

# Being Me in My World

Puzzle Overview – Year 4

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. Becoming a Class 'Team'</b>	I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.	I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.	<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. Being a School Citizen</b>	I understand who is in my school community, the roles they play and how I fit.	I can take on a role in a group and contribute to the overall outcome.	<b>Belonging section of Resilience Framework includes;</b> <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, Responsibilities and Democracy</b>	I understand how democracy works through the school council.	I can recognise my contribution to making and Learning Charter for the whole school.	<b>Learning section of Resilience framework:</b> <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 Consequences</b>	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.	I understand how rewards and consequences motivate people's behaviour.	<b>Coping section of Resilience Framework:</b> <ul style="list-style-type: none"> <li>• Understanding boundaries and keeping with them to instil a sense of hope (accept consequence for rule breaking, accept and move on).</li> </ul>
<b>5. Our Learning Charter</b>	I understand how groups come together to make decisions.	I can take on a role in a group and contribute to the overall outcome.	<b>Core Self section of the Resilience Framework:</b> <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. Owing our Learning Character</b>	I understand how democracy and having a voice benefits the school community.	I understand why our school community benefits from a Learning Charter and can help others to follow it.	<b>Noble Truths section of the Resilience Framework:</b> <ul style="list-style-type: none"> <li>• Accepting</li> <li>• Conserving</li> <li>• Commitment</li> </ul>
<b>Adaptations</b>			

# Celebrating Differences

Puzzle Overview – Year 4

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. Judging by Appearances</b>	I understand that, sometimes, we make assumptions based on what people look like.	I try to accept people for who they are.	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. Understanding Influences</b>	I understand what influences me to make assumptions based on how people look.	I can question why I think what I do about other people.	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. Understanding Bullying</b>	I know that sometimes bullying is hard to spot and I know what to do if I think it's going on but I'm not sure.	I know how it might feel to be a witness to and a target of bullying.	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. Problem-solving</b>	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.	I can problem-solve a bullying situation with others.	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. Special Me</b>	I can identify what is special about me and value the ways in which I am unique.	I like and respect the unique features of my physical appearance.	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>
<b>6. Celebrating differences: how we look</b>	I can tell you a time when my first impression of someone changed when I got to know them.	I can explain why it is good to accept people for who they are.	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> </ul> Commitment (to yourself and friends)
<b>Adaptations</b>			

# Dreams and Goals

Puzzle Overview – Year 4

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. Hopes and Dreams</b>	I can tell you about some of my hopes and dreams.	I know how it feels to have hopes and dreams.	<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 Commitment (to yourself and friends)</li> </ul>
<b>2. Broken Dreams</b>	I understand that sometimes hopes and dreams do not come true and that this can hurt.	I know how disappointment feels and can identify when I have felt that way.	
<b>3. Overcoming Disappointment</b>	I know that reflecting on a positive experience can help me counteract disappointment.	I know how to cope with disappointment and how to help others cope with theirs.	
<b>4. Creating New Dreams</b>	I know how to make a new plan and set new goals even if I have been disappointed.	I know what it means to be resilient and have a positive attitude.	
<b>5. Achieving Goals</b>	I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group.	I can enjoy being a part of a group challenge.	
<b>6. We Did It!</b>	I can identify the contributions made by myself and others to the group's achievement.	I know how to share in the success of a group and how to store this success experience in my internal treasure chest.	
<b>Adaptations</b>			

# Healthy Me

## Puzzle Overview – Year 4

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. My Friends and Me</b>	I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.	I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions.	<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 Commitment (to healthy lifestyles and how to avoid illness)</li> </ul>
<b>2. Group Dynamics</b>	I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g leader, follower and understand the roles I take in different situations.	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.	
<b>3. Smoking</b>	I understand the facts about smoking and the effects on health, also some of the reasons some people start to smoke.	I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.	
<b>4. Alcohol</b>	I understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons some people drink alcohol.	I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.	
<b>5. Healthy Friendships</b>	I can recognise when people are putting me under pressure and can explain ways to resist this when I want.	I can identify feelings of anxiety and fear associated with peer pressure.	
<b>6. Celebrating My Inner Strength and Assertiveness</b>	I know myself well enough to have a clear picture of what I believe is right and wrong.	I can tap into my inner strength and know how to be assertive.	
<b>Adaptations</b>			

# Relationships

Puzzle Overview – Year 4

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			
<b>1. Relationship Web</b>	I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant.	I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them.	<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 Commitment (to yourself and friends)</li> </ul>
<b>2. Love and Loss</b>	I can identify some I love and can express why they are special to me.	I know how most people feel when they lose something or something they love.	
<b>3. Memories</b>	I can tell you about someone I know but no longer see.	I understand that we can remember people even if we no longer see them.	
<b>4. Are Animals Special?</b>	I can explain different points on an animals rights issue.	I can express my own opinion and feelings on this.	
<b>5. Special Pets</b>	I understand how people feel when the love a special pet.	I can understand that losing a special pet brings feelings that can be hard to cope with, but that can be helpful to mark loss by celebrating special things about the pet.	
<b>6. Celebrating My Relationships with People and Animals</b>	I know how to show love and appreciation to the people and animals who are special to me.	I can love and be loved.	
<b>Adaptations</b>			

# Changing Me

Puzzle Overview – Year 4

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. Unique Me</b>	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.	I appreciate that I am a truly unique human being.	<p>Basic section of Resilience framework;</p> <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> <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>• Make sense of where children have come from (developmental growth)</li> </ul>
<b>2. Having a Baby</b>	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.	I can express how I might feel if I had a new baby in the family.	<p>Learning section of Resilience framework:</p> <ul style="list-style-type: none"> <li>• Develop life skills</li> </ul>
<b>3. Girls and Puberty</b>	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this.	I have strategies to help me cope with the physical and emotional changes I will experience during puberty.	<p>Coping section of Resilience Framework:</p> <ul style="list-style-type: none"> <li>• Understanding boundaries (relationship)</li> <li>• Lean on others when necessary</li> <li>• Have a laugh</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 to know themselves</li> <li>• Help the child take responsibility for themselves</li> </ul>
<b>4. Circles of Change</b>	I know how the circle of change works and can apply it to changes I want to make in my life.	I am confident enough to try to make changes when I think they will benefit me.	<p>Noble Truths section of the Resilience Framework:</p> <ul style="list-style-type: none"> <li>• Commitment (to healthy lifestyle)</li> </ul> <p>Accepting (accepting each other and ourselves)</p>
<b>5. Accepting Change</b>	I can identify changes that have been and may continue to be outside of my control that I learnt to accept.	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.	
<b>6. Looking Ahead</b>	I can identify what I am looking forward to when I am in Year 5.	I reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.	
<b>Adaptations</b>			