



Lesson Plan Part 2: 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 second session will look at situations that a child may find themselves in, and the need the skills to cope. We will look at ways a child can say no if they are asked to do something they don't want to do.</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 • Year 1



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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 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 • Duck says sheet • Duck says example • Duck mask sheet • Scissors • Duck says missing words sheet • Duck says missing words example 	<ul style="list-style-type: none"> • To develop an understanding of appropriate use of medication • To develop coping skills for different situations
<p>Learning outcomes</p> <ul style="list-style-type: none"> • I know what situations, and things, to say no to if I am asked to do them 	<p>Key words, phrases, vocabulary and new terminology explained</p> <p>Below are some key words which are used within this session – you may wish to</p>



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- I know how to say no to someone
- I know it is ok to not do things that people ask me to do, if I don't want to do them
- I know that I should tell an adult if someone tries to get me to do something I don't want to do
- I know how to be a good friend

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.

- Trust – this is something that you need to have with people to help you feel safe and happy with them and believe what they say and do. You might trust people like your family, teachers or good friends. Sometimes it can take time to build up trust between people, like new friends.



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Starter Activity – Teacher led with class participation

Activity	Activity Description	Resources required
<p>5 – 10 minutes</p>	<p>This is the second lesson for the Sweets, Treats, Medicines and Tablets story. We will continue to use the characters and themes from the story in this session.</p> <p>Recap and review ground rules as a class, examples available in ‘Guidance on delivering Dog, Duck and Cat resources’. Discuss any rules created which worked well together with any that didn’t work – do they need to change? Make amendments if needed. Either way, ensure that pupils are clear why they are here and are so important.</p> <p>Run through the learning outcomes for the session.</p> <p>This session continues to look at the appropriate use of medicine and at the concept of friendship.</p> <p>Ask the class:</p> <p>What can you remember from Sweets, Treats, Medicines and Tablets story that we went through in the last session? You should have the flipping book available to ‘flick’ through to prompt the children.</p> <p>Take feedback from the class as to what they have remembered.</p> <p>If needed remind the children of the key learning points from the Sweets, Treats, Medicines and Tablets story, before you start this session. They are as follows:</p>	<p>Sweets, Treats, Medicines and Tablets Flipping Book</p>



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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

You should now move on to the next activity.



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Activity 1 – Class participation

Activity	Activity Description	Resources required
<p>5 - 10 minutes</p> <p>Saying yes and no to the RIGHT things</p>	<p>Ask the class:</p> <p>What sort of things, if we are asked to do them, should we say yes to?</p> <p>Collate feedback from the class. Some suggested answers are:</p> <ul style="list-style-type: none"> • If a friend asks us to play with them • If an adult we know we can trust asks if we want something, and we do want it • If our teacher asks us to do something for them in class <p>Ask the children: What sort of things, if we are asked to do them, should we say no to?</p> <p>Collate feedback from the class. Some suggested answers are:</p> <ul style="list-style-type: none"> • Being asked to do something that you know is wrong • Being asked to do something you know is naughty • Being asked to do ANYTHING you don't feel comfortable with 	<p>None required</p>



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Explain to the class:

We are now going to look at some more ways that we can help our friend Duck to say no when he needs to. In the story he really struggled to know how to say no to Cat, lets help him to do that.

And, never forget - it is important that we know how to say no, but we should also always tell an adult too, as we might need their help at some stage.



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Activity 2 – Class participation

Activity	Activity Description	Resources required
<p>15 - 20 minutes</p> <p>Getting out of a bad situation</p>	<p>We want the class to be aware of what to do if they are in a difficult situation, and for this to stick in their minds. It is important for them to practice so it is easy to recall if a situation arises.</p> <p>Explain to the class:</p> <ul style="list-style-type: none"> • Friends shouldn't get other friends to do or say things they don't want to • Friends should be just that, friends! • Having a good answer to a difficult question can be a real bonus; this is why we will be practising this • If anyone ever feels threatened or scared of what someone has done, or wants them to do, they should tell an adult they trust immediately <p>Set the scene for the activity:</p> <p>In the story Duck didn't know how to say NO to Cat, or for that matter, any other animal!</p> <p>When his Mom and Dad spoke to him, he said he was going to practice what to do if he ever needed to get out of doing something he didn't want to do again. We are now going to help Duck come up with some ways of saying NO when he is asked to do something he doesn't want to do.</p>	<p>Duck says sheet</p> <p>Duck says example</p> <p>Scissors</p> <p>Duck mask sheet</p>



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Ask the class to think of ways they could say no to someone if they tried to get them to do something they didn't want to do. This could be:

- As simple as saying 'NO'
- Telling a small fib/lie to get out of the situation
- Running away and telling an adult you are told you can trust
- Staying away from people that try and get them to do things they don't want to
- Going and telling a parent/carer or trusted adult

All of the above can be shared with the class but the more that are generated the better. The class should now try to come up with a slogan that they could remember to keep them safe. This may require a significant amount of coaching, so an example phrase is included on the **example duck says sheet**. This could be displayed for inspiration during the activity.

Ask the class to complete their own resource sheets and participate:

Give each young person a **Duck says blank sheet**.

The example phrase, or class generated phrase should then be copied down on the **Duck says blank sheet** and adopted by the whole class.

Each young person should also be given a **Duck mask sheet**.

This can then be taken home, along with the **Duck says blank sheet** once completed, so the



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	<p>young person can wear it and practice the phrase adopted by the class in front of parents/carers. Although it states clearly on the sheet, please remind the class that they should ask a parent/carer to help them make the mask.</p> <p>Optional homework activity/extension</p> <p>A homework activity could be set to ask the class to bring their completed masks back in to school. This is an option but not essential to the programme.</p>	
<p>5 minutes</p> <p>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 outcomes have been achieved.</p> <p>Each young person should be given a Duck says missing words sheet.</p> <p>This should then be completed to ensure that they understand these rules of how to stay safe and get out of a bad situation:</p> <ul style="list-style-type: none"> • People that make me do things I don't want to do are not friends • A good friend is kind and doesn't make me do things that could hurt me • Just because someone asks me to do something it doesn't mean I have to do it <p>The completed sheet could be used as a guide that the pupils could take home. Alternatively, resources, such as a poster or leaflet could be developed in class, using the answers as tag lines, but this is a decision that you can make.</p>	<p>Duck says missing words sheet</p> <p>Duck says missing words example</p>



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Take the opportunity to encourage children to visit www.dogduckandcat.co.uk and read the story book with those they live with at home.

This now completes the Sweets, Treats, Medicines and Tablets Story lessons.

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 PSHE-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
- 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



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Being Safe

- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice from e.g. family, school and/or other sources

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



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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

Behaviour and attitudes

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



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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.