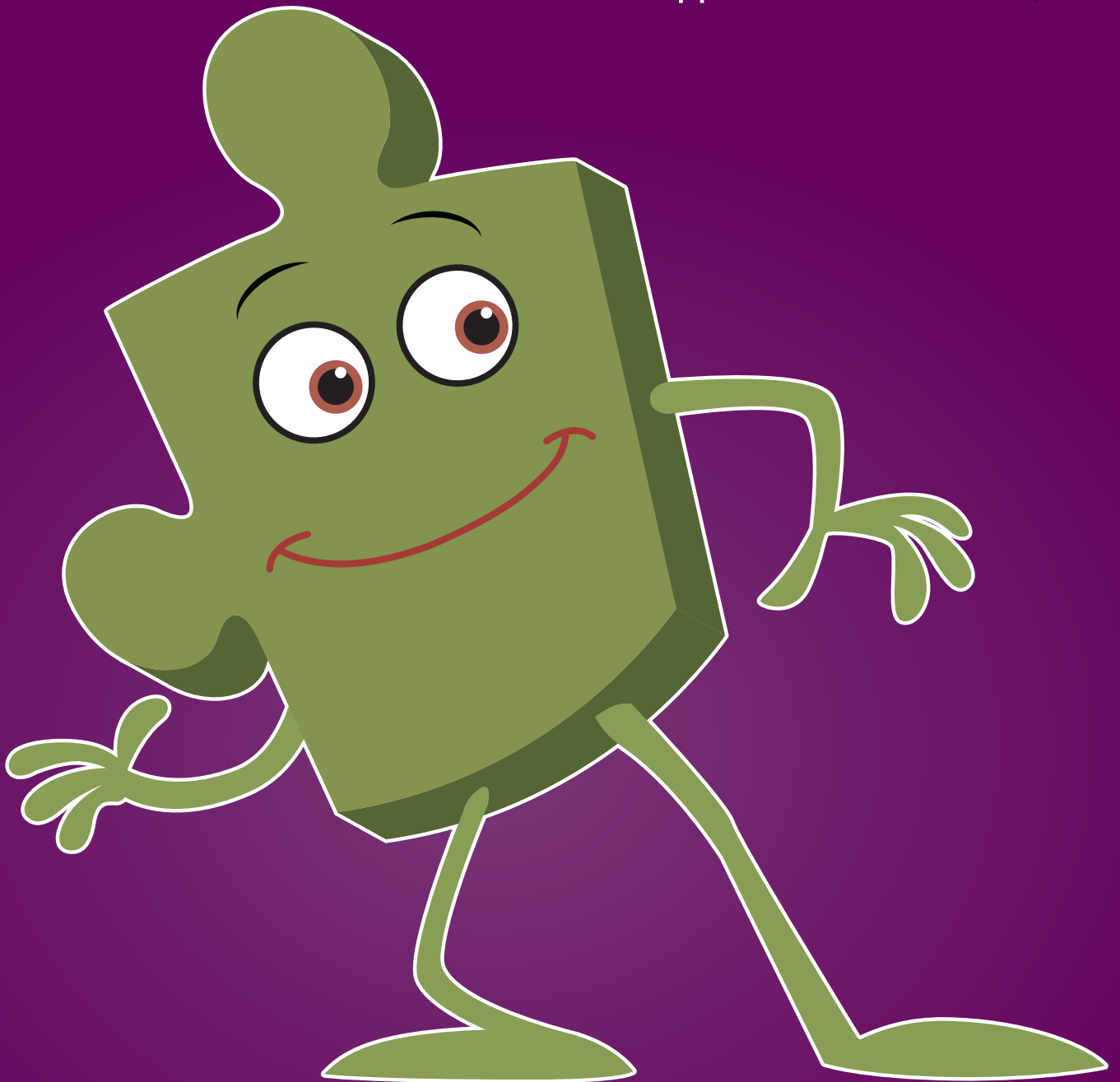


Jigsaw!

The mindful approach to PSHE



Healthy Me - Ages 9-10

www.jigsawpshe.com

Healthy Me

Puzzle Map - Ages 9-10



Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'
 Piece 5: Healthy Body Image

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Smoking	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Smoking quiz sheets and answers Image of the Tobacco Industry's Poster Child, (Teacher to source- can be easily found from the internet), Optional: Teacher sourced images from the media e.g. celebrities who smoke , Optional: Children's access to the internet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Alcohol	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure	Jigsaw Chime, 'Calm Me' script, Alcohol puzzle pieces, PowerPoint slide: Anti-social behaviour definition, Gregg and Lottie's story, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Have been physically active	3. Emergency Aid	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know how to keep myself calm in emergencies	Jigsaw Chime, 'Calm Me' script, Recovery position PowerPoint, Optional: Teacher could source an appropriate video from the internet that shows the stage of the recovery position, Storyboard template, Emergency situation cards, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Body Image	I understand how the media, social media and celebrity culture promotes certain body types	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am	Jigsaw Chime, 'Calm Me' script, PowerPoint slide: Body image definition, Teacher to source 'Photo-shopped images of celebrities; before and after). Easily obtained online. Ensure male and female pictures are included., Message game cards, Timer, Top Tips PowerPoint slide, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jez, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. My Relationship with Food Puzzle Outcome : Healthy Body Image	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	I respect and value my body	Jigsaw Chime, 'Calm Me' script, 'Food is...' sorting cards, Teacher to source a range of food adverts e.g. from online sources or from magazines, White card, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Healthy Me Assessment Opportunity ★	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I am motivated to keep myself healthy and happy	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Debate cards (if being used), Jigsaw Journals, My Jigsaw Journey, Certificate, Jigsaw Jez, Jigsaw Jerrie Cat.

Subject Leader's Preparation to Lead the **Healthy Me** Puzzle

- 1) Agree with staff in advance the End of Puzzle Outcome(s) you are planning for this Puzzle from:
 - The Healthy, Happy Me Recipe Book
 - Individual class displays of pupil work (Class teacher or children to design)
 - Whole school sharing assembly between different year groups
 - Celebration assembly with parents/carers – class or whole school as appropriate
- 2) Brief staff (if needed) using training materials from the Jigsaw Community website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Healthy Me.
- 3) Discuss Jigsaw song with school's music lead to include within any singing/music sessions as appropriate.
- 4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 5) Coordinate the Weekly Celebration Scrolls.
- 6) Identify and signpost any of the Jigsaw A-Z articles (available on the website) that may be useful for staff during this Puzzle, e.g. Preparing to teach about mental health, Tackling body image at an earlier age, Drugs education grid (found in the Community area of the website Resources), FGM and Jigsaw, Healthy Schools.
- 7) Ask staff if they have any questions about any aspects of the Puzzle Pieces (lessons) and offer support as necessary. Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/timetabling considerations when planning in advance of the Puzzle (unit).

Please contact your Jigsaw Mentor if you need support or to ask questions about any of the above.





Puzzle Assembly/Collective Worship: Healthy Me

Title: Healthy Me - Song: Make a Good Decision

Resources: PowerPoint slide show of people making healthy choices. PowerPoint slide of a car. Various pictures for the More often/Less often game. More often/Less often labels. Jigsaw song: Make A Good Decision backing track or played on piano/ or played with children singing from the MP3 file.

Stimulus (focus for reflection): Slides 1-6. Show the PowerPoint slideshow of people/children making healthy choices and play the Jigsaw song: Make a Good Decision.

Calm me: In today's assembly the Calm Me is part of the Reflection time at the end of the assembly.

Help me think about: Slide 7. Show the PowerPoint slide of the car and invite the children to think about what is needed to keep the car 'healthy' and make it go. Take some feedback. Summarise the children's answers by explaining that in order to keep the car in a 'healthy condition' it needs regular amounts of the right fuel, periods of rest, it needs to be used regularly to keep all the parts running, it needs cleaning and maintaining.

Puzzle Assembly Plan: Put up the More often and Less often signs on opposite sides of the room/space.

Explain that in the children's Jigsaw lessons this term they will be learning about making healthy choices. Can they see the link between what they said about the car and how that relates to our ways of staying healthy? Draw out the similarities? Can they think of extra things that we need that a car wouldn't? (e.g. importance of social life, friends and family, relaxation and doing things we enjoy).

Explain that everyone is now going to play a game. In the bag you will have various pictures. In the game the children have to try and guess what is on each picture from the Lead Practitioner's description. When a picture has been guessed the children need to decide if it should be placed on the More often or Less often side of the room. It maybe they feel the picture should be placed somewhere in-between. If so, this is OK because it emphasises moderation which is an important aspect in many of our healthy choices.

After the game have a look at how the pictures have been sorted. Stress to the children that Less often doesn't always mean NEVER. For example, it's OK to have treats every now and again.

Invite the children to look at the pictures and with a talk partner discuss how often they do these things. Is there something they could do more of, or perhaps they need to do less of something else? Can they think of a change they could make to be healthier?

Ask for some examples.

Slide 8. Sing the Jigsaw song: Make a Good Decision.

Help me reflect: Begin this section by doing a Calm me time by sounding the Jigsaw Chime and inviting everyone to listen as the sound fades away. Invite the children to use their 4/6 breathing, counting 4 on the in-breath and 6 on the out-breath. In this moment of stillness ask everyone to think of the healthy choice/change they would like to make. Can they see it as a picture in their heads?

After a few moments sound the Jigsaw Chime again and ask everyone to bring their attention back to the room when they can no longer hear the sound.

(Settings with a particular religious character/ faith/ denomination may wish to use an appropriate prayer or act of worship at this point).

Closing the assembly

Play the Jigsaw Song for Healthy Me: Make A Good Decision.

Healthy Me

Assembly (PowerPoint Slides 1-6)

Slide 1



Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



Healthy Me Assembly (PowerPoint Slides 7-8)

Slide 7



Slide 8

Make A Good Decision
(Healthy Me)

<p>I know what's right, And I know what's wrong. When to say yes, And say no, strong, Strong. I will make sure, I can tell the difference, see. I will make sure, I'm as healthy as can be. As can be, Be, be.</p> <p>Chorus: I know what's wrong and what's right when It comes to the bite. I know just what to say, It's my life. Let's be healthy, be happy, be you, Be the way that you want to be. Make sure that you make a good decision.</p>	<p>INSTRUMENTAL</p> <p>Chorus x2 I know what's wrong and what's right when It comes to the bite. I know just what to say, It's my life. Let's be healthy, be happy, be you, Be the way that you want to be. Make sure that you make a good decision.</p>
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Make A Good Decision (Healthy Me)

I know what's right,
And I know what's wrong.
When to say yes,
And say no, strong,
Strong.

I will make sure,
I can tell the difference, see.
I will make sure,
I'm as healthy as can be.
As can be,
Be, be.

Chorus:

I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

INSTRUMENTAL

Chorus x2

I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

Make A Good Decision (Healthy Me)

6

I know what's right, and I know what's

10

wrong. When to say yes, and to say no, strong, Strong. I will make

13

sure, I can tell the differ - ence, see. I will make sure, I'm as healthy as can

16

be. As can be. Be, be. I know what's wrong and what's right when it

21

comes to the bite, I know just what to say, It's my life. Let's be heal-ty, be

27

ha-ppy, be you, be the way that you want to be. Make sure that you make a good de-

33

cision_ .

39

I know what's wrong and what's right when it

45

comes to the bite, I know just what to say, It's my life. Let's be heal-thy, be

51

ha-ppy, be you, be the way that you want to be. Make sure that you make a good de-

57

Musical score for measure 57. The score consists of three staves. The top staff is a vocal line in treble clef, containing the lyrics "cis - ion" followed by a dotted line and a period. The middle and bottom staves are piano accompaniment, with the middle staff in treble clef and the bottom staff in bass clef. The piano part features a steady eighth-note accompaniment in the bass and a melody of quarter notes in the treble.

Puzzle 4

Weekly Celebration 1

This week we are celebrating people who:
Have made a healthy choice



Puzzle 4

Weekly Celebration 2

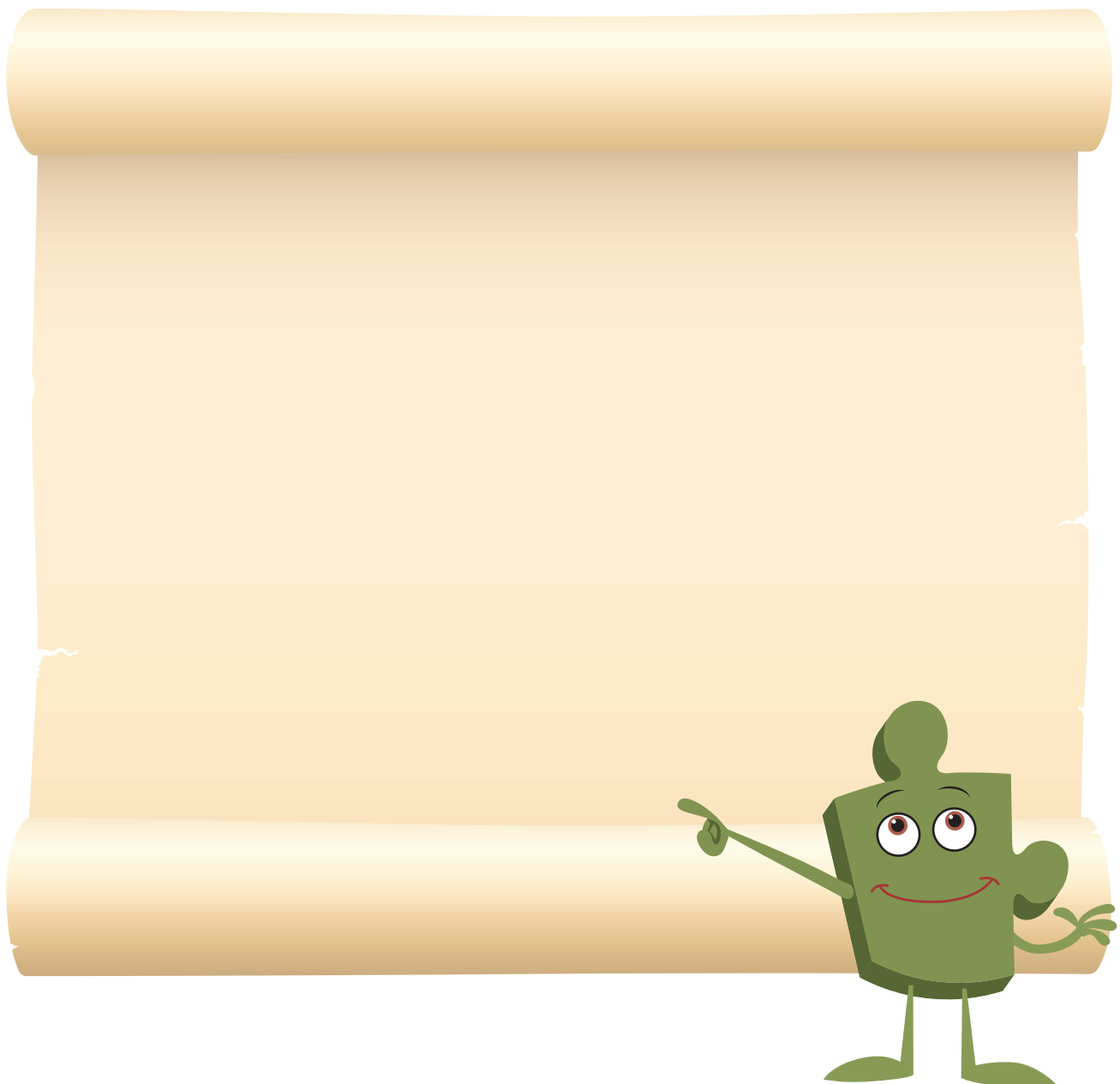
This week we are celebrating people who:
Have eaten a healthy, balanced diet



Puzzle 4

Weekly Celebration 3

This week we are celebrating people who:
Have been physically active



Puzzle 4

Weekly Celebration 4

This week we are celebrating people who:
Have tried to keep themselves and other safe



Puzzle 4

Weekly Celebration 5

This week we are celebrating people who:
**Know how to be a good friend and
enjoy healthy relationships**



Puzzle 4

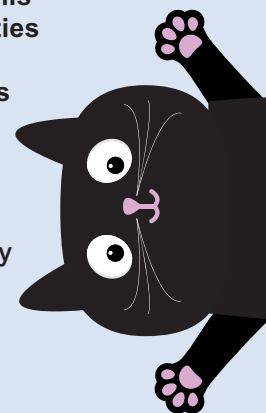
Weekly Celebration 6

This week we are celebrating people who:
**Know how to keep calm and deal with
difficult situations**



Class Teacher's Preparation to Lead the **Healthy Me** Puzzle with children Ages 9-10

Note: There is an additional lesson on the Jigsaw Community Area of the website, focussing on the mental health benefits of exercise. Teachers are free to supplement this unit of work (Puzzle) with this lesson if desired. There are also lesson ideas and activities designed for children who live in areas prone to flooding. These have been produced by the Environment Agency and are also free to download from the Community Area as supplementary materials to support this Puzzle.



Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Image of the Tobacco Industry's Poster Child (Teacher to source- can be easily found from the internet)
Optional: Teacher sourced images from the media e.g. celebrities who smoke
Optional: Children's access to the internet
Laminated Jigsaw Charter
- Piece 2: All resources in Jigsaw
- Piece 3: Optional: Teacher sourced video of the recovery position
- Piece 4: Source photo-shopped images of celebrities (before and after). These can easily be obtained online. Ensure there are male and females represented.
Timer
- Piece 5: Source a range of food adverts online or from magazines
White card
- Piece 6: All resources in Jigsaw

Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** Smoking Quiz sheets, one per group.
- Piece 2: **Copy/print** enough alcohol puzzles for the class.
- Piece 3: **Copy/print** a set of Emergency situation cards. Copy/print storyboard template, one per group.
- Piece 4: **Print/copy**, My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6). **Copy/print**, sets of Messaging Game cards, enough for one set per group. This lesson contains many helpful discussion points so it is recommended that 1 hour 30 minutes curriculum time is allocated to optimise learning.
- Piece 5: **Print/copy**, sets of the 'Food is game, enough for one set per pair.
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child. **Copy/print** one set of debate cards if being used.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 9-10 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 9-10

A copy of this table will be needed for each child. This table has three summative attainment descriptors for each Puzzle (unit of work). Each descriptor has two elements, the purple being specific to Personal, Social, Health and Economic education, and the green having a social/emotional focus. Using the child's formative assessments for each lesson relevant to that Puzzle, (My Jigsaw Learning/My Jigsaw Journey) and work in the child's Jigsaw Journal, and the assessment activities in Piece 6, the teacher should highlight the appropriate descriptors using a 'best fit' approach. Teachers should highlight one green and one purple statement which indicates whether the child is working towards, working at, or working beyond for that Puzzle. Teachers are also free to support their decisions by adding notes in the Teacher comments box from their own observation of the child across the six lessons in the Puzzle. As the summative assessment record is added to across the year, teachers may observe some children's progress is better within the purple or green statements. This will allow appropriate support to be identified for these children in future Jigsaw lessons and in the pastoral care system.

Jigsaw and Tracking Software

Jigsaw is pleased to be working in partnership with a growing number of education software companies to embed the Jigsaw attainment descriptors into their systems.

This will help schools track progress in PSHE alongside other curriculum subjects.

To see if the software you use at your school is from one of our partner companies, please see the list of companies on the Community Area of www.jigsawpshe.com or email your Jigsaw mentor.

If your software company is not yet on the list we may be working with them but not yet have completed the process, but to be sure, we would welcome you emailing us to let us know which company you work with so we can extend our work to include them if they are willing.

Please email office@janleveragegroup.com

There is no charge for this service, we are just trying to support schools and teachers to deliver the highest quality PSHE, and this is one more way that might help. Assessment is also a requirement in the statutory Relationships and Health Education guidance.





Ages 9-10

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		<p>I can give some examples of people in my country who have different lives to mine.</p> <p>I can tell you why being part of a community is positive and why it is important that the community is a fair one.</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.</p> <p>I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.</p>	
Puzzle 2 Celebrating Difference		<p>I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel.</p> <p>I can tell you why it is important to respect my own and other people's cultures.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/discrimination and why respect is an important value.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you about my dreams and goals and also some that young people from different cultures might have.</p> <p>I can tell you how I feel about my dreams and goals.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p> <p>I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		<p>I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives.</p> <p>I can tell you why my body is good the way it is.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.</p> <p>I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.</p>	
Puzzle 5 Relationships		<p>I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends.</p> <p>I can tell you why some feelings might lead to someone using technology to harm myself or others.</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.</p> <p>I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.</p>	
Puzzle 6 Changing Me		<p>I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too.</p> <p>I know that I will change during puberty and I can tell you how I feel about that.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	<p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process.</p> <p>I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p>	



General Exemplification Guidance for teachers to assess children’s work

Children will produce a variety of work in the six Jigsaw lessons that make up each unit of work (Puzzle). Much of this will be verbal, and some of it written. Within Jigsaw Primary materials there are specific assessment activities in Piece (lesson) 6 with some exemplification of the nature of the responses the pupils might give in relation to these.

In addition, Jigsaw has provided some general guidance below that can be used to assess each child at Jigsaw’s Working Towards, Working At and Working Beyond Attainment levels (descriptors).

The guidance below offers suggestions of how children’s responses (written or verbal) may be presented at each of these levels, as appropriate to children’s age and stage.

WORKING TOWARDS	WORKING AT	WORKING BEYOND
Student responses may be limited to:	Student responses may demonstrate:	In addition to Working At, student responses may also demonstrate:
Description Naïve definitions or unsophisticated explanations Basic recall of lesson facts Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson) Asking basic questions – may demonstrate the student has not understood the content Inability to make comparisons (or makes simple comparisons) of lesson content to other examples Demonstrating a limited internalisation of the concepts: A lack of personal resonance/ application with the lesson content Demonstrating a low level of cognitive challenge Poor acquisition of new knowledge Evidence of weak understanding A fixed stance: (unable/unwilling to change position) Basic vocabulary Weak development in skills Unconfident responses	A higher level of cognitive demand Application and comparison of the lesson content to other situations or scenarios Mental processing of information beyond simple recall Some decision making Evidence of problem solving Explanation of concepts with some reasoning The ability to categorise/ group, connect and identify patterns A degree of organisation in thought processes Inference and interpretation The ability to predict The ability to summarise a range of ideas succinctly A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this An increase in knowledge An increase in understanding A change of a feeling based on new learning A richer vocabulary An increase in a skill An increase in confidence	Abstract ideas Complex description Thinking and expression that involves solving complex problems Complex cognitive challenge The ability to discuss alternative outcomes or routes Justification of answers The use of evidence to support their thinking drawn from the lesson and beyond The ability to appraise or assess a situation : evaluation The ability to hypothesise An investigative approach: asks complex questions Creative solutions Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail A reflective approach

Teacher Feedback to Pupils

Jigsaw does not encourage teachers to mark or ‘grade’ student’s work, but instead give positive written and/or verbal feedback that indicates what the pupil has done well, and a suggestion for development. Many teachers use systems such as ‘2 stars and a wish’, with the 2 stars being comments on achievement, and the wish, a learning target for the child to consider in future Jigsaw lessons. Some teachers use the TINT (to improve next time) Box to help children set goals for progress. Teachers and schools are free to use their own feedback systems in accordance with this philosophy.

For example:

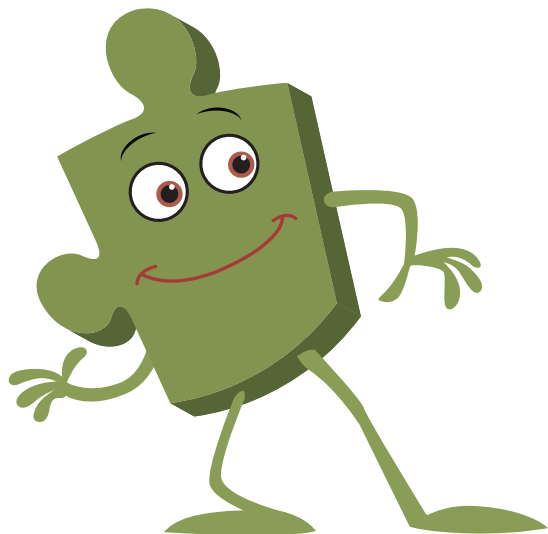
You participated actively in this lesson.

You are getting much more confident at putting your point of view across in a group. Well done.

We have been discussing how to negotiate in friendships. What can you try when there are disagreements in your friendship group?

Puzzle 4: Healthy Me - Ages 9-10 - Piece 1

Smoking	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to...</p> <p>know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>make an informed decision about whether or not I choose to smoke and know how to resist pressure</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jez</p> <p>Jigsaw Jerrie Cat</p> <p>Smoking quiz sheets and answers</p> <p>Image of the Tobacco Industry's Poster Child (Teacher to source- can be easily found from the internet)</p> <p>Optional: Teacher sourced images from the media e.g. celebrities who smoke</p> <p>Optional: Children's access to the internet</p> <p>Laminated Jigsaw Charter</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Choices</p> <p>Healthy behaviour</p> <p>Unhealthy behaviour</p> <p>Informed decision</p> <p>Pressure</p> <p>Media</p>
<p>Teaching and Learning</p> <p>Note</p> <p>Please ensure you are familiar with the Jigsaw Approach, prior to teaching this Puzzle (unit). The Jigsaw Approach is the introductory chapter that can be found at the start of each set of Year Group materials.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Switch</p> <p>Play a quick game of Switch. Switch places if you:</p> <ul style="list-style-type: none"> • like animals • play computer games • speak a language other than English etc. <p>Sitting in the circle, pass Jigsaw Jez around as the talking object. Children say one thing that they value about their bodies, e.g. 'I'm glad that I can run really fast', or 'I value being able to do gymnastics', etc. Explain to the children that they should each try to say something different so they can understand how unique they are. Give 2 minutes thinking time in pairs beforehand. Ensure any adults in the classroom are included in the round too.</p>	<p>Ask me this...</p> <p>How do you show respect for your body?</p>



Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind

Ask the children to get into teams of 4 or 5. Explain that the class will be doing a quiz about smoking. Ask the children to name their team and to use a word or phrase that is related to smoking. Each team gets a set of quiz questions. As a team, they work together to work out the correct answers. When all teams have finished, ensure the teams pass their answers to another team to mark. Teacher reveals the answers and teams add up the scores. Ask the children if they found any of the questions difficult, easy or surprising and take feedback from each of the teams.

Tell me or show me

Show the class the Tobacco Industry's Poster Child (teacher to source), or print out some copies. Focus on each of the areas of the body and the effects of smoking. Ask children if they would add any others, or mention other vital organs like the liver.

Ask if smokers saw this poster would it be a good advert for smoking? Would it make them give up? Would it encourage young people to start smoking?

Let me learn

Explain that at the end of the 'Healthy Me' Puzzle (unit of work/6 lessons) the children will be taking part in a debate about whether the media (TV, films and magazines), the internet and social media encourage people to live healthy lifestyles.

In the same groups they used for the quiz, ask the children to discuss and note down in their Jigsaw Journals how smoking is portrayed in the media. e.g. by people on TV and films, in celebrity culture.

If time allows the children could research this briefly using the internet, or the teacher could show some pre-selected images they have sourced themselves. What sort of messages are being promoted? Is smoking still looked on as 'cool' or something that is associated with being 'tough'? Is smoking shown to be 'fashionable'? What about celebrities that smoke? e.g. fashion models, film stars sports and music celebrities. What messages might that be giving to young people? Does the media put 'pressure' on young people to behave in certain ways?

Briefly take feedback from the groups and draw the discussion together. Summarise that the children have looked at different aspects of the media. It can be helpful to prevent/reduce smoking (e.g. The Poster Child), but it can also be harmful by possibly encouraging people to take up smoking. Which do they feel are the more powerful messages? Which messages put more 'pressure' on young people?

Explain they will be able to continue this discussion in the debate, so if they haven't yet had a chance to give their opinion, there will be a future opportunity.

Help me reflect

Slide 1: Ask the children to reflect on their learning using the learning intentions from this Piece (lesson) and record this on the My Jigsaw Journey template. There is a PowerPoint slide for the teacher to model this if desired.

Does your mind feel calm and ready to learn?

Is it better to rely on facts before making a decision about your health?

Does the media always show the facts about smoking?

Are the things we see and read about in the media always true?



Healthy Me

Calm Me Script - Ages 9-10 - Piece 1

This Puzzle is about being healthy and the choices we make to keep ourselves healthy.

So in this 'Calm Me' time we are going to focus on our bodies and how incredible they are.

Let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again through your mouth.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive."

Continue with your relaxing breathing, in to fill the lungs... out to feel calm and relaxed.

Then try to let your mind follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path... can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract... all because you took one simple breath in....

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey through your mouth.

Do this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is... we do it and usually are not even aware that we are doing it...

For the last few breaths of this 'Calm Me' time, let yourself accept your body just as it is and appreciate it and all it does for you.

Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I have an incredible body."

Then, as you listen to the chime fade away, bring your awareness back into the classroom in this present moment, nice and peaceful, ready to learn.





Healthy Me

Smoking Quiz Questions - Ages 9-10 - Piece 1

Our Team Name:			
<i>Circle the answer you think is correct.</i>			
1	How many people in the world are estimated to die from smoking-related illnesses each year?		
A. 500,000	B. 1 million	C. 3 million	D. 5 million
2	How many people in the world are estimated to die each year from breathing in second-hand smoke (passive smoking)?		
A. 9,000	B. 90,000	C. 900,000	D. 9 million
3	True or false: Low tar cigarettes don't cause that much health damage		
A. True		B. False	
4	What makes smoking addictive?		
A. Taste	B. Nicotine	C. Tar	D. Wanting to look cool
5	Which of these chemicals does the average ashtray contain?		
A. Arsenic	B. Nicotine	C. Ammonia	D. All of these
6	Which group smokes more: boys or girls?		
A. Girls		B. Boys	
7	Which of these facts about E-cigarettes/ vaping are true?		
A. Vaping contains fewer chemicals than tobacco	B. Vaping can still cause the body damage	C. Vaping is still addictive	D. All of these
8	True or false: Smoking only damages your health if you have been smoking for years		
A. True		B. False	
9	Is the number of people who smoke, rising, falling or staying roughly the same each year?		
A. Rising	B. Staying the same	C. Falling	
10	If we all know the dangers of cigarette smoking, why do young people start to smoke?		
A. Because their parents smoke	B. Because they think it will help them stay slim	C. Because their friends smoke	D. Because they think they might try it and can easily give up when they want to

Healthy Me


Smoking Quiz Answers - Ages 9-10 - Piece 1


1	How many people in the world are estimated to die from smoking-related illnesses each year?		
A. 500,000	B. 1 million	C. 3 million	D. 5 million The World Health Organisation estimate that 5 million smokers die each year as a result of smoking-related illnesses. That is equivalent to one person dying every 6 seconds.
2	How many people in the world are estimated to die each year from breathing in second-hand smoke (passive smoking)?		
A. 9,000	B. 90,000	C. 900,000 The World Health Organisation estimate that 900,000 people each year develop fatal illnesses because of second-hand smoke.	D. 9 million
3	True or false: Low tar cigarettes don't cause that much health damage		
A. True		B. False. They have less tar, but they can still cause health damage, especially if people smoke a lot over a long period of time.	
4	What makes smoking addictive?		
A. Taste	B. Nicotine. This is a powerful stimulant addictive drug. Smoking immediately affects the heart by speeding up the heart rate and increasing blood pressure.	C. Tar	D. Wanting to look cool
5	Which of these chemicals does the average ashtray contain?		
A. Arsenic	B. Nicotine	C. Ammonia	D. All of these. Tobacco contains over 4000 chemicals many of which are harmful.
6	Which group smokes more: boys or girls?		
A. Girls. It used to be boys, but now more girls smoke; why do you think this is?		B. Boys	
7	Which of these facts about E-cigarettes/ vaping are true?		
A. Vaping contains fewer chemicals than tobacco	B. Vaping can still cause the body damage	C. Vaping is still addictive	D. All of these Health professionals and scientists are still investigating whether vaping causes long-term health problems. There is some evidence that vaping can lead people towards taking up smoking cigarettes and some to try illegal drugs.
8	True or false: Smoking only damages your health if you have been smoking for years		
A. True.		B. False Shortness of breath, more coughs and colds, etc. occurs in young smokers who have not been smoking for very long	
9	Is the number of people who smoke, rising, falling or staying roughly the same each year?		
A. Rising	B. Staying the same	C. Falling Smoking is less popular in the adult population than it used to be. This is because people know about the health risks, the rising costs, and laws in some countries that make smoking anti-social and banned from being advertised.	
10	If we all know the dangers of cigarette smoking, why do young people start to smoke?		
A. Because their parents smoke	B. Because they think it will help them stay slim	C. Because their friends smoke	D. Because they think they might try it and can easily give up when they want to
There is obviously no correct answer for this. Pupils could either rank these or add some of their own answers or choose the answer that they think is most 'correct'.			




Healthy Me

PowerPoint Slide 1: My Jigsaw Journey - Ages 9-10 - Piece 1





My Jigsaw Journey

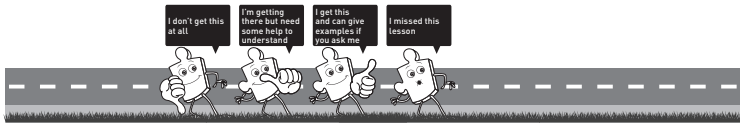


Puzzle 4 - Healthy Me (Pieces 1-3)

Ages 9-10

Name:

	Learning Objectives					TINT BOX - To improve next time I...
Piece 1	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.					
	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.					
Piece 2	I know some of the risks with missing alcohol, including anti-social behaviour, and how it affects the liver and heart.					
	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.					
Piece 3	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.					
	I know how to keep myself calm in emergencies.					



I don't get this at all
I'm getting there but need some help to understand
I get this and can give examples if you ask me
I missed this lesson

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Name

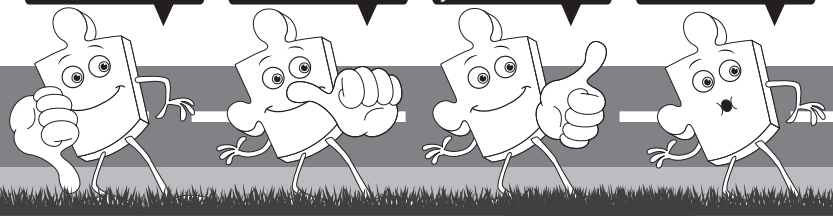
					TINT BOX - To improve next time I...
Piece 1	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.			
	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure				
Piece 2	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart			
	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure				
Piece 3	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations			
	know how to keep myself calm in emergencies				

I don't get this at all

I'm getting there but need some help to understand

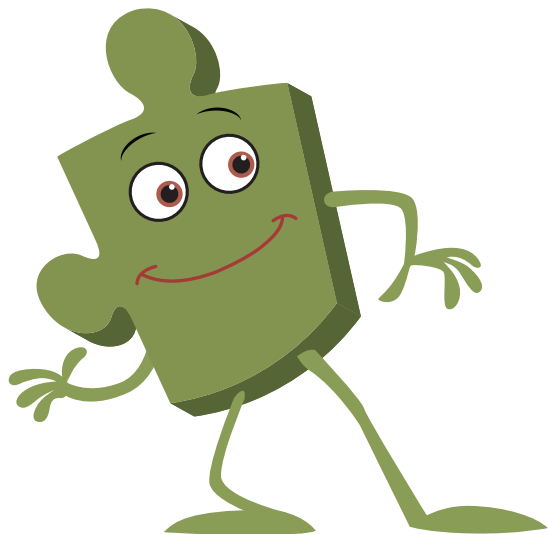
I get this and can give examples if you ask me

I missed this lesson



Puzzle 4: Healthy Me - Ages 9-10 - Piece 2

Alcohol	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to...</p> <p>know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jez</p> <p>Jigsaw Jerrie Cat</p> <p>Alcohol puzzle pieces</p> <p>PowerPoint slide: Anti-social behaviour definition</p> <p>Gregg and Lottie's story</p> <p>Jigsaw Journal</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Choices</p> <p>Healthy behaviour</p> <p>Unhealthy behaviour</p> <p>Informed decision</p> <p>Pressure</p> <p>Media</p> <p>Influence</p>
<p>Teaching and Learning</p> <p>Note</p> <p>Be aware that this is a sensitive topic and that some children may have had negative experiences because of those around them misusing alcohol.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play Line up!</p> <p>Ask the children to line themselves up in order, according to what you say. For example, if you were to say 'birthdays', the children would line themselves up in the order of when their birthdays appear in the year (January at the front of the line, December at the back). Choose one line up from:</p> <ul style="list-style-type: none"> • Birthdays • First or surname in alphabetical order • Shoe size, smallest to biggest • House/flat number (or name of street where they live in alphabetical order) <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>What skills do you need to play this game successfully?</p> <p>Does your mind feel calm and ready to learn?</p>



Open my mind

Give each child one piece of the alcohol puzzle. They need to find the 8 other people who can complete the picture. When the picture is complete ask each group to read through all of the alcohol facts. Teachers will need to print enough puzzle pieces so that every puzzle will be completed. If necessary, some children could work in pairs to facilitate this and any adults in the class could also join in.

Ask if they are surprised by any of the facts. Was there anything new they have learned about alcohol?

Tell me or show me

Slide 1: Ask the children what they think anti-social behaviour is. Note down their answers on the board. Then show them the PowerPoint slide about anti-social behaviour: "Anti-social behaviour is any aggressive, intimidating or destructive activity that damages or destroys another person's quality of life". Explain that misusing alcohol can mean that people act anti-socially; ask the children why they think that is.

Clarify that, for some people, anti-social behaviour starts when they have too much alcohol.

Read Gregg and Lottie's story and discuss the choices and consequences regarding the different characters. Use questions such as:

- What might have influenced Gregg to have the beers?
- Did the misuse of alcohol change Gregg's behaviour?
- How might Gregg have reacted to the argument if he had not been misusing alcohol?
- Do the children think that Jax and her new boyfriend would have behaved differently if they hadn't misused alcohol?
- Was Lottie right to call the police? Did it help that she hadn't been drinking alcohol?
- Could the story have had a different outcome if alcohol hadn't been involved?
- Are there other influences that weren't so obvious in the story? e.g. The way alcohol is portrayed in the media (associated with fun, having a good time, fashionable); young people often assume that getting drunk is normal behaviour and that 'everyone' does it etc.

Let me learn

Ask the children to work in groups, and invite them to think of an alternative ending for the story, beginning at the point where Jax and her boyfriend arrive at the party. They need to tell the story where none of the characters had drunk alcohol and were more in control of their thoughts and feelings. The children can write these endings down if the teacher would like a record, or they can discuss in groups and feedback if this is more appropriate. Teachers can use prompt questions such as:

- Would Jax and her boyfriend have behaved differently when they arrived?
- If an argument broke out, would the characters be able to resolve the problem more sensibly?
- What strategies could Gregg and Lottie have used to problem-solve and avoid getting into trouble?

Share some of the children's alternative endings.

Finally ask the children if they feel whether they could now make an informed decision about whether to choose to drink alcohol, or not, when they are older. What helps with that choice?

Help me reflect

Slide 2: Invite the children to reflect on the learning intentions from today's Piece (lesson) and record this on the My Jigsaw Journey template.

What do you already know about alcohol?

What helps you make an informed choice?

What does it mean to misuse alcohol?

What have you learnt about alcohol and its effects?

Has anything surprised you?



Healthy Me

Calm Me Script - Ages 9-10 - Piece 2

This Puzzle is about being healthy and the choices we make to keep ourselves healthy.

So in this 'Calm Me' time we are going to focus on our bodies and how incredible they are.

Let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again through your mouth.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive."

Continue with your relaxing breathing, in to fill the lungs... out to feel calm and relaxed.

Then try to let your mind follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path... can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract... all because you took one simple breath in....

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey through your mouth.

Do this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is... we do it and usually are not even aware that we are doing it...

For the last few breaths of this 'Calm Me' time, let yourself accept your body just as it is and appreciate it and all it does for you.


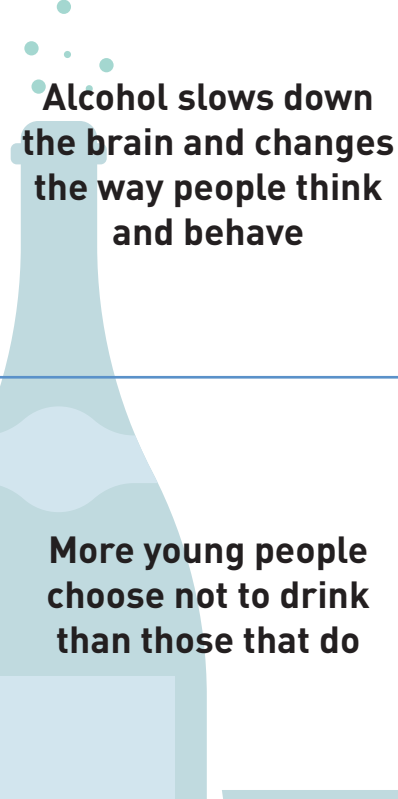
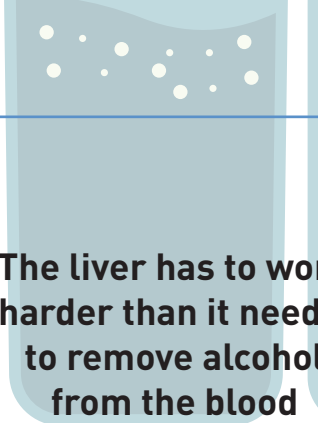


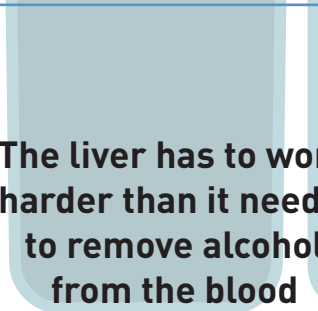

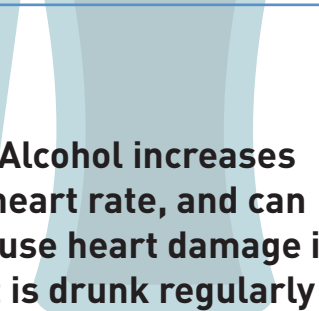
Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I have an incredible body."

Then, as you listen to the chime fade away, bring your awareness back into the classroom in this present moment, nice and peaceful, ready to learn.



Healthy Me

Alcohol Facts Picture Puzzle - Ages 9-10 - Piece 2

 <p>Alcohol is a drug</p>	 <p>Alcohol slows down the brain and changes the way people think and behave</p>	<p>Drinking too much alcohol in a short space of time can lead to alcohol poisoning, which can be fatal</p>
 <p>Alcohol can be addictive</p>	 <p>More young people choose not to drink than those that do</p>	 <p>Anti-social behaviour can be caused because of people drinking alcohol</p>
 <p>The liver has to work harder than it needs, to remove alcohol from the blood</p>	 <p>There are recommended healthy limits about how much alcohol is safe to drink</p>	 <p>Alcohol increases heart rate, and can cause heart damage if it is drunk regularly</p>



Healthy Me

Gregg and Lottie's story - Ages 9-10 - Piece 2

Gregg and Lottie are both 16. They have recently started going out with each other as boyfriend and girlfriend. Gregg is very popular at school. He is the captain of several of the school's sports teams, and he is very good at basketball. He has a try-out for the national basketball team in a month, and is very excited about the possibility of representing his country at the next Olympics.

Lottie isn't as popular and doesn't have as many friends as Gregg, but Gregg likes her. Some of the other girls in school have started to be unkind to Lottie because they don't understand why Gregg has chosen to go out with her. Lottie has had a few rude text messages about it from another girl called Jax. Gregg knows about it and has told Lottie to ignore it. Jax used to go out with Gregg.

One day Gregg's best friend, Davy, says he is having a party. Davy's parents will be away and he asks Gregg to bring some alcohol. Davy says that everyone is bringing something, so Gregg has to as well.

On the evening of the party, Gregg takes some beers from the fridge before he leaves hoping that his Dad won't notice. He picks up Lottie and they walk to Davy's house. By the time they get to the party a few of the other teenagers are already drunk. Gregg opens a can of beer and joins in, everyone else is drinking, so why shouldn't he? Lottie says she wants to have soft-drinks, and chooses not to have any alcohol.

The party is good, and there is lots of chatting and dancing to the latest music. Lottie and Gregg have a good time, and because he isn't taking too much notice about the amount he is drinking, Gregg finishes all the beers he brought. He feels a little dizzy and doesn't feel in control any more.

Jax arrives at the party with her new boyfriend. They have been drinking alcohol on the way to the party, and are drunk. Jax storms up to Lottie and pushes her backwards into someone else starting an argument.

Gregg defends Lottie, and Jax's boyfriend argues back. A fight starts between the two boys. Lottie tries to pull Gregg away, but the boys won't stop. They are both getting hurt and Davy's house is getting damaged.

Lottie calls the police because it is an emergency. She is the only person who is sober enough at the party to see that the situation is dangerous. The police arrive and stop the fight.

Both boys are arrested for being drunk, causing the fight, and behaving anti-socially. They are taken to the police station. Lottie has to walk home on her own.

Both boys have to appear in court and Davy's parents want them to pay for all the damage caused to their house.

In court, both boys are found guilty and are given fines to pay and a criminal record.

Lottie has to break up with Gregg because her parents have said she is not allowed out with a boy like him.

Gregg loses his chance to try-out for the national basketball team because of his behaviour and criminal record.



Healthy Me


Anti-social Behaviour PowerPoint Slide 1 - Ages 9-10 - Piece 2


“Anti-social behaviour is any aggressive, intimidating or destructive activity that damages or destroys another person’s quality of life”




Healthy Me

PowerPoint Slide 2: My Jigsaw Journey - Ages 9-10 - Piece 2





My Jigsaw Journey

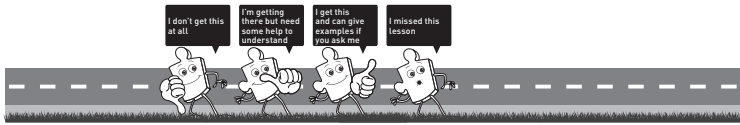


Puzzle 4 - Healthy Me (Pieces 1-3)

Ages 9-10

Name:

						TINT BOX - To improve next time I...
PIECE 1	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.					
	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.					
PIECE 2	I know some of the risks with missing alcohol, including anti-social behaviour, and how it affects the liver and heart.					
	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.					
PIECE 3	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.					
	I know how to keep myself calm in emergencies.					

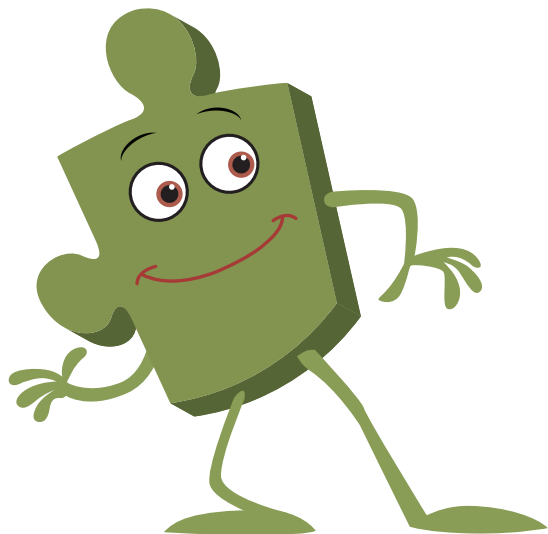


I don't get this at all I'm getting there but need some help to understand I get this and can give examples if you ask me I missed this lesson

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Puzzle 4: Healthy Me - Ages 9-10 - Piece 3

Emergency Aid	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to...</p> <p>know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations</p> <p>know how to keep myself calm in emergencies</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jez</p> <p>Jigsaw Jerrie Cat</p> <p>Recovery position PowerPoint</p> <p>Optional: Teacher could source an appropriate video from the internet that shows the stage of the recovery position</p> <p>Storyboard template</p> <p>Emergency situation cards and answers</p> <p>Jigsaw Journal</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Emergency</p> <p>Procedure</p> <p>Recovery position</p> <p>Calm</p> <p>Level-headed</p>




<p>Teaching and Learning</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play 'What happens if...?'</p> <p>In pairs, children label themselves A or B. Tell the children that you will read out a series of statements: child A has to react in a calm way and child B has to react in a frenzied way. Give the children a couple of minutes in their pairs to practise how their faces and actions could look. Then, read out the following statements to which the children will react:</p> <ul style="list-style-type: none"> • Your favourite team has just won a really important match • Your mum/dad has told you that you're not allowed to go out to play with your friends because he/she needs you to help clean the house • You have new shoes and they hurt your toes • You have lost your house keys • Your friend is running fast outside, falls over and bangs their head • You're in town and someone collapses in front of you - they are not very well <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>What does 'calm' look like?</p> <p>How can it help to be calm in certain situations?</p> <p>Does your mind feel calm and ready to learn?</p>
--	--

Open my mind

Ask the children what they think the purpose of the game was and why they were split into A and B. Ask all the As how they felt when reacting to the statements; then ask all the Bs how they felt, and draw out from them the differences (that As were level-headed and that Bs did not feel relaxed, in control, comfortable, etc.). Ask the children if they felt able to make good decisions as an A or a B. Then, ask the children why they think they played that game: take their feedback and, with their input, explain that when we are faced with an emergency situation, it helps to keep calm and to know what to do - so they are going to learn some procedures to help.

Finally, ask the children to think of some emergency situations that they might come across and how they might help. Encourage them to think of a full range of emergencies - from someone cutting a finger to falling over in the playground to more extreme situations where someone collapses or is very ill and needs to go to hospital - and to be detailed in their explanations about how they could help. Clarify any points about which they are unsure and ensure that in each situation that requires it, they know to alert an adult and/or phone the emergency services and what information they should provide.

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. For 30 seconds invite the children to stop and pause. What are they thinking and feeling in the present moment? There is no need for them to share, their thoughts are their own.

Tell me or show me

Slides 2-7: Show the children the recovery position on the PowerPoint slides (or a videoclip if one has been sourced) and model it using a volunteer from the class, or another adult. Ask the children to share anything that they are unsure about. Refer back to what they said about the emergency situations in Open my mind and ask whether the recovery position was suitable for any of those. Draw out from the children that it is only in certain situations that you would use the recovery position. The recovery position should be used if the person is breathing, on their back but unresponsive. If the person has a major injury like a back or neck injury the recovery position should not be used. If there is any doubt, they should phone the emergency services and find an adult immediately to get help, without moving the injured person.

In pairs ask the children to practise the recovery position. If time, go over the recovery position technique again with everyone if needed.

Why is it important to think quickly and calmly in an emergency situation?

What is similar/different about these emergency situations?

When might you use the recovery position?

Is it suitable in every emergency situation?

Let me learn

Working in groups give each group a storyboard template and one of the emergency situation cards. Ask them to draw/ write a sequence of events in the boxes, from the emergency itself to how they can help the situation resolve itself. Encourage the children to be as detailed as possible.

Once completed, the different groups can share their storyboards with the class. The storyboards could also form part of a class display.

Teacher notes for each scenario:

1. Your friend is skateboarding in the park, falls off and bangs their head on the concrete. They are breathing but not conscious. The park is empty of people but there are some shops nearby.

According to British Red Cross advice, losing consciousness in response to a knock on the head maybe a sign of a serious head injury. As the injured person is breathing, they should be put into the recovery position to prevent them from choking and to keep their airways open. An ambulance should be called asap. When calling for an ambulance a person needs to think carefully about the information needed. This includes the correct number to call, the location of the accident and details of the person's injury.

2. Your friend is knocked off their bike by a car. They are unconscious and have lots of bad cuts and bruises. The car driver who caused the accident gets out to help but is very upset and in a panic. The road is very busy with lots of other traffic and people around.

This is a serious accident and we cannot be sure if the person has injured their spine. The most important thing is to get an ambulance as soon as possible, choosing calm people to help. The recovery position should NOT be used if there is a possibility of a spinal injury. Instead the person's jaw should be opened gently without twisting their neck. If there is doubt don't use the recovery position and wait to get help from the emergency services. If there are deep cuts, someone should apply pressure to the wounds with a clean cloth to stop the flow of blood. It may not be safe to move the injured person from the road because they might have broken bones or a damaged spine.

3. A 2-year old has wandered into the room where the washing (laundry) machine is kept. You find that the child has put a laundry tablet/ pod in their mouth. It had been accidentally dropped on the floor and they thought it was a sweet. The rest of your family is outside talking to a neighbour.

Get help as soon as possible, this is an emergency situation and the child needs to go to hospital straight away. There are also some simple rules. If the child has the detergent on their hands and face it can be wiped off, and their hands washed. This can prevent them from getting it into their eyes. Don't give them anything to drink, this can make things worse. Take a sample of the washing pod to the hospital so the doctors know exactly what the child has swallowed.

4. One of your family suffers from epilepsy (or diabetes) and they sometimes collapse unexpectedly. You are out shopping together in town and they collapse.

In most cases a person who is epileptic or diabetic has discussed what to do if this happens with their family and friends. According to the epilepsy society, it is not usually necessary to call for an ambulance, unless the seizure goes on for longer than 5 minutes. Move objects away from them as they could injure themselves during the seizure. Note the time the seizure started. Cushion their head if possible and make sure they are not choking on anything they had in their mouth. Keep an eye on the time and call an ambulance once 5 minutes has been reached. After a seizure they can be gently put into the recovery position. If they do not fully recover call for an ambulance.

A person who is having a diabetic emergency may have their blood sugar too high or too low. It may not always be able to tell this, especially if they are becoming drowsy and unresponsive. According to the diabetic society, it would be worth giving them something sugary and then calling for an ambulance. Sugar will help in cases of low blood sugar and is unlikely to cause any further damage in cases of high blood sugar. If they lose consciousness and are breathing the recovery position is helpful.

What skills are useful in an emergency situation?

How might you feel after being in an emergency situation?

5. An adult in your family is doing an outside job and they cut their finger on a sharp blade. It won't stop bleeding. You are the only other person at home.

Pressure should be applied to the cut with a clean cloth. If the bleeding hasn't stopped after 10 minutes, they will need to go to see a doctor or visit hospital as the cut may need stitches or other treatment. Ring a neighbour or friend for help as the person is unlikely to need an ambulance. If no one is available then make a call to the doctor's surgery. You will be talked through how to care for the patient and they will send for appropriate help. If the cut is deep and eventually stops bleeding, they should still see a doctor or nurse in case there is something embedded in the cut, or to stop it getting infected. If the cut is very bad and there is a lot of blood being lost, then call for an ambulance straight away.

6. You run down the stairs and accidentally twist your ankle. The rest of the family are outside and you're on your own inside.

Call for help if you can't move. If you can move, then go and find help, but don't put any weight onto the injured leg as this could cause more damage. If it is just sore, try treating at home with a simple ice pack, rest and raising the leg. Don't put ice or frozen objects directly onto the skin, use a towel as a protective layer. If there is a lot of pain, swelling and bruising and the foot won't bear any weight then the injury maybe more serious and the person should seek help from a doctor or go to the Accident and Emergency department at the hospital.

7. Somebody is cooking you a meal. They accidentally pour boiling water on their hand and drop the meal all over the floor. You are the only other person at home.

Don't worry about the food on the floor! Burns can be nasty injuries. Start cooling the burn straight away by running it under cold water for at least 10 minutes. Don't use ice, gels or creams as this can make the burn worse. If the burn is larger than the size of a hand, the pain has not eased after 10 minutes, or is very deep, then call for emergency aid straight away. If a person needs to go to hospital, wrap the burn in cling film to stop it from getting infected. With bad burns sometimes people go into shock and can faint or lose consciousness. Get an ambulance straight away if this happens, and put them in the recovery position if you can.

8. You are at home playing a game when you smell burning coming from a cupboard/closet in your bedroom. The rest of your family are in another room watching TV.

Don't open the door and have a look! Instead go and check if you can see smoke coming from around the edges of the door or you can feel heat. Don't touch the door it maybe hot. Leave your bedroom and close the door behind you. Close any windows. Find your family. The fire service may need to be called. If there is smoke then stay low to the ground, as smoke rises so it is easier to breathe the closer you are to the floor. If your family has to leave the house then make sure the fire service has been called and that all the doors and windows have been shut.

Help me reflect

Slide 8: Invite the children to reflect on the learning intentions from this Piece (lesson) and record this on the My Jigsaw Journey template.

Notes



Healthy Me

Calm Me Script - Ages 9-10 - Piece 3

This Puzzle is about being healthy and the choices we make to keep ourselves healthy.

So in this 'Calm Me' time we are going to focus on our bodies and how incredible they are.

Let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again through your mouth.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive."

Continue with your relaxing breathing, in to fill the lungs... out to feel calm and relaxed.

Then try to let your mind follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path... can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract... all because you took one simple breath in....

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey through your mouth.

Do this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is... we do it and usually are not even aware that we are doing it...

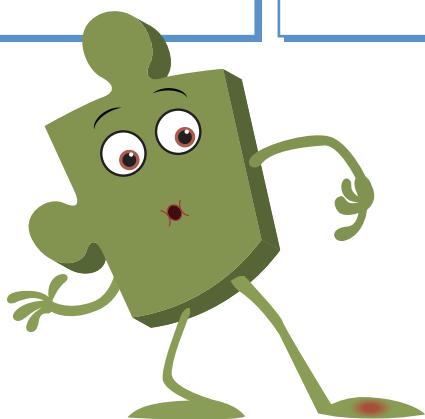
For the last few breaths of this 'Calm Me' time, let yourself accept your body just as it is and appreciate it and all it does for you.

Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I have an incredible body."

Then, as you listen to the chime fade away, bring your awareness back into the classroom in this present moment, nice and peaceful, ready to learn.



Healthy Me
Storyboard Template - Ages 9-10 - Piece 3





Healthy Me

Emergency Situation Cards - Ages 9-10 - Piece 3

1. Your friend is skateboarding in the park, falls off and bangs their head on the concrete. They are breathing but not conscious. The park is empty of people but there are some shops nearby.

2. Your friend is knocked off their bike by a car. They are unconscious and have lots of bad cuts and bruises. The car driver who caused the accident gets out to help but is very upset and in a panic. The road is very busy with lots of other traffic and people around.

3. A 2-year old has wandered into the room where the washing (laundry) machine is kept. You find that the child has put a laundry tablet/pod in their mouth. It had been accidentally dropped on the floor and they thought it was a sweet. The rest of your family is outside talking to a neighbour.

4. One of your family suffers from epilepsy (or diabetes) and they sometimes collapse unexpectedly. You are out shopping together in town and they collapse.

5. An adult in your family is doing an outside job and they cut their finger on a sharp blade. It won't stop bleeding. You are the only other person at home.

6. You run down the stairs and accidentally twist your ankle. The rest of the family are outside and you're on your own inside.

7. Somebody is cooking you a meal. They accidentally pour boiling water on their hand and drop the meal all over the floor. You are the only other person at home.

8. You are at home playing a game when you smell burning coming from a cupboard/closet in your bedroom. The rest of your family are in another room watching TV.

Healthy Me


Jerrie Cat PowerPoint Slide 1 - Ages 9-10 - Piece 3



Healthy Me


Recovery Position PowerPoint Slides 2-7 - Ages 9-10 - Piece 3

With the person lying on their back, kneel on the floor at their side. Extend their arm nearest you at a right angle to their body with their palm facing up.



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Take their other arm and fold it so the back of their hand rests on the cheek closest to you, and hold it in place.




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Use your free hand to bend the person's knee farthest from you to a right angle.




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Carefully roll the person onto their side by pulling on the bent knee. Their bent arm should be supporting the head, and their extended arm will stop you rolling them too far. Make sure their bent leg is at a right angle.



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Open their airway by gently tilting their head back and lifting their chin, and check that nothing is blocking their airway. Stay with the person and monitor their condition until help arrives.



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If there is a risk that someone has broken bones or has injured their back or spine, don't use the recovery position. If you aren't sure don't use it and get emergency help as quickly as possible.


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Healthy Me

PowerPoint Slide 8: My Jigsaw Journey - Ages 9-10 - Piece 3





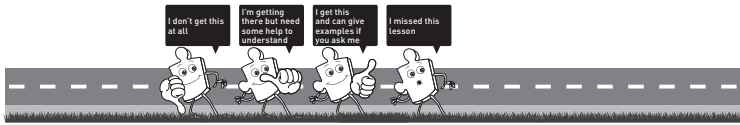


Ages 9-10

Puzzle 4 - Healthy Me (Pieces 1-3)

Name

						TINT BOX - To improve next time I...
PIECE 1	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.					
	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.					
PIECE 2	I know some of the risks with missing alcohol, including anti-social behaviour, and how it affects the liver and heart.					
	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.					
PIECE 3	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.					
	I know how to keep myself calm in emergencies.					

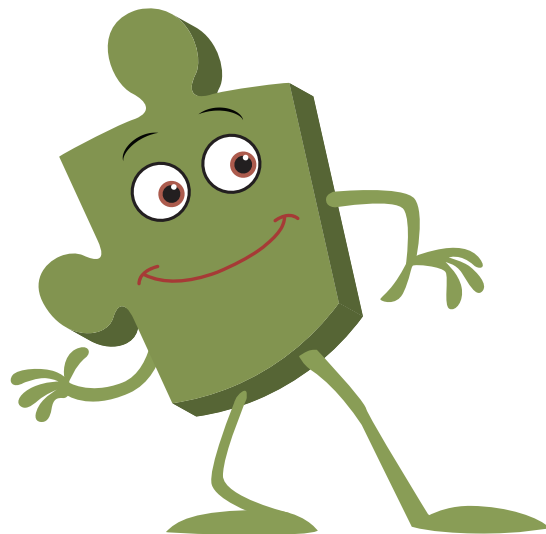


I don't get this at all
I'm getting there but need some help to understand
I get this and can give examples if you ask me
I missed this lesson

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Puzzle 4: Healthy Me - Ages 9-10 - Piece 4

Body Image	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to... understand how the media, social media and celebrity culture promotes certain body types reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat PowerPoint slide: Body image definition Teacher to source 'Photo-shopped images of celebrities; before and after). Easily obtained online. Ensure male and female pictures are included. Message game cards Timer Top Tips PowerPoint slide My Jigsaw Journey Jigsaw Journals</p>	<p>Vocabulary Body image Media Social media Celebrity Altered Self-respect Comparison</p>
<p>Teaching and Learning Note This lesson contains many helpful discussion points so it is recommended that 1 hour 30 minutes curriculum time is allocated to optimise learning.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play 'Real or not real' Read out the following statements. If the children think the statement is real (true) they stay in their seats. If they think a statement is not real (false) they switch places with someone else.</p> <ul style="list-style-type: none"> • Early man hunted dinosaurs like the Tyrannosaurus Rex for food • An ostrich's eye is bigger than its brain • Human skin renews itself roughly every 28 days • Bats are blind so they use sound to navigate • Vikings wore helmets with horns on each side • Recycling one tonne of paper saves 17 fully grown trees from being cut down • Bulls get mad when they see the colour red 	<p>Ask me this...</p> <p>How do we know a fact is a fact?</p>



ANSWERS FOR THE TEACHER:

- Early man hunted dinosaurs like the Tyrannosaurus Rex for food (False, dinosaurs died out before man was around.)
- An ostrich's eye is bigger than its brain (True, scientists have measured it.)
- Human skin renews itself roughly every 28 days (True, scientists know that cells on the skin surface die and are replaced by new skin cells underneath. It takes 28 days for this to happen.)
- Bats are blind so they use sound to navigate (False, bats have small eyes and they use echo-location.)
- Vikings wore helmets with horns on each side (False, this is a myth. Archaeologists have evidence that the helmets were much simpler.)
- Recycling one tonne of paper saves 17 fully grown trees from being cut down (True, scientists have measured how much cellulose is in one tonne of paper, and this is the same as the amount of cellulose in 17 trees. Paper is made from cellulose fibres from trees.)
- Bulls get mad when they see the colour red (False, bulls can't see red, they can only see blues and yellows. Sudden movement is more likely to make a bull angry.)

Debrief the game with the children. Why might people think some of these facts are real when in fact they are not? (The untrue statements have been popularised in the media, books and language. e.g. the Viking helmet; blind as a bat; bulls charge when they see red; dinosaur movies).

How do we know that the real facts are real? (There is evidence that supports the fact).

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Does your mind feel calm and ready to learn?

Open my mind

Slide 1: Explain that this Piece is about body image. Ask if anyone knows what body image means and take feedback. Show the PowerPoint slide of the definition of body image ('Body Image is how people feel about the way they look and the way their body functions'). Discuss with the children that some people are quite happy with the way they look, others don't really think about how they look, and some people are quite unhappy with the way they look. Then, in pairs, ask the children to come up with a definition of 'looking normal'. Take their feedback and draw out from them that there is no such thing as normal: everyone is different.

Ask them to think about what it would be like if everyone looked the same. Emphasise that it is our differences that make us interesting.

Finish this section by posing the questions:

- If everyone is different why is it very common to compare the way we look against other people?
- Is this a fair thing to do to ourselves?
- What can be the consequences of comparing ourselves to others?

Tell me or show me

Show the children the photo-shopped images of celebrities, before and after, that you have sourced prior to the lesson. Explain that we see a lot of altered images when we use the internet, watch movies, read magazines and on TV, so it helps us to know whether something is real or fake.

Explain briefly that there are two pictures, one is real and the other has been altered. Clarify the meaning of altered with the children i.e. that the photo has been altered and not the person's real body.

Then show the images one by one, asking the children to decide which images have been altered. Each time, ask them what has been altered and why they think it was altered. Then ask the children if they know who altered the images and draw out from them that it is people working in the media (celebrities, newspapers, magazines and the internet) who make these changes.

Ask the children how they can tell if a picture is real or not real/fake.

Could these images make somebody else feel unhappy about the way they look? Is that fair?

Why do you think people look different?

Why might some people want to change the way they look in these pictures?

Is that fair?



Pause Point: Slide 2: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. For 30 seconds invite the children to pause. What are they thinking and feeling right now? They can keep their ideas private and there is no need to share.

Let me learn

Explain that it is a very common thing to compare the way we look with other people, and for some people this can make them feel unhappy. However, there are things we can do to help ourselves stay positive about our self-image/body-image and this next game will help us start to explore these ideas.

Split the class into small groups and say they are going to play a messaging game. Each group will have a set of cards which they need to keep face down on the table. When turned over, each card will show an imaginary message on a mobile/cell phone. The game is to work out a positive (kind) reply to each of the messages. They will only have 2 minutes for each message so need to work quickly as a team. Explain that in real life we often reply to messages instantly, so the short amount of time is helping us practise this skill. One team member needs to write down the team's replies so they can remember their answers. They don't have to use text speak if they are not familiar with it. The teacher will act as the timer and after every 2 minutes has elapsed, they will tell the teams to turn over the next card. The game carries on until all the cards have been used.

Put a set of cards face down on each table and the game begins when the teacher tells everyone to turn over the first card.

The messages are in text-speak so here are the translations if needed:

- My hair is garbage. It's nothing like that celebrity's I saw on TV.
- I'm angry with Mum. She bought me trainers but not the ones everyone else has. Gross.
- I want to ask Annabelle to the prom but she only goes out with boys who are fit.
- Did you see that dress Carla was wearing? It sucked and made her look fat.
- Do you think I need to lose weight? Jemma at school has lost loads. Maybe I need to?
- I've been working out. Does it show? Six-packs are on fleek. (On point/ fashionable).

After the game, invite the children to share some of their answers. Did they find it challenging to think of something positive to say in just 2 minutes? What can that teach us about using social media? Is it sometimes better to stop and pause before replying to a message so we get the real meaning across?

Were the children in the messages making unfair comparisons? What strategies can they suggest for helping the children who sent the messages?

Slide 3: Draw the lesson to a close by summarising that if we feel down about the way we look at any time we can use the following Top Tips (which are summarised on a PowerPoint slide):

- Spend time on and off-line with people you know, treat you well and help you feel good about yourself
- Use positive self-talk, and celebrate your strengths as a person
- Remind yourself that you are unique, special, valued and important
- Participate in activities with your family and friends
- Eat a balanced diet
- Be active
- Talk with a trusted adult or friend if you are feeling low
- Treat others with the kindness and respect. You might not be able to tell how they are feeling inside.

Help me reflect

Slide 4: Invite the children to review their learning using the learning intentions for today's Piece (lesson) and to record this on My Jigsaw Journey.

Healthy Me

Calm Me Script - Ages 9-10 - Piece 4

Note to teacher: It is quite tricky to learn to follow the path of the breath so you may like to repeat the exercise every week for this Puzzle, perhaps adding some soft music while children practice the process.

So let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive."

Continue with your relaxing breathing, in to fill the lungs... out to feel calm and relaxed.

Then try to let your mind, follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path... can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract... all because you took one simple breath in....

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is... we do it and usually are not even aware that we are doing it... amazing.

For the last few breaths of this 'Calm Me' time, let yourself accept your body just as it is and appreciate it and all it does for you.

Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I appreciate my body."

Then, as you listen to the chime fade away, bring your awareness back into the classroom in this present moment, nice and peaceful, ready to learn.





Healthy Me

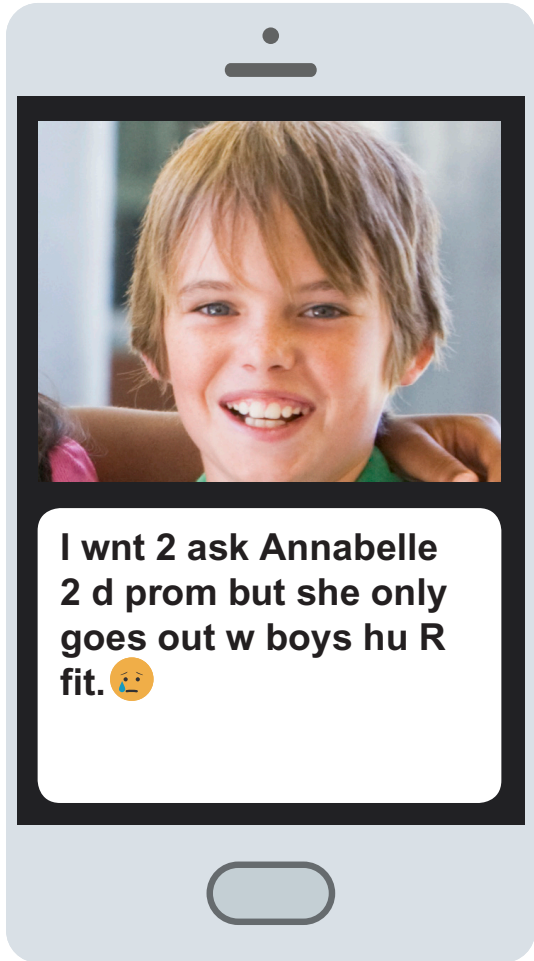
Body Image PowerPoint Slide 1 - Ages 9-10 - Piece 4

“Body Image is how people feel about the way they look and the way their body functions”

Healthy Me

Jerrie Cat PowerPoint Slide 2 - Ages 9-10 - Piece 4

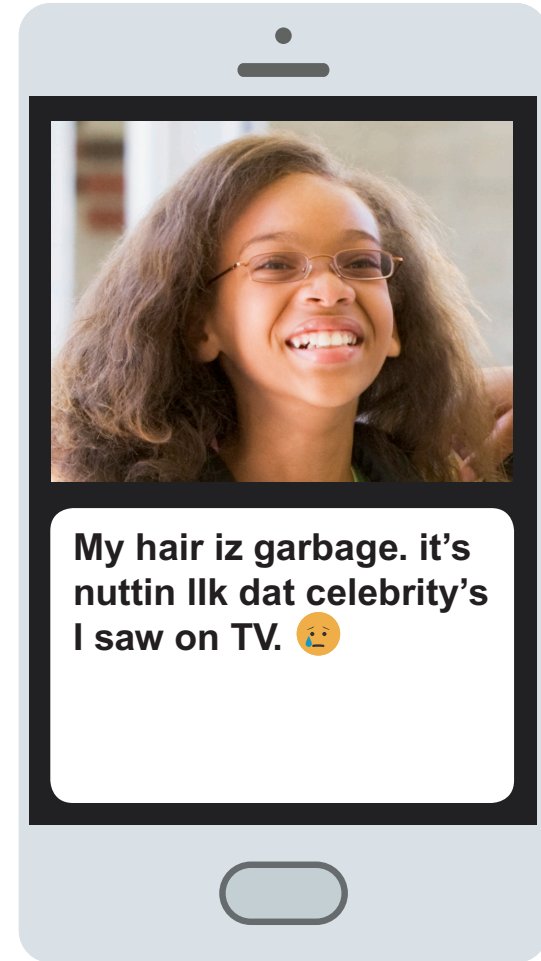




I wnt 2 ask Annabelle
2 d prom but she only
goes out w boys hu R
fit. 😞



I'm Grr w Mum. She
bought me trainers bt
not d ones evry1 Ls hz.
Gross. 😞

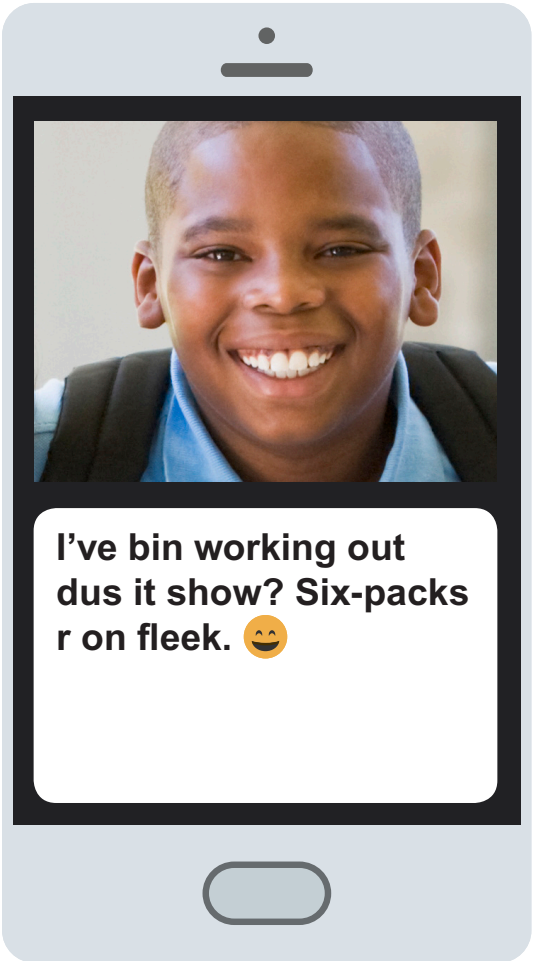
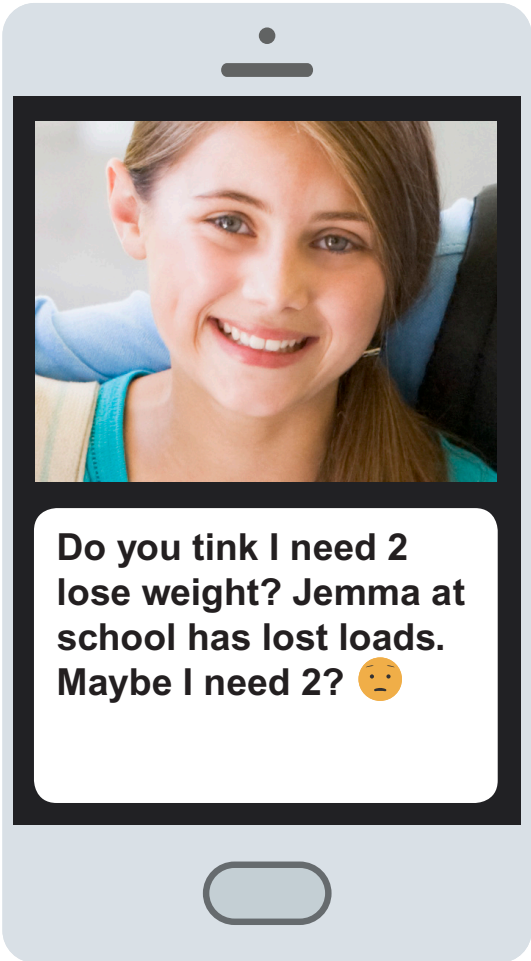
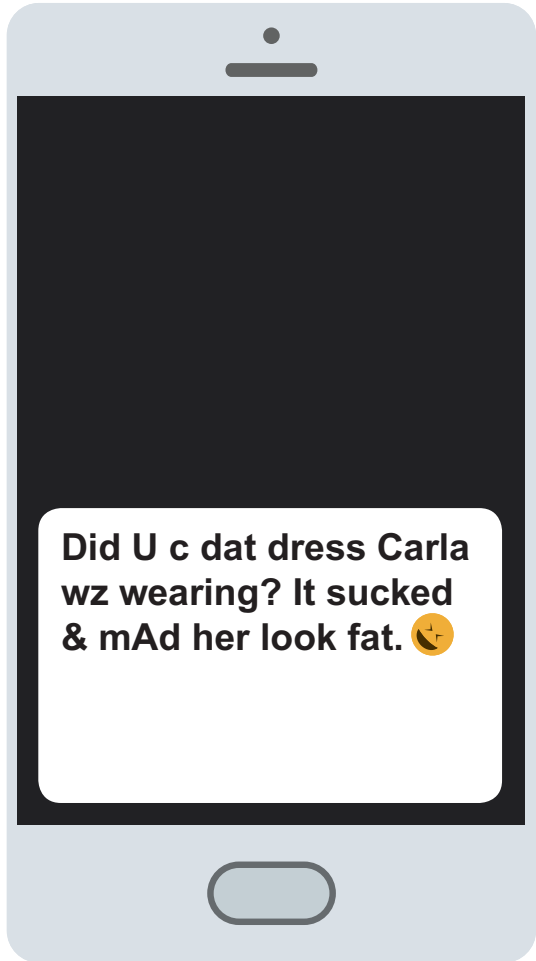


My hair iz garbage. it's
nuttin llk dat celebrity's
I saw on TV. 😞

Message Game Cards - Ages 9-10 - Piece 4

Healthy Me







Healthy Me

Top Tips PowerPoint Slide 3 - Ages 9-10 - Piece 4

Jigsaw

Spend time on and off-line with people you know, treat you well and help you feel good about yourself

Use positive self-talk, and celebrate your strengths as a person

Remind yourself that you are unique, special, valued and important

Participate in activities with your family and friends

Eat a balanced diet

Be active

Talk with a trusted adult or friend if you are feeling low

Treat others with the kindness and respect. You might not be able to tell how they are feeling inside.

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Healthy Me

PowerPoint Slide 4: My Jigsaw Journey - Ages 9-10 - Piece 4

Ages 9-10

Puzzle 4 - Healthy Me (Pieces 4-6)

Name: _____

	TINT BOX - To improve next time I...				
<p>Piece 4</p> <p>Understand how the media, social media and celebrity culture promotes certain body types.</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p>					
<p>Piece 5</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p>					
<p>Piece 6</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p> <p>I am motivated to keep myself healthy and happy.</p>					

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson

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Name

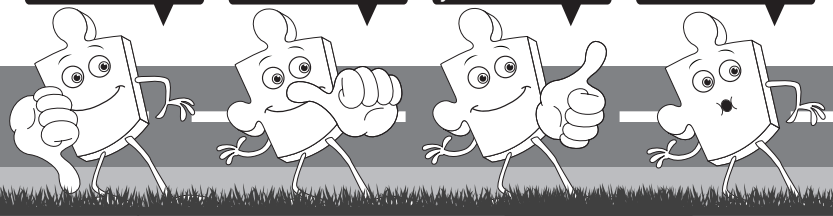
					TINT BOX - To improve next time I...
Piece 4	I understand how the media, social media and celebrity culture promotes certain body types.			
	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.				
Piece 5	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.			
	I respect and value my body.				
Piece 6	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.			
	I am motivated to keep myself healthy and happy.				

I don't get this at all

I'm getting there but need some help to understand

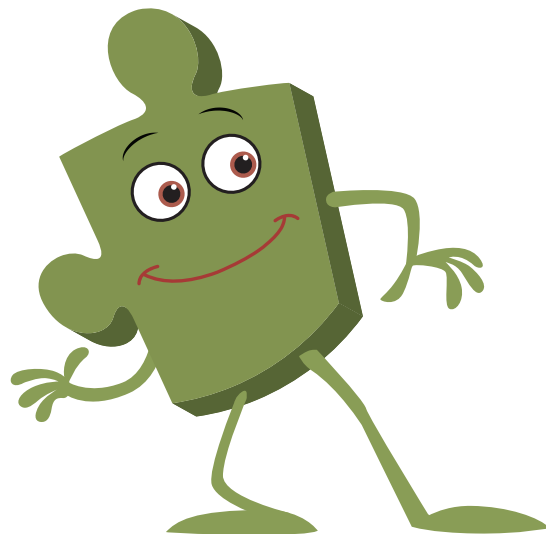
I get this and can give examples if you ask me

I missed this lesson



Puzzle 4: Healthy Me - Ages 9-10 - Piece 5

My Relationship with Food	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to... describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures respect and value my body</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat 'Food is...' sorting cards Teacher to source a range of food adverts e.g. from online sources or from magazines White card Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Body image Eating problem Eating disorder Respect Pressure</p>
<p>Teaching and Learning Note Before teaching this Piece (lesson) please read the teacher notes on anorexia and bulimia which are at end of the lesson plan.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play 'Food Switch'. Sitting in a circle the teacher explains to children that when they call out a statement that applies to them, they need to 'switch' places with someone else who to whom it also applies. Use the following statements:</p> <ul style="list-style-type: none"> • Switch if you have take-away food at home sometimes • Switch if you prefer eating an apple rather than a chocolate bar • Switch if you are a vegetarian or know somebody who is • Switch if you think you manage to eat 5 portions of fruit and vegetables every day • Switch if you choose to drink low sugar drinks • Switch if you think you need to try and drink more water every day • Switch if you check the labels on food packaging so you know what you are eating • Switch if you enjoy eating sweets and chocolates <p>Try to ensure everyone has switched places at least once.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>



Open my mind

In pairs, ask the children to play the 'Food is...' game. Emphasise that there are no 'correct' answers, but that it is interesting to see how people answer differently even when they are given the same prompts. Once they have completed it, take feedback from the class and ask them the reasons behind their answers. Ask the children if any of the information on the cards surprised them, if they had ever come across these situations before, or if they had can relate to any of the situations.

Explain that people have different 'relationships' with food: that food means something different to everyone and that they use food in different ways; go on to describe how some people have a difficult relationship with food and they can develop an eating problem or eating disorder. Reinforce that this is a rare problem and that most people have good relationships with food.

(If appropriate, and the children are ready for the information, share with them the two main eating disorders - anorexia and bulimia – and the basic information about each. See Notes below.)

Tell me or show me

Show the children the food and drink advertisements you have sourced and ask them what 'messages' the adverts give us about food. (e.g. luxury, fun, social, success, they stimulate our senses and can make us 'feel' hungry etc).

Are there more adverts about foods high in fat, sugar and salt compared to healthy foods? How do we know the amounts of calories, fat, salt and sugar in foods?

Are the children aware that TV adverts and adverts on the internet are sometimes chosen for a specific TV slot or placed within a certain App to make us want the food? e.g. take-away adverts are often on TV in the evening when families are relaxing; sweet adverts might be shown with programmes that children will watch; ads maybe targeted at certain YouTube channels etc.

Ask the children if the messages in the adverts are helpful for people who might be worried about their body image or have an unhealthy relationship with food.

Let me learn

In groups of 3 or 4, ask children to write a recipe for a Healthy Body Image. Give each group a piece of white card where they will write ingredients and a method for a Healthy Body Image. Encourage them to be creative about what they include and they will need to draw on their learning from previous lessons in this Puzzle (unit).

For example, some of the ingredients may be knowledge of a balanced diet, 60 minutes of physical activity every day, an ability to spot whether a photo has been altered, skills like resilience and a good sense of humour, knowing whether something is fake or real, or some of the Top Tips from the last Piece (lesson).

Ask each group to share their recipes with the class. Draw out as many different ingredients as possible so that the children appreciate that there are many different ways to enjoy a healthy body image.

These contributions can be included as part of the End of Puzzle outcome as discussed with your Jigsaw Lead prior to teaching this unit (Puzzle).

Help me reflect

Slide 1: Invite the children to review their learning using the learning intentions from this Piece (lesson) and record this on the My Jigsaw Journey template.

How are all these people different? What do you notice about their beliefs about food?
What is your 'relationship' with food?

Are we more successful in life if we eat luxury food?

Do certain foods make us more popular and have more friends?

Do food adverts encourage us to eat more unhealthy food than we should?

What advice can you give on the recipe cards about having healthy body image?

What did you like about other people's recipe cards?

Notes

Information on anorexia and bulimia:

Anorexia

Someone with anorexia is often very afraid of gaining weight and also thinks his or her body is too fat (even if the person is thin). Some people just lose a lot of weight by extreme dieting (not eating enough), and some also might make themselves vomit after they eat.

People with anorexia also might be sad, angry, or depressed or feel worried a lot of the time. It's important for someone with anorexia to work with a doctor, therapist, and nutritionist, as well as his or her family to get better.

Symptoms of anorexia include:

- losing lots of weight
- denying feeling hungry (saying you are not hungry even if you are)
- exercising too much
- feeling fat
- withdrawing from social activities (not wanting to go to parties or out for dinner)

Bulimia

People who have bulimia will binge and purge. That means they will binge (that is, eat a huge amount of food, like a tub of ice cream, then a big bag of crisps, then a packet of biscuits in 2 hours or so), then purge (try to get rid of it by vomiting or taking laxatives and exercising a lot to burn the calories, usually in secret).

People who have bulimia might feel they can't get control over what they eat or other things in their lives. Bingeing and purging can be a way for them to have some control.

People sometimes develop bulimia when something new or stressful enters their life, like a move to a new town or parents' divorce. People with bulimia sometimes can be harder to spot than people with anorexia because their weight is often in the healthy range of what's normal.

Some of the symptoms that people with bulimia might have include:

- making excuses to go to the toilet immediately after meals
- eating huge amounts of food without weight gain
- using laxatives or diuretics (medicine that makes you go to the toilet)
- withdrawing from social activities

People who develop anorexia or bulimia need help to assist them in stopping the unhealthy behaviours, and to feel more positive about themselves. These are serious illnesses and can cause the body a lot of damage.

Certificates

For next lesson you will need to personalise a Puzzle certificate for each child.

Healthy Me

Calm Me Script - Ages 9-10 - Piece 5

Note to teacher: It is quite tricky to learn to follow the path of the breath so you may like to repeat the exercise every week for this Puzzle, perhaps adding some soft music while children practice the process.

So let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive."

Continue with your relaxing breathing, in to fill the lungs... out to feel calm and relaxed.

Then try to let your mind, follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path... can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract... all because you took one simple breath in....

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is... we do it and usually are not even aware that we are doing it... amazing.

For the last few breaths of this 'Calm Me' time, let yourself accept your body just as it is and appreciate it and all it does for you.

Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I appreciate my body."

Then, as you listen to the chime fade away, bring your awareness back into the classroom in this present moment, nice and peaceful, ready to learn.





Healthy Me

Food Is... Sorting Cards - Ages 9-10 - Piece 5


Match the description of the person with the Food is... phrase.


<p>Aaron, 12 years old</p>	<p>Food is... Fuel. If I don't eat then I can't enjoy all the different activities that I do at school and outside school, like cricket, baseball and street dance.</p>
<p>Leah, 15 years old</p>	<p>Food is... Scary. I haven't eaten much food for about a year and I have lost a lot of weight. The thought of eating now makes me feel worried and sick. I don't want to put on weight as I'm worried that I am fat. I feel under so much pressure to look as good as my friends. They are always posting selfies on social media.</p>
<p>Kyla, 14 years old</p>	<p>Food is... Too good to resist! I love eating and am not a fussy eater. My favourite food is pizza, but I also love cake, snacking food and chocolate. My mum bakes a lot at home and my family are all a little overweight. I get teased at school and on social media about my weight. When I feel upset, I eat chocolate because it makes me feel better. I don't have any choice about what I eat because my Mum does all the shopping and cooking.</p>
<p>Will, 18 years old</p>	<p>Food is... My passion. I love to experiment with lots of different types of foods and enjoy cooking and baking when I have time. At the moment I am studying for my exams so I skip a lot of meals. Instead, I mostly survive on energy drinks.</p>
<p>Nikki, 16 years old</p>	<p>Food is... A necessity. I am studying for some exams and need to make sure my brain has enough energy to get me through my exams. If I don't eat, I can't concentrate very well.</p>
<p>Imran, 13 years old</p>	<p>Food is... Hell. I get called names about the way I look. The last time I got weighed, the doctor said I was a healthy weight for my age. I am quite short so I think I look overweight. I love food and I eat a lot of things that I know are bad for me. I make myself sick after I've eaten as I don't want to put on any weight. I exercise as much as I can so I burn off all the calories.</p>




Healthy Me

PowerPoint Slide 1: My Jigsaw Journey - Ages 9-10 - Piece 5





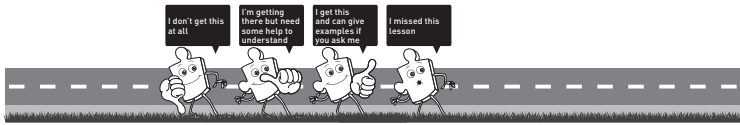


Ages 9-10

Puzzle 4 - Healthy Me (Pieces 4-6)

Name _____

	Learning Objectives					TINT BOX - To improve next time I...
Piece 4	Understand how the media, social media and celebrity culture promotes certain body types.					
	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.					
Piece 5	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.					
	I respect and value my body.					
Piece 6	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.					
	I am motivated to keep myself healthy and happy.					



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Puzzle 4: Healthy Me - Ages 9-10 - Piece 6

Healthy Me	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to... know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy be motivated to keep myself healthy and happy</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat Debate cards (if being used) Jigsaw Journals My Jigsaw Journey Certificate</p>	<p>Vocabulary Debate Opinion Fact Choices Healthy lifestyle Motivation</p>
<p>Teaching and Learning Notes Observations and notes from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals and previous Pieces (lessons). As a result, teachers may wish to consider recording the pupil debate for future reference.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Ask the children to think of something positive that that the media, internet or social media does for them. Give the children a few moments thinking time in pairs, and then pass Jigsaw Jez around so the children can share their thoughts.</p> <p>Calm me Play Pass the Squeeze or Zoom/EEK (See teacher notes) Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>How does the internet, social media and the media positively help our lives?</p> <p>Does your mind feel calm and ready to learn?</p>



Open my mind

Remind the children about all their previous learning in this Puzzle (unit). Explain that for the rest of this lesson the children will take part in a debate where they will need to draw on their Jigsaw learning about healthy lifestyles.

Ask the children if they know what a debate is.

If they are uncertain, explain that a debate usually has a question or statement that needs to be discussed. Some people are 'For' the question and some people are 'Against'. Each side has a chance to put their points to the other side. Then everyone joins in and discusses the points that have been made. At the end of the debate there is usually a vote on the question.

Tell the children the question for today's debate:

'Does the media and social media help motivate people to live healthy and safe lifestyles?'

Clarify any terms in the question that they are confused about. If necessary, explain that motivation is the 'drive' or 'will' to make an effort and having a strong reason to do something. If someone isn't motivated, they often give up easily.

Tell me or show me

Option 1: Split the class into small groups and explain that half of the group need to come up with some persuasive arguments that argue 'For' the question, even if they personally don't agree with the question. These children need to think of some arguments why the media and social media can help people live healthy lifestyles. The other half of the groups need to argue 'Against' and think of persuasive arguments why the media and social media don't encourage healthy lifestyles. Give the groups approximately 10 minutes to discuss and be ready to present their arguments.

Option 2: If the teacher feels the children need more structure, split the groups as above, into 'For' and 'Against' but hand out the 'Debate cards' so the groups can discuss and then read out in the debate. Give one debate card per group, so each group has a different perspective of the argument to share. Allow approximately 10 minutes discussion time for each group to discuss what it says on their card and come up with some further persuasive arguments.

Let me learn

Start the debate by giving each group 2 minutes to present their case. Start with the 'Fors' and then the 'Against' groups. Once all elements have been presented, there will be an opportunity for the children to counter argue what they have heard. Use Jigsaw Jez as the speaking object for turn-taking. The chair (teacher) can also ask challenging questions, pitching some elements against others to help everyone make a final decision.

Either by secret ballot or by a show of hands, the class votes on the question. Explain that this is a 'Free vote' and they are free to vote For or Against whatever their personal opinion is and no longer need to stick to their side.

Finish the debate by summarising that there are positive and negative things about the media, internet and social media and one way to help ourselves stay healthy is to learn to use it responsibly and safely. We should also try to make sure that we know the facts about something and not assume that everything we see, particularly online is real.

Help me reflect

Slide 1: Ask the children to complete My Jigsaw Journey for this Piece (lesson) as before.

Prior to this lesson the teacher has also prepared a Jigsaw Certificate for each child. To round off this Puzzle (unit) bring the children back to the circle and hand out the Certificates. These can also be included in the children's Jigsaw Journals.

What have you learnt from our last few Jigsaw lessons?

What might convince others that your points are important?

What argument convinced you the most?)

Notes

Each Puzzle (unit) has its own certificate for the teacher to complete for each child. This is an opportunity for the teacher to give the child feedback on their learning and progress. The certificates can then be presented and stuck into their Jigsaw Journals. As an extension activity they could then reflect and/ or record how it felt to receive the certificate and their learning progress.

Zoom/Eek

Zoom is the sound of a racing car.

Eek is the sound of screeching brakes.

Zoom to the person on their right all the way round. Saying Eek means that the direction of Zoom changes.

Healthy Me

Calm Me Script - Ages 9-10 - Piece 6

So let's start our 'Calm Me' time by sitting in our 'Calm Me' way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound...

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again, through your mouth.

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out silently hearing the words "I am glad to be alive"

Continue with your relaxing breathing, in to fill the lungs... out to feel calm and relaxed.

Then try to let your mind, follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path... can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract... all because you took one simple breath in...

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is... we do it and usually are not even aware that we are doing it... amazing.

For a few minutes, while we are sitting peacefully I invite you to think about YOUR body and what it does for you. What do you appreciate most about it every day? Do you show it appreciation? Do you look after it well with rest, exercise, healthy food and plenty of water?

Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I appreciate my body."

Then, as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.





Healthy Me

Debate Cards - Ages 9-10 - Piece 6

We are arguing that the media and social media can help people live a healthy lifestyle

These are some of our arguments:

- Huge numbers of people on the planet use social media and the internet. Positive health messages on the internet can reach millions of people easily.
- Part of living a healthy lifestyle is being able to relax and enjoy yourselves. TV and the internet give millions of people enjoyment.

We are arguing that the media and social media can help people live a healthy lifestyle

These are some of our arguments:

- Social media allows us to stay in touch with people more easily than ever before, so we can have as many friends as we want to. If we feel upset there will always be someone to talk to about how we feel.
- Video games that have a social media part, like a messaging service, means that players can socialise at the same time as playing. Socialising with friends is healthy.

We are arguing that the media and social media can help people live a healthy lifestyle

These are some of our arguments:

- Lots of people use Apps to share things like healthy recipes, and the internet is easy to search to get different ideas almost instantly.
- The internet means we can see sports and activities that we may have never seen before. This helps people get interested in taking up different activities.
- There are lots of websites that offer people advice about all sorts of health.

We are arguing that the media and social media can help people live a healthy lifestyle

These are some of our arguments:

- TV reaches millions of people all over the world. TV programmes and adverts about how to be healthy can reach many people and educate them.
- Sporting events like the Olympics can be seen all over the world and motivate more people to be active.



Healthy Me

Debate Cards - Ages 9-10 - Piece 6

We are arguing that the media and social media does not help people live a healthy lifestyle

These are some of our arguments:

- Social media means we don't talk to each other in person as much. Spending time with real people is much better for our health.
- It can be easy to misunderstand what somebody texts or messages and that can cause people to be upset for no reason and make them stressed.

We are arguing that the media and social media does not help people live a healthy lifestyle

These are some of our arguments:

- Videogames and TV encourage people to stay up late so they don't get enough sleep. Also, people who play too many games or watch too much TV don't get enough exercise.
- Adverts on the TV, on the internet and Apps can encourage people to eat unhealthy foods, and misuse alcohol.

We are arguing that the media and social media does not help people live a healthy lifestyle

These are some of our arguments:

- Social media and the media show us 'perfect people' like celebrities. It is not realistic or healthy to compare ourselves, especially when images have been altered.
- It is easy to compare ourselves with our friends on social media. Because social media is there all the time, it means that people are comparing themselves much more than they used to. This can lead to people to have a poor self-image and low self-esteem because there is pressure to look good or cool.

We are arguing that the media and social media does not help people live a healthy lifestyle

These are some of our arguments:

- Many things we see on the media, and particularly the internet, are fake. These things can make some people choose to do unhealthy things, like do challenges that are dangerous or misuse alcohol.
- Celebrities make drinking and smoking look glamorous and fashionable, so young people might want to copy them.
- People that want to harm others can use social media to do it.

Healthy Me

PowerPoint Slide 1: My Jigsaw Journey - Ages 9-10 - Piece 6

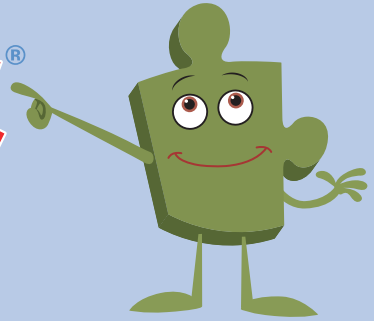
Puzzle 4 - Healthy Me (Pieces 4-6)

Ages 9-10

Name: _____

	Learning Objectives					TINT BOX - To improve next time I...
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Piece 5	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.					
	I respect and value my body.					
Piece 6	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.					
	I am motivated to keep myself healthy and happy.					

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Healthy Me

Well done!



Please feel proud that you have learnt to:



.....

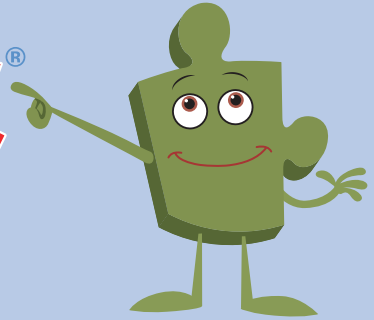
I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:



Healthy Me

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

Signed: Date:

Exemplification for Ages 9-10 **Healthy Me** Puzzle

These are examples of the style of answers that children may write/and say within their Jigsaw Journals and in response to Piece 6 in particular. The content could be different.

WORKING TOWARDS

Some people worry about the way they look because they compare themselves to their friends. Some people choose to smoke because their friends do it.

People should celebrate themselves as a person and not just think about the way they look.

Ages 9-10 expectation

WORKING AT

Some people want to be like celebrities on the internet and in the movies. This isn't fair because the celebrities have a lot of money spent on their looks and lots of their pictures are photoshopped. This means that people are aiming for something they can't achieve. This might give them an eating disorder, or make them stressed. If they are stressed, they might misuse alcohol or drugs.

I think it's unfair to make comparisons with other people. We are all unique so we are not being fair to ourselves. It is my responsibility to choose a healthy lifestyle, even if I am under pressure to make unhealthy choices.

WORKING BEYOND

Celebrities should be more responsible because they are role models that many people look up to. If people see the celebrities living a certain way, like smoking, getting drunk and acting anti-socially some people will think it's ok to do the same. The internet and social media put pressure on people to be as popular as they can be. Some of this is fake and can give people the wrong messages about what it takes to be popular. Some people develop anorexia because to be popular it is expected you are thin. Everyone has their own unique body shape, this is normal.

Being self-confident is important when there are so many pressures to be like everyone else. If a person is self-confident and is happy with who they are it can make them more resilient to resist pressure. This will help them stay healthy and safe when there are choices to be made.

