

# Being Me in My World

## Puzzle Overview – Year 1

Puzzle 1 Being Me in My World	Puzzle Outcome Help me fit together the pieces of learning about Being Me in My World to create the Learning Charter		Resilience Framework (Resilient Ralph Links)
Pieces			
<b>1. Special and Safe</b>	I know how to use my Jigsaw Journal.	I feel special and safe in my class.	<b>Ralph to be part of the learning charter</b> Basic section of Resilience framework; <ul style="list-style-type: none"> <li>• Being safe (safe and secure environment)</li> <li>• Being free from prejudice and discrimination</li> </ul>
<b>2. My Class</b>	I understand the rights and responsibilities as a member of my class.	I know that I belong to my class.	Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> <li>• Find somewhere to belong (being part of their class/class charter)</li> <li>• Understand each child has a place in the world</li> <li>• Rights and responsibilities (class jobs and expectations)</li> <li>• Predict a good experience of someone or something new (new class, new targets, new beginnings etc).</li> </ul>
<b>3. Rights and Responsibilities</b>	I understand the rights and responsibilities of being a member of my class.	I know how to make my class a safe place for everybody to learn.	Learning section of Resilience framework: <ul style="list-style-type: none"> <li>• Develop life skills</li> <li>• Map out career or life plan (what does the school year look like for you?)</li> <li>• Help the child to organise themselves.</li> </ul>
<b>4. Rewards and Feeling Proud</b>	I know my views are valued and can contribute to the Learning Charter.	I can recognise the range of feelings when I face certain consequences.	Coping section of Resilience Framework: <ul style="list-style-type: none"> <li>• Understanding boundaries and keeping withing them to instil a sense of hope (accept consequence for rule breaking, accept and move on).</li> </ul>
<b>5. Consequences</b>	I can recognise the choices I make and understand the consequences.	I can recognise the range of feelings when I face certain consequences.	Core Self section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Support the child to understand others people’s feelings.</li> <li>• Help the child take responsibility for themselves.</li> </ul>
<b>6. Owning our Learning Character</b>	I understand my rights and responsibilities within our Learning Charter.	I can understand my choices in following the Learning Charter.	Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Accepting</li> <li>• Conserving</li> <li>• Commitment</li> </ul>
<b>Adaptations</b>			

# Celebrating Differences

## Puzzle Overview – Year 1

Puzzle 2 Celebrating Differences	Puzzle Outcome Help me fit together the pieces of learning about Celebrating Differences to create a Hall of Fame display		Resilience Framework (Resilient Ralph Links)
Pieces			
<b>1. The Same as...</b>	I can identify similarities between people in my class.	I can tell you some ways which I am the same as my friends.	Basic section of Resilience framework; <ul style="list-style-type: none"> <li>• Being safe (safe to express their individuality)</li> <li>• Being free from prejudice and discrimination</li> </ul>
<b>2. My Class</b>	I can identify differences between people in my class.	I can tell you some ways I am different from my friends.	Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> <li>• Find somewhere to belong (being part of their class)</li> <li>• Understand each child has a place in the world</li> <li>• Keep relationships going</li> <li>• The healthier relationships the better</li> <li>• Focus on good times and places</li> <li>• Predict a good experience of someone or something new</li> <li>• Make friends and mix with other children</li> </ul>
<b>3. Rights and Responsibilities</b>	I can tell you what bullying is.	I understand how being bullied might feel.	Learning section of Resilience framework: <ul style="list-style-type: none"> <li>• Develop life skills</li> <li>• Make school life work as well as possible</li> </ul>
<b>4. Rewards and Feeling Proud</b>	I know some people who I could talk to if I was feeling unhappy or being bullied.	I can be kind to children who are bullied.	Coping section of Resilience Framework: <ul style="list-style-type: none"> <li>• Understanding boundaries and keeping within them to instil a sense of hope (accept consequence for rule breaking, accept and move on).</li> <li>• Being brave (speak to adults about issues affecting mental health and attainment).</li> <li>• Calming down and self-soothing</li> <li>• Lean on others when necessary</li> <li>• Have a laugh</li> <li>• Solving problems (overcome adversities and challenges).</li> </ul>
<b>5. Consequences</b>	I know how to make new friends.	I know how it feels to make a new friend.	
<b>6. Owing our Learning Character</b>	I can tell you some ways I am different from my friends.	I can understand these differences make us all special and unique.	Core Self section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Support the child to understand other people's feelings.</li> <li>• Help the child know themselves</li> <li>• Help the child take responsibility for themselves.</li> </ul> Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Accepting (accepting differences and respecting people for who they are)</li> <li>• Conserving (control extreme emotions e.g. anger, rage, frustration in response to bullying)</li> <li>• Commitment (to yourself and friends)</li> </ul>
<b>Adaptations</b>			

# Dreams and Goals

Puzzle Overview – Year 1

Puzzle 3 Dreams and Goals	Puzzle Outcome Help me fit together the pieces of learning about my Dreams and Goals to create Our Garden of Dreams and Goals		Resilience Framework (Resilient Ralph Links)
Pieces			
<b>1. My treasure of success</b>	I can set simple goals.	I can identify my successes and achievements.	<p>Basic section of Resilience framework;</p> <ul style="list-style-type: none"> <li>• Good enough housing (future aspirations)</li> <li>• Enough money to live (future aspiration – ultimate goal is to achieve education and work)</li> <li>• Enough sleep (emphasis the importance of sleep in order to concentrate and be successful)</li> <li>• Being safe (safe to express their individuality)</li> <li>• Being free from prejudice and discrimination</li> </ul> <p>Belonging section of Resilience Framework includes;</p> <ul style="list-style-type: none"> <li>• Understand each child has a place in the world</li> <li>• Predict a good experience of someone or something new</li> <li>• Good influences (being a good role model, having visitors to influence children’s goals)</li> </ul> <p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> <li>• Develop life skills</li> <li>• Engage mentors for children</li> <li>• Map out career or life plan</li> <li>• Help the child to organise themselves</li> <li>• Highlight achievements</li> </ul> <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> <li>• Understanding boundaries and keeping within them to instil a sense of hope (setting high expectations).</li> <li>• Being brave (stepping out of your comfort zone and pushing yourself to achieve).</li> <li>• Solving problems (overcome adversities and challenges).</li> <li>• Fostering their interests</li> <li>• Lean on others when necessary</li> <li>• Have a laugh (remember to enjoy success)</li> <li>• Remember tomorrow is another day (be optimistic about what the future holds)</li> </ul> <p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> <li>• Instil a sense of hope</li> <li>• Foster their talents</li> <li>• Help the child take responsibility for themselves.</li> </ul> <p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> <li>• Accepting</li> <li>• Commitment (to yourself and friends)</li> </ul>
<b>2. Steps to Goals</b>	I can set a goal and work out how to achieve it.	I can tell you how I learn best.	
<b>3. Achieving Together</b>	I understand how to work well with a partner.	I can celebrate achievement with my partner.	
<b>4. Stretchy Learning</b>	I can tackle a new challenge and understand this might stretch my learning.	I can identify how I feel when I am faced with a new challenge.	
<b>5. Overcoming Obstacles</b>	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.	I know how I feel when I see obstacles and how I feel when I overcome them.	
<b>6. Celebrating My Success</b>	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.	I know how to store the feelings of success in my internal treasure chest.	
<b>Adaptations</b>			

# Healthy Me

Puzzle Overview – Year 1

Puzzle 4 Healthy Me	Puzzle Outcome Help me fit together the pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'		Resilience Framework (Resilient Ralph Links)
Pieces			
<b>1. Being Healthy</b>	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.	I feel good about myself when I make healthy choices.	<p>Basic section of Resilience framework;</p> <ul style="list-style-type: none"> <li>• Good enough housing</li> <li>• Enough money to live</li> <li>• Enough sleep</li> <li>• Play and leisure</li> <li>• Healthy diet</li> <li>• Exercise and fresh air</li> <li>• Being safe</li> <li>• Being free from prejudice and discrimination</li> </ul> <p>Belonging section of Resilience Framework includes;</p> <ul style="list-style-type: none"> <li>• Responsibilities and obligations</li> </ul> <p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> <li>• Develop life skills</li> <li>• Highlight achievements</li> </ul> <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> <li>• Understanding boundaries (expectations of healthy lifestyle and why it is good for our body and mind).</li> <li>• Calming down and self-soothing</li> <li>• Lean on others when necessary (for motivation)</li> </ul> <p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> <li>• Support the child to understand other people's feelings</li> <li>• Help the child take responsibility for themselves.</li> </ul> <p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> <li>• Accepting</li> <li>• Commitment (to healthy lifestyles and how to avoid illness)</li> </ul>
<b>2. Healthy Choices</b>	I know how to make healthy lifestyle choices.	I feel good about myself when I make healthy choices.	
<b>3. Clean and Healthy</b>	I know how to keep myself clean and healthy, and understand how germs cause illness/disease. I know that all household products including medicines can be harmful if not used properly.	I am special so I keep myself safe.	
<b>4. Medicine Safety</b>	I understand that medicines can help me if I feel poorly and I know how to use them safely.	I know some ways to help myself when I feel poorly.	
<b>5. Road Safety</b>	I know how to keep safe when crossing the road, and about people who can help me to stay safe.	I can recognise when I feel frightened and know who to ask for help.	
<b>6. Happy, Healthy Me</b>	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	I can recognise how being healthy helps me feel happy.	
<b>Adaptations</b>			

