

Healthy Me - Year 5

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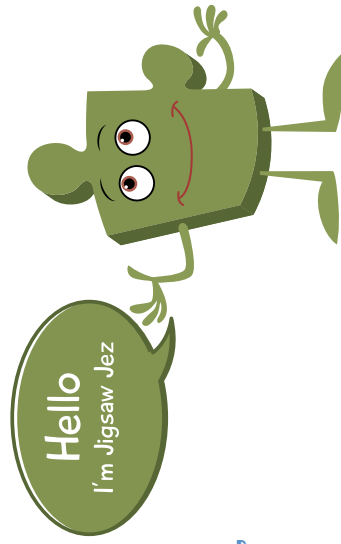
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Healthy Me

Puzzle Map - Year 5

Puzzle Outcome

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



Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Have made a healthy choice	1. Smoking	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Smoking quiz questions and answers, Small prize for winning quiz team, PowerPoint slide of Tobacco Industry's Poster Child from www.ash.org.uk/information/resources/visual-resources, Jigsaw Journals.
Have eaten a healthy, balanced diet	2. Alcohol	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure	Jigsaw Chime, 'Calm Me' script, Alcohol Grid template, BBC Learning Clip 10188 Alcohol - Madison's story, BBC Learning Clip 10186 Alcohol - Ben's story, PowerPoint slide: anti-social behaviour, Jigsaw Journals.
Have been physically active	3. Emergency Aid	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know how to keep myself calm in emergencies	Jigsaw Chime, 'Calm Me' script, Recovery position clip St John Ambulance website: www.sja.org.uk/sja/first-aid-advice/videos.aspx?m=ry347juq2g, Storyboard template, Emergency situation cards, Jigsaw Journals.
Have tried to keep themselves and others safe	4. Body Image	I understand how the media and celebrity culture promotes certain body types	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am	Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Body image, PowerPoint slide: Altered images, BBC School Radio clip on body image: www.bbc.co.uk/schoolradio/subjects/pshecitizenship/psheclips/diversity/body_image, YouTube clip Fotoshop by Adobe www.youtube.com/watch?v=S_vUUYOmJM, Jigsaw Journals.
Know how to be a good friend and enjoy healthy friendships	5. My Relationship with Food Assessment Opportunity ★	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	I respect and value my body	Jigsaw Chime, 'Calm Me' script, 'Food is...' sorting cards, Recipe cards, A5 white card, Jigsaw Journals.
Know how to keep calm and deal with difficult situations	6. Healthy Me	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I am motivated to keep myself healthy and happy	Jigsaw Chime, 'Calm Me' script, Sort the Sentence template, Jigsaw Song sheet: 'Keep Fit, Keep Healthy' Jigsaw Journals.



Assembly (Collective Worship) to launch Puzzle: Healthy Me

Puzzle Assembly/Collective Worship Title: Healthy Me - Song: Keep fit, keep healthy

Stimulus (focus for reflection) Some music to be played as everyone arrives in to the hall, suggestion 'Feeling Good' by Nina Simone.

Calm me: You may want to keep the atmosphere quite buoyant until the reflection at the end so leave the calming until then.

Help me think about: PowerPoint slide show of exercise and activities to be healthy and healthy foods interspersed. Teachers can add more. Also need a picture of a car and activities e.g. riding a bike/playing computer games. Ask the pupils if they can predict what the new Jigsaw Puzzle is about - Healthy Me.

Resources: Picture of a car on the PowerPoint slide, bag with items of food, some healthy, some not, e.g. sweets/apple and pictures on the PowerPoint of activities some healthy some not e.g. riding a bike/playing computer games.

Picture cards: banana/chocolate bar/fizzy drink/lettuce/running/milk/cricket bat.

2 tables with a sign one saying More Often and the other saying Less Often.

Minute timer on board.

Puzzle Assembly Plan: Show the picture of the car. Ask the pupils: What does it need to work properly? After they answer (petrol, etc.), ask: What would happen if I poured a fizzy drink in the tank? What would happen if I left the car in the garage for a really long time and never took it out? Get some responses.

Explain that our bodies are the same as the car - we need the right type of fuel/food and the right type of activity to work properly. We are now going to play a game. In this bag I have pictures of food and activities. I am going to try and describe what I can see, e.g. this is a food that is very healthy for us, it is yellow and you peel it. What is it? (Banana.) The child who get the right answer then decides if the picture should go on the More Often or Less Often table to make you as healthy as possible.

After this game, have a look at the tables, and point out that the Less Often table is by no means a NEVER table and certainly not a LOTS table, but those things are fine sometimes. For the next minute, talk about the More Often table, and ask the children how often *they* eat these foods or do these things. Now, explain to the children that, for the final minute of assembly they are going to think (without talking) about why it is important to make healthier food and activity choices. After the minute is up, ask for a couple of responses from the children.

Help me reflect (time for reflection): Invite the children and adults present to take time to reflect on, or maybe they would like to take time to pray, "talking to their god if that is meaningful to them"

Invite children to use their 4/6 breathing technique to take deep breaths in and out and to reflect on a change they could make to ensure that they are as healthy as possible.

Closing the assembly: The children leave the hall in a manner reflecting school procedures and routines.

Healthy Me

Assembly (PowerPoint Slides) - Year 5

















Keep Fit, Keep Healthy

Time for a treat,
Watch what you eat !
Biscuits and sweets will make your teeth bad.
Toffees and cake
Make your teeth ache,
Keep yourself fit - you'll be glad.

Time for a drink,
First stop and think !
Fizzy and sweet will make your teeth bad.
Water is best,
Above all the rest,
Keep yourself fit - you'll be glad.

Walking to school,
That is the rule,
Activity helps you to keep healthy.
If you exercise
It'll be no surprise
You'll be **SUPER FIT** - wait and see !



Keep Fit, Keep Healthy

Children
clap

Con moto

Time for a treat,

5 watch what you eat!— Bis-cuits and sweets will make your teeth bad. Tof-ees and cake

9 make your teeth ache, Keep your-self fit,—you'll be glad.

13 Time for a drink,— first stop and think!— Fiz-zy and sweet will make your



teeth bad. Wat-er is best, a - bove all the rest, Keep your-self fit, you'll be glad.

22 Walk-ing to school, that is the rule, Ac-

26 ti - vi - ty helps you to keep health - y. If you ex - er - cise it'll be no sup rise, you'll

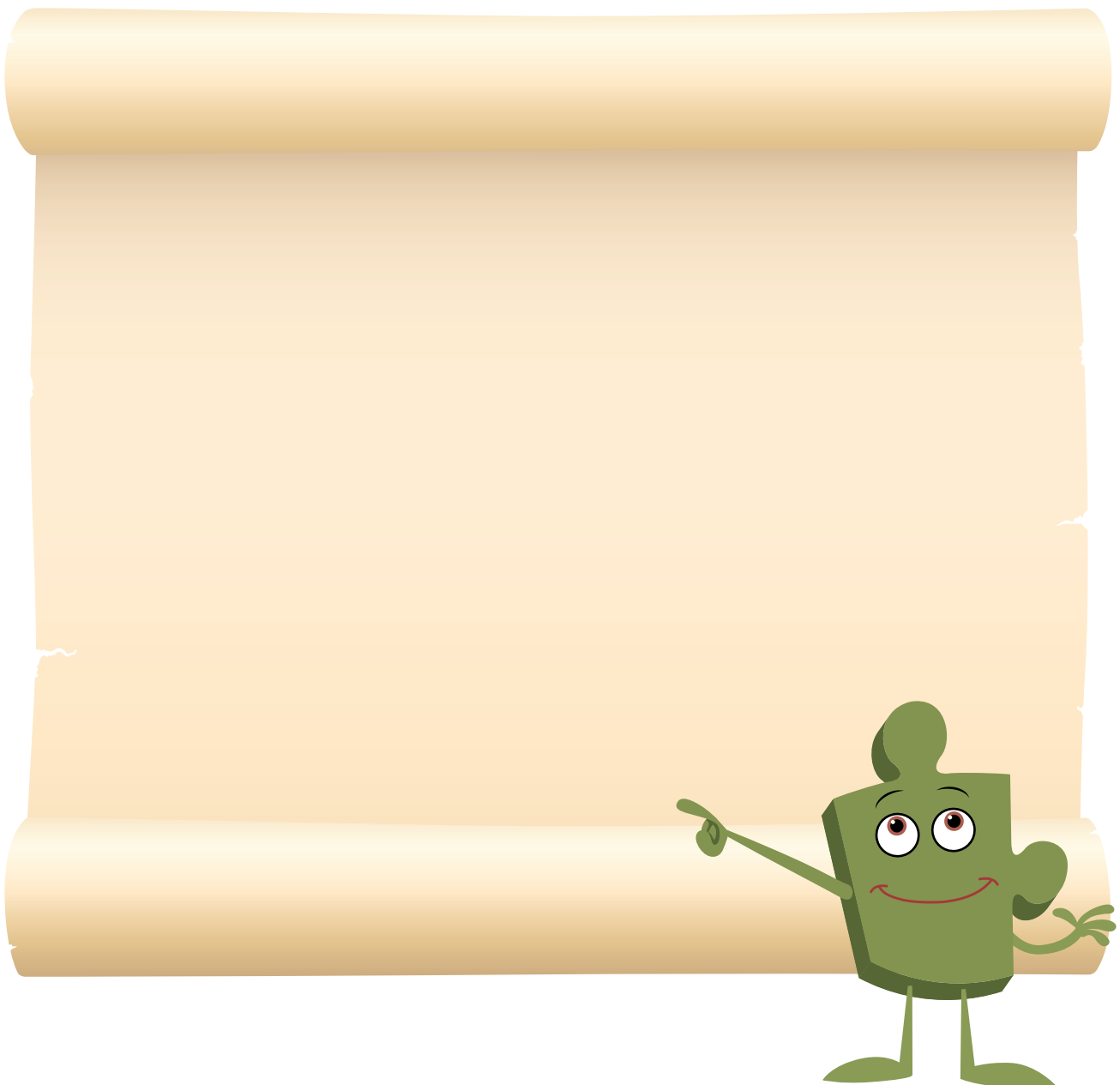
30 be sup-er fit, wait and see!



