Jigsaw®

The mindful approach to PSHE

Healthy Me - Ages 8-9

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Healthy Me

Puzzle Map - Ages 8-9

Puzzle Outcome

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

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	**1. My Friends and Me**	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I can identify the feelings I have about my friends and my different friendship groups	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Concentric circles template (Friendship chart), Jigsaw Journals, Teacher prepared 'Friendship chart' example, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	**2. Group Dynamics**	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with	Jigsaw Chime, 'Calm Me' script, Scenario PowerPoint slide, Different roles: Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have been physically active	**3. Smoking**	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Smoking Facts Picture Puzzle, Scenario cards: What happens next?, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	**4. Alcohol**	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others	Jigsaw Chime, 'Calm Me' script, Jigsaw song: Make a good decision, True/False quiz, PowerPoint slide: liver and liver facts, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	**5. Healthy Friendships** **Puzzle Outcome: Healthy Friendships**	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can identify feelings of anxiety and fear associated with peer pressure	Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'Make a good decision', Aiden's story, Flip chart and chunky pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	**6. Celebrating My Inner Strength and Assertiveness** **Assessment Opportunity** ★	I know myself well enough to have a clear picture of what I believe is right and wrong	I can tap into my inner strength and know how to be assertive	Jigsaw Chime, 'Calm Me' script, Remote control PowerPoint slide, Scenario PowerPoint slide Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

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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.

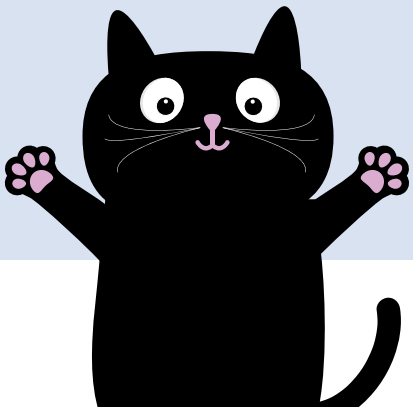
4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.

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.



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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.

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Healthy Me

Assembly (PowerPoint Slides 1-6)

Slide 1

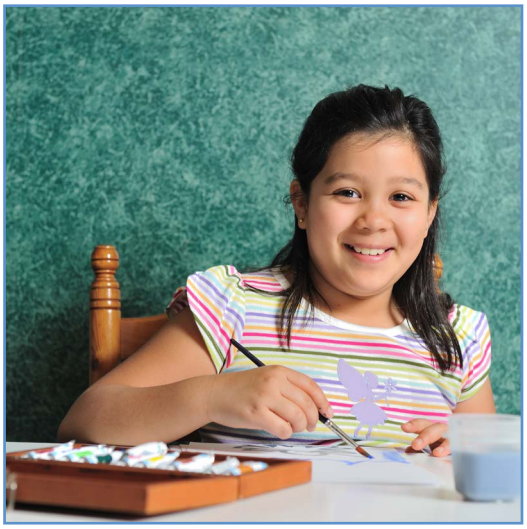
Slide 2

Slide 3

Slide 4

Slide 5

Slide 6



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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.
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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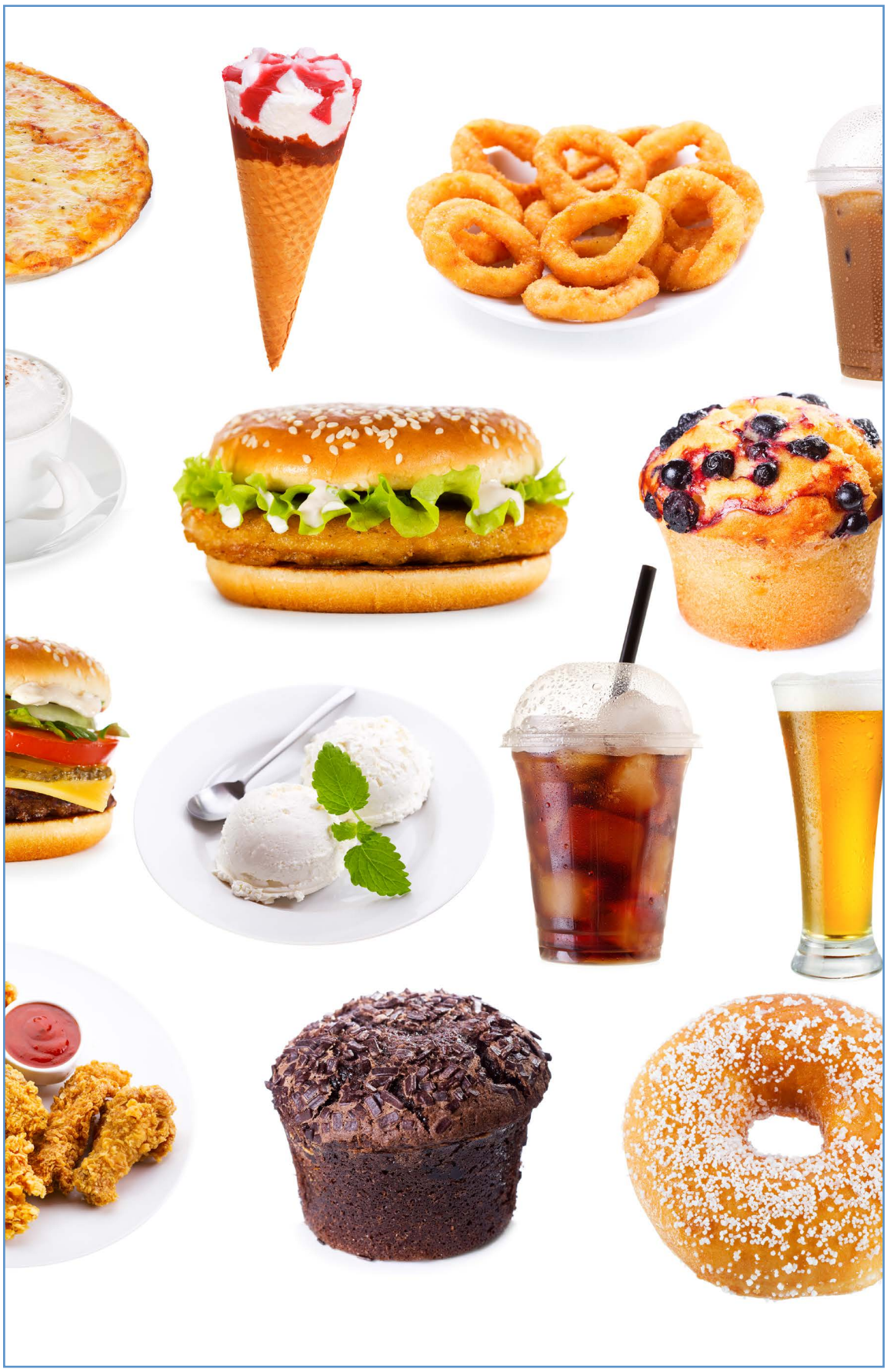

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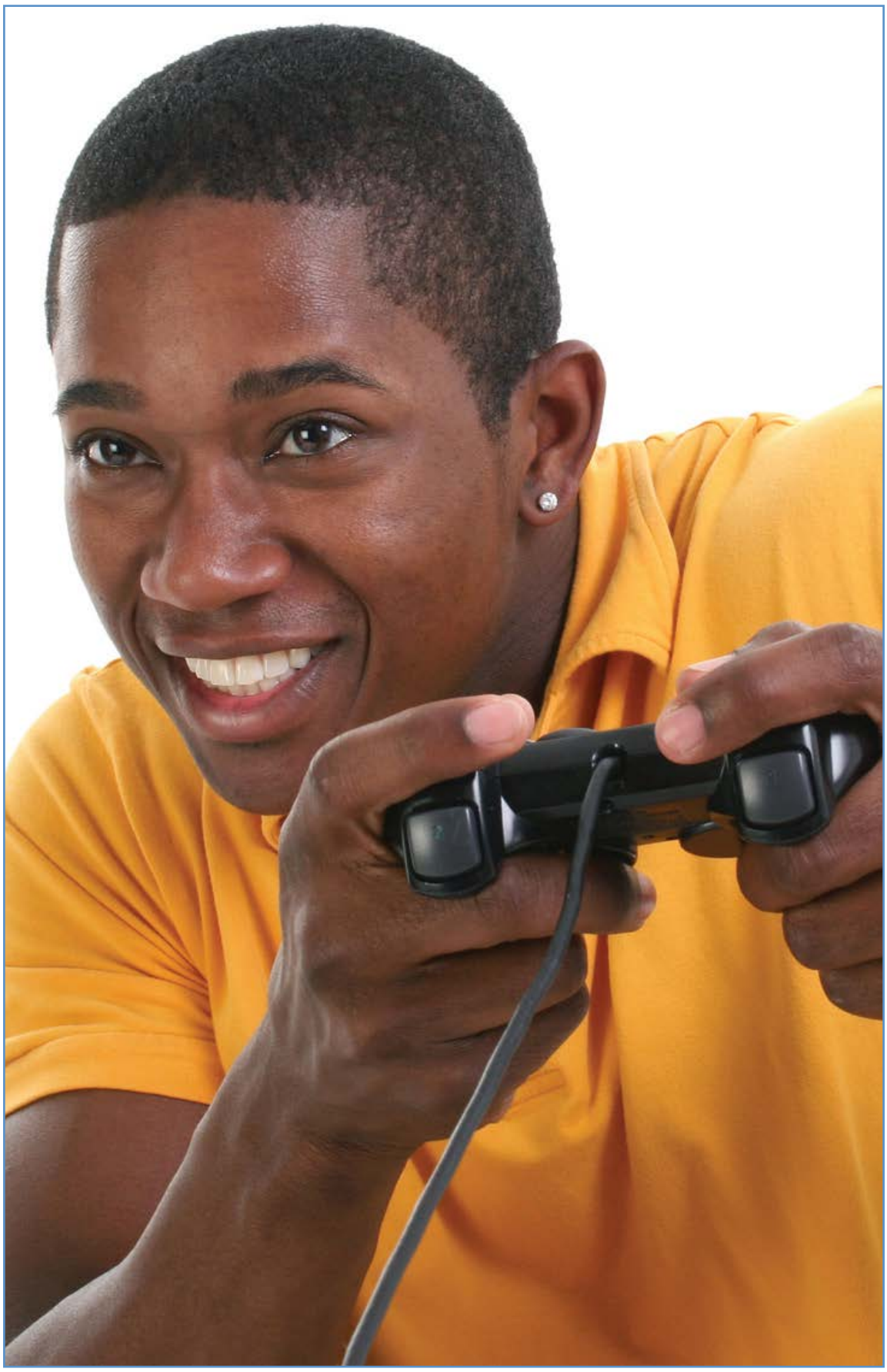

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Music and Lyrics
by Ryan Hanlon

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.

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Chorus x2
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Lets be healthy, be happy, be you,
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Music and Lyrics
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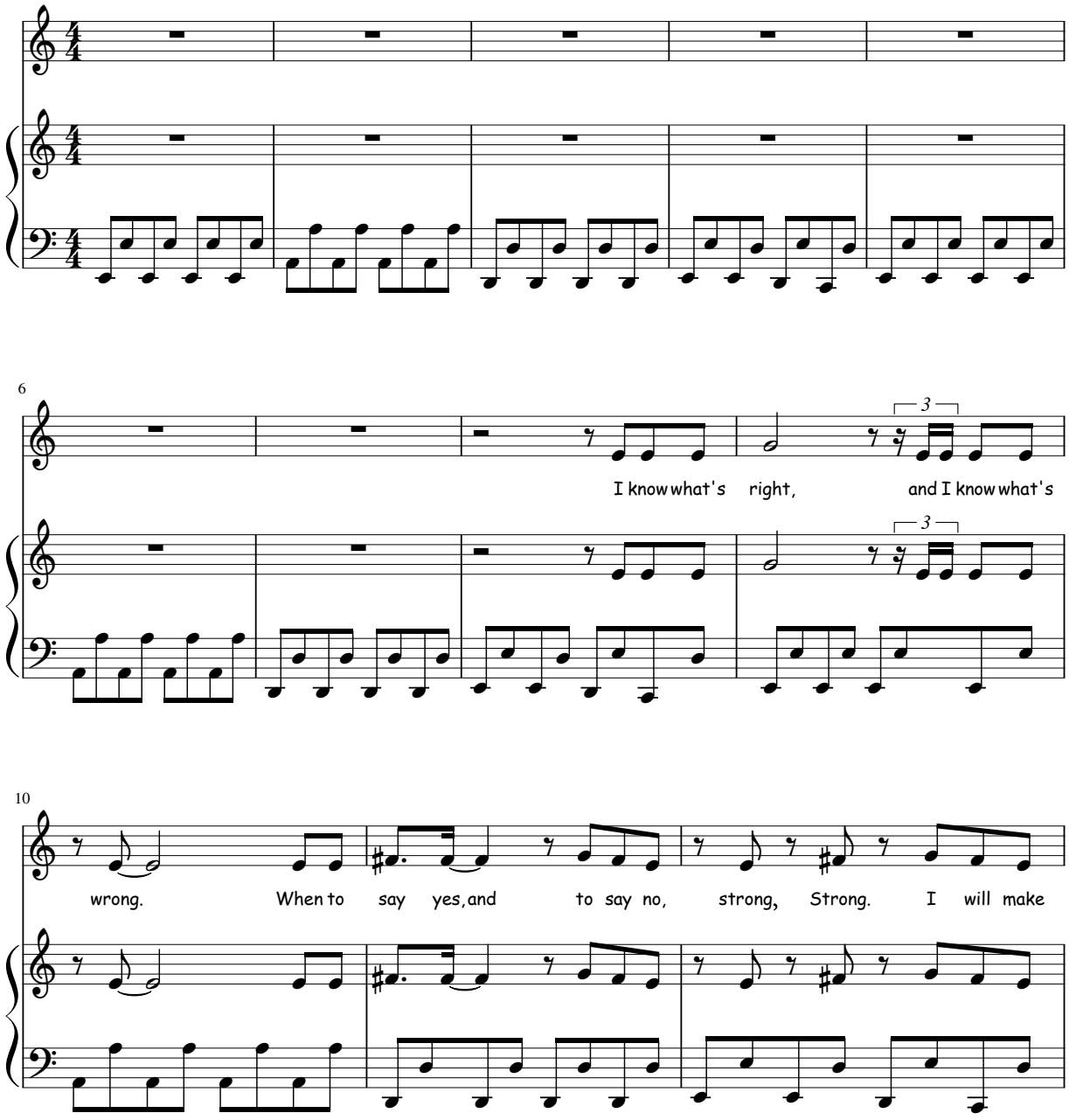
Make A Good Decision
(Healthy Me)

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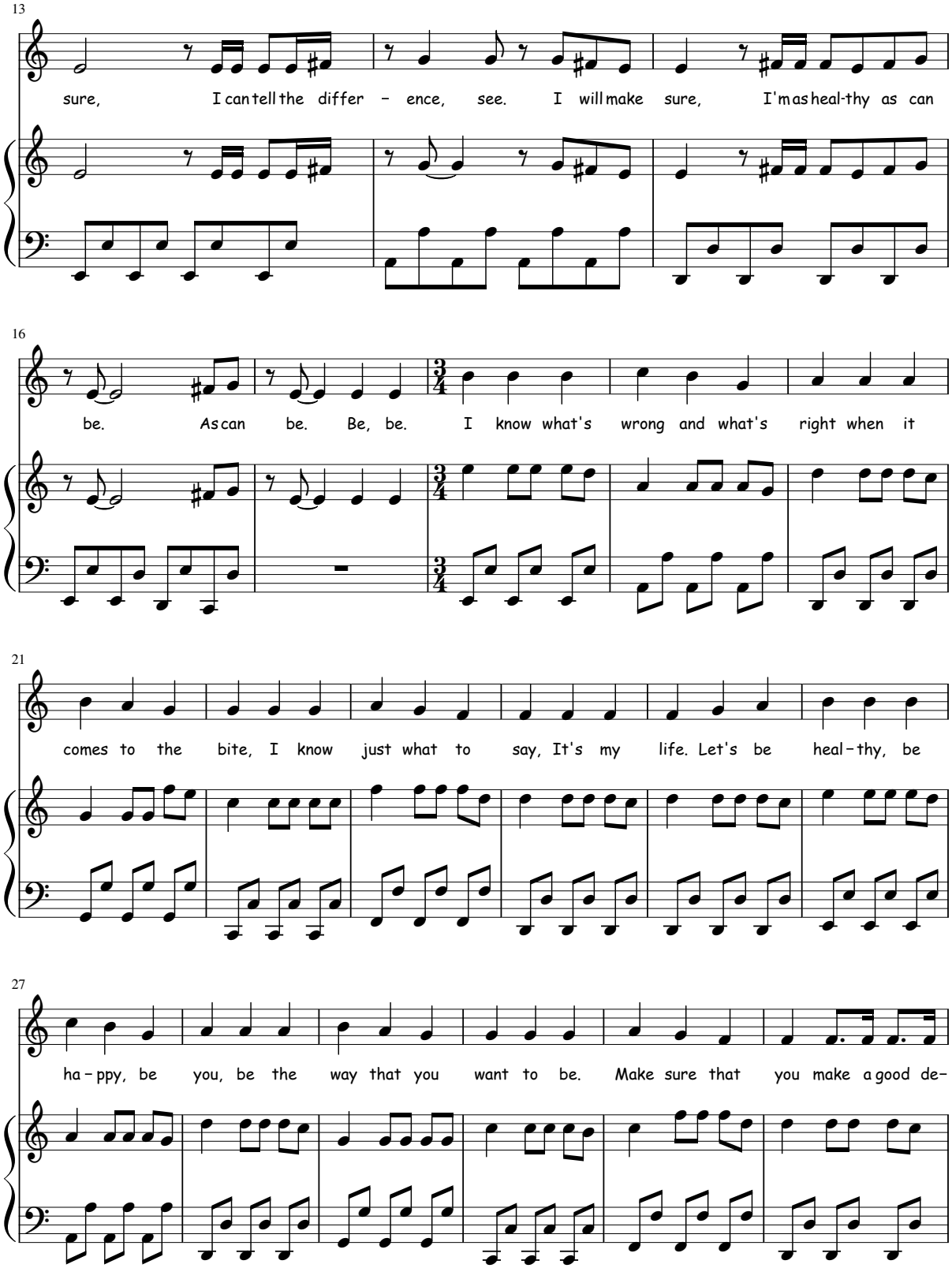
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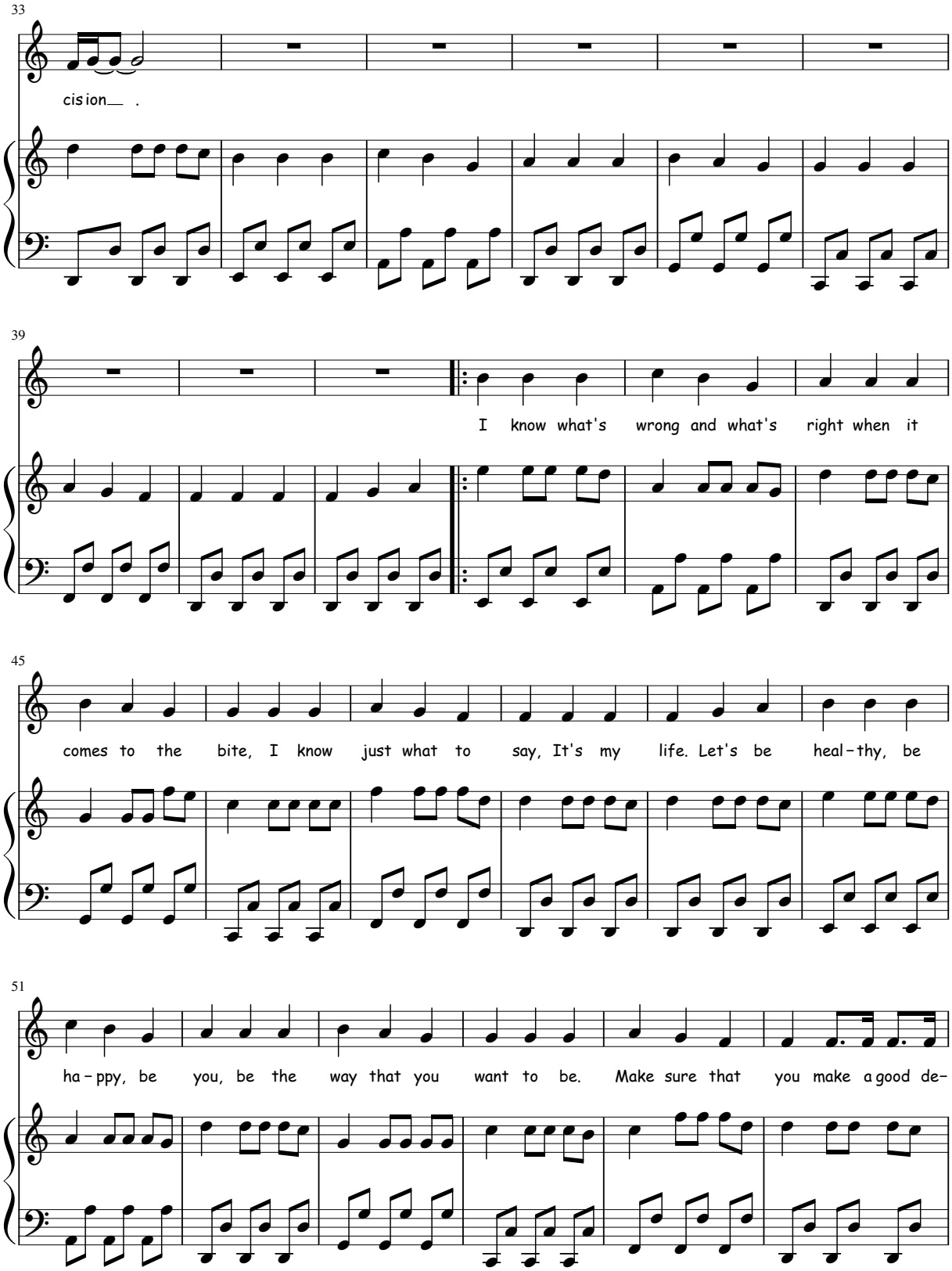
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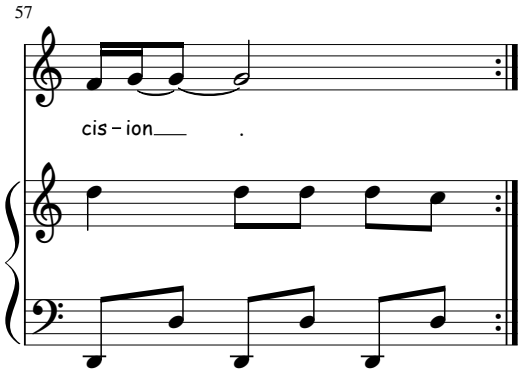

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Puzzle 4

Weekly Celebration 1

This week we are celebrating people who:

Have made a healthy choice

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Puzzle 4

Weekly Celebration 2

This week we are celebrating people who:

Have eaten a healthy, balanced diet

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Puzzle 4

Weekly Celebration 3

This week we are celebrating people who:

Have been physically active

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Puzzle 4

Weekly Celebration 4

This week we are celebrating people who:

Have tried to keep themselves and other safe

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Puzzle 4

Weekly Celebration 5

This week we are celebrating people who:

Know how to be a good friend and enjoy healthy relationships

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Puzzle 4

Weekly Celebration 6

This week we are celebrating people who:

Know how to keep calm and deal with difficult situations

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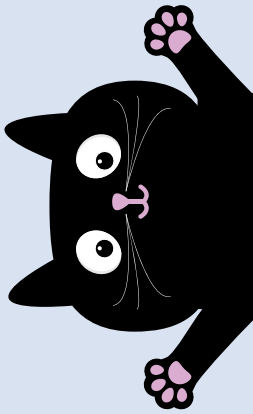
Class Teacher's Preparation to Lead the Healthy Me Puzzle with children Ages 8-9

Note: There are additional lessons on the Jigsaw Community Area of the website that teachers can use to supplement this unit of work (Puzzle). These are focussed on water safety and lockdown procedures. These lessons complement the themes of being safe and healthy which are embedded within this particular unit of work.



Additional Resources needed (not including those contained within Jigsaw)

Piece 1: All resources in Jigsaw
Teachers to prepare their own example Friendship chart prior to the lesson
Laminated Jigsaw Charter

Piece 2: All resources in Jigsaw

Piece 3: All resources in Jigsaw

Piece 4: All resources in Jigsaw

Piece 5: Flip chart and chunky pens

Piece 6: All resources in Jigsaw

Additional planning considerations

Piece 1: Ensure enough My Jigsaw Journey sheets have been printed (each child needs one that includes Learning Intentions for Pieces 1-3). Print/copy enough Concentric circles (Friendship chart) templates enough for each child. Teachers needs to prepare their own example Friendship chart prior to the lesson.

Piece 2: Copy/print scenario cards enough for each group.

Piece 3: Copy/print Smoking Facts Picture Puzzle so that each child has a piece. Copy/print enough scenario cards, one per group.

Piece 4: Print/copy, My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6).

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 8-9 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.

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Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 8-9

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@janlevergroup.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.

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Ages 8-9

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	**Working towards**	**Working at**	**Working beyond**	**Teacher comments**
Puzzle 1 **Being Me in My World**		I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.	
Puzzle 2 **Celebrating Difference**		I can tell you about my first impressions of someone. I can also give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can justify with examples to show how first impressions can be misleading. I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.	
Puzzle 3 **Dreams & Goals**		I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having a greater chance of success.	
Puzzle 4 **Healthy Me**		I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.	

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	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 5 Relationships		I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can give reasons as to why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.	
Puzzle 6 Changing Me		I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation). I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.	I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.	

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

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?

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Puzzle 4: Healthy Me - Ages 8-9 - Piece 1

My Friends and Me	
Puzzle 4 Outcome **The Healthy, Happy Me Recipe Book**	**Please teach me to…** recognise how different friendship groups are formed, how I fit into them and the friends I value the most identify the feelings I have about my friends and my different friendship groups
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jaz Jigsaw Jerrie Cat Concentric circles template (Friendship chart) Jigsaw Journals Teacher prepared 'Friendship chart' example Laminated Jigsaw Charter My Jigsaw Journey	**Vocabulary** Friendships Emotions Healthy Relationships Friendship groups Value

Teaching and Learning

Notes

Prior to teaching this unit of work (Puzzle) teachers should be familiar with the Jigsaw Approach. This is the introductory chapter at the start of the Year Group materials.

This lesson (Piece) is about managing friendships. Be aware of any friendship issues in this class before teaching the lesson.

Prior to this lesson the teacher also needs to have prepared their own Friendship chart. (See: Tell me or show me for details).

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Charter on display..

Connect us

Play Healthy Names. With everyone sitting in a circle, go around the circle and ask everyone to come up with a 'healthy activity' word that uses the same starting letter (or sound) as their name. Use Jigsaw Jaz as an example: 'Jogging Jigsaw Jaz'. Other examples: Cycling Chris, Running Rachel, Swimming Sabina, Push-up Peter. Allow some thinking time in pairs before passing Jigsaw Jaz around so that everyone has an answer.

You could go round the circle again with everyone doing actions to the action part of the name e.g. swimming for Swimming Sabrina.

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.

Ask me this...

Does your mind feel calm and ready to learn?

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Open my mind

In pairs invite the children to think of as many different friends they have both in and out of school. Allow approximately 2 minutes for this thinking time. (They could make a list).

Then briefly discuss the following questions with the children:

- Where do you know your friends from?
- Do you like all of your friends in the same way?
- Do you like doing the same things with all of your friends?
- Do you see some friends only in certain situations/ places?
- Would you want to see all of your friends all of the time?

How did you make friends with your different friendship groups?

Is it important to have lots of friends?

How are you different in each of your friendship groups?)

Tell me or show me

Show the children your own Friendship chart you have prepared in advance using the four concentric circle template. Write in the initials (to protect anonymity) of friends (and family members) in the relevant circles as follows:

- In the innermost circle are the friends/family that are closest to you; your best friends, and closest family members;
- In the second circle your good friends, next closest family, (but who you regard as not the closest);
- In the third circle friends who you know less well (perhaps people at groups or societies, relatives you see occasionally etc.);
- In the fourth circle, acquaintances (for example, neighbours, friends of friends etc.)

Briefly explain why you have put the different people in different places on the chart.

Explain to the children that everyone has a range of different friendships and that we act differently within our different friendship groups. Also explain that some of our friendships can change over time, and people can move to and from different friendship groups. This is a normal part of life. Try to illustrate the discussion by sharing some examples from your own life, and the friends on your chart.

Pause Point: Slide 1: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause for 30 seconds. What are they thinking right now? What are they feeling right now? These answers can be kept private and inside their heads.

Let me learn

Invite the children to complete their own Friendship charts. Write their name or draw something that represents them in the centre.They should do this individually and don't need to share with anyone else. They should also use initials to protect the feelings of others and keep privacy.

When they are finished ask the children to think about which friends they value most and why. If they would like to, they can write this onto their friendship chart but not to use the name of the person in their writing (to protect the feelings of others).

Why do you think it is important to have friends in different friendship groups?

Which group do you spend most time with and why?

What qualities do you notice in your friends? Are these qualities the same in all friendship groups?

Help me reflect

Slide 2: Share the learning intentions from this lesson and invite the children to reflect on their learning and record this on the My Jigsaw Journey template. There is a PowerPoint slide the teacher can use to model this if desired.

Notes

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Healthy Me

Calm Me Script - Ages 8-9 - Piece 1

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

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

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."

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your head. See if you can feel all your attention in your head…how does your head feel? Warm? Tingly? What an amazing thing your head is… think about what your head does for you...

Now move your attention, focus your mind on your shoulders and see if they have any tension stored in them... let them relax... really relax

Breathe in... amazing body Breathe out... I am so lucky

Now move your attention down to your feet. How do they feel? Gently wiggle your toes and keep your mind focussing on your feet. Feet make life so much easier for us…we can walk, run, play football, swim, balance, stop for a moment to appreciate your feet...

Take one nice deep breath in and out.

I appreciate my body and mind.

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.

Note to teacher: you can obviously swap body parts in and out of this 'Calm Me' as you see fit and partly depending on what you may have been studying in the Puzzle that you want to engender children's appreciation for. If the children can focus for long enough, you can scan the body from head to toe during Calm Me. This is a useful technique for children to use if they find it tricky to get to sleep. And it can be done from head to toes or from toes to head.

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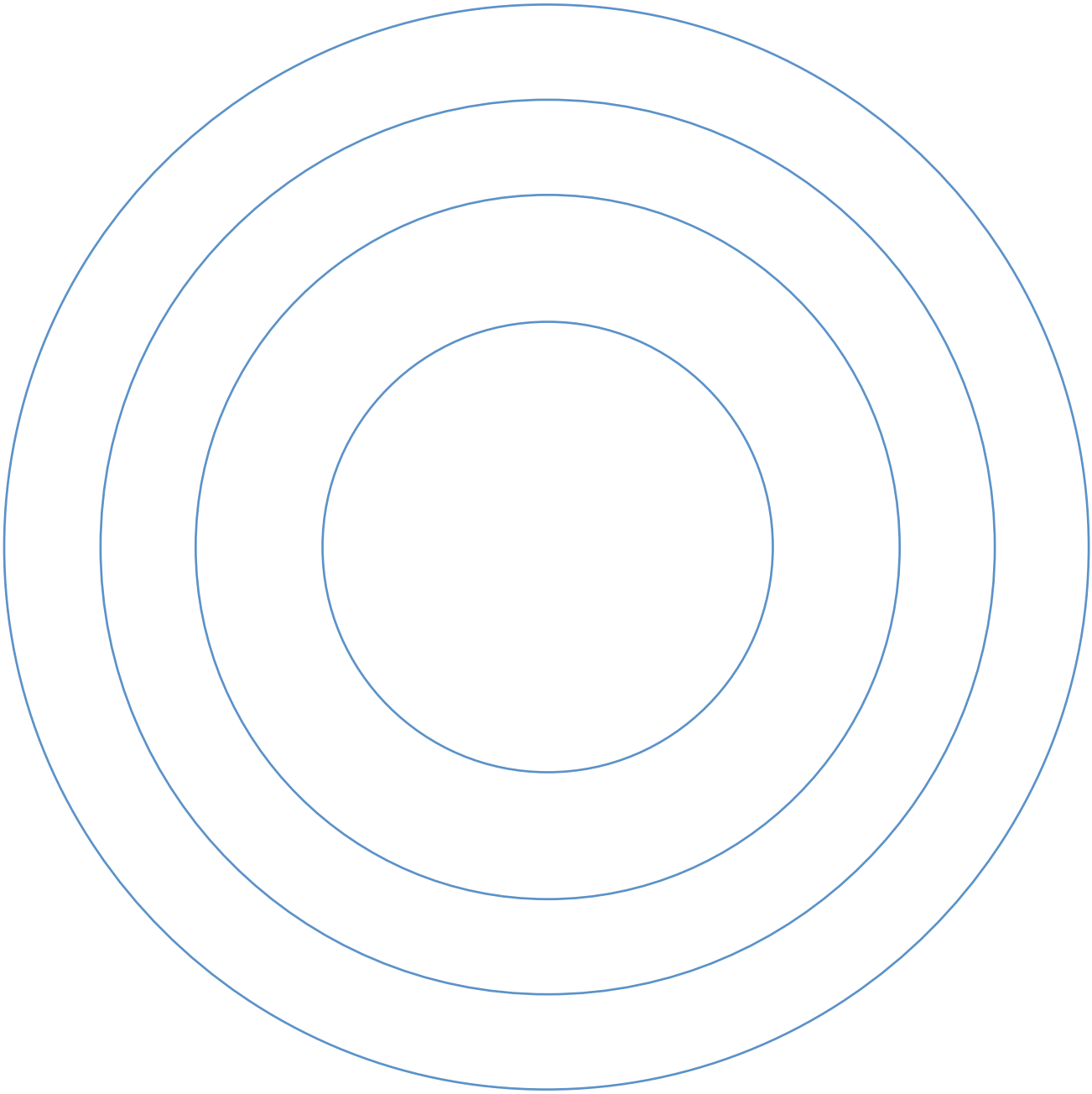
Healthy Me

My Friendship Chart - Ages 8-9 - Piece 1



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Healthy Me

Jerrie Cat PowerPoint Slide 1 - Ages 8-9 - Piece 1

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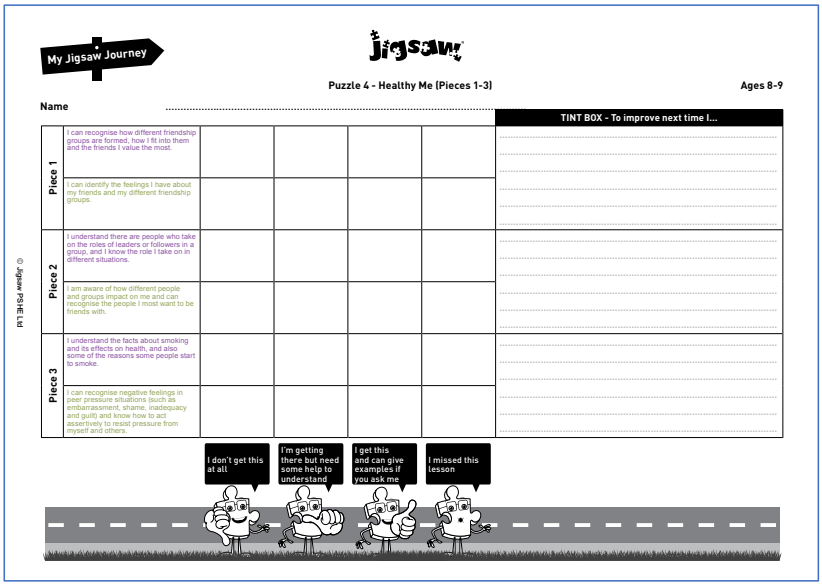
Healthy Me

PowerPoint Slide 2: My Jigsaw Journey - Ages 8-9 - Piece 1



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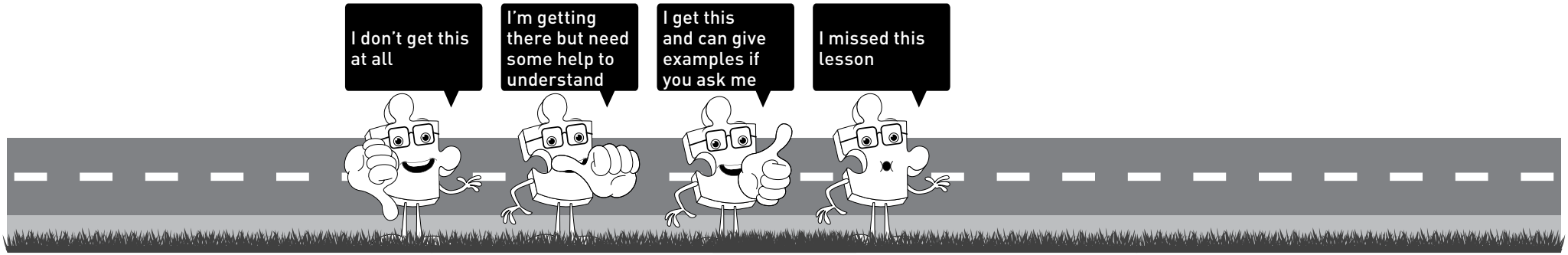
My Jigsaw Journey

Puzzle 4 - Healthy Me (Pieces 1-3)

Ages 8-9

Name .....

						TINT BOX - To improve next time I...
Piece 1	I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.					
	I can identify the feelings I have about my friends and my different friendship groups.					
Piece 2	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.					
	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.					
Piece 3	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.					
	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.					



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Puzzle 4: Healthy Me - Ages 8-9 - Piece 2

Group Dynamics	
Puzzle 4 Outcome **The Healthy, Happy Me Recipe Book**	**Please teach me to…** understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations be aware of how different people and groups impact on me and to recognise the people I most want to be friends with
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jaz Jigsaw Jerrie Cat Scenario PowerPoint slide Different roles: Scenario cards Jigsaw Journals My Jigsaw Journey	**Vocabulary** Friendship groups Roles Leader Follower Assertive Agree / disagree

Teaching and Learning	Ask me this…
Note: Be aware of any friendship groups and issues in the class prior to teaching this lesson.	
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Ask the children to form an outer and inner circle of equal numbers (alternatively, do this activity in small groups or pairs if preferred). The outer circle faces inwards and the inner circle faces outwards. At a given signal, the outer circle moves clockwise and the inner circle moves anti-clockwise. When the teacher says, "Stop", the children from each circle form a pair. In pairs, children discuss (in an agreed time frame, for approximately 2-minutes) how they would handle the following scenarios: • Your friend always wants to sit next to you, but sometimes you like to sit next to someone else. • Your friend asks you to play after school, but you want to go around to a different friend's house. In each case, ask the children how they can say no, or disagree, without hurting their friend's feelings. Note down their responses and debrief the class.	How would you handle a difficult situation? Would a friend handle it differently? Why? Do you find it easy to say no to something you don't want to do?
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?

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Open my mind Give each group an animal to discuss from the list below. Ask the children to discuss the qualities/ characteristics of their animals. Are there words or phrases that are associated with these animals e.g. quiet as a mouse, cats are sometimes thought of as sly, dogs loyal etc. • Mouse • Dog • Cat • Crocodile • Great white shark • Wolf • Chimpanzee Briefly feedback from each group and make a list of the words the children have used.	What are the benefits of being like each of the animals?
Tell me or show me Slide 1: Explain that the words the children have used to describe their animals can also be used to describe the way humans can act or feel sometimes, especially when we are in groups. Emphasise that in groups there are often people who are leaders and some who are followers. Share the following scenario from the PowerPoint slide with the children and ask them to use the words from the class list they have created to describe the characteristics of the different children in the scenario. *It is time for PE (Physical Education) class in school. The teacher has mixed the children up so they are in teams with children they don't normally work with. The teams are competing against each other in a race. Imogen and Zanib argue because they have different ideas about how to get their team to win. Harry sits down because he is fed up with them arguing and lets them get on with it. He doesn't really care about the race anyway. Tina-Marie has a good idea but she doesn't say anything because nobody is listening.* Discuss the different roles the children have adopted. Is there more than one leader? Has this caused a conflict? What roles have Harry and Tina-Marie chosen? Can the children problem-solve this situation? How could the group work better? Can anyone be more assertive?	Do you recognise any of these characteristics or roles in your friendship groups? What roles do you play?
Let me learn Divide the class into small groups. Explain to the children they are going to have a different scenario to discuss this time, but the task is the same. Can they identify the different characteristics and roles the children in the scenarios have chosen? Can they problem-solve to try and work out a solution to the problems in the scenario? There are two different scenarios to discuss on cards. Different scenarios could be given to different groups or all of the children could discuss each scenario in turn depending upon the time available. Debrief each scenario discussing roles and the children's suggestions to resolve the situations. Were the scenarios solved in the same way? Was one more difficult to resolve than the other or were they both difficult but in different ways? Why might this be? Can the children recognise 'peer-pressure'? Are some 'peer-pressure' situations trickier than others?	
Help me reflect Slide 2: Invite the children to review their learning using the learning intentions from this Piece (lesson) and the My Jigsaw Journey template.	

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Healthy Me

Calm Me Script - Ages 8-9 - Piece 2

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

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

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."

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your head. See if you can feel all your attention in your head…how does your head feel? Warm? Tingly? What an amazing thing your head is… think about what your head does for you...

Now move your attention, focus your mind on your shoulders and see if they have any tension stored in them... let them relax... really relax

Breathe in... amazing body Breathe out... I am so lucky

Now move your attention down to your feet. How do they feel? Gently wiggle your toes and keep your mind focussing on your feet. Feet make life so much easier for us…we can walk, run, play football, swim, balance, stop for a moment to appreciate your feet...

Take one nice deep breath in and out.

I appreciate my body and mind.

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.

Note to teacher: you can obviously swap body parts in and out of this 'Calm Me' as you see fit and partly depending on what you may have been studying in the Puzzle that you want to engender children's appreciation for. If the children can focus for long enough, you can scan the body from head to toe during Calm Me. This is a useful technique for children to use if they find it tricky to get to sleep. And it can be done from head to toes or from toes to head.

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Healthy Me

Scenario PowerPoint Slide 1 - Ages 8-9 - Piece 2

It is time for PE (Physical Education) class in school. The teacher has mixed the children up so they are in teams with children they don't normally work with. The teams are competing against each other in a race. Imogen and Zanib argue because they have different ideas about how to get their team to win. Harry sits down because he is fed up of them arguing and lets them get on with it. He doesn't really care about the race anyway. Tina-Marie has a good idea but she doesn't say anything because nobody is listening.

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Healthy Me

Scenario Cards - Ages 8-9 - Piece 2

It is Sabine's birthday and she is having a sleepover party. It's getting very late and the children are still awake after Sabine's Mum has gone to bed. Jacob suggests they send people in their school some rude messages using the mobile phone Sabine had for a present. Shane doesn't want to because he thinks they will get into trouble. Sabine says it's her birthday and everyone has to do what she wants. Jacob tells Shane he is a baby and then starts writing the first message. Sofia doesn't feel good doing this, but goes along with it because she is Sabine's best friend.

Ben and Sara are playing outside in the street where they live. A group of teenagers come up to them and ask if they want to be part of their gang. Ben feels frightened because he knows that the gang fight with other gangs in the area. He doesn't want to get involved. Their older sister is the girlfriend of one the teenagers. The gang say that this is their street and that Ben and Sara are Blud (friends) so they should join.

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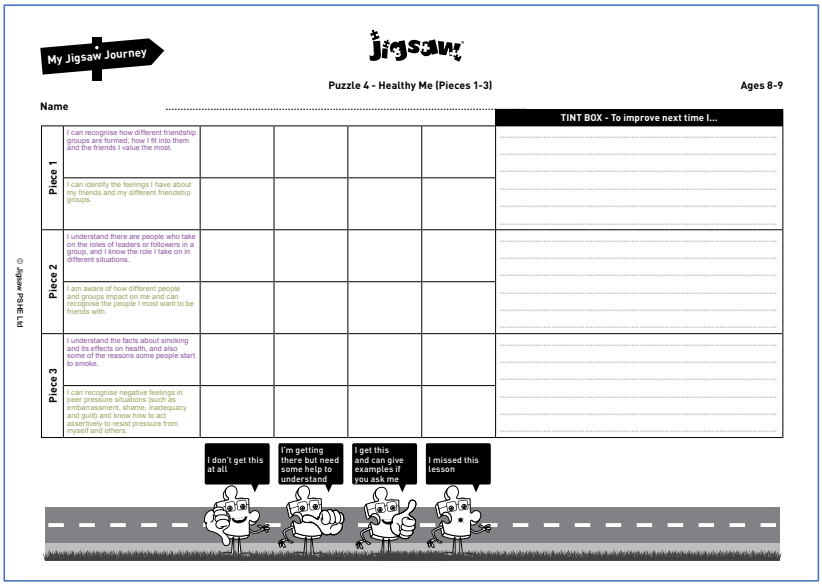
Healthy Me

PowerPoint Slide 2: My Jigsaw Journey - Ages 8-9 - Piece 2



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Puzzle 4: Healthy Me - Ages 8-9 - Piece 3

Smoking	
Puzzle 4 Outcome **The Healthy, Happy Me Recipe Book**	**Please teach me to…** understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jaz Jigsaw Jerrie Cat Smoking Facts Picture Puzzle Scenario cards: What happens next? Jigsaw Journals My Jigsaw Journey	**Vocabulary** Smoking Vaping Pressure Peers Guilt Advice

Teaching and Learning	Ask me this…
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Play Healthy Names. With everyone sitting in a circle, go around the circle and ask everyone to come up with a 'healthy activity' word that uses the same starting letter (or sound) as their name. Use Jigsaw Jaz as an example: 'Jogging Jigsaw Jaz'. Other examples: Cycling Chris, Running Rachel, Swimming Sabina, Push-up Peter. If a child is struggling to think of a word, ask the class to help. Each child could mime their action word for the others to guess.	
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind Nine cards make up the 3x3 grid. Explain that the children will look at the facts about smoking. Hand out a smoking fact card, one per child. Then ask the children to find the 8 other people they need to complete their picture puzzle. As the pictures are completed invite the children to read all the smoking facts on their cards. Teachers will need to print enough puzzle pieces so that every puzzle will be completed. If necessary, some children could work in pairs to facilitate this. Ask the children which facts they didn't already know and which facts surprised them.	What do you already know about smoking? Is there anything that surprised you?

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Tell me or show me Ask the children: why do people smoke? Why do people vape (use e-cigarettes)? Draw out from the children that it is often because of peer pressure that people start to smoke. Ensure they understand what peer pressure is and how this relates to smoking. Revisit some of the learning from the previous Piece (lesson) thinking about group dynamics and the roles different people can play in a group situation. What can the children remember about from the last Jigsaw lesson? How could this relate to smoking/vaping?	What roles can people have in a group situation? Can we choose these roles for ourselves? Are some peer pressure situations trickier than others? How/ why?
Let me learn Split the children into small groups and give each group a scenario to read. Explain that they will be acting out the scenarios and performing it to the rest of the class. Each group will have the beginning of the scenario which they have to complete. Encourage each child to take on a different role in the scenario. Once the groups have had some time to prepare, each group performs their scenario to the rest of the class. Teacher helps the rest of the class draw out the main messages of each scenario and to reinforce the lesson's learning intentions. Questions in the 'Ask me this…' column may be helpful prompts.	Do you think everyone starts smoking for the same reason? Where is the pressure coming from in each scenario? What might the people be feeling in each situation? What are the roles of each person in the scenario? Can the people in the scenario choose their role?
Help me reflect Slide 1: Invite the children to review their learning using the learning intentions from this Piece (lesson) and the My Jigsaw Journey template.	Can the situations be problem-solved assertively?

Notes

E-cigarettes allow someone to inhale nicotine in a vapour instead of through tobacco smoke.

People sometimes use e-cigarettes when they are trying to give up smoking. However, vaping also carries risks, and no-one should start vaping unless they are trying to give up smoking, because:

- e-cigarette liquid/vapour still contains low levels of **potentially harmful chemicals**
- the **long-term health risks** of vaping (e.g. to heart, lungs and blood vessels) are not known
- most e-cigarettes contain **addictive nicotine**

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Healthy Me

Calm Me Script - Ages 8-9 - Piece 3

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

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

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."

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your head. See if you can feel all your attention in your head…how does your head feel? Warm? Tingly? What an amazing thing your head is… think about what your head does for you...

Now move your attention, focus your mind on your shoulders and see if they have any tension stored in them... let them relax... really relax

Breathe in... amazing body Breathe out... I am so lucky

Now move your attention down to your feet. How do they feel? Gently wiggle your toes and keep your mind focussing on your feet. Feet make life so much easier for us…we can walk, run, play football, swim, balance, stop for a moment to appreciate your feet...

Take one nice deep breath in and out.

I appreciate my body and mind.

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.

Note to teacher: you can obviously swap body parts in and out of this 'Calm Me' as you see fit and partly depending on what you may have been studying in the Puzzle that you want to engender children's appreciation for. If the children can focus for long enough, you can scan the body from head to toe during Calm Me. This is a useful technique for children to use if they find it tricky to get to sleep. And it can be done from head to toes or from toes to head.

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Healthy Me

Smoking Facts Picture Puzzle - Ages 8-9 - Piece 3

What do you and your class know about smoking?

Smoking makes a person's belongings, clothes, hair and breath smell	Smoking makes a person's teeth go yellow	Smokers are more likely to get health problems with their hearts and lungs
The addictive drug in cigarettes is nicotine	Smokers get more wrinkles and skin aging than non-smokers	Smokers can't taste or smell as well as non-smokers
Some people think smoking makes them look cool/ tough/ grown-up	E-cigarettes/vaping is still risky for a person's health	Breathing in other's smoke is called passive smoking, and is also unhealthy

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Healthy Me

Scenarios: What Happens Next? - Ages 8-9 - Piece 3

Cara is 13. She is best friends with Dixita. They love going into town at the weekend and looking round the shops. One day, they bump into some other girls and boys from their school. Someone in the group recognises Dixita and calls her and Cara over to say hello.

Cara and Dixita are asked if they would like a cigarette. They decide to take one and try smoking.

What happens next?

When Cara gets home, her Mum smells smoke on her and asks whether she has been smoking. Cara lies and says that she hadn't but says that she sat next to someone who was.

Cara feels guilty about lying to her Mum and about smoking. She knows that smoking is really bad for you.

Suggest some ways for Cara to make the situation better.

What happens next?

Ellie is 12 and her brother, Patrick, is 9. They have an older step-brother called Ricky, who is 15. When Ellie and Patrick are walking home from the park one day, they see Ricky hanging around with some of his friends, and they are all smoking. Ricky sees Ellie and Patrick and runs over to them and makes them promise not to tell their Dad. If their Dad found out that Ricky had been smoking, he would be really angry.

What happens next?

Later, at home, Ellie and Patrick's Dad asks them if they know what Ricky was doing that day. They tell their Dad that they saw Ricky smoking in the park with his friends.

What happens next?

Ellie and Patrick feel guilty that they have gone back on a promise. Then Ricky gets home.

What happens next?

Suggest some ways for Ellie and Patrick to make the situation better.

Tina is 14 and new at her school. She would like to be friends with Alicia, Maisie and Greg as she thinks they are cool. Alicia and Greg both smoke and Tina thinks that one way to be friends with them is to start smoking too.

Tina goes over to Alicia, Maisie and Greg after school and starts a conversation with them.

What happens next?

Tina's mum gives her some good advice about the situation. What do you think her Mum said?

What happens next?

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Healthy Me

Scenarios: What Happens Next? - Ages 8-9 - Piece 3

Jasmine is 15 and is walking home after school, she doesn't have many friends and gets teased a lot because she struggles with her weight. Kelly's group from her class are just in front. Kelly and her boyfriend Zak are popular and Jasmine really wants to be part of their group. Jasmine catches up and starts a conversation. Kelly is vaping. Kelly explains she vapes because she read on the internet that fashion models do it to keep their weight down, and that it's much better for you than smoking. She offers Jasmine a go saying that Jasmine could do with losing a few pounds. The rest of the group laugh.

What happens next?

The next day at school Jasmine has a lesson about vaping. What advice do you think the teacher gives the class?

Frankie and Tia are 11. They both have older brothers and sisters who are in a local gang. The gang have a tough reputation and get into trouble with the police a lot. Frankie's brother has been arrested several times. Frankie and Tia feel they have to join the gang when they move to senior school or they will bring trouble on themselves. All the gang members smoke.

One day Frankie takes his Mum's cigarettes and suggests to Tia that they had better try smoking so they can fit in with the gang before they join. Then the gang appears around the street corner.

What happens next?

What advice would you give to Frankie and Tia?

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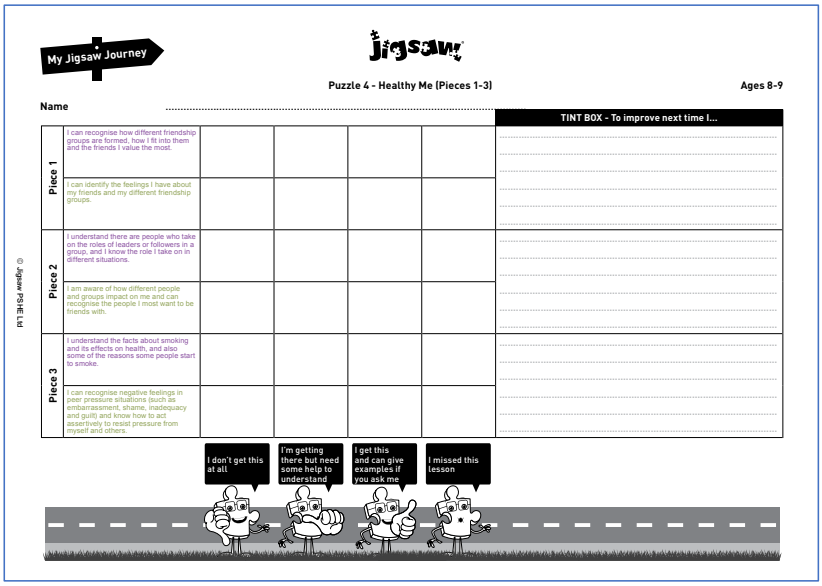
Healthy Me

PowerPoint Slide 1: My Jigsaw Journey - Ages 8-9 - Piece 3



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Puzzle 4: Healthy Me - Ages 8-9 - Piece 4

Alcohol	
Puzzle 4 Outcome **The Healthy, Happy Me Recipe Book**	**Please teach me to…** understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jaz Jigsaw Jerrie Cat Jigsaw song: Make a good decision True/False quiz PowerPoint slide: liver and liver facts Jigsaw Journals My Jigsaw Journey	**Vocabulary** Alcohol Liver Disease

Teaching and Learning	Ask me this…
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Slide 1: Sing or listen to the Jigsaw Song: 'Make a good decision'. Draw out the key messages of the song and ask the children to think of some more messages that they could possibly add.	Is being healthy only about eating well and being active?
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind Slides 2-9: Explain to the children that they will be learning about alcohol and how it affects the body. Play the True or False quiz, using the PowerPoint slide. Show the statements and reveal the answers one at a time. Ask the children if they were sure or if they weren't sure about any of the answers. Clarify any misconceptions and ask if the children have any questions. Pull out some learning points, e.g. How does alcohol change other people's behaviour? What could that look like? Ask the children to think of a reason why someone might drink alcohol. Take feedback and write a list of all the children's reasons. Add some of your own if necessary, to ensure that a balanced message is given.	
Pause Point: Slide 10: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause for 30 seconds. What are they thinking right now? What are they feeling right now? These answers can be kept private and inside their heads.	

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Tell me or show me

Slide 11: Show the children the PowerPoint slide about the liver and go through the facts. Then ask them why they think there is a link between the liver and alcohol. Draw out from them that, as the liver cleans the blood, it cleans alcohol out of the body and tries to flush away things that our bodies don't need, like alcohol. Alcohol does not have any useful nutrients for our bodies so the liver has to work hard to get rid of it.

Ask the children what they think happens if the liver is asked to work too hard. Show them the PowerPoint slide of the livers side by side and ask the children which one they think is the diseased liver (and emphasise that this liver wasn't cared for very well) and which one is the healthy liver - how do they know which is which?

Notes

Teacher information about the liver:

1. The Body's Filter - The liver cleans and filters the blood by preventing harmful substances reaching the blood stream, such as alcohol, drugs, metabolic waste and chemicals.
2. Digestion - The liver produces bile which breaks down fat from the food we eat and helps digestion.
3. Storage - The liver stores vitamins and minerals, such as iron and releases them into the blood-stream when needed.
4. Metabolism - The liver converts food into energy.
5. Clots blood - The liver makes substances (enzymes and proteins) that cause chemical reactions in the body to help the blood to clot and repair damaged tissue.

Does anyone know where the liver is in the body?

How can we look after our bodies, particularly our liver?

Are there recommended limits for how much alcohol a person should drink?

Let me learn

In groups of three of four invite the children write an extra verse for the Jigsaw song 'Make a good decision' about how children can resist pressure to try things if they don't want to, like drugs and alcohol. Encourage them to write positive messages ('Do what is right for you', 'make yourself happy and don't worry about others', etc.) rather than 'Just say no' messages.

What important information can you include in the lyrics to help others understand about alcohol and/or drugs?

Help me reflect

Slide 12: Share the learning intentions from this lesson and invite the children to reflect on their learning and record this on the My Jigsaw Journey template. There is a PowerPoint slide the teacher can use to model this if desired.

Notes

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Healthy Me

Calm Me Script - Ages 8-9 - Piece 4

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

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

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

Breathing like this we feel calm and gentle...

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

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your right hand See if you can feel all your attention in your right hand…how does your hand feel? Warm? Tingly? What an amazing thing your hand is…think about what your hand does for you...

Now move your attention, focus your mind on your left hand. Wiggle your fingers and really be aware of your left hand, just your left hand. How does your hand feel? Warm? Tingly? What an amazing thing your hand is…think about what your hand does for you...

Now bring your attention to your abdomen and think carefully about how amazing it is that your internal organs keep working without you being conscious of them. The heart beating. The liver cleaning the blood. The lungs breathing.

Breathe in... amazing body Breathe out... I am so lucky

Take one nice deep breath in and out.

I appreciate my body and mind.

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.

Note to teacher: you can obviously swap body parts in and out of this 'Calm Me' as you see fit and partly depending on what you may have been studying in the Puzzle that you want to engender children's appreciation for building up to the full body scan.

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Make A Good Decision

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

Alcohol Quiz PowerPoint Slides 2-9 - Ages 8-9 - Piece 4

1	You have to be 18 to buy alcohol	True
2	When you drink alcohol, it takes about 15 minutes to move through your blood stream and into your brain	False It takes about 30 seconds
3	When you drink alcohol, it can change your behaviour	True
4	Only the brain is affected by drinking alcohol	False It affects every cell in your body
5	Your brain is mostly made up of water	True
6	Most children between 9 and 13 years old drink alcohol	False Most children don't drink alcohol
7	Alcohol affects children's brains and behaviour much more than adults'	True Because their bodies are smaller

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Healthy Me

Jerrie Cat PowerPoint Slide 10 - Ages 8-9 - Piece 4

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Facts About the Liver PowerPoint Slide 11 - Ages 8-9 - Piece 4

The Liver

An adult's liver is about the size of a rugby ball

It holds approximately half a litre of your total blood supply at any given moment

It cleans the blood and gets rid of toxins

It has over 500 functions

It is the largest internal organ

It is the body's factory

If the liver did not function we would not survive

You've only got one!

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Healthy Me

PowerPoint Slide 12: My Jigsaw Journey - Ages 8-9 - Piece 4

My Jigsaw Journey

Puzzle 4 - Healthy Me (Pieces 4-6) Ages 8-9

Name .....

						TINT BOX - To improve next time I...
Piece 4	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.					
	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.					
Piece 5	I can recognise when people are putting me under pressure and can explain ways to resist this when I want.					
	I can identify feelings of anxiety and fear associated with peer pressure.					
Piece 6	I know myself well enough to have a clear picture of what I believe is right and wrong.					
	I can tap into my inner strength and know how to be assertive.					

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My Jigsaw Journey

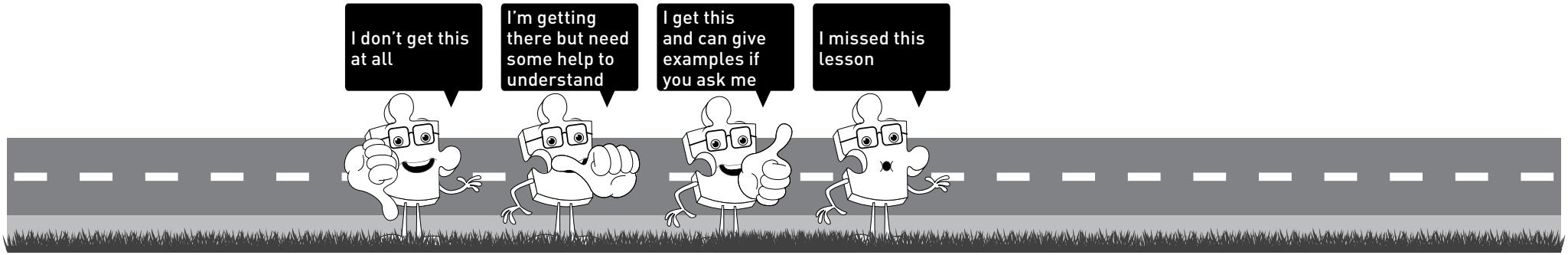
Jigsaw

Puzzle 4 - Healthy Me (Pieces 4-6)

Ages 8-9

Name .....

						TINT BOX - To improve next time I...
Piece 4	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.					
	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.					
Piece 5	I can recognise when people are putting me under pressure and can explain ways to resist this when I want.					
	I can identify feelings of anxiety and fear associated with peer pressure.					
Piece 6	I know myself well enough to have a clear picture of what I believe is right and wrong.					
	I can tap into my inner strength and know how to be assertive.					



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Puzzle 4: Healthy Me - Ages 8-9 - Piece 5

Healthy Friendships	
Puzzle 4 Outcome **The Healthy, Happy Me Recipe Book**	**Please teach me to…** recognise when people are putting me under pressure and can explain ways to resist this when I want identify feelings of anxiety and fear associated with peer pressure
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jaz Jigsaw Jerrie Cat Jigsaw song: 'Make a good decision' Aiden's story Flip chart and chunky pens Jigsaw Journals My Jigsaw Journey	**Vocabulary** Pressure Peers Anxiety Fear

Teaching and Learning	**Ask me this…**
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Slide 1: Sing or listen to the Jigsaw Song: 'Make a good decision'. If time allows share some of the children's additional verses from the last Piece (lesson).	
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind/ Tell me or show me Read the children Aiden's story. Ask the children at various points in the story how they think the main characters are feeling. Then ask them what they would have done if they were Aiden? Ask the children if they notice anything about the responses: are they all fairly similar? Are they realistic ideas? Are they the 'correct' answers? How do they know? Ask the children if they think Aiden's friendship with Eddie is a healthy (positive) one. Was it to begin with? What changed? Draw out from the discussion the features of a healthy (positive) friendship/relationship. e.g. people who like you for who you are, won't make you do things you don't want to, won't put you under pressure etc. The children may initially get stuck on the physical aspects of 'unhealthy' in the story such as smoking and under-age drinking, so try to draw the children beyond these concepts. The use of the term 'positive friendship' may be more appropriate to use if the children are confused.	Would you have acted in the same way as Aiden? What could he have done differently? Is Aiden's relationship with Eddie healthy (positive) or unhealthy (negative)? Why /why not? What is a 'healthy, positive friendship'?

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Pause Point: Slide 2: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause for 30 seconds, keeping their ideas inside their heads. What are they thinking right now? What are they feeling right now? There is no need to share any of their answers, these are private thoughts.

Let me learn

Divide the class into small groups and give each group a piece of flip chart paper and a chunky pen. Ask the children to divide the paper into two columns. In one column they should list the features of a 'healthy' (positive) friendship and in the other column, the features of an 'unhealthy' (negative) relationship. If time allows, or further curriculum time is available, the lists could be turned into posters or PowerPoint presentations to inform other children in the school.

The children's responses can be collated to form part of the End of Puzzle Outcome for this Puzzle (unit of work) as discussed with your Jigsaw Subject Leader prior to starting this unit (Puzzle).

Help me reflect

Slide 3: Invite the children to reflect on, and record their learning using the My Jigsaw Journey template as in previous Pieces (lessons).

Notes

Certificates

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

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Healthy Me

Calm Me Script - Ages 8-9 - Piece 5

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

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

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

Breathing like this we feel calm and gentle...

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

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

Take a few minutes to let yourself really appreciate just how amazing your body is, how it can run, walk, eat and digest food, comfort someone, laugh, cry, hear music, see colours, feel textures, smell favourite scents, enjoy moving...

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

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

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Healthy Me

Aiden's Story - Ages 8-9 - Piece 5

Aiden is 15. As always when Aiden got home from school his mum pestered him with questions. "How was school? What did you learn? Did you make any friends?"

Aiden usually tried to be patient and answer all her questions. But today he wanted to get started on his homework right away so he could go over to his friend Eddie's house later. Aiden wasn't popular at school and got teased a lot for being 'a geek', so he really appreciated Eddie's friendship. Eddie was 18 and they had met four years ago at football, they both supported the same side, and their Dads worked together. Eddie had invited him over that evening to play video games.

Even though Eddie was cool and being Eddie's friend made Aiden kind of cool too, he felt sad for some reason. He didn't know why. Maybe he missed the old Eddie. Eddie had been fourteen and Aiden had been eleven when they first met, so they had both changed a lot in that time.

And there were some other strange things, too, that Aiden couldn't figure out. People at school had started to be afraid of Eddie and his friends? Eddie was great so Aiden couldn't see what the problem was.

ASK: What is Aiden feeling? Why might he be feeling this way?

Aiden was thinking about these things when suddenly his mobile pinged. There was a text from Eddie that said, "Thought you were coming over..." followed by a puzzled face emoji.

"I have to finish my homework first," Aiden texted back.

"Leave it," replied Eddie. "It doesn't matter. I can fake a note for you to hand in to say why you haven't done it. I do it all the time. LOL."

Aiden texted a LOL emoji back, but he wasn't sure if Eddie was joking or not.

"I'll come and pick you up. See you in five" Eddie texted. Eddie was able to borrow his Mum's car and had just passed his driving test.

Aiden left his homework unfinished and ran downstairs. His mum looked up from the magazine she was reading. Aiden went towards the door.

"You can't have finished your homework already?" his mum scolded.

Aiden grunted something back. He knew that he was being rude to his Mum but for some reason he couldn't help it.

"So, did you finish your homework?"

"Yes!" he shouted sarcastically as he slammed the door behind him.

"What about your meal?" she called after him, but he pretended he hadn't heard. He and Eddie would get a take-away, that's what usually happened.

Aiden waited outside for Eddie to pick him up. He heard the car before he saw it, because there was blaring music coming from inside. Aiden noticed that Eddie wasn't alone and he had some of his other friends, Harry and Tamsin in the car. They were all smoking cigarettes. They were also passing a can of beer around between them.

ASK: What might Aiden be feeling now? How do you think Aiden's Mum feels?

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Healthy Me

Aiden's Story - Ages 8-9 - Piece 5

"Hey, Aiden," said Eddie.

Tamsin high-fived him through the open car window, and so did Eddie. Aiden got into the passenger seat. When they drove past Aiden's house, Aiden saw his Mum looking out the window.

"Relax!" said Harry. "What are you worried about?"

Aiden tried to relax but his heart was beating fast. And his face was flushed with a really awful feeling. He knew his Mum would be worried if she saw him driving off with a group of teenagers who were smoking and drinking.

"Here, have some of this," said Eddie and he tossed Aiden an unopened can of beer while holding the steering wheel of the car with one hand. "Try it," said Eddie. "It'll calm you down."

Tamsin passed Aiden a cigarette and reached over with a lighter and lit a flame.

Aiden just held the cigarette, not knowing what to do. He knew smoking was unhealthy but it did seem cool when Eddie and his friends did it.

ASK: What might Aiden be feeling now? What might he be thinking? What could Aiden do? What do you think Eddie and the others are feeling? Are they being helpful to Aiden? Do you think they are being kind or unkind, or a little of both?

"Trust me, it'll be fine," said Eddie.

"Don't be a wuss," said Harry.

Aiden knew that if he thought about it, he would never do it, so he decided not to think. He put the cigarette in his mouth. He wanted to be cool and fit in with Eddie's group. He knew he had to, to be with them. But he felt something inside him slipping away and he tried not to think about it.

He put the cigarette into the flame that Tamsin was holding.

"Take a long breath!" she said.

Aiden took along breath in on the cigarette and suddenly his throat burned. He coughed and coughed. The smoke stung his eyes.

The others laughed. Harry slapped him on the back.

"Your first cigarette!" Eddie fist-bumped him, still driving one handed.

Aiden smiled even though there were tears coming out of his eyes.

It was horrible but it was good too. Finally, he was 'popular' and no longer a geek.

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Make A Good Decision

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 8-9 - Piece 5

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Healthy Me

PowerPoint Slide 3: My Jigsaw Journey - Ages 8-9 - Piece 5

My Jigsaw Journey

Puzzle 4 - Healthy Me (Pieces 4-6) Ages 8-9

Name .....

						TINT BOX - To improve next time I...
Piece 4	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.					
	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.					
Piece 5	I can recognise when people are putting me under pressure and can explain ways to resist this when I want.					
	I can identify feelings of anxiety and fear associated with peer pressure.					
Piece 6	I know myself well enough to have a clear picture of what I believe is right and wrong.					
	I can tap into my inner strength and know how to be assertive.					

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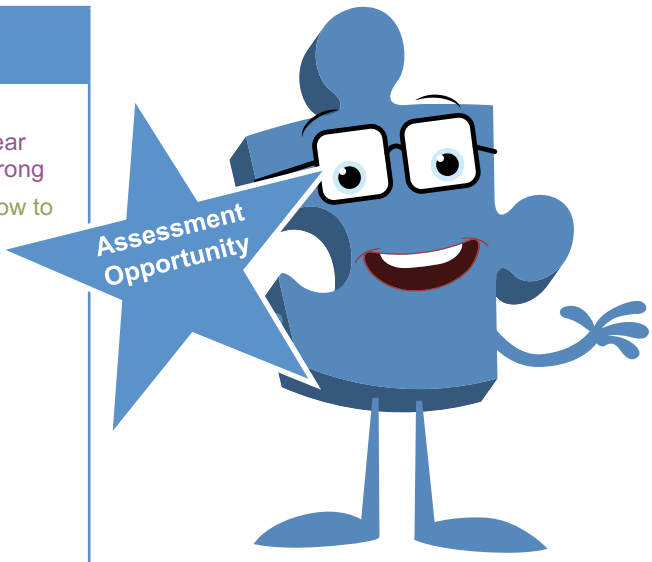
Puzzle 4: Healthy Me - Ages 8-9 - Piece 6

Celebrating My Inner Strength and Assertiveness	
Puzzle 4 Outcome **The Healthy, Happy Me Recipe Book**	**Please teach me to…** know myself well enough to have a clear picture of what I believe is right and wrong tap into my inner strength and know how to be assertive
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jaz Jigsaw Jerrie Cat Remote control PowerPoint slide Scenario PowerPoint slide Jigsaw Journals My Jigsaw Journey Certificates	**Vocabulary** Believe Assertive Opinion Right Wrong



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 each group in turn.

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together.

Connect us

Slide 1: Play Remote-control.

With the children sitting in a circle (ideally) or in their places, show the children the PowerPoint slide of the remote control and explain that instead of changing a TV channel, this remote-control changes actions. Explain that all the actions are associated with healthy /positive relationships. Ask the children to imagine the teacher has the 'remote-control' and when different buttons are pressed (numbers called out), the children need to freeze frame the appropriate action. Call out the numbers randomly and mime using the remote. Leave the PowerPoint slide visible so the children have it as a reference.

Button number:

1) Kind (action = make a heart shape with your hands)
2) Friendly (action = shake hands with someone)
3) Safe (action = make a cradle with your arms/hands like you're holding something precious)
4) Positive (action = smile)
5) Honest (action = put your hand on your heart)
6) Respect (action = high five)
7) Trust (action = hold out your hand like you are helping a friend climb a mountain)
8) Team work (action = link arms around the class)
9) Communication (action = make your hands move like mouths)

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Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind Individually, ask children to write a list of 3 things that they believe to be true. Give them examples like, 'I believe that, if I try hard, I will succeed', or 'I believe that people don't always tell the truth', or I believe that things online aren't always true. Share some of your own beliefs with the children.	Have you always had these beliefs? Why/ why not?
Tell me or show me Explain to the children that, as they grow older and change, their opinions and beliefs grow and change too. Ask the children to think about something they used to believe was right/wrong but now don't (beware of Father Christmas/Tooth Fairy/Easter bunny exposés!) and ask why their belief has changed. Include some of your own examples to add depth to the discussion. Return to Aiden's story from the previous Piece (lesson) and ask the children to summarise what happened to Aiden. Thinking about the decisions that Aiden made in the story, ask them to imagine that Aiden is 5 years old: how would he have reacted differently? Then ask them to imagine that Aiden is 20 years old: how would he have acted differently? If time allows it would also be helpful to discuss the way Eddie has changed. Draw out the differences in knowing what is the right thing to do and what is the wrong thing to do, and how/why this changes as we get older.	How does age affect how we act in certain situations? Does it get easier to know the difference between right and wrong as we get older? Why might this be?
Let me learn Slide 2: In groups of 3 or 4, ask the children to research the word 'assertive'- they can use a dictionary, thesaurus or an online tool to help. Draw together the children's definitions and summarise what being assertive means. Explain that being assertive isn't always easy, and sometimes people can find it difficult. Show the children the following scenario and ask them to write instructions so that Ella-May and Jackson can be more assertive in the situation. Briefly discuss why it is 'easier' to be unkind to someone on social media rather than face-to-face e.g. because we don't see how the person reacts; we don't physically see the consequences; we don't pick up on the other person's emotions and feelings etc. Have some groups imagining that the people in the scenario are 8 years old, some groups imagining the people are 15 years old, and some groups imagining that the people in the scenario are adults. What advice would they give? *Scenario:* *Ella-May and Jackson have had an argument with a friend called Maxine. Maxine borrowed something that belonged to Ella-May and lost it. Ella-May got angry with her. After the argument, Maxine posted untrue and unkind things about Ella-May on Instagram, Snapchat, Twitter and Facebook. Now Ella-May wants to post unkind things about Maxine to 'get her back'. Ella-May's friends don't like Maxine and are really pushing her to do it. They have said they would comment on any posts about Maxine so she knows that nobody likes her. Jackson is Ella-May's younger brother and he isn't so sure this is the right thing to do.* Ask each group to present their findings and take feedback from the other class members on whether they found the advice helpful and what they might add. Is the advice similar or different for the different ages? Thank the children for all their advice. Remind them that they all have different opinions of what is right and wrong and that these will change as they grow older.	What does being assertive look like? How does that change with age? What advice will you take way with you today?)
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.	

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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.

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Healthy Me

Calm Me Script - Ages 8-9 - Piece 6

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

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

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

Breathing like this we feel calm and gentle...

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

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

Take a few minutes to let yourself really appreciate just how amazing your body is, how it can run, walk, eat and digest food, comfort someone, laugh, cry, hear music, see colours, feel textures, smell favourite scents, enjoy moving...

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

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

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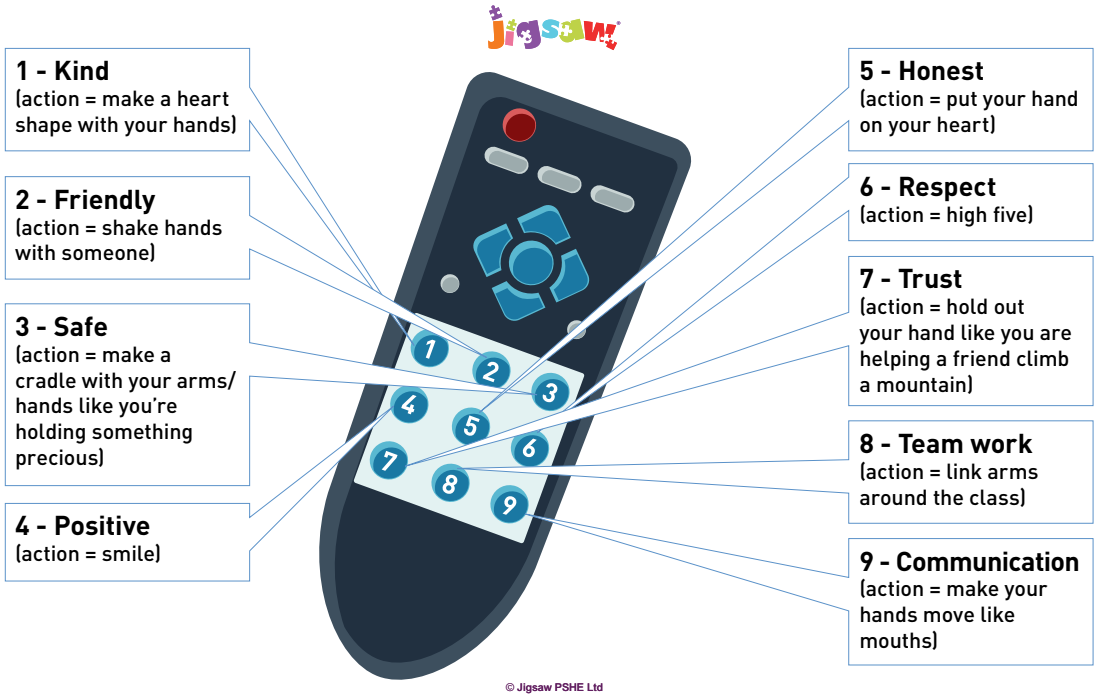
Healthy Me

Remote Control PowerPoint Slide 1 - Ages 8-9 - Piece 6



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Healthy Me

Scenario PowerPoint Slide 2 - Ages 8-9 - Piece 6

Ella-May and Jackson have had an argument with a friend called Maxine. Maxine borrowed something that belonged to Ella-May and lost it. Ella-May got angry with her. After the argument, Maxine posted untrue and unkind things about Ella-May on Instagram, Snapchat, Twitter and Facebook. Now Ella-May wants to post unkind things about Maxine to 'get her back'. Ella-May's friends don't like Maxine and are really pushing her to do it. They have said they would comment on any posts about Maxine so she knows that nobody likes her. Jackson is Ella-May's younger brother and he isn't so sure this is the right thing to do.

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Healthy Me

PowerPoint Slide 3: My Jigsaw Journey - Ages 8-9 - Piece 6

My Jigsaw Journey

Puzzle 4 - Healthy Me (Pieces 4-6) Ages 8-9

Name .....

						TINT BOX - To improve next time I...
Piece 4	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.					
	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.					
Piece 5	I can recognise when people are putting me under pressure and can explain ways to resist this when I want.					
	I can identify feelings of anxiety and fear associated with peer pressure.					
Piece 6	I know myself well enough to have a clear picture of what I believe is right and wrong.					
	I can tap into my inner strength and know how to be assertive.					

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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:.....

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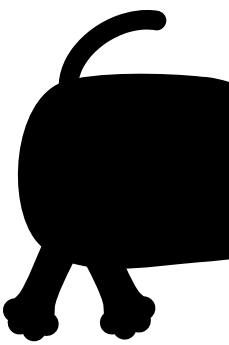
Exemplification for Ages 8-9 Healthy Me Puzzle

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
Ella-May should text her friends to say she wasn't going to post anything online about Maxine. Ella-May's friends are putting her under pressure to be unkind. Ella-May might be feeling worried.	

Ages 8-9 expectation	WORKING AT
Ella-May is getting peer-pressure from her friends to be unkind to Maxine. Ella-May should be assertive. She can thank her friends for being worried about her but also say that she is going to talk to Maxine about the problem face-to-face. The peer-pressure might be making Ella-May feel even more anxious about the argument than she already is. She is frightened of losing all her friends. They are making her feel she has to be unkind to Maxine to stay friends with them.	

	WORKING BEYOND
Ella-May should talk to somebody else about the situation. Jackson knows what has happened and he might be able to help Ella-May do the right thing and be more assertive. I think that Ella-May should stop and think before posting online. She should arrange to talk to Maxine where they can both put their points of view about the argument. She can also ask Maxine to delete all the unkind posts. This would be easier to do if Ella-May hasn't trolled Maxine. Ella-May is feeling angry with Maxine and this might make her post things back without thinking of the consequences. Ella-May needs to calm down to think straight. She could switch off her mobile for a day so she can calm down about the argument first. She should also try not worry about losing her friends. They are not involved and just using the situation to be unkind to Maxine. If they are her friends they will understand.	



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