



Lesson Plan 5 & 6: Bringing It All Together!

Please read the following guidance in full.

Theme Overview – What is the ‘How Do I See You?’ story about? and What is the ‘How Can I Make a Friend?’ story about?	Session Delivery Guidance
<p>These stories and programme cover the following outcomes:</p> <p>‘How Do I See You?’</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>How Can I Make a Friend?</p> <ul style="list-style-type: none"> • To understand different responsibilities in maintaining a friendship 	<p>Session Overview</p> <p>These sessions are the final ones in this series of lessons and encourage pupils to reflect upon some of the key learning from across the previous four sessions. They will be asked to create a piece of work to demonstrate their understanding about any of the main elements from across the programme that they wish to focus in on. We would recommend that you run at least minimum of two sessions to allow pupils time to do this effectively. Depending upon what pupils decide to work on, you may also need to facilitate extra time and support for them to achieve their goals.</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



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<ul style="list-style-type: none"> To understand the importance of trust in a friendship To be able to develop empathy in a friendship To explore some of the qualities of being a good friend To understand some of the boundaries in friendships 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>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 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>	<p>Session aims/objectives</p>
<ul style="list-style-type: none"> How Do I See You? Flipping Book (if needed to recap) How Can I Make a Friend? Flipping Book (if needed to recap) Graffiti Wall from lesson 4 (or images of this, if needed to recap) Promoting equality planning PDF Art materials and resources and any other equipment/resources pupils need to support their project work 	<ul style="list-style-type: none"> To recap and reflect on some of the issues raised in the stories covered To demonstrate and embed learning from across the programme To help promote equality and the share importance of equality with the school community To contribute to positive action in addressing equality related matters
<p>Learning outcomes</p>	<p>Key words, phrases, vocabulary and new terminology explained</p>
<ul style="list-style-type: none"> I can share important messages around equality 	<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</p>



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- I can explain ways that we can all contribute to promoting equality
- I know that I can help to make positive changes in the world

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.

- You may wish to pick up on any vocabulary or selected terms from across the previous four sessions and reemphasise these with your class – see all previous plans for definitions.



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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>Reading the story/setting the scene</i></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>We have covered a lot of learning in the last four lessons together, mainly through the ‘How Do I See You?’ story and then the ‘How Can I Make a Friend?’ story.</i></p> <p><i>Can anyone remember some of the important information that we have learnt from these stories and our work together?</i></p> <p>Ask pupils to share their thoughts and make a note of their feedback on the board for reference. You may wish to refer to the theme overviews for each story to help prompt the class to ensure that the key themes are all covered. You could also show the Graffiti Wall from the last lesson to help prompt thinking.</p>	<p>How Do I See You? Flipping Book (if required)</p> <p>How Can I Make a Friend? Flipping Book (if required)</p> <p>Completed Graffiti Wall activity form lesson 4 (if required)</p>



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	<p>If you want to spend a bit more time doing this, then you could quickly refer to each of the Flipping Book stories to jog the memory!</p> <p>Now move on to the next activity.</p>	
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Activity 1 – Teacher led with whole class participation/small group work

Activity	Activity description	Resources required
<p>25 minutes (or as long as you need)</p> <p>What can WE do to promote and achieve equality?</p>	<p>Remind the class of one of the most important words that we learnt about – equal. The definition we referred to for this in lesson one was:</p> <p>Equal – <i>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.</i></p> <p>Write the word ‘equality’ on the board.</p> <p>Explain to the class:</p> <p><i>You will remember that we spent a lot of time talking about the word equal and why it is important for all people, especially between different genders. If we can work towards a world where everyone is equal, then we will have achieved something called equality. So, equality is a pretty big thing to aim for!!</i></p> <p><i>For the rest of this session, and the next one, we are going to take some time to plan and then create our own pieces of work that will help us share what we have learnt, and also help other people in school understand why equality is so important and why we should do all we can to promote it. The idea is that we’ll be able to help others understand what they can do to make sure they equality is achieved! Firstly, I’d like us to spend a bit of time thinking about the best ways we could do this.</i></p> <p>Sort children into mixed gender groupings. Give out a copy of the Promoting equality planning</p>	<p>Promoting equality planning PDF</p>



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PDF to each group – they will need this to record their own ideas on.

Ask the class:

What could we do to help everyone understand how important it was to treat everyone equally and with respect? What could WE do to promote equality between everyone in our school?

Now ask pupils to spend 10 minutes discussing and recording their ideas as a group, using the **Promoting equality planning PDF** to capture these. Try not to lead or limit the groups ideas too much – this is just an initial mind-mapping stage to get them thinking! Encourage them to be creative and ambitious – but sensible!

Once the groups have had enough time to get some initial thoughts down, spend a little time discussing these as a class. Consider if there are any pros or cons to each idea and try to draw out several ideas that are achievable and realistic that groups or the class as a whole might want to work on. Suggestions may include things like:

- Posters or other materials to promote equality between different genders
- A filmed or audio-recorded piece of drama, role play or advert
- A presentation to the school in an assembly, in which parents/Governors are invited in to attend
- A presentation to other pupils in class to teach them about equality
- Creation of new learning materials based around gender-equality themes aimed at younger children



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- A campaign to raise awareness of equality across school or on a specific issue
- Preparing for and then inviting SLT/Governors into class to talk to them about what we have learnt and our ideas and suggestions for improving gender equality in school

By the end of this activity, you should have created a short-list that pupils can choose from to help them decide what piece of work they will do. Groups can all work on different things, they may choose the same and link up with another group in class, or it may be considered better if the whole class works together on something – it is entirely up to you and your pupils!

What matters the most is that you can effectively and imaginatively come up with something that will represent what pupils have learnt and spread the message of equality throughout your school community.



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Activity 2 – Teacher led/whole class/small groups

Activity	Activity Description	Resources required
<p>As long as is required!</p> <p><i>Putting our ideas into practice</i></p>	<p>Teachers note:</p> <p>You may wish to speak with your Headteacher to ensure that pupils ideas and work are suitable for their intended purpose, and to organise any additional support required.</p> <p>For the remainder of this and the next session (or more, if you feel this is required) pupils should be supported to create whatever