



Dreams and Goals - Ages 10-11



Steps to success

I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.

I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.

Key vocabulary:

Dream, Hope, Goal, Feeling, Achievement, Money, Global Issue, Suffering, Concern and Hardship



Connect me:

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Time to play a game called "fairness". The aim of the game is to go around the room and ask "to me being fair is when.....continue until the teacher/family says stop.



Calm me:

Controlling our minds just takes practise. We can all do it. We have to learn to look in on what is happening in our thoughts and feelings.

Come with me as we practise getting better at calming our busy minds, our 'monkey' minds.

Adopt the Calm Me position... both feet flat on the floor, nice straight and proud posture, remembering the golden thread pulling up through the crown and elongating the spine. How does this feel? Comfortable? Proud?

Place your hand loosely in your lap and close your eyes or fix your gaze to a static point in front of you to help the mind avoid distractions.

(Strike the chime)

Use listening to the chime as an opportunity to bring all your attention to your breathing.

We are breathing all the time but so often are not aware of this...so right now in the present moment I invite you to tune in to your breathing process...

Breathe in through your nose and enjoy taking the air into your lungs.

Breathe out gently through your mouth and slowly, releasing the air and feeling grateful that it keeps you alive.

Breathe in... breathe out...

Slow your breathing down a bit and enjoy focussing on only your breathing... a nice rest for your mind... only focussing on your breathing.

Feel your body relax a little more with every out-breath...

Any tensions drifts down through your body and out through your feet every time you release an out-breath.

Now, with a relaxed body and calm mind, let yourself become aware of the dreams you have for the world. Invite your mind to create a picture of this dream becoming reality. Make the picture as vivid and colourful as possible. What can you see in the picture? Build the picture.

What can you hear in the picture? Breathe in... breathe out... create the picture of your dream for the world becoming reality. How does it feel to be achieving your dream? Let your body feel the feelings of pride and achievement.

Stay with the picture knowing you can return to it at any time as it is stored in your own mind.

(Pause)

Now gently return your focus to your breathing...

Let's try to gently persuade the mind to just focus on our breathing and to leave the thinking until later.

Draw the mind back to the breathing....

Breathe in 1,2,3,4,5... breathe out... 1,2,3,4,5,6,7.

(Repeat)

As you breathe out hear your mind silently say, "I can achieve my dreams."

Breathe in 1,2,3,4,5... breathe out "I can achieve my dreams."

(Repeat)

When you can no longer hear the sound of the chime, I invite you to bring your awareness back into the classroom.

(Strike the chime)

Gently coming back into the present moment, right here, right now, my awareness are both here right here, right now.

"I can achieve my dreams."



Now we are going to look at some slides of different people, answer the following questions for as many as you can:

- 1) What the picture is showing?
- 2) Where the picture might have been taken (e.g. country)
- 3) What might be the difficulty the child/people/person lives with in this situation?
- 4) What might help their situation?
- 5) How you feel about the situation?



















After looking through the slides:

Where are the main difficulties in the world?

How does this situation make you feel?

What other issues can you think of that affects people in the world?



Now let's get creative!

Today each one of you will complete a "bunting/flag" piece (triangle) to fill in:

'My dream for the world' - should be written on them followed by a statement as to what your dream for the world will be.

Children can then share their "dreams for the world" as they peg/attach their triangle to the string to make bunting.

(Those of you working at home, create a triangle or any shape and add what your dream for the world would be and send them on DOJO for me to view).

Now complete Piece three of your "Jigsaw Journal".



Puzzle 3 - Dreams & Goals (Pieces 1-3)

Ages 10-11

Name

						TINT BOX - To improve next time I...
Piece 1	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)				
	I can explain why it is important to stretch the boundaries of my learning				
Piece 2	I can work out the steps I need to take to reach my goals and know how to keep myself motivated to work on these				
	I can set realistic success criteria so that I will know whether I have reached my goals				
Piece 3	I can identify problems in the world that concern me and can talk to others about them				
	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations				

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