



Lesson Plan Part 1: Sweets, Treats, Medicines and Tablets Story

Please read the following guidance in full.

Theme Overview – What is the Sweets, Treats, Medicines and Tablets story about?	Session Delivery Guidance
<p>This story covers:</p> <ul style="list-style-type: none"> • That medicines, if not specifically for you, can be dangerous • That just because medicines can look like sweets doesn't mean they are! • That making fun of people is unfair and unkind • Friends shouldn't ask each other to do things that they don't want to • Friends should feel confident in telling each other 'NO' if they don't want to do something • To do what you know is right to do, not what someone else tells you to • That being honest can be difficult, but it's worth it • Developing skills needed to deal with difficult situations • That you should always tell an adult you know you can trust if you are worried or scared 	<p>Session Overview</p> <p>This session will introduce the story to the children and form the structure for this and the second lesson.</p> <p>We will also carry out an activity to identify what is safe and dangerous to eat and drink, and what a child should do if they are ever concerned</p> <p>Session Length</p> <p>Each activity listed below, has suggested timings for it, to act as a guide. However, session times will depend on the needs of your class, so please take the time that is required to meet their needs.</p> <p>Creating a Safe Learning Environment</p> <p>Please refer to the 'Guidance on delivering Dog, Duck and Cat resources' document available on our web site:</p> <ul style="list-style-type: none"> • www.dogduckandcat.co.uk <p>We would suggest using this resource, as part of your planned curriculum, with:</p> <ul style="list-style-type: none"> • Reception



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<p>Please look through the story for yourself before reading it out to children.</p>	<ul style="list-style-type: none"> • Year 1 • Year 2 <p>As you know your children best, you can use this resource with pupils in classes up to year 4, but this is a judgement call for you to make.</p> <p>If you require further support in adapting any of the materials for pupils with additional needs, please contact the Dog, Duck and Cat Trust.</p>
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Resources required	Session aims/objectives
<ul style="list-style-type: none"> • Sweets, Treats, Medicines and Tablets Flipping Book • What we have learnt from Sweets, Treats, Medicines and Tablets Flipping Book PowerPoint Quiz • Things around the home PowerPoint • Can I eat/ Can I drink quiz sheet • Can I eat answers • Can I drink answers 	<ul style="list-style-type: none"> • To develop an understanding of appropriate use of medication • To demonstrate the principles of friendship • To highlight appropriate interaction • To ensure young people are aware of how to stay as safe as possible
Learning outcomes	Key words, phrases, vocabulary and new terminology explained
<ul style="list-style-type: none"> • I can understand why I should never take another person's medicine 	



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- I know that being mean to other people is wrong
- I know that if I am scared, I should talk to an adult I can trust
- I know I should treat other people as I would want to be treated
- I know I should always be honest and not lie about things

Below are some key words which are used within this session – you may wish to add more words to these depending upon the needs of your pupils. These may be familiar to some pupils but new to others so please use these definitions as a basis for explanation if required.

The value of developing pupils understanding of related vocabulary to help them stay safe or express themselves clearly is an important part of the DDC stories and learning.

If you have time, you may wish to allow pupils to come up with their own 'child friendly' definitions of these or other relevant words from the session – these could be used in displays or for reference throughout the sessions.

- Medicines - something used to help people feel better when they are ill. These could be things like cough medicine, tablets, creams or sprays which are bought from shops or given to us by a doctor
- Friendship – a relationship between two or more people who like each other and enjoy spending time together
- Household products – things used around the house by adults such as cleaning sprays/liquids and washing powder/tablets
- Alcohol – drinks which are for adults only, such as beer, wine and cider



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Starter Activity – Teacher led with class participation

Activity	Activity Description	Resources required
<p>10 – 15 minutes</p>	<p>Run through the learning outcomes for the session.</p> <p>The focus of this, and the follow up session, is on the appropriate use of medicine and the concept of friendship.</p> <p>Explain to the class:</p> <p>Friends don't make other friends do things they don't want to do. A part of being a good friend is intervening if you think a friend is at risk or in trouble. This could be directly intervening or by telling a trusted adult such as a parent/carers or teacher.</p> <p>Using the characters in the story, Dog, Duck and Cat, pupils will explore the concept of friendship, and look at the appropriate use of medicines.</p> <p>Work with the children to create some age appropriate ground rules as a class, examples are available in 'Guidance on delivering Dog, Duck and Cat resources'. Ensure that pupils are clear why they are needed and are so important.</p> <p>Ask the class:</p> <p>What is a friend? How would we know if someone was our friend?</p>	<p>None required</p>



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Take feedback from the children.

Some suggested answers are:

- Someone who cares
- Someone who is nice
- Someone who doesn't ask us to do things we don't want to do
- Someone who isn't mean to us
- It could be a boy or a girl

Once you have agreed what a friend is, and what a friend isn't, then please move on to the first activity of this session.



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Activity 1 – Teacher led

Activity	Activity Description	Resources required
<p>10 – 15 minutes</p> <p>Sweets, treats, medicines and tablets Storytime</p>	<p>You should now read the Sweets, treats, medicines and tablets Flipping Book to the class. The key learning points from the story are as follows:</p> <ol style="list-style-type: none"> 1. Medicines, if not specifically for you, are dangerous 2. Just because medicines can look like sweets doesn't mean they are! 3. Making fun of people is unfair and unkind 4. Friends shouldn't ask each other to do things that they don't want to 5. Friends should feel confident in telling each other 'NO' if they don't want to do something 6. Do what you know is right to do, not what someone else tells you to 7. Being honest can be difficult, but it's worth it <p>Explain to the class:</p> <p>Medicines should only be used by the person they are given to. If they are used by other people, especially children, they can be very dangerous. The only people children should take medicine from is an adult they know they are able to trust – you can ask pupils to give</p>	<p>Sweets, treats, medicines and tablets Flipping Book</p>



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	examples here if you feel that would be of benefit.	
<p>5 minutes</p> <p>Evaluation</p>	<p>Evaluation:</p> <p>To ensure the key learning points have been achieved, the pupils should now complete the What we have learnt from Sweets, treats, medicines and tablets PowerPoint quiz.</p> <p>This evaluation should be completed so you can demonstrate that the class have understood the learning points from the lesson and that the learning objectives have been achieved.</p>	<p>What we have learnt from Sweets, treats, medicines and tablets PowerPoint quiz</p>



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Activity 2 – Class participation

Activity	Activity Description	Resources required
<p>10 - 15 minutes</p> <p>Safe or Dangerous?</p>	<p>It is important to emphasise, that if any of the household products featured are used for the job they are meant for, and used/given by a trusted adult, they are safe.</p> <p>Explain to the class:</p> <p>If there is any doubt about a products safety, then don't touch it and talk to a trusted adult.</p> <p>The only people we should trust to give us anything to eat, or swallow, are our parents/carers or people they say it is ok to trust.</p> <p>Many products that can be dangerous and possibly fatal can look harmless and even quite tasty.</p> <p>If a Doctor or adult we are ok to trust gives us medicine and the instructions are followed then it is safe. If we just took some to see what it was like it could be very dangerous, even fatal.</p> <p>It is very difficult to tell if something is dangerous just by looking at it. Paint can look like milkshake; bleach, like lemonade and water. A lot of tablets can look like sweets. When in their proper containers it's easy to tell, but what if they are not, it can be much more difficult.</p> <p>And of course, we should also not have too many sweet foods or drinks, as they can be bad for us.</p>	<p>Things around the home PowerPoint</p> <p>Can I eat/ Can I drink quiz sheet</p> <p>Can I eat answers</p> <p>Can I drink answers</p>



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Explain to the class:

Cat is very confused about what is safe and what is dangerous to eat and drink. She learnt that medicine shouldn't be shared but she still needs some help. Lots of things look good to eat and drink but are actually very dangerous. We are now going to look at 12 different items and decide whether they are safe or dangerous" to eat or drink".

Work with the class as a whole and use the **Things around the home PowerPoint**. The first 6 products are things that can be eaten, the second 6 products that can be drunk.

Pupils to complete their own Resource Sheet:

Can I eat quiz sheet should be completed by each young person for the first 6 edible products and the **Can I drink quiz sheet** for the second 6.

Once the young people have completed both quiz sheets then the answers below can be given.

The following lists all the products and whether they are safe or dangerous

- 1. Toilet block – Dangerous**
- 2. Tablets – Safe if they are given by a doctor or parent/carer, dangerous in any other situation**
- 3. Sweets – Safe but shouldn't eat too many too often**
- 4. Mints – Safe but shouldn't eat too many too often**



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5. **Headache tablets – Safe if they are given by a doctor or parent/carer, dangerous in any other situation**

6. **Liqui-tabs – Dangerous**

7. **Water – Safe**

8. **Bleach – Dangerous**

9. **Paint – Dangerous**

10. **Lemonade – Safe**

11. **Medicine - Safe if they are given by a doctor or parent/carer, dangerous in any other situation**

12. **Beer/Wine – Dangerous for children and young people but...**

Adults really shouldn't give children any alcohol at all. It is advised by the Department of Health that, if the child is under 5 then a parent/carer should NEVER give them alcohol as this can be very dangerous, in fact it is illegal. Some people will often give their child a sip on special occasions so please emphasise this point:

- **If someone does give you an alcoholic drink, remind them you are only young and should only have a very small amount. This should only be on special occasions, as alcohol can be very harmful to children, and we learned that at school**



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	<p>Explain to the class:</p> <p>If anyone is offered alcohol by anyone other than parents/carers they should refuse to drink it and should tell their parents/carers immediately.</p>	
<p>5 - 10 minutes</p> <p>Plenary/ Evaluation</p>	<p>Evaluation:</p> <p>An evaluation should be completed so you can demonstrate that the class have understood the learning points from the lesson and that the learning objectives have been achieved.</p> <p>Pupils should use the Staying safe missing words sheet to ensure that they understand these rules of how to stay safe around different products.</p> <p>Explain to the class:</p> <p>We need to complete the missing words sheets as a final check that we have understood today's lesson.</p> <p>The correct answers are:</p> <ul style="list-style-type: none"> • Only eat and drink things that the people that care for us say are ok • If you aren't sure what it is leave it alone • Just because it looks ok doesn't mean it is. Ask an adult you trust if you're not sure <p>The Staying safe missing words sheet example can be displayed after pupils have completed their sheets, to show a how a fully completed sheet should look, and to act as a comparator for</p>	<p>Staying safe missing words sheet</p> <p>Staying safe missing words sheet example</p>



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	<p>their answers.</p> <p>Optional homework activity/extension</p> <p>These ideas could be used as a simple guide to take home, or resources such as a poster or leaflet could be developed using them as tag lines.</p> <p>If pupils do this as a homework activity, be sure to review any work with them in subsequent sessions to ensure their understanding is correct.</p> <p>Take the opportunity to encourage children to visit www.dogduckandcat.co.uk and read the story book with those they live with at home.</p>	
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Mapping to new statutory Relationships Education and Health Education (physical health & mental wellbeing) requirements

In June 2019, the Government released the final guidance document of what schools will need to deliver around RE & HE in the curriculum from September 2020. To support schools in achieving, and exceeding, these statutory requirements, we have mapped each session to these and highlighted below which specific topic or theme is contributed to in each session.

This will allow schools to be confident that they are addressing both statutory requirements and the needs of their pupils by using the DDC Trust resources as part of their PSHEe-related provision in school.

Relevant Relationships Education requirements

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends



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- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Being Safe

- how to ask for advice or help for themselves or others, and to keep trying until they are heard

Relevant Health Education (physical health & mental wellbeing) requirements

Drugs, alcohol and tobacco

- The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking

Ofsted EIF – contribution to key judgements

Session plans have also been reviewed against the current Ofsted Education Inspection Framework to assist school leaders in highlighting how the DDC Trust resources can help to provide a source of relevant evidence from key judgment areas.

This session makes contributions to the following grade descriptors and/or areas of focus for inspectors from within each judgement in the Ofsted EIF school inspection handbook:

Leadership and management

- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.



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- The school has a culture of safeguarding that supports effective arrangements

Personal development

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Enabling pupils to recognise online and offline risks to their well-being and making them aware of the support available to them
- Developing pupils' age-appropriate understanding of healthy relationships



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Behaviour and attitudes

- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

The quality of education

- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills

Spiritual, moral, social and cultural development (SMSC)

The DDC Trust resources also help schools to effectively demonstrate SMSC provision. This session provides schools with the opportunity to show how pupils are able to explore and develop their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.