Weekly Celebration 1

This week we are celebrating people in our school who:

Have made a healthy choice

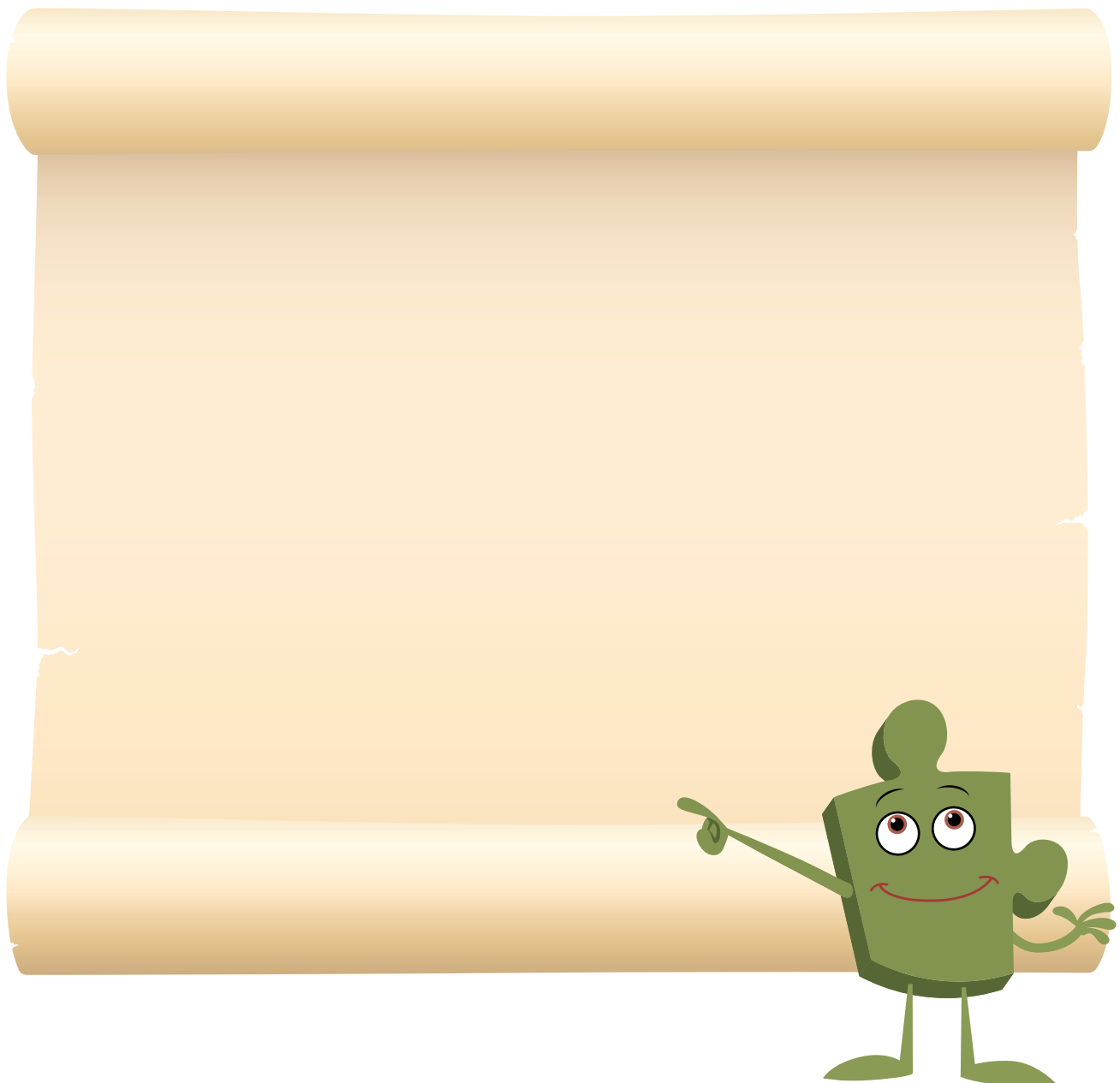




Weekly Celebration 2

This week we are celebrating people in our school who:

Have eaten a healthy, balanced diet

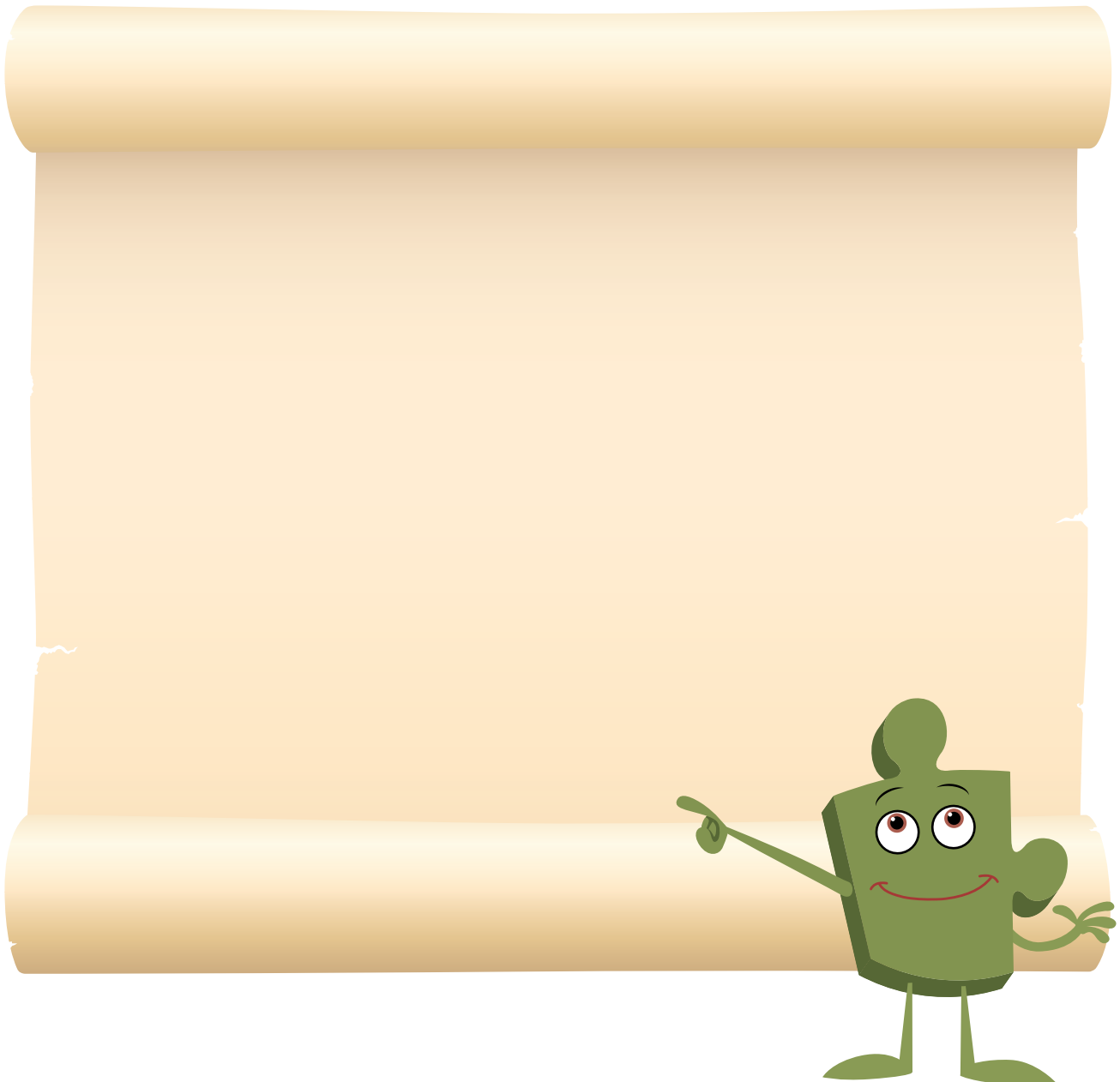




Weekly Celebration 3

This week we are celebrating people in our school who:

Have been physically active





Weekly Celebration 4

This week we are celebrating people in our school who:

Have tried to keep themselves and others safe

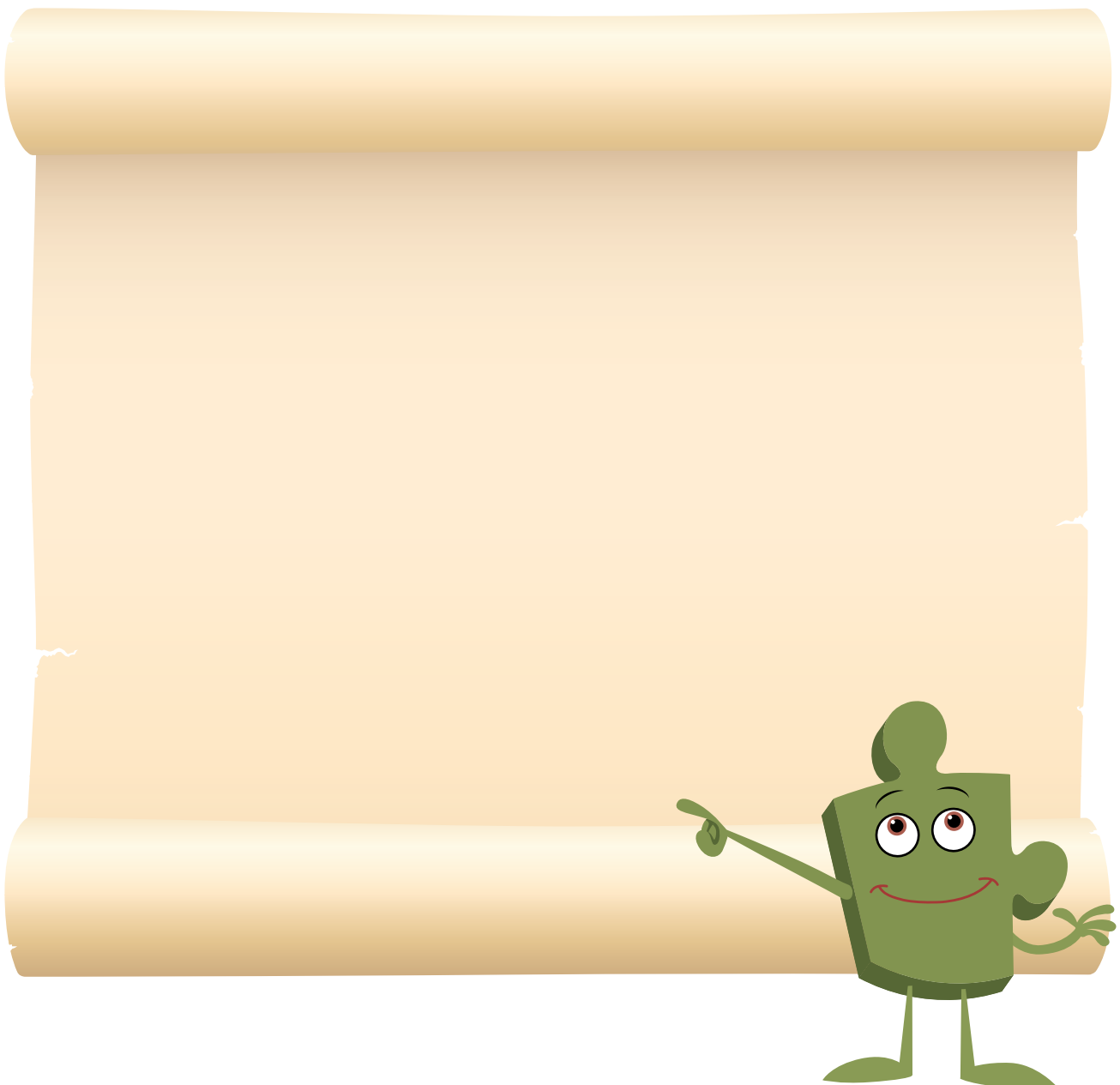




Weekly Celebration 5

This week we are celebrating people in our school who:

Know how to be a good friend and
enjoy healthy friendships

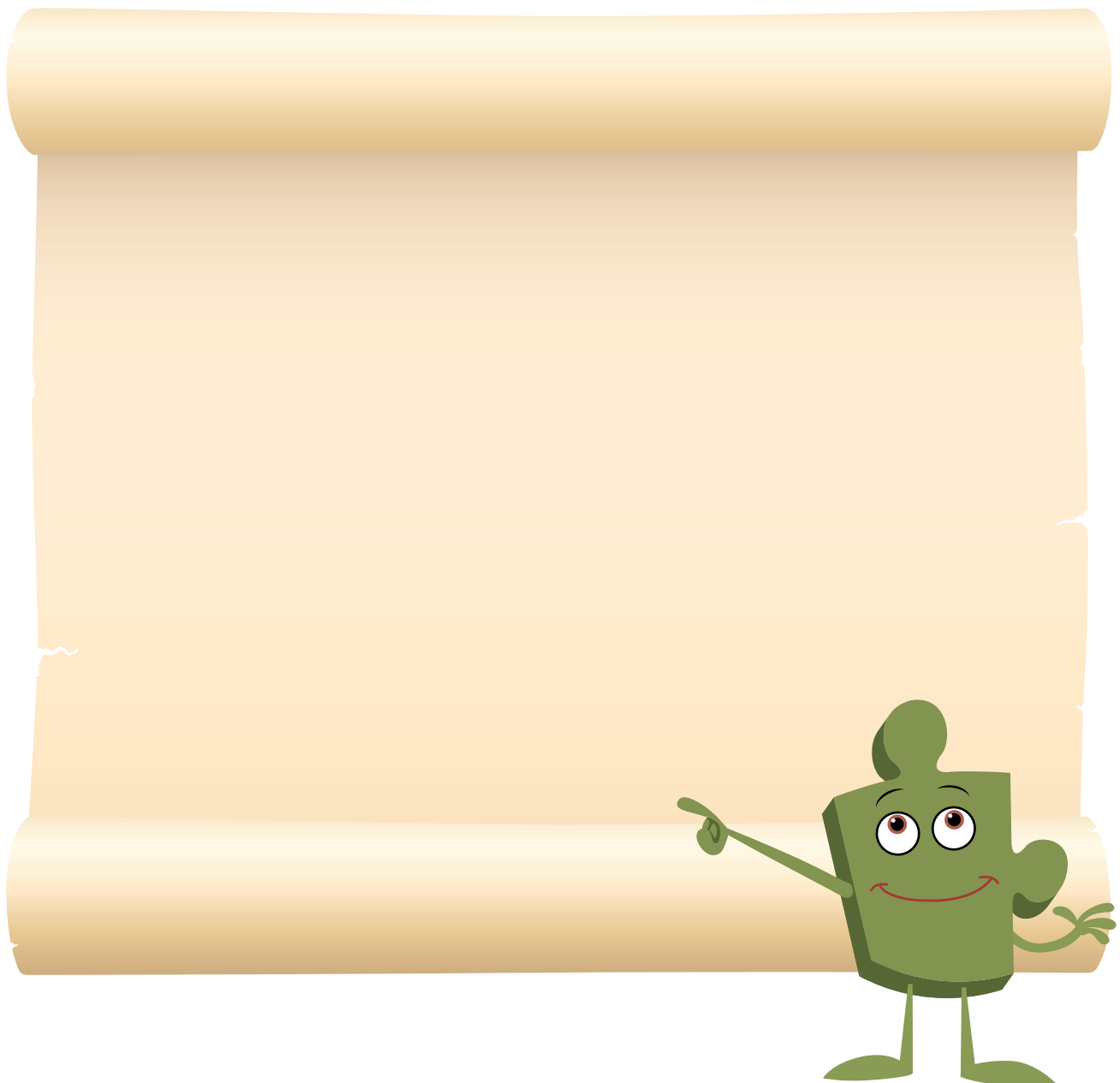




Weekly Celebration 6

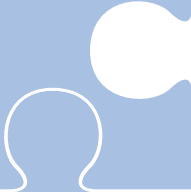
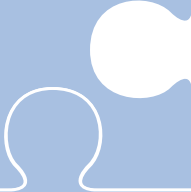




This week we are celebrating people in our school who:

Know how to keep calm and deal with
difficult situations



Healthy Me

Puzzle Overview - Year 5

Puzzle 4 Healthy Me	Puzzle Outcome	Resources
Pieces		
1. Smoking 	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Smoking quiz questions and answers, Small prize for winning quiz team, PowerPoint slide of Tobacco Industry's Poster Child from www.ash.org.uk/information/resources/visual-resources, Jigsaw Journals.</p>
2. Alcohol 	<p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p>	<p>Jigsaw Chime, 'Calm Me' script, Alcohol Grid template, BBC Learning Clip 10188 Alcohol - Madison's story, BBC Learning Clip 10186 Alcohol - Ben's story, PowerPoint slide: anti-social behaviour, Jigsaw Journals.</p>
3. Emergency Aid 	<p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I know how to keep myself calm in emergencies</p>	<p>Jigsaw Chime, 'Calm Me' script, Recovery position clip St John Ambulance website: www.sja.org.uk/sja/first-aid-advice/videos.aspx?m=ry347juq2g, Storyboard template, Emergency situation cards, Jigsaw Journals.</p>
4. Body Image 	<p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p>	<p>Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Body image, PowerPoint slide: Altered images, BBC School Radio clip on body image: www.bbc.co.uk/schoolradio/subjects/pshecitizenship/psheclips/diversity/body_image, YouTube clip Fotoshop by Adobe www.youtube.com/watch?v=S_vVUIYOMJM, Jigsaw Journals.</p>
5. My Relationship with Food Assessment Opportunity ★ 	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>Jigsaw Chime, 'Calm Me' script, 'Food is...' sorting cards, Recipe cards, A5 white card, Jigsaw Journals.</p>
6. Healthy Me 	<p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>I am motivated to keep myself healthy and happy</p>	<p>Jigsaw Chime, 'Calm Me' script, Sort the Sentence template, Jigsaw Song sheet: 'Keep Fit, Keep Healthy' Jigsaw Journals.</p>

Jigsaw Assessment - Year 5

My Learning Progress This Year

Note to teacher: Recording and tracking progress. A copy of this sheet will be needed as a record for each child (see next page for sheet without teacher note for photocopying). This 'My Learning Progress this year' sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). Each descriptor has two elements, the purple being PSHE - specific and the green having a social/emotional focus. After the assessment task in each Puzzle, the teacher, using a 'best fit' approach, highlights the appropriate descriptor box on each child's sheet and adds a comment in the box.

Child's name :		Class:			Teacher comments	
	Assessment Date	Working towards	Working at	Working beyond		
Puzzle 2 Celebrating Difference		I can give some examples of bullying behaviours including direct and indirect types I can tell you why bullying is hurtful and wrong	I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can consider a range of bullying behaviours and understand the impact these may have I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying		
Puzzle 3 Dreams and Goals		I can suggest examples of dreams and goals a young person might have in a culture different from mine and compare these with my own	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals I can evaluate the ways in which our opportunities and life chances are different		
Puzzle 4 Healthy Me		I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives I can tell you why my body is good the way it is	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop I respect and value my body and I understand the part this plays in maintaining my self confidence		
Puzzle 5 Relationships		I can tell you some basic rules about how to stay safe when using technology to communicate with my friends I can tell you some reasons why using technology to communicate could lead to harm for myself or others	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures		
Puzzle 6 Changing Me		I can identify some changes that happen to girls' and boys' bodies during puberty I know my body will change during puberty and I can tell you how I feel about that	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time I can consider how these changes will affect me and prepare myself for the feelings I may experience I can consider how these changes will affect me and prepare myself for the feelings I may experience		

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

Jigsaw Assessment – Year 5

My Learning Progress This Year

Child's name:			Class:	
Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 2 Celebrating Difference	I can give some examples of bullying behaviours including direct and indirect types I can tell you why bullying is hurtful and wrong	I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can consider a range of bullying behaviours and understand the impact these may have I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying	
Puzzle 3 Dreams and Goals	I can suggest examples of dreams and goals a young person might have in a culture different from mine and compare these with my own	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals I can evaluate the ways in which our opportunities and life chances are different	
Puzzle 4 Healthy Me	I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives I can tell you why my body is good the way it is	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop I respect and value my body and I understand the part this plays in maintaining my self confidence	
Puzzle 5 Relationships	I can tell you some basic rules about how to stay safe when using technology to communicate with my friends I can tell you some reasons why using technology to communicate could lead to harm for myself or others	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures	
Puzzle 6 Changing Me	I can identify some changes that happen to girls' and boys' bodies during puberty I know my body will change during puberty and I can tell you how I feel about that	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time I can consider how these changes will affect me and prepare myself for the feelings I may experience I can consider how these changes will affect me and prepare myself for the feelings I may experience	

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

Puzzle 4 Healthy Me - Year 5

My Jigsaw Learning Record

It is envisaged that, at the beginning of a Puzzle children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. (A photocopyable version is on the next page.)

They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the 'Me' box in the relevant Working at, Working towards or Working beyond descriptor box, depending on what he thinks he has achieved.

The teacher colours in the 'Teacher' box in the relevant descriptor and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree?

They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

Where am I with my learning?

Colour in the box to show where you think you are.

Does your teacher agree with you?

	Working towards		Working at		Working beyond	
How am I doing?	I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives		I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures		I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop	
	Me	Teacher	Me	Teacher	Me	Teacher
	I can tell you why my body is good the way it is		I respect and value my body		I respect and value my body and I understand the part this plays in maintaining my self confidence	
	Me	Teacher	Me	Teacher	Me	Teacher

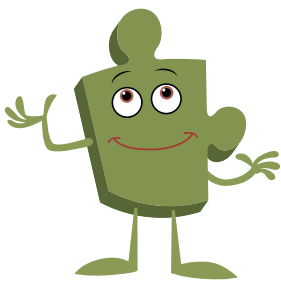
I think...	I enjoyed learning.....
	I could learn better if.....
	I still wonder about....
My teacher thinks...	I am impressed with.....
	Next time.....

Puzzle 4 Healthy Me - Year 5

My Jigsaw Learning Record

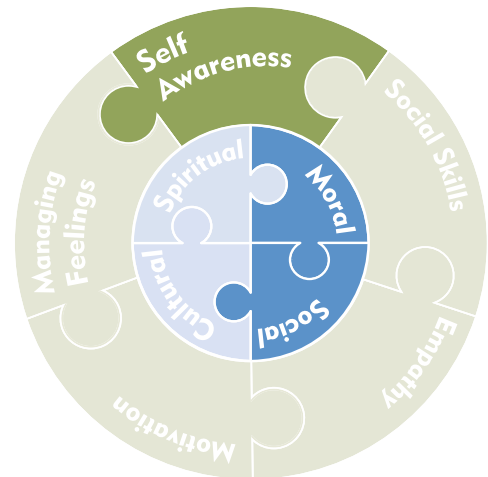
Where am I with my learning? Colour in the box to show where you think you are. Does your teacher agree with you?						
	Working towards		Working at		Working beyond	
How am I doing?	I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives		I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures		I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop	
	Me	Teacher	Me	Teacher	Me	Teacher
	I can tell you why my body is good the way it is		I respect and value my body		I respect and value my body and I understand the part this plays in maintaining my self confidence	
	Me	Teacher	Me	Teacher	Me	Teacher

I think...	I enjoyed learning.....
	I could learn better if.....
	I still wonder about....
My teacher thinks...	I am impressed with.....
	Next time.....



Puzzle 4: Healthy Me - Year 5 - Spring 2

Piece 1 - Smoking	
Puzzle 4 Outcome The Healthy, Happy Me Recipe Book	Please teach me to... <p>know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>make an informed decision about whether or not I choose to smoke and know how to resist pressure</p>
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jez Smoking quiz questions and answers Small prize for winning quiz team PowerPoint slide of Tobacco Industry's Poster Child from www.ash.org.uk/information/resources/visual-resources to download Jigsaw Journals	Vocabulary Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description). Connect us Still sitting in the circle, pass Jigsaw Jez around as the talking object. Children to say one thing that they value about their bodies, e.g. 'I'm glad that I can run really fast', or 'I value being able to do gymnastics', etc. Explain to the children that they must each say something different so they can understand how unique they are. Ensure the teacher is included in the round too. 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. Open my mind Ask the children to get into teams of 4 or 5. Explain that the class will be doing a quiz about smoking. Ask the children to name their team and to use a word or phrase that is related to smoking. Each team gets a set of quiz questions. As a team, they work together to figure out the correct answers. When all teams have finished, ensure the teams pass their answers to another team to mark. Teacher reveals the answers and teams add up the scores. The winning team gets a small prize. Ask the children if they found any of the questions difficult, easy or surprising and take feedback from each of the teams.	



Ask me this...

How do you show respect for your body?

Does your mind feel calm and ready to learn?

Tell me or show me

In the same teams, ask the children to come up with a list of ways that smoking affects the body. Take feedback from each team and create a class list. You could place the list items into categories, e.g. parts of the body.

Show the class the Tobacco Industry's Poster Child on PowerPoint slide, or print out an A3 copy. If possible, focus in on each of the areas of the body. Ask children if they would add any others, or mention other vital organs like the liver.

Let me learn

Ask each team to choose two areas of the body that smoking affects from the poster. Explain that each team will present their findings to the rest of the class: they can dramatise their findings, make up a song, tell a story, draw a cartoon, or write a short presentation using PowerPoint. The class will then take a vote to see which of the effects is worst.

They could create a class continuum, from least to worst effects. Then take a vote to see whether anyone in the class would like to take up smoking, given what they have learnt today. Ask the children for their reasons why/why not. Highlight that it is their choice but, now they have the facts, they are able to make an informed decision.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children write a sentence about what they feel about smoking, now that they have seen the facts.

What does your body look like, smell like and feel like if you smoke?

Do you think this is a good advert for smoking? If smokers saw this, would it make them give up smoking?

How can you best present what you know to the rest of the class?

Do you think it is better to know the facts before you make a decision?

Notes

Healthy Me

Calm Me Script - Year 5 - Piece 1

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

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

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.

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

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

Smoking Quiz Questions - Year 5 - Piece 1

Our Team Name:			
<i>Circle the answer you think is correct.</i>			
1	How many people die each year in the UK from smoking-related illnesses?		
	A. 120,000	B. 500,000	C. 30,000
2	How many children take up smoking every day in the UK?		
	A. 100	B. 450	C. 20
3	True or false: Low tar cigarettes don't cause that much health damage		
	A. True	B. False	
4	What makes smoking addictive?		
	A. Taste	B. Nicotine	C. Tar
			D. Wanting to look cool
5	Which of these chemicals does the average ashtray contain?		
	A. Arsenic	B. Nicotine	C. Ammonia
			D. All of these
6	Which group smokes more: boys or girls?		
	A. Girls	B. Boys	
7	How much will smoking 20 cigarettes per day for a year cost you?		
	A. £1070	B. £700	C. £500
			D. £2700
8	True or false: Smoking only damages your health if you have been smoking for years		
	A. True	B. False	
9	9. What percentage of the adult population smokes?		
	A. 40%	B. 25%	C. 60%
			D. 50%
10	If we all know the dangers of cigarette smoking, why do young people start to smoke?		
	A. Because their parents smoke	B. Because they think it will help them stay slim	C. Because their friends smoke
			D. Because they think they might try it and can easily give up when they want to

Healthy Me

Smoking Quiz Answers - Year 5 - Piece 1

1	How many people die each year in the UK from smoking-related illnesses?			
	A. 120,000	B. 500,000	C. 30,000	D. 3,000
2	How many children take up smoking every day in the UK?			
	A. 100	B. 450	C. 20	D. 1,000
3	True or false: Low tar cigarettes don't cause that much health damage			
	A. True		B. False. They have less tar, but they can still cause health damage, especially if people smoke a lot over a long period of time.	
4	What makes smoking addictive?			
	A. Taste	B. Nicotine. This is a powerful stimulant addictive drug. Smoking immediately affects the heart by speeding up the heart rate and increasing blood pressure	C. Tar	D. Wanting to look cool
5	Which of these chemicals does the average ashtray contain?			
	A. Arsenic	B. Nicotine	C. Ammonia	D. All of these. Tobacco contains over 4000 chemicals many of which are harmful
6	Which group smokes more: boys or girls?			
	A. Girls. It used to be boys, but now more girls smoke; why do you think this is?		B. Boys	
7	How much will smoking 20 cigarettes per day for a year cost you?			
	A. £1070	B. £700	C. £500	D. £2700
8	True or false: Smoking only damages your health if you have been smoking for years			
	A. True. Shortness of breath, more coughs and colds, etc. occurs in young smokers who have not been smoking for very long		B. False	
9	9. What percentage of the adult population smokes?			
	A. 40%	B. 25%. It may be good to emphasise that it seems that many people smoke, but actually only a quarter of the adult population now smokes. Discuss the smoking ban in public places and how there are very few places that you can now smoke.	C. 60%	D. 50%
10	If we all know the dangers of cigarette smoking, why do young people start to smoke?			
	A. Because their parents smoke	B. Because they think it will help them stay slim	C. Because their friends smoke	D. Because they think they might try it and can easily give up when they want to
There is obviously no correct answer for this. Pupils could either rank these or add some of their own answers or choose the answer that they think is most 'correct'.				



Piece 2 - Alcohol

Open my mind

In pairs, children use the Alcohol Grid and write in one piece of information that they know (in any of the columns). As a pair, join up with another pair that has a different piece of information and share each other's facts. Repeat this until the grid has been completed. Ask the children to feed back some of their ideas. Draw out details from them and clarify any learning for them.

Tell me or show me

Show the BBC Learning Clip 10188 Alcohol - Madison's story. Ask the children for the main points made in the clip. Then show them the BBC Learning Clip 10186 Alcohol - Ben's story. Again, ask the children for the main points made in the clip. Then, ask the children to think about the children in both clips and compare their experiences of alcohol: what are the similarities and what are differences? What else did the children notice?

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

Let me learn

Ask the children to return to their Alcohol Grid. If they hadn't completed it previously, they now have the opportunity to do so. Then, they can add their thoughts about misusing alcohol, any facts they know and any questions they have about alcohol around the grid; they can also draw pictures to express their views.

Ask the children to share their thoughts and to show the class their annotated/illustrated grids.

Finally, ask the children about whether they feel that they can make an informed decision about whether they will choose to drink alcohol, or not, when they are older.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children write one question to ask themselves in the future when they are considering drinking alcohol for the first time.

What do you already know about alcohol?

What do you think about these two children's stories?

How might people look if they have drunk too much alcohol?

What does it mean to 'misuse' alcohol?

What have you learnt about alcohol? Were you surprised about any of the facts?

What might you say if someone offered you alcohol now?

What helped you make an informed decision?

Notes

Be aware that this is a sensitive topic and that some children may have had negative experiences because of those around them misusing alcohol.

Healthy Me

Calm Me Script - Year 5 - Piece 2

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

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

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.

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

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

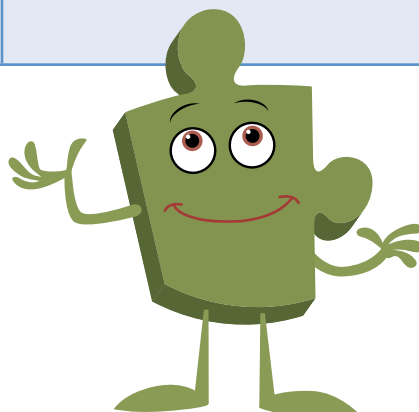
Then, as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.

Healthy Me

Alcohol Grid Template - Year 5 - Piece 2

What do you know about alcohol? Write your facts in the grid.

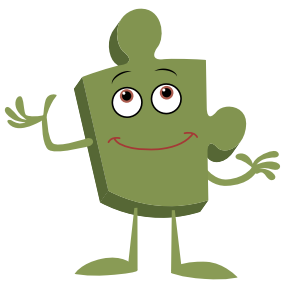
Effects of drinking alcohol on the body	Reasons why people drink alcohol	How alcohol can affect the way that people behave



Healthy Me

Anti-social Behaviour PowerPoint - Year 5 - Piece 2

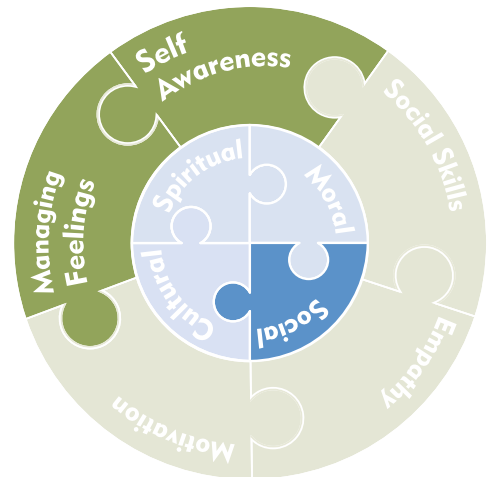
"Anti-social behaviour is any aggressive, intimidating or destructive activity that damages or destroys another person's quality of life"



Puzzle 4: Healthy Me - Year 5 - Spring 2

Piece 3 - Emergency Aid

Puzzle 4 Outcome The Healthy, Happy Me Recipe Book	Please teach me to... know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations know how to keep myself calm in emergencies
Resources Jigsaw Chime ‘Calm Me’ script Recovery position clip St John Ambulance website: www.sja.org.uk/sja/first-aid-advice/videos.aspx?m=ry347juq2g Storyboard template Emergency situation cards Jigsaw Journals	Vocabulary Emergency Procedure Recovery position Calm Level-headed



Teaching and Learning

The Jigsaw Charter

Share ‘The Jigsaw Charter’ with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us

Play ‘What happens if...?’

In pairs, children label themselves A or B. Tell the children that you will read out a series of statements: child A has to react in a calm way and child B has to react in a frenzied way. Give the children a couple of minutes in their pairs to practise how their faces and actions could look. Then, read out the following statements to which the children will react:

- Your favourite team has just won a really important match
- Your mum/dad has told you that you’re not allowed to go out to play with your friends because he/she needs you to help clean the house
- It’s your birthday and you’re just about to blow out the candles on your cake
- You have new shoes and they hurt your toes
- You have lost your house keys
- It’s the last day of term and you’re about to go on holiday
- In the playground, your friend is running fast, falls over and bangs their head
- You’re in town and someone collapses in front of you - they are not very well

Add some more of your own if necessary.

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.

Ask me this...

What does ‘calm’ look like?
 How can it help to be calm in certain situations?

Does your mind feel calm and ready to learn?

Open my mind

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

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

Tell me or show me

Show the children the recovery position clip on the St John Ambulance website (www.sja.org.uk/sja/first-aid-advice/videos.aspx?m=ry347juq2g). After watching it, ask the children to share anything that they remember from the clip. Refer back to what they said about the emergency situations in Open my mind and ask whether the recovery position was suitable for each of those. Draw out from the children that it is only in certain situations that you would use the recovery position.

In pairs, children resume their roles as A and B. Start with A collapsing and B having to react. Watch the clip again, stopping at appropriate points, for the children to copy what is going on. Then swap over to B collapsing and A reacting, again using the clip to help. Ask the children how they felt when doing this activity and which type of reaction (A or B) was the most helpful. If time, go over the recovery position technique again with everyone acting calmly.

Let me learn

Give each child a storyboard template and one of the emergency situation cards. Ask them to draw a sequence of events in the boxes, from the emergency itself to how they can help, to the situation resolving itself. Encourage the children to be detailed in their drawings and add any descriptions that they write to accompany the pictures. Once completed, children share their storyboards with the class. The storyboards could form part of a class display.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children write about an example of how they would help in an emergency situation by being calm.

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

What is similar/different about these emergency situations?

When might you use the recovery position?
Is it suitable in every emergency situation?

What skills are useful in an emergency situation?

How might you feel after being in an emergency situation?

Notes

Healthy Me

Calm Me Script - Year 5 - 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 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.

Practice 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

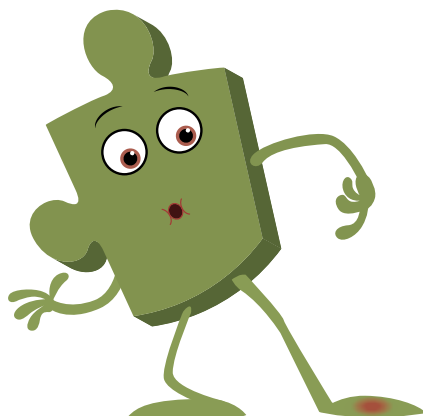
For the last few breaths of this 'Calm Me' time, let yourself accept your body just as it is and appreciate it and all it does for you.

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

Storyboard template - Year 5 - Piece 3



Healthy Me

Emergency situation Cards - Year 5 - Piece 3

You fall off your bike and graze your knees and elbows

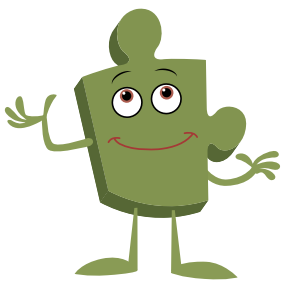
Your friend is climbing a tree and falls from quite a high branch

Your brother is skateboarding in the park, falls over and bangs his head on a brick wall

Your dad is cooking dinner and accidentally spills boiling water on his hand

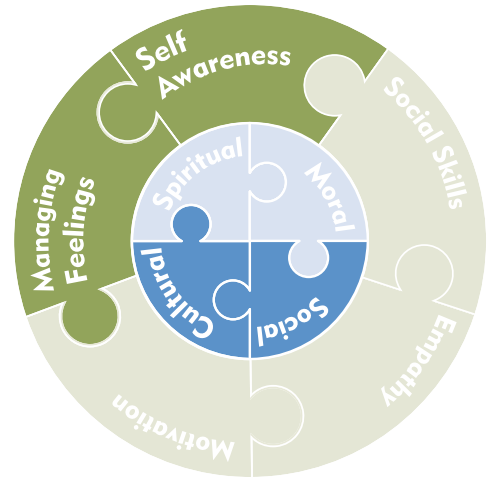
You run down the stairs and twist your ankle

Your Gran/Grandad is working in the garden and cuts their finger on a sharp blade



Puzzle 4: Healthy Me - Year 5 - Spring 2

Piece 4 - Body Image	
Puzzle 4 Outcome The Healthy, Happy Me Recipe Book	Please teach me to... understand how the media and celebrity culture promotes certain body types reflect on my own body image and know how important it is that this is positive and to accept and respect myself for who I am
Resources Jigsaw Chime 'Calm Me' script PowerPoint slides: Body image and Altered image BBC School Radio clip on body image: www.bbc.co.uk/schoolradio/subjects/pshecitizenship/psheclips/diversity/body_image YouTube clip Fotoshop by Adobe www.youtube.com/watch?v=S_vVUIYOmJM Jigsaw Journals	Vocabulary Body image Media Celebrity Altered Self-respect
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description). Connect us Play 'Rainforest'. Standing in a circle, explain to the children that they are going to follow your actions but only once the person before them has started the action. They have to watch very carefully to see when changes are made and only change their actions when the person before them has changed. Start by clicking your fingers (one hand only) and instruct the child on your left to copy. The child on his left then copies, and so on around the circle. Once the actions are about half way around the circle, add in clicks with your other hand and instruct the child on your left to do the same as above. Then continue in the same way with these actions: <ul style="list-style-type: none"> • Rub your hands together quickly • Clap your hands together quickly and softly, then a bit louder • Pat your knees with your hands quickly and softly, then a bit louder • Stamp your feet on the floor It should sound like the various noises in a rainforest. Then go back through the actions until you are clicking your fingers on one hand only. Slow this down until you stop completely. The child on your right should end up being the only one left clicking.	
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.	



Ask me this...

What skills do you need to play Rainforest?

Does your mind feel calm and ready to learn?

Open my mind

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

Listen to the BBC School Radio Programme on Body Image. Ask the children what they thought the main points were and to say whether they agree or disagree with the findings of the clip. Ask if they found it helpful or not.

Tell me or show me

Show the children the PowerPoint slides Altered images (Teachers to find - Google 'Altered Images') and ask them to guess whether it is a real or a fake picture (pictures of the storm, the dog, the beach and the crowd are real, pictures of the spider-lady, the woman-bird and the fist teeth are fake). Ask them how they know whether a picture is real or fake. Then ask them why people might change pictures in this way. Draw out from them a range of different answers, ensuring that the concept of wanting to change and improve the way something looks is mentioned.

Then, show the children the next set of PowerPoint slides of celebrities. (Teachers to find - Google 'Altered Images - Celebrities') Explain briefly that there are two pictures of celebrities on each slide: one is real and the other has been altered. Clarify the meaning of altered with the children. Then show the slides one by one, asking the children to decide which image has been altered. Each time, ask them what has been altered and why they think it was altered. Then ask the children if they know who altered the images and draw out from them that it is people working in the media (newspapers, magazines and the Internet) who make these changes. Ask the children how they might feel if all of their photos of themselves and their families and friends were altered by someone working for a magazine.

Finally, show the children the YouTube clip Fotoshop by Adobe www.youtube.com/watch?v=S_vVUIYOMJM. Take feedback from the children about what they thought of the clip and discuss the implications of this clip. Draw out from them how some parts of the media and beauty industries promote certain ways to look (body types, etc.) and ask them what they think about this.

Let me learn

Ask the children to think of someone who they admire. Examples could be a family member, a friend, a teacher, a member of their religious group, a sports person, an author, an artist, a person from history, etc. On a blank piece of paper, ask the children to draw and write everything that they admire about that person in as much details as they can. As a class, take feedback from the children about who they have chosen and why. Reinforce the points they raise about why they admire people: for their qualities and achievements, rather than for the way they look. Children might like to find a photo of their chosen person, if time.

Next, ask the children to turn their piece of paper over and to do the same exercise about themselves. Use the same structure as they did for the person they admire, using words and pictures. Assist any child who may find this activity challenging. Take feedback from the group and ensure that everyone is involved.

Finally, ask the children why you asked them to do that activity. Draw out from them that it helps to remind ourselves about the qualities and achievements in our lives so that we don't focus too heavily on the way we look. Reinforce that it is important to have a healthy sense of self-respect based on things other than the way we look, both now and throughout their lives.

Why do you think everyone looks different?

How can you tell if a picture is real or fake?
Why might some people want to change the way they look?

What do you notice about the altered pictures?

How might you feel if someone tried to change the way you look? Do you think it is right for someone else to do this?

Why do you admire some people and not others?


What similarities do you notice with all these people?

How easy/difficult did you find that activity?

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children write three of their own achievements or three of their qualities about which they are proud.

Notes

PowerPoint slides Altered images (Teachers to find - Google 'Altered Images')  Prepare
PowerPoint slides of celebrities. (Teachers to find - Google 'Altered Images - Celebrities')

Healthy Me

Calm Me Script - Year 5 - 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.

Practice 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

Body Image PowerPoint - Year 5 - Piece 4

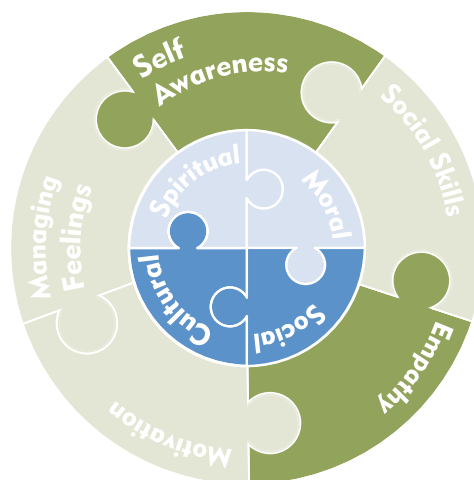
"Body Image is how people feel about the way they look and the way their body functions"



Puzzle 4: Healthy Me - Year 5 - Spring 2

Piece 5 - My Relationship with Food

Puzzle 4 Outcome The Healthy, Happy Me Recipe Book	Please teach me to... describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures respect and value my body
Resources Jigsaw Chime 'Calm Me' script 'Food is...' sorting cards Recipe cards A5 white card Jigsaw Journals	Vocabulary Body image Eating problem Respect Pressure



Teaching and Learning

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us

Play 'Switch'.

Sitting in a circle the teacher explains to children that when she calls out a statement that applies to them, they need to 'switch' places with someone else who to whom it also applies. The teacher may call out, "Switch places if you like jelly babies". All the children who like jelly babies switch places and notice who else likes jelly babies. Continue the game with a range of statements such as: Switch places if you like football, switch places if you like computer games, switch places if you have long hair, etc. Then, add in some other statements like, 'Switch places if you know someone who doesn't like the way they look', 'Switch places if only ever eat when you are hungry', etc. Ensure all children have opportunities to switch.

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.

Open my mind

In pairs, ask the children to play the 'Food is...' game. Once they have completed it, take feedback from the class and ask them the reasons behind their answers. Emphasise that there are no 'correct' answers, but that it is interesting to see how people answer differently even when they are given the same prompts.

Ask the children if any of the information on the cards surprised them, if they had ever come across these situations before, or if they had can relate to any of the situations. Explain that people have different 'relationships' with food: that food means something different to everyone and that they use food in different ways; go on to describe how some people have a difficult relationship with food and they can develop an eating problem or eating disorder. Reinforce that this is a rare problem and that most people have good relationships with food. (If appropriate, and the children are ready for the information, share with them the two main eating disorders - anorexia and bulimia - and the basic information about each. See Notes below.)

Ask me this...

Does your mind feel calm and ready to learn?

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

Tell me or show me

Explain to the children that they are going to be authors and illustrators for a book that everyone in the school is going to help produce. The book will be called 'The Healthy, Happy Me Recipe Book'. Each class will write a different chapter on all the ways we can keep ourselves healthy and happy. This class is in charge of the chapter on Healthy Body Image. This chapter will also include information and ideas on healthy relationships with food, which is what they have been looking at in the Piece. Show the children some ideas of recipe cards, which can be downloaded or picked up from a supermarket.

Let me learn

In groups of 3 or 4, ask children to write recipe cards for Healthy Body Image. Give each group a piece of white card. On one side of the card, the children need to draw a picture of the finished product - someone their age with healthy body image - and write on a title. They can annotate the drawing. On the other side, they write an ingredients list, a method, and some 'cooking' tips. Encourage them to be creative about what they include in the ingredients list and method. For example, some of the ingredients may be knowledge of the Eat Well Plate, 60 minutes of physical activity every day, an ability to spot whether a photo has been altered, skills like resilience and a good sense of humour. Equally, with the method, they might write something like, "Stir in the ability to spot whether a photo has been altered gradually then pour over the sense of humour." The 'cooking' tips might be: 'Ensure the self-respect isn't out of date or else the mixture won't rise'.

Ask each group to share their answers with the class. Draw out as many different ingredients and methods as possible so that the children appreciate that there are many different ways to enjoy healthy body image. You may like to laminate the cards before they are included in the school's Healthy, Happy Me Recipe Book. Thank the children for their contributions.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children write a sentence to describe how they can enjoy healthy body image.

What ideas should go into the chapter from our class?

What skills do you need to use for this task?

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

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

Notes

Assembling the Healthy, Happy Me Recipe Book

Children's work from the assessment lesson across the school can be collated and made into the school's Healthy, Happy Me Recipe Book. You might like to use the suggested front cover or design your own. Display the Recipe Book in a prominent place and dedicate an assembly to reading it so that all children can see their contributions.

Assessment

The teacher makes a 'best fit' assessment against the three levelled criteria on the Healthy Me Attainment Descriptor Grid, and highlights the appropriate box on the grid in the child's Jigsaw Journal. The teacher then adds a personalised comment about the child's progress during the Puzzle and completes the Healthy Me certificate for each child.

Children are invited to add their comments to the Attainment Descriptor Grid after seeing the teacher's assessment and to add their own comments to their certificates. The certificates can be presented in a circle time or in a year group assembly and it is important that these are valued by being stuck into the Jigsaw Journals.

The assessment descriptor and teachers notes could form the starting point when reporting to parents/carers.

Information on anorexia and bulimia:

Anorexia

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

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

Symptoms of anorexia include:

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

Bulimia

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

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

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

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

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

For more information, go to the Beat website: www.b-eat.co.uk.

Healthy Me

Calm Me Script - Year 5 - Piece 5

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.

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

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

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

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

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

Healthy Me

Food is Sorting Cards - Year 5 - Piece 5

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

Aaron, 12 years old

Food is...

Fuel. If I don't eat then I can't enjoy all the different activities that I do at school and outside school, like cricket, baseball and street dance.

Leah, 15 years old

Food is...

Scary. I haven't eaten much food for about a year and I have lost loads of weight. The thought of eating now makes me feel worried and sick. I don't want to put on weight as I'm worried that I am fat. I feel under so much pressure to do well at school as my parents expect me to be the best.

Kyla, 14 years old

Food is...

Too good to resist! I love eating and will eat anything. My favourite food is pizza, but I also love cake, roast dinners, bacon sandwiches... My mum is worried that I eat too much but I don't care. When I'm upset, I eat chocolate and biscuits as they make me feel better.

Will, 18 years old

Food is...

My passion. I love to experiment with lots of different types of foods. I don't often eat as I don't have time when I'm studying. Instead, I survive on energy drinks.

Nikki, 16 years old

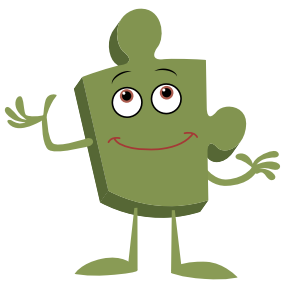
Food is...

A necessity. I am studying for some exams and need to make sure my brain has enough energy to get me through my exams. If I don't eat, I can't concentrate very well.

Imran, 13 years old

Food is...

Hell. I love to eat but I don't want to. My family and friends call me 'Fatty' and lots of other names about the way I look. I know I'm a bit overweight but it's because I like eating. Sometimes, I make myself sick after I've eaten as I feel so bad about myself.



Puzzle 4: Healthy Me - Year 5 - Spring 2

Piece 6 - Healthy Me

Puzzle 4 Outcome The Healthy, Happy Me Recipe Book	Please teach me to... know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy be motivated to keep myself healthy and happy	
Resources Jigsaw Chime 'Calm Me' script Sort the Sentence template Jigsaw songsheet: 'Keep fit, keep healthy' Jigsaw Journals	Vocabulary Choices Healthy lifestyle Motivation	
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description). Connect us Play 'Sort the Sentence'. Print sentences from the template (or use your own) on different coloured card and cut them out into individual words. Hand out the individual words randomly; ask the children to find the other members of their group and sort the cards into a coherent sentence. You will need to gauge how many sentences to use depending on the size of your class. When all sentences have been sorted successfully, ask the groups to discuss the meaning of their sentence and whether they think people find it easy to follow this advice. Ask them why people might find it difficult to always be healthy. Draw out from them that people make choices about their health behaviour: some people choose not to follow advice about good health and instead choose less healthy behaviour. 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. Open my mind Sing the Jigsaw Song: 'Keep fit, keep healthy'. Draw out the key messages of the song and ask the children to think of some more messages that they would like to add. Feedback to the class and ask the children to put the messages into categories, for example: healthy body, healthy mind; eating and being active, etc. Encourage them to think beyond the basic messages and think of the wider healthier lifestyle messages and ask them which messages they might choose as part of their lifestyle.		Ask me this... What do you think this sentence means? Do you think people find it easy to follow those instructions? Why might some people choose not to be healthy? Does your mind feel calm and ready to learn? Is being healthy only about eating well and being active?

<p>Tell me or show me</p> <p>Explain to the children that there are many elements to enjoying a healthy lifestyle; many people know these elements but choose not to do them. Ask the children why they think that is. Take their feedback and emphasise that it is often because people aren't motivated. Next, ask the children to think of something that they love doing, e.g. a hobby. Ask if they always feel like doing it or if sometimes they don't feel like it: do they give up or do they find ways to carry on? If someone is motivated, they usually find a way to carry on.</p> <p>Split the group into pairs and ask them to come up with three ways to help someone who knows that a healthy lifestyle is important but isn't motivated: what could the children suggest to help them? After a few minutes, ask the children to talk to someone else (not their pair or best friend) and tell them about their ideas for motivating people. In their new pairs, children decide on their best idea and feed back to the class. Encourage the children to challenge the ideas and say if they think they will work or not. Ask them if there are ideas that are more suited to some healthy lifestyle elements more than others. Discuss how they could use each others' tips for themselves.</p>	<p>How do you stay motivated?</p> <p>Why is it important to keep motivated about having a healthy lifestyle?</p> <p>Would you find this advice helpful? Why/why not?</p> <p>What advice will you use for yourself?</p>
<p>Let me learn</p> <p>Start a new list on the board of some of the elements, which might include:</p> <ul style="list-style-type: none"> • Eating a balanced diet • Getting enough sleep • Being active for at least 60 minutes every day • Keeping clean • Not being ill • Doing things that make you feel happier • Relaxing • Having a healthy body image • Choosing not to smoke • Choosing to enjoy alcohol responsibly or not at all <p>Ensure that the children come up with as many elements as possible. Once the class is happy that the list is complete, assign one element to a group of about three children (group size will depend on how many children are in the class and how many elements have been listed).</p> <p>Explain to the children that they are going to have a class debate. This debate will be different to normal debates that have only two opposing arguments, as their class debate will have many different arguments. The aim of the debate is for different groups of children to present why their particular element of a healthy lifestyle is the most important for happiness. Encourage the children to think of as many facts about their element (refer back to all the Pieces in this Puzzle) and to come up with convincing arguments to sway the votes.</p> <p>Groups have 2 minutes to present their cases. Once all elements have been presented, there will be an opportunity for the chair (teacher) to ask challenging questions to each group, pitching some elements against others to help everyone make their final decision. Either by secret ballot or by a show of hands, the class votes on the most important element. Count up the votes and announce the winning element. You may like to rank the elements from most to least popular.</p> <p>Finish the Piece by asking whether we can ever say that one element is the most important for everyone... or whether a combination of many elements is the healthiest option.</p> <p>Help me reflect</p> <p>In the Reflection Puzzle Piece of their Jigsaw Journals, children draw and write about themselves enjoying the many elements of a healthy lifestyle; ask them to sum up in one word how a healthier lifestyle makes them feel and to write this in large letters above their pictures.</p>	<p>What might help convince others that your element is the most important?</p> <p>Which argument convinced you the most?</p>
<p>Notes</p>	

Healthy Me

Calm Me Script - Year 5 - Piece 6

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

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

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

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.

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

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

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

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

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

Healthy Me

Sort the Sentence Template - Year 5 - Piece 6

1

an

apple

a

day

keeps

the

doctor

away

2

early

to

bed

early

to

rise

makes

a

man

healthy

wealthy

and

wise

3

seven

days

of

no

exercise

makes

one

weak

4

prevention

is

better

than

cure

5

healthy

body

healthy

mind

6

every

human

being

is

the

author

of

his

own

health

or

disease



Puzzle 4: Healthy Me – SEN overview P1i to P3ii

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
	Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or 'Sensory Diet'		
<p>P1i - Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted.</p> <p>Encountering the World</p>	<ul style="list-style-type: none"> The world is around me. Things happen in the world. <p><i>What patterns can be established about my encounters with a variety of stimuli</i></p>	<p>To encounter a variety of experiences in the world via a number of contexts and situations, exploring a number of senses.</p> <p>Pupils are beginning to draw their attention to the immediate environment: some may be more 'of interest' than others. Awareness may be shown by startling, stilling, eyes widening, etc.</p> <p>Pupils experience a sensory encounter from within a quieter or distraction free room or space, helping to increase an awareness of the specific encounter (e.g. sensory room, underneath an umbrella, under a blanket, etc.</p> <p>Pupils experience hearing his/her own sounds repeated back to them.</p>	<p>A variety of music, sounds, smells, lights, textures and tactile objects, linked to the needs of the child / young person.</p> <p>A selection of interactive and fun engagement / stimulation activities: to develop a Personalised Sensory Box (PSB) of objects.</p> <p>Pupils to experience different sounds and movements during a small group session.</p> <p>Pupils to explore different tactile and kinaesthetic elements within daily activities.</p> <p>Pupils encounter explorations of themselves - variety of objects placed within their awareness, touching their skin, experiencing wind/sunshine....etc.</p>
<p>P1ii - Pupils show emerging awareness of activities and experiences. They have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions.</p> <p>Developing Awareness of the World</p>	<ul style="list-style-type: none"> I am beginning to be aware of the world around me. I am aware of events in the world. <p><i>What activities and experiences allow me the greatest chance to show you I am aware of the world?</i></p>	<p>To demonstrate I am aware of the world for periods of time.</p> <p>To show I am able to react to events in the world.</p> <p>Pupils engage in coactive explorations of songs and familiar routines using consistent language/signs/touch cues/smells or other.</p> <p>Pupils show awareness of and brief interest in human faces and in the presence of other people generally.</p> <p>Pupils are beginning to use vocalisations in their interactions with others.</p>	<p>Using a variety of approaches and activities to enable a child/young person to be aware of their body, linked to the needs of the individual.</p> <p>Developing a PSB to engage with a child/young person, linked to topic and other area of need: e.g. nail brushes, massage oils, fans, flashing/spinning objects, vibrating objects, etc.</p> <p>Pupils to start to become aware of familiar songs about body parts, themselves and others, e.g. Head Shoulders Knees and Toes. Begin to explore these through consistent touch cues.</p> <p>Jigsaw Song: Keep fit, Keep Healthy</p> <p>Engage in Intensive Interaction principles - close one-to-one work with an individual (mimicking and sharing).</p> <p>Help develop awareness within the pupils, through consistent routines and familiar activities/songs.</p>



Puzzle 4: Healthy Me - SEN overview P1i to P3ii

<p>P2i - Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration.</p>	<ul style="list-style-type: none"> I am beginning to respond to things I am familiar with in the world. I am beginning to show I am aware of events and activities in the world. <p><i>What events and objects allow me to show you I have an interest in the world?</i></p>	<p>To show an interest in things in my world.</p> <p>To demonstrate a consistent response to certain events and activities in the world.</p> <p>To explore the world with others. Pupils are engaging in coactive exploration in the space within and around them, through sensory and physical interactions.</p> <p>Pupils coactively explore a variety of objects, and are beginning to show consistent responses to known and objects that appear to have a degree of connection in their lives.</p> <p>Pupils are showing preferences when exploring a selection of objects and / or tactile experiences</p>	<p>A variety of experiences and activities to focus upon individual interaction, engagement and coactive exploration, e.g using principles of Intensive Interaction principles (which can be explored throughout P1-P3).</p> <p>A developed PSB based upon the needs of a child/young person (as above); e.g. shaving foam, sand, bubble wrap, paints, ice, wheat bags, etc.</p> <p>Possible exploration of 'Yoga for the Special Child' - developing relaxation and a sense of calm centeredness.</p>
<p>Beginning to Respond to the World</p>			
<p>P2ii - Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation.</p>	<ul style="list-style-type: none"> I can respond to some events and activities consistently and proactively with others in the world. I am able to demonstrate to you I have preferences in the world. <p><i>What and how to I show to you my preferences in the world?</i></p>	<p>To demonstrate I want to communicate with the world.</p> <p>To demonstrate that I am able to give learned responses to certain events, experiences and activities.</p> <p>To cooperate with others in the world.</p> <p>Pupils are remembering learned responses over a period of time, and are beginning to be consistent in their participation in routines. Pupils show and help record their consistent preferences and responses.</p> <p>Pupils are beginning to cooperate in group situations, and take part in group activities.</p>	<p>Working collaboratively with others to explore a variety of PSB objects, events and activities, in the classroom and/or outside in the world.</p> <p>Using a variety of personalised and engaging materials to develop familiar routines for interaction and engagement, which can be modified, adapted and tweaked according to pupil response (PSB).</p> <p>Pupils to become engaged in familiar songs and activities related to themselves, e.g. 'The Hello Song'. Jigsaw Song: 'Keep fit, Keep Healthy'</p> <p>Encourage engagement with the timings of participation and interaction.</p> <p>Celebrate achievements of an individual pupil, no matter how small, to build esteem and encourage response: create a 'what I like' sensory board.</p> <p>Engage the pupils in meaningful turn-taking activities within a group setting - e.g. passing a favoured object.</p>
<p>Cooperating in the World</p>			



