesson 3</p>	<p>LO To identify a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>SK: I understand how rumour-spreading and name-calling can</p>	<p>Jigsaw Charter</p> <p>Connect us- Play Chinese whispers. Explain that this is how rumours are started. E.g. A told me that B said she'd herd C talking to D about me. Spreading rumours and name-calling are unacceptable and are examples of bullying behaviour</p> <p>Calm me- Use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind- Slides 1-2: Share the following scenario with the children (PowerPoint slide picture of Carol displayed on the whiteboard): Scenario: "Carol has recently moved to the school. She has few friends and recently a group of girls has made it obvious they will not accept her into their group, by isolating her and giving her nasty looks. They make her feel like they are talking about her and she has recently begun to receive anonymous text messages calling her names. Carol feels very lonely, sad and isolated and is feeling scared about coming to school." Children to decide whether or not Carol is being bullied and to give their reasons. Slide 2:</p>
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	<p>be bullying behaviours</p>	<ol style="list-style-type: none"> 1. It doesn't just happen once: it goes on over time and happens again and again 2. It is deliberate: hurting someone on purpose, not accidentally 3. It is unfair: the person doing the bullying is older, stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the person being bullied is not. <p>Ensure children know that name-calling and rumour-spreading can be just as hurtful as physical bullying.</p> <p>Tell me/Show me- Share some sources of support with the children so they have a range of signposts to refer to if they are worried. (Some children may not want to report bullying to anyone in school or to their family at first, so it is important children also have some 'third -party' support such as those available on the web e.g in the UK Child-Line, Kidscape, Thinkuknow etc. Teachers in International settings should source appropriate equivalents for their context).</p> <p>Let me learn- Slide 4: In groups of four, each group has: • an A3 board game grid (there is a choice of two sizes): children tend to find it easier to work with the larger grid. • some sheets with snakes and ladders to cut out • 6x post-its of each colour as used above • a blank scenario strip Starting with the scenario strip, children create a scenario using the prompt questions (there is a slide you can show the children).</p> <p>The children create their scenarios and write these onto the blank scenario strip (this is part of the photocopiable resources). Ask each group to take a different bullying focus, e.g. sexism, racism, homophobia, appearance, disability, cyber-bullying etc. Then on six post-its of one colour, they write at six ways to help solve the situation or make it better (keeping to the same colours as above)</p> <p>In books: children explain the ways that they could help solve the bullying problem.</p> <p>Help me reflect- Slide 5</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p>Lesson 4</p>	<p>LO to identify ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>SK I can explain the difference between direct and indirect types of bullying</p>	<p>Jigsaw Charter</p> <p>Connect us- Play 'Switch', using statements such as:</p> <ul style="list-style-type: none"> • know someone who has had a rumour spread about them • know someone who has been directly bullied • know someone who felt bullied because they weren't allowed to join in • think direct bullying is more harmful than indirect bullying (NB: This will give you an idea of what the children think about that) <p>Calm me- Use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind- Read out direct/indirect bullying statements below. Children decide whether they are examples of direct / indirect bullying.</p> <ol style="list-style-type: none"> 1. Jasmine hides Kevin's lunchbox every day 2. Olayinka trips up Yussef every time he passes by her 3. Elliot calls Mohammed names on the bus to school every morning 4. Ella and her friends ignore Sally and give her nasty looks 5. Marcus persuades his friends to take away Connor's friends so he has no-one to play with 6. Ahmed frequently texts messages to Billy, threatening to beat him up on the way home 7. Ryan keeps finding his pencils, rulers and equipment broken up into pieces in his tray 8. Pippa's friend tells her she thinks the girls in Class Two are spreading nasty rumours about her <p>Tell me/Show me- Ensure that children understand the difference between these types of bullying.</p> <ul style="list-style-type: none"> • Direct bullying: when the bullying is done directly to the person being bullied. He or she might be pushed, hit, tripped, texted/ emailed, or told, "No, you can't play with us", having signs made at them, etc. • Indirect bullying: bullying that happens behind someone's back, (spreading rumours, whispering, making signs to each other, stealing or damaging things without the person knowing who is doing it, excluding someone indirectly, e.g. making up excuses about why they can't come rather than telling them directly. <p>In Books: Pupils write definition of direct and indirect bullying and record which statements meet which criteria</p> <p>Let me learn- Working in the same groups as in the last Piece (lesson), each group adds more snakes and ladders to their game as follows:</p> <ul style="list-style-type: none"> • One example of indirect bullying (head of a snake) and a coloured post-it that matches the other snakes • One example direct bullying (head of a snake) and a coloured post-it that matches the other snakes • One way to encourage children who are using bullying behaviours to make other choices (base of a ladder) and a coloured post-it that matches the other ladders • One way to support children who are being bullied (base of a ladder) and a coloured post-it that matches the other ladders

		<p>Swap games with another group and play the game.</p> <p>Help me reflect- Slide 2</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p>Lesson 5</p>	<p>LO To understand happiness regardless of material wealth</p> <p>SK I can compare my life with people in the developing world</p>	<p>Jigsaw Charter Connect us- Children complete the sentence “To me, happiness means...” Calm me- Use the ‘Calm Me’ Script and the Jigsaw Chime. Open my mind- Still in the circle and working in small groups, each group has a set of ‘Happiness cards’. Ask children to arrange the cards on a continuum from left to right with the things that make them least to most happy. Debrief quickly, drawing out similarities and differences between groups and write on flipchart/ whiteboard the top three happiness cards for the class. The class could then vote for their top three Tell me/Show me- BBC Two - Children at Work, Cocoa, Use of child labour on cocoa plantations in Ghana (pt 1/3) Each group then has a set of the happiness cards they have just used, including two blank cards. Ask the children to do the continuum activity again but this time from the perspective of the children in the clip. They may need to add new ideas themselves using the blank cards. Discuss the differences between their personal continuums and the cocoa plantation children’s continuum and think about why they might be different. As a class, draw together some of the main learning points, i.e. what we value often depends on our culture and situation. Ask the class what they think would make the Ghanaian children happier Let me learn- Slide 2: Share Fact Sheet 2 with the children. This shows an alternative life of a child in Ghana: Joseph Ask the children if anything surprises them about this child. Ask the children if they know what stereotyping means. Repeat the happiness continuum activity, but this time focus on Joseph in Fact Sheet 2. Discuss the differences between the children working on the cocoa plantations and the Ghanaian child living in the city. Discuss why the happiness continuums may be different. Is this child’s happiness similar? Does money affect happiness? Is there anything that might make the city child happier? Is this material or are there other important things? Are there richer and poorer people in every culture? In books: Children write about whether they think money makes people happy and why / why not. Help me reflect- Slide 3</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p>Lesson 6</p>	<p>LO To understand the need to respect my own and other people’s cultures</p> <p>SK I can understand a different culture from my own</p>	<p>Jigsaw Charter Connect us- Children play ‘Switch’ by taking it in turns to complete the stem sentence: ‘Part of my culture is...’ Calm me- Use the ‘Calm Me’ Script and the Jigsaw Chime. Open my mind- In pairs ask the children to discuss what they remember about: • Children living in Ghana who work on cocoa plantations • Joseph, the Ghanaian child who lived in the city (Fact sheet 2 from previous lesson) Ask the children what they think the Ghanaian culture is? Is it represented by the farming children, by Joseph or do they both represent different parts of Ghanaian culture? Invite the children to look back at their own culture wheels they made in Piece 1. What do they think their culture is? Is everyone in our culture the same? Is our culture a mix of lots of different things too? What things make up our culture? Is it OK to be different in a culture? Tell me/Show me- Split the class into four groups. Explain that each group will do a different task as follows: <ol style="list-style-type: none"> 1. The task is to produce a culture wheel for a child who works on a cocoa plantation and compare it to theirs. 2. The task is to produce a culture wheel for Joseph and compare it to theirs. 3. Imagine that a child from a cocoa farm is going to live in a different country and go to school there. Can the children identify and list any reasons why this child might be bullied? Can they identify if the bullying is direct or indirect? 4. Imagine that Joseph is going to live in a different country and go to school there. </p>

		<p>Can the children identify and list any reasons why Joseph might be bullied? Can they identify if the bullying is direct or indirect?</p> <p>Let me learn- <i>In books: pupils write simple explanations of that they have learned about culture, stereotyping and racism.</i></p> <p>Help me reflect- Slide 1</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		