



Lesson Plan 2: 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 covers the following outcomes:</p> <ul style="list-style-type: none"> • To understand how our attitudes shape our behaviours towards people because of their gender. • To raise awareness of gender inequality with children and adults. • To ensure children understand that all people, regardless of gender, are equal and deserve the same rights and respect as each other. • To understand when and how to safely challenge gender inequality. • For children to know when they need to involve an adult, or the local Police, with an issue regarding gender inequality. • To promote that children should always tell an adult they know they can trust, if they are worried or scared <p>Please look through the story for yourself before reading it out to children.</p>	<p>Session Overview</p> <p>This session will look at some of the effects and consequences of gender inequality and misogynistic behaviours and introduce the idea of victims and perpetrators. Pupils will be encouraged to reflect on the shared responsibilities that we all have to ensure an equitable society.</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"> • Year 3 and above <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>Resources required</p> <ul style="list-style-type: none"> • How Do I See You? Flipping Book (if required to recap) • How would we want... PDF • Our responsibilities PDF 	<p>Session aims/objectives</p> <ul style="list-style-type: none"> • To discuss and further explore the concept of gender inequality, and the impact and consequences of discriminatory and abusive behaviour for victims and perpetrators • To begin to understand how to challenge gender inequality and discriminatory behaviours safely and positively • To explore the responsibilities we have to ensure equality and fairness and how to put these into practice
<p>Learning outcomes</p>	<p>Key words, phrases, vocabulary and new terminology explained</p>
<ul style="list-style-type: none"> • I can talk about the ways in which people can be affected by abusive behaviour • I can talk about some of the consequences for people who carry out abusive behaviour • I know some of the responsibilities that we all have to make sure people are treated equally and fairly, and why this is so important 	<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</p>



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could be used in displays or for reference throughout the sessions.

- 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.*
- Empathy – *being able to understand and share the feelings and emotions of someone else, even if you aren't in the same situation yourself.*
- Consent – *this means giving permission or agreeing for something to happen.*
- 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.*
- Responsibility – *a responsibility is something that you are supposed to do or that is expected of you – it is just the right thing to do. Being responsible usually means there is a positive result to a situation. If we don't act in a responsible way, this usually mean there is a negative or harmful result in the end, for us or others. Being responsible might also sometimes mean accepting the blame or consequences for something that you did if you are in the wrong*
- Victim – *a person who is harmed or hurt (physically, emotionally or in any other way) as a result of someone else's actions or behaviour.*
- Perpetrator – *a person who commits harmful or criminal actions or*



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behaviour of any kind

- *Equitability – fair and reasonable*



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

Activity	Activity Description	Resources required
<p>10 - 15 minutes</p> <p><i>Recapping the story/setting the scene</i></p>	<p>This is the second lesson for the 'How Do I See You?' story.</p> <p>Recap and review your session ground rules as a class. Some examples are available in 'Guidance on delivering Dog, Duck and Cat resources' via the DDC Trust website, if required.</p> <p>Discuss any rules created which worked well last time along with any that did not 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>Explain to the class:</p> <p><i>Last time we read a story called 'How Do I See You?'. We talked a lot about what happened in the story. We are now going to quickly look at the story again to see if we can remember what happened.</i></p> <p>You do not need to read the whole story again but use the How Do I See You? Flipping Book to refresh the children's memories, asking the following sort of questions:</p> <ol style="list-style-type: none"> 1. Can the children remember what happened in the story? 	<p>How Do I See You? Flipping Book</p>



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2. What are the things they remember the most from the story?

3. How did the story end?

This activity is designed to get children to quickly reflect on the story and deepen their understanding of the key themes. For reference, the key messages from the story are at the top of this session plan.

Now move on to the next activity.



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Activity 1 – Teacher led with whole class participation/small group work

Activity	Activity description	Resources required
<p>20 minutes</p> <p>How would we want the people we love to be treated?</p>	<p>Explain to the class:</p> <p><i>You will remember that one of the ways that Cat got Weasel to understand how his attitude and behaviour towards girls was wrong was by asking him how he would feel if someone spoke to someone he cared about, like his Mum or sister, in that way:</i></p> <p><i>“Before you say anything, I’m guessing it won’t be nice, so I will not listen to you anymore as you are rude and disrespectful, Weasel. How would you like it if someone spoke to your Mom, or your little sister that way?”</i></p> <p><i>This made Weasel think about what he was saying and how he was behaving. It made Weasel really think about how others would feel, so Weasel was using something called ‘empathy’ to help him understand how his Mum and Sister would feel if it happened to them.</i></p> <p><i>Does anyone know what empathy means?</i></p> <p>Take feedback and use the definition in the vocabulary section to help give an age-appropriate understanding of empathy.</p> <p>Now ask the pupils to work in small groups/tables, with someone nominated as scribe. Give out a copy of the ‘How would we want... PDF’ to each group.</p>	<p>How would we want... PDF</p>



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Explain to the class:

I now want you to discuss two important questions in your groups, and then write down your ideas on the resource sheet. We will then share our ideas and I will record some of these on our own class 'master copy' displayed on the board for us to remember.

The questions are:

- 1. How would we want the people we love to be spoken to?*
- 2. How would we want the people we love to be treated physically?*

An example has been given in each category to get pupils thinking. Allow pupils 5 -10 minutes to discuss and record their ideas, then take some feedback and compile some of the most appropriate responses onto the displayed copy of the **How would we want... PDF** for reference.

Explain to the class:

By thinking about how we might want those who we love and care to be treated, then it is a good way for us to empathise (show empathy) with all people in different situations. Everyone deserves to be spoken to and treated in the positive ways you have come up with! This type of fairness is something that we call equitability!

(See definition in vocabulary section if you wish to explore this term further)

And don't forget all females will be someone's Mum, Sister or Daughter – so should be treated with respect and equitability, not abusively.



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

Activity	Activity Description	Resources required
<p>15 - 20 minutes</p> <p><i>What can happen if people are not treated equally or experience abusive behaviour?</i></p>	<p>You will now ask pupils to think about the effects that negative and abusive behaviour towards women and girls can have, as well as broaching some of the consequences for perpetrators.</p> <p>Explain to the class:</p> <p><i>Thinking about how we wanted our loved ones to be treated, we all agreed that this should be positive and respectful verbal and physical treatment. So we know it is totally NOT OK to make comments or rude remarks, threaten people, touch people without their consent, or any of these types of behaviours.</i></p> <p><i>But believe it or not, there are still people out there who think that it is ok to behave like this, either because they don't know or think it's funny, or just don't care!! If we just for a minute think about the effect or impact that this can have on people who are on the receiving end of this behaviour – how might it make them feel?</i></p> <p>Pupils to continue working in their groups.</p> <p>Ask the pupils:</p> <p><i>I want you to all imagine that you were the character of Chicken, from the story. When Weasel was making all those horrible comments to her, and telling her that he could just kiss her if he wanted to, how would she have felt? Have a talk about this in your groups and I will come around and talk to</i></p>	<p>None</p>



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each group to get some of your ideas.

You will likely get these kinds of responses/themes from pupils:

- Chicken would feel unhappy/sad
- Chicken would feel unsafe/scared/frightened or like she had no control over the situation
- It could affect her confidence and self-esteem in the future – she might be afraid to be around Weasel or other males in the future
- She could have felt angry and confused as to why this was happening – she might even have wanted to get aggressive with Weasel
- Chicken might think that it was her fault in some way that this was happening to her and might have changed her behaviours because of this. That's unfair, Chicken had not done anything wrong, and it definitely wasn't her fault.

Work very briefly with each group to gather some of their thoughts and then summarise these to the whole class, drawing out that none of these feelings or responses would have been good at all for Chicken or her wellbeing – and that this is absolutely NOT OK!

Ask the pupils:

We know that Weasel apologised and regretted what he had said and done. But what about if he hadn't said sorry or hadn't felt any regret? Do you think he might have got into any kind of trouble? What would other people have thought about him and his actions?

Allow pupils to share their thoughts, drawing together that Weasel could have got into trouble at



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school, at home with his parents, his reputation and how others see him would have been negatively affected, etc. You may wish to record some of these on the board and compare them with the negative way in which Chicken was affected, to highlight that all outcomes for all concerned are negative.

Explain to the class:

People who behave like Weasel can also get into trouble with the Police. Making rude and offensive comments towards others is a criminal offence. Threatening to touch or hurt other people physically, or even worse actually going and doing this, is a very serious crime. People who do this would get in serious trouble – much more than just getting told off by Cat and Chicken in the story.

So, there are lots of negative consequences for everyone involved – especially the victims and perpetrators of these criminal behaviours.

Teachers note:

Please refer to the definitions for victim and perpetrator in the vocabulary section of this plan to help children's understanding of these terms in relation to misogynistic behaviour. You may wish to expand the conversation by researching some of the legal consequences in more detail, if you feel this would give pupils greater context and understanding.

You should now move on to the final activity.



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Activity 3 – Teacher led/whole class/pairs/individual work

Activity	Activity Description	Resources required
<p>15 – 20 minutes</p> <p><i>How should we treat other people – some ‘responsibilities’ for the class</i></p>	<p>Explain to the pupils:</p> <p><i>We are now beginning to understand that Weasel’s behaviour wasn’t just ‘harmless banter’ or words – his actions could have had a really negative effect on Chicken, and Weasel himself could have gotten into some serious trouble. But treating each other equally and with respect is not just about worrying we might get in trouble – it is about the responsibility we all have to each other.</i></p> <p>Ask the pupils:</p> <p><i>What do we know about the word responsibility? What does it mean?</i></p> <p>Allow pupils a few minutes to discuss in pairs. Using their feedback and the definition in the vocabulary section, come up with your own class definition of what responsibility means and record this on the board. Leave this up for pupils to refer to next.</p> <p>Give out the Our responsibilities PDF to individual pupils.</p> <p>Ask pupils to record the class definition of responsibility onto their own Our responsibilities PDF. Pupils should also add in their name to the worksheet and ‘sign-up’ to the class definition of responsibility by adding in their name to following sentence on the resource sheet too. Emphasise that this is so that we can all remind ourselves of our own individual</p>	<p>Our responsibilities PDF</p>



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	<p>commitment to behaving in positive and fair ways.</p> <p><i>I agree to stand by and help, to uphold our class definition of responsibility</i></p> <p>Explain to the pupils:</p> <p><i>I now want you to work on your own to come up with some ideas about what responsibilities we all have and should follow that could help make sure that we are all treated equally, fairly, and make sure that no one is left feeling in the ways that Chicken or Cat might have felt in the story. If you look at the sheet you have been given, you will see that one example has been done for you, to get you started. I'd like you to now try and come up with at least two others that you think are important.</i></p> <p>Allow pupils 5 minutes to come up with two of their own ideas. Take feedback from the class and collate any one you feel are particularly pertinent and effective into your own list. This list could be used to create your own class responsibility list – you may wish to display this in class, or even to give to pupils to take home and share so they can discuss this issue at home with parents/carers/guardians; this is up to you!</p> <p>Finish the lesson by asking pupils to work on their tables and share with each other their own endings to the following statement.</p> <p><i>'I can show that I am being responsible and treating people equally by...'</i></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

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

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
- 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.
- 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.

Relevant Health Education (physical health & mental wellbeing) requirements

Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing