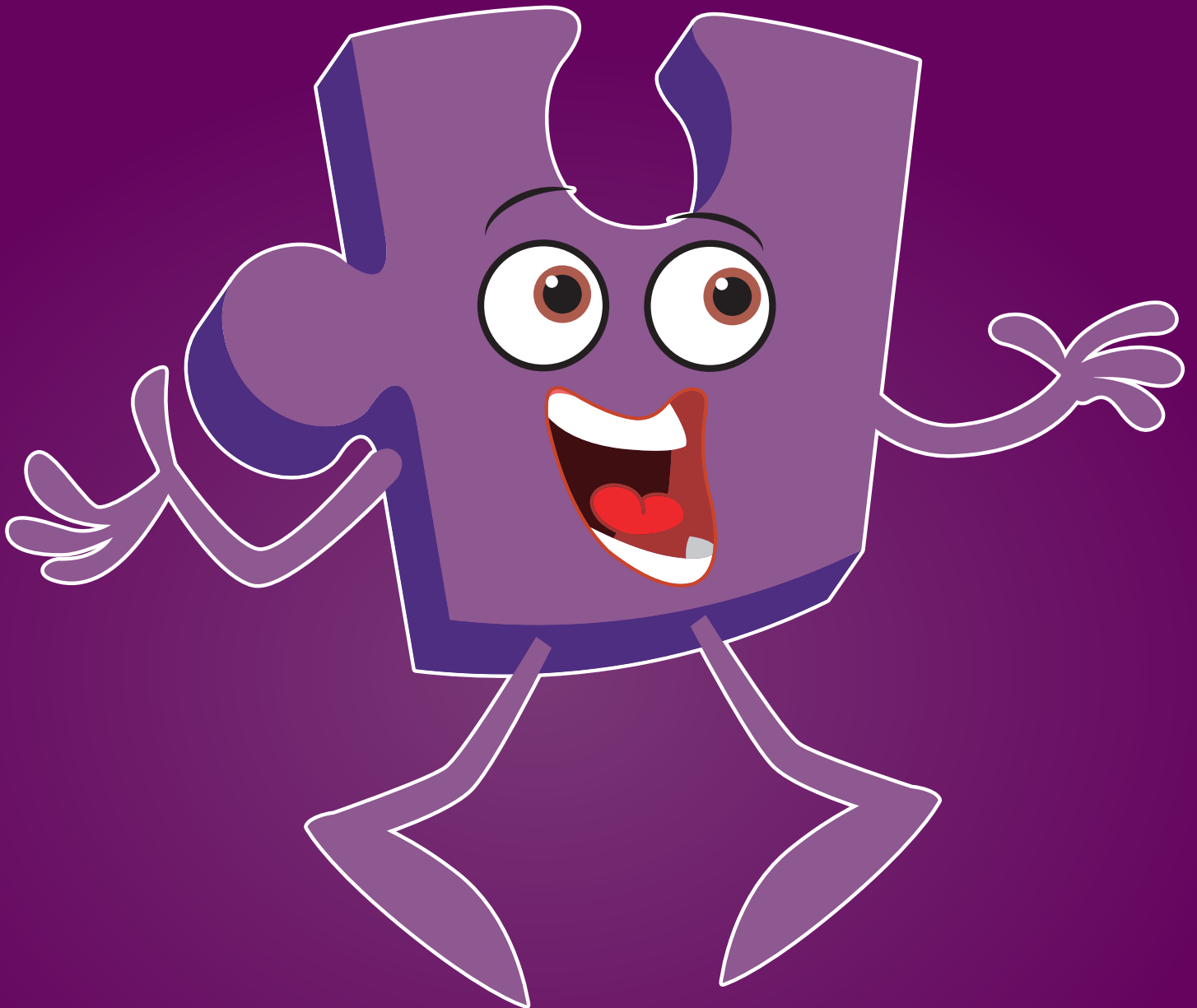


Jigsaw!

The mindful approach to PSHE



Healthy Me - Ages 7-8

www.jigsawpshe.com

Healthy Me

Puzzle Map - Ages 7-8



Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book' (Piece 4: Keeping safe)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Being Fit and Healthy	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge	Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'My body in balance', PowerPoint 'Children need to be active for at least one hour a day', Fitness Challenge Template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Being Fit and Healthy	I know that the amount of calories, fat and sugar I put into my body will affect my health	I know what it feels like to make a healthy choice	Jigsaw Chime< 'Calm Me' script, Jigsaw Song: 'Make A Good Decision', Range of food/drink (some with food labelling that show the amount of energy, fats and sugar). Try to include some healthy and less healthy choices depending on the amount of sugar and fat), 'How much sugar?' game, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have been physically active	3. What Do I Know About Drugs?	I can tell you my knowledge and attitude towards drugs	I can identify how I feel towards drugs	Jigsaw Chime, 'Calm Me' script, A4 white paper and pen for each child, Draw and Write instruction sheet, Feelings word template, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Being Safe Puzzle outcome: Keeping safe	identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I can express how being anxious or scared feels	Jigsaw Chime, 'Calm Me' script, A piece of foreboding music e.g. Theme from Jaws, My Jigsaw Journey, Jigsaw Journal, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Safe or Unsafe	I can identify when something feels safe or unsafe	I can take responsibility for keeping myself and others safe	Jigsaw Chime, 'Calm Me' script, PowerPoint of scared child, Short story templates, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. My Amazing Body Assessment Opportunity ★	I understand how complex my body is and how important it is to take care of it	I respect my body and appreciate what it does for me	Jigsaw Chime, 'Calm Me' script, PowerPoint slide: My amazing body, PowerPoint slides: Example infographic, Other infographic examples (teacher to source online), Paper/pens, (Optional: computers/tablets for children to design infographic), Jigsaw Journal, My Jigsaw Journey, 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

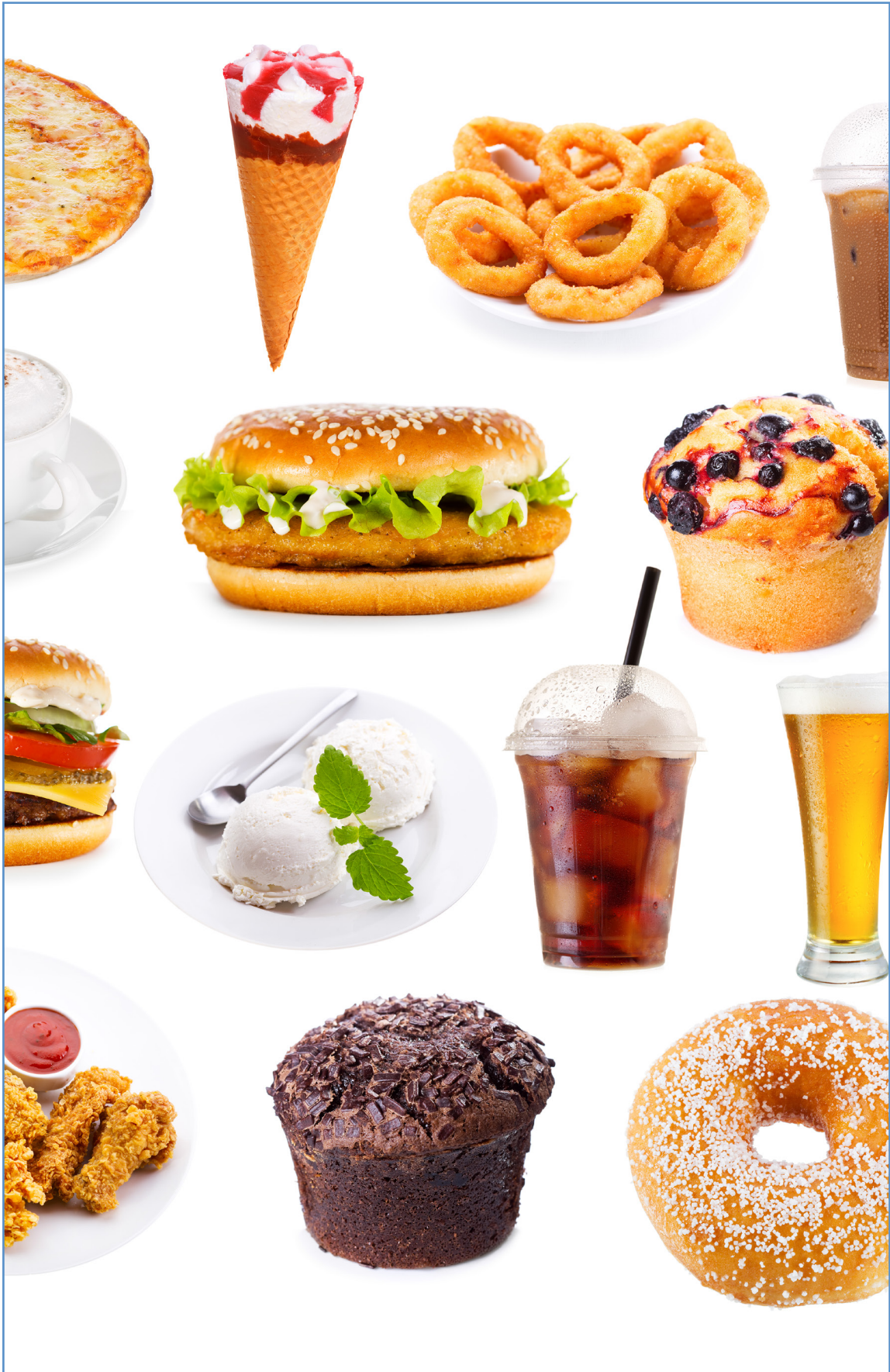


Slide 8

Make A Good Decision
(Healthy Me)

<p>I know what's right, And I know what's wrong. When to say yes, And say no, strong, Strong, I will make sure, I can tell the difference, see, I will make sure, I'm as healthy as can be. As can be, Be, be.</p> <p>Chorus: I know what's wrong and what's right when It comes to the bite. I know just what to say, It's my life, Lets be healthy, be happy, be you, Be the way that you want to be. Make sure that you make a good decision.</p>	<p>INSTRUMENTAL</p> <p>Chorus 2 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.</p>
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Make A Good Decision (Healthy Me)

**I know what's right,
And I know what's wrong.**

**When to say yes,
And say no, strong,
Strong.**

**I will make sure,
I can tell the difference, see.**

**I will make sure,
I'm as healthy as can be.**

**As can be,
Be, be.**

Chorus:

**I know what's wrong and what's right when
It comes to the bite.**

**I know just what to say,
It's my life.**

**Lets be healthy, be happy, be you,
Be the way that you want to be.**

Make sure that you make a good decision.

INSTRUMENTAL

Chorus x2

**I know what's wrong and what's right when
It comes to the bite.**

**I know just what to say,
It's my life.**

**Lets be healthy, be happy, be you,
Be the way that you want to be.**

Make sure that you make a good decision.

Make A Good Decision (Healthy Me)

6

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

10

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

13

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

16

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

21

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

27

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

33



cision__ .

39



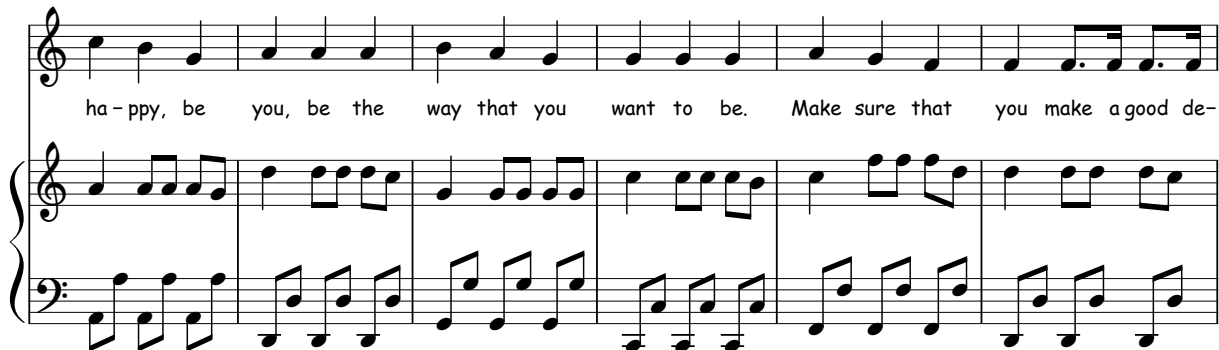
I know what's wrong and what's right when it

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

Musical score for measure 57. The score consists of three staves. The top staff is a vocal line in treble clef, containing the lyrics "cis - ion" followed by a dotted line and a period. The middle staff is the right-hand piano accompaniment in treble clef, and the bottom staff is the left-hand piano accompaniment in bass clef. The piano accompaniment features a steady eighth-note rhythm in both hands.

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**

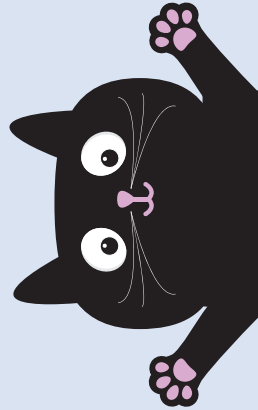


Class Teacher's Preparation to Lead the **Healthy Me** Puzzle with children Ages 7-8

Note: There are additional lessons on sun safety, personal hygiene/oral health on the Jigsaw Community Area of the website. Teachers are free to add in any or all of these lessons in response to the needs of their class. These topics are covered elsewhere in Jigsaw but these lessons can provide an additional focus if needed.

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: All resources within Jigsaw
Laminated Jigsaw Charter
- Piece 2: Teacher to source a range of healthy/less healthy food items, some with labels that reflect amounts of calories, saturates and sugar
- Piece 3: Paper and pen for each child (or Jigsaw Journals)
- Piece 4: Teacher to source a piece of foreboding music e.g. The Theme from the movie 'Jaws', or something equivalent
- Piece 5: All resources within Jigsaw
- Piece 6: Recommended: teacher to source examples of infographics online- can be about any age appropriate subject
Optional: computer packages / Apps for children to design their own infographic
Children to review their Fitness Challenge from the first lesson (Piece).



Additional planning considerations

- Piece 1: Ensure enough My Jigsaw Journey sheets have been **printed** (each child needs one that includes Learning Intentions for Pieces 1-3). **Print/copy** Fitness Challenge Template, one per child. Note, the Fitness Challenge is returned to in Piece (lesson) 6 for a review of children's progress. It may be helpful to have a weekly reminder to prompt the children to review their progress against the target they have set themselves.
- Piece 2: **Copy/print** one set of the 'How much sugar?' game, one per group.
- Piece 3: **Copy/print** Feelings template, one per pair.
- Piece 4: **Print/copy**, My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6).
- Piece 5: **Print/copy** one set of short story templates
- Piece 6: **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 7-8 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may wish to also organise this lesson so that the 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 7-8

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

Jigsaw and Tracking Software

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

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

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

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

Please email office@janleveragegroup.com

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





Ages 7-8

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Being Me in My World		<p>I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.</p> <p>I can give you some examples of how to work/play well with others.</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p> <p>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>	
Puzzle 2 Celebrating Difference		<p>I can tell you about a conflict that I have witnessed or been involved with.</p> <p>I can tell you how a conflict that I have seen or been involved with made me feel.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you something I did well in a learning challenge and something I want to get better at.</p> <p>I am happy to talk about what I did well and say why it makes me feel good.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can analyse my learning strengths and use this to design clear steps to help me improve.</p> <p>I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		<p>I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell.</p> <p>I know how to tell someone if I feel scared/unwell.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>	
Puzzle 5 Relationships		<p>I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.</p> <p>I can tell you how I depend on other people and how other people depend on me.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I can express a sense of the responsibility we have for each other because of these connections.</p>	
Puzzle 6 Changing Me		<p>I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.</p> <p>I can tell you something I like and something that worries me about the idea of growing up.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can describe fully the changes that take place inside/outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>	



General Exemplification Guidance for teachers to assess children’s work

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

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

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

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

Teacher Feedback to Pupils

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

For example:

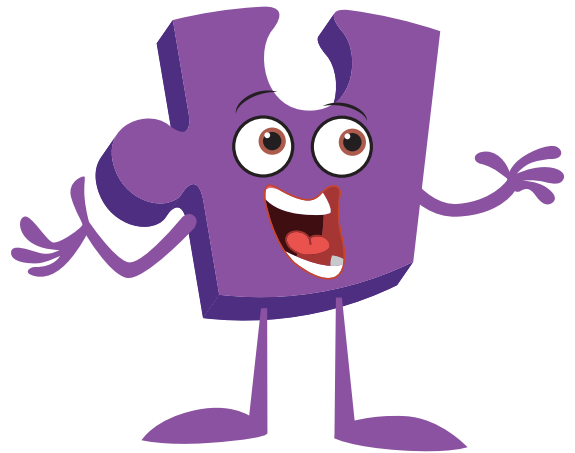
You participated actively in this lesson.

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

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

Puzzle 4: Healthy Me - Ages 7-8 - Piece 1

Being Fit and Healthy	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to... understand how exercise affects my body and know why my heart and lungs are such important organs set myself a fitness challenge</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jino Jigsaw Jerrie Cat PowerPoint slide 'My body in balance' PowerPoint 'Children need to be active for at least one hour a day' Fitness Challenge Template Jigsaw Journals Laminated Jigsaw Charter My Jigsaw Journey</p>	<p>Vocabulary Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness</p>
<p>Teaching and Learning</p> <p>Note Prior to teaching this unit of work (Puzzle), please ensure you are familiar with the Jigsaw Approach. This is the introductory chapter at the beginning of your Year Group materials.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play 'Jigsaw Jino Says'. Preface the statement with Jigsaw Jino and the children must do the activity i.e. "Jigsaw Jino says do star jumps". If you say "Do star jumps" without saying "Jigsaw Jino says", they must stand still. Use active instructions like 'Jump up and down on the sport', 'Touch your toes', 'Shake your arms in the air', etc. Ask the children how they felt after playing this. Ask the children what is happening to their hearts. Can they feel their lungs taking in more air (oxygen)? Why are our hearts beating faster and our lungs working harder to get more oxygen? Explain that exercise helps our bodies become fitter, especially our hearts and lungs so the right amount of exercise is a good thing to help our bodies stay healthy. We know when exercise has been good enough because we can feel our hearts beat faster and our lungs work harder.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>How did you feel doing all those different actions? What was happening to your body while you were moving?</p> <p>Does your mind feel calm and ready to learn?</p>



Open my mind

As a class, think of as many different sports/physical activities as possible and write list on flip chart/ whiteboard. Encourage the children to be creative with their ideas and not to just think of sporting activities. Many everyday activities are also good at exercising our bodies e.g. walking to school, helping in the garden, housework etc.

Tell me or show me

Slide 1: Show the children the PowerPoint slide 'My body in balance'. Invite the children if they understand what the PowerPoint slide is showing them. Explain that our bodies need energy to work, grow and exercise; and that energy comes from food and drink (calories or kilojoules). Our bodies also need to exercise to stay healthy. Our bodies are 'in balance' (healthy) when we take in the right amount of energy and do the right amount of activity to use it. So the see-saw would be balanced.

Invite the children to say what might happen if a person took in too much energy and didn't exercise enough. Would the see-saw tip one way? How could a person's health be affected?

How about if a person exercised too much but didn't take in enough energy? What would happen to the see-saw then? How could a person's health be affected?

Can a person put their 'see-saw' back into balance if they have tipped one way or another? How could they do this?

Let me learn

Slide 2: Show the PowerPoint slide: 'Children need to be active for at least one hour every day'. Explain that this is a minimum and they can always do more. Say that the hour can be made up of lots of different chunks of time and activities throughout the day. Ensure the children understand that they can choose what activities they do in order to keep their bodies healthy.

Explain that everyone is going to make up their own fitness challenge: everyone's fitness challenge will be different and will be unique to each person because our bodies are individual.

Hand out a Fitness Challenge Template to each child. Ask them to think about something thing they can do now without stopping for a break: play football for half an hour, skip with a rope for 10 minutes, do jumping jacks for 2 minutes, hop on the spot 20 times, run really fast between two points, etc. Children draw or write what they can do now and how many they can do or for how long/how far, in the first row of the template. They then think about how they can challenge themselves. Explain that their challenges need to be realistic and manageable. Draw or write in the second row of the template what they would like to be able to do and how many/how far/for how long: skip with a rope for 15 minutes without stopping, hop on the spot 30 times, etc. Encourage the children to be creative with their ideas.

Explain that the other rows in the template are left blank for now, so that when they achieve their challenge, they can add a new one underneath to keep getting fitter.

Tell the children that they can work on their fitness challenge at break times and at home. Ask for some of the children's fitness challenge ideas by taking feedback from the class.

Help me reflect

Slide 3: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.



Healthy Me

Calm Me Script - Ages 7-8 - Piece 1

Come with me as we go into our 'Calm Me' time. In this Puzzle we are learning about keeping ourselves healthy. Being able to calm down and watch our thoughts and feelings is an important part of being healthy.

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

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

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

Breathing like this we feel calm and gentle...

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

Repeat several times

Every time you breathe out feel any tension or worries fizzle down through your body and out through your feet... fizzle away your worries and tension...

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



Healthy Me

My Body in Balance PowerPoint Slide 1 - Ages 7-8 - Piece 1



Healthy Me

Active Children PowerPoint Slide 2 - Ages 7-8 - Piece 1





Healthy Me

My Fitness Challenge Chart - Ages 7-8 - Piece 1

Name	
Age	
Class	

Now I can...	How many? How far? How long?	I want to be able to...	How many? How far? How long?	How did I feel when I achieved my challenge?

Did I achieve my fitness challenge?



Healthy Me

PowerPoint Slide Slide 3: My Jigsaw Journey - Ages 7-8 - Piece 1

My Jigsaw Journey **Jigsaw**

Puzzle 4 - Healthy Me (Pieces 1-3) Ages 7-8

Name:

					TINT BOX - To improve next time ...
Piece 1	I understand how exercise affects my body and know why my heart and lungs are such important organs.				
	I can set myself a fitness challenge.				
Piece 2	I know that the amount of calories, fat and sugar I put into my body will affect my health.				
	I know what it feels like to make a healthy choice.				
Piece 3	I can tell you my knowledge and attitude towards drugs.				
	I can identify how I feel towards drugs.				

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Name

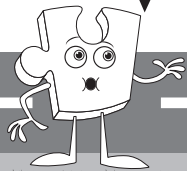
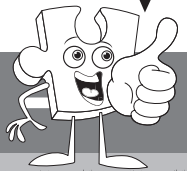
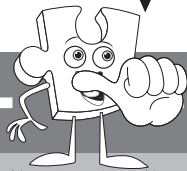
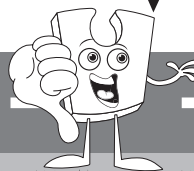
					TINT BOX - To improve next time I...
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	I can set myself a fitness challenge.				
Piece 2	I know that the amount of calories, fat and sugar I put into my body will affect my health.			
	I know what it feels like to make a healthy choice				
Piece 3	I can tell you my knowledge and attitude towards drugs
	I can identify how I feel towards drugs.				

I don't get this at all

I'm getting there but need some help to understand

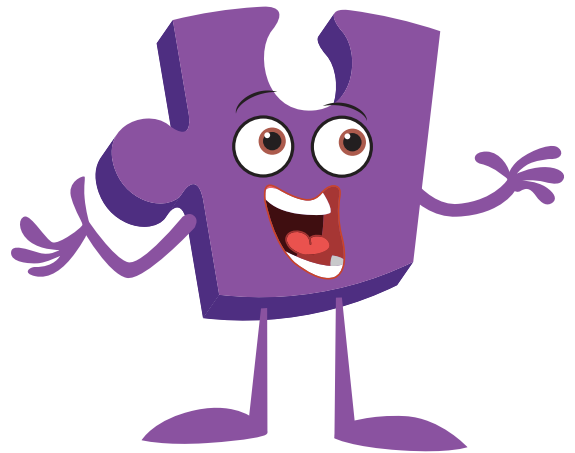
I get this and can give examples if you ask me

I missed this lesson



Puzzle 4: Healthy Me - Ages 7-8 - Piece 2

Being Fit and Healthy	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to... know that the amount of calories, fat and sugar I put into my body will affect my health know what it feels like to make a healthy choice</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Song: 'Make A Good Decision' Range of food/drink (some with food labelling that show the amount of energy, fats and sugar). Try to include some healthy and less healthy choices depending on the amount of sugar and fat. 'How much sugar?' game Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Energy Calories Kilojoules Labels Sugar Fat Saturated Fat</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Slide 1: Listen to or sing the Jigsaw Song 'Make A Good Decision'. Ask the children what the song is trying to teach us about being healthy. If time, play Switch using food and drink e.g. switch places if you like... switch places if you don't like...</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Show the children the range of foods and as a class invite them to sort them into two categories:</p> <ul style="list-style-type: none"> • Healthier choice • Less healthy choice <p>Discuss with the children why the foods have been sorted in this way and draw out that the less healthy choices often contain more sugar, salt and saturated fat than the healthy choices.</p> <p>Ask the children why we need some sugar and fat in our diet. Would it be healthy if we didn't eat any fat or sugar?</p> <p>What could happen to the balance of the body if a person takes in too much sugar and saturated fat, but doesn't do enough exercise to use it? Teachers may wish to show the PowerPoint slide from Piece 1 again here.</p> <p>Does making a healthier choice feel good? Why might that be?</p>	<p>Ask me this...</p> <p>How does making a healthier choice make you feel?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How could you be more active? What activities do you enjoy?</p>



Tell me or show me

Remind the children that our bodies need energy from food and drink but we have to make sure that we take in the right amounts so our bodies stay healthy and in balance.

Do the children know what calories and/or kilojoules are? Explain that these show the amount of energy in foods, so foods with higher number of calories/ kilojoules have more energy, and so on.

Explain to the children that food packaging should have the amounts of calories/kilojoules written on it, so this can help us with choosing healthier options.


Hand out the food items you brought in and ask the children to identify the food labels and the amounts of energy in each food.

Can they also see how much sugar and fat that is in each food?

Explain that we especially need to try limit the amount of sugary foods we eat every day to stay healthy and keep our bodies in balance. We should try to choose foods and treats that are sugar free or have labels that say 'no added sugar'. Also ask why too much sugar is bad for our teeth and emphasise the need for oral hygiene.

If the food labels also have a red/amber/ green labelling style discuss with the children what this means and how it is healthier to choose foods with more green and amber labels, than red.

Note for teacher: Children aged 7-8 years should have no more than 24g of sugar/ 6 sugar cubes per day (this does not include natural sugars in foods such as milk, fruits and vegetables). The average calorie intake should be between 1500 and 1750 per day. (UK National Health Service figures, 2018).

Pause Point:  Slide 2: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and identify how they are thinking and feeling right now. They don't need to share their ideas they can keep them privately in their heads.

Let me learn

With the children in groups hand out the 'How much sugar?' game to each group. The challenge is to try and match how much sugar is in each food item. After an appropriate amount of time, go through the answers with the children. (Note: The sugar content are averages and provide an indication of foods that are higher in sugar than others but don't necessarily reflect individual branded or sugar free products).

Are the children surprised by some of the amounts of sugar in some of the foods?

What does that teach us about making healthier choices? Are some foods better choices than others?

What can we do to check the amount of sugar in some foods before we eat them?

Are there healthier 'swaps' we could make for some of these foods?

Is it still OK to eat high sugar foods sometimes?

Answers for the teacher:

An energy drink	35g of sugar
A blueberry muffin	30g of sugar
A bowl of chocolate ice cream	22g of sugar
A packet of sweets	20g of sugar
A flavoured yoghurt	17g sugar
A chocolate bar	15g of sugar
A chocolate biscuit/cookie	14g of sugar
A bowl of chocolate cereal	11g of sugar
A plain biscuit/ cookie	8g of sugar

Help me reflect

Slide 3: Invite the children to reflect on the learning intentions for this lesson (Piece) and record this on the My Jigsaw Journey template.



Healthy Me

Calm Me Script - Ages 7-8 - Piece 2

Come with me as we go into our 'Calm Me' time. In this Puzzle we are learning about keeping ourselves healthy. Being able to calm down and watch our thoughts and feelings is an important part of being healthy.

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

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

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

Breathing like this we feel calm and gentle...

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

Repeat several times

Every time you breathe out feel any tension or worries fizzle down through your body and out through your feet... fizzle away your worries and tension...

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





Healthy Me

Make a Good Decision PowerPoint Slide 1 - Ages 7-8 - Piece 2



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.

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Healthy Me

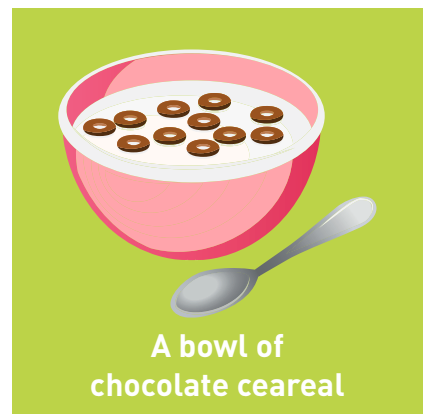
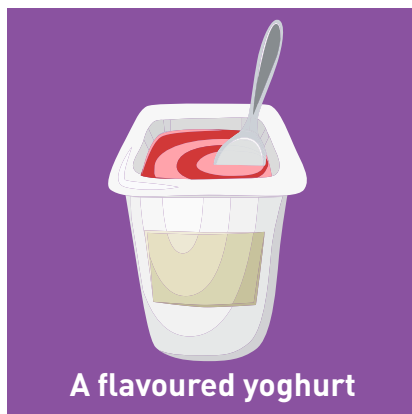
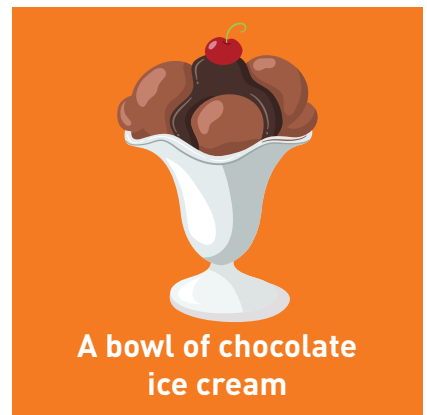
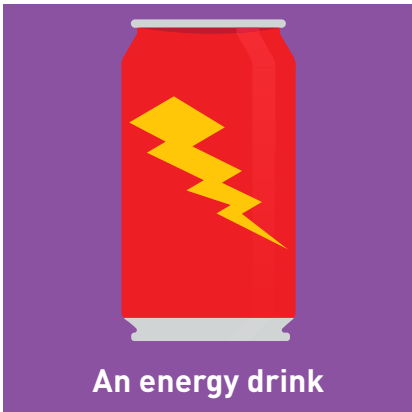
Jerrie Cat PowerPoint Slide 2 - Ages 7-8 - Piece 2



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Healthy Me

How Much Sugar? Game - Ages 7-8 - Piece 2





Healthy Me

How Much Sugar? Game - Ages 7-8 - Piece 2

35g of sugar

15g of sugar

30g of sugar

20g of sugar

8g of sugar

22g of sugar

14g of sugar


17g of sugar

11g of sugar



Healthy Me

PowerPoint Slide 3: My Jigsaw Journey - Ages 7-8 - Piece 2







Puzzle 4 - Healthy Me (Pieces 1-3)

Ages 7-8

Name:

						TINT BOX - To improve next time ...
Piece 1	I understand how exercise affects my body and know why my heart and lungs are such important organs.					
	I can set myself a fitness challenge.					
Piece 2	I know that the amount of calories, fat and sugar I put into my body will affect my health.					
	I know what it feels like to make a healthy choice.					
Piece 3	I can tell you my knowledge and attitude towards drugs.					
	I can identify how I feel towards drugs.					



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

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Tell me or show me

Explain that for this lesson each child is working individually. Hand out pens and paper to each child. Explain that you are going to read a story. Every so often you will stop the story and ask the children to draw a picture. There will be two questions at the end for them to answer.

Teachers to use the 'Draw and write' instruction sheet.

Ask the children to tell you some things they know about drugs, ensuring you correct any erroneous comments. Ensure to address that medicines are also drugs, and these can help our bodies if they are taken correctly.

During this discussion children may name drugs that are unfamiliar to the teacher. If this is the case, teachers should acknowledge the name and feel free to say that they haven't heard of it.

Slides 1-4: Show the PowerPoint of the four pictures of drugs and explain that not all drugs look the same.

Draw out in the discussion how a person might know when a drug is a medicine they need to take. (The person requires it to be healthy or get better, it is prescribed or given by a trusted adult, there are written instructions to follow that give dosage and other important information etc).

How might a person know that a drug is not a medicine and unsafe to take?

Let me learn

Working in pairs and using the 'Feelings word template', ask the children to choose 5 words from the list that describe their feelings about drugs and to highlight their choices. Then ask each pair to come up with another word to add to the list that describes how they feel about drugs. Feedback to the class and take a vote on the most popular words to describe how the children feel about drugs.

Help me reflect

Slide 5: Invite the children to reflect on the learning intentions for this lesson (Piece) and record their learning on the My Jigsaw Journey template. Teachers can reframe the learning intention to aid children's understanding if necessary.

Does everyone understand what they are being asked to do?

Do you think all drugs look the same?
Why/why not?

Why have you chosen these words?

Notes



Healthy Me

Calm Me Script - Ages 7-8 - Piece 3

In this Puzzle we are learning about keeping ourselves healthy. Being able to calm down and watch our thoughts and feelings is an important part of being healthy. This 'Calm Me' helps us to learn to watch the thoughts in our minds (so that we will be able to make choices over these rather than letting our thoughts control our actions)

You may like to play some very soft music through this 'Calm Me' but only if the children will not be distracted by it.

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

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

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

Breathing like this we feel calm and gentle...

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

Repeat several times.

As you sit here in a relaxed and calm state, can you see any of your thoughts? Do you know what you are thinking? What thoughts are in your head right now?

Imagine there are clouds floating across the sky, and each cloud has one of your thoughts on it. Can you see your thoughts go by on the clouds? What thoughts are the clouds carrying for you?

Stay with this for a little while as it is quite tricky to be able to watch the clouds carrying your thoughts.

Take one nice deep breath in and out.

I appreciate my body and mind.

(Sound the Jigsaw Chime).

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





Healthy Me

Draw and Write Instruction Sheet - Ages 7-8 - Piece 3

Read the story below.

One day, Laura and Callum were walking home from school together. As they walked through the park, Callum noticed a bag underneath a bench, so they went over to have a look: inside the bag were some drugs.

Stop the story here and ask the children to draw the bag and the drugs inside. When they have finished, if appropriate, ask them to write some words next to their picture to explain what they have drawn.

Carry on with the story:

Laura said to Callum, “Who do you think this bag belongs to?”

Stop the story here and ask the children to draw a picture of who they think this bag belongs to, followed by some words to describe them if they like.

Carry on with the story:

Callum said, “Laura, what you do think they were going to do with this bag of drugs?”

Stop the story here and ask the children to draw a picture of what the person whose bag it is was going to do with it. The children can write some words to explain.

Continue with the story:

Laura said to Callum, “What shall we do with the drugs?”

Stop the story here and ask the children to draw a picture of what the children do with the bag.

Finally, ask the children two questions:

1. Can a drug be good for you? If you think the answer is ‘yes,’ can you draw/write an example of a drug being good for you? If you think the answer is ‘no’, draw/write why not.
2. What would you do if you found a bag with drugs inside it? Draw and/or write what you would do.

Healthy Me

Are These Drugs or Not? PowerPoint slides 1-4 - Ages 7-8 - Piece 3





Healthy Me
Feelings Words - Ages 7-8 - Piece 3

Sad

Happy

Unsafe

Confused

Frightened

Helpless

Upset

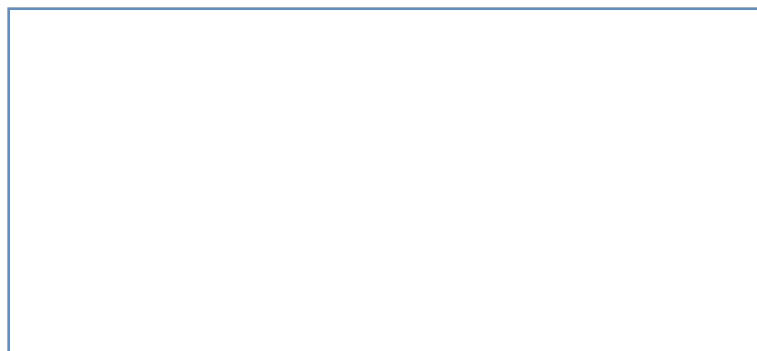
Protected

Safe

Scared

Worried

Unsure





Healthy Me

PowerPoint Slide 5: My Jigsaw Journey - Ages 7-8 - Piece 3



My Jigsaw Journey

Jigsaw

Puzzle 4 - Healthy Me (Pieces 1-3) Ages 7-8

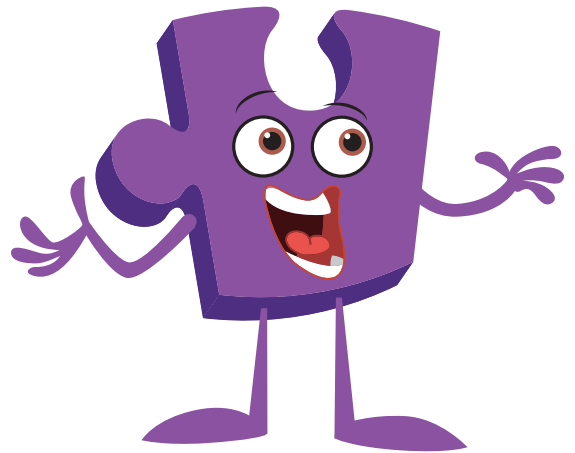
Name:

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	I can set myself a fitness challenge.				
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	I know what it feels like to make a healthy choice.				
Piece 3	I can tell you my knowledge and attitude towards drugs.				
	I can identify how I feel towards drugs.				

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Puzzle 4: Healthy Me - Ages 7-8 - Piece 4

Being Safe	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to...</p> <p>identify things, people and places that I need to keep safe from</p> <p>know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p>express how being anxious or scared feels</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jino</p> <p>Jigsaw Jerrie Cat</p> <p>A piece of foreboding music e.g. Theme from Jaws</p> <p>My Jigsaw Journey</p> <p>Jigsaw Journal</p> <p>Pictures of ambulance, fire engine, police car, helicopter</p>	<p>Vocabulary</p> <p>Safe</p> <p>Anxious</p> <p>Scared</p> <p>Strategy</p> <p>Advice</p> <p>Dangerous</p> <p>Emergency</p> <p>Emergency Services</p> <p>Ambulance</p> <p>Fire engine</p> <p>Police car</p> <p>Coastguard helicopter</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play the Jaws theme music (or other similar, foreboding music) to the children and ask them to show how they feel listening to it: they might make a particular face or express their thoughts through their body language or movements. Ask them to share how they felt during the music. Tell them that some people find that sort of music a bit scary or they feel anxious/uncomfortable listening to it. How can they express how being anxious or scared feels to them?</p> <p>You could extend this by asking the children to mime emotions for the others to guess.</p> <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind</p> <p>Invite someone to draw something on the board/flip chart that is dangerous/not safe. Play a Pictionary-type game where the others guess what it is and get a point if they guess it correctly.</p> <p>Each time, ask children if the situation they drew could be an 'emergency'.</p> <p>Ensure they understand what emergency means and that dangerous situations can be emergencies.</p>	<p>Ask me this...</p> <p>What words can describe how someone might feel listening to the music?</p> <p>Why do we show our emotions in our bodies as well as our faces?</p> <p>Is your mind calm and ready to learn?</p>



Tell me or show me

Children help the teacher make a summary list of emergency situations on flip chart.

Use the pictures of the ambulance, fire engine, police car and coastguard helicopter. Go through the list of emergency situations and ask the children which, if any of the 'emergency services' may be needed in each situation.

Ask children how the emergency services would know they needed to be there to help.

Teach children how to use a mobile phone to call the Emergency Services. Make sure children rehearse calling using the emergency number relevant to the country you are in.

Let me learn

In pairs, ask the children to think of things they feel they have to keep safe from. As a class discuss their ideas and sub-divide their ideas using the headings, 'Things,' 'People,' 'Places'.

Write this list on the board/flipchart.

From this list, discuss which of their ideas may be real or pretend.

Discuss with the children why they think these people, places and things might be unsafe and the type of thoughts and feelings they experience when they feel scared or anxious.


Explain that they can distinguish between hazards which they themselves cause (playing with things that they should not play with) and hazards which are caused by other people who do things to them (e.g. bullying).

In groups of 3 or 4, ask the children to look again at the list the class has created, and ask them how Jigsaw Jino could keep safe in some of these different places and situations. Ask them to come up with strategies Jigsaw Jino could use. Example strategies:

- Don't look
- Hide yourself
- Run away
- Say 'No'
- Keep away
- Don't touch
- Tell someone you trust
- Call the emergency services

Help children explore which strategy would help Jigsaw Jino (or them) with which unsafe situation. Encourage them to distinguish between those that are specific to one kind of hazard only and those which can be used in different circumstances.

Share their ideas as a class. The class ideas could be used for the End of Puzzle Outcome for this Puzzle (unit of work) as discussed with your Jigsaw Lead in school.

Pause Point: Slide 1:  Raise Jigsaw Jero's paws to indicate this Pause Point. Invite the children to identify their thoughts and feelings at this particular moment. There is no need to share, they can keep their ideas in their heads.

Help me reflect

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

Notes

Please be aware that if you are working in a school outside of the UK, you may wish to provide relevant pictures of emergency service vehicles.

When do you feel really safe?
Why do some things make you feel unsafe?
What things/people are safe?
What things/people are unsafe?

What strategies are easy to remember?
How would you help someone else in a scary situation?
What advice would you give?

Healthy Me

Calm Me Script - Ages 7-8 - Piece 4

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You may like to play some very soft music through this 'Calm Me' but only if the children will not be distracted by it.

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

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

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

Breathing like this we feel calm and gentle...

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

Repeat several times.

As you sit here in a relaxed and calm state, can you see any of your thoughts? Do you know what you are thinking? What thoughts are in your head right now?

Imagine there are clouds floating across the sky, and each cloud has one of your thoughts on it. Can you see your thoughts go by on the clouds? What thoughts are the clouds carrying for you?

Stay with this for a little while as it is quite tricky to be able to watch the clouds carrying your thoughts.

Take one nice deep breath in and out.

I appreciate my body and mind.

(Sound the Jigsaw Chime).

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



Healthy Me
Emergency Services - Ages 7-8 - Piece 4



Healthy Me
Emergency Services - Ages 7-8 - Piece 4



Name

TINT BOX - To improve next time I...

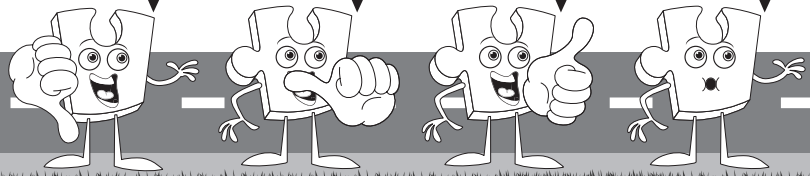
Piece 4	I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services				
	I can express how being anxious or scared feels					
Piece 5	I can identify when something feels safe or unsafe				
	I can take responsibility for keeping myself and others safe					
Piece 6	I understand how complex my body is and how important it is to take care of it				
	I respect my body and appreciate what it does for me					

I don't get this at all

I'm getting there but need some help to understand

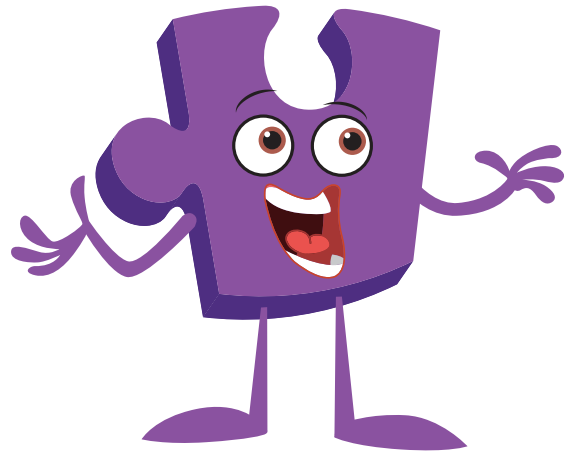
I get this and can give examples if you ask me

I missed this lesson



Puzzle 4: Healthy Me - Ages 7-8 - Piece 5

Safe or Unsafe?	
Puzzle 4 Outcome The Healthy, Happy Me Recipe Book	Please teach me to... identify when something feels safe or unsafe take responsibility for keeping myself and others safe
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jino Jigsaw Jerrie Cat PowerPoint of scared child Short story templates Jigsaw Journals My Jigsaw Journey	Vocabulary Safe Harmful Risk Feelings
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play Switch Switch places if you think it is unsafe to <ul style="list-style-type: none"> climb a ladder make some toast play football cross the road etc. Debrief each one quickly... usually it depends on... but sometimes situations are always unsafe e.g. (can the children think of things and situations that are always unsafe for 7-8 year olds?). In a circle, using Jigsaw Jino as the talking object, ask the children to say how they feel when they get scared or anxious. Teachers may wish to give children some brief thinking time in pairs before going around the circle. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open my mind Slide 1: Show the children the PowerPoint slide of the frightened girl. Ask the children how they know the child in the picture is frightened. Discuss the children's ideas. Ask the children if there are things we feel when frightened that don't always show in our bodies or faces? e.g. stomach churning, sweaty hands, dry mouth etc. Invite the children to reflect why our bodies do this; is the body trying to tell us something?	Ask me this... What feelings do you get in your body when you are frightened or anxious? What thoughts come into your head when you are frightened or anxious? Does your mind feel calm and ready to learn? Would it help to do Calm Me if you feel scared or frightened?



Tell me or show me


Explain to the children you are going to read a very short story which they need to listen to very carefully. Invite them to put up their hand at the point in the story when it becomes unsafe for Mika.

Mika and his friends were playing in the garden. It was a hot day; the sun was beating down. Mika said, 'I'm going inside to get a drink.'

Joanna said, 'Don't go in Mika, it will spoil the game. Look, there's a bottle of water in your garden shed. You can have that.' Mika looked towards the garden shed they were playing next to, and sure enough there was a bottle of clear liquid on one of the shelves. It certainly looked like water. Mika went to get the bottle. It didn't have a label and the seal had been broken, but he thought it would still be OK. He felt a bit funny inside. His Mum had told him to stay out of the shed because there were things in there he shouldn't touch. Just to be sure Mika took a sniff, it did smell a bit odd.

Debrief the story with the children drawing out when the situation became unsafe for Mika. When did Mika's body and thoughts tell him it was unsafe? What should he have done?

Explain that sometimes we can experience situations that feel OK to start off with but then they can begin to feel unsafe. When that happens, we need to stop and think before we take a risk that could hurt us. By stopping and thinking it gives us time to choose to do something different. Jigsaw Jerrie Cat can help us learn how to pause and think.

Pause Point: Use the slide from the previous lesson if needed 
Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause now and identify what they are thinking and feeling right now. They don't need to share and can keep the answers private. This only needs to take 30 seconds or so.

Let me learn

Split the class into groups and give each group a short story template to work with. Invite each group to identify the point, or points, in the story when the situation starts to feel unsafe. This can be marked on the template by putting arrows or stars at the place(s) in the story. The advice they would offer the children in the story can also be written on the template in the appropriate boxes.

Allow sufficient time for the children to complete the task and then invite each group to feedback so the class have time to reflect on and discuss each of the scenarios.

If reading is an issue for the children in the class, the teacher could opt to do this as a class activity choosing some of the scenarios to work through together.

Help me reflect

Slide 2: Share the learning intentions for this Piece (lesson) with the children and invite them to reflect on their learning and record this on the My Jigsaw Journey template.

Notes

Certificates

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

When does the situation in the story change from safe to unsafe?

What advice would you give the children/ child in the story?

How might the children know when something starts to feel unsafe?

Why are some things easier than others to work out as being unsafe?

Healthy Me

Calm Me Script - Ages 7-8 - Piece 5

In this Puzzle we are learning about keeping ourselves healthy. Being able to calm down and watch our thoughts and feelings is an important part of being healthy. This 'Calm Me' helps us to learn to watch the thoughts in our minds (so that we will be able to make choices over these rather than letting our thoughts control our actions)

You may like to play some very soft music through this 'Calm Me' but only if the children will not be distracted by it.

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

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

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

Breathing like this we feel calm and gentle...

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

Repeat several times.

As you sit here in a relaxed and calm state, can you see any of your thoughts? Do you know what you are thinking? What thoughts are in your head right now?

Imagine there are clouds floating across the sky, and each cloud has one of your thoughts on it. Can you see your thoughts go by on the clouds? What thoughts are the clouds carrying for you?

Stay with this for a little while as it is quite tricky to be able to watch the clouds carrying your thoughts.

Take one nice deep breath in and out.

I appreciate my body and mind.

(Sound the Jigsaw Chime).

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



Healthy Me

Frightened Girl PowerPoint Slide 1 - Ages 7-8 - Piece 5





Healthy Me
Short Story Template - Ages 7-8 - Piece 5

Things the children could say...

People who could help...

Jane and Tobias are in the park. A lady comes over to say hello. Jane recognises the lady who works in the same office building as their Dad. They don't know this person but she does seem nice. She buys them a can of drink from a local shop. She also offers them a lift home and they are thinking about saying yes.

Things the children could do...

Our best piece of advice is...



Healthy Me
Short Story Template - Ages 7-8 - Piece 5

Things the children could say...

People who could help...

Tomika and Jenna play a gaming App on Tomika's tablet. They have been told it's scary by their friends. On the first day the game dares Tomika and Jenna to do something that will get them into trouble and post a picture of it. The App says if they don't do as they are told something bad will happen to them. Tomika wants to go along with the App, but Jenna isn't so sure.

Things the children could do...

Our best piece of advice is...



Healthy Me
Short Story Template - Ages 7-8 - Piece 5

Things the children could say...

People who could help...

Sam and Tom are playing a game online. A new boy called Terry joins their game who they don't know, he says he is the same age as them. He messages them and says they are really good at the game and invites them to a private chat. In the private chat Terry asks the boys what school they go to and asks them to send a picture of themselves. Sam thinks it wouldn't hurt, but Tom is unsure.

Things the children could do...

Our best piece of advice is...



Healthy Me
Short Story Template - Ages 7-8 - Piece 5

Things the children could say...

People who could help...

A group of friends are playing in the snow. One of the children point to a big pond that has frozen over. The children go to have a look. One of the children says they should try sliding on the ice across the pond. Raj is picked to go first, but he isn't sure he wants to do it. His friends tease him and say he is a baby for being scared.

Things the children could do...

Our best piece of advice is...



Healthy Me
Short Story Template - Ages 7-8 - Piece 5

Things the children could say...

People who could help...

Some children are playing football. The ground is muddy so one of them suggests moving the game to a different place. They decide to play near the railway lines where it is dry. The ball gets kicked onto the railway lines by accident. One of the children suggests that Tammy goes to get it because there isn't a train due for ages.

Things the children could do...

Our best piece of advice is...



Healthy Me
Short Story Template - Ages 7-8 - Piece 5

Things the children could say...

People who could help...

Marta is playing at Jake's house. She starts to feel unwell. Jake suggests he gives her some of his medicine because it always makes him feel better when he is poorly. He goes to get the tablets and offers one to Marta.

Things the children could do...

Our best piece of advice is...



Healthy Me
Short Story Template - Ages 7-8 - Piece 5

Things the children could say...

People who could help...

Jon and Jasmine are out with their teenage sister and her friends. The teenagers have some fireworks and are messing about with them. Jon and Jasmine are dared to light a firework and throw it into somebody's garden. Some of the teenagers say that Jon and Jasmine can only be in the gang if they go along with it.

Things the children could do...

Our best piece of advice is...



Healthy Me
Short Story Template - Ages 7-8 - Piece 5

Things the children could say...

People who could help...

A group of friends are playing outside. One of them says he is bored and wants to explore a nearby building site. The building site isn't locked but it does have warning signs saying 'Danger Keep Out'. One of the children says that the signs are just put there to scare people away and there is nothing dangerous inside. Ben isn't sure he wants to go in. His friends start daring each other to be the first inside.

Things the children could do...

Our best piece of advice is...



Healthy Me

PowerPoint Slide 2: My Jigsaw Journey - Ages 7-8 - Piece 5


My Jigsaw Journey



Puzzle 4 - Healthy Me (Pieces 4-6) Ages 7-8

Name:

					TINT BOX - To improve next time I...
Piece 4	I can identify things, people and places that I need to keep safe from				
	I know some strategies for keeping myself safe, who to go to for help and how to call emergency services				
Piece 5	I can express how being anxious or scared feels				
	I can identify when something feels safe or unsafe				
Piece 6	I can take responsibility for keeping myself and others safe				
	I understand how complex my body is and how important it is to take care of it				
	I respect my body and appreciate what it does for me				



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

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Puzzle 4: Healthy Me - Ages 7-8 - Piece 6

My Amazing Body	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to... understand how complex my body is and how important it is to take care of it respect my body and appreciate what it does for me</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jino Jigsaw Jerrie Cat PowerPoint slide: My amazing body PowerPoint slides: Example infographic Other infographic examples (teacher to source online) Paper/ pens (Optional: computers/ tablets for children to design infographic) Jigsaw Journal My Jigsaw Journey Certificates</p>	<p>Vocabulary Complex Appreciate Body Healthy Safe Choice Risk</p>
<p>Teaching and Learning Note Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time, and/or choose to do the Let me learn part of the lesson with the teacher(s) working with groups of children in turn.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Children return to the fitness challenge from Piece 1. How much more can they do now? What achievements have they made? If they are still to reach their targets, allow them more time if they would like.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slide 1: Show the PowerPoint slide: My Amazing Body. Ask the children whether they think the facts are true or false. (All the facts are true.) Discuss their reactions to each fact when you reveal the answers. Reinforce that the body is a complex 'machine' and, like any machine, needs to be looked after carefully so it can work properly for life.</p>	<p>Ask me this...</p> <p>Is it easy to keep fit and healthy?</p> <p>Does your mind feel calm and ready to learn?</p> <p>What amazing things can your bodies do? What surprising thing would you like other people to know about the human body?</p>



Tell me or show me

Slide 2: Show the children the PowerPoint slides of the example infographic. Explain that an infographic is like a poster, and it uses simple images and text to give others important information. They are mostly used within social media and online. Ask the children to identify the features of the example infographic, which is basic and needs improving. What makes it easy to understand? What makes the messages easy to remember? Could it be improved? What might it even better? Could it have more detail? Is there enough text? Could the text be more helpful?

The teacher can also show other examples of infographics which can be found easily online so that children can identify what makes them effective.

Explain to the children they can now design their own infographic about keeping safe and healthy drawing on all their learning from this Puzzle (unit of work). The target audience for their infographic is children aged 7 - 8 years old. The infographic should offer 5 to 6 'Top Tips' about staying safe and healthy.

Let me learn

Children work in pairs/groups as appropriate, to design and create their infographic. If desired the teacher may wish the children to design these using any computer software packages available in school, or they could be designed on paper. The teacher may also wish to share the children's infographics online once finished, if the school uses social media platforms such as Twitter or Facebook.

During the design process the teacher can further assess the children's understanding of the Puzzle (unit of work) using the following suggested questions.

- Who can help you stay safe and healthy?
- Who would you tell if you felt scared or unwell?
- How can we keep ourselves safe?
- How can we keep ourselves healthy?
- How do we know if we are feeling scared or unwell?
- How do we know if something feels risky/ unsafe?
- Are some things riskier than others?.

Help me reflect

Slide 3: Ask the children to complete My Jigsaw Journey for this Piece (lesson) as before.

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

What makes a good infographic?

Why is it important that we keep our bodies safe and healthy?

What might happen if we didn't?

Notes

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

Healthy Me

Calm Me Script - Ages 7-8 - Piece 6

In this Puzzle we are learning about keeping ourselves healthy. Being able to calm down and watch our thoughts and feelings is an important part of being healthy. This 'Calm Me' helps us to learn to watch the thoughts in our minds (so that we will be able to make choices over these rather than letting our thoughts control our actions)

You may like to play some very soft music through this 'Calm Me' but only if the children will not be distracted by it.

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

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

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

Breathing like this we feel calm and gentle...

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

Repeat several times.

As you sit here in a relaxed and calm state, can you see any of your thoughts? Do you know what you are thinking? What thoughts are in your head right now?

Imagine there are clouds floating across the sky, and each cloud has one of your thoughts on it. Can you see your thoughts go by on the clouds? What thoughts are the clouds carrying for you?

Stay with this for a little while as it is quite tricky to be able to watch the clouds carrying your thoughts.

Take one nice deep breath in and out.

I appreciate my body and mind.

(Sound the Jigsaw Chime).

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



Facts about the human body

12. An average person has 100,000 hairs on his/her head. Each hair grows about 12.7cm every year

4. Your brain is 80% water

1. The eyeball of a human weighs approximately 28 grams

3. The tongue is the strongest muscle in the human body

6. When you are born, you have 300 bones in your body, but as an adult you have only 206 bones. This happens because many of them join together to make a single bone

11. Your skeleton keeps changing every 10 years, that means your bodies keep renewing themselves so every 10 years you have a new skeleton

10. In one day, your heart beats 100,000 times

7. It takes food only seven seconds to go from the mouth to the stomach

9. Fingernails grow nearly 4 times faster than toenails

5. Men get hiccups more often than women

8. A sneeze is faster than 100 miles per hour

2. Your brain is active and thinks more at night than during the day

TOP TIPS TO STAY SAFE AND HEALTHY

- Choose healthy foods**: A purple jigsaw character is shown pushing a shopping cart filled with various fruits and vegetables.
- Stay safe online**: A purple jigsaw character is shown holding a smartphone.
- Be active**: A purple jigsaw character is shown wearing a cap and sneakers, holding two dumbbells.
- Stay safe**: A purple jigsaw character is shown walking across a zebra crossing next to a traffic light.
- Tell someone if you are unwell**: A purple jigsaw character is shown with a bandage on its forehead.



Healthy Me

PowerPoint Slide 3: My Jigsaw Journey - Ages 7-8 - Piece 6


My Jigsaw Journey



Puzzle 4 - Healthy Me (Pieces 4-6) Ages 7-8

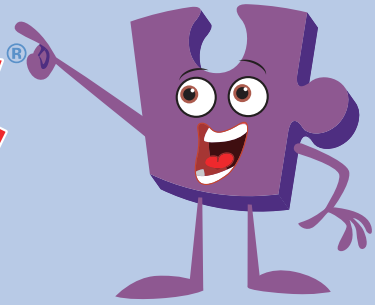
Name:

					TINT BOX - To improve next time I...
Piece 4	I can identify things, people and places that I need to keep safe from				
	I know some strategies for keeping myself safe, who to go to for help and how to call emergency services				
Piece 5	I can express how being anxious or scared feels				
	I can identify when something feels safe or unsafe				
Piece 6	I can take responsibility for keeping myself and others safe				
	I understand how complex my body is and how important it is to take care of it				
	I respect my body and appreciate what it does for me				



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

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Healthy Me

Well done!



Please feel proud that you have learnt to:



.....

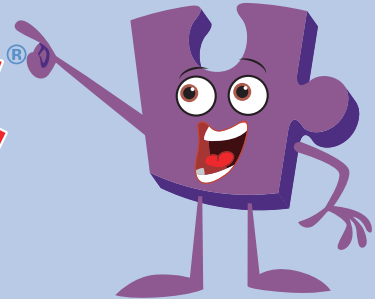
I am especially pleased that you:

.....

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 7-8 **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 to eat healthy food to keep my body well. I need to make sure I exercise. I need to keep myself safe online. I would tell my Mum if I was unwell or scared.

If I feel unwell, I would tell my Mum feel ill.

Ages 7-8 expectation

WORKING AT

I need to keep myself safe when playing computer games if they allow messaging. If someone messages me that I don't know, I wouldn't enter into a private chat with them. If they kept on pestering me to, I would tell my Dad.

When I get scared my body tells me because it has feelings that I recognise, like a dry mouth and an upset tummy. I know I am unwell when my body feels differently like when I have a headache or feel sick.

WORKING BEYOND

It might be safe to get a lift home with someone who you know very well and you have asked your Mum before going with them. It would be riskier if you didn't know the person very well, or not at all. If I asked to phone my Mum before getting the lift and the person didn't want me to, that would be a very risky situation, and I would run and tell a nearby adult that I needed help.

I know when I am doing something risky because I feel anxious and my body has signs like jelly-legs. Sometimes this is OK if it is a risk like performing in a school play, and I would try to calm down before going on to the stage. In a dangerous situation my body is warning me, so I should listen to it and not take the risk.

