



Lesson Plan 3: 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 feeling safe, and what it feels like to be safe or unsafe, including safe and unsafe touch. Children will explore a range of strategies to help them understand these concepts, and how they can manage unsafe situations and get help and support if needed.</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>



Lesson Plan 3: How Do I See You?

up to year 4, but this is a judgement call for you to make.

If you require further support in adapting any of the materials for pupils with additional needs, please contact the Dog, Duck and Cat Trust.

Resources required	Session aims/objectives
<ul style="list-style-type: none"> • How Do I See You? Flipping Book • Feeling Safe PDF • Gingerbread person PDF • Personal Network PDF • Safe contact PDF 	<ul style="list-style-type: none"> • To understand that we all have the right to feel safe • To explore what it feels like to be safe and unsafe • To understand feelings associated with being unsafe, and how these can alert us to potential danger • To know what personal space is, and how this relates to safety • To discuss safe and unsafe touch or contact • To know some strategies to deal with unsafe situations and how get help and support if needed.
Learning outcomes	Key words, phrases, vocabulary and new terminology explained
<ul style="list-style-type: none"> • I know that we all have the right to feel safe • I can describe how it feels to feel safe or unsafe 	<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>



Lesson Plan 3: How Do I See You?

- I can describe some Early Warning Signs people might have in an unsafe situation
- I can tell you what safe and unsafe touch or contact is
- I know and can describe some ways that people either deal with or get help or support with anything that worries or upsets them

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.

- 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.*
- Rights – *these are laws or rules that exist to make sure that people understand what is allowed or what they can expect, such as how we can behave or expect to be treated*
- 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.*



Lesson Plan 3: How Do I See You?

Starter Activity – Teacher led with whole class participation

Activity	Activity Description	Resources required
<p>10 minutes</p> <p><i>The first thing to learn about feeling safe is...</i></p>	<p>Run through the learning outcomes for the session.</p> <p>Recap and review ground rules as a class. Some examples available in ‘Guidance on delivering Dog, Duck and Cat resources’. 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>Explain to the class:</p> <p><i>We are going to think and talk about what it means for us to feel safe in our own space. This will help us to understand a bit more about we can keep ourselves and others safe. You might remember from the story that Weasel had behaved in a way that might have made Chicken feel a bit scared.</i></p> <p>“Well,’ said Weasel. ‘I could still just come over and kiss you as I am bigger and stronger than you, so you would not have a choice.”</p> <p><i>Of course, Chicken and Cat both told Weasel how wrong what he had said was – they were right to do this!</i></p> <p>Ask the class:</p> <p><i>How do you think Chicken might have felt when Weasel threatened to kiss her, just because he</i></p>	<p>How Do I See You? Flipping Book (if needed for reference)</p>



Lesson Plan 3: How Do I See You?

was bigger and stronger than her? Would she have felt safe or unsafe? Why?

Allow pupils a few minutes to reflect and answer, drawing them to conclude that Chicken may have felt threatened, intimidated and unsafe by what Weasel was saying and doing.

Explain to the class:

*There are some important things for us to know about feeling safe. The first thing to learn is that **WE ALL HAVE THE RIGHT TO FEEL SAFE ALL THE TIME***

This means:

WE ALL – *You, me, everyone is included, and we are all equal*

HAVE THE RIGHT – *We have the human right to feel safe and no one can take this away from you. And you have a responsibility*

TO *ensure that others feel safe too by not doing or saying things that would feel unsafe for them.*

FEEL SAFE – *you need to work out what feeling safe is like for you*

ALL THE TIME – *you are entitled to feel safe every minute of every day*

Allow pupils to reflect on the sentence, and how it is broken down for understanding. You may wish to write this down on the board for pupils to refer to.

Now move on to the next activity.



Lesson Plan 3: How Do I See You?

Activity 1 – Teacher led with whole class participation/small groups

Activity	Activity description	Resources required
<p>15 minutes</p> <p><i>What does feeling safe and unsafe feel like?</i></p>	<p>Display the 'Feeling Safe' PDF. You will now complete this activity with your class and record their responses on the board. If you wish to extend this activity, you could ask pupils to complete an individual sheet of their own and then feedback, but please allow more time for this if so.</p> <p>Explain to the class:</p> <p><i>We are now going to think about what feeling safe and unsafe feels like.</i></p> <p>Ask children to then think about and share their thoughts on:</p> <ul style="list-style-type: none"> • What places do they feel safe? • How they feel when they are safe? <p>Record some of these answers on the Feeling Safe PDF displayed.</p> <p>Ask the class:</p> <p><i>Has anyone ever been on a roller coaster or a fairground ride that was a bit scary?! When you chose to go on a roller coaster or a ride like that, what feelings did you feel?</i></p>	<p>Feeling Safe PDF</p>



Lesson Plan 3: How Do I See You?

	<p>Record some of these answers on the PDF display.</p> <p>Now display the Gingerbread person PDF</p> <p>Explain to the class:</p> <p><i>It is fun to choose to go on a roller coaster. When you do this, you will have physical feelings or sensations, like butterflies in your tummy. These are called EARLY WARNING SIGNS.</i></p> <p><i>When someone feels unsafe, they might also get these feelings, but unlike going on a roller coaster, they did not choose to feel unsafe.</i></p> <p>In small groups, ask children to spend a few minutes thinking about what other physical feelings or early warning signs that someone might get if they felt unsafe.</p> <p>Ask children to feedback their thoughts so that you can record/draw these on the Gingerbread person PDF displayed for the whole class to see.</p> <p>Explain to the class:</p> <p><i>If we understand what these early warning signs are, then we can all keep an eye out for them and listen to our bodies when they are trying to tell us that we may be unsafe. If we ever feel unsafe, we should always speak to someone we trust about this.</i></p> <p>Now move on to the next activity.</p>	<p>Gingerbread person PDF</p>
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Lesson Plan 3: How Do I See You?

Activity 2 – Teacher led/whole class/individual work

Activity	Activity Description	Resources required
<p>20 - 25 minutes</p> <p><i>Feeling safe and unsafe in my own space.</i></p>	<p>Stand in front of the pupils and stretch out your arms to the sides.</p> <p>Explain to the class:</p> <p><i>This is my personal space. When I stretch my arms out wide and turn all the way around, this is the space around me that feels safe and comfortable.</i></p> <p>Safely, and with enough space around them, ask pupils to do this themselves so they can appreciate the physical concept of personal space.</p> <p>Ask the class:</p> <p><i>If this is our safe personal space, how might it feel if someone steps into our personal space without asking?</i></p> <p>Take some brief feedback to establish some common feelings or Early Warning Signs.</p> <p>Explain to the class:</p> <p><i>If this ever happens to us, our Early Warning Signs will tell us that we don't feel safe or comfortable when someone does this.</i></p> <p><i>If someone is not feeling safe, they can talk with someone they choose to about it, to get help to feel</i></p>	<p>Personal Network PDF</p>



Lesson Plan 3: How Do I See You?

safe again.

*It is really important for us all to remember that **WE CAN TALK WITH SOMEONE ABOUT ANYTHING EVEN IF IT'S AWFUL OR SMALL.***

Ask the class:

Who might some of the people be that we could choose to talk to about anything, no matter how awful or how small?

Take a bit of feedback then give out a copy of the **Personal Network PDF** to each pupil.

First, ask pupils to complete the following sentence at the top of the **Personal Network PDF**. They can add more than one ending if they wish.

If someone steps into my personal space without asking me, I feel.....

Explain to the class:

I want you to have a good think about those people who you might choose to talk to about anything. Then I'd like you to draw around your hand on the space provided.

Next, write the names of the people you choose to be on your Personal Network on each finger.

This will be what we will call our Personal Network of trusted people we can always go to talk about anything. Ideally, these should be adults not other children.

Allow pupils enough time to complete this activity.



Lesson Plan 3: How Do I See You?

	<p>Finally, you should ensure pupils understand the following points about their personal space:</p> <p>When someone comes into my personal space I can:</p> <p>STOP - when I have Early Warning Signs</p> <p>FEEL - check out what I am feeling</p> <p>THINK - what options do I have?</p> <p>DO...</p> <ul style="list-style-type: none">• Tell them to get out of my personal space• Shout for help if they don't move• Tell someone on my Personal Network what happened <p>You should now move on to the next activity.</p>	
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Lesson Plan 3: How Do I See You?

Activity 3 – Teacher led/whole class/pairs

Activity	Activity Description	Resources required
<p>15 - 20 minutes</p> <p>Why do humans need contact? (safe/unsafe touching)</p>	<p>Explain to the pupils:</p> <p><i>If we think about our personal space from the activity before, then we might want to know who to invite into our personal space. Luckily, this is simple!</i></p> <p><i>We should only invite people into our personal space if we feel safe with them and feel comfortable when they are close to us.</i></p> <p>Ask the pupils to work in pairs and share some of the people that they would feel safe to invite into their own personal space. Take some feedback from the class.</p> <p>Explain to the pupils:</p> <p><i>KEEPING CONNECTED WITH OTHERS IS IMPORTANT!</i></p> <p><i>We all need a network to talk with people about the happy and sad times. Humans need contact with others to survive and thrive.</i></p> <p>Display the Safe Contact PDF and talk with the class about how these are some of the many different ways that we all have contact with others.</p> <p><i>There are 'rules' which are not written down that help to keep us feeling safe when we have</i></p>	<p>Safe contact PDF</p>



Lesson Plan 3: How Do I See You?

contact like this. We can choose how much contact we want with someone.

Ask the class:

Does anyone know what we mean by safe touching and unsafe touching?

Take some feedback. You may wish to refer to previous work pupils might have covered in school around this element of safeguarding, such as the NSPCC 'PANTS' resources and rules, if useful, to prompt thinking.

Now, show the second page of the **Safe Contact PDF** for all pupils to see and run through each example.

Explain to the pupils:

SAFE TOUCHING – *I do not have my early warning signs when I **feel safe** touching someone or if they are touching me and we are following the 'rules'. I have a choice about who I invite into my personal space and we both agree this is okay and feels safe for both of us.*

And I can change my mind if I don't feel safe with this person anymore.

UNSAFE TOUCHING - *I will have my **early warning signs** if someone touches me, and I don't want them to. **I did not agree** that it was okay for them to touch me. I do not have the right to touch someone else if they don't want me to.*

There are also plenty of laws to also recognise these sorts of rights and to protect us. For example:



Lesson Plan 3: How Do I See You?

Human Rights - these are rights that everyone in the world has, regardless of who you are and where you live. You are born with these rights.

The Equality Act – this is a law that applies to our own country and everyone that lives here. One part of this is that no one has the right to harm you for being a girl or boy or for any other reason. Everyone is equal although we all have different characteristics. This means it is against the law to not treat each other fairly or equally – that is discrimination. An example of this would be how Weasel behaved towards Cat and Chicken just because they were girls.

All of this means that I have the right to feel safe all the time!

Over the last three lessons, we have learnt about the importance of acting and behaving in a fair and responsible way, and how we can behave safely for ourselves and with others.

Do we think that knowing all of this information and having these new skills would make us a good friend or a bad friend?

A good friend, of course – just like Cat was to Chicken, when she needed her the most!

We will have some more time to spend on thinking how we can share these qualities with our friends in the next couple of sessions!



Lesson Plan 3: How Do I See You?

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 families are important for children growing up because they can give love, security and stability
- 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
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

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



Lesson Plan 3: How Do I See You?

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
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- 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



Lesson Plan 3: How Do I See You?

- 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

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
- 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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate