



# Lesson Plan 1: How Do I See You?

Please read the following guidance in full.

| Theme Overview – What is the ‘How Do I See You?’ story about?  | Session Delivery Guidance  |
|--|--|
| <p>This story and programme cover the following outcomes:</p> <ul style="list-style-type: none"> <li>• To understand how our attitudes shape our behaviours towards people because of their gender.</li> <li>• To raise awareness of gender inequality with children and adults.</li> <li>• To ensure children understand that all people, regardless of gender, are equal and deserve the same rights and respect as each other.</li> <li>• To understand when and how to safely challenge gender inequality.</li> <li>• For children to know when they need to involve an adult, or the local Police, with an issue regarding gender inequality.</li> <li>• To promote that children should always tell an adult they know they can trust, if they are worried or scared</li> </ul> <p>Please look through the story for yourself before reading it out to children.</p> | <p><b>Session Overview</b></p> <p>This session will focus on the ‘<b>How Do I See You?</b>’ story as the basis for exploring gender inequality, in particular negative attitudes and behaviours towards women and girls. We will explore concepts around what ‘equal’ means and look at some stereotypical attitudes around gender.</p> <p><b>Session Length</b></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><b>Creating a Safe Learning Environment</b></p> <p>Please refer to the ‘<b>Guidance on delivering Dog, Duck and Cat resources</b>’ document available on our web site:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.dogduckandcat.co.uk">www.dogduckandcat.co.uk</a></li> </ul> <p>We would suggest using this resource, as part of your planned curriculum, with:</p> <ul style="list-style-type: none"> <li>• Year 3 and above</li> </ul> <p>As you know your children best, you can use this resource with pupils in classes</p> |



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|   | <p>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>   |
| <p><b>Resources required</b></p> <ul style="list-style-type: none"> <li>• How Do I See You? Flipping Book</li> <li>• How Do I See You? PowerPoint quiz</li> <li>• Questions to discuss sheet PDF</li> <li>• Gender roles and pictures PDF</li> </ul>  | <p><b>Session aims/objectives</b></p> <ul style="list-style-type: none"> <li>• To begin to discuss and explore the concept of gender inequality</li> <li>• To understand what equal means in the context of gender equality</li> <li>• To explore things that make us unique, similar and different</li> <li>• To discuss stereotypical ideas and thinking about gender, roles and behaviours</li> </ul>  |
| <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• I can tell you what being equal means and why it is important, especially between different genders</li> <li>• I can talk about things that make us similar and different</li> <li>• I know what a stereotype is, and why this type of thinking is incorrect and damaging</li> </ul> | <p><b>Key words, phrases, vocabulary and new terminology explained</b></p> <p>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.</p> <p>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.</p> <p>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.</p> |



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- Equal – *When we think about people being equal, this is when a person has the same status, the same rights and opportunities as anyone else, no matter who they are.*
- Unique – *something or someone that is not like anything else, the only one of its kind*
- Similarities – *something or someone that is almost the same as each other, thing you have in common*
- Differences – *things that are not the same as each other, that make you different to others*
- Gender – *a range of characteristics associated with what it is to be a man or a woman in a particular context - people can identify along a spectrum of these characteristics. The gender of a person is to do with how they themselves, or other people, view what they should or shouldn't do, or act or behave like, based on if they are a man, woman or other gender.*
- Stereotypes - *a stereotype is a set idea, often unfair and untrue, about what someone will be like (e.g. their personal qualities or behaviour) based on a group that they belong to or what they might look like. E.g. All boys like football, all girls like netball.*
- Sexism - *discrimination based on the gender of a person—looking down on people because they are male or female, typically against women.*
- Misogyny – *a strong dislike or hatred towards women. It is a form of sexism.*



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## Starter Activity – Teacher led with whole class participation/ small groups

| Activity  | Activity Description  | Resources required                            |
|---|---|---|
| <p><b>15 minutes</b></p> <p><b><i>Reading the story/setting the scene</i></b></p> | <p><b>Run through the learning outcomes for the session.</b></p> <p>Work with the children to create some age-appropriate ground rules as a class. Some examples are available in ‘<b>Guidance on delivering Dog, Duck and Cat resources</b>. Ensure that pupils are clear why they are needed and are so important.</p> <p><b>Explain to the class:</b></p> <p><i>We are going to read a story called ‘<b>How Do I See You?</b>’ In the story our characters are faced with a situation that they are uncomfortable with and know isn’t right. The story centres around how one character, Weasel, feels that it is ok to talk to other people in a negative and disrespectful way. Let’s find out more!</i></p> <p>You should now read the <b>How Do I See You? Flipping Book</b> to the class. The key messages from the story are as follows:</p> <ol style="list-style-type: none"> <li>1. To understand how our attitudes shape our behaviours towards people because of their gender.</li> </ol> | <p><b>How Do I See You? Flipping Book</b></p> |



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2. To raise awareness of gender inequality with children and adults.
3. To ensure children understand that all people, regardless of gender, are equal and deserve the same rights and respect as each other.
4. To understand when and how to safely challenge gender inequality.
5. For children to know when they need to involve an adult, or the local Police, with an issue regarding gender inequality.
6. To promote the idea that children should always tell an adult that they know they can trust, if they are worried or scared

Now move on to the next activity.



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## Activity 1 – Teacher led with whole class participation

| Activity   | Activity description   | Resources required                              |
|--|--|---|
| <p><b>10 - 15 minutes</b></p> <p><i><b>Reinforcing key messages from the story</b></i></p> | <p>To ensure the key learning points have been achieved, and to reinforce some of the key messages from the story, you and the pupils should now complete the <b>What we have learnt from ‘How Do I See You?’ PowerPoint quiz</b> together as a class.</p> <p>This activity will also allow you to understand if pupils have any initial gaps in their understanding around the learning outcomes and the themes covered.</p> <p>This brief assessment should be completed so you can demonstrate that the class have understood the key messages from the story.</p> <p><b>Teachers note:</b></p> <p>You may wish to repeat this activity at the end of the programme to show any change in pupils understanding.</p> | <p><b>How Do I See You? PowerPoint quiz</b></p> |



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## Activity 2 – Teacher led/whole class/small group work

| Activity   | Activity Description   | Resources required  |
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| <p><b>20 minutes</b></p> <p><b><i>Learning from each other</i></b></p> | <p><b>Explain to the class:</b></p> <p><i>In groups, we are now going to have a quick talk about a few questions. I want you all to have a think about the question and discuss it together. After a few minutes, I'll then ask each group to share some of the things you found out with the rest of the class.</i></p> <p>Display the <b>Questions to discuss sheet PDF</b> on the board for all pupils to refer to.</p> <p>Work your way through each of the questions (or as many as you feel you need to) and give groups enough time to discuss each one, and then briefly feedback to the rest of the class. You might also wish to record some of the pupils' key comments about each question to highlight any interesting points that help to draw out any similarities and differences. The questions below might help to elicit responses from pupils.</p> <p><b>Ask the pupils:</b></p> <ul style="list-style-type: none"> <li>• <i>Were there some surprises?</i></li> <li>• <i>Did you all have the same things in common or other similarities?</i></li> </ul> | <p><b>Questions to discuss sheet PDF – displayed on board</b></p> |



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- *Were there lots of differences in your group?*
- *Were there any unique answers?*
- *Are other children more or less like you than you expected?*
- *Should we treat people differently because they are in some way different to us? Would it be fair if we did?*

After you have completed this activity, please make sure to highlight with your pupils that we are all individuals and therefore have many unique qualities, likes and dislikes, and differences. But we will all have some qualities and interests that are the same as each other, or similarities.

You should now move on to the final activity.





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## Activity 3 – Teacher led/whole class

| Activity  | Activity Description   | Resources required   |
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| <p><b>20- 25 minutes</b></p> <p><b><i>We are all equal – but what does this mean?</i></b></p> | <p><b>Ask the pupils:</b></p> <p><i>Whilst we are all individuals, with differences and similarities, we are also all EQUAL. But what does equal mean?</i></p> <p>As a class, give pupils a few minutes to share any ideas of what ‘equal’ means, then share the definition of ‘equal’ from the vocabulary section with them (you may wish to write this on the board to refer to).</p> <p><b>Explain to the pupils:</b></p> <p><i>Sometimes some people will have a fixed view or stereotype (see definition in vocabulary section within plan if needed) of other groups of people because of their gender; this has been a problem for a long time, and it is a very old-fashioned view of looking at the world, but it is slowly changing!</i></p> <p><i>The gender of a person is to do with how they themselves, or other people, view what they should or shouldn’t do, or act or behave like. This is based on if they are a man, woman or other gender.</i></p> | <p><b>Gender roles/pictures PDF – displayed on board</b></p> |



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## Teachers note:

Gender is an interesting topic for pupils to consider. Although in general terms someone's 'sex' is biological, their gender is more complex and can be heavily influenced by social and cultural factors. In general terms, 'sex' refers to the biological differences between males and females, such as genitalia and genetic differences.

'Gender' is a more difficult thing to define, but it can refer to the role of a male or female in society, known as a gender role, or an individual's perception of themselves, or gender identity.

Sometimes, a person's genetically assigned sex does not line up with their gender identity. These individuals might refer to themselves as transgender, non-binary, or gender nonconforming

The World Health Organization (WHO) defines gender as:

*"Gender refers to the socially constructed characteristics of women and men, such as norms, roles, and relationships of and between groups of women and men. It varies from society to society and can be changed."*

Gender roles and gender stereotypes can shift substantially over time and between different societies.

We have given you definitions for this and other terms which you should be mindful of when explaining these concepts to your class. You will of course want to adapt these definitions to be more 'child-friendly' based on the needs of your pupils and to help them understand complex ideas such as gender in a way which is most appropriate for them and their learning



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needs.

## **Explain to the pupils:**

*We are now going to take a look at some of the old-fashioned views about the types of things that people of different genders might like to do, the jobs they have, the clothes they wear and so on.*

Display the **Gender roles pictures PDF** on the board for all pupils to refer to.

## **Ask the pupils:**

*What do we think about the pictures we are looking at now? Are they correct? Do all males and females always follow (conform to) these roles? Can you think of any examples where the opposite applies? For example, a man who works as a nurse.*

Show the pupils the last side of the gender roles pictures sheet. These show the same original images, but alongside the opposite gender carrying these out. Use these images to further emphasise that stereotypical views of women and men are obviously not true!

## **Explain to the class:**

*Like most things in life, it comes down to the individual person as to what they can or cannot do and who and what they are – not because of their gender.*

*Assuming things about men and women, boys and girls, just because of their gender can cause people to be prejudiced (have a 'bad' or 'negative' view about others) and can lead to something called 'sexism' and inequality. We saw this in the story with Weasel when he was*



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*making stereotypical and sexist comments to Cat and Chicken because they were girls.*

*Although sexism can happen both ways, it is much more common for females to experience sexism than men. It is important for us to talk about this as it is important we understand how damaging and hurtful this type of sexism can be for everyone, especially females, and the unacceptable behaviours that can come from this – like those that Weasel showed in the story.*

### **Ask the pupils:**

*What type of sexist views might you have heard about someone because their gender is female? Some examples might be:*

- *All girls are no good at football (like Weasel thought in the story)*
- *Women should be the ones who do the cooking and cleaning (like Weasel thought in the story)*
- *Only women should look after children and babies (like a lot of people still think today)*

Allow pupils to briefly share some of their own ideas (and encourage them to think about why they might be wrong) based on the earlier definitions of equal and stereotypes. It is important to ensure that any stereotypes are safely challenged as part of this discussion!

### **Explain to the class:**

*So, hopefully after hearing the story and after some of our discussion in today's session we can start to see how there is no reason, that in the modern world that we live in, anyone couldn't do these roles or try to be whatever they want to be. Although not everyone might agree with this, they are WRONG! We know that we are all equal – just like the animals knew in the story,*



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|  | <p><i>even Weasel by the end!</i></p> <p><i>We will explore this topic again in the next lesson, and what the consequences of this type of negative and unequal behaviour can be, and what we can do about trying to stop it.</i></p> <p>Finish the lesson by asking pupils if they have any questions they would like to ask about what any of the key vocabulary from the session means – you may wish to recap based on the definitions given to ensure pupils have appropriate understanding.</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**

#### Families and people who care for me

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

#### Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- 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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## Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

## Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- 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 e.g. family, school and/or other sources



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**Relevant Health Education (physical health & mental wellbeing) requirements**

Mental wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing