



## Being Me In My World Puzzle Map - Ages 14-15

### Big Question: Is managing my online and offline world within my control?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
<b>1. Liberty and safety in my world</b>	<p>I can list the freedoms I enjoy in society</p> <p>I can describe what personal freedom means to me</p> <p>I can describe my understanding of safety</p> <p>I can identify potential risks to my safety</p>	<p>I understand that this can differ in other parts of the world</p> <p>I can compare my freedom and safety to that of teenagers in different parts of the world</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p><a href="http://www.youtube.com/watch?v=VO7oS8PqkJY&amp;">www.youtube.com/watch?v=VO7oS8PqkJY&amp;</a></p> <p>Human Rights Act cards</p> <p>Human Rights Violation case study cards</p> <p>Jigsaw Journals</p>
<b>2. How I feel when things end</b>	<p>I can describe the stages of grief</p> <p>I know where to appropriately get help and support with loss and bereavement issues</p> <p>I can discern which online sources or support in regards to loss/ grief are helpful or not</p>	<p>I understand the range of emotions associated with relationships ending</p> <p>I understand the behaviours that some people experience as a result of grief, this can be on or offline</p> <p>I can identify some of the ways some individuals manage grief and loss</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Anonymous question box</p> <p><a href="http://www.youtu.be/h-qFkRaPRYY">www.youtu.be/h-qFkRaPRYY</a></p> <p>Leaflets/posters of local grief support services</p> <p>Jigsaw Journals</p>
<b>3. How social media affects me, my identity and culture</b>	<p>I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building</p> <p>I understand the impact social media has on culture and identity</p> <p>I recognise how online data is used both positively and negatively</p> <p>I can compare social media usage across different societies</p>	<p>I can reflect on how social media can impact on safety</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Debate help sheets</p> <p>Internet access for students</p> <p>Materials for infographic activity</p> <p>Jigsaw Journals</p>



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<b>4. Rated!</b>	<p>I can identify potential threats to online safety</p> <p>I understand “netiquette” and legislation relating to online safety</p> <p>I can state decision-making process regarding what you post online</p>	<p>I can critically assess own online identity</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Resources for You’ve Been Rated! activity</p> <p>Jigsaw Journals</p>
<b>5. Risk</b>	<p>I can identify potential threats to safety in a range of situations on and offline</p> <p>I can describe actions to mitigate risk in a range of situations</p> <p>I know how to get help if personal safety is threatened</p>	<p>I know some strategies for managing my feelings about how my world is changing</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>How risky is it? (Handout sheet)</p> <p><a href="http://www.youtube.com/watch?v=e_UQ0QTnZjl">www.youtube.com/watch?v=e_UQ0QTnZjl</a></p> <p><a href="https://www.youtube.com/watch?v=SIFybM0x4_M">https://www.youtube.com/watch?v=SIFybM0x4_M</a></p> <p><a href="http://www.youtube.com/watch?v=P629TojpvDU">www.youtube.com/watch?v=P629TojpvDU</a></p> <p>Jigsaw Journals</p>
<b>6. Assessment</b>	<p>I understand how to stay safe in my online and offline relationships</p>	<p>I know some strategies for managing on and offline relationships, positively</p>	<p>Jigsaw Chime</p> <p><a href="http://www.youtube.com/watch?v=CTufwCG8Xeg">www.youtube.com/watch?v=CTufwCG8Xeg</a></p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Workbook pages</p> <p>Jigsaw Journals</p>