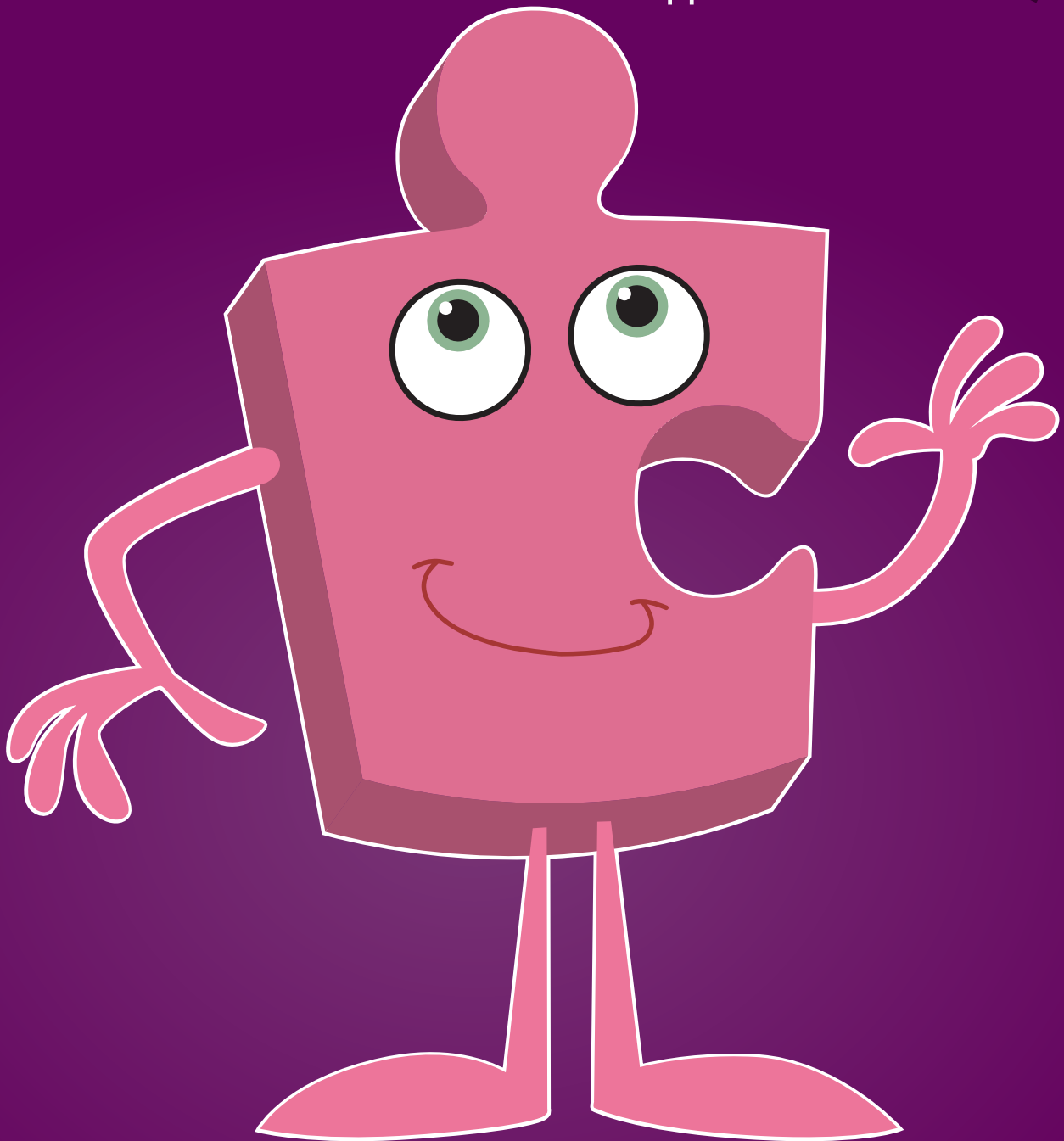


# Jigsaw!®

The mindful approach to PSHE



Healthy Me - Ages 6-7

[www.jigsawpshe.com](http://www.jigsawpshe.com)

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# Healthy Me

## Puzzle Map - Ages 6-7



### Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'  
(Piece 6: Healthy Recipes)

| Weekly Celebration                                         | Pieces                                                                               | PSHE learning intention                                                                                                        | Social and emotional development learning intention                                            | Resources                                                                                                                                                                                                   |
|------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Have made a healthy choice                                 | 1. Being Healthy                                                                     | I know what I need to keep my body healthy                                                                                     | I am motivated to make healthy lifestyle choices                                               | Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'Make a Good Decision', Help Jigsaw Jo sheet, Jigsaw Jo, Music, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.                                        |
| Have eaten a healthy, balanced diet                        | 2. Being Relaxed                                                                     | I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed | I can tell you when a feeling is weak and when a feeling is strong                             | Jigsaw Chime, 'Calm Me' script, PowerPoint slides, PowerPoint slides - printed copies, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.                                                              |
| Have been physically active                                | 3. Medicine Safety                                                                   | I understand how medicines work in my body and how important it is to use them safely                                          | I feel positive about caring for my body and keeping it healthy                                | Jigsaw Chime, 'Calm Me' script, Bag of empty medicine packets/bottles, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.                                                                              |
| Have tried to keep themselves and others safe              | 4. Healthy Eating                                                                    | I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy                  | I have a healthy relationship with food and know which foods I enjoy the most                  | Jigsaw Chime, 'Calm Me' script, Eat Well Plate - complete, Eat Well Plate - blank, Food cards, Pictures of composite foods, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.                         |
| Know how to be a good friend and enjoy healthy friendships | 5. Healthy Eating                                                                    | I can make some healthy snacks and explain why they are good for my body                                                       | I can express how it feels to share healthy food with my friends                               | Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, A range of healthy food choices/ snack ingredients, Basic cookery equipment, Recipe cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.               |
| Know how to keep calm and deal with difficult situations   | 6. Happy, Healthy Me!<br>Puzzle outcome: Healthy recipes<br>Assessment Opportunity ★ | I can decide which foods to eat to give my body energy                                                                         | I have a healthy relationship with food and I know which foods are most nutritious for my body | Jigsaw Chime, 'Calm Me' script, Happy Healthy Me Recipe templates, Optional: large pieces of paper for life-size child body outlines, Jigsaw Journals, My Jigsaw Learning, Certificates, 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)

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.  
Let's be healthy, be happy, be you,  
Be the way that you want to be.  
Make sure that you make a good decision.

##### INSTRUMENTAL

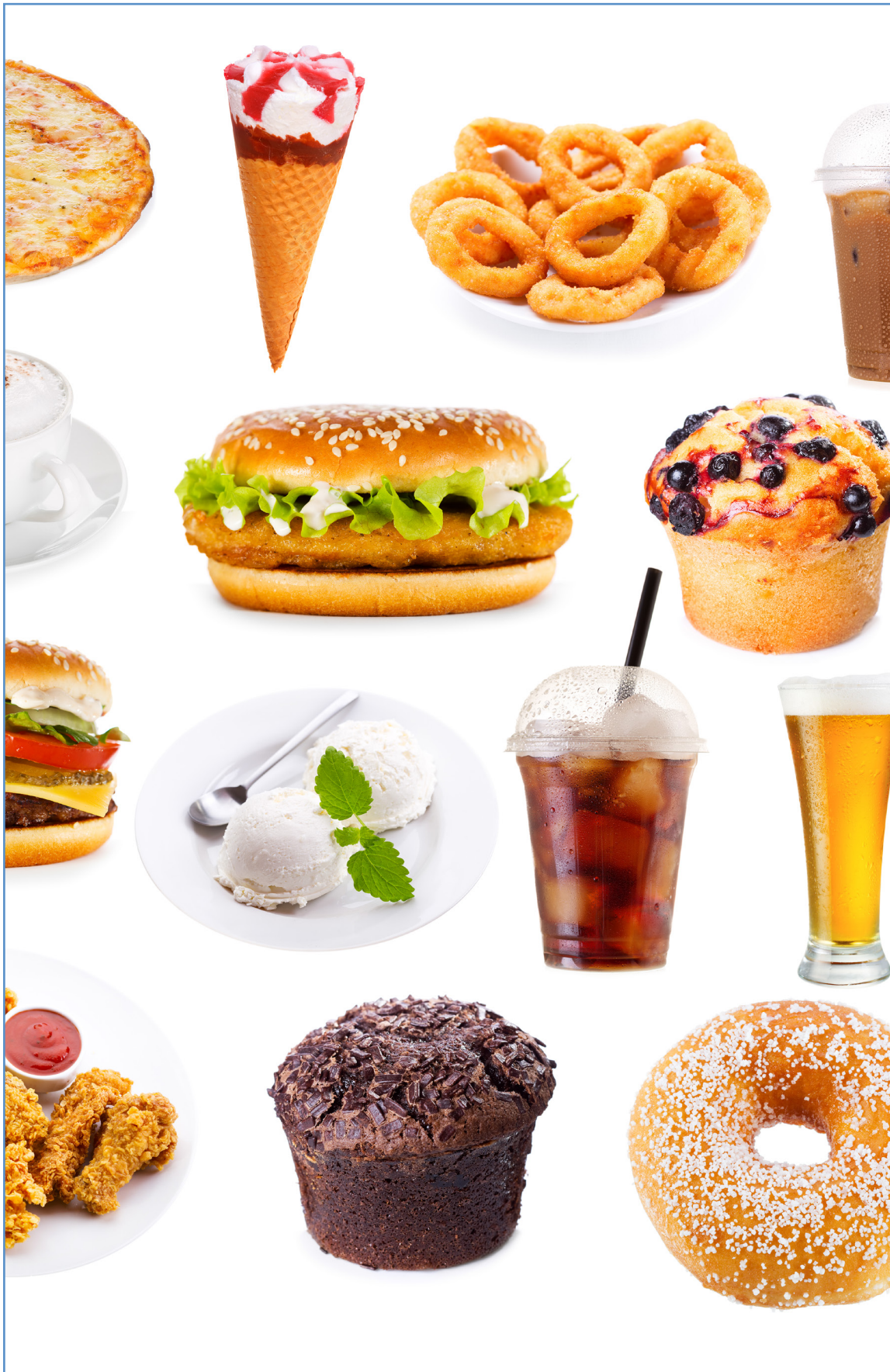
##### Chorus x2

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.  
Let's 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)

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

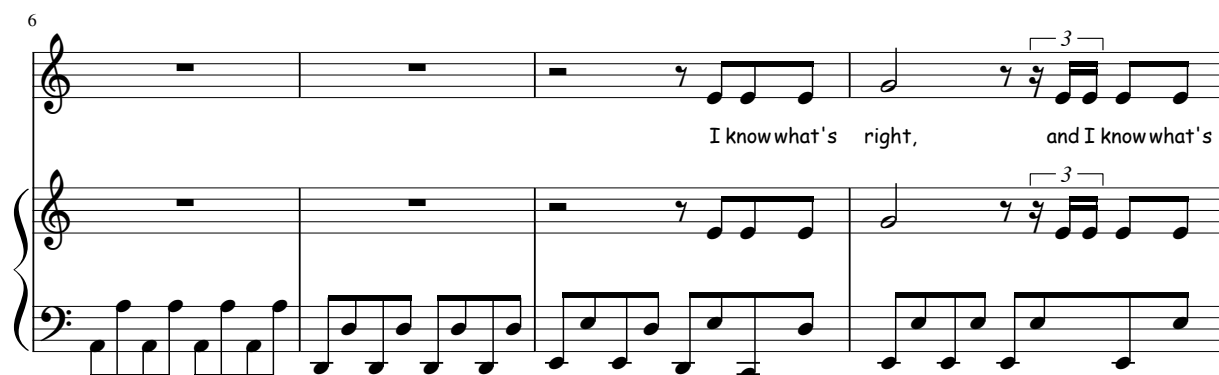
I know what's wrong and what's right when  
It comes to the bite.  
I know just what to say,  
It's my life.  
Lets be healthy, be happy, be you,  
Be the way that you want to be.  
Make sure that you make a good decision.

## Make A Good Decision (Healthy Me)



The first system of music consists of five measures. The vocal line (treble clef) contains five whole rests. The piano accompaniment (grand staff) features a steady eighth-note bass line in the left hand and a melody of eighth notes in the right hand.

6



The second system contains four measures. The vocal line begins with three whole rests, followed by a quarter note G4, a quarter note A4, and a triplet of eighth notes (G4, A4, B4). The lyrics "I know what's right, and I know what's" are aligned with these notes. The piano accompaniment continues with the same eighth-note pattern.

10



The third system contains four measures. The vocal line starts with a quarter rest, followed by a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, a quarter note G4, a quarter note F#4, a quarter note E4, a quarter note D4, and a quarter note C4. The lyrics "wrong. When to say yes, and to say no, strong, Strong. I will make" are aligned with these notes. The piano accompaniment continues with the same eighth-note pattern.



13



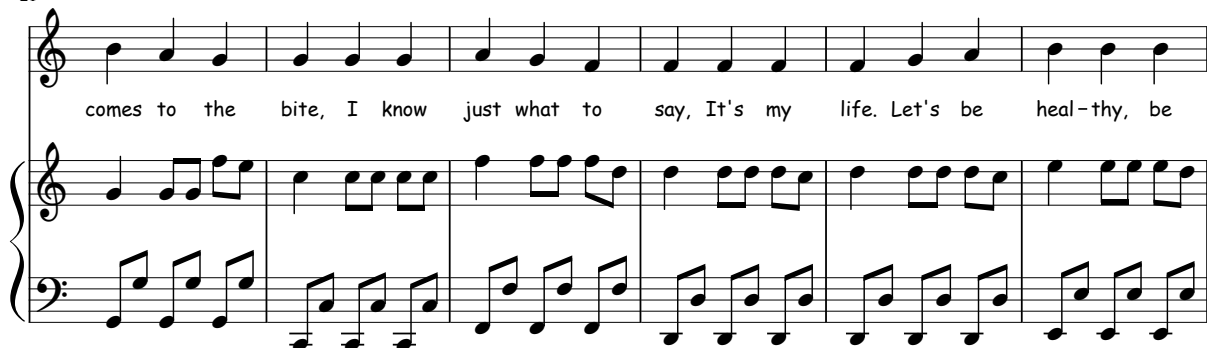
sure, I can tell the differ - ence, see. I will make sure, I'm as heal-thy as can

16



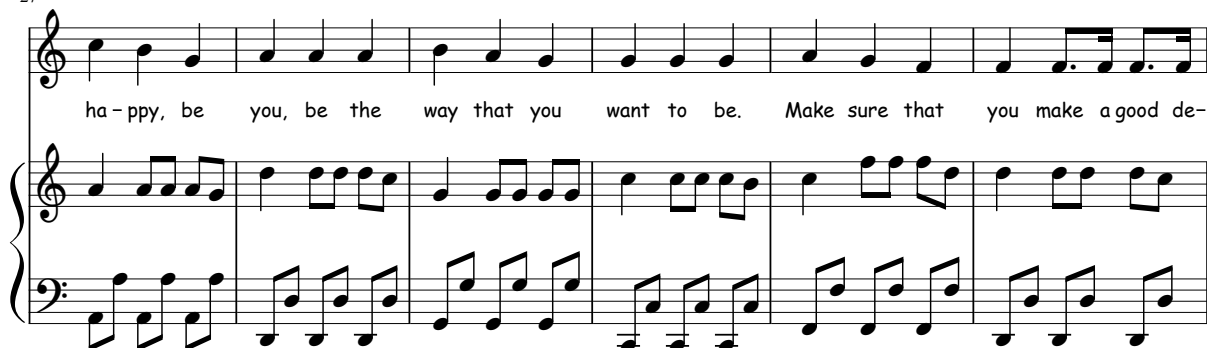
be. As can be. Be, be. I know what's wrong and what's right when it

21



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



51

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



57

cis - ion\_\_\_\_\_ .

