



How are Dog, Duck and Cat (DDC)resources created?

The following details how DDC resources are created.

Underpinning theoretical structure – Protective Behaviours (PB)

PB is a 5-part programme, with practical skill developing elements at its heart, that helps and supports a person in making changes, they want to, to their feelings, thoughts and behaviours.

The Protective Behaviours approach is designed to Build Resilience. Al Siebert, PhD, writes that “highly resilient people are flexible, adapt to new circumstances quickly, and thrive in constant change. Most important, they expect to bounce back and feel confident that they will. They have a knack for creating good luck out of circumstances that many others see as bad luck.”

Siebert also notes that resilient people are adept at seeing things from another person’s point of view. When we empathize with others, we feel less alone and less entrenched in pain. As a result, we recover faster

The use of the 2 underpinning principles/themes of the Protective Behaviours approach have been utilised throughout:

1. ***‘we all have the right to feel safe all the time’***
2. ***‘we can talk with someone about anything even if it’s awful or small’***

This will supplement all the specific messages within the DDC resources. A child, through self-discovery facilitated by participation and practice in activities based around developing key skills and understanding, will learn and understand the concepts of actions and consequences, safety and risk avoidance/minimisation and ‘own’ them.

This will ensure they subsume these ideas in to their sub conscious thus leading them to have better resilience and coping skills to deal with the issues life may present them with, ultimately leading to the main aim of the DDC resources; empowering young people’s safety and avoidance of risk.

There are 7 strategies as part of the PB approach:

1. Theme reinforcement
2. One Step Removed
3. Network Review
4. Persistence
5. Protective Interruption
6. Risking on purpose
7. The Language of Safety

All strategies are utilised throughout the DDC resources. In school staff and professionals have stated that they feel the ‘one step removed’ strategy is particularly helpful in addressing issues with children, but without it being too personalised. A child can explore how Dog, Duck and Cat deal with a situation, this can then be personalised to them so they can adopt the advice they would give to the characters.



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The DDC Trust Team

The charity is led by the CEO, Jon Bull. Jon has been the manager of a young person's drug and alcohol service since 2008 and is a British Association of Counselling and Psychotherapy (BACP) registered counsellor with experience of delivering targeted work and services to young people. Jon is also a qualified PB trainer and holds a qualification in teaching and learning. He is supported by three knowledgeable trustees; the Chair is a lead nurse for child deaths, one trustee is a safeguarding lead at Birmingham Children's Hospital and the final trustee is an education lead working with children, and in schools, daily.

Outside expertise

To ensure the resources are to the highest standard the DDC Trust have developed a pool of expertise. For all the resources the trust work with experts on a sessional basis:

- A qualified primary school teacher, with specialism in PSHE, who has also managed a healthy school's team – this is to ensure all resources can be mapped to upcoming statutory RSE curriculum, and to ensure they are 'Ofsted ready'
- A qualified graphic designer who is the lead illustrator

Audience consultation, piloting and feedback

A vital element in the development is consultation with the audience. This includes school staff, professionals, parents, carers and guardians and children themselves. The trust develops the resources in consultation, pilot to ensure they are fit for purpose and amend where needed. The resources are also updated on an ongoing basis to enhance them and ensure they are relevant today.

The feedback we have received is that children like having the stories read to them; staff like the fact that they can be used as a springboard to then go in to the lessons as it gives the work a focus, but it still feels fun.

Evolutionary biologist Professor Robin Dunbar of Oxford University, also a fellow of the British Academy, states, 'The crucial point is that all these activities – relating stories, exchanging gossip, telling jokes and singing – trigger the production of endorphins in the brain, he said. "Endorphins in turn generate a positive feeling in a person, similar to that of morphine, so we feel good'.

The DDC Trust fully endorse this approach; if we can learn practical skills that can help keep us, and others, safe and feel good learning these messages they are more likely to be retained by the child not only now, but over their life course.