

## Puzzle 6: Changing Me - Year 6 - Summer 2

### Piece 1 - My Self-Image

<p><b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b></p>	<p><b>Please teach me to...</b> aware of my own self-image and how my body image fits into that know how to develop my own self-esteem</p>	
<p><b>Resources</b> Jigsaw Song sheet: 'Changing as I grow' Jigsaw Chime 'Calm me' script PowerPoint of airbrushed image 'Real' self/'ideal' self template Highlighter pens Jigsaw Journals 3 bottles as props Self-esteem smoothie label examples</p>	<p><b>Vocabulary</b> Self-image Self-esteem Real self Celebrity</p>	
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).</p> <p><b>Connect us</b> Sing the Jigsaw Song: 'Changing as I grow' and allow the children to enjoy it.</p> <p><b>Calm me</b> 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.</p> <p><b>Open my mind</b> Share the PowerPoint image of make-up/airbrushing. Ask the children to comment on what they see, which image they prefer and how they think the girl in the picture sees herself. Introduce the idea that most of us have a 'real' self-image and an 'ideal' self-image. If you can add some celebrity 'before' and 'after' pictures you could repeat the activity and ask for the children's responses to seeing celebrities 'before' and 'after' airbrushing.</p>		<p><b>Ask me this...</b></p> <p>Does your mind feel calm and ready to learn?</p> <p>Could it cause problems to have an 'ideal' self-image?</p> <p>Are you happy with your 'real' self-image?</p> <p>Do you have an 'ideal' self-image?</p>

### **Tell me or show me**

Give each child the self-image template and ask the children to write as many words as they can that describe their 'real' self onto the 'real' self-image template. Ensure they know that they will not have to share these with anybody.

Then taking a highlighter pen, children highlight all the words on the 'real' self picture which are related to body image. Ask them to reflect on what this tells them about the importance of body image as part of their overall self-image.

Then children complete the same activity but this time writing onto the 'ideal' self template. Again, they highlight the body image words. Ask them to compare the words they have put on the 'ideal me' with the words on the 'real me'.

Children then cut out both parts of the 'real' self and 'ideal' self templates. Invite them to place them on the table showing how close the ideal self-image is to the real self-image, i.e. if these two are the same, the ideal self is placed on top of the real self template. If the two images are very different, then children represent this by the distance between the two. In pairs or small groups, children discuss the impact of having an ideal self-image, the problems it may cause and the influences that may bring this about.

Debrief as a class. The teacher explains that the bigger the distance between the ideal self and the real self, the greater the possibility of self-esteem being low because we are likely to feel inadequate or not good enough, simply by comparing ourselves to the ideal we have created in our own minds. Children discuss what can be done about this problem. (Help them to consider the effects of moving the real self towards the ideal self or moving the ideal self towards the real self, e.g. by keeping expectations real and by being aware of influences on us.) Invite children to stick both their images into their Jigsaw Journals.

### **Let me learn**

Self-Esteem Smoothies.

Using the Self-Esteem Smoothies template as a starting point, children each design an ingredients label for their self-esteem smoothie.

### **Help me reflect**

In the reflection piece of their Jigsaw Journals children write: 'The main ingredient in my self-esteem smoothie is...'

This could also be an opportunity for children to share a real smoothie and snack as a group to round up this Piece and to nurture themselves.

Are your 'real' me and your 'ideal' me the same?

What are the differences?

Does having an 'ideal' self-image cause you any problems?

How is your self-esteem affected by your picture of your ideal self?

How can you build your own self-esteem?

What ingredients are in each self-esteem smoothie?

What other ingredients could be included?

### **Notes**

The end product for this Puzzle is a huge 'Tree of Change' display in the hall for Years 1-5. The Year 6 contribution to this display is a 'Journey T-shirt' (in Piece 6). This can be worn as part of a mini fashion show during the final assembly for the Puzzle and as part of the Tree of Change display, depicting the change from primary school to secondary school.

# Changing Me

## Calm Me Script - Year 6 - Piece 1

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.

In this Puzzle, we are thinking about how we handle changes that happen in our lives and with our bodies.

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

Take your arms over your head until you can clasp your hands together and keep stretching, higher. Where in your body can you feel the stretch? Doesn't it feel great to know your body is growing just as it is meant to?

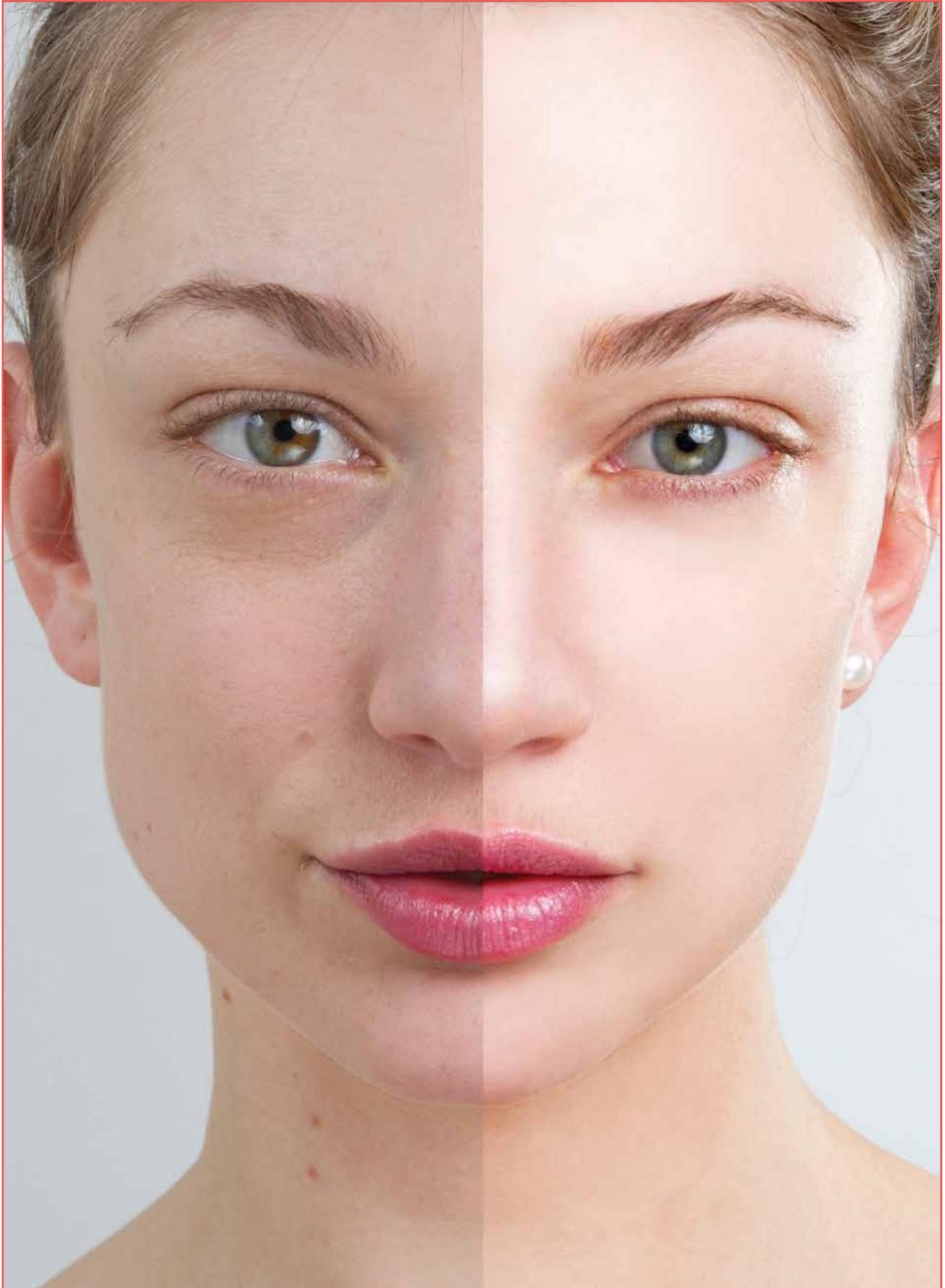
Now very slowly, and gently lower your arms again, trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

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

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

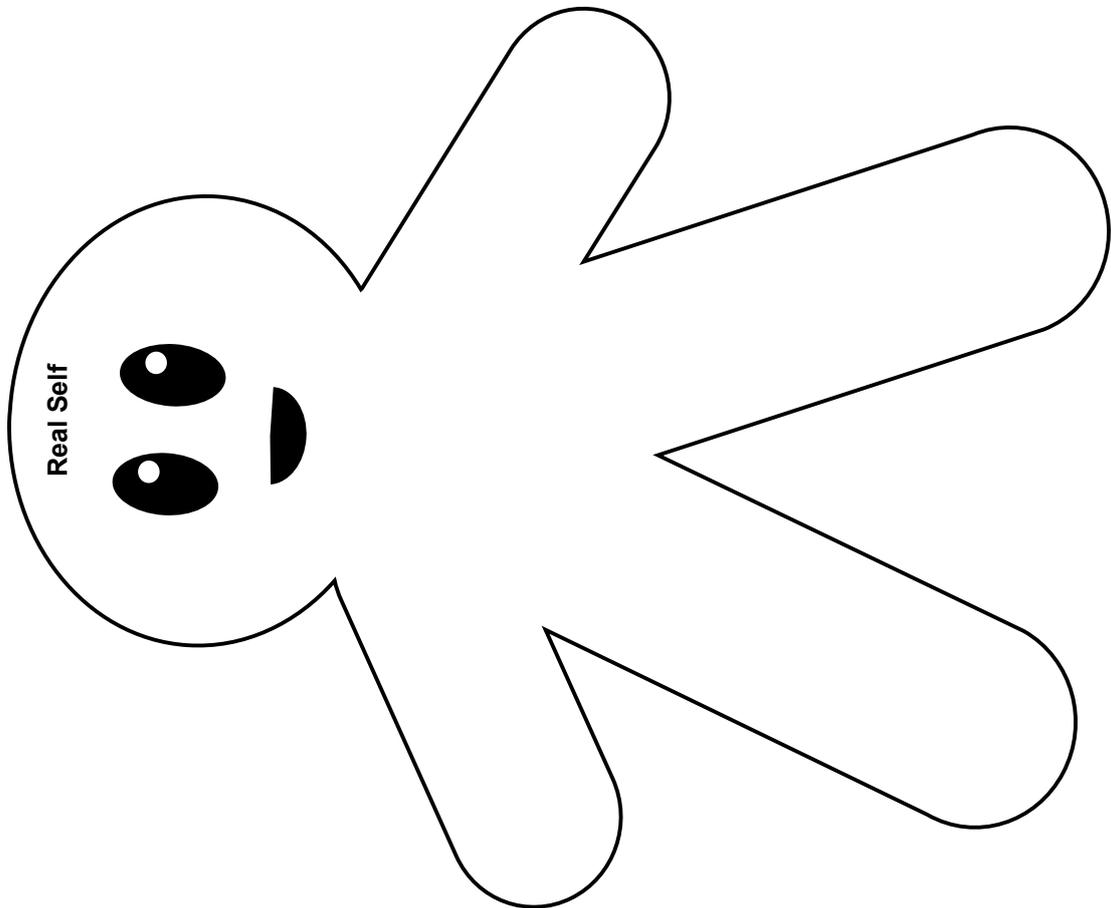
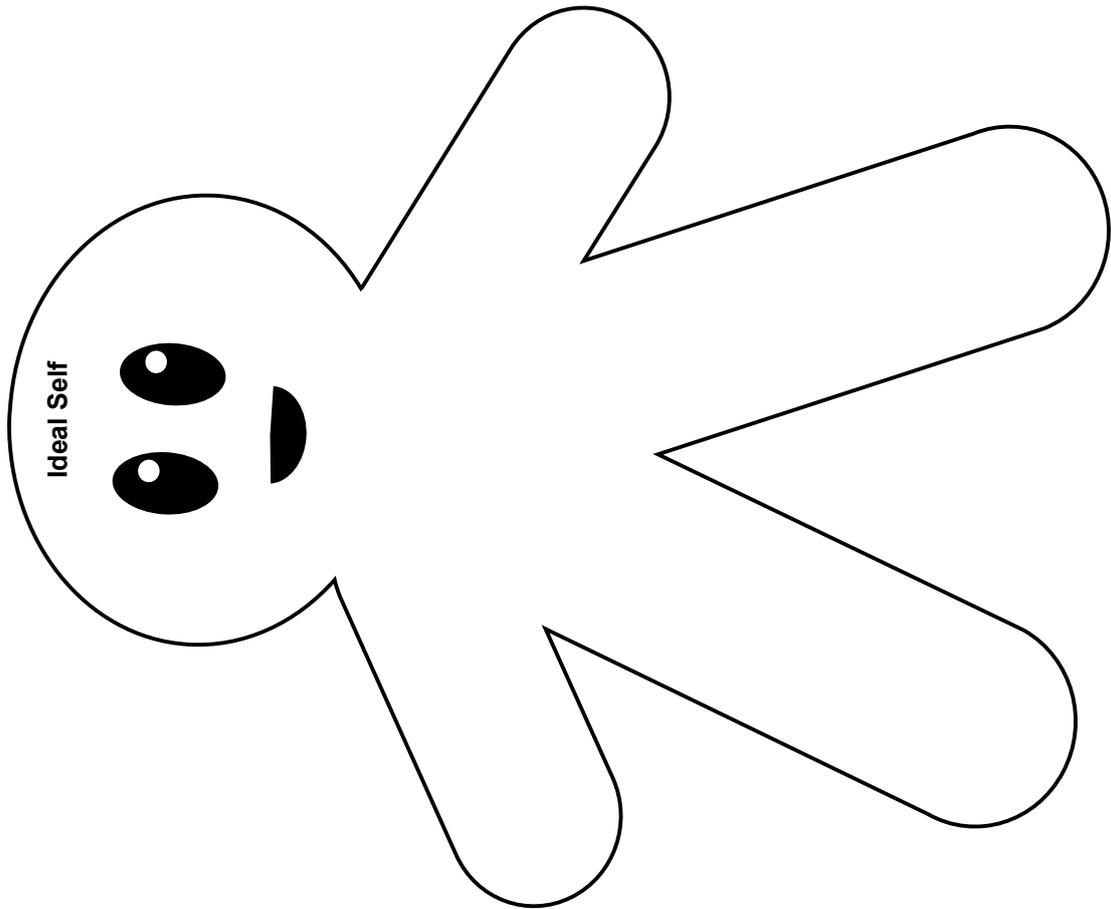
# Changing Me

Airbrushed Image in PowerPoint - Year 6 - Piece 1



# Changing Me

Real Self and Ideal Self - Year 6 - Piece 1



# Changing Me

## Self-Esteem Smoothie Label Examples - Year 6 - Piece 1

**SPIRIT SMOOTHIE**

**Ingredients**

- Relationships
- Nature
- Experiencing beauty
- Love and belonging
- Being creative



**BODY SMOOTHIE**

**Ingredients**

- Exercise
- Relaxation
- Healthy eating
- Drinking water
- Plenty of sleep



**MIND SMOOTHIE**

**Ingredients**

- Reading books
- Watching films
- Discussing ideas
- Solving problems
- Learning new skills

