



In English books

Friday 4th March

LO: Handwriting practice

High frequency words:

Lesson 1

Friday 18th March

LO: To recognise how friendship groups are formed, how I fit into them and the friends I value the most.

Healthy name game

Come up with a 'healthy activity' word that uses the same starting letter (or sound) as your name.

For example: Jigsaw Jaz could be Jogging Jigsaw Jaz

Other examples:
Cycling Chris, Running Rachel,
Swimming Sabina, Push-up Peter.

Hello
I'm Jigsaw Jaz



Can you come up with examples for your family members too?

Think of all the different friends you have, both inside and outside of school.

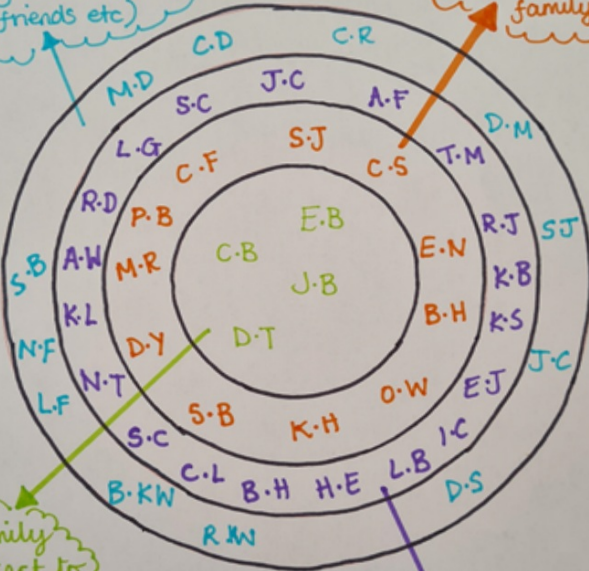
Briefly answer these questions (answer in full sentences):

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

Friendship Chart

acquaintances
(neighbours, friends
of friends etc)

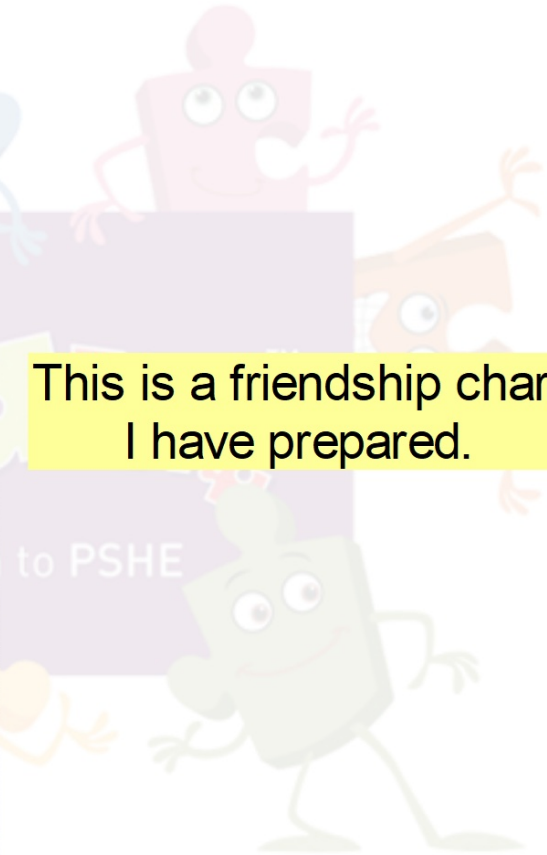
Best friends
and next closest
family



Family
closest to
you

Friends you
know less well (people
from groups/clubs,
relatives you see
occasionally)

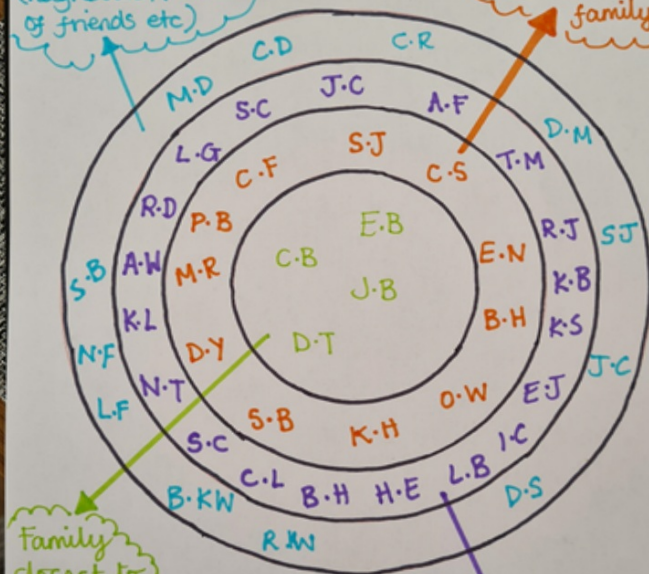
This is a friendship chart I have prepared.



Friendship Chart

acquaintances
(neighbours, friends
of friends etc)

Best friends
and next closest
family



Family
closest to
you

Friends you
know less well (people
from groups/clubs,
relatives you see
occasionally)

In the innermost circle are the closest family members to you.

In the second circle your best/good friends, next closest family, (but who you regard as not the closest).

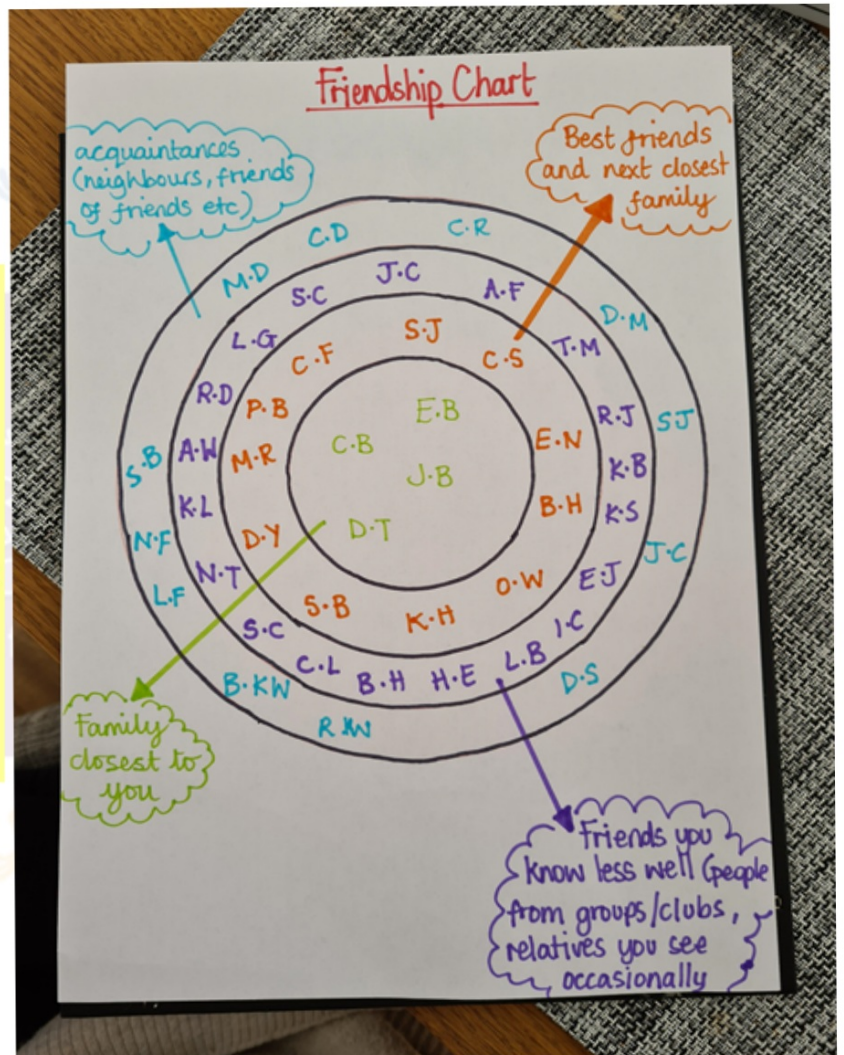
In the third circle friends who you know less well (perhaps people at groups or societies, relatives you see occasionally etc.)

In the fourth circle, acquaintances (for example, neighbours, friends of friends etc.)

Everyone has a range of different friendships and that we act differently within our different friendship groups.

Some of our friendships can change over time, and people can move to and from different friendship groups.

This is a normal part of life.

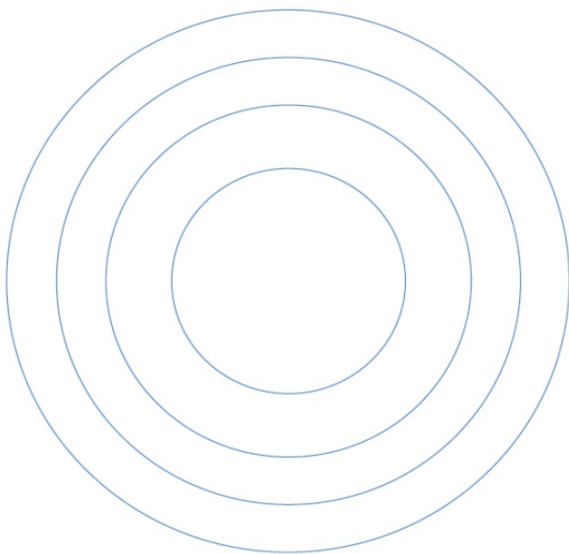


In book:

Complete your own Friendship charts.

Write your name or draw something that represents you in the centre. You should do this individually and don't need to share with anyone else.

You should also use initials to protect the feelings of others and keep privacy.



When you are finished, think about which friends you value most and why.

Write this onto your friendship chart but not to use the name of the person in you're writing (to protect the feelings of others).

Now it is time for you to reflect on today's learning.

Piece 1	I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.				
	I can identify the feelings I have about my friends and my different friendship groups.				



Lesson 2

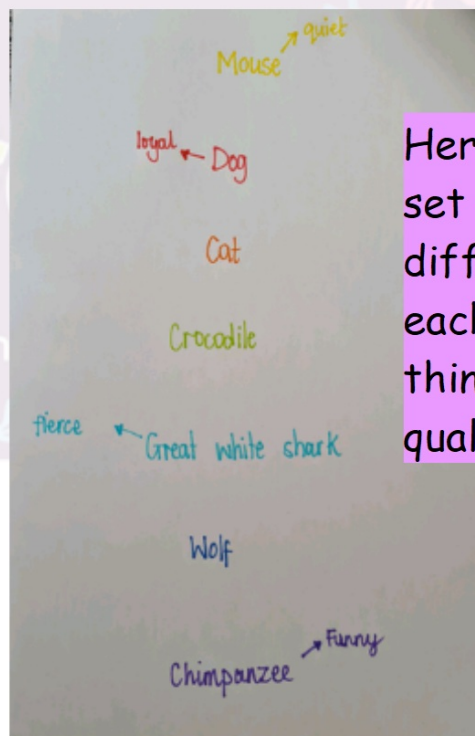
Friday 25th March

LO: To understand people can take on the roles of leaders or followers in a group, and what role I take on in different situations.

In book:

Below is a list of different animals. Write down the qualities/ characteristics of each animal. Are there words or phrases that are associated with these animals? E.g. quiet as a mouse, cats are sometimes thought of as sly, dogs loyal etc.

- Mouse
- Dog
- Cat
- Crocodile
- Great white shark
- Wolf
- Chimpanzee



Here is an example to set out your list. I used a different colour for each animal and started thinking of their qualities.

The words you have used to describe your animals can also be used to describe the way humans can act or feel sometimes, especially when we are in groups. In groups there are often people who are leaders and some who are followers.

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

Use the words from your list you have created to describe the characteristics of the different children in the scenario above.

The children have adopted different roles in the scenario you just read.

Is there more than one leader?

Has this caused a conflict?

What roles have Harry and Tina-Marie chosen?

Can the children problem-solve this situation?

How could the group work better?

Can anyone be more assertive?

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

Now, you have another 2 scenarios.

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

1. Can you identify the different characteristics and roles the children in the scenarios have chosen?
2. Can you problem-solve to try and work out a solution to the problems in the scenario?
3. Were the scenarios solved in the same way?
4. Was one more difficult to resolve than the other or were they both difficult but in different ways? Why might this be?
5. What is 'peer-pressure'?
6. Are some 'peer-pressure' situations trickier than others?

Now it is time for you to reflect on today's learning.

Piece 2	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.				
	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.				



In English books

Friday 2nd April

LO: Handwriting practice

Lesson 3

Friday 2nd April

To understand the facts about
smoking and its effects on health.

Key vocabulary

smoking

pressure

peers

guilt

advice

Try this breathing activity before we start.

A graphic featuring a vibrant rainbow with the words "RAINBOW BREATH" written across it in bold, yellow, sans-serif capital letters. The background is a soft, multi-colored gradient. The entire graphic is framed by faint, stylized illustrations of people in various poses, some holding devices.

RAINBOW BREATH

<https://www.youtube.com/watch?v=O29e4rRMv4>

Does your mind feel calm and ready to learn?

What do you already know about smoking?

There are 9 cards altogether. Can you find the other 8 people with different cards?

Is there anything that surprised you here?

In book:

Why do people smoke?

Think about our previous lessons about peer pressure.

Can you write me a sentence about why peer pressure might lead to someone smoking?

Are some peer pressure situations trickier than others? How/ why?

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

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

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

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

Suggest some ways for Cara to make the situation better.

What happens next?

Let's do this one together

Try these on your own

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

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

What happens next?

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

What happens next?

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

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

What happens next?

What advice would you give to Frankie and Tia?

In book:

Can you answer these questions in your book?

Do you think everyone starts smoking for the same reason?

I think that people start smoking....

Where is the pressure coming from in each scenario?

In each scenario the pressure is coming from....

What might the people be feeling in each situation?

I think that Tina, Frankie and Tia are feeling....

What are the roles of each person in the scenario?

Can the situations be problem-solved assertively?

My Jigsaw Journey



Puzzle 4 - Healthy Me (Pieces 1-3)

Name:

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

Complete this review of the lessons we have done so far.

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson

In English books

Friday 8th April

LO: Handwriting practice

high frequency words:

Lesson 4

Friday 8th April

LO: To understand the facts about alcohol and its effects on health.

Key vocabulary

alcohol liver disease

Make A Good Decision

I know what's right,
And I know what's wrong.
When to say yes,
And say no, strong,
Strong.

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

Chorus:

I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

INSTRUMENTAL

Chorus x2

I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

What are the key
messages of the
song?

True or False?

1	You have to be 18 to buy alcohol	
2	When you drink alcohol, it takes about 15 minutes to move through your blood stream and into your brain	
3	When you drink alcohol, it can change your behaviour	
4	Only the brain is affected by drinking alcohol	
5	Your brain is mostly made up of water	
6	Most children between 9 and 13 years old drink alcohol	
7	Alcohol affects children's brains and behaviour much more than adults'	

If there are any you think are false, can you tell me what you tell me what you think the real answer is?

Answers

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

In book:

How does alcohol change other people's behaviour?

What could that look like?

Why someone might drink alcohol?

Write a list of all the reasons you can think of.

The Liver

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

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

It cleans the blood and gets rid of toxins

It has over 500 functions

It is the largest internal organ

It is the body's factory

If the liver did not function we would not survive

You've only got one!

Read these
facts about the
liver.

As the liver cleans the blood, it cleans alcohol out of the body and tries to flush away things that our bodies don't need, like alcohol. Alcohol does not have any useful nutrients for our bodies so the liver has to work hard to get rid of it.

Which one do you think is the diseased liver (this liver wasn't cared for very well) and which one is the healthy liver - how do you know which is which?



Make A Good Decision

I know what's right,
And I know what's wrong.
When to say yes,
And say no, strong,
Strong.
I will make sure,
I can tell the difference, see.
I will make sure,
I'm as healthy as can be.
As can be.,
Be, be.

Chorus:
I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

INSTRUMENTAL

Chorus x2
I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

In book:

Write an extra verse for the Jigsaw song 'Make a good decision' about how children can resist pressure to try things if they don't want to, like smoking and alcohol.

Write positive messages ('Do what is right for you', 'make yourself happy and don't worry about others', etc.) rather than 'Just say no' messages.

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

Now it is time for you to reflect on today's learning.

Piece 4	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.				
	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.				



Lesson 5

Friday 1st April

LO: To understand how peer pressure feels and learn how to identify positive friendships.

Let's remember.

What is 'peer pressure'?

Let's read this story about Aiden as class. Think about how he might be feeling as we go through the story

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

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

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

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

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

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

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

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

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

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

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

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

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

"So, did you finish your homework?"

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

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

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

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

"Hey, Aiden," said Eddie.

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

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

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

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

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

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

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

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

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

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

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

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

"Take a long breath!" she said.

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

The others laughed. Harry slapped him on the back.

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

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

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

In book:

In groups, divide a large piece of paper into two columns

On one side, list the features of a healthy (positive) relationship. On the other side list the features of an unhealthy (negative) relationship

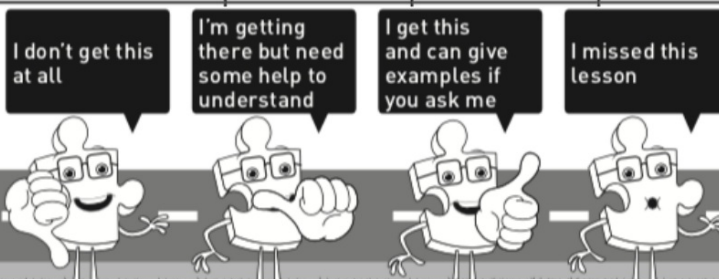
Healthy friendships

Unhealthy friendships

(copy and reduce for books)

Now it is time for you to reflect on today's learning.

Piece 5	I can recognise when people are putting me under pressure and can explain ways to resist this when I want.				
	I can identify feelings of anxiety and fear associated with peer pressure.				



Lesson 6

Friday 8th April

LO: To know what I believe to be right or wrong, and have the strength to be assertive when I need to be.

In book:

Write down three things that YOU know to be true.

Three things that I believe to be true are

1.

2.

3,

As you get older, your beliefs may change.

Let's think about the story of Aiden in the last lesson.

How might he have behaved if he was five years old?

What if he was 20 years old?

Read this scenario.

In groups, write your advice on a large piece of paper.

Scenario:

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

Present your findings to the class.

Can anyone suggest any different advice?

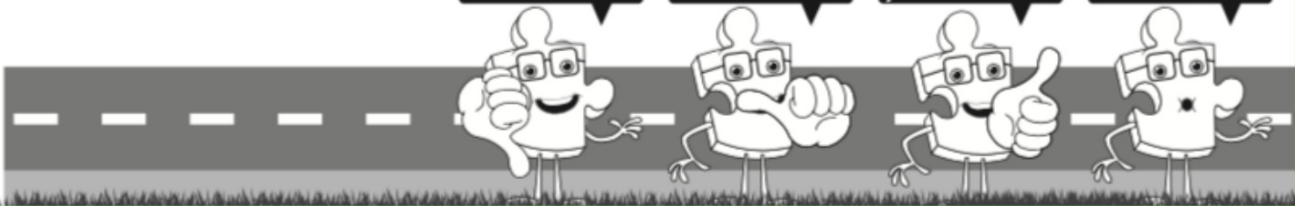
Piece 6	I know myself well enough to have a clear picture of what I believe is right and wrong.				
	I can tap into my inner strength and know how to be assertive.				

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson





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:

