



PSHE Year Five

Spring Term One Healthy Me

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

Lesson 1) Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media

Lesson 2) Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media Influence

Lesson 3) Emergency Procedure Recovery position Calm Level-headed

Lesson 4) Body image Media Social media Celebrity Altered Self-respect Comparison

Lesson 5) Body image Eating problem Eating disorder Respect Pressure

Lesson 6) Debate Opinion Fact Choices Healthy lifestyle Motivation

Prior Unit:

Year 4 Jigsaw – Healthy Me

Future Unit:

Year 6 Jigsaw- Healthy Me

Sticky knowledge:

- I can make an informed decision about whether or not I choose to smoke and know how to resist pressure
- I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
- I know how to keep myself calm in emergencies
- 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
- I respect and value my body
- I am motivated to keep myself healthy and happy

Skills

- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
- I understand how the media, social media and celebrity culture promotes certain body types
- 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 know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy

Key Questions

Lesson 1) How do you show respect for your body? Is it better to rely on facts before making a decision about your health? Does the media always show the facts about smoking? Are the things we see and read about in the media always true?

Lesson 2) What do you already know about alcohol? What helps you make an informed choice? What does it mean to misuse alcohol? What have you learnt about alcohol and its effects? Has anything surprised you?

Lesson 3) What does 'calm' look like? 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? What skills are useful in an emergency situation?

Lesson 4) How do we know a fact is a fact? Why do you think people look different? Why might some people want to change the way they look in these pictures? Is that fair?

Lesson 5) How are all these people different? What do you notice about their beliefs about food? What is your 'relationship' with food? Are we more successful in life if we eat luxury food? Do certain foods make us more popular and have more friends? Do food adverts encourage us to eat more unhealthy food than we should? What advice can you give on the recipe cards about having healthy body image? What did you like about other people's recipe cards?

Lesson 6) How does the internet, social media and the media positively help our lives? What might convince others that your points are important? What argument convinced you the most?

	Learning Target	Lesson Outline
Lesson 1	To understand the risks and affects of smoking. SK:	Jigsaw Charter Connect us- Play a quick game of Switch. Switch places if you: <ul style="list-style-type: none"> • like animals • play computer games • speak a language other than English etc.

	<p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p>	<p>In a circle, pass J-Jez around as the talking object. Children 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 should each try to say something different so they can understand how unique they are. Give 2 minutes thinking time in pairs beforehand. Ensure any adults in the classroom are included in the round too.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>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 work 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. Ask the children if they found any of the questions difficult, easy or surprising and take feedback from each of the teams.</p> <p>Tell me/Show me- Show the class the Tobacco Industry's Poster Child (teacher to source), or print out some copies. Focus on each of the areas of the body and the effects of smoking. Ask children if they would add any others, or mention other vital organs like the liver. Ask if smokers saw this poster would it be a good advert for smoking? Would it make them give up? Would it encourage young people to start smoking?</p> <p>Let me learn – Ask children how smoking is portrayed in the media. e.g. by people on TV and films, in celebrity culture. If time allows the children could research this briefly using the internet, or the teacher could show some pre-selected images they have sourced themselves. What sort of messages are being promoted? Is smoking still looked on as 'cool' or something that is associated with being 'tough'? Is smoking shown to be 'fashionable'? What about celebrities that smoke? e.g. fashion models, film stars sports and music celebrities. What messages might that be giving to young people?</p> <p>Does the media put 'pressure' on young people to behave in certain ways? Briefly take feedback from the groups and draw the discussion together. Summarise that the children have looked at different aspects of the media. It can be helpful to prevent/reduce smoking (e.g. The Poster Child), but it can also be harmful by possibly encouraging people to take up smoking. Which do they feel are the more powerful messages? Which messages put more 'pressure' on young people?</p> <p>Help me reflect- Slide 8: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a 'thumbs-up, thumbs neutral or thumbs-down</p>
<p>Lesson 2</p>	<p>To understand some of the risks of alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>SK: I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p>	<p>Recap: what are the health risks of smoking? How can you resist pressure to smoke?</p> <p>Jigsaw Charter</p> <p>Connect us- Play Line up! Ask the children to line themselves up in order, according to what you say. For example, if you were to say 'birthdays', the children would line themselves up in the order of when their birthdays appear in the year (January at the front of the line, December at the back). Choose one line up from:</p> <ul style="list-style-type: none"> • Birthdays • First or surname in alphabetical order • Shoe size, smallest to biggest etc. <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Give each child one piece of the alcohol puzzle. They need to find the 8 other people who can complete the picture. When picture completed ask each group to read through all of the alcohol facts. Ask if they are surprised by any of the facts. Was there anything new they have learned about alcohol?</p> <p>Tell me/Show me- Slide 1: 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. Read Gregg and Lottie's story and discuss the choices and consequences regarding the different characters. Use questions such as:</p> <ul style="list-style-type: none"> • What might have influenced Gregg to have the beers? • Did the misuse of alcohol change Gregg's behaviour? • How might Gregg have reacted to the argument if he had not been misusing alcohol? • Do the children think that Jax and her new boyfriend would have behaved differently if they hadn't misused alcohol? • Was Lottie right to call the police? Did it help that she hadn't been drinking alcohol? • Could the story have had a different outcome if alcohol hadn't been involved? • Are there other influences that weren't so obvious in the story? e.g. The way alcohol is portrayed in the media (associated with fun, having a good time, fashionable); young people often assume that getting drunk is normal behaviour and that 'everyone' does it etc.

		<p>Let me learn- Work in groups, children think of an alternative ending for the story, beginning at the point where Jax and her boyfriend arrive at the party. They need to tell the story where none of the characters had drunk alcohol and were more in control of their thoughts and feelings. The children can write these endings down if the teacher would like a record, or they can discuss in groups and feedback if this is more appropriate. Teachers can use prompt questions such as:</p> <ul style="list-style-type: none"> • Would Jax and her boyfriend have behaved differently when they arrived? • If an argument broke out, would the characters be able to resolve the problem more sensibly? • What strategies could Gregg and Lottie have used to problem-solve and avoid getting into trouble? <p>Finally ask the children if they feel whether they could now make an informed decision about whether to choose to drink alcohol, or not, when they are older. What helps with that choice?</p> <p>Help me reflect- Slide 2: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down</p> <p>initial ideas about what anti-social behaviour is, pupils’ written alternative endings to the story.</p>
<p style="text-align: center;">Lesson 3</p>	<p>To know basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>SK: I know how to keep myself calm in emergencies</p>	<p>Recap: <i>what are the dangers of drinking alcohol? How can you resist pressure to drink alcohol?</i></p> <p>Jigsaw Charter</p> <p>Connect us- In pairs, children label themselves A or B. Teacher reads a series of statements: child A has to react in a calm way and child B has to react in a frenzied way. Children practice how their faces and actions could look. Read the following statements to which the children will react:</p> <ul style="list-style-type: none"> • 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 • You have new shoes and they hurt your toes • You have lost your house keys • Your friend is running fast outside, falls over and bangs their head • You’re in town and someone collapses in front of you - they are not very well <p>Calm me - Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime</p> <p>Open my mind- Ask the children what 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.</p> <p>Finally, children think of some emergency situations they might come across and how they might help. Encourage them to think of a full range of emergencies - from cutting a finger to more extreme situations where someone collapses or is very ill and needs to go to hospital. Clarify that they know to alert an adult and/or phone the emergency services and what information they should provide</p> <p>Tell me/Show me- Slides 2-7: Show children PowerPoint of recovery position and model it using a volunteer from the class. Refer back to what they said about the emergency situations in Open my mind and ask whether the recovery position was suitable for any of those.</p> <p>The recovery position should be used if the person is breathing, on their back but unresponsive. If the person has a major injury like a back or neck injury the recovery position should not be used. If there is any doubt, they should phone the emergency services and find an adult immediately to get help, without moving the injured person. In pairs ask the children to practice the recovery position.</p> <p>Let me learn - Working in groups give each group a storyboard template and one of the emergency situation cards. Ask them to draw/ write a sequence of events in the boxes, from the emergency itself to how they can help the situation resolve itself. Encourage the children to be as detailed as possible. Once completed, the different groups can share their storyboards with the class. The storyboards could also form part of a class display.</p> <p>Help me reflect- Slide 8: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down</p> <p>In floor books/Twitter : present photographs of pupils doing first aid.</p>
<p style="text-align: center;">Lesson 4</p>	<p>To understand how the media, social media and celebrity culture promotes certain body types</p>	<p>Jigsaw Charter</p> <p>Connect us- Play ‘Real or not real’</p> <p>Read out the following statements. If the children think the statement is real (true) they stay in their seats. If they think a statement is not real (false) they switch places with someone else.</p> <ul style="list-style-type: none"> • Early man hunted dinosaurs like the Tyrannosaurus Rex for food • An ostrich’s eye is bigger than its brain • Human skin renews itself roughly every 28 days

SK

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

- Bats are blind so they use sound to navigate
- Vikings wore helmets with horns on each side
- Recycling one tonne of paper saves 17 fully grown trees from being cut down
- Bulls get mad when they see the colour red

Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime

Open my mind- Slide 1: 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. Finish this section by posing the questions:

- If everyone is different why is it very common to compare the way we look against others?
- Is this a fair thing to do to ourselves?
- What can be the consequences of comparing ourselves to others?

Tell me/Show me- Show the children the photo-shopped images of celebrities, before and after, that you have sourced prior to the lesson. Explain that we see a lot of altered images when we use the internet, watch movies, read magazines and on TV, so it helps us to know whether something is real or fake. Show the images one by one, asking the children to decide which images have been altered. Each time, ask them what has been altered and why they think it was altered.

Could these images make somebody else feel unhappy about the way they look? Is that fair?

Let me learn- Explain that it is a very common thing to compare the way we look with other people, and for some people this can make them feel unhappy. However, there are things we can do to help ourselves stay positive about our self-image/body-image and this next game will help us start to explore these ideas.

Class split into small groups and give them a set of cards which they keep face down. Each card shows an imaginary message on a mobile/cell phone. Game is to work out a positive (kind) reply to each message. They only have 2 minutes for each message so need to work quickly as a team.

In real life we often reply to messages instantly, so short time helps practise this skill. One team member needs to write down the team's replies.

Teacher acts as the timer and after every 2 minutes they tell teams to turn over the next card. The game carries on until all the cards have been used. The messages are in text-speak so here are the translations if needed:

- My hair is garbage. It's nothing like that celebrity's I saw on TV.
- I'm angry with Mum. She bought me trainers but not the ones everyone else has. Gross.
- I want to ask Annabelle to the prom but she only goes out with boys who are fit.
- Did you see that dress Carla was wearing? It sucked and made her look fat.
- Do you think I need to lose weight? Jemma at school has lost loads. Maybe I need to?
- I've been working out. Does it show? Six-packs are on fleek. (On point/ fashionable).

Children share some of their answers. Did they find it challenging to think of something positive to say in just 2 minutes? What can that teach us about using social media? Is it sometimes better to stop and pause before replying to a message so we get the real meaning across?

Slide 3: Draw the lesson to a close by summarising that if we feel down about the way we look at any time we can use the following Top Tips (which are summarised on a PowerPoint slide):

- Spend time on and off-line with people you know, treat you well and help you feel good about yourself
- Use positive self- talk, and celebrate your strengths as a person
- Remind yourself that you are unique, special, valued and important
- Participate in activities with your family and friends
- Eat a balanced diet
- Be active
- Talk with a trusted adult or friend if you are feeling low
- Treat others with the kindness and respect. You might not be able to tell how they are feeling inside.

Help me reflect- Slide 4: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a 'thumbs-up, thumbs neutral or thumbs-down

Discuss some of the mobile messages and responses. Pupils' quotes/ comments about discussions.

<p>Lesson 5</p>	<p>To identify ways in which food can play a positive and negative to people.</p> <p>SK: I respect and value my body</p>	<p>Recap: <i>what sort of body types do the media promote? Why is it important to stay positive about your body image and respect yourself?</i></p> <p>Jigsaw Charter Connect us- Play 'Food Switch'. Sitting in a circle the teacher explains to children that when they call out a statement that applies to them, they need to 'switch' places with someone else who to whom it also applies. Use the following statements:</p> <ul style="list-style-type: none"> • Switch if you have take-away food at home sometimes • Switch if you prefer eating an apple rather than a chocolate bar • Switch if you are a vegetarian or know somebody who is <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- In pairs, ask the children to play the 'Food is...' game. Emphasise there are no 'correct' answers. 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</p> <p>Tell me or show me Show food and drink adverts you have sourced and ask what 'messages' the adverts give us about food. (e.g. luxury, fun, social, success, they stimulate our senses and can make us 'feel' hungry etc). Are there more adverts about foods high in fat, sugar and salt compared to healthy foods? How do we know the amounts of calories, fat, salt and sugar in foods? Are the children aware that TV adverts and adverts on the internet are chosen for a specific TV slot or placed within a certain App to make us want the food? e.g. take-away adverts are often on TV in the evening when families are relaxing; sweet adverts might be shown with programmes that children will watch;</p> <p>Let me learn: In 3's or 4's children write a recipe for a Healthy Body Image. Encourage them to be creative about what they include and they will need to draw on their learning from previous lessons in this unit. E.g., some ingredients may be knowledge of a balanced diet, 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, knowing whether something is fake or real, or some of the Top Tips from the last lesson. Ask each group to share their recipes with the class.</p> <p>Help me reflect- Slide 1: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a 'thumbs-up, thumbs neutral or thumbs-down</p> <p>Class or group recipe for a healthy body image.</p>
<p>Lesson 6</p>	<p>To know what makes a healthy lifestyle.</p> <p>SK: I am motivated to keep myself healthy and happy</p>	<p>Recap: <i>What makes a healthy body image? Why is it important to respect your body? What is an eating disorder?</i></p> <p>Jigsaw Charter Connect us- Ask the children to think of something positive that that the media, internet or social media does for them. Give the children a few moments thinking time in pairs, and then pass J-Jez around so the children can share their thoughts.</p> <p>Calm me - Play Pass the Squeeze or Zoom/Eek (See teacher notes) Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Explain that a debate usually has a question or statement that needs to be discussed. Some people are 'For' the question and some people are 'Against'. Each side has a chance to put their points to the other side. Then everyone joins in and discusses the points that have been made. At the end of the debate there is usually a vote on the question. Tell the children the question for today's debate: 'Does the media and social media help motivate people to live healthy and safe lifestyles?' Clarify any terms in the question that they are confused about. If necessary, explain that motivation is the 'drive' or 'will' to make an effort and having a strong reason to do something. If someone isn't motivated, they often give up easily</p> <p>Tell me/Show me- Option 1: Split the class into small groups and explain that half of the group need to come up with some persuasive arguments that argue 'For' the question, even if they personally don't agree with the question. These children need to think of some arguments why the media and social media can help people live healthy lifestyles. The other half of the groups need to argue 'Against' and think of persuasive arguments why the media and social media don't encourage healthy lifestyles. Give the groups approximately 10 minutes to discuss and be ready to present their arguments.</p> <p>Option 2: If the teacher feels the children need more structure, split the groups as above, into 'For' and 'Against' but hand out the 'Debate cards' so the groups can discuss and then read out in the debate. Give one debate card per group, so each group has a different perspective of the argument to share. Allow approximately 10 minutes discussion time for each group to discuss what it says on their card and come up with some further persuasive arguments.</p>

		<p>Let me learn- Start the debate by giving each group 2 minutes to present their case. Start with the 'Fors' and then the 'Against' groups. Once all elements have been presented, there will be an opportunity for the children to counter argue what they have heard. Use J-Jez as the speaking object for turn-taking. The chair (teacher) can also ask challenging questions, pitching some elements against others to help everyone make a final decision.</p> <p>The class votes on the question. Explain that this is a 'Free vote' and they are free to vote For or Against whatever their personal opinion is and no longer need to stick to their side. Finish the debate by summarising that there are positive and negative things about the media, internet and social media and one way to help ourselves stay healthy is to learn to use it responsibly and safely. We should also try to make sure that we know the facts about something and not assume that everything we see, particularly online is real</p> <p>Help me reflect- Slide 1: Share the learning intentions for the lesson with the children. For each statement ask the children to show whether they are a 'thumbs-up, thumbs neutral or thumbs-down</p> <p>For and against arguments, photographs of the debate, the result with pupil comments/ quotes.</p>
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