Puzzle 4: Healthy Me - SEN overview P1i to P3ii

<p>P3i - Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods.</p>	<ul style="list-style-type: none"> • I am beginning to communicate with others in the world. • I seek attention from others • I am able to learn and demonstrate consistent responses. • I am aware that I can affect the world around me. <p><i>What motivates me to communicate and interact in the world outside me?</i></p>	<p>To begin to communicate with others in the world.</p> <p>To get the attention of a person / of people in my immediate environment.</p> <p>To demonstrate I can request an interaction, experience or event.</p> <p>To demonstrate that I am aware of my interactions with the world, and show enjoyment.</p> <p>Pupils to begin to make consistent choices of objects, to show their favoured or non-favoured items.</p> <p>Pupils are beginning to become more independent in their participation with others. Pupils engage in role-play activities with peers.</p>	<p>To provide tools and opportunity to facilitate communication and interaction in the world: e.g. engaging in familiar body rhymes, songs and routines.</p> <p>To provide opportunities for meaningful social interaction with peers and adults.</p> <p>A collection and selection of preferred and non-preferred objects, smells, pictures, etc. from school and the home: motivational, familiar and engaging.</p> <p>Encourage pupils to choose between objects, to participate in the demonstration of their favoured/non-favoured items.</p> <p>Pupils to be given opportunities to explore and express themselves in a small-group situation, working closely with peers and others to celebrate themselves.</p> <p>Safely and coactively explore feelings with an individual or group, using some Intensive Interactions and to drama/role-play feelings and how to express them.</p>
<p>Becoming Involved in the World</p>			
<p>P3ii - Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems.</p>	<ul style="list-style-type: none"> • I seek communication with others in the world. • I am able to communicate in a way others can understand. • I am happy to explore the world with other people, for extended time periods of time. <p><i>How do I best communicate with the world? How do I best respond to options and choices? How do you encourage my sense of anticipation with experiences? What makes me happy?</i></p>	<p>To demonstrate that I am able to initiate communication with others.</p> <p>To respond to options and choices with actions or gestures (where physically able to).</p> <p>To explore events and objects for increasing periods of time, showing engagement and enjoyment.</p> <p>To demonstrate to others that I am able to anticipate certain events, activities and experiences.</p> <p>Pupils show thorough engagement when exploring favoured objects/items/textures/sensations.</p> <p>Pupils are beginning to show awareness of 'more'.</p> <p>Pupils are beginning to make the representative link between specific objects and certain activities/experiences (e.g. an armband to symbolise swimming).</p>	<p>To provide opportunities for a young person to communicate with and impact upon the world in their preferred method and mode: e.g. eye-pointing</p> <p>To reinforce engagement in the world with individual and motivating objects, people and activities to sustain and develop concentration and enjoyment.</p> <p>A developed PSB and Object Box to allow for purposeful choosing, preference communication and engagement with the world, some of which may link to the topic.</p> <p>Engage and explore a variety of sensory Art activities, exploring sand, shaving foam, textured materials, etc. to celebrate interaction with objects - model language use.</p> <p>Begin to respond to words such as 'more' or 'less' in practical and social contexts in the classroom.</p> <p>Use a use a socially meaningful object to prompt an adult response, e.g. CUP for 'more drink', and extend this across the school day</p>
<p>Beginning to Understand the World</p>			<p>The majority of the Experiences/Activities and Resources outlined above are appropriate from P1 to P3, with differentiation by method of input and outcome</p>



Puzzle 4: Healthy Me - SEN overview P4 to P8

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
		Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or 'Sensory Diet'	
<p>P4 - Pupils express their feelings needs, likes and dislikes using single elements of communication. They engage in parallel activity with several others. Pupils follow familiar routines and take part if familiar tasks or activities with support from others. They show an understanding of yes and no and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others matching their emotions and becoming upset.</p>	<p>Feeling good about myself</p> <p>Being assertive/proud</p> <p>Healthy living</p> <p>Drug and alcohol awareness</p>	<p>Feeling good about myself Pupils start to show positive responses and preferences which help to establish an individualised praise and reward system.</p> <p>Being assertive/proud Pupils start to make simple choices, with support, relating to immediate environment and activity and use positive and negative responses appropriately with a degree of independence.</p> <p>Worried/anxious feelings Pupils start to engage in activities which develop an emotional vocabulary and awareness.</p> <p>Relaxation Pupils are given the opportunity to experience different forms of relaxation.</p> <p>Healthy living Pupils are given access to a wide range of healthy living options.</p>	<p>Jigsaw Piece plans and resources/photo cards/pictures.</p> <p>Jigsaw songs particularly 'Keep fit', 'Keep healthy' for this Puzzle.</p> <p>Puppets- Jigsaw friends.</p> <p>Praise through words, signs, gestures, symbols, body language, facial expression, pictures (PECS).</p> <p>Personalised reward system according to individual preferences.</p> <p>Multi-sensory input - objects of reference, massage, music, mood lighting.</p> <p>Video, pictures, stories etc which demonstrate sad, happy, worried, anxious.</p> <p>Pictures, story boards, music and drama.</p> <p>Making choices.</p> <p>Personalised clues to show how they are feeling - may include not wanting to entertain a situation.</p> <p>Pupils may like to relax through Movement, Multi-sensory input, use of security blankets and objects of comfort etc.</p> <p>Paired activities, table top games, physical activities, outdoor education.</p> <p>Active involvement in the creation of their own progress record - records to be created that are accessible according to pupils understanding.</p>
<p>P5 - Pupils take part in work or play involving two or three others. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately to simple questions about familiar events or experiences.</p>		<p>Feeling good about myself Pupils start to show pleasure in working or playing with others (adult supported)</p> <p>Being assertive/proud Pupils start to make independent choices within familiar settings and routines. Pupils start to want to 'share and show' work and successes.</p> <p>Worried/anxious feelings Pupils begin to use a preferred form of communication to indicate when they are feeling worried or anxious.</p> <p>Relaxation Pupils start to indicate a choice between two forms of relaxation.</p> <p>Healthy living Pupils start to engage in healthy living programmes of exercise and eating (adult support required).</p>	



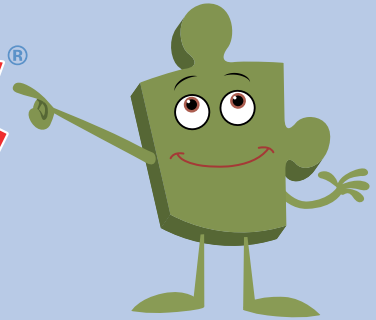
Puzzle 4: Healthy Me - SEN overview P4 to P8

<p>P6 - Pupils respond to others in group situations, playing or working in a small group cooperatively. They carry out routine activities in a familiar context and show an awareness of the results of their own actions. They may show concern for others and sympathy for others in distress and offer comfort.</p>		<p>Feeling good about myself Pupils show by response a confidence in working in group situations with reduced adult support.</p> <p>Being assertive/proud Pupils initiate showing and sharing their work and successes. They start to show a recognition of others success.</p> <p>Worried/anxious feelings Pupils start to recognise when others are upset and may attempt to offer support to others and are willing to accept adult intervention to help them relax.</p> <p>Healthy living Pupils start to identify people who can help them stay healthy.</p>	<p>Role play, watched drama, TV programmes, stories to rehearse reactions and to identify emotions.</p> <p>Visits from school nurse, doctor, dentist, optician, physiotherapist, occupational therapist Daily schedules.</p> <p>Individualised programmes for behaviour and calming.</p> <p>Young and old - baby animals, babies, senior citizens.</p> <p>Food and exercise choices.</p> <p>Visits to other places.</p> <p>Workshops run by outside agencies.</p> <p>New situations and environment.</p>
<p>P7 - Pupils communicate feelings and ideas in simple phrases. They move with support to new activities which are either directed or self chosen.</p> <p>They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations. They judge right and wrong on the basis of the consequences of their actions. They show some consideration of the needs and feelings of other people and other living things.</p>		<p>Feeling good about myself Pupils express a preference for working or playing alongside specific partners. Pupils can express through their chosen communication means when they have enjoyed something or think they have done well at something.</p> <p>Being assertive/proud Pupils start to show a willingness to 'give and take' when playing or working alongside peers.</p> <p>Worried/anxious feelings Pupils recognise they are becoming anxious or worried and start to take some independent action to alleviate their fears.</p> <p>Relaxation Pupils start to identify when and how to use individualised relaxation techniques (some adult support).</p> <p>Healthy living Pupils start to make choices between healthy and unhealthy options and can identify young and old.</p>	<p>Role play and rehearsal for given situations.</p> <p>Drugs education - just say 'no', medicines, alcohol, smoking - police and school nurse for input.</p>



Puzzle 4: Healthy Me - SEN overview P4 to P8

<p>P8 - Pupils join in a range of activities in one to one situations and in small or large groups. They choose initiate and follow through new tasks and self selected activities. They understand the need for rule in games and show awareness of how to join in with different situations. They understand agreed codes of behaviour which help groups of people work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.</p>	<p>Key concepts and questions outlined above are appropriate from P4-8, with differentiation by method of input and outcome</p>	<p>Feeling good about myself Pupils recognise something they are good at. Pupils are willing to try something new. Being assertive/proud Pupils are given opportunities to identify right and wrong actions in given situations.</p> <p>Worried/anxious feelings Pupils respect others feelings and initiate some supportive action when others are upset or anxious.</p> <p>Relaxation Pupils take some responsibility for using personalised relaxation techniques.</p> <p>Healthy living Pupils can sequence pictures to illustrate changes from young to old. Pupils can give a reason for a healthy choice.</p>	<p>The majority of the Experiences/Activities and Suggested Resources outlined above are appropriate from P4 to P8, with differentiation by method of input and outcome.</p>
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Healthy Me

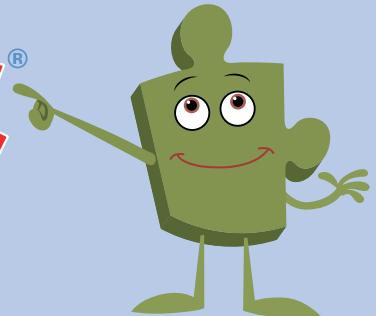
Well done!

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: