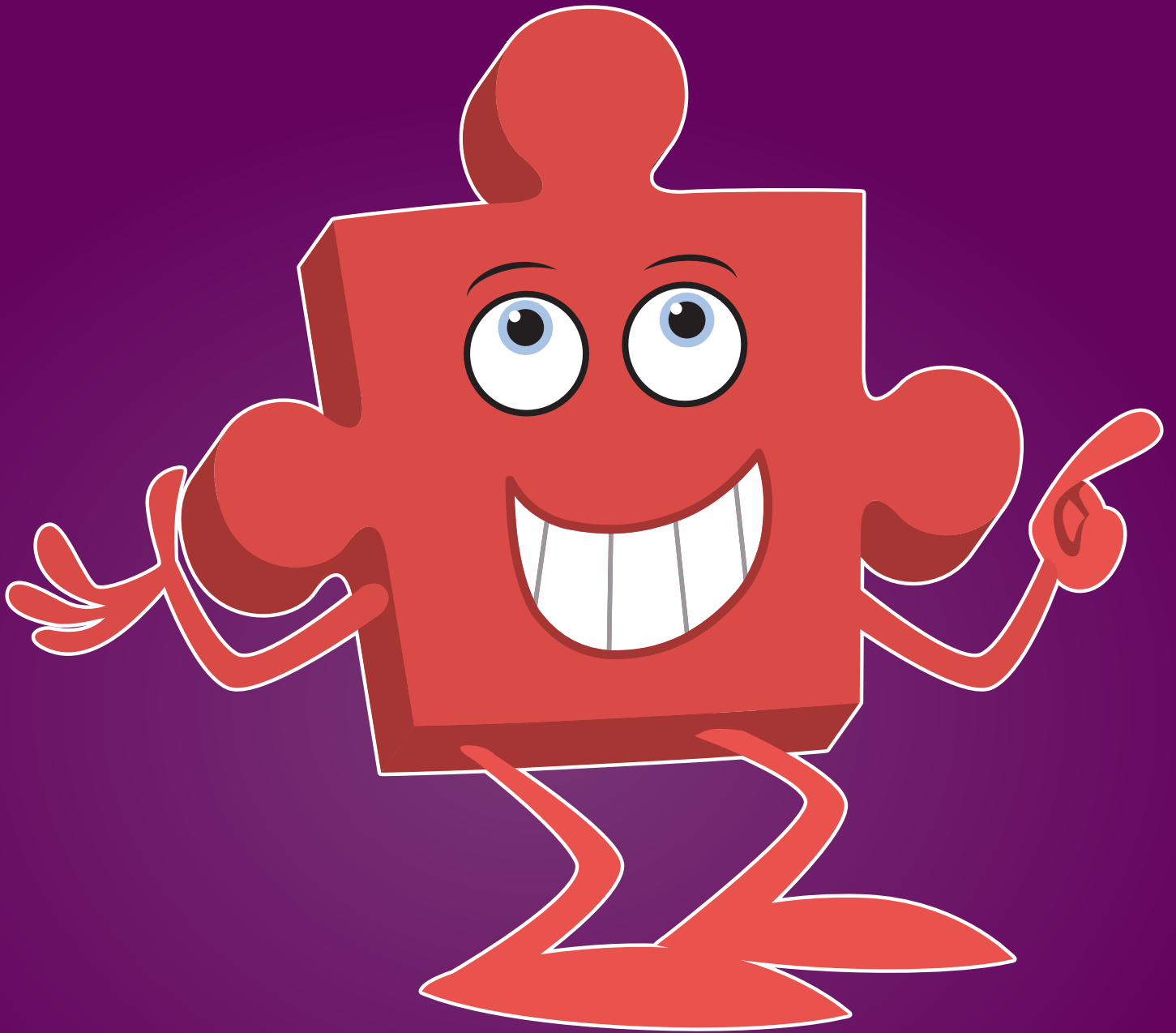


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The mindful approach to PSHE



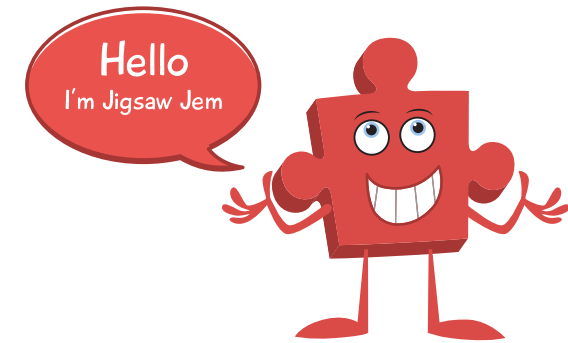
Healthy Me - Ages 10-11

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Healthy Me

Puzzle Map - Ages 10-11



Puzzle Outcome

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

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Taking responsibility for my health and well-being	I can take responsibility for my health and make choices that benefit my health and well-being	I am motivated to care for my physical and emotional health	Jigsaw Chime, 'Calm Me' script, Guess what I am? PowerPoint, Taking responsibility role play cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Drugs	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I am motivated to find ways to be happy and cope with life's situations without using drugs	Jigsaw Chime, 'Calm Me' script, PowerPoint slide : Drug definition, PowerPoint slide : Drug categories, Drug groups sorting resource, Teacher resource sheet (Information only), My Jigsaw Journey, Jigsaw Journal, Jigsaw Jem, Jigsaw Jerrie Cat.
Have been physically active	3. Exploitation	I understand that some people can be exploited and made to do things that are against the law	I can suggest ways that someone who is being exploited can help themselves	Jigsaw Chime, 'Calm Me' script, Ava and Kiran's story, Pens of two different colours (ideally red and green) enough for each group, Advice PowerPoint slide, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Gangs	I know why some people join gangs and the risks this involves	I can suggest strategies someone could use to avoid being pressurised	Jigsaw Chime, 'Calm Me' script, Gang images PowerPoint, 'Gangs are...' game cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Emotional and Mental Health	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness	I know how to help myself feel emotionally healthy and can recognise when I need help with this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Emotional well PowerPoint slide, My emotional well template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Managing Stress and Pressure Puzzle Outcome: Healthy Body, Healthy Mind Assessment Opportunity ★	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	I can use different strategies to manage stress and pressure	Jigsaw Chime, 'Calm Me' script, PowerPoint slides of adults under stress, Cube template (copied on to card), Glue, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jem, Jigsaw Jerrie Cat.

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

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

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





Puzzle Assembly/Collective Worship: Healthy Me

Title: Healthy Me - Song: Make a Good Decision

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

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

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

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

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

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

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

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

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

Ask for some examples.

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

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

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

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

Closing the assembly

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

Healthy Me

Assembly (PowerPoint Slides 1-6)

Slide 1



Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



Healthy Me

Assembly (PowerPoint Slides 7-8)

Slide 7

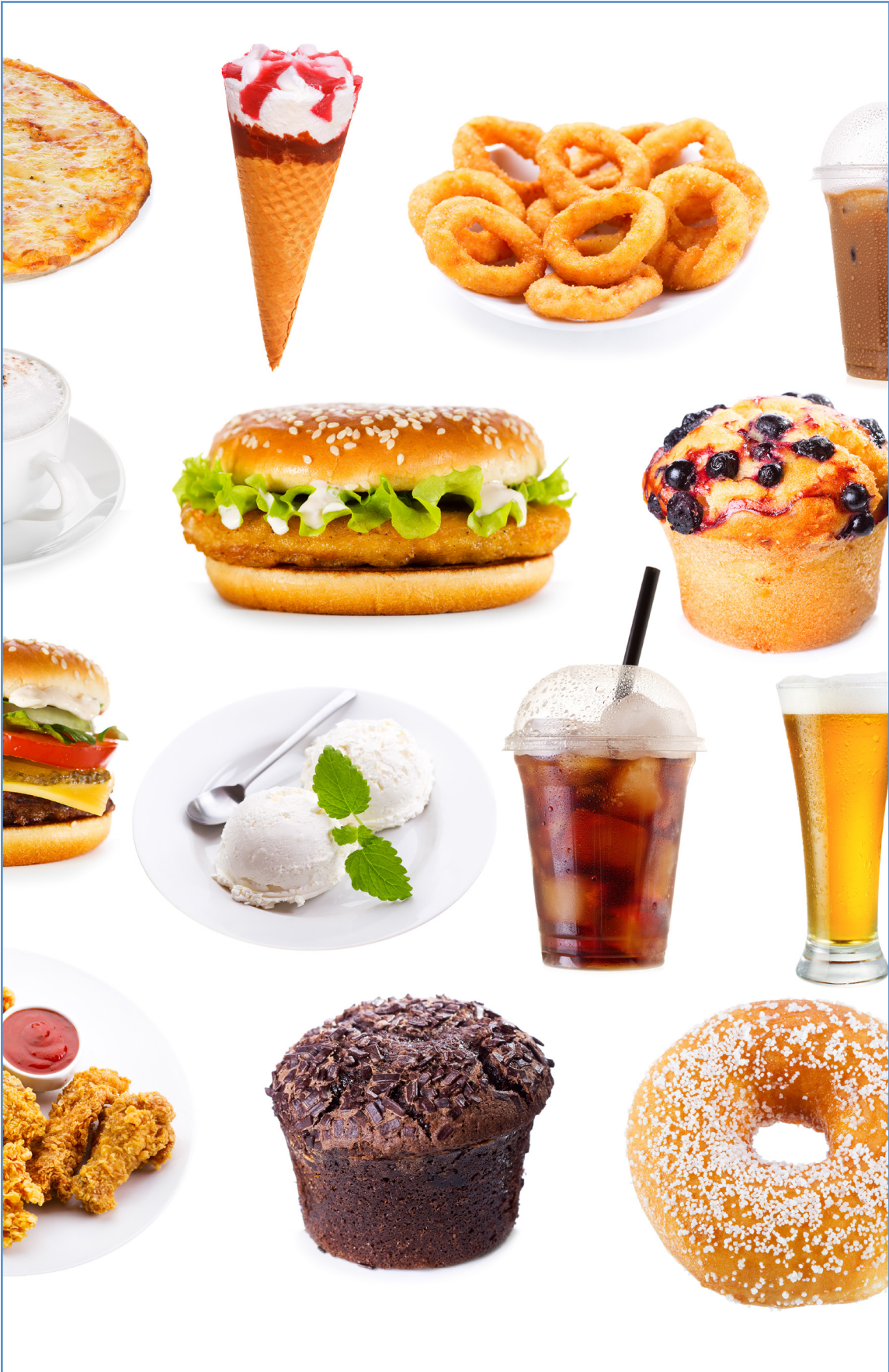


Slide 8

Make A Good Decision
(Healthy Me)

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

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

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

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

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

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

Chorus:

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

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

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

Make sure that you make a good decision.

INSTRUMENTAL

Chorus x2

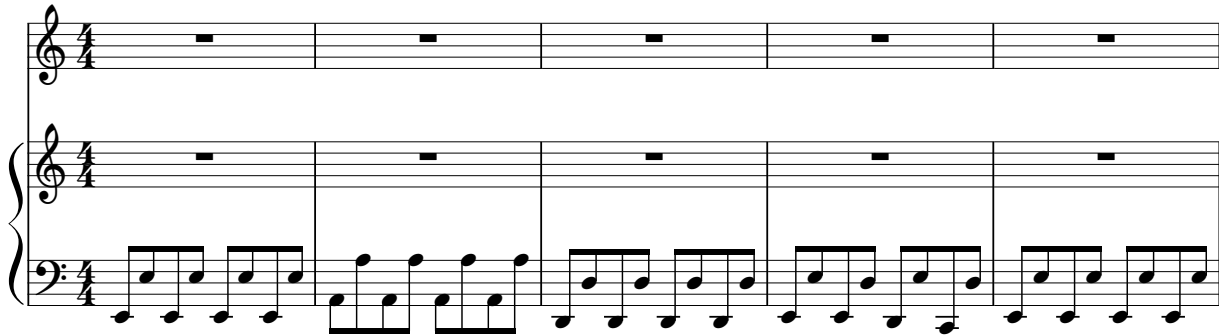
**I know what's wrong and what's right when
It comes to the bite.**

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

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

Make sure that you make a good decision.

Make A Good Decision (Healthy Me)



6



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

10



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

13

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

16

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

21

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

27

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

33



cision__ .

39



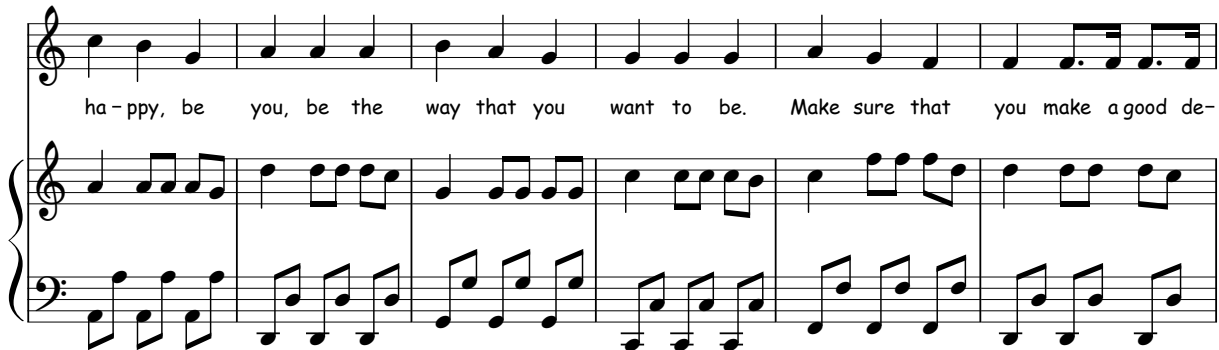
I know what's wrong and what's right when it

45



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

51



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

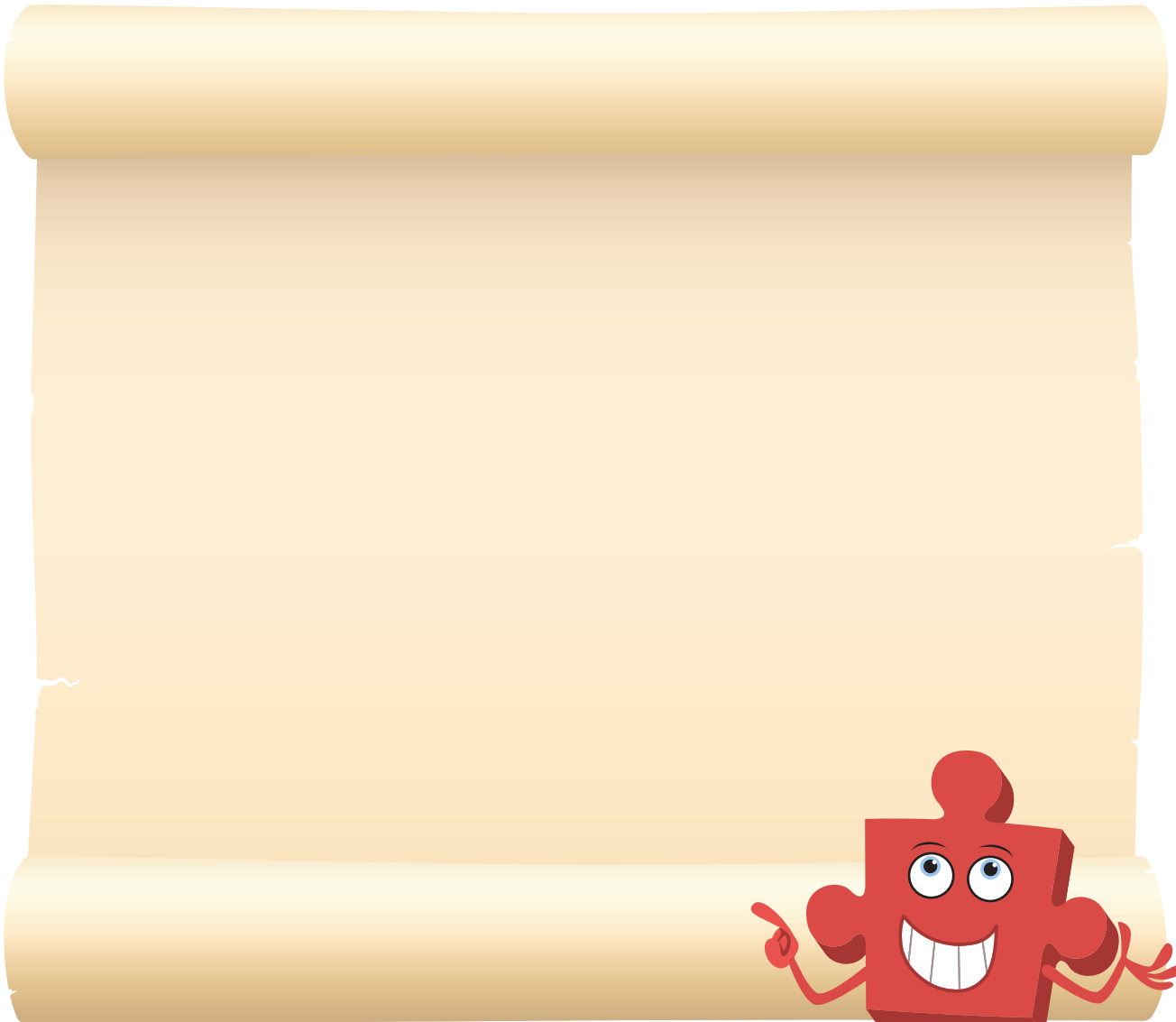
57

Musical score for measure 57. The score consists of three staves. The top staff is a vocal line in treble clef, containing the notes G4, A4, B4, and C5, with the lyrics "cis - ion" underneath. The middle and bottom staves are a piano accompaniment in grand staff (treble and bass clefs). The piano part features a steady eighth-note accompaniment in the bass clef and a melody in the treble clef.

Puzzle 4

Weekly Celebration 1

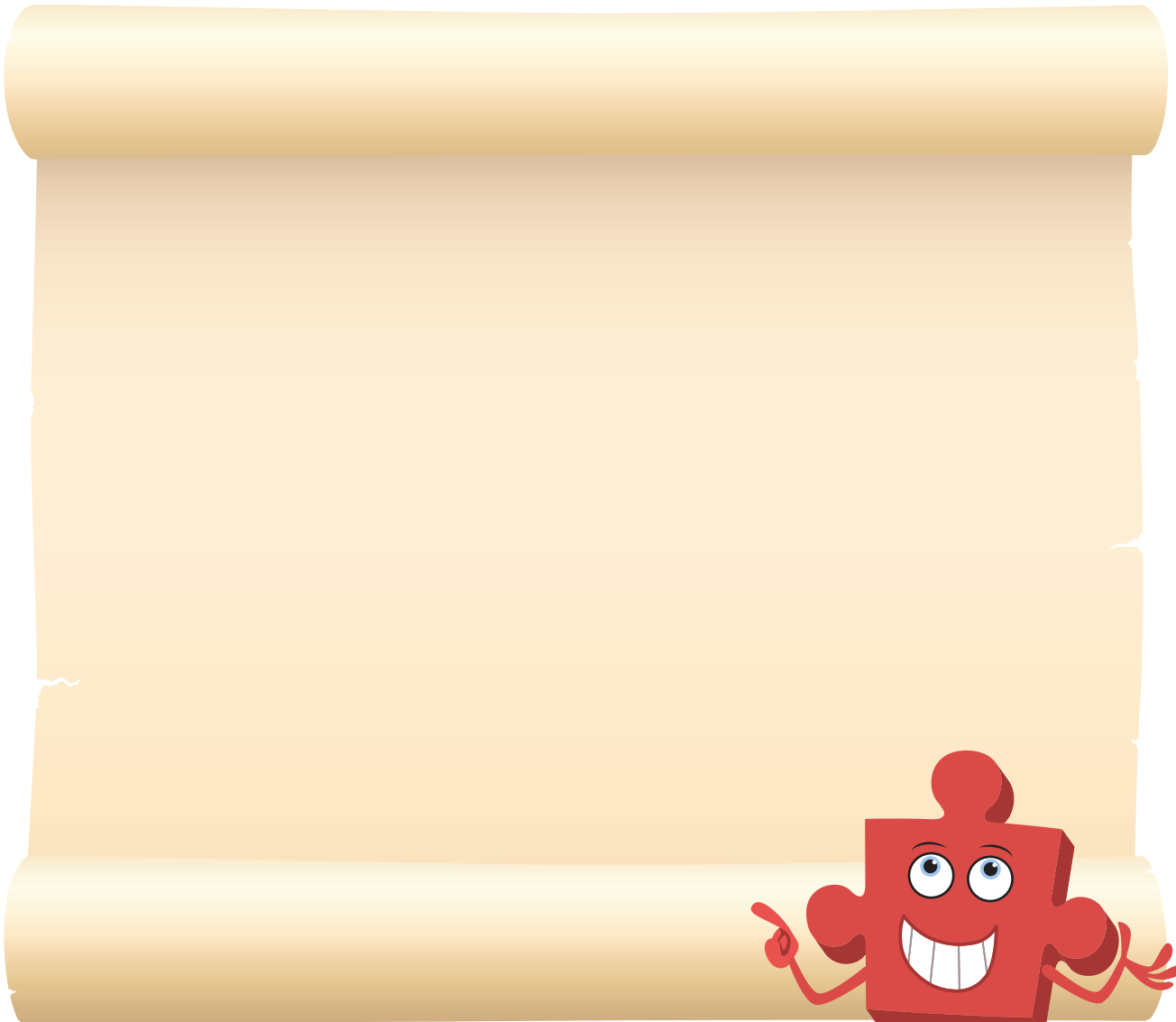
This week we are celebrating people who:
Have made a healthy choice



Puzzle 4

Weekly Celebration 2

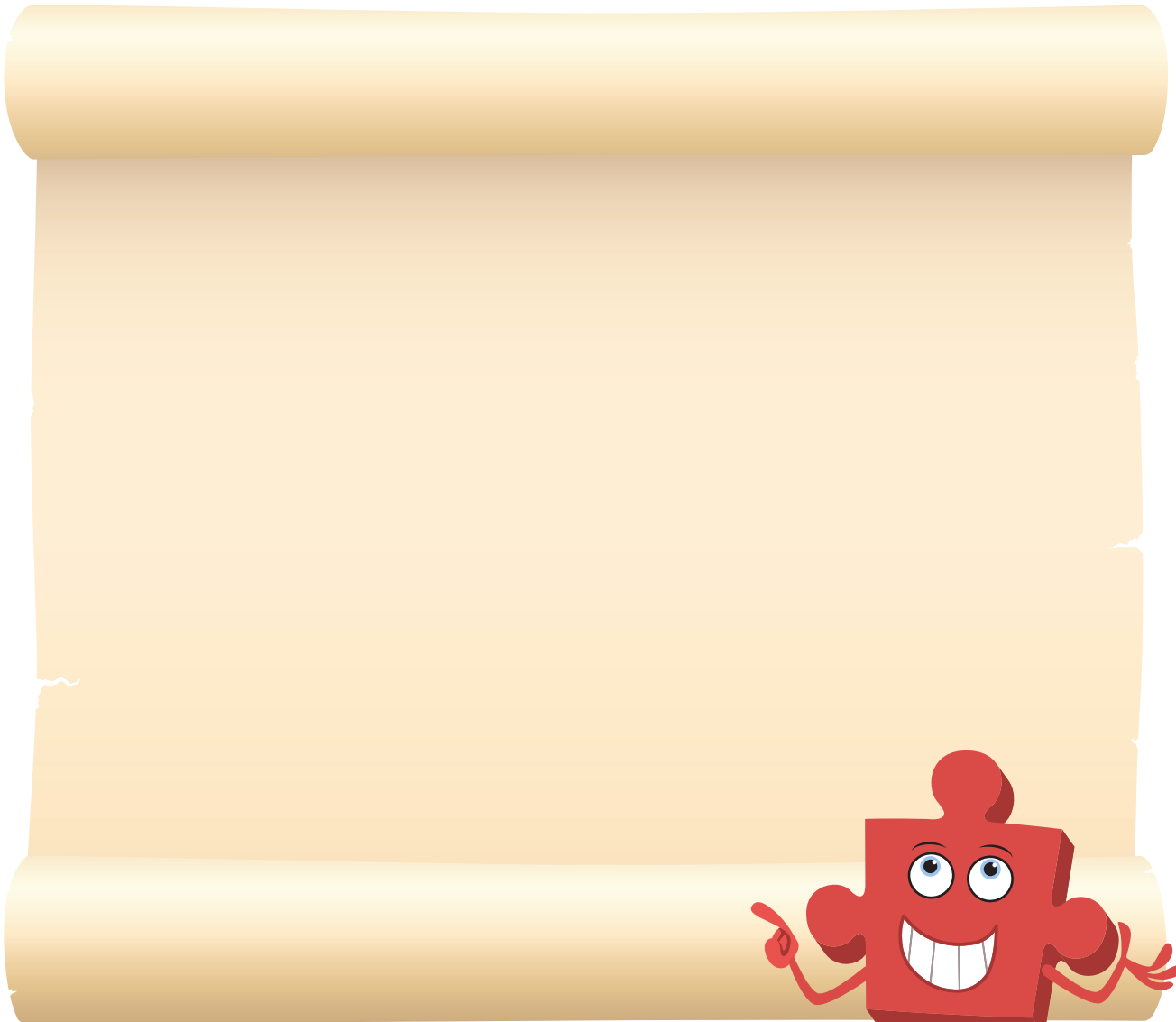
This week we are celebrating people who:
Have eaten a healthy, balanced diet



Puzzle 4

Weekly Celebration 3

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



Puzzle 4

Weekly Celebration 4

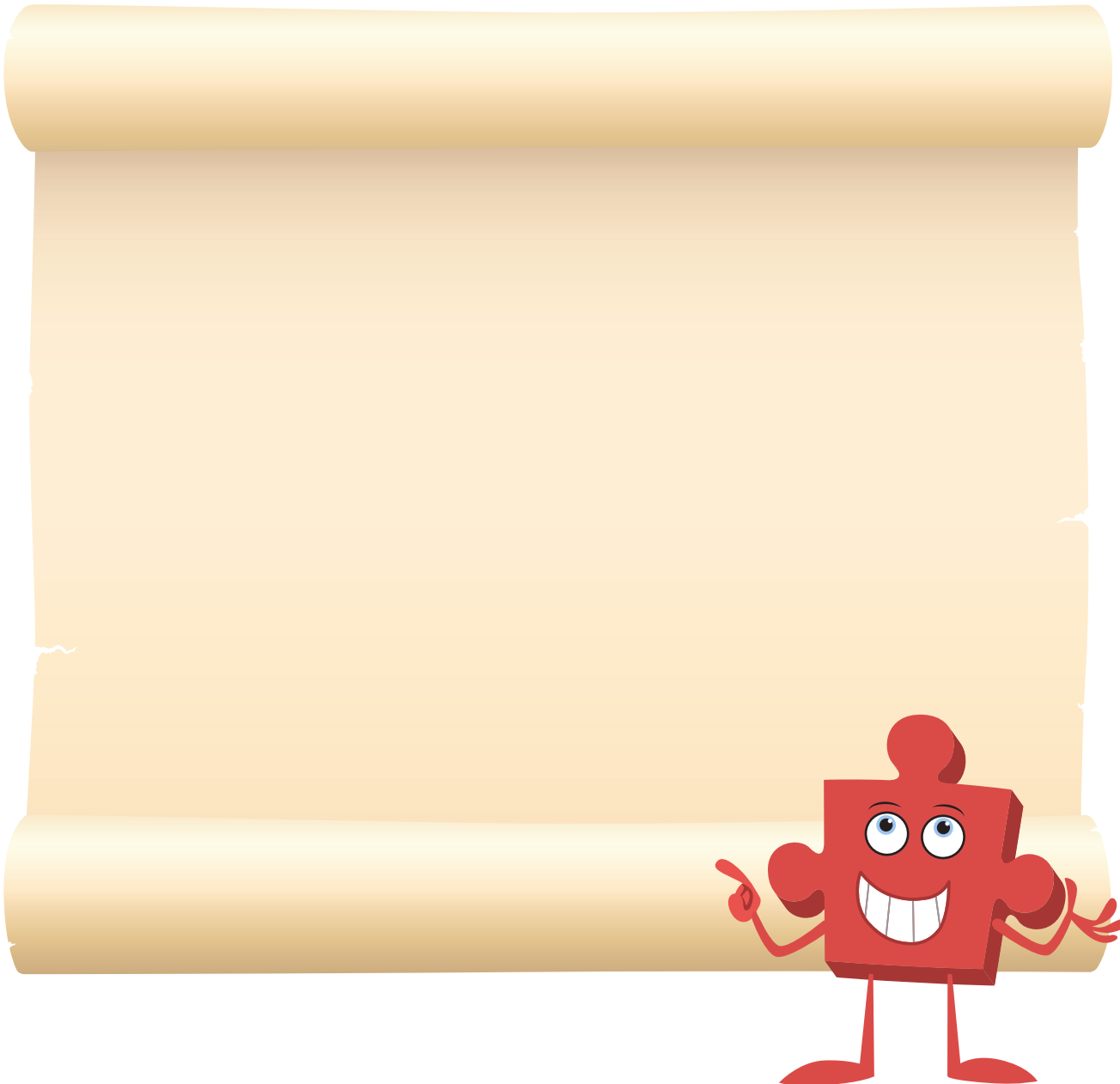
This week we are celebrating people who:
Have tried to keep themselves and other safe



Puzzle 4

Weekly Celebration 5

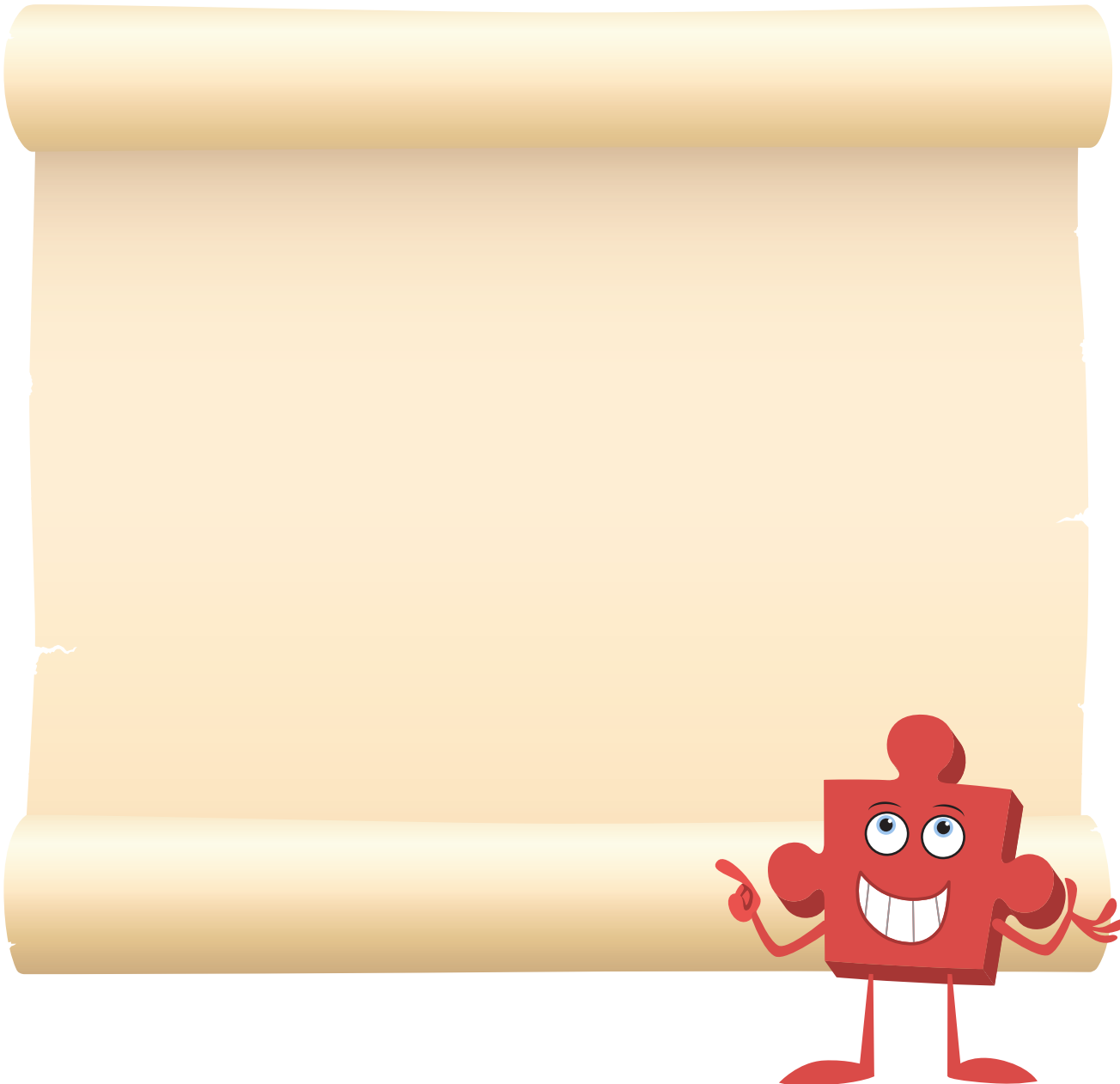
This week we are celebrating people who:
**Know how to be a good friend and
enjoy healthy relationships**



Puzzle 4

Weekly Celebration 6

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

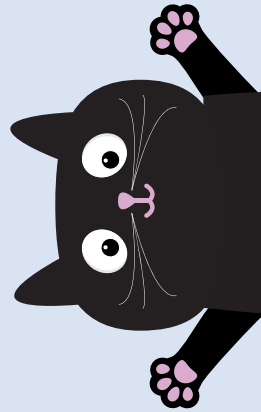


Class Teacher's Preparation to Lead the **Healthy Me** Puzzle with children Ages 10-11

Note: There are additional lessons on personal hygiene and immunisation/vaccination within the Jigsaw Community Area of the website. These subjects are covered elsewhere in Jigsaw, but teachers may wish to provide an additional focus within this unit of work (Puzzle)

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: All resources in Jigsaw
Laminated Jigsaw Charter
- Piece 2: All resources in Jigsaw
- Piece 3: Red and green pens/pencils
- Piece 4: All resources in Jigsaw
- Piece 5: All resources in Jigsaw
- Piece 6: Glue



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** one set of Taking responsibility role play cards.
- Piece 2: **Copy/print** Drug groups sorting grid, one per group. **Be aware that this lesson may be difficult for children who have experienced drug misuse in their family or community.**
- Piece 3: **Copy/print** Ava and Kiran's story one per group. **Be aware that this lesson may be difficult for children who have experienced drug/gang culture in their family or community.**
- Piece 4: Print /copy, My Jigsaw Journey sheets (each child needs one that includes Learning Intentions for Pieces 4-6). **Copy/print**, sets of 'Gangs are...' game cards, one set per group. **Be aware that this lesson may be difficult for children who have experienced drug/gang culture in their family or community.**
- Piece 5: **Copy/print**, Emotional well template, one per child. **Be aware of children in your class who might be experiencing a mental illness first hand- either themselves or one of their family members.**
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child. **Copy/print** enough cube templates onto card, one per 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 10-11 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may wish to also organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 10-11

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

Jigsaw and Tracking Software

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

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

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

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

Please email office@janleveragegroup.com

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





Ages 10-11

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		<p>I can tell you how some of my choices affect others locally and globally.</p> <p>I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.</p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.</p> <p>I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.</p>	
Puzzle 2 Celebrating Difference		<p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can say how I feel about people experiencing conflict in their lives because they are different.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>I can express my own attitudes towards people who are different and empathise with their circumstances.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you about something I can do with others that makes the world a better place.</p> <p>I can tell you how making the world a better place makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p> <p>I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</p>	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		<p>I can tell you how substance misuse has an unhealthy impact on the body and mind.</p> <p>I can tell you how I try to keep myself emotionally healthy.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>	<p>I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p>	
Puzzle 5 Relationships		<p>I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others.</p> <p>I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 6 Changing Me		<p>I can identify the main stages by which a baby develops through conception, pregnancy and birth.</p> <p>I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>	<p>I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>I can reflect on how this experience might feel from the point of view of a parent and express my own thoughts and feelings about it..</p>	

General Exemplification Guidance for teachers to assess children's work

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

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

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

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

Teacher Feedback to Pupils

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

For example:

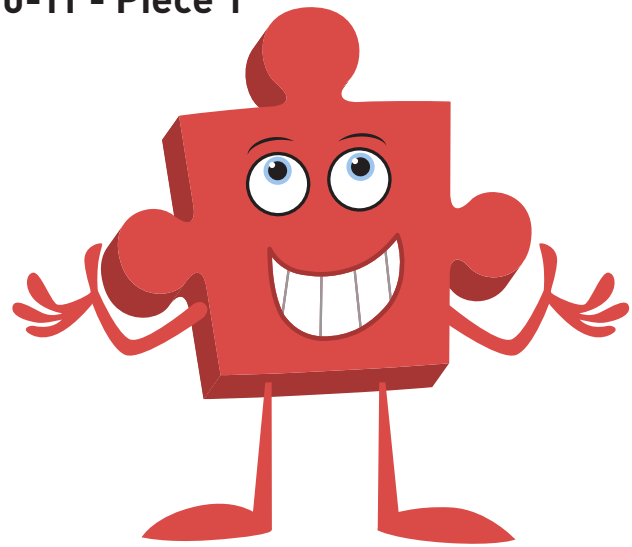
You participated actively in this lesson.

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

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

Puzzle 4: Healthy Me - Ages 10-11 - Piece 1

Taking responsibility for my health and well-being	
Puzzle 4 Outcome The Healthy, Happy Me Recipe Book	Please teach me to... take responsibility for my health and make choices that benefit my health and well-being be motivated to care for my physical and emotional health
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jem Jigsaw Jerrie Cat Guess what I am? PowerPoint Taking responsibility role play cards Jigsaw Journals My Jigsaw Journey	Vocabulary Responsibility Choice Immunisation Prevention



Teaching and Learning Note Prior to teaching this unit of work (Puzzle) ensure you are familiar with the Jigsaw Approach. This is the introductory chapter at the beginning of each set of Year Group materials. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play Pass the Squeeze or Zoom/EEK My responsibilities. Everyone sits in a circle. Give 2 minutes thinking time for each person to think of one thing for which they are responsible. Using Jigsaw Jem as the talking object to take turns invite the children to share their ideas. Some examples might be: getting up and dressed in the morning; making a packed lunch; packing a school bag; doing homework, looking after a pet, etc. Draw out from the children that, as they get older, they will be responsible for more parts of their lives. This includes looking after their health and keeping themselves safe. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open my mind Slides 1-18: Play 'Guess what I am?' Show the PowerPoint slide and ask the children if they can guess the answers to each question. Reveal the answers one at a time. Once the game has finished ask the children what the link is between the second Connect us game and this game. Draw out from the discussion that the statements are some of the things that we need to take personal responsibility for to stay healthy and safe.	Ask me this... How have you become more responsible as you have become older? Does your mind feel calm and ready to learn? What is the link between this game and what we were discussing when we passed Jigsaw Jem around?
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Tell me or show me

Ask the class if they know what an agony aunt is? If they are unsure explain that an agony aunt is a person (it doesn't have to be female) who gives advice. Ask the children if they have seen or heard any agony aunt advice e.g. on the TV, online, TV, magazines etc.

Explain that they are going to act as agony aunts. When they do this, they should include advice about the character needing to take responsibility for the 'problem' and also offer them suggestions to improve the situation.

Divide the class into small groups and hand out a different scenario to each group. Explain that someone in the group needs to be in role as the person needing advice. Their job is to read out what it says in the card and they don't need to 'act' in any way. The rest of the group are in role as the agony aunt and their job is to offer appropriate advice, again they don't need to do any 'acting'. Each group will have time to practise, and then they will show their role play to everyone else. They will have 10 minutes to work out their role play.

Let me learn

Allow time for the children to role play their scenario and then invite each group to share. Discuss the advice given by each group and correct any misunderstanding or erroneous comments as part of the discussion.

Draw the discussion to a close by asking what responsibilities the children have for their health now. Are there elements of this they can improve? What small changes can they make that might make a big difference.

If time allows, pass Jigsaw Jem around and invite the children, if they want to, to share one change they will make to be more responsible for their wellbeing.

Help me reflect

Slide 19: Ask the children to reflect on the learning intentions from this Piece (lesson) and record their learning on the My Jigsaw Journey template.

How do some of the foods and drinks you enjoy affect how you feel?

What advice can you give?

How can these people take more responsibility for managing their health?

What have you learned about taking more responsibility for your health?

Are there things you could be doing now to improve this?

Notes**Zoom/EEK**

Zoom is the sound of a racing car.

EEK is the sound of screeching brakes.

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



Healthy Me

Calm Me Script - Ages 10-11 - Piece 1

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.

In this Puzzle we are thinking about keeping ourselves healthy.

Keeping your eyes closed and staying gentle and relaxed, try to move your arms above your head as slowly as you can. Always being aware of how each arm feels... are they stretching easily? Is it hard to do this slowly? Is one arm more flexible than the other?

Take your arms over your head until you can clasp your hands together and keep stretching, higher. Where in your body can you feel the stretch?

Now very slowly and gently lower your arms again trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5... breathing out, silently counting to 7 and hearing the words "I appreciate my body."

When you are ready, bring yourself slowly back into the room, being aware that you are here in this present moment. Open your eyes...





Healthy Me

Guess What I Am PowerPoint Slides 1-18 - Ages 10-11 - Piece 1

Someone can make an appointment to see me if they are worried about their health. Who am I?

Answer: Doctor

You should use me to protect your skin. I have an SPF number. What am I?

Answer: Sun cream

I am in some drinks. There is an age-limit because I am a drug. If people misuse me it can damage their health, especially the liver. Anti-social behaviour can result if people drink too much of me. What am I?

Answer: Alcohol

Some people don't like visiting me, but I'm very important to help care for a specific part of your body. Who am I?

Answer: Dentist

I am used in food to improve the flavour. Too much of me can damage a person's heart, circulation and kidneys. I am labelled on some foods so that people know how much of me has been added. What am I?

Answer: Salt

I am written on lots of different things and also am in lots of the country's laws. Video games show me as a PEGI rating. I can help people know how old they have to be to buy, use or do something?

Answer: Age-limit

I am given to babies and children to stop them from catching some illnesses. Adults need me too, for example when they travel abroad or to stop them from getting flu. What am I?

Answer: Immunisations/vaccines

I am a legal drug. I can damage a person's lungs and heart. Some people use me to look 'popular' or 'tough'. I make people's breath, clothes and hair smell stale, and their fingers go yellow.

Answer: Cigarettes

People should try to do me for 60 minutes every day. I can help a person's body stay fit and healthy. Too little or too much of me can damage a person's health. What am I?

Answer: Exercise



Healthy Me

Taking responsibility role play cards - Ages 10-11 - Piece 1

Dear Agony Aunt, I am feeling very sleepy lately and find it difficult to concentrate on my homework. I play a lot of video-games and sometimes I do stay up late if I need to finish a level. I sometimes miss a meal because I don't want to stop the game, but I have chocolate, snacks and energy drinks in my room in case I need a boost. Do you think the video games are making me sleepy?

Dear Agony Aunt, My friends have started to smoke. I am worried that if I don't join in they will cut me out of the group. I know smoking is bad for me but if I lose these friends, I won't have any at all. My friends are everything to me and without them I will feel miserable and depressed. What should I do?

Dear Agony Aunt, I have not been feeling very well lately. I eat a balanced diet and I go running three times a week. Last week I noticed a strange mark on my arm that wasn't there before. I have a very active job that keeps me fit and I'm outside a lot. I do forget to use sunscreen sometimes. I am starting to get worried. What should I do?

Dear Agony Aunt, I drink a lot of sugary drinks and I think it has caused one of my teeth to ache. It's starting to hurt when I eat anything chewy. I am so frightened about going to the dentist, that I am thinking of not going and just putting up with the pain by taking some over-the-counter medicine. Can you offer me any advice?

Dear Agony Aunt, I spend a lot of time with my friends and we hang around in the park and the local shopping arcade. My friends have started to bring alcohol along. I don't know where they get it from. Last week one of them got drunk and threw a rock through a shop window. The shop alarm went off and we had to run away. The shop owner called the police, but we weren't caught. I'm worried I will get into trouble if I keep going out with them. What should I do?

Dear Agony Aunt, I am putting on weight. My Mum does all the shopping and cooking so I don't have any choice about what I get to eat. I do eat snacks in between meals and I admit that sometimes I forget to read the labels on the packets. Do you think I should ask my Mum to buy healthier food? We don't have much money and I know she buys what we can afford. I think she will get upset if I criticise her. What do you think?

Healthy Me

PowerPoint Slide 19: My Jigsaw Journey - Ages 10-11 - Piece 1

Ages 10-11

Puzzle 4 - Healthy Me (Pieces 1-3)

Name:

						TINT BOX - To improve next time I...
PIECE 1	I can take responsibility for my health and make choices that benefit my health and well-being					
	I am motivated to care for my physical and emotional health.					
PIECE 2	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart					
	I am motivated to find ways to be happy and cope with life's situations without using drugs.					
PIECE 3	I understand that some people can be exploited and made to do things that are against the law					
	I can suggest ways that someone who is being exploited can help themselves					

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Name

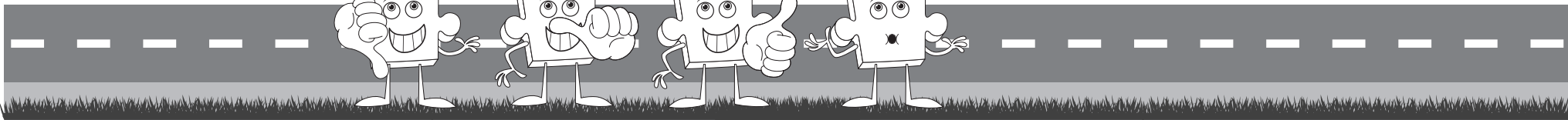
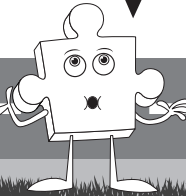
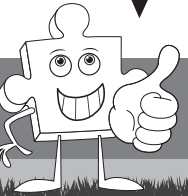
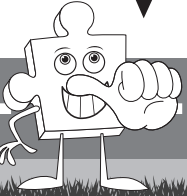
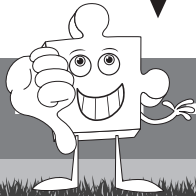
					TINT BOX - To improve next time I...
Piece 1	I can take responsibility for my health and make choices that benefit my health and well-being			
	I am motivated to care for my physical and emotional health.				
Piece 2	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart			
	I am motivated to find ways to be happy and cope with life's situations without using drugs				
Piece 3	I understand that some people can be exploited and made to do things that are against the law			
	I can suggest ways that someone who is being exploited can help themselves				

I don't get this at all

I'm getting there but need some help to understand

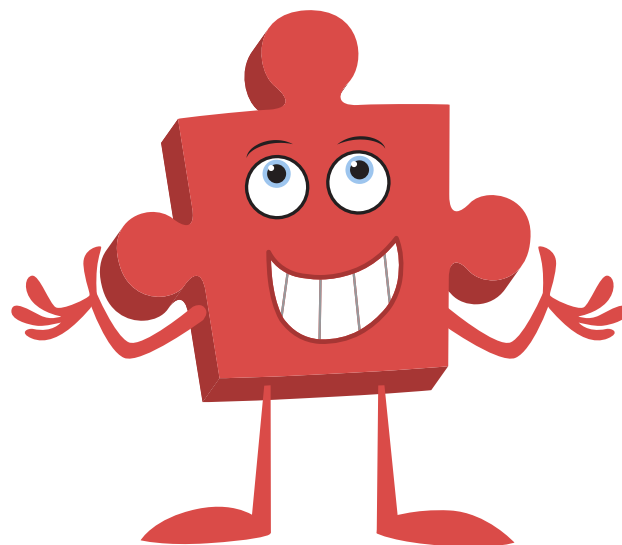
I get this and can give examples if you ask me

I missed this lesson



Puzzle 4: Healthy Me - Ages 10-11 - Piece 2

Drugs	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to...</p> <p>know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>be motivated to find ways to be happy and cope with life's situations without using drugs</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>PowerPoint slide : Drug definition</p> <p>PowerPoint slide : Drug categories</p> <p>Drug groups sorting resource</p> <p>Teacher resource sheet (Information only)</p> <p>My Jigsaw Journey</p> <p>Jigsaw Journal</p>	<p>Vocabulary</p> <p>Drugs</p> <p>Effects</p> <p>Motivation</p> <p>Prescribed</p> <p>Unrestricted</p> <p>Over-the-counter</p> <p>Restricted</p> <p>Illegal</p> <p>Volatile substances</p> <p>'Legal highs'</p>
<p>Teaching and Learning</p> <p>Notes</p> <p>Be aware that this Piece (lesson) might be difficult for some children who may have experienced drug use within their family or community.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play either Pass the Hand-Clap or Zoom/Eek</p> <p>Using Jigsaw Jem as the speaking object and to take turns ask for some examples of things that children know about that are harmful to a person's health. If children do not say drugs the teacher can ensure that drugs are mentioned when it is their turn to speak.</p> <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>One way of keeping healthy is to not do things that damage our bodies.</p> <p>Can you think of anything that is unhealthy to do?</p> <p>Are you feeling calm, focussed and ready to learn?</p>



Open my mind

Slide 1: In pairs, ask the children to come up with definition of a drug. Take their feedback and then display the PowerPoint slide of the definition. Clarify any of the terminology with the children.

Next, ask the children to think of as many different drugs as they can, and write up a class list on the whiteboard/ flip chart. (Because the street names of drugs changes frequently don't be phased if children mention drugs that you never heard of. These may or may not be actual drugs, however acknowledge the child's contribution and be prepared to say that you haven't heard of that particular drug). There is a **teacher resource sheet** that gives some of the street names for some drugs. This is not an exhaustive list, so as above, the children may say names that you cannot identify. **This resource sheet is for teacher reference only and not to be given to the children. If children ask about the effects of a drug, the teacher can use this sheet to explain this in age-appropriate terms, and ensure they stress the harmful effects and risks.**

Ensure that the list of drugs on the whiteboard contains examples from the following categories:

- Unrestricted drugs e.g. caffeine
- Restricted e.g. alcohol, tobacco, e-cigarettes/vaping, some over-the counter medications, solvents (e.g. some glues, paint thinners, gases like butane, poppers, nitrous oxide/ laughing gas)
- Prescribed e.g. asthma medication, insulin, anti-allergy medicines, anti-depressants, amphetamines, steroids
- Illegal e.g. heroin, cocaine, ecstasy (MDMA), LSD, spice, magic mushrooms, ketamine, PCP, GHB

Note about cannabis/ marijuana and 'legal highs': teachers should be aware where cannabis and 'legal highs' sit within these categories for their setting. In some countries cannabis has been legalised. In the UK cannabis is a Class B drug which means it is illegal to use, give to others or sell. Hash or hashish is a stronger form of cannabis. In the UK 'Legal highs' have been illegal since 2016 but in other countries legislation is different.

Tell me or show me

Slide 2: Explain that drugs can be split into four groups: restricted, unrestricted, prescribed and illegal and tell the children what each of these means by showing the PowerPoint slide. Ask the children why they think there are four groups of drugs and whether they might want to add another group. Take their feedback and discuss why it is useful to have identified groups.

Explain that the illegal drugs and the restricted drugs are known to cause the body damage, so that is why they are illegal or restricted in some way. Illegal drugs can be mixed with other dangerous chemicals so a person who takes the drug might not know what they are taking. The liver and heart are very vulnerable to drug misuse. The liver cleans toxins from the body and many drugs make the heart work faster than it needs to.

Explain that prescribed drugs are safe but only if they are not misused. How do we know how to use prescribed drugs correctly?

What do you understand the word 'drug' to mean?

Why do you think that some drugs are legal and some drugs are illegal?

Let me learn

Using the list of drugs on the board, the four categories, and their own knowledge, ask the children to group these drugs using the resource with the four boxes (Drugs Groups). They can work in pairs or small groups. If there are drugs that the children aren't sure about ask them to leave these out of the sorting. Give 5 – 10 minutes for this activity. Once the children have sorted the list, ask them to feed back as a class with the answers. Taking the feedback, the teacher sorts the drugs on the whiteboard correctly, and correcting any misconceptions. If there are drugs left unsorted explain that illegal drugs can have many different street names, so the ones you haven't managed to sort may belong in the illegal drug group. Explain to be sure we would have to know what the proper name of the drug is first. However, if a drug has a street/ slang name it is almost certainly illegal and would be risky to take.

Facilitate a discussion on why people take drugs, even if they know that they have lots of dangerous effects. Draw out from the children that some people take drugs the first time because they are 'pressured' into doing it, or because they are feeling unwell/unhappy and want to fix the problem. They can then become addicted.

Ask why people want to sell drugs knowing that they cause people harm.

Finally, ask the children to suggest ways that people could help make themselves feel better without taking drugs. Come up with a class list of 'alternatives' to drugs. Encourage them to be realistic with their suggestions.

Help me reflect

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

What do you think about drugs?
Should all drugs be legal/illegal?
How can people feel better without using drugs?

Why do people sell drugs?
What do we mean by 'pressure'? Where might the 'pressure' come from?

Notes



Healthy Me

Calm Me Script - Ages 10-11 - Piece 2

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.

In this Puzzle we are thinking about keeping ourselves healthy.

Keeping your eyes closed and staying gentle and relaxed, try to move your arms above your head as slowly as you can. Always being aware of how each arm feels... are they stretching easily? Is it hard to do this slowly? Is one arm more flexible than the other?

Take your arms over your head until you can clasp your hands together and keep stretching, higher. Where in your body can you feel the stretch?

Now very slowly and gently lower your arms again trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5... breathing out, silently counting to 7 and hearing the words "I appreciate my body."

When you are ready, bring yourself slowly back into the room, being aware that you are here in this present moment. Open your eyes...



Healthy Me

Teacher Resource Sheet - Ages 10-11 - Piece 2

NOTE THIS IS FOR TEACHER REFERENCE ONLY AND IS NOT INTENDED TO BE USED AS A RESOURCE WITH THE CHILDREN

Drug	Street names	Effects	Health risks
Cannabis/marijuana	Blunt, dope, ganja, grass, herb, joint, bud, Mary Jane, pot, reefer, green, trees, smoke, sinsemilla, skunk, weed, sinsemilla, sensi, resin, puff, draw, bhang.	Euphoria; relaxation; slowed reaction time; distorted sensory perception; impaired balance and coordination; increased heart rate and appetite	Cough; frequent respiratory infections; possible mental health decline; addiction; impaired learning, memory; anxiety; panic attacks; psychosis
Hash/Hashish (a stronger form of cannabis)	Boom, gangster, hash, hash oil, hemp		
Heroin	Smack, horse, brown sugar, dope, H, junk, skag, skunk, white horse, China white; cheese, gear	Euphoria; drowsiness; impaired coordination; dizziness; confusion; nausea; sedation; feeling of heaviness in the body; slowed or arrested breathing	Constipation; endocarditis; hepatitis and HIV (through injecting); addiction; fatal overdose
Cocaine including crack- cocaine	Blow, bump, C, candy, Charlie, coke, crack, flake, rock, snow, toot white, wash, toot, stones, snow, percy, pebbles, freebase, ching, chang	Increased heart rate, blood pressure, body temperature, metabolism; feelings of exhilaration; increased energy, mental alertness	Tremors; reduced appetite; irritability; anxiety; panic; paranoia; violent behaviour; psychosis; weight loss; insomnia; cardiac or cardiovascular complications; stroke; seizures; addiction; nasal damage; dental damage
Methamphetamine (Crystal meth)	Mmeth, ice, crank, chalk, crystal, fire, glass, go fast, speed		
Amphetamine (Speed)	bennies, black beauties, crosses, hearts, LA turnaround, speed, truck drivers, uppers; whizz, sulph, paste, billy, base, snow-white, yaba, Walter White, Tina, rush, quicksilver ultra, poke, pink panthers, mind melt, ivory, dove ultra, ice, go gaine, glass, ephedrine, dust till dawn, dexies, crank, Christine, china white, Charley Sheen, cathinone, cathine, bullet, bubble.		
MDMA (Ecstasy)	Adam, clarity, Eve, lovers' speed, Molly, peace, uppers, XTC, superman, rolexs, pink superman, pills, mitsubishi's, Mandy, E, dolphins, crystal, cowies, brownies	Mild hallucinogenic effects; increased tactile sensitivity, empathic feelings; lowered inhibition; anxiety; chills; sweating; teeth clenching; muscle cramping	Sleep disturbances; depression; impaired memory; hyperthermia; addiction
GHB	G, georgia home boy, grievous bodily harm, liquid ecstasy, soap, scoop, goop, liquid X, geebs, GBH	Drowsiness; nausea; headache; disorientation; loss of coordination; memory loss	Unconsciousness; seizures; coma
Ketamine	Valium, K, special K, vitamin K, super K, green, donkey dust	Feelings of being separate from one's body and environment; impaired motor function, analgesia; impaired memory; delirium; respiratory depression and arrest	Death from respiratory arrest, anxiety; tremors; numbness; memory loss; nausea

Healthy Me

Teacher Resource Sheet - Ages 10-11 - Piece 2

LSD	Acid, blotter, cubes, microdot, yellow sunshine, blue heaven, window, trips, tripper, tab, stars, smilies, rainbows, paper mushrooms, Lucy, liquid acid, lightning flash, L, hawk, drop, dots, cheer, blotter.	Altered states of perception and feeling; hallucinations; nausea; increased body temperature, heart rate, blood pressure; loss of appetite; sweating; sleeplessness; numbness; dizziness; weakness; tremors; impulsive behaviour; rapid shifts in emotion.	Flashbacks, hallucinogen persisting perception disorder (continued hallucinations without the drug).
Anabolic steroids	Anadrol, Oxandrin, Durabolin, Depo-Testosterone, Equipoise: roids, juice, gym candy, pumpers, juice, viagra, smart drugs.	No intoxication effects Taken to help build muscles or to enhance physical appearance or performance, however people can become addicted.	High blood pressure; blood clotting and cholesterol changes; liver cysts; hostility and aggression; acne;-in adolescents premature stoppage of growth; in males- prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in females- menstrual irregularities, development of beard and other masculine characteristics; paranoia.
Inhalants	Solvents (paint thinners, gasoline, petrol, glues); gases (butane, propane, aerosol propellants, nitrous oxide); nitrites (isoamyl, isobutyl, cyclohexyl): laughing gas, poppers, snappers, whippets, huffing, chroming.	(varies by chemical) stimulation; loss of inhibition; headache; nausea or vomiting; slurred speech; loss of motor coordination; wheezin.	Cramps; muscle weakness; depression; memory impairment; damage to cardiovascular and nervous systems; unconsciousness; sudden death.
Spice (synthetic cannabinoids)	Shrooms, philosopher's stone, mushies, magics, liberty cap, liberties, amani, agaric.	Feelings of being happy, euphoric and relaxed with some people getting the giggles, feeling hunger pangs and become very talkative, while others get more drowsy. Hallucinations are possible. Mood and perception can change and concentration and co-ordination may become difficult.	Paranoia, panic attacks and forgetfulness.
Magic Mushrooms	shrooms, philosopher's stone, mushies, magics, liberty cap, liberties, amani, agaric.	Hallucinogenic, disorientate the senses, time and movement	Bad 'trips' are possible causing the person to physically harm themselves or others. Flashbacks; exacerbates existing mental health problems. People can die because of wrongly ingesting poisonous mushrooms they have mistaken for magic mushrooms.
PCP (Angel dust)	Peace pills, hog.	Hallucinogenic; mood changes including being ecstatic or extremely depressed; paranoia; panic.	Psychosis; development of mental health issues; anxiety; convulsions; death from hypothermia or loss of lung function; death or harm because the person tries to harm themselves or others.



Healthy Me

Teacher Resource Sheet - Ages 10-11 - Piece 2

<p>'Legal highs' These are synthetically made drugs that mimic the effects of drugs like MDMA, PCP, Cocaine and cannabis. They are wrongly called 'Legal highs' as they are banned in some countries and are therefore illegal.</p>	<p>Plant food, NPS, MDAT, Eric 3, Dimethocaine, bath salts.</p>	<p>Depends upon the substance. However, many are untested and new ones are being made all the time. They can be addictive. There is no way of knowing the harm that can be done to the body because not enough is known about these drugs. A person buying a 'legal high' cannot be sure what's in it. The same drug can also have different effects on different people. Risks are increased when combined with alcohol.</p>
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Further information on illegal drugs if needed, can be obtained from the Talk to FRANK website which keeps track of the changing street names for drugs, and provides more detail on the effects and risks. This is a UK based website but would still be relevant as a source of further information for teachers in international schools. However, there may be differences in drug classification in different countries, so teachers should check this for their own locality. www.talktofrank.com



Healthy Me

Drugs: Definition PowerPoint Slide 1 - Ages 10-11 - Piece 2

A Drug:

Any substance which causes physiological and/or psychological changes to occur.

This includes all legal drugs, including alcohol and tobacco, all illegal drugs, volatile substances, and over-the-counter and prescription medicines, as well as substances contained in food and drinks (e.g. caffeine).



Healthy Me

Types of Drugs PowerPoint Slide 2 - Ages 10-11 - Piece 2

Types of Drug

1. Unrestricted: anyone can buy these drugs
2. Restricted: there are some rules saying who can buy/use these drugs
3. Prescribed: only a doctor can legally give these drugs
4. Illegal: these drugs can **ONLY** be bought/used illegally



Healthy Me

Drugs Groups - Ages 10-11 - Piece 2

Drug groups: which drugs go in which group?

Unrestricted: anyone can buy these drugs

Restricted: there are some rules saying who can buy/use these drugs

Prescribed: only a doctor can legally give these drugs

Illegal: these drugs can ONLY be bought/used illegally

Healthy Me

PowerPoint Slide 3: My Jigsaw Journey - Ages 10-11 - Piece 2

Ages 10-11

Puzzle 4 - Healthy Me (Pieces 1-3)

Name:

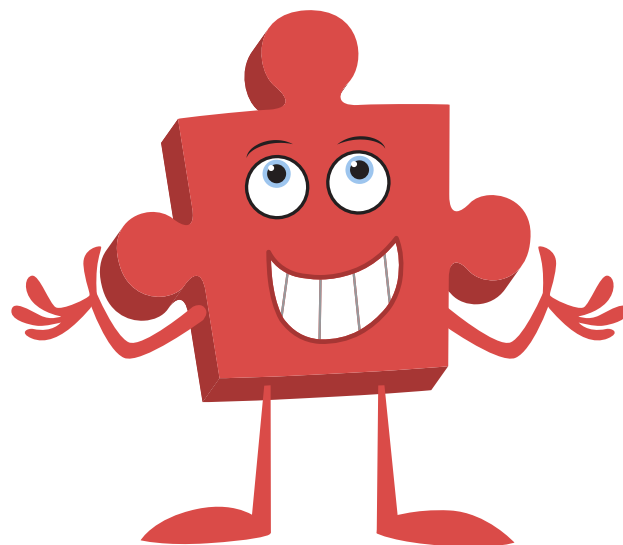
						TINT BOX - To improve next time I...
Piece 1	I can take responsibility for my health and make choices that benefit my health and well-being					
	I am motivated to care for my physical and emotional health.					
Piece 2	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart					
	I am motivated to find ways to be happy and cope with life's situations without using drugs.					
Piece 3	I understand that some people can be exploited and made to do things that are against the law					
	I can suggest ways that someone who is being exploited can help themselves					

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

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Puzzle 4: Healthy Me - Ages 10-11 - Piece 3

Exploitation	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to...</p> <p>understand that some people can be exploited and made to do things that are against the law</p> <p>suggest ways that someone who is being exploited can help themselves</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>Ava and Kiran's story</p> <p>Pens of two different colours (ideally red and green) enough for each group</p> <p>Advice PowerPoint slide</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Exploited</p> <p>Vulnerable</p> <p>Drugs</p> <p>Criminal</p> <p>Illegal</p> <p>Gangs</p>
<p>Teaching and Learning</p> <p>Note</p> <p>Be aware that this Piece (lesson) might be difficult for some children who may have experienced drugs and criminal /gang activity within their family or community.</p> <p>Please find national and local helplines for children to use appropriate for where you are e.g. Childline in the UK.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play 'Help me please'</p> <p>Ideally, everyone sits in a circle (the game can also be played with children in their places but a circle is more effective). The teacher says to the child closest to them on the right, 'Help me please'. The child replies 'What's the matter?' The teacher makes up a situation: e.g. needing help with school work, needing help to reach something high, getting stuck in the mud. The child replies 'Who do you want to help?' The teacher then nominates one of the other children who would be good at helping with that situation, saying why they chose that person. The child who was chosen then asks 'Help me please' to the child on their right, and the game continues. Try to involve as many children as possible in the time available (suggest 5 minutes) and encourage the children to choose individuals because of their skills rather than their friends. Explain the game will be played again next time, so if they didn't get a turn, there is another opportunity.</p> <p>At the end of the game ask the children what the game teaches us. (We are all good at different things; we can all help each other; we sometimes all need help and it is OK to ask for it).</p>	<p>Ask me this...</p> <p>What does this game teach us?</p>



Calm me

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

Open my mind

Invite the children to briefly discuss what they already know about gangs. This could be done as a 'Think, Pair, Share' activity, giving a minute think time and a minute paired time. Share as a whole class and discuss the perceptions that children may have about gangs.

Prompt questions could include:

- Is belonging to a gang good or bad? (Obviously this depends on the nature of the group or gang and their intent).
- Why do you think some people join a gang?
- Can gangs be involved in criminal activity/ things that break the law?
- Do you think some people are pressured into joining a gang even if they don't want to?

Tell me or show me


Read Ava and Kiran's story asking the recommended questions in the text as you go along.

At the end of the story explain that some gangs choose to exploit (use) children to do criminal/ illegal things.

Ensure the children know what the word exploit means, and look this up in a dictionary to get a definition if needed.

Ask the children why they think the gangs do this.

Ask the children what 'traps' the gangs might use to get the children involved in the first place and then to keep them in the gang when they are more fully involved. Discuss this through Kiran's character in the story to illustrate any points.

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 and feeling right now? They can keep these ideas private and there is no need to share.

Let me learn

Divide the class into groups and give each group a printed version of the story and two different coloured pens (preferably one red and one in green). Ask the children to work through the story again and highlight in red where they think the 'danger points' are for Kiran. In green they should highlight the 'choice points' that Kiran faced in the story, each choice point being a potential place where he could have taken action to help himself being drawn into the gang.

Bring the groups back together and discuss the differences in their highlighting, drawing out that many of the 'danger points' are also 'choice points'. Also explain that some of the 'danger points' might be less obvious, so how would Kiran know he is in danger or taking a risk? Are there clues in the story? Was his conscience giving him messages that he should have listened to? Are there reasons why he didn't listen?

Slide 2: Summarise by recapping the advice that the children would give to Kiran. Emphasise they could also use this advice if they were ever in a situation that was risky, criminal and/or dangerous. Also share the advice PowerPoint slide with the children.

Help me reflect

Slide 3: Invite the children to reflect on their learning and record this on the My Jigsaw Journey template as before.

Are you feeling calm, focussed and ready to learn?

Notes for teacher: Signs of child exploitation and county lines

- Tiredness that is out of the ordinary because they have returned home late or stayed out all night
- Increase in unauthorised and unexplained absences from school
- Going missing
- Being found in areas away from home or unexplained knowledge of areas/towns you wouldn't expect them to know about
- Signs of drug use, or being found to have large amounts of drugs on them
- Found in possession of items that could be used as a weapon
- Being secretive about who they are talking to and where they are going
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming to school with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places

Healthy Me

Calm Me Script - Ages 10-11 - Piece 3

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

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

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

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

Breathing like this we feel calm and gentle...

Breathing in and silently counting 1,2,3,4,5... breathing out and silently counting to 7, hearing the words "I am glad to be alive."

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

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

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

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

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

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

Breathing in and silently counting 1,2,3,4,5... breathing out, silently counting to 7 and hearing the words "I appreciate my body."

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



Healthy Me

Ava and Kiran's story - Ages 10-11 - Piece 3

It was Kiran's twelfth birthday, not that he noticed much. Nobody particularly bothered about birthdays at home any more. If he was lucky, he might get a card from his Mum and she might bring a cake from the supermarket. There would definitely be no presents, Mum couldn't afford it.

At school Kiran met up with his friends as usual. Ava was showing off her new SMART watch. Kiran wondered how she had been able to afford it. Ava's Dad was out of work, and her family had even less money than his. Ava let Kiran have a go on the watch, she could even send texts on it. He imagined his Mum coming home with a watch like this just for him, but that was just a dream, and it would never happen.

Later that day Kiran asked Ava where she had got the money to buy the watch. She explained that she sometimes did jobs for a friend, and she said if Kiran wanted, she could introduce him.

Ask the children what sort of jobs Ava might be doing to earn the money.

A few days later Ava met Kiran after school and they walked together to the local shopping precinct. Ava told him to wait while she went up to a very smart SUV car and spoke to somebody inside. Kiran thought he saw her hand over some money and then get a package in return. She called Kiran over and introduced him to the driver of the car. The man, who was called Tyler, explained that to earn some money, all Kiran had to do was drop a package to an address that Tyler would give him. Kiran thought that sounded like an easy job but he had a strange feeling inside that something wasn't right. Despite feeling like this he agreed to meet Tyler the next day to collect the package and get the address for the delivery.

Ask the children what they think might be in the packages that Ava and Kiran are being asked to deliver.

Ask the children why Kiran might be feeling strange about the job. What sort of thoughts and feelings might Kiran be experiencing at this point in the story? Is his conscience trying to tell him something?

On the way home Kiran asked Ava if she knew what was in the packages. She said she didn't but something told him she was lying. All that evening Kiran thought about meeting up with Tyler the next day. At times he felt worried about it, but then he convinced himself that if Ava was OK there was no harm in it. He might also be able to give some extra cash to his Mum to help out if he did the job.

The next day after school, Kiran met Tyler. Tyler handed over a brown package and told Kiran to put it straight into his rucksack and not show anyone until he delivered it. There was definitely something not right about this. Tyler gave Kiran the address. It wasn't even in Kiran's home town, it was miles away. Kiran said that he didn't think he would be able to do the job, but Tyler said he was involved now and had no choice. There was something scary and threatening about the way Tyler spoke to him. Tyler handed Kiran more than enough money to buy the bus and train tickets he would need, but he was going to need to find a good excuse to tell his Mum. He wouldn't be home until 10pm at the earliest, even if he set off now.



Healthy Me

Ava and Kiran's story - Ages 10-11 - Piece 3

After hours of travelling, Kiran found the address he needed to deliver to. A woman opened the door and she asked where the package was. Kiran gave it to her, and in return she handed him a bundle of money. Kiran had never seen so much cash all in one go. She told him to give the money to Tyler.

Kiran got home at 10.30pm and his Mum was furious just like he thought she would be. He said he had been out with friends and told her to mind her own business. He hated speaking to his Mum that way, but what else could he do? If he told her the truth, she would be even more angry.

After school the next day, Tyler's SUV was waiting in the usual spot. Kiran handed him the money. Tyler took out a few notes and gave them to Kiran. 'That's your payment, and there's more of that if you want it?' he said. Kiran couldn't believe his luck, there was more money than his Mum earned in a day. He nodded back to Tyler, and Tyler handed him a mobile phone. 'This is yours,' he said. 'When I call you, you come and find me and you'll get another package just like last time.'

Over the next few weeks Tyler called more and more often, and Kiran did more and more deliveries. He met more of Tyler's gang and did jobs for them too. He tried to blank out that he might be involved in something dangerous, it certainly felt that way. He had to lie to his Mum all the time, and sometimes he even needed to skip school, which he felt bad about. But when Tyler paid him, he stopped worrying about those things and just thought about everything he was be able to afford now.

Ask the children what they think and feel about the story now. Is Kiran doing the right thing?

What might he be involved with?

One day, Kiran was delivering a package to an address that he had been to before, when he was approached by a group of men he didn't know. Before he realised what was happening, he was bundled into a car and driven off a few streets away. The men dragged him out of the car, took the package from his rucksack and opened it up. It was full of drugs. Kiran wasn't surprised, he had suspected this for a while. Tyler's gang all smelled of cannabis. The men pushed him roughly to the ground and said if he did any more work for Tyler, they would hurt him and his Mum, because they knew where they lived. They drove off with the drugs and left him at the roadside.

Tyler was angrier than ever when Kiran told him what had happened. 'You owe me now for all the drugs you lost. You'll need to do more jobs and you won't get paid until you've earned enough to pay me back. I don't care what those men said to you. You work for me now! Tell anyone about this and you'll be in even more trouble, they wouldn't believe you anyway.' Tyler drove away angrily.

Kiran was in trouble. What seemed like a good idea at first had spiralled out of control, and he didn't know what he was going to do about it. He felt alone, helpless and frightened. He didn't care about the money and some of the things he had bought with it. That didn't matter anymore. All he wanted was his old life back, where he didn't feel in danger and was just a normal teenager. He wished none of this had ever started.

Have you got any suggestions that would help Kiran?

Could he have done anything earlier in the story to have helped himself?

Healthy Me

Jerrie Cat PowerPoint Slide 1 - Ages 10-11 - Piece 3



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Healthy Me

Child Exploitation PowerPoint Slide 2 - Ages 10-11 - Piece 3



Advice for children who are being exploited:

There is a way out of the situation even if the people doing the exploiting say there isn't, or they try to frighten the child so that they don't tell. These people are very clever at making the child feel alone with no choice but to carry on. Don't believe them.

TELL SOMEONE. There are people who can help and protect you like:

The police

An adult family member you trust

A trusted adult at school

An advice phone number, or website where you can chat to someone

Charities or organisations that help children who are being exploited.

Find these by doing an internet search.



Healthy Me

PowerPoint Slide 3: My Jigsaw Journey - Ages 10-11 - Piece 3



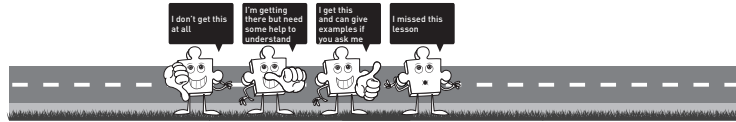
Puzzle 4 - Healthy Me (Pieces 1-3)

Ages 10-11

Name

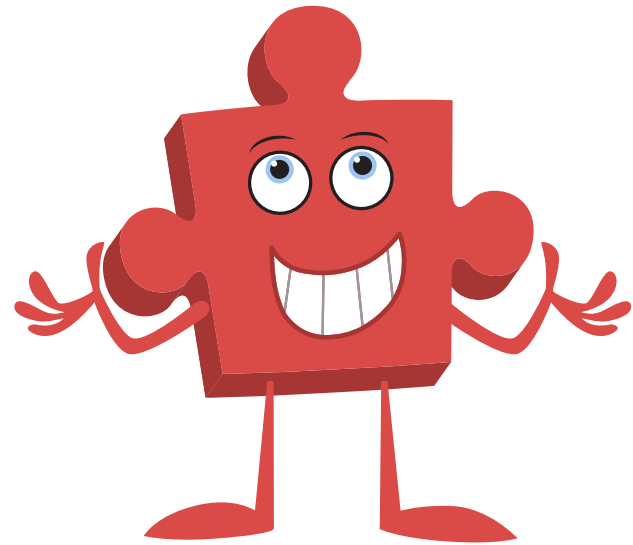
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					TINT BOX - To improve next time I...
Piece 1	I can take responsibility for my health and make choices that benefit my health and well-being				
	I am motivated to care for my physical and emotional health.				
Piece 2	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart				
	I am motivated to find ways to be happy and cope with life's situations without using drugs.				
Piece 3	I understand that some people can be exploited and made to do things that are against the law				
	I can suggest ways that someone who is being exploited can help themselves				



Puzzle 4: Healthy Me - Ages 10-11 - Piece 4

Gangs	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to...</p> <p>know why some people join gangs and the risks this involves</p> <p>know some strategies I could use to avoid being pressurised</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>Gang images</p> <p>PowerPoint</p> <p>'Gangs are...' game cards</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Gang</p> <p>Pressure</p> <p>Strategies</p> <p>Reputation</p> <p>Anti-social behaviour</p> <p>Crime</p> <p>Illegal</p>
<p>Teaching and Learning Notes</p> <p>Be aware that this Piece (lesson) might be difficult for some children who may have experienced gang activity within their family or community.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play 'Help me please' as in the last Piece (lesson)</p> <p>Ideally, everyone sits in a circle (the game can also be played with children in their places but a circle is more effective). The teacher says to the child closest to them on the right, 'Help me please'. The child replies 'What's the matter?' The teacher makes up a situation: e.g. needing help with school work, needing help to reach something high, getting stuck in the mud. The child replies 'Who do you want to help?' The teacher then nominates one of the other children who would be good at helping with that situation, saying why they chose that person. The child who was chosen then asks 'Help me please' to the child on their right, and the game continues. Try to involve the children who didn't get a turn last time and encourage them to choose individuals because of their skills rather than their friends. If there are still children who have not had a go, explain there will be another opportunity to play the game later in this Puzzle (unit).</p> <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>What skills do we have in this class that can help others?</p> <p>Are you feeling calm, focussed and ready to learn?</p>



Open my mind


Slides 1-3: Show the children the PowerPoint pictures of three different gangs. Ask the children to discuss in pairs which picture or pictures they think best represent a gang.

Discuss their ideas and explain that the word gang can have different meanings. In some circumstances, gang can be used to describe a group of friends who just hang out together and have fun and are harmless. However, mostly gang is used to describe groups of people who do illegal things, like Tyler's gang from the last Piece (lesson), or who are involved in anti-social behaviour.

Ask the children to give some examples of anti-social / illegal behaviour that a gang might be involved with. Explain that drug and alcohol misuse make gangs riskier to belong to. Can the children think of reasons why that might be?

Also use this opportunity to discuss stereotypes. When we think of the word gang what sort of pictures immediately come into our heads? Do we think that gangs always look and act like this?

Conclude by asking if there are different types of gang how can we know which are safe to belong to and which ones aren't? (e.g. we know the people in the gang are safe and responsible people to be with, we can listen to our own thoughts and feelings about whether it feels right, we know the sort of activities the gang does when they get together, we know the reputation of the gang, etc).

Pause Point: Slide 4:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause for 30 seconds. What are their thoughts and feelings right now? They can keep these ideas private and they are not going to be asked to share.

Tell me or show me/Let me learn

Divide the class into groups. Show the children how to play the 'Gangs are...' game. Explain there are no right or wrong answers but the idea of the game is for the children to match up the people on the cards with a reason for being part of a gang. Then every group will share how they have matched their cards, and the reasons why they matched the cards the way they did.

In the discussion following the activity draw out the similarities and differences between the way the groups have matched the cards. Teachers may find the children have stereotyped, so make the point that all sorts of people join gangs and the cards could have been sorted in many different ways. However, we do know that some people choose to join a gang, for the reasons below. Use the statements on the cards to exemplify these reasons during the discussion.

- Peer-pressure
- Financial pressures
- Protection (or fear if they don't join, they will be harmed)
- Boredom
- Searching for excitement
- Status and the need to have power
- Family problems (looking for a group where they feel they belong)

Use the prompt questions below:

- Which of the gangs in the game are unsafe or risky?
- Are these good enough reasons for becoming a gang member, especially when a gang is dangerous/ risky to belong to?
- Do the risks and dangers make joining a gang a poor choice?
- Are there alternative things a person could do that would give them the same needs, but in a different way? (e.g. join a club or society, take up a sport and go to club, find a new interest, talk about the way they are feeling with a person they trust, etc).
- What advice would you give to someone who was thinking of joining a dangerous gang, or who is already in a gang that is dangerous to belong to?
- How can a person deal with pressure?

Summarise by explaining that we know the word gang can be used in different ways to describe different groups of people. If someone is tempted to join a gang, they need to be sure that the gang is safe, harmless, responsible, and is not involved in anti-social or criminal behaviour, before they do so. If people are in a gang and want to get out, there are always things they can do to help themselves if they no longer want to be involved.

Give the children local and national helpline details.

Help me reflect

Slide 5: Share the learning intentions from this Piece (lesson) and ask the children to reflect on their learning and record this on the My Jigsaw Journey template.

Notes

Healthy Me

Calm Me Script - Ages 10-11 - Piece 4

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

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

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

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

Breathing like this we feel calm and gentle...

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

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

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

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

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

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

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

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

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



Healthy Me Gang Pictures PowerPoint Slides 1-3 - Ages 10-11 - Piece 4

Jigsaw



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Healthy Me

'Gangs are...' Game Cards - Ages 10-11 - Piece 4

Marlon is 18. He lives in a city where there are lots of rival gangs.

Gangs are cool and give me street-cred. No one disrespects me because I'm part of the gang. If they did, my gang would cause trouble for them. I used to get bullied but not now.

Reeta is 15. Her parents are both doctors and she goes to a private school.

Gangs are terrifying. I've joined a gang and I wish I hadn't. Some of them carry knives and take drugs. They have threatened me because I want to leave.

Rahul is 14 and he has come to live in this country with his family.

Gangs are fun. My friends just hang out and play videogames together. We can even be a gang online when we play as a team.

Suzi is 17. She is homeless and lives on the streets.

Gangs are exciting. My gang hangs out on the street and we are always on the look-out for trouble. We get drunk and like making trouble for other people.

Healthy Me

'Gangs are...' Game Cards - Ages 10-11 - Piece 4

Mario is 13. His dad is out of work.

Gangs are good for money. We earn it by doing illegal things like stealing and selling drugs. It's dangerous work but if I get more involved, I can earn more, and be a more powerful gang member.

Maisy is 15. Her parents have just separated and she is upset about it.

Gangs are a way of life. All my brothers and sisters are in the local gang. So are all their friends. I'll be expected to join the gang at some point to show my respect.

Jacen is 16. He doesn't enjoy school and finds all the subjects boring.

Gangs are a way of belonging. When I'm part of the gang it gives me an identity.

Healthy Me

Jerrie Cat PowerPoint Slide 4 - Ages 10-11 - Piece 4






Healthy Me

PowerPoint Slide 5: My Jigsaw Journey - Ages 10-11 - Piece 4





My Jigsaw Journey



Jigsaw

Ages 10-11

Puzzle 4 - Healthy Me (Pieces 4-6)

Name:

					TINT BOX - To improve next time I...
Piece 4	I know why some people join gangs and the risks this involves				
	I can suggest strategies someone could use to avoid being pressurised				
Piece 5	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness				
	I know how to help myself feel emotionally healthy and can recognise when I need help with this				
Piece 6	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse				
	I can use different strategies to manage stress and pressure				

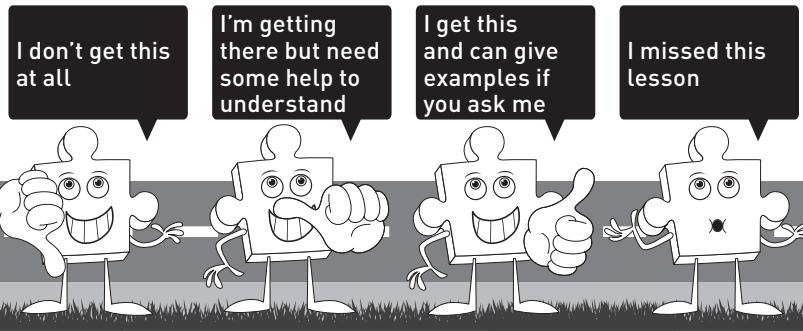


I don't get this at all. I'm getting there but need some help to understand. I get this and can give examples if you ask me. I missed this lesson.

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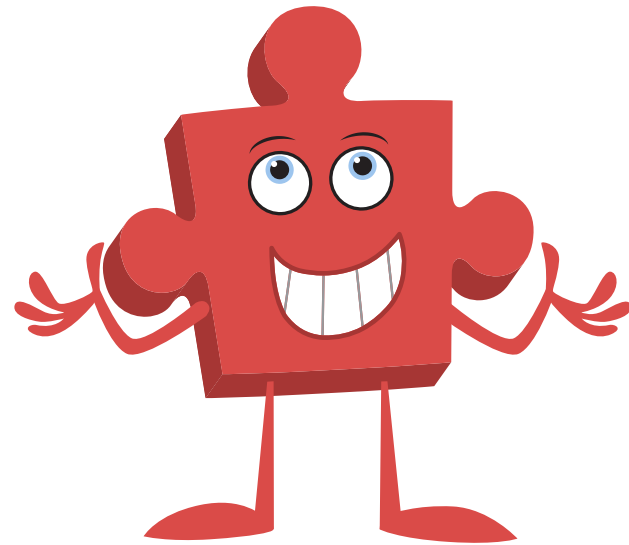
Name

					TINT BOX - To improve next time I...
Piece 4	I know why some people join gangs and the risks this involves			
	I can suggest strategies someone could use to avoid being pressurised				
Piece 5	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness			
	I know how to help myself feel emotionally healthy and can recognise when I need help with this				
Piece 6	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse			
	can use different strategies to manage stress and pressure				



Puzzle 4: Healthy Me - Ages 10-11 - Piece 5

Emotional and Mental Health	
<p>Puzzle 4 Outcome The Healthy, Happy Me Recipe Book</p>	<p>Please teach me to... understand what it means to be emotionally well and explore people's attitudes towards mental health/illness know how to help myself feel emotionally healthy and recognise when I need help with this</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jem Jigsaw Jerrie Cat Emotional well PowerPoint slide My emotional well template Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Mental health Emotional health Mental illness Symptoms</p>
<p>Teaching and Learning Notes Be aware of any children in your class who might be experiencing a mental illness first hand - either themselves or one of their family members. The Young Minds website offers information and support about numerous mental health issues that young people might experience: www.youngminds.org.uk The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play one of the Pass the... games e.g. Squeeze, Hand-Clap, Zoom/Eek. In a circle, ask the children to think of an emotion (happy, frustrated, excited, etc.). Pass Jigsaw Jem around as the talking object and each child says his/her word. The game is to try and ensure that a different word is used each time. If a child is stuck, they can ask for help from someone else. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open my mind In groups of 3 or 4, ask the children to discuss and note down how they feel and how they behave when they are having a good day. Then ask them to do the same for when they are having a bad day. Encourage them to find similarities and differences between the two sets of descriptions. Take feedback from the groups and explore how everyone can feel different depending on the day and the situation, etc.</p>	<p>Ask me this...</p> <p>How many emotion words can you think of?</p> <p>Is your mind feeling calm and ready for learning?)</p> <p>How would other people know you were having a good or a bad day?</p>



Tell me or show me

Slide 1: Ask the children if they have heard the term 'mental health' or 'emotional health' and what it means. Say that these terms help explain how we feel. Sometimes, our emotional health suffers in the same way as our physical health suffers: we can get physical illnesses colds, 'flu, and chicken pox; and we can also get emotional or mental illnesses like depression, anxiety and eating disorders.

Explain that mental illnesses are just as common as physical illnesses and if people are diagnosed with a mental illness it is not something to be ashamed or afraid of. It also very cruel to make fun of somebody with a mental illness, and this should never happen as it can make the person's illness worse.

Ask the children if they can think of any other mental illnesses and what they know about them. Take feedback from them and challenge any misconceptions.

Show the children the slide of the 'emotional well' and talk it through with them. The following suggested script may be helpful:

'We can imagine our emotional health as if it's a well. If we fill our wells with positive feelings then our emotional health is good, and we feel emotionally fit and healthy.

Common negative feelings like sadness, anger, stress, pressure, fear and worry can start to empty our wells, and we can imagine these making holes in the well, so all the positive feelings start to drain away. If a person's well gets very low that's when a mental illness might develop.

There are lots of things we can do to keep filling our wells with all the positive feelings and to repair the 'leaks' when they happen.' So, for example, if a person is feeling stressed, they could talk to someone about how they are feeling and that might help plug the gap and stop that negative feeling from doing any more damage.'

After you have explained and clarified the PowerPoint slide, ask the children for suggestions of things they could do to put as many positive feelings into their wells.

Then ask the children the sort of things they could do to repair their well, if some of the negative feelings start to cause damage.

Let me learn

Individually, children complete their own emotional well template. Ask the children to write on some positive feelings they could put in their well and an activity or something they can do to that makes that feeling happen. They can show these as arrows going into the top of the well.

On the sides of the well, the children write some negative emotions that could damage their wells and cause them to leak. Next to each negative emotion ask the children to write or draw an activity/ something they could do, or people they could go to for help, that repairs the leak and helps stop the negative emotion causing any more damage.

If appropriate to do so, share the children's wells – the emotions they have described, the ways to help themselves feel better and the people who can help. Debrief the children on this topic and tell them that if they would like to talk to you or another adult after the lesson, they are welcome to do so.

Help me reflect

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

What do you think of when you hear about mental illness?

What could you do if you heard someone use an unkind word or phrase about mental illness?

How can we help ourselves stay emotionally well?

How many 'emotion' words can you use in your well?

Who is on your list of people to ask for help when you need it?

How do you know if you need help?

Notes

Certificates

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

Healthy Me

Calm Me Script - Ages 10-11 - Piece 5

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

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

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

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

Breathing like this we feel calm and gentle...

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

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

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

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

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

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

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

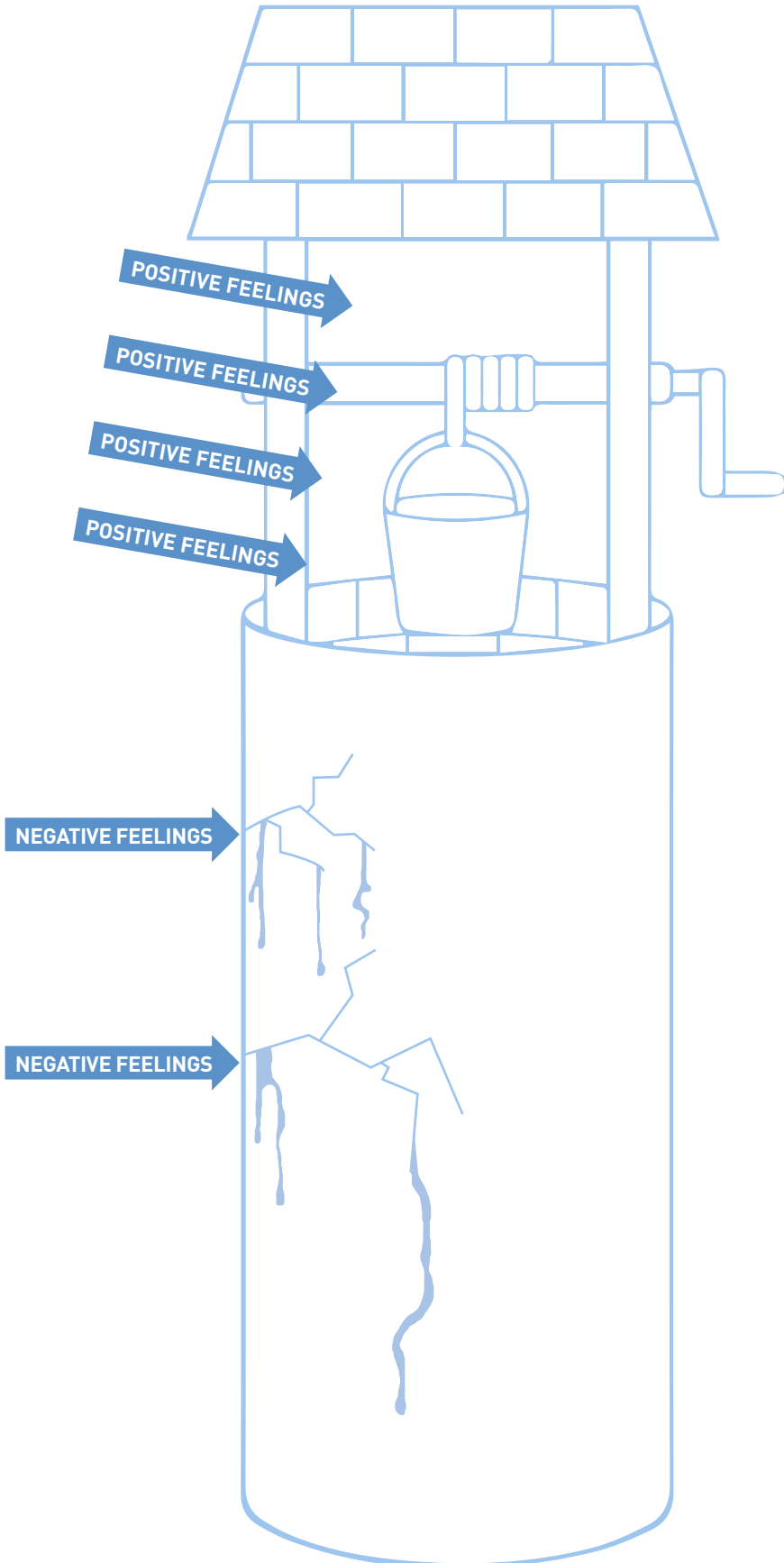
Breathing in and silently counting 1,2,3,4,5... breathing out, silently hearing the words "I appreciate my body."

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



Healthy Me

My Emotional Well Powerpoint Slide 1 - Ages 10-11 - Piece 5



Healthy Me

PowerPoint Slide 2: My Jigsaw Journey - Ages 10-11 - Piece 5

Ages 10-11

Puzzle 4 - Healthy Me (Pieces 4-6)

Name:

	TINT BOX - To improve next time I...				
Piece 4	<p>I know why some people join gangs and the risks this involves</p> <p>I can suggest strategies someone could use to avoid being pressurised</p>				
Piece 5	<p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I know how to help myself feel emotionally healthy and can recognise when I need help with this</p>				
Piece 6	<p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</p> <p>I can use different strategies to manage stress and pressure</p>				

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Puzzle 4: Healthy Me - Ages 10-11 - Piece 6

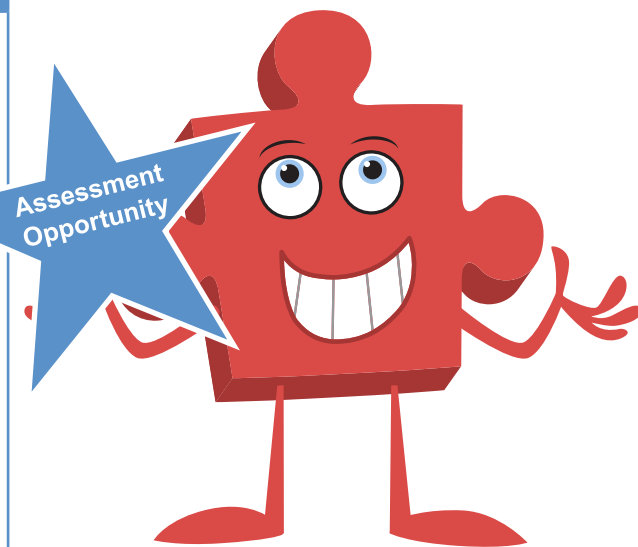
Managing Stress and Pressure

Puzzle 4 Outcome
The Healthy, Happy Me Recipe Book

Please teach me to...
 recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse
 use different strategies to manage stress and pressure

Resources
 Jigsaw Chime
 'Calm Me' script
 Jigsaw Jem
 Jigsaw Jerrie Cat
 PowerPoint slides of adults under stress
 Cube template (copied on to card)
 Glue
 Jigsaw Journals
 My Jigsaw Journey
 Certificates

Vocabulary
 Stress
 Triggers
 Strategies
 Managing stress
 Pressure



Teaching and Learning Notes
 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
 Play their favourite Connect Me game first.
 Play 'Help me please' as in Pieces (lessons) 3 and 4 but this time encourage the children to draw on their learning from previous lessons in this Puzzle (unit), for example needing help with a negative emotion, a social situation that they need help to resolve, suffering peer pressure, involved in a risky situation etc. **Stress these are not meant to be real situations and should be made up as part of the game.**

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 Charter.

Open my mind
 In pairs, ask the children to share something that make them feel stressed: ask them to think about what caused the stress and what the trigger for the stress was. Clarify that a trigger can be something very small or something big.
 Explain to the children that everyone usually feels stressed or under pressure at some time in their lives and remind them of the damaging effect of this on our 'emotional well'. If you feel comfortable, share with the children what makes you feel stressed or under pressure and why that is.

Ask me this...

What skills have you got to help someone else in trouble?

Does your mind feel calm and ready to learn?

What makes you stressed more than anything? Does it help if someone else can suggest a solution?

Tell me or show me

Slides 1-7: Show the PowerPoint slide show of the stressed adults and briefly ask what they think is causing the stress in the pictures. Explore with the children what they think adults do to help them cope with pressure and draw out from them that some adults smoke, drink alcohol and take drugs to help themselves feel better. Some also use food in this way, and some seek out risky situations. Some use exercise and hobbies like art, reading. Some meditate (like our Calm Me).

Explain that people who don't feel good about themselves (so have internal stress) also try to find ways to feel good about themselves and misusing substances like drugs and alcohol is often one of those ways. Remind the children that some people join gangs so they feel better about themselves or to help resolve a problem. Explain that it can be difficult for some people to realise that they are misusing substances because of stress and pressure because it can be a gradual change.

Discuss with the children that misusing alcohol (or indeed drugs or smoking), or joining a gang is not the cure - and they can actually make problems worse in the long term and cause a lot of permanent damage to that person's emotional well.

Let me learn

Explain to the children that there are lots of other ways to deal with stress and pressure that are better for your mind and body. Ask them to think of ways that they know can help reduce stress and pressure, like exercise, eating well, ensuring you have enough sleep and doing things that you enjoy, finding people who can help.

Split the children into either 'Physical' or 'Mental'. Those in the Physical group will be working on physical strategies to help all different types of people when they feel stressed or under pressure; those in the Mental group will be working on mental/emotional strategies to help all different types of people when they feel stressed or under pressure.

Each child will come up with six ways to help and they draw/write these on the cube template; they make up the cube and stick the sides together. These cubes can then be rolled like dice to help to find ways to help themselves if feeling stressed.

The cubes can be used as your class contribution to the End of Puzzle outcome for this Puzzle (unit) as agreed with your Jigsaw subject lead prior to starting this unit. (If creating a book, cubes can photo-copied flat before being made up).

During the activity teachers can remind the children about all the different things they have considered in this unit. The following prompt questions may be helpful to assess the children's understanding.

- How can drugs and alcohol impact on a person's life?
- How can a person who misuses drugs or alcohol cause hurt to another person?
- How do drugs and alcohol have an impact on a person's body and mind?
- Why do some people misuse drugs and alcohol?
- What ways can a person use to stay emotionally healthy without needing drugs or alcohol?
- How can a person recognise when a situation is becoming risky or dangerous? Could misusing alcohol or drugs affect their decision making?
- How do drugs and alcohol cause harm in the community/society?
- How can a person manage stress and pressure?
- How do you feel about drugs and alcohol?
- How do you feel about people who join a gang?
- What is using alcohol responsibly?

Help me reflect

Slide 8: 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.

How do other people try to manage stress?

Why might people who don't feel good about themselves misuse substances or join a gang?

Notes

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



Healthy Me

Calm Me Script - Ages 10-11 - 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.

In this Puzzle we are thinking about keeping ourselves healthy.

Keeping your eyes closed and staying gentle and relaxed, try to move your arms above your head as slowly as you can. Always being aware of how each arm feels... are they stretching easily? Is it hard to do this slowly? Is one arm more flexible than the other?

Take your arms over your head until you can clasp your hands together and keep stretching, higher. Where in your body can you feel the stretch?

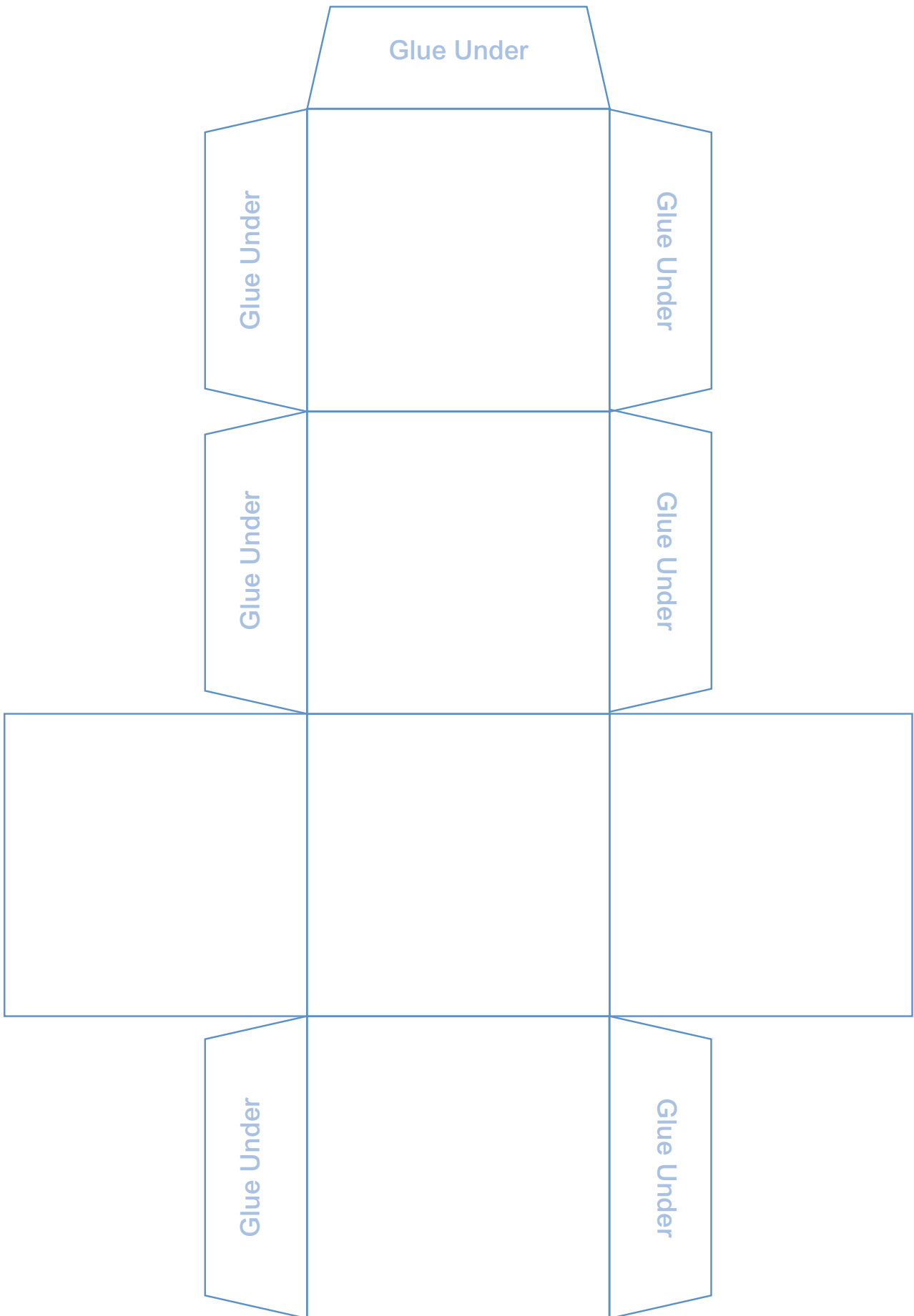
Now very slowly and gently lower your arms again trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5... breathing out, silently counting to 7 and hearing the words "I appreciate my body."

When you are ready, bring yourself slowly back into the room, being aware that you are here in this present moment. Open your eyes...



Healthy Me
Cube Template - Ages 10-11 - Piece 6





Healthy Me

Adults Under Stress PowerPoint Slides 1-3 - Ages 10-11 - Piece 6



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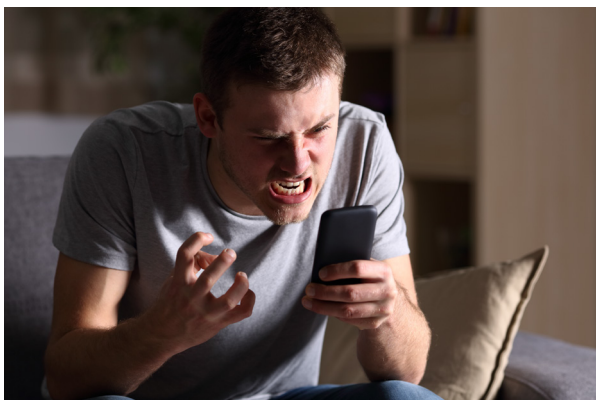


Healthy Me

Adults Under Stress PowerPoint Slides 4-6 - Ages 10-11 - Piece 6



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Adults Under Stress PowerPoint Slide 7 - Ages 10-11 - Piece 6



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Healthy Me

PowerPoint Slide 8: My Jigsaw Journey - Ages 10-11 - Piece 6

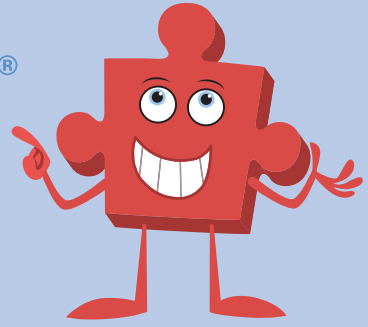
Ages 10-11

Puzzle 4 - Healthy Me (Pieces 4-6)

Name:

	Learning Objectives					TINT BOX - To improve next time I...
Piece 4	I know why some people join gangs and the risks this involves					
	I can suggest strategies someone could use to avoid being pressurised					
Piece 5	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness					
	I know how to help myself feel emotionally healthy and can recognise when I need help with this					
Piece 6	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse					
	I can use different strategies to manage stress and pressure					

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Healthy Me

Well done!



Please feel proud that you have learnt to:



.....

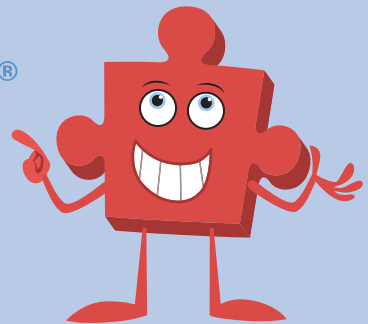
I am especially pleased that you:

.....

I am proud that I can:

.....

Signed:..... Date:.....



Healthy Me

Well done!



Please feel proud that you have learnt to:



.....

I am especially pleased that you:

.....

I am proud that I can:

.....

Signed:..... Date:.....

Exemplification for Ages 10-11 **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

Drugs and alcohol change the way a person thinks and can damage their liver.

I enjoy playing football in my school team and that helps keep my emotional well topped up.

Ages 10-11 expectation

WORKING AT

Some people choose to misuse alcohol and drugs because they are stressed. At first, they might not realise it as a problem but then they can get addicted. Drugs and alcohol can make some people anti-social and do things they wouldn't normally do, like stealing or fighting with someone. Some gangs use and sell drugs, and this causes others harm.

If I feel stressed, I find that doing activities to calm me down can help like Calm Me and breathing. I like painting and drawing and this takes my mind away from the thing that is making me feel stressed so I can come back to the problem later.

WORKING BEYOND

Some people use alcohol responsibly which means they keep within the safe drinking limits. It helps them relax and it is social and a treat. If people are responsible with alcohol there is less chance it will damage their body. Some people use alcohol anti-socially. Some teenage gangs enjoy drinking too much and then vandalise things because they are drunk. People who misuse alcohol all the time can cause their body and mind serious harm, and damage their liver, brain and heart. Some of these people are addicted and can't stop.

I am going to try and not drink alcohol when I am older because I have thought about the risks it can have for my health and my mental health. If I am stressed as an adult it would be better to talk about the problem rather than drink alcohol. Alcohol will not make the problem go away, and may give me an extra health problem on top of the one that is causing me stress.