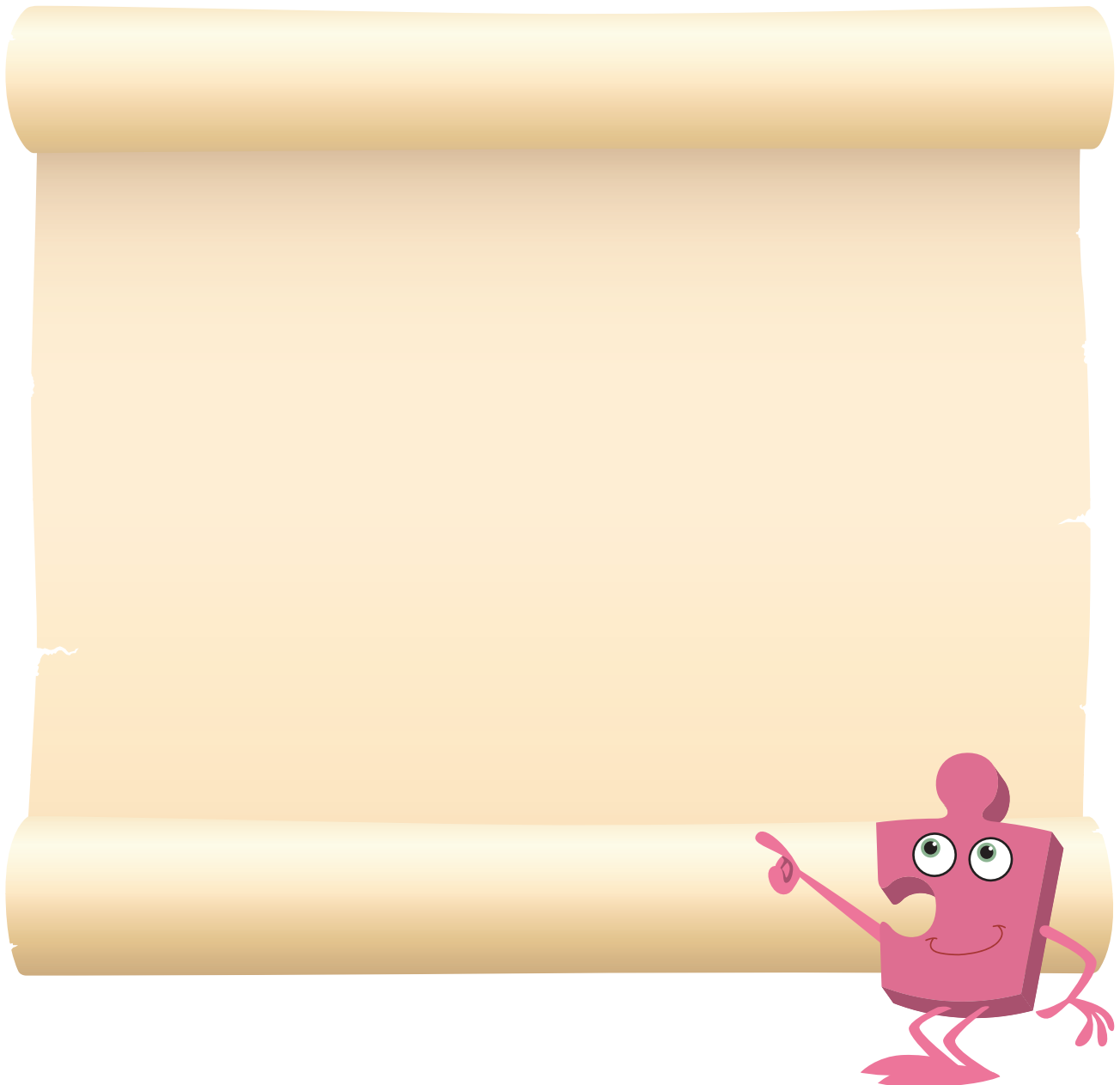




Puzzle 4

# 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**

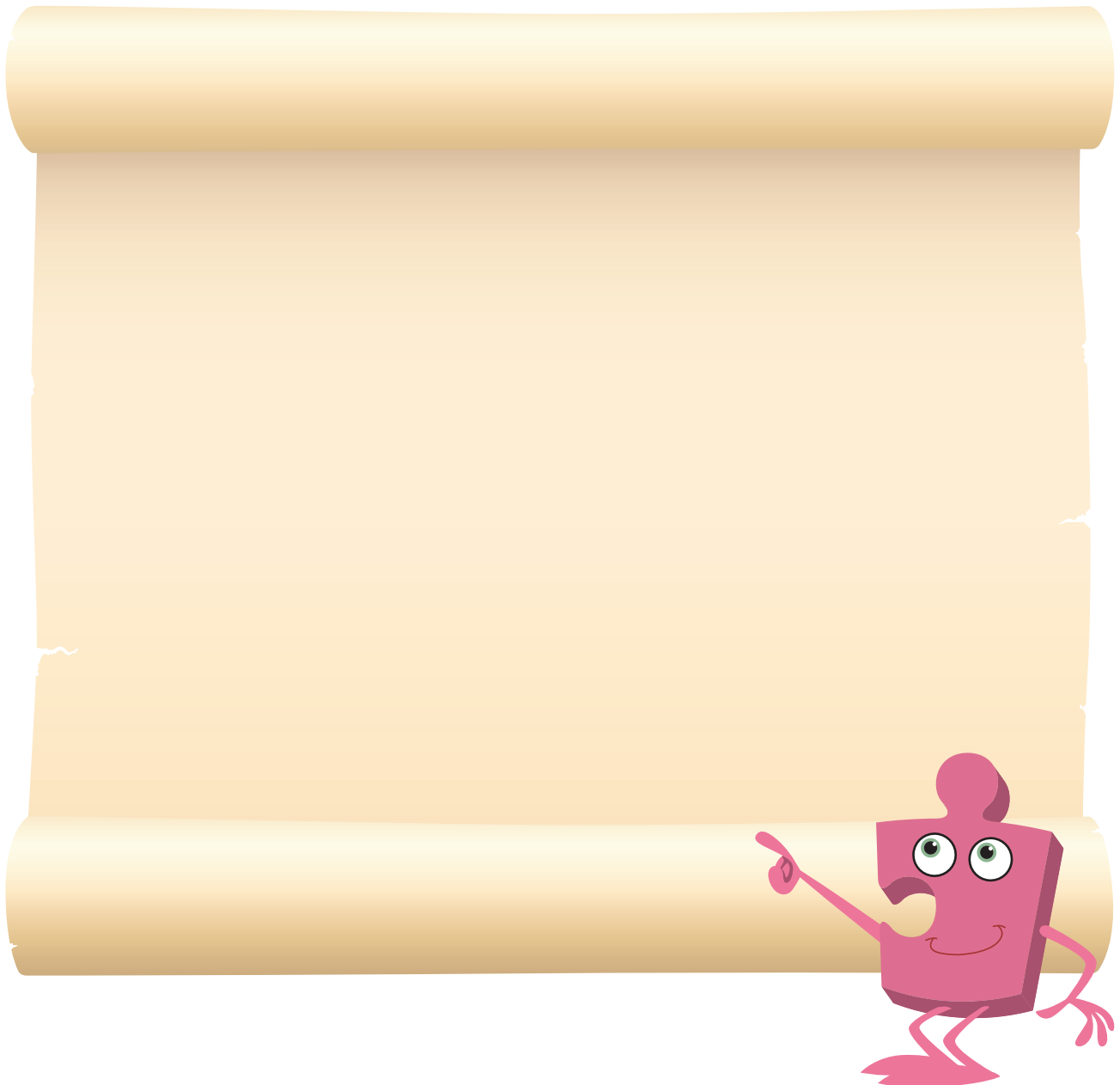




Puzzle 4

# Weekly Celebration 3

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



Puzzle 4

# Weekly Celebration 4

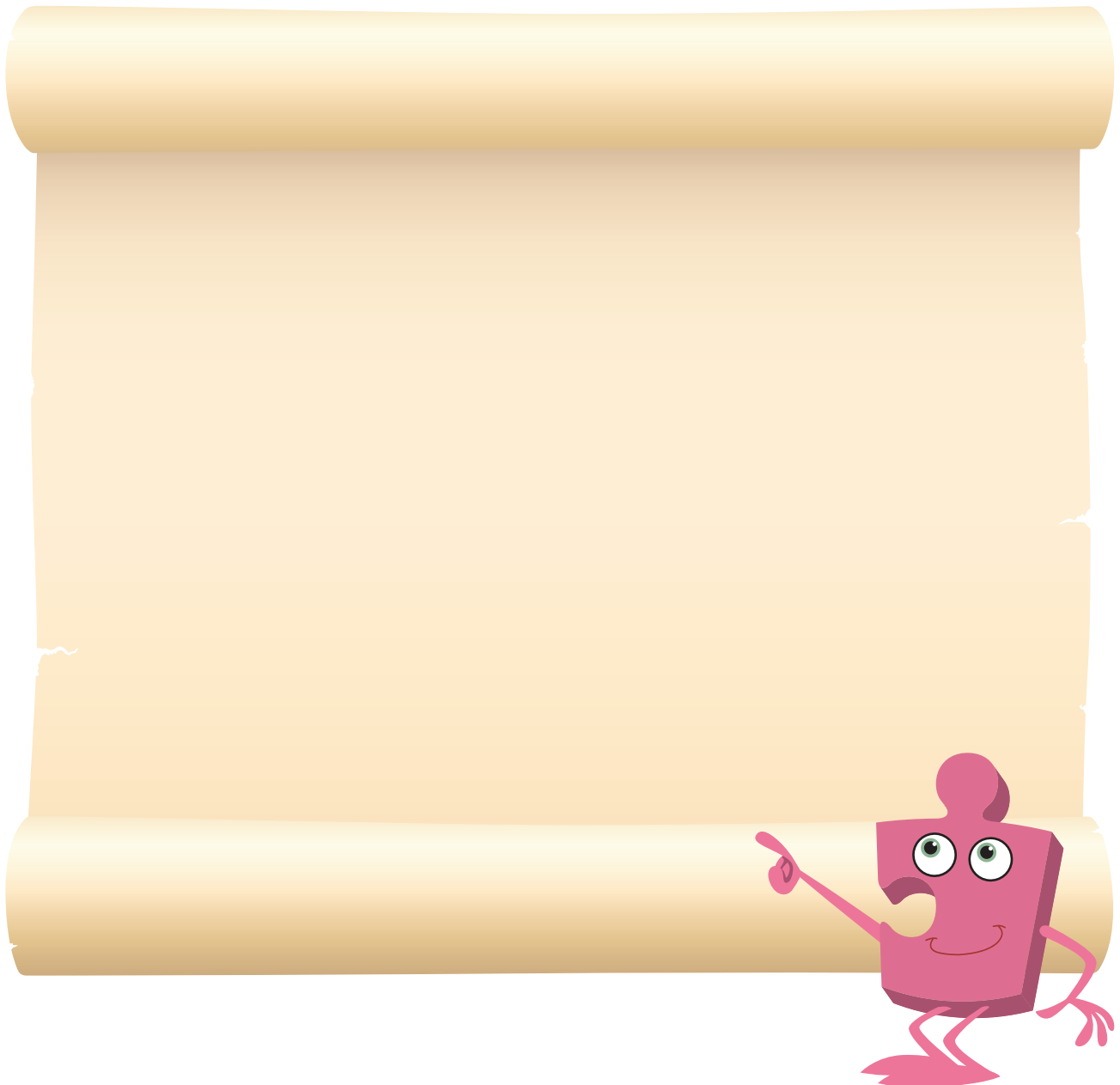
This week we are celebrating people who:  
**Have tried to keep themselves and other safe**



Puzzle 4

# Weekly Celebration 5

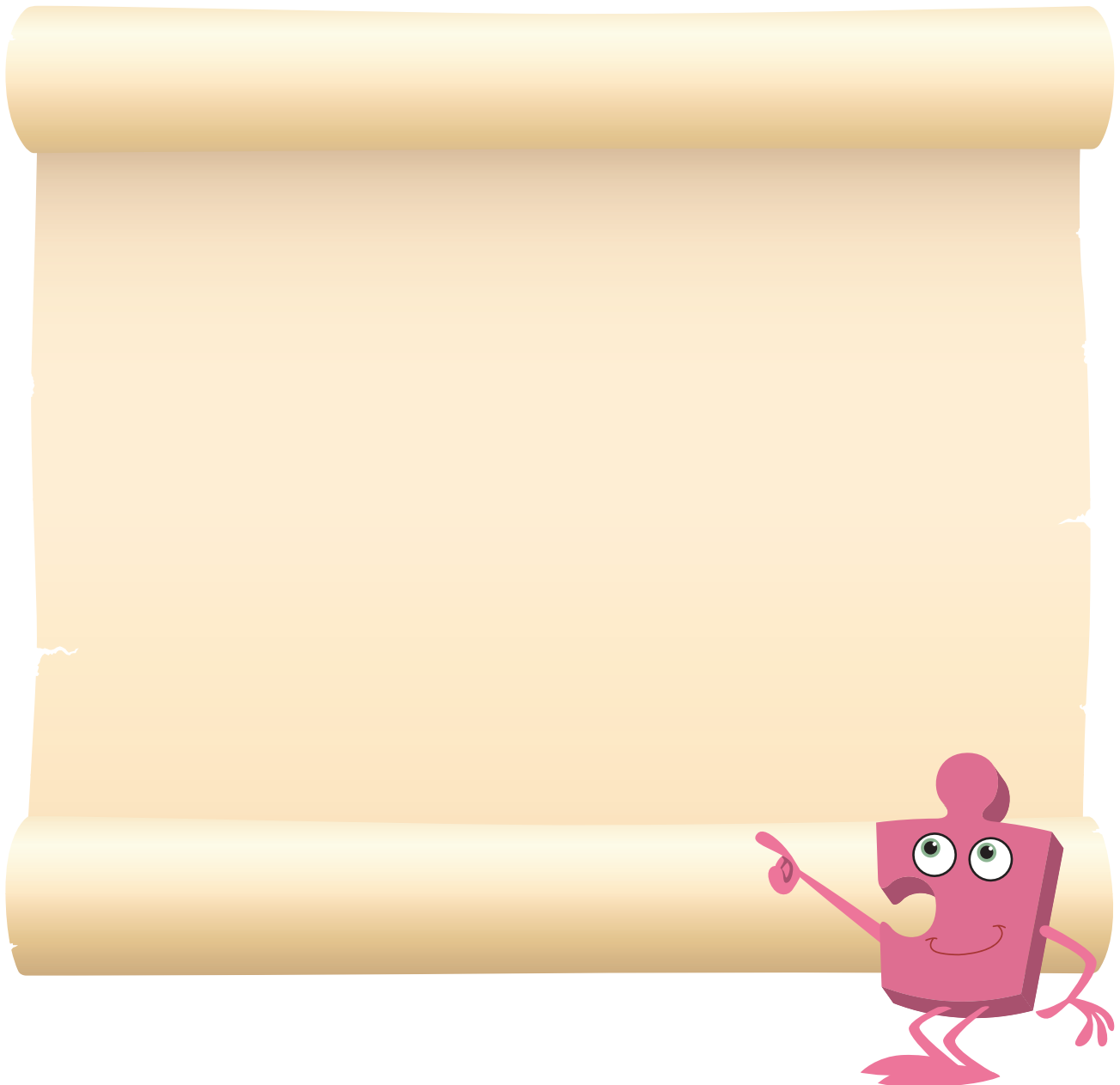
This week we are celebrating people who:  
**Know how to be a good friend and  
enjoy healthy relationships**



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 6-7

**Note:** There is an additional lesson on oral hygiene and tooth decay in the Jigsaw Community area of the website that can be used if desired, to supplement this unit of work (Puzzle)

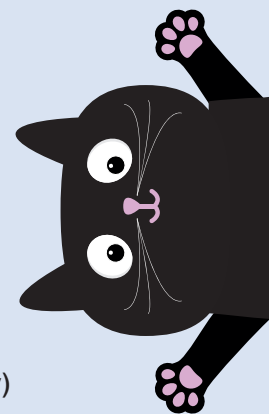
### Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Source some music for a game of Musical Statues  
Laminated Jigsaw Charter
- Piece 2: All resources in Jigsaw
- Piece 3: Source a bag full of children's medicine packets/bottles/inhaler etc. (All empty)
- Piece 4: All resources in Jigsaw
- Piece 5: Teachers to source a range of healthy food choices (see lesson plan), and also the ingredients for the healthy snack making as outlined in the plan.  
Basic cooking equipment
- Piece 6: All resources in Jigsaw

### Additional planning considerations

- Piece 1: Ensure enough 'My Jigsaw Learning' sheets have been printed (each child will need one). **Copy/print**, Help Jigsaw Jo sheets, one per group.
- Piece 2: **Copy/print** enough 'My Jigsaw Learning' sheets, one per pupil. **Copy/print** sets of PowerPoint slides, one set per group, or one set to use with the whole class.
- Piece 3: **Copy/print** enough 'My Jigsaw Learning' sheets', one per child. **Copy/print** body outline, one per group (on A3 if possible).
- Piece 4: **Print /copy**, enough 'My Jigsaw Learning' templates one per child. **Copy/print** blank Eat Well Plate sheets, one per group. **Copy/print**, sets of Food cards, one set per group.
- Piece 5: **Copy/print** enough 'My Jigsaw Learning' sheets' one per child. **Copy/print** one set of recipe cards. Prior to this lesson (Piece) the teacher needs to have sourced a range of foods and the ingredients for the healthy snack recipes. The recipes in this lesson plan are suggestions. If the class includes children with specific dietary requirements e.g. for health, cultural or religious reasons, teachers are free to change the recipes as necessary. There are blank recipe cards the teacher can complete if needed.
- Piece 6: **Copy/print** enough 'My Jigsaw Learning' sheets one per child. **Copy/print** Happy Healthy Me Recipe templates, one per child. **Copy/print** enough end of puzzle certificates and complete in advance for each child.

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 6-7 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. They may wish to also organise this lesson so that the Tell me or show me/Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.





## Jigsaw Summative Assessment

### Tracking Pupil Progress: Ages 6-7

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](http://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](mailto: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 6-7

## Jigsaw Summative Assessment: Tracking Pupil Progress

| Child's name                               |                 |                                                                                                                                                               |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                             |                  |
|--------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                            | Assessment Date | Working towards                                                                                                                                               | Working at                                                                                                                                                                                                                                                                                             | Working beyond                                                                                                                                                                                                                                                                                                              | Teacher comments |
| <b>Puzzle 1<br/>Being Me in My World</b>   |                 | <p>I can tell you some things that make my class a safe and fair place.</p> <p>I can say how I feel about my class and why I like it being safe and fair.</p> | <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>                                                                                                             | <p>I can justify the choices I make to help keep my class and school a safe and fair place.</p> <p>I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>                                                         |                  |
| <b>Puzzle 2<br/>Celebrating Difference</b> |                 | <p>I can name some differences and similarities between me and other people in my class.</p> <p>I can give a reason why a friend is special to me.</p>        | <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p> | <p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>I can offer strategies that allow me to stand up for myself and my friends.</p>                                                                                             |                  |
| <b>Puzzle 3<br/>Dreams &amp; Goals</b>     |                 | <p>I can tell you what I did to help my group create an end product.</p> <p>I can say how I felt about working in a group.</p>                                | <p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>                   | <p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p> <p>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p> |                  |



|                                   | Assessment Date | Working towards                                                                                                                                                                                                                                                                                                                                                                        | Working at                                                                                                                                                                                                                                                                                                                                        | Working beyond                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Teacher comments |
|-----------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Puzzle 4<br/>Healthy Me</b>    |                 | <p>I can tell you some things I can put in or on my body to keep it healthy.</p> <p>I can say how I feel about being healthy.</p>                                                                                                                                                                                                                                                      | <p>I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>                                                                                                        | <p>I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.</p>                                                                                                                                                                       |                  |
| <b>Puzzle 5<br/>Relationships</b> |                 | <p>When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.</p> <p>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p>                                           | <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>                               | <p>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>                                                                                                                                                                                                                                      |                  |
| <b>Puzzle 6<br/>Changing Me</b>   |                 | <p>I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.</p> | <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p> | <p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.</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<br>Naïve definitions or unsophisticated explanations<br>Basic recall of lesson facts<br>Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson)<br>Asking basic questions – may demonstrate the student has not understood the content<br>Inability to make comparisons (or makes simple comparisons) of lesson content to other examples<br>Demonstrating a limited internalisation of the concepts:<br>A lack of personal resonance/ application with the lesson content<br>Demonstrating a low level of cognitive challenge<br>Poor acquisition of new knowledge<br>Evidence of weak understanding<br>A fixed stance: (unable/unwilling to change position)<br>Basic vocabulary<br>Weak development in skills<br>Unconfident responses | A higher level of cognitive demand<br>Application and comparison of the lesson content to other situations or scenarios<br>Mental processing of information beyond simple recall<br>Some decision making<br>Evidence of problem solving<br>Explanation of concepts with some reasoning<br>The ability to categorise/ group, connect and identify patterns<br>A degree of organisation in thought processes<br>Inference and interpretation<br>The ability to predict<br>The ability to summarise a range of ideas succinctly<br>A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this<br>An increase in knowledge<br>An increase in understanding<br>A change of a feeling based on new learning<br>A richer vocabulary<br>An increase in a skill<br>An increase in confidence | Abstract ideas<br>Complex description<br>Thinking and expression that involves solving complex problems<br>Complex cognitive challenge<br>The ability to discuss alternative outcomes or routes<br>Justification of answers<br>The use of evidence to support their thinking drawn from the lesson and beyond<br>The ability to appraise or assess a situation : evaluation<br>The ability to hypothesise<br>An investigative approach: asks complex questions<br>Creative solutions<br>Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail<br>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.*

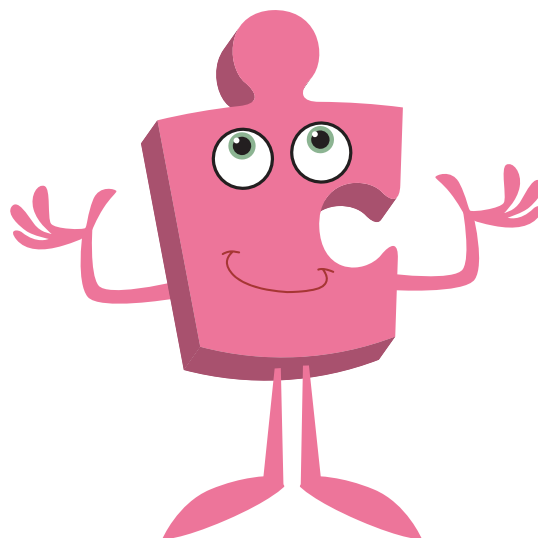
*We have been discussing how to negotiate in friendships. What can you try when there are disagreements in your friendship group?*





## Puzzle 4: Healthy Me - Ages 6-7 - Piece 1

| Being Healthy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Puzzle 4 Outcome</b><br><b>The Healthy, Happy Me Recipe Book</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Please teach me to...</b><br>know what I need to keep my body healthy<br>be motivated to make healthy lifestyle choices |
| <b>Resources</b><br>Jigsaw Chime<br>Laminated Jigsaw Charter<br>'Calm Me' script<br>Jigsaw Song: 'Make a Good Decision'<br>Help Jigsaw Jo sheet<br>Jigsaw Jo<br>Jigsaw Jerrie Cat<br>Music<br>Jigsaw Journals<br>My Jigsaw Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Vocabulary</b><br>Healthy choices<br>Lifestyle<br>Motivation                                                            |
| <b>Teaching and Learning</b><br><b>Note</b><br>Before teaching this Puzzle (unit) ensure you are familiar with the Jigsaw Approach, the introductory chapter in each set of year group materials<br><br><b>The Jigsaw Charter</b><br>Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter display copy.<br><br><b>Connect us</b><br>Play Musical Statues. When the music is playing, ask the children to dance and jump around as much as possible. When the music stops, children to be as still as possible. If you move, you sit down and are 'out'. Play a few rounds until there is a winner.<br><br><b>Calm me</b><br>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.<br><br><b>Open my mind</b><br>Slice 1: Sing or listen to the Jigsaw Song: 'Make a Good Decision'. Using the song lyrics as inspiration, ask the children to identify the different ways that they can keep their bodies healthy. Make a list as a class and keep asking the children, "What else?" so that they think of as many different ways as possible. Encourage them to mention: <ul style="list-style-type: none"> <li>• Healthy, balanced diet</li> <li>• Exercise</li> <li>• Drinking water</li> <li>• Sleeping well</li> <li>• Resting and relaxing</li> <li>• Keeping clean</li> </ul> Debrief the children about why each of these ways of keeping healthy is so important. Ask the children for their input too. |                                                                                                                            |
| <b>Ask me this...</b><br><br>Does your mind feel calm and ready to learn?<br><br>How do you keep yourself healthy?<br>Why is it important to keep healthy?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                            |



**Pause Point:** Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for a moment. While the children are pausing, invite them to reflect on what they are thinking and feeling right now. They can keep these ideas in their heads and don't need to share. Pause for 1-2 minutes only, then carry on with the lesson.

#### **Tell me or show me**

Explain to the children that most people know about how to keep themselves healthy – recap the main points from Open my mind – but that sometimes some people find it difficult to stay healthy. Tell a short story about Jigsaw Jo to introduce the concept of motivation:

Jigsaw Jo goes to judo every week and usually enjoys it. But one week, it doesn't seem as fun to Jo, who decides to stay at home instead. Jo is a bit tired and can't really be bothered to go out, even though there will be loads of nice people at judo. Jo feels a bit disappointed to miss judo...

Ask the children why Jo might not want to go to judo. Have they ever felt like not doing something active, even if they have enjoyed it before? Then ask: how might Jigsaw Jo feel when Jo does go to judo? Have they ever felt like Jo?

#### **Let me learn**

In small groups, ask the children to think of four things that keep people healthy. Then, using the Help Jigsaw Jo sheet, draw or write suggestions for helping Jigsaw Jo to be more motivated in each of the boxes. Discuss all ideas as a class and have Jigsaw Jo in a prominent position to receive feedback from the children. Congratulate the children on all the different ways they helped Jigsaw Jo stay motivated and make healthy choices.

#### **Help me reflect**

Slide 3: Share the learning intentions with the children. Ask them if they are thumbs (up/neutral/down) for each learning intention. They can record this on My Jigsaw Learning. Teachers can use the PowerPoint slide if this needs to be modelled for the children.

Are you able to identify your thoughts and feelings?

What keeps us healthy? What does it mean to be healthy?

#### **Notes**



## Healthy Me

### Calm Me Script - Ages 6-7 - Piece 1

We are half way through the year now and we have been learning, in our 'Calm Me' time, to help our minds to calm down and be peaceful so we can concentrate better.

How do you feel when your mind is peaceful and quiet?

How do we calm our minds down? (Breathing techniques, listening to the chime, helping our bodies relax, imagining calm pictures in our minds...)

So we use these techniques to help our minds to be calm so we can learn better.

When else do you use your breathing? (maybe to change my mood to happy, to help me calm down when I am grumpy or getting angry)

So today, let's start by sitting up nice and straight in our 'Calm Me' way...nice straight spine, feet flat on the floor and take a slow, deep breath in...and let it out again gently. Close your eyes if you are comfortable with that.

Breathe in again through your nose, feeling your lungs fill right up. And then gently let the air out, blowing through your lips so you feel relaxed and peaceful.

Now, keep concentrating by listening to the chime until you can't hear any sound...

(Strike the chime)

Listen, listen...

Now listen to what you can hear in the quietness, can you hear your own heart beating? Listen very, very carefully.

The quietness feels good and lets our minds have a rest.

Focus your mind on your breathing again, and enjoy feeling calm and relaxed as you breathe in and out.

Listen to the chime again and take one slow, deep breath, feel your tummy rise as you breathe in and fall as you breathe out again.

Then very gently bring your attention into the classroom. Wiggle your fingers and toes and be here with me now all peaceful and ready to learn.





## Healthy Me

### Help Jigsaw Jo - Ages 6-7 - Piece 1

Jigsaw Jo is finding it difficult to stay healthy and is not very motivated.

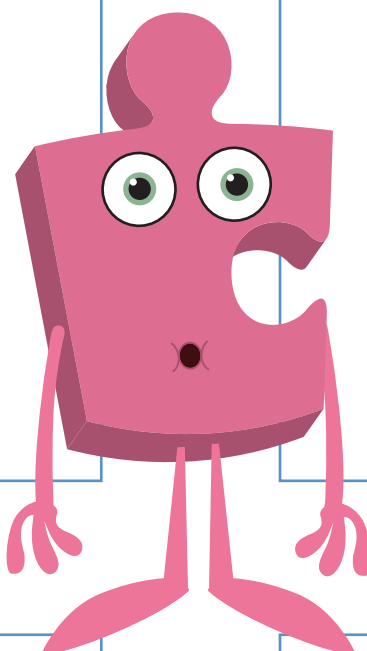
Can you think of some ways to help Jo?

Jigsaw Jo doesn't feel like going to dance practice.

What could you suggest to help Jo?

Jigsaw Jo doesn't want to eat the apple in the lunchbox.

What could you suggest to help Jo?



Jigsaw Jo doesn't want to go to bed on time.

What could you suggest to help Jo?

Jigsaw Jo doesn't feel like washing hands after going to the toilet.

What could you suggest to help Jo?





## Healthy Me

### Make a Good Decision PowerPoint Slide 1 - Ages 6-7 - Piece 1

#### 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.

## Healthy Me

### Jerrie Cat PowerPoint Slide 2 - Ages 6-7 - Piece 1



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## Healthy Me

### PowerPoint Slide 3: My Jigsaw Learning - Ages 6-7 - Piece 1



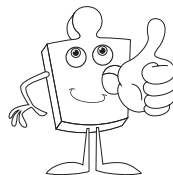
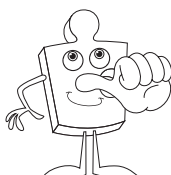
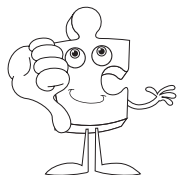
My Jigsaw Learning

Healthy Me Piece 1

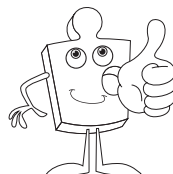
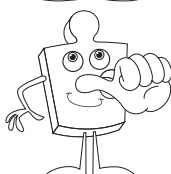
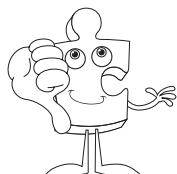
Ages 6-7

Name .....

I know what I need to keep  
my body healthy



I am motivated to make  
healthy lifestyle choices



TINT BOX - To improve next time I .....

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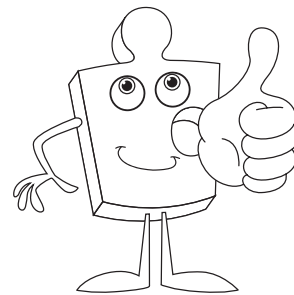
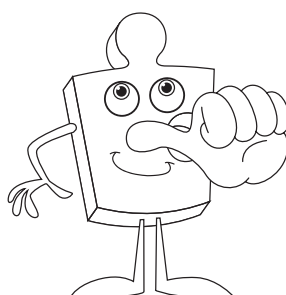
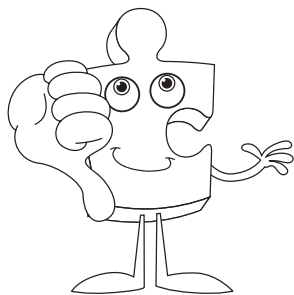
My Jigsaw Learning

Healthy Me Piece 1

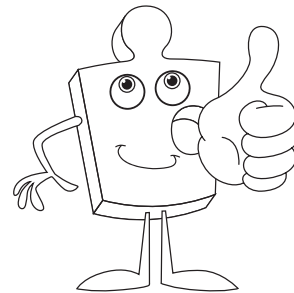
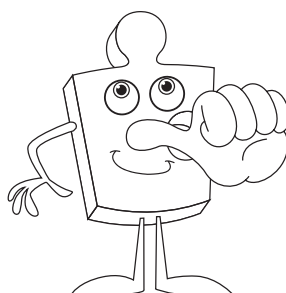
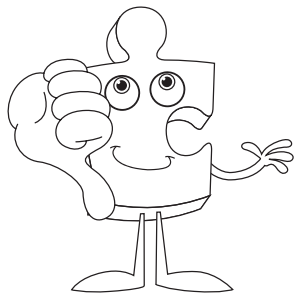
Ages 6-7

Name .....

I know what I need to keep  
my body healthy



I am motivated to make  
healthy lifestyle choices



TINT BOX - To improve next time I .....

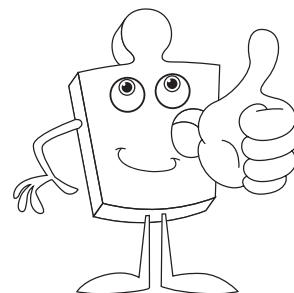
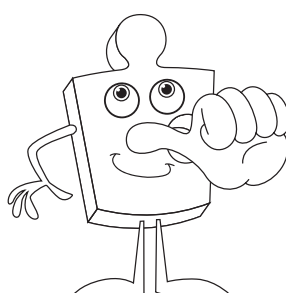
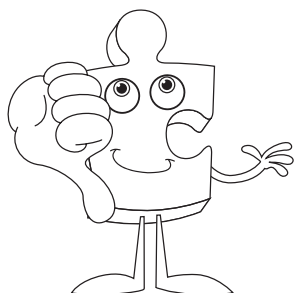
My Jigsaw Learning

Healthy Me Piece 1

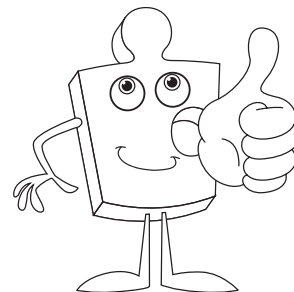
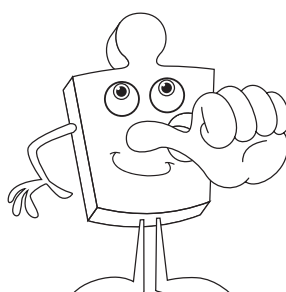
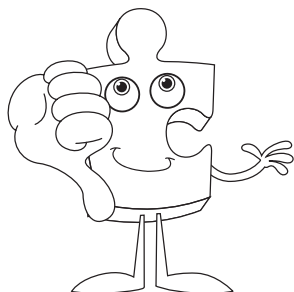
Ages 6-7

Name .....

I know what I need to keep  
my body healthy



I am motivated to make  
healthy lifestyle choices

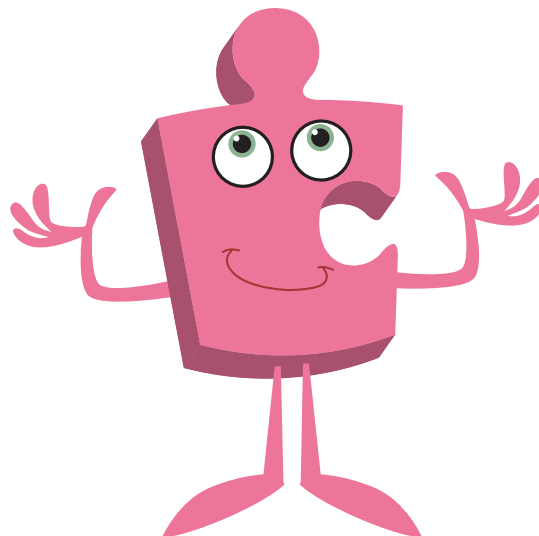


TINT BOX - To improve next time I .....



## Puzzle 4: Healthy Me - Ages 6-7 - Piece 2

| Being Relaxed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Puzzle 4 Outcome</b><br><b>The Healthy, Happy Me Recipe Book</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Please teach me to...</b><br>show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed<br>tell you when a feeling is weak and when a feeling is strong |
| <b>Resources</b><br><a href="#">Jigsaw Chime</a><br><a href="#">‘Calm Me’ script</a><br><a href="#">Jigsaw Jo</a><br><a href="#">Jigsaw Jerrie Cat</a><br><a href="#">PowerPoint slides</a><br><a href="#">PowerPoint slides - printed copies</a><br><a href="#">Jigsaw Journals</a><br><a href="#">My Jigsaw Learning</a>                                                                                                                                                                                                                                                                                                                                                          | <b>Vocabulary</b><br>Relax<br>Relaxation<br>Tense<br>Calm                                                                                                                                                                |
| <b>Teaching and Learning</b><br><br><b>The Jigsaw Charter</b><br>Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                          |
| <b>Connect us</b><br>Everyone is standing up and in a circle. Ask the children to show what they look like when they are feeling relaxed and calm. They might like to lie down, to curl up in a ball, stare out of the window or wander around the room. Freeze wherever they are and go around the whole class asking them to say a word or make a sound that shows how relaxed they feel. Make sure the teacher is included in this too.                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
| <b>Calm me</b><br>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.                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
| <b>Open my mind</b><br>Explain that this lesson is about relaxation and that part of being healthy is being able to unwind, to relax and be calm. Ask the children why it is important to relax. What would happen to us if we didn’t relax? Draw out from them that relaxing allows our minds and bodies to be quiet and calm and means we can rest and recover from things that cause us worry/stress/concern. Also, explore with the children how we are unable to learn very well when we are not feeling relaxed and calm. Remind the children that they start every Jigsaw lesson with Calm me, so they already know that people learn better when they are calm and relaxed. |                                                                                                                                                                                                                          |
| <b>Pause Point:</b> Slide 1:  Raise Jigsaw Jerrie Cat’s paws to indicate this Pause Point. Invite the children to pause for a moment to notice their thoughts and feelings.                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                          |



### Ask me this...

What do you look like and sound like when you are relaxed?

Does your mind feel calm and ready to learn?

How might you feel if you didn’t relax, ever?  
Are you able to learn new things when you are feeling tense?



**Tell me or show me**

Slides 2-9: Tell the children that there is an imaginary line that runs along the floor: it starts at 1 and finishes at 10 (you might like to put signs up to remind children what each end of the line means). At 1, this shows that a person is very calm/not very tense; at 10, it would mean that a person is very tense/not very calm. Show the children the PowerPoint slides of people in different situations (a range of stressful through to very calm) and ask them to decide how calm and relaxed the person/people would be; they then stand on the imaginary line between 1 and 10, denoting the tension/relaxation level of the person/people.

**Let me learn**

Using the larger version pictures from the PowerPoint slides, this time printed out, ask the children to rank them from least relaxed to most relaxed. Ask some children to hold up printed pictures and the rest of the class instructs them where they should stand on the imaginary line. You should end up with a continuum of relaxation. Ask the children what they notice about how the pictures change in tone along the continuum. Then ask them to come up with words that describe how the people in the pictures might be feeling. Draw out from them that there are strong feelings and weak feelings - at both ends of the spectrum. Take feedback from the children to clarify what they have learnt. Write up the words.

**Help me reflect**

Slide 10: Invite the children to reflect on the learning intentions for this lesson (Piece). This can be recorded on My Jigsaw Learning. Teachers can use the PowerPoint slide if this needs to be modelled for the children.

How can you tell if others are calm or are not calm?

Can you describe how you feel when you are calm, when you are tense and when you are somewhere in between?

**Notes**



## Healthy Me

### Calm Me Script - Ages 6-7 - Piece 2

We are half way through the year now and we have been learning, in our 'Calm Me' time, to help our minds to calm down and be peaceful so we can concentrate better.

How do you feel when your mind is peaceful and quiet?

How do we calm our minds down? (Breathing techniques, listening to the chime, helping our bodies relax, imagining calm pictures in our minds...)

So we use these techniques to help our minds to be calm so we can learn better.

When else do you use your breathing? (maybe to change my mood to happy, to help me calm down when I am grumpy or getting angry)

So today, let's start by sitting up nice and straight in our 'Calm Me' way...nice straight spine, feet flat on the floor and take a slow, deep breath in...and let it out again gently. Close your eyes if you are comfortable with that.

Breathe in again through your nose, feeling your lungs fill right up. And then gently let the air out, blowing through your lips so you feel relaxed and peaceful.

Now, keep concentrating by listening to the chime until you can't hear any sound...

(Strike the chime)

Listen, listen...

Now listen to what you can hear in the quietness, can you hear your own heart beating? Listen very, very carefully.

The quietness feels good and lets our minds have a rest.

Focus your mind on your breathing again, and enjoy feeling calm and relaxed as you breathe in and out.

Listen to the chime again and take one slow, deep breath, feel your tummy rise as you breathe in and fall as you breathe out again.

Then very gently bring your attention into the classroom. Wiggle your fingers and toes and be here with me now all peaceful and ready to learn.





## Healthy Me

Jerrie Cat PowerPoint Slide 1 - Ages 6-7 - Piece 2



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## Healthy Me

### PowerPoint Slide 10: My Jigsaw Learning - Ages 6-7 - Piece 2



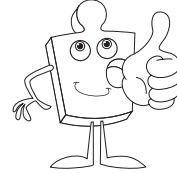
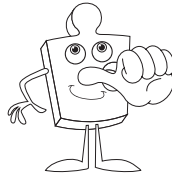
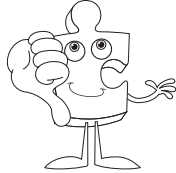
#### My Jigsaw Learning

#### Healthy Me Piece 2

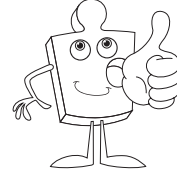
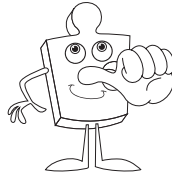
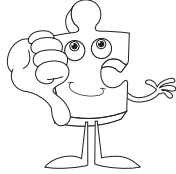
#### Ages 6-7

Name .....

I can show a tell you what relaxed  
means and I know some things that  
make me feel relaxed and some that  
make me feel stressed



I can tell you when a feeling is weak  
and when a feeling is strong



TINT BOX - To improve next time I .....

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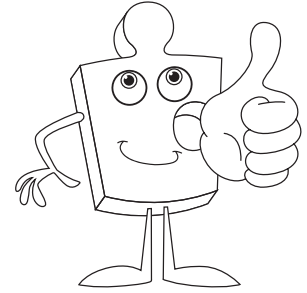
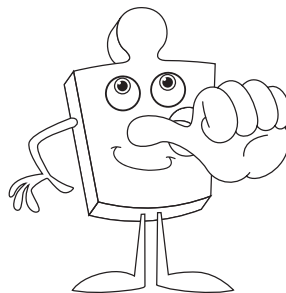
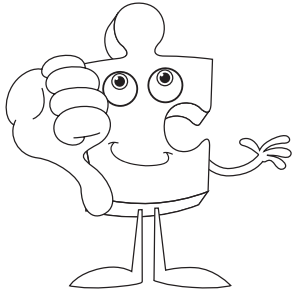
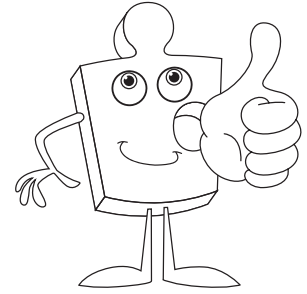
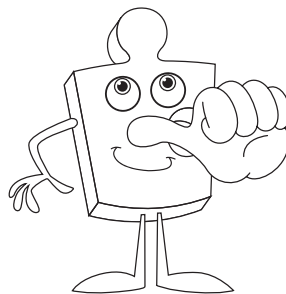
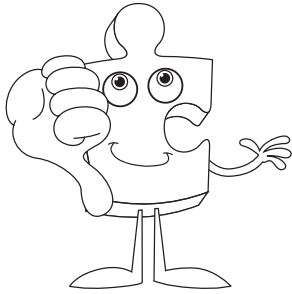
## My Jigsaw Learning

## Healthy Me Piece 2

Ages 6-7

Name .....

I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed



I can tell you when a feeling is weak and when a feeling is strong

TINT BOX - To improve next time I .....

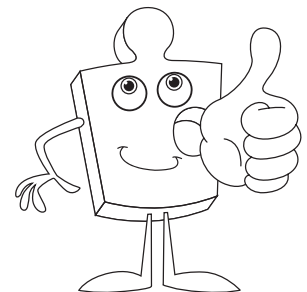
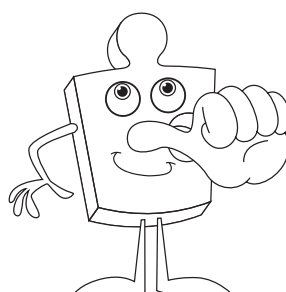
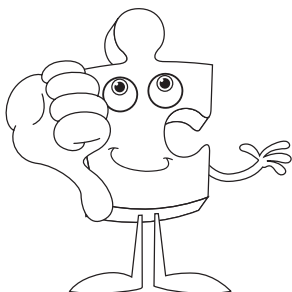
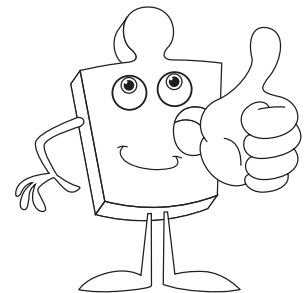
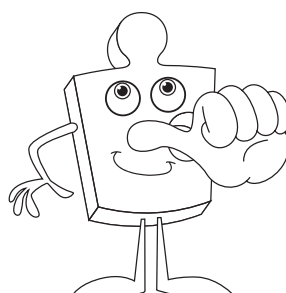
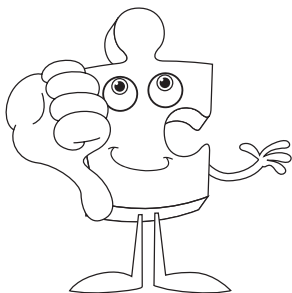
## My Jigsaw Learning

## Healthy Me Piece 2

Ages 6-7

Name .....

I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed

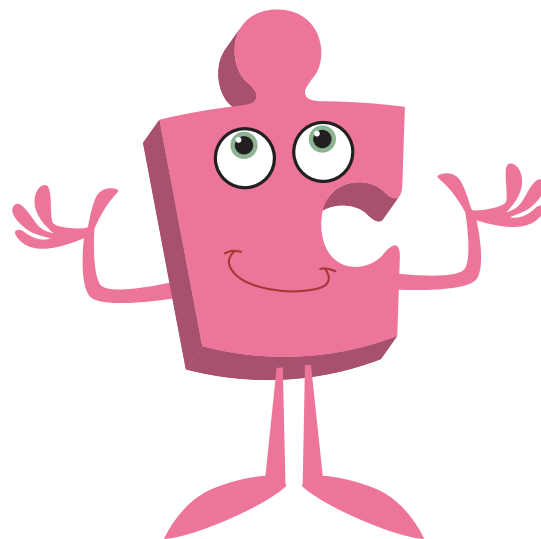


I can tell you when a feeling is weak and when a feeling is strong

TINT BOX - To improve next time I .....

## Puzzle 4: Healthy Me - Ages 6-7 - Piece 3

| Medicine Safety                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Puzzle 4 Outcome</b><br><b>The Healthy, Happy Me Recipe Book</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Please teach me to...</b><br>understand how medicines work in my body and how important it is to use them safely<br>feel positive about caring for my body and keeping it healthy |
| <b>Resources</b><br>Jigsaw Chime<br>‘Calm Me’ script<br>Jigsaw Jo<br>Jigsaw Jerrie Cat<br>Jigsaw Journals<br>My Jigsaw Learning<br>Bag of medicine bottles/packets (empty)                                                                                                                                                                                                                                                                                                                                                                               | <b>Vocabulary</b><br>Healthy<br>Unhealthy<br>Dangerous<br>Medicines<br>Safe<br>Body                                                                                                  |
| <b>Teaching and Learning</b><br><br><b>The Jigsaw Charter</b><br>Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                      |
| <b>Connect us</b><br>Play ‘I went to the shops’.<br>Teacher starts the game by saying, “I went to the shops and bought some apples”. The child next to them says, “I went to the shops and bought some bread and some apples”. Child 3 then says, “I went to the shops and bought some cereal, some bread and some apples”. Keep going around the circle, with the next child using the letter D, and so on. See how far you can get around the circle. Ensure that every child has a turn. Try to get round the whole circle with healthy food choices. |                                                                                                                                                                                      |
| <b>Calm me</b><br>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.                                                                                                                                                                                                                                                                               |                                                                                                                                                                                      |
| <b>Open my mind</b><br>In groups of 3, children make a list of all of the medicines that they have heard of. Then join groups together (to make 6) and combine the list. Feed back to the class and write all responses on the board/ flipchart. Teacher to add some examples too and see if the children know what each medicine is for.                                                                                                                                                                                                                |                                                                                                                                                                                      |



### Ask me this...

What skills do you need to play this game?

Does your mind feel calm and ready to learn?

Have you heard of all these different types of medicine?

### **Tell me or show me**

You will need to prepare a bag of empty children's medicine packets/ bottles (e.g. cough medicine) / inhaler / bee sting cream / plaster / bandage / germolene / etc for this activity.

Use Jigsaw Jo and tell the children poor Jo is feeling poorly today. Jo has a headache and can't concentrate on school.

What could Jigsaw Jo do to make the headache better?

Write up children's ideas e.g. lie down, go for a walk etc.

Try to elicit all the ideas you can before talking about medicine.

The ask the children if there is a medicine that could help Jigsaw Jo?

What sort of medicine?

Take one medicine packet/bottle (ensure these are empty before bringing to school) out of the bag at a time and ask if this would help Jo. You may take out a bandage or a plaster and ask if this would make Jo's headache better... How would the children know if this was the right medicine for Jigsaw Jo?

Teach about medicine safety as if telling Jigsaw Jo...to include:

Children must never take medicine on their own as this could be very dangerous and harm their bodies.

They must only take medicine when a trusted adult gives it to them.

They must only take the dosage it says on the bottle/package, NOT more.

They must NEVER take each other's medicine.

Medicine must be kept in a locked cupboard out of children's reach at home.

Make the point that there are lots of ways we can try to help ourselves feel better without taking medicine, but sometimes medicine can help us get better.

Repeat this exercise with Jigsaw Jerrie Cat who has a cough...or a grazed paw

**Pause Point:** Slide 1:  Raise Jerrie Cat's paws to indicate this Pause Point (one paw may have a plaster on it by this point). Invite the children to close their eyes and look inside to see if they can identify their thoughts or feelings at this point in the lesson. Would anyone like to share what they are thinking or feeling right now? (Remember the right to pass)

### **Let me learn**

In their Jigsaw Journals, children write or draw 2 ways they can be safe when taking medicine.

### **Help me reflect**

Slide 2: Invite the children to reflect on the learning intentions for the lesson and record this on the My Jigsaw Learning template. (Use PowerPoint slide 2 if helpful).

### **Notes**





## Healthy Me

### Calm Me Script - Ages 6-7 - Piece 3

*Note to the teacher: For this body scan meditation you might like to make enough room for the children to lie flat on the floor. If so, have them lay on their backs with arms at their sides, palms facing upwards. (and change following script accordingly) We are trying to engender a sense of appreciation for the miracle of the human body... to underpin the Healthy Me messages. You are welcome to extend this script to add appreciation for other parts of the body.*

Children, today for our 'Calm Me' time, we are going to help our minds and our bodies relax as much as we can.

So I invite you to sit up nice and straight in your chair, feet flat on the floor, hands in your lap and eyes closed gently.

Listen (strike chime just once) to the chime and help your mind to become peaceful and quiet.

Take a deep breath in through your nose and let it sink right into your lungs, then feel it as it leaves your body again.

Keep breathing these slow, lovely breaths and feel calm.

We are going to practise making our minds focus on different parts of our bodies..so first of all help your mind to focus on your mouth... just think about your mouth... can you feel your tongue and your teeth?

Think about how amazing it is that your tongue can taste every piece of food you eat, your teeth can chew every piece of food you eat... how amazing... aren't we lucky to have such great mouths that help us eat and drink?

Take a nice breath in... I am lucky... breathing out... what an amazing body I have...

Repeat this several times and gently invite children to bring their attention, their minds, back to the present moment in the classroom... wiggle your fingers and toes and take a big stretch as you open your eyes and smile.





## Healthy Me

Jerrie Cat PowerPoint Slide 1 - Ages 6-7 - Piece 3



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## Healthy Me

### PowerPoint Slide 2: My Jigsaw Learning - Ages 6-7 - Piece 3



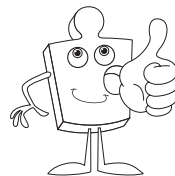
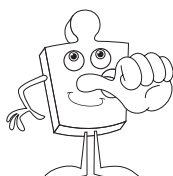
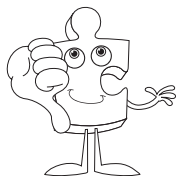
#### My Jigsaw Learning

#### Healthy Me Piece 3

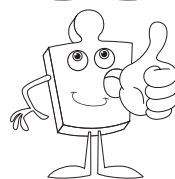
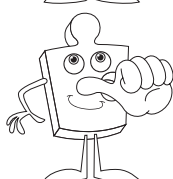
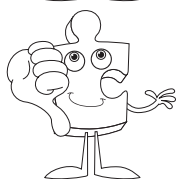
#### Ages 6-7

Name .....

I understand how medicines  
work in my body and how  
important it is to use them safely



I feel positive about caring for my  
body and keeping it healthy



TINT BOX - To improve next time I .....

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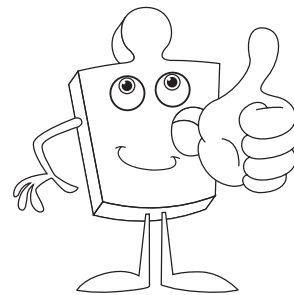
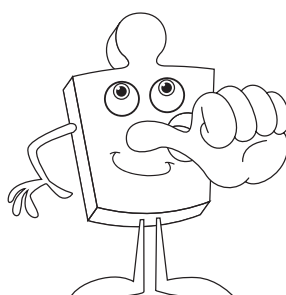
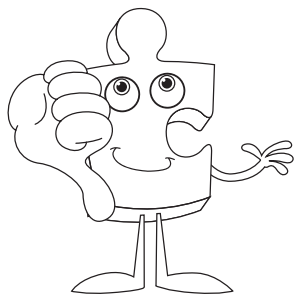
## My Jigsaw Learning

## Healthy Me Piece 3

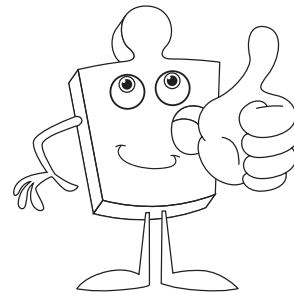
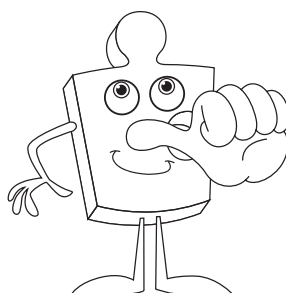
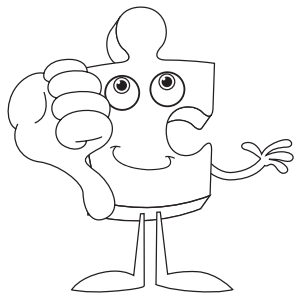
Ages 6-7

Name .....

I understand how medicines  
work in my body and how  
important it is to use them safely



I feel positive about caring for my  
body and keeping it healthy



TINT BOX - To improve next time I .....

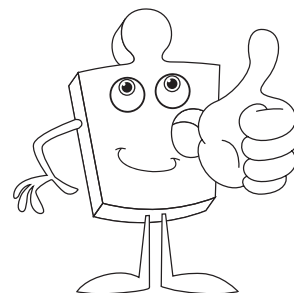
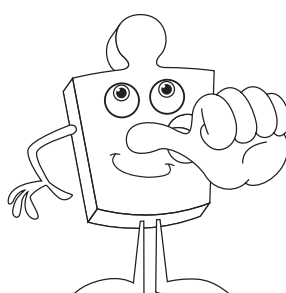
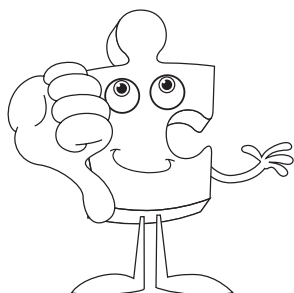
## My Jigsaw Learning

## Healthy Me Piece 3

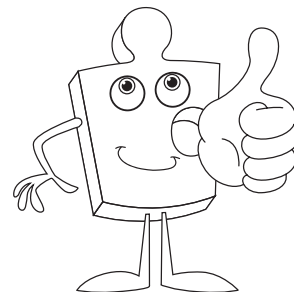
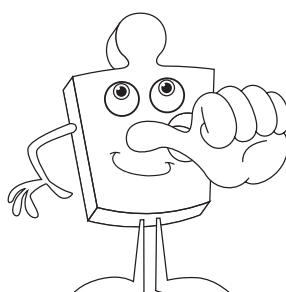
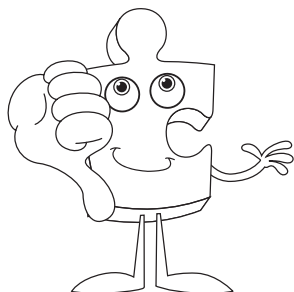
Ages 6-7

Name .....

I understand how medicines  
work in my body and how  
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I feel positive about caring for my  
body and keeping it healthy

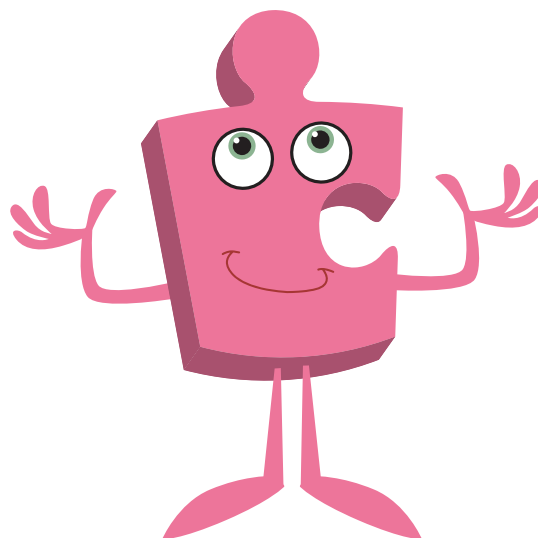


TINT BOX - To improve next time I .....



## Puzzle 4: Healthy Me - Ages 6-7 - Piece 4

| Healthy Eating                                                                                                                                                                                                                      |                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Puzzle 4 Outcome</b><br><b>The Healthy, Happy Me Recipe Book</b>                                                                                                                                                                 | <b>Please teach me to...</b><br>sort foods into the correct food groups and know which foods my body needs every day to keep me healthy<br>have a healthy relationship with food and know which foods I enjoy the most |
| <b>Resources</b><br>Jigsaw Chime<br>'Calm Me' script<br>Jigsaw Jo<br>Jigsaw Jerrie Cat<br>Eat Well Plate - complete<br>Eat Well Plate - blank<br>Food cards<br>Pictures of composite foods<br>Jigsaw Journals<br>My Jigsaw Learning | <b>Vocabulary</b><br>Healthy<br>Unhealthy<br>Balanced diet<br>Portion<br>Proportion                                                                                                                                    |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching and Learning</b><br><br><b>The Jigsaw Charter</b><br>Share 'The Jigsaw Charter' with the children to reinforce how we work together.<br><br><b>Calm me</b><br>Tell the children we are starting with Calm Me today as Connect Us will be later in the lesson. 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.<br><br><b>Open my mind</b><br>In pairs, children discuss their favourite foods and why they like them so much. Feed back to the class and create a class Top 5 Favourite Foods list. Make sure the adults in the class contribute too, and try to include more unusual foods on the list. Next, ask the children, individually then as a whole class at the same time, to act out how they feel when they eat their favourite foods.<br><br><b>Tell me or show me</b><br>Slide 1: Show the children the copy of the 'Eat Well Plate'. Explain each section and ask for examples of foods that fit into each section. Open up a discussion that will reveal how much they already know about a healthy, balanced diet. Reinforce the messages about a balanced diet: explain what they need to eat/drink every day in order to stay healthy. Invite them to contribute as much as they know.<br><br><b>Pause Point:</b>  Slide 2: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for a moment. While the children are pausing invite them to reflect on what they are thinking and feeling right now. They can keep these ideas in their heads and don't need to share. Pause for 1-2 minutes only then carry on with the lesson. | <b>Ask me this...</b><br><br><br>Does your mind feel calm and ready to learn?<br><br><br>Why do you like your favourite food so much?<br><br><br>What do you know already about a healthy, balanced diet? |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Connect us

Play 'Balanced Diet Switch'. Sitting in a circle, assign each child to a different food from a major food group:

- potato (carbohydrate);
- chicken (protein);
- broccoli (fruit and vegetables);
- yogurt (dairy);
- sweets (foods high in fat/salt/sugar).

Every time teacher calls out one of those words, all children in that group change places. If 'Balanced diet' is called out, everyone changes places.

### Let me learn

In groups of 4 or 5, children are given a copy of a blank Eat Well Plate and a set of food cards. Alternatively, if you already have a large copy of the Eat Well Plate (floor mat size), this activity could be done as a class.

Children sort the cards into the different food groups. Ask the children to work together so that everyone has a turn; they will need to decide as a team if there are any disagreements about where particular foods go. Ask the groups to decide which food group they think is the most important.

Take feedback and explain that all groups are important to eat every day to keep us healthy. Emphasise that it is the portions of each food group that are so important. Ask why we need to eat lots of fruit and vegetables but not so much food high in fat/ salt/sugar.

Back as a class, hold up the pictures of composite foods. Ask the children which food groups they belong to. Draw out from them that, for many meals, it is not as easy to designate foods to specific groups. Therefore, we have to look at what makes up each meal. In groups, ask the children to come up with their own composite foods; feed back to the class and encourage them to explain which foods make up each of these dishes.

### Help me reflect

Slide 3: Ask the children to complete My Jigsaw Learning for this lesson (Piece) and to stick it into their Jigsaw Journals. The teacher may wish to model this with the children using the PowerPoint slide asking the children to show whether they are a thumbs-up/ neutral/ down for each learning intention prior to completing the template.

Which foods do you need every day to keep you healthy?

Why do we need to eat more foods like potatoes and rice but not so many sweets and chocolates?

### Notes



## Healthy Me

### Calm Me Script - Ages 6-7 - Piece 4

We are half way through the year now and we have been learning, in our 'Calm Me' time, to help our minds to calm down and be peaceful so we can concentrate better.

How do you feel when your mind is peaceful and quiet?

How do we calm our minds down? (Breathing techniques, listening to the chime, helping our bodies relax, imagining calm pictures in our minds...)

So we use these techniques to help our minds to be calm so we can learn better.

When else do you use your breathing? (maybe to change my mood to happy, to help me calm down when I am grumpy or getting angry)

So today, let's start by sitting up nice and straight in our 'Calm Me' way...nice straight spine, feet flat on the floor and take a slow, deep breath in...and let it out again gently. Close your eyes if you are comfortable with that.

Breathe in again through your nose, feeling your lungs fill right up. And then gently let the air out, blowing through your lips so you feel relaxed and peaceful.

Now, keep concentrating by listening to the chime until you can't hear any sound...

(Strike the chime)

Listen, listen...

Now listen to what you can hear in the quietness, can you hear your own heart beating? Listen very, very carefully.

The quietness feels good and lets our minds have a rest.

Focus your mind on your breathing again, and enjoy feeling calm and relaxed as you breathe in and out.

Listen to the chime again and take one slow, deep breath, feel your tummy rise as you breathe in and fall as you breathe out again.

Then very gently bring your attention into the classroom. Wiggle your fingers and toes and be here with me now all peaceful and ready to learn.



# The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.

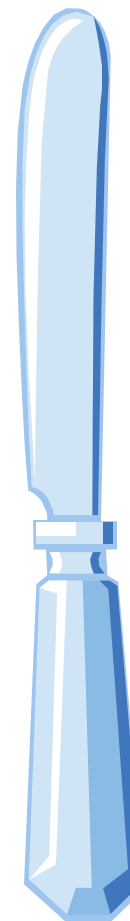
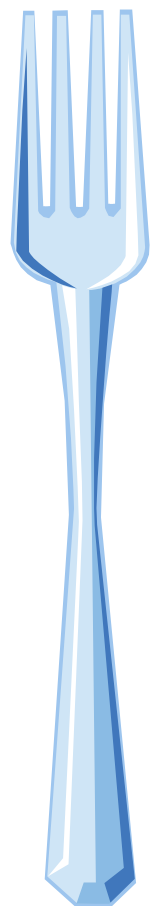




# The eatwell plate

Fruit and Vegetables

Bread, rice, potatoes, pasta  
and other starchy foods



Milk and dairy foods

Food and drinks high in  
fat and or sugar

Meat, fish, eggs, beans  
and other non-dairy sources of protein

Healthy Me  
Blank Eat Well Plate - Ages 6-7 - Piece 4



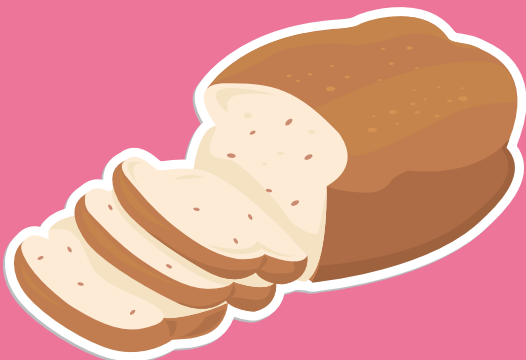
**Healthy Me**  
**Eat Well Food Cards - Ages 6-7 - Piece 4**



**Grapes**



**Meat**



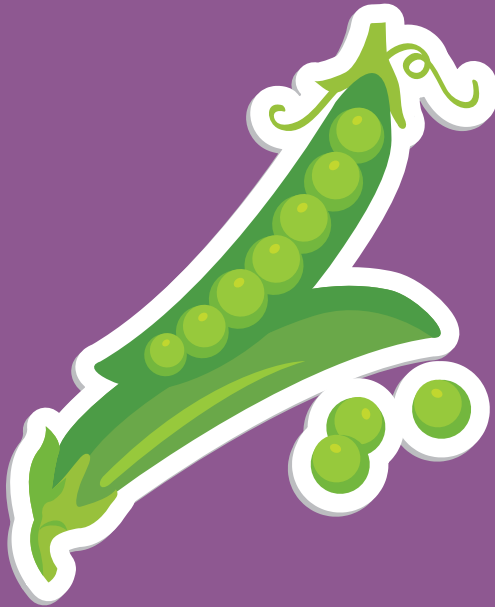
**Bread**



**Fish**

## Healthy Me

Eat Well Food Cards - Ages 6-7 - Piece 4



Peas



Peanut Butter



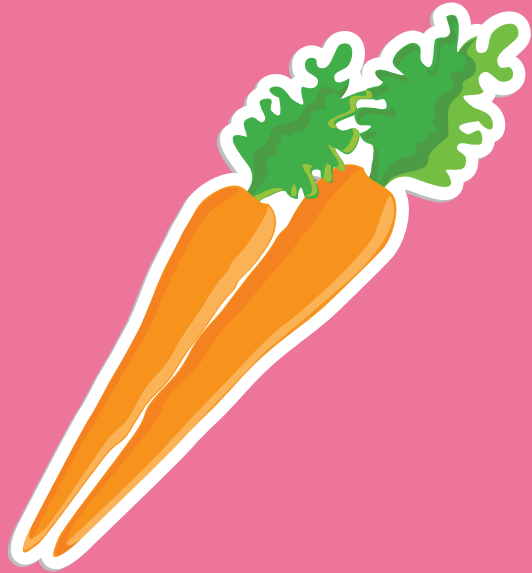
Corn



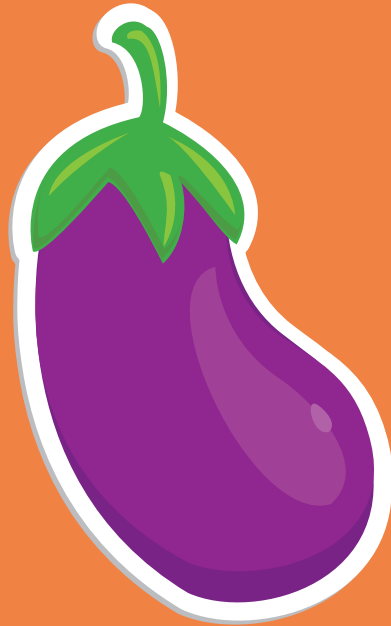
Milk

## Healthy Me

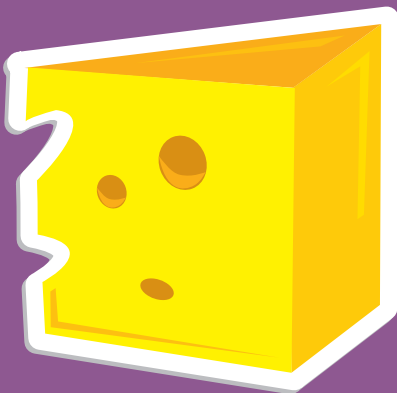
Eat Well Food Cards - Ages 6-7 - Piece 4



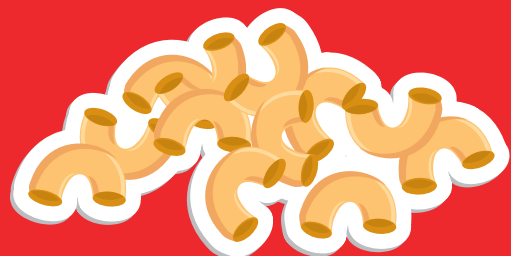
Carrots



Aubergine/Eggplant



Cheese



Pasta



## Healthy Me

Eat Well Food Cards - Ages 6-7 - Piece 4



Banana



Ice Cream

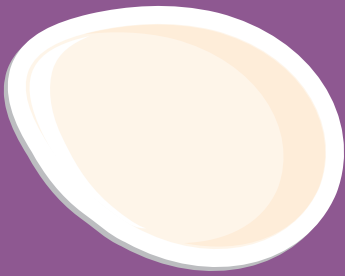


Green Pepper

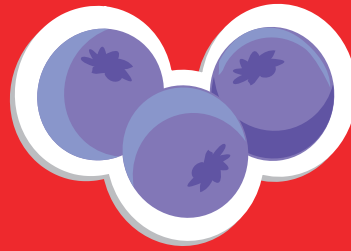


Apple

**Healthy Me**  
**Eat Well Food Cards - Ages 6-7 - Piece 4**



**Egg**



**Blueberry**



**Apricot**



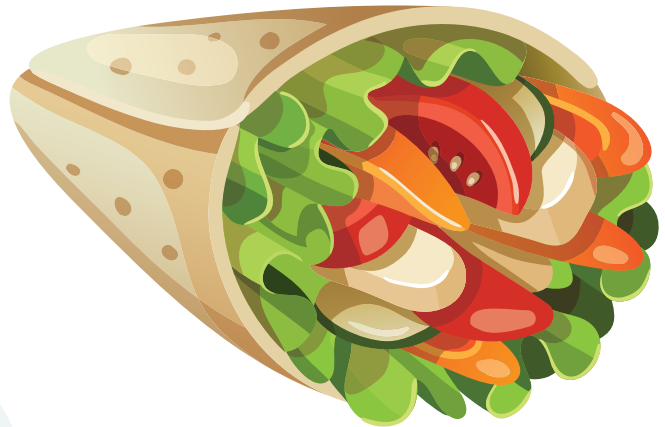
**Tomato**

## Healthy Me

Composite Food Pictures - Ages 6-7 - Piece 4



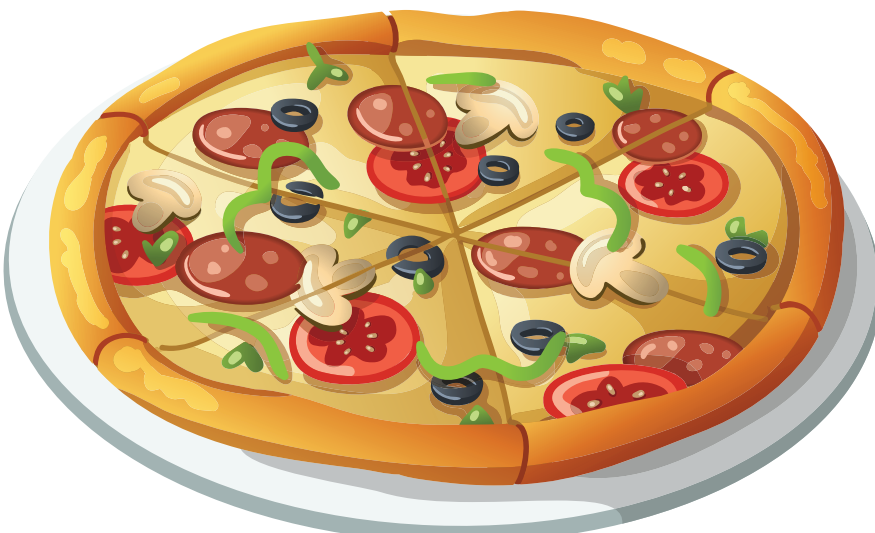
**Spaghetti and meatballs**



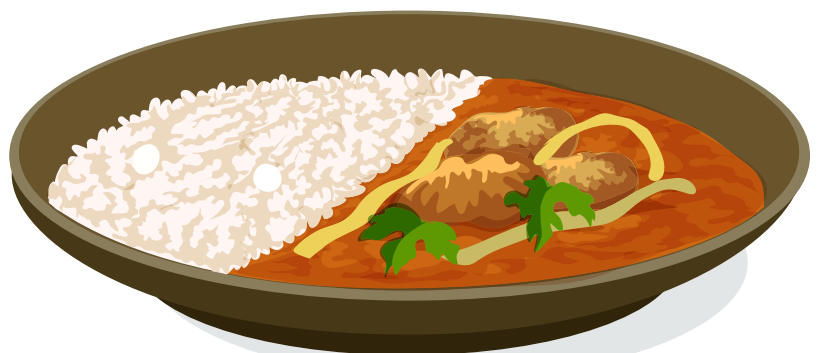
**Chicken and salad wrap**



**Mixed salad**



**Vegetarian Pizza**



**Chicken curry and rice**



## Healthy Me

Jerrie Cat PowerPoint Slide 2 - Ages 6-7 - Piece 4



© Jigsaw PSHE Ltd



## Healthy Me

### PowerPoint Slide 3: My Jigsaw Learning - Ages 6-7 - Piece 4



#### My Jigsaw Learning

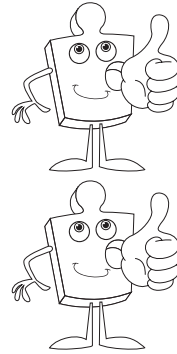
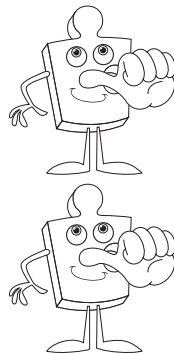
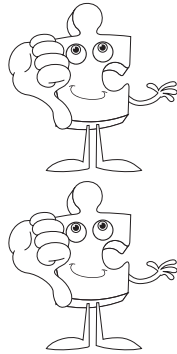
#### Healthy Me Piece 4

#### Ages 6-7

Name .....

I can sort foods into the correct food groups and know which food my body needs every day to keep me healthy

I have a healthy relationship with food and know which foods I enjoy the most



TINT BOX - To improve next time I .....

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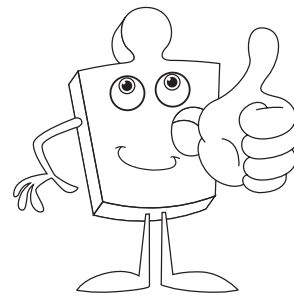
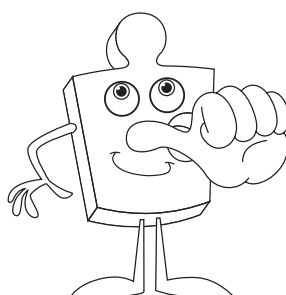
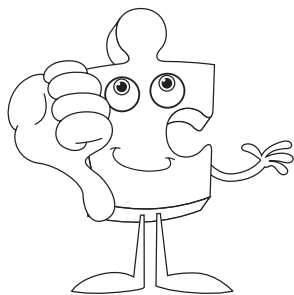
## My Jigsaw Learning

## Healthy Me Piece 4

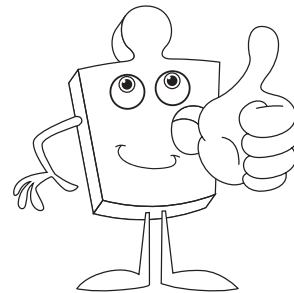
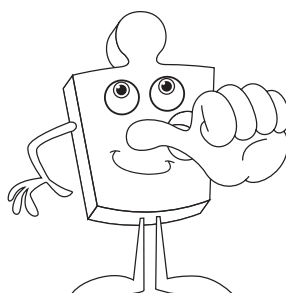
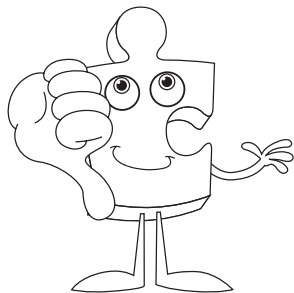
Ages 6-7

Name .....

I can sort foods into the correct  
food groups and know which foods  
my body needs every day to keep  
me healthy



I have a healthy relationship  
with food and know which foods  
I enjoy the most



TINT BOX - To improve next time I .....

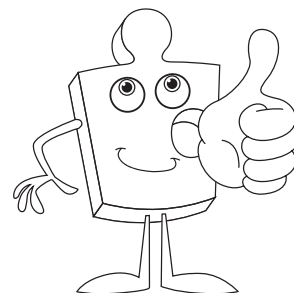
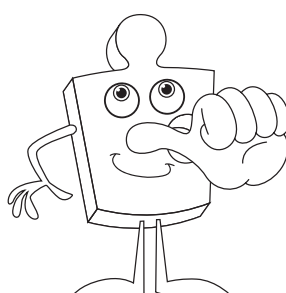
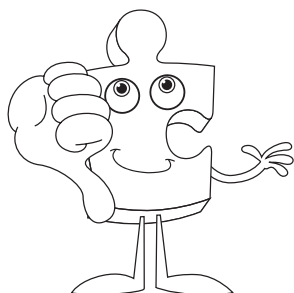
## My Jigsaw Learning

## Healthy Me Piece 4

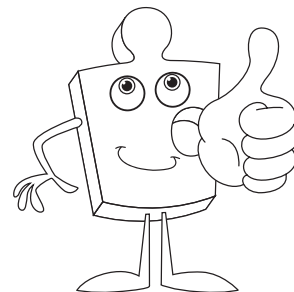
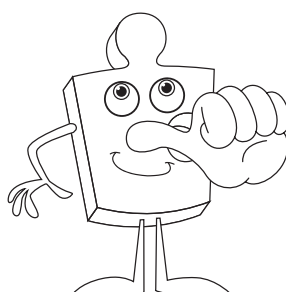
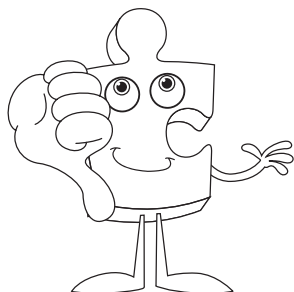
Ages 6-7

Name .....

I can sort foods into the correct  
food groups and know which foods  
my body needs every day to keep  
me healthy



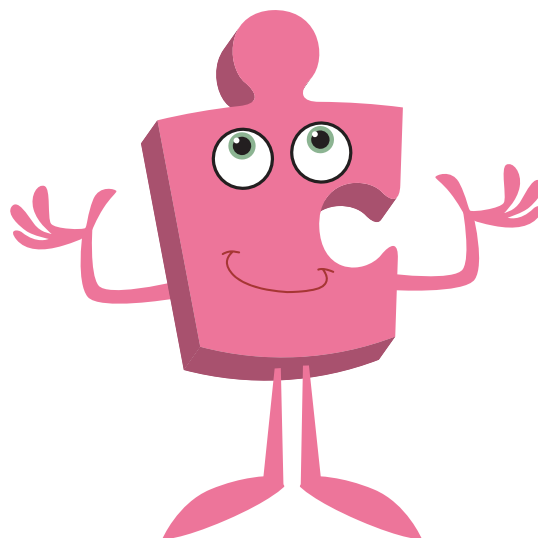
I have a healthy relationship  
with food and know which foods  
I enjoy the most



TINT BOX - To improve next time I .....

## Puzzle 4: Healthy Me - Ages 6-7 - Piece 5

| Healthy Eating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Puzzle 4 Outcome</b><br><b>The Healthy, Happy Me Recipe Book</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Please teach me to...</b><br>make some healthy snacks and explain why they are good for my body<br>express how it feels to share healthy food with my friends |
| <b>Resources</b><br>Jigsaw Chime<br>'Calm Me' script<br>Jigsaw Jo<br>Jigsaw Jerrie Cat<br>A range of healthy food choices/ snack ingredients<br>Basic cookery equipment<br>Recipe cards<br>Jigsaw Journals<br>My Jigsaw Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Vocabulary</b><br>Healthy<br>Unhealthy<br>Balanced diet<br>Energy<br>Fuel<br>Nutritious                                                                       |
| <b>Teaching and Learning</b><br><b>Note</b><br>Prior to this lesson (Piece) the teacher needs to have sourced a range of foods and the ingredients for the healthy snack recipes. The recipes in this lesson plan are suggestions. If the class includes children with specific dietary requirements e.g. for health, cultural or religious reasons, teachers are free to change the recipes as necessary. There are blank recipe cards the teacher can complete if needed.<br><br><b>The Jigsaw Charter</b><br>Share 'The Jigsaw Charter' with the children to reinforce how we work together.<br><br><b>Connect us</b><br>Play 'Snack Attack!' Everyone sits in a circle. Explain to the children that Jigsaw Jo's tummy is rumbling and needs some ideas of healthy snacks to eat. Emphasise that Jo doesn't want a full meal; just wants a small snack to keep going until lunchtime/dinner time. In pairs, children decide on a healthy snack for Jigsaw Jo. Once everyone has decided on a snack, pass Jigsaw Jo around the circle, with the pairs of children telling their suggestions, using this stem sentence: "Enjoy a ..., Jigsaw Jo". Ensure everyone has a turn and that children suggest healthy, nutritious snacks. Make sure the children have chosen a 'backup snack' in case another pair says their snack before them. If the children say a snack that is unhealthy, introduce the idea of swapping for a healthier choice. e.g. crisps for low-fat popcorn.<br><br><b>Calm me</b><br>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. |                                                                                                                                                                  |
| <b>Ask me this...</b><br><br>What makes a healthy snack?<br>What snacks would make good, healthy swaps?<br><br>Does your mind feel calm and ready to learn?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                  |



**Open my mind/Tell me or show me**

Show the children a range of foods that could be made into healthy snacks. Examples: whole pieces of fruit (apples, pears, pineapple, melon, grapes, avocado, banana), whole vegetables (carrot, celery, cucumber, tomato), dried fruits (apricots, raisins, sultanas, mango), low-fat popcorn, oatcakes, wholemeal pitta bread, unsalted rice cakes, corn cakes, plain scones, etc. Ask if they have tried any of the foods in front of them and whether they like any of them; then ask if there are any foods there that they haven't tried before. Show them the recipe cards and explain briefly why each of the snacks is healthy.

**Let me learn**

Split the class into four groups.

Give each group a recipe card to follow and the correct ingredients. Ask the children to make the snacks according to the instructions on the recipe cards. Offer help if they are unsure. Once all the snacks are made, invite the children to taste their own snack and each others' snacks. Perhaps set up a 'café area in the classroom if there is space. Ask each group to explain why their snack is healthy and good for their bodies. If time, ask the children to rate each snack and list any improvements that they would make.

**Help me reflect**

Slide 1: Invite the children to review the learning intentions for this Piece (lesson) and record their learning on the My Jigsaw Learning template. Teachers can use the PowerPoint slide if this needs to be modelled.

Which foods are new to you?

**Notes****Certificates**

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



## Healthy Me

### Calm Me Script - Ages 6-7 - Piece 5

*Note to the teacher: For this body scan meditation you might like to make enough room for the children to lie flat on the floor. If so, have them lay on their backs with arms at their sides, palms facing upwards. (and change the following script accordingly). We are trying to engender a sense of appreciation for the miracle of the human body... to underpin the Healthy Me messages.*

Children, today for our 'Calm Me' time, we are going to help our minds and our bodies relax as much as we can.

So I invite you to sit up nice and straight in your chair, feet flat on the floor, hands in your lap and eyes closed gently.

Listen (strike chime just once) to the chime and help your mind to become peaceful and quiet.

Take a deep breath in through your nose and let it sink right into your lungs, then feel it as it leaves your body again.

Keep breathing these slow, lovely breaths and feel calm.

We are going to practice making our minds focus on different parts of our bodies..so first of all help your mind to focus on your hands... just think about your hands... can you feel your fingers and thumbs?

Think about how amazing it is that your fingers can grip things or point to things and your hands can hold on to things, stroke your pet, hold your friend's hand, play the recorder, help you eat your snacks, throw a ball, wave to your mum, write your name... how amazing... aren't we lucky to have such great hands? Our bodies are amazing.

Take a nice breath in... I am so lucky... breathing out... what an amazing body I have...

Repeat this several times and gently invite children to bring their attention, their minds, back to the present moment in the classroom... wiggle your fingers and toes and take a big stretch as you open your eyes and smile.



## Healthy Me

### Healthy Snack Recipes - Ages 6-7 - Piece 5

#### Awesome Avocado

##### Ingredients

Avocado  
Oatcakes  
Lemon juice



##### Method

1. Peel the avocado and take out the stone
2. Mash the avocado in a bowl and add a squeeze of lemon juice
3. Spread over the oatcakes and enjoy!

##### How this snack is good for my body

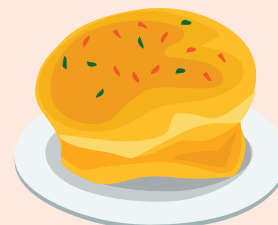
Oatcakes give me energy  
Avocados and lemon juice have lots of vitamins to help my body fight illness and stay healthy

##### Why do you like this snack?

#### Fruity Scone

##### Ingredients

Plain scone  
Grapes  
Dried apricots



##### Method

1. Slice the scone in half
2. Cut up the apricots into very small pieces and scatter on the scone half
3. Slice the grapes and place on top of the scattered apricots. Enjoy your tasty snack!

##### How this snack is good for my body

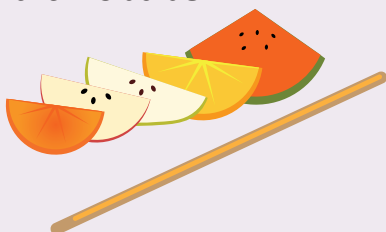
Scone gives me energy  
Grapes and apricots have lots of vitamins to help my body fight illness and stay healthy

##### Why do you like this snack?

#### Fruit Kebabs

##### Ingredients

Selection of fruit  
Bamboo sticks



##### Method

1. Cut up the fruit into equal-sized chunks
2. Slide the fruit pieces on to the bamboo sticks.  
Munch your way to health!

##### How this snack is good for my body

Fruits have lots of vitamins and help my body stay healthy.

##### Why do you like this snack?

#### Veggie Dips

##### Ingredients

Selection of vegetables  
Tomatoes  
Hummus



##### Method

1. Cut up the vegetables into sticks
2. Chop the tomatoes into tiny pieces and mix into the hummus.
3. Dip the sticks into the tomato-hummus.

##### How this snack is good for my body

Vegetables have lots of minerals and vitamins that help bodies stay healthy  
Hummus is high in protein, which helps bodies grow strong

##### Why do you like this snack?





## Healthy Me

### Healthy Snack Recipes Template - Ages 6-7 - Piece 5

---

**Ingredients**

---

---

**Method**

---

---

---

**How this snack is good for my body**

---

---

**Why do you like this snack?**

---

**Ingredients**

---

---

**Method**

---

---

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**How this snack is good for my body**

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**Why do you like this snack?**

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**Ingredients**

---

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**Method**

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**How this snack is good for my body**

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**Why do you like this snack?**

---

**Ingredients**

---

---

**Method**

---

---

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**How this snack is good for my body**

---

---

**Why do you like this snack?**



## Healthy Me

### PowerPoint Slide 1: My Jigsaw Learning - Ages 6-7 - Piece 5



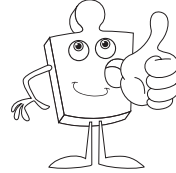
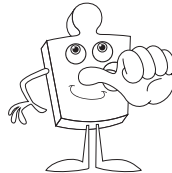
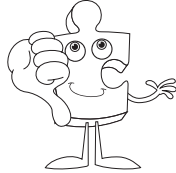
#### My Jigsaw Learning

#### Healthy Me Piece 5

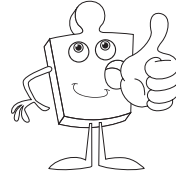
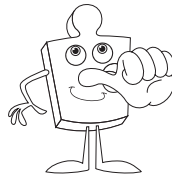
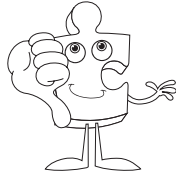
#### Ages 6-7

Name .....

I can make some healthy snacks and explain why they are good for my body



I can express how it feels to share healthy food with my friends



TINT BOX - To improve next time I .....

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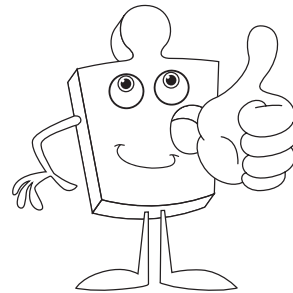
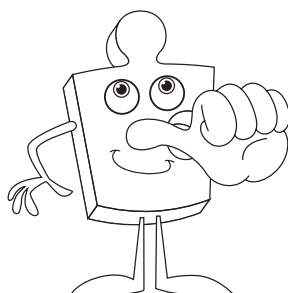
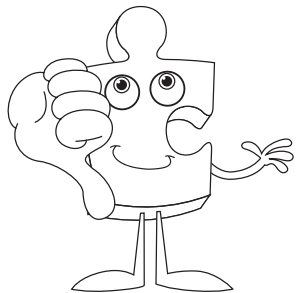
## My Jigsaw Learning

## Healthy Me Piece 5

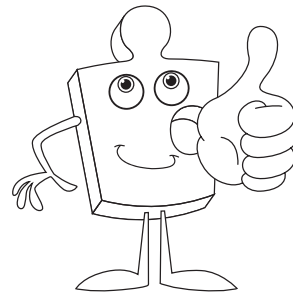
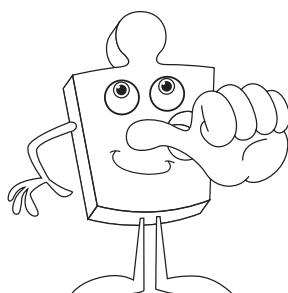
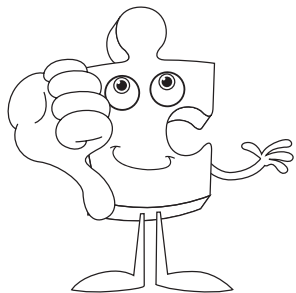
Ages 6-7

Name .....

I can make some healthy snacks and explain why they are good for my body



I can express how it feels to share healthy food with my friends



TINT BOX - To improve next time I .....

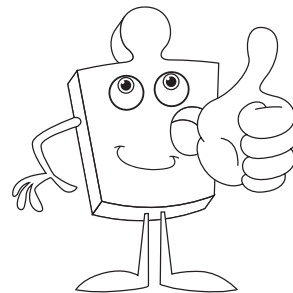
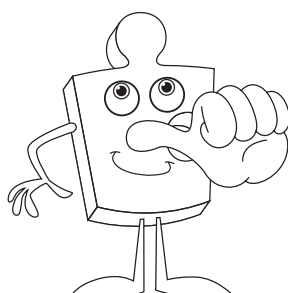
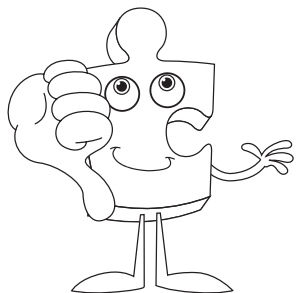
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## Healthy Me Piece 5

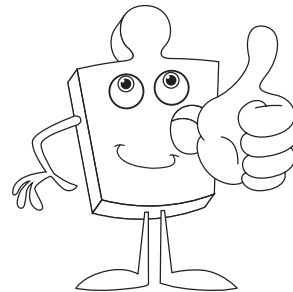
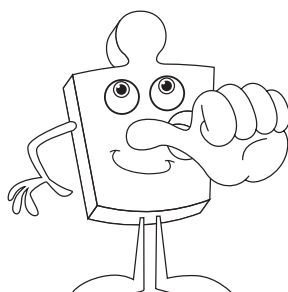
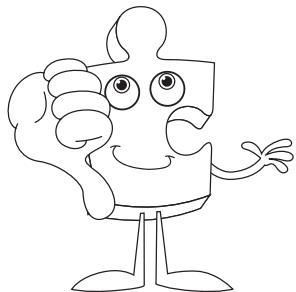
Ages 6-7

Name .....

I can make some healthy snacks and explain why they are good for my body



I can express how it feels to share healthy food with my friends



TINT BOX - To improve next time I .....







### Open my mind

Slide2: Ask the children to show what they would be like if they had lots of energy and were feeling healthy and then if they had no energy/ or were feeling unhealthy. They can act, make sounds or tell you words to describe how they might feel.

Use the analogy how the human body is like a car and draw out from the children that, if we put things into our bodies that they don't need, our bodies don't run very well; we need nutritious foods. Sometimes our bodies just need a rest to feel better, other times they might need some 'fixing'. Ask them what foods our bodies need and which foods our bodies don't really need. Reinforce messages about carbohydrates, fruits/vegetables and protein: these foods give us energy for a long time. Foods that give us energy for only a short time aren't as good for us: chocolate, cakes, biscuits, sweets, fizzy / energy drinks, crisps, etc.

Explain that like a car, sometimes our bodies need special treatments, so for us that's when we might need a medicine to keep us healthy. What would happen if we used medicine when we didn't need it?

### Tell me or show me/ Let me learn

Show the children the Healthy Happy Me Recipe template and explain how they are to complete it. If desired, the children could work in pairs or in ability groups so the task can be differentiated. (Alternatively, teachers may wish for the children to work in groups and use a full-size body outline of a child drawn onto large paper).

Model the types of answers the children might include for each section of the template / body outline.

To extend children's thinking in order for them to achieve the 'working beyond' attainment descriptors, teachers may wish to use the following questions. The children could be encouraged to record their responses onto their template/ body outline or an adult may wish to scribe their ideas.

- Can you think of any unhealthy choices that might be harmful to a person's body?
- Why are healthy choices good for us?
- Why can unhealthy choices be harmful to us?

The teacher can use work from this lesson along with work in the children's Jigsaw Journals to summatively assess each child's learning in this Puzzle (unit), and record whether they are working towards, working at or working beyond on the Jigsaw Summative Assessment: Tracking Pupil Progress Grid.

The completed templates/body outlines can also be used as part of the End of Puzzle Outcome (Healthy, Happy Me Recipe Book/ Class display, sharing assembly etc) as discussed with the Jigsaw Subject Lead in school prior to starting this unit of work (Puzzle).

### Help me reflect

Slide 3: Ask the children to complete My Jigsaw Learning for this lesson (Piece) and to stick it into their Jigsaw Journals. The teacher may wish to model this with the children using the PowerPoint slide asking the children to show whether they are a thumbs-up/ neutral/ down for each learning intention prior to completing the sheet.

Hand out the end of Puzzle certificate to each child to stick into their Jigsaw Journal.

What would you be like if you had lots of energy or no energy?

How might our bodies be like cars?

What happens if we run out of fuel?

Which foods do our bodies need?

Which food don't our bodies need?

When might we need a medicine?

What might happen if we used a medicine that we didn't need?

### Notes



## Healthy Me

### Calm Me Script - Ages 6-7 - Piece 6

We are half way through the year now and we have been learning, in our 'Calm Me' time, to help our minds to calm down and be peaceful so we can concentrate better.

How do you feel when your mind is peaceful and quiet?

How do we calm our minds down? (Breathing techniques, listening to the chime, helping our bodies relax, imagining calm pictures in our minds...)

So we use these techniques to help our minds to be calm so we can learn better.

When else do you use your breathing? (maybe to change my mood to happy, to help me calm down when I am grumpy or getting angry)

So today, let's start by sitting up nice and straight in our 'Calm Me' way...nice straight spine, feet flat on the floor and take a slow, deep breath in...and let it out again gently. Close your eyes if you are comfortable with that.

Breathe in again through your nose, feeling your lungs fill right up. And then gently let the air out, blowing through your lips so you feel relaxed and peaceful.

Now, keep concentrating by listening to the chime until you can't hear any sound...

(Strike the chime)

Listen, listen...

Now listen to what you can hear in the quietness, can you hear your own heart beating? Listen very, very carefully.

The quietness feels good and lets our minds have a rest.

Focus your mind on your breathing again, and enjoy feeling calm and relaxed as you breathe in and out.

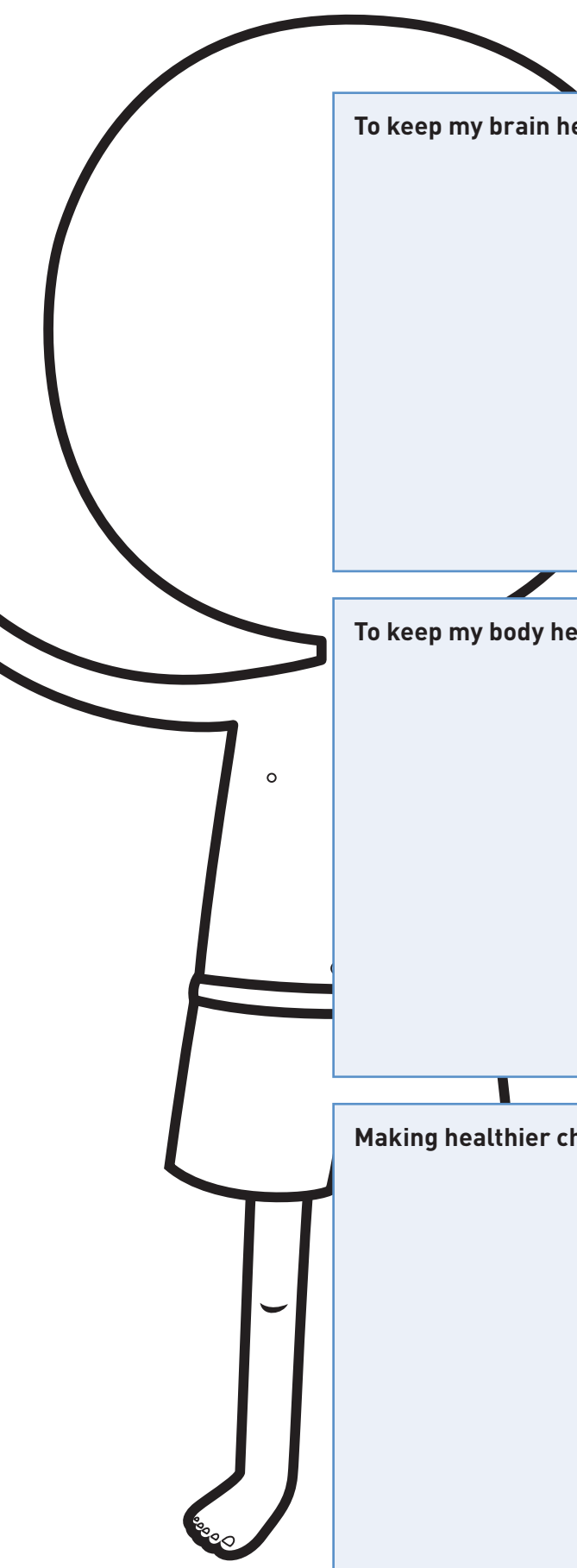
Listen to the chime again and take one slow, deep breath, feel your tummy rise as you breathe in and fall as you breathe out again.

Then very gently bring your attention into the classroom. Wiggle your fingers and toes and be here with me now all peaceful and ready to learn.



## Healthy Me

### Healthy Happy Me Recipe Template - Ages 6-7 - Piece 6

A simple line drawing of a cartoon character on the left side of the page. It has a large, round head, a small body, and is wearing a long, white, cylindrical object that looks like a sock or a boot. The character is positioned behind the three text boxes.

To keep my brain healthy, I need to...

To keep my body healthy I need to...

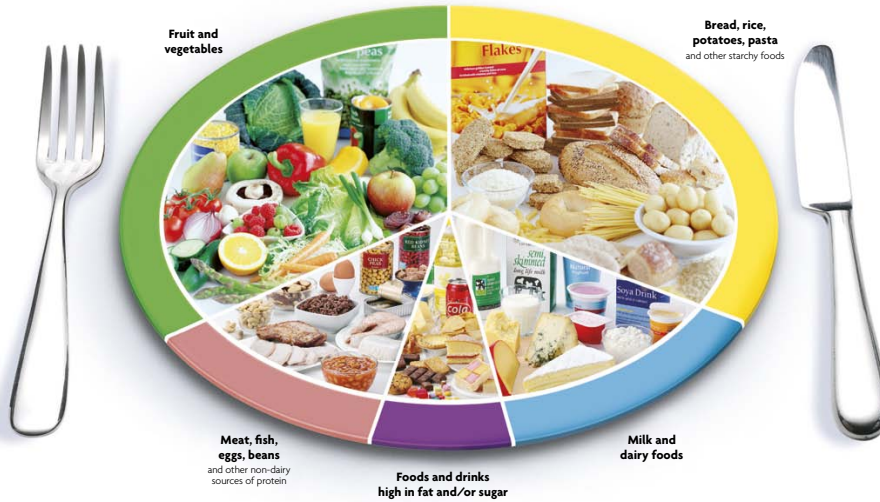
Making healthier choices makes me feel...

## Healthy Me

### PowerPoint Slide 1-2: My Jigsaw Learning - Ages 6-7 - Piece 6

#### The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Department of Health in association with the Welsh Government, the Scottish Government and the Food Standards Agency in Northern Ireland

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## Healthy Me

### PowerPoint Slide 3: My Jigsaw Learning - Ages 6-7 - Piece 6



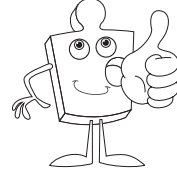
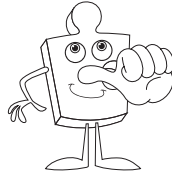
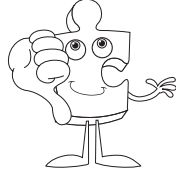
#### My Jigsaw Learning

#### Healthy Me Piece 6

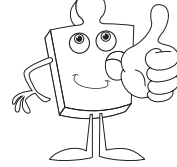
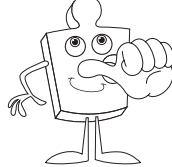
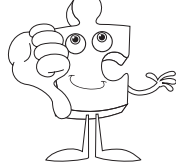
#### Ages 6-7

Name .....

I can decide which foods to eat to give my body energy



I have a healthy relationship with food and I know which foods are most nutritious for my body



TINT BOX - To improve next time I .....

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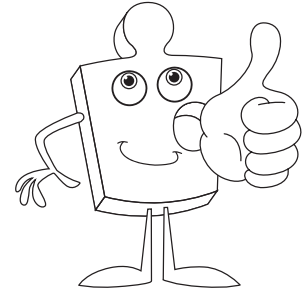
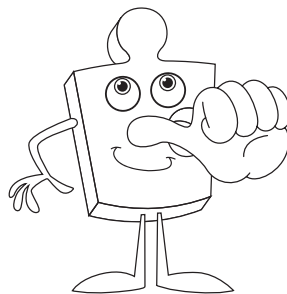
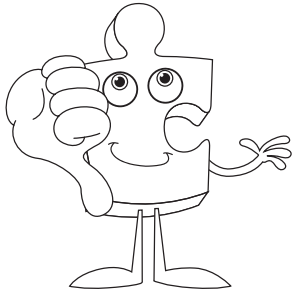
My Jigsaw Learning

Healthy Me Piece 6

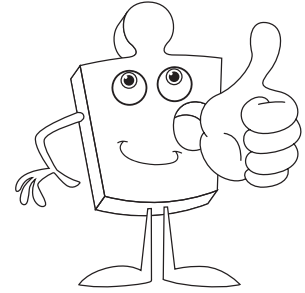
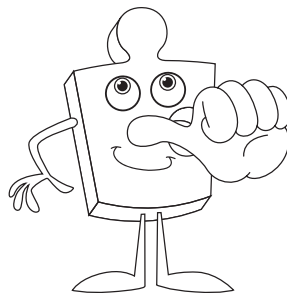
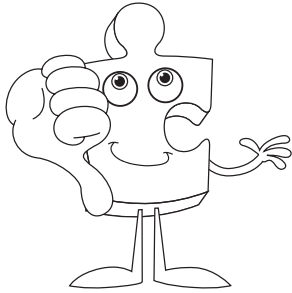
Ages 6-7

Name .....

I can decide which foods to eat to give my body energy



I have a healthy relationship with food and I know which foods are most nutritious for my body



TINT BOX - To improve next time I .....

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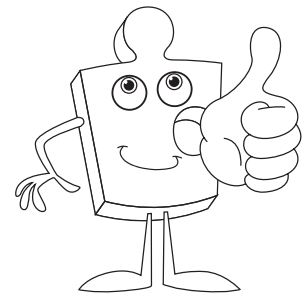
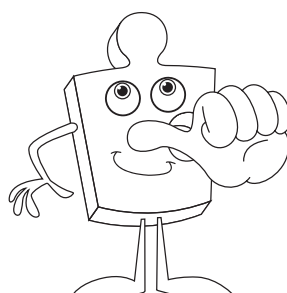
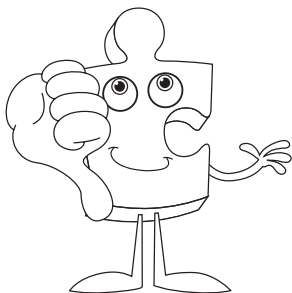
My Jigsaw Learning

Healthy Me Piece 6

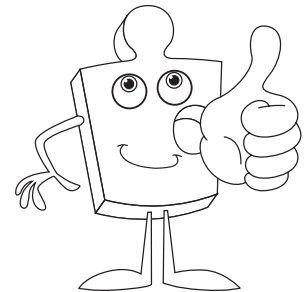
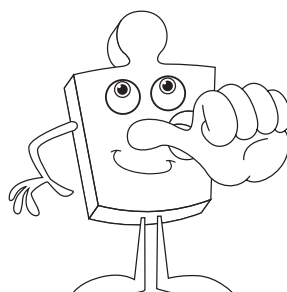
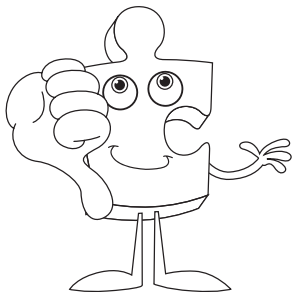
Ages 6-7

Name .....

I can decide which foods to eat to give my body energy



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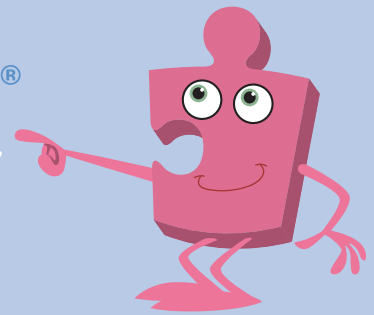


TINT BOX - To improve next time I .....

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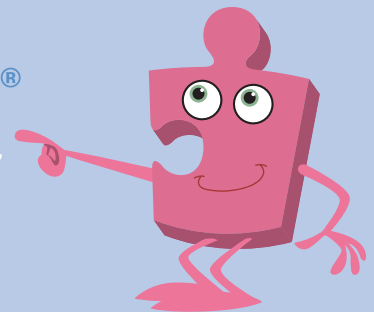
## Healthy Me Well done!

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 6-7 **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 |
|---------------------------------------------------------------------------------------------|-----------------|
| I need healthy food to make my body work. Medicines can make me feel better when I am ill.. |                 |
| I feel happy because I am healthy.                                                          |                 |

| Ages 5-6 expectation                                                                                                                               | WORKING AT |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Healthy food gives my body energy. Some foods like sweets are unhealthy because they have too much sugar.                                          |            |
| I feel happy when I make healthy choices. If I made unhealthy choices I might feel scared because I would be frightened that I have hurt my body.. |            |

|                                                                                                                                                                                                                                                                                 | WORKING BEYOND |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Bread and cereals are a healthier choice of carbohydrate. Foods high in sugar are bad for us because the energy gets used too quickly. If we eat too much sugar it turns to fat which is unhealthy..                                                                            |                |
| Always making healthy choices is difficult because adverts on TV want you choose unhealthy things to eat. If we ate treats all the time this might make us unhappy because our bodies would be unhealthy, and we might get bored with food and have nothing to look forward to. |                |