# Relationships

## Puzzle Overview – Year 1

Puzzle 5 Relationships	Puzzle Outcome Help me fit together the pieces of learning about Relationships to create 'Our Relationship Fiesta'		Resilience Framework (Resilient Ralph Links)
Pieces			
1. Families	I can identify the members of my family and understand that there are lots of different types of families.	I know how it feels to belong to a family and care about the people who are important to me.	<p>Basic section of Resilience framework;</p> <ul style="list-style-type: none"> <li>Being free from prejudice and discrimination</li> </ul> <p>Belonging section of Resilience Framework includes;</p> <ul style="list-style-type: none"> <li>Keep relationships going</li> <li>The healthier the relationship the better</li> <li>Take what you can from relationships where there is some hope</li> <li>Get together people the children can count on (teachers, Tas, special visitors)</li> <li>Focus on good times and places</li> <li>Make sense of where children have come from (respecting children's backgrounds)</li> <li>Make friends and mix with other children</li> </ul> <p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> <li>Develop life skills</li> <li>Engage mentors for children</li> <li>Help the child to organise themselves</li> <li>Make school life work as well as possible</li> </ul> <p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> <li>Understanding boundaries (social boundaries)</li> <li>Being brave</li> <li>Calming down and self-soothing</li> <li>Solving problems (overcome arguments and disagreements)</li> <li>Fostering their interests</li> <li>Lean on others when necessary</li> <li>Have a laugh</li> <li>Remember tomorrow is another day (be optimistic about what the future holds)</li> </ul> <p>Core Self section of the Resilience Framework:</p> <ul style="list-style-type: none"> <li>Instil a sense of hope</li> <li>Support the child to understand other people's feelings</li> <li>Help the child to know themselves</li> <li>Foster their talents</li> <li>Help the child take responsibility for themselves.</li> </ul> <p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> <li>Accepting</li> <li>Commitment (to yourself and friends)</li> </ul>
2. Making Friends	I can identify what being a good friend means to me.	I know how to make a new friend.	
3. Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer.	I can recognise which forms of physical contact are acceptable and unacceptable to me.	
4. People Who Help Us	I know who can help me in my community.	I know when I need help and know how to ask for it.	
5. Being My Own Best Friend	I can recognise my qualities as a person and a friend.	I know ways to praise myself.	
6. Celebrating My Special Relationships	I can tell you why I appreciate someone who is special to me.	I can express how I feel about them.	
Adaptations			

# Changing Me

Puzzle Overview – Year 1

Puzzle 6 Changing Me	Puzzle Outcome Help me fit together the pieces of learning about Changing Me to Create a Tree of Change display		Resilience Framework (Resilient Ralph Links)
Pieces			
<b>1. Life Cycles</b>	I am starting to understand the life cycles of animals and humans.	I understand that changes happen as we grow and that this is OK.	Basic section of Resilience framework; <ul style="list-style-type: none"> <li>• Being free from prejudice and discrimination</li> <li>• Being safe (I am in charge of my own body)</li> <li>• Healthy diet</li> <li>• Exercise and fresh air</li> <li>• Enough sleep</li> </ul>
<b>2. Changing Me</b>	I can tell you some things about me that have changed and some things about me that have stayed the same.	I know that changes are OK and that sometimes they will happen whether I want them to or not.	Belonging section of Resilience Framework includes; <ul style="list-style-type: none"> <li>• Keep relationships going</li> <li>• The healthier the relationship the better</li> <li>• Make sense of where children have come from</li> </ul>
<b>3. My Changing Body</b>	I can tell you how my body has changed since I was a baby.	I understand that growing up is natural and that everybody grows at different rates.	Learning section of Resilience framework: <ul style="list-style-type: none"> <li>• Develop life skills</li> <li>• Engage mentors for children</li> <li>• Help the child to organise themselves</li> <li>• Make school life work as well as possible</li> </ul>
<b>4. Boys' and Girls' Bodies</b>	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.	I respect my body and understand which parts are private.	Coping section of Resilience Framework: <ul style="list-style-type: none"> <li>• Understanding boundaries (social boundaries)</li> <li>• Being brave</li> <li>• Calming down and self-soothing</li> <li>• Solving problems (overcome arguments and disagreements)</li> <li>• Fostering their interests</li> <li>• Lean on others when necessary</li> <li>• Have a laugh</li> <li>• Remember tomorrow is another day (be optimistic about what the future holds)</li> </ul>
<b>5. Learning and Growing</b>	I understand that every time I learn something new I change a little bit.	I enjoy learning new things.	Core Self section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Instil a sense of hope</li> <li>• Support the child to understand other people's feelings</li> <li>• Help the child to know themselves</li> <li>• Foster their talents</li> <li>• Help the child take responsibility for themselves.</li> </ul>
<b>6. Coping with Changes</b>	I can tell you about changes that have happened in my life.	I know some ways to cope with changes.	Noble Truths section of the Resilience Framework: <ul style="list-style-type: none"> <li>• Accepting</li> </ul> Commitment (to yourself and friends)
<b>Adaptations</b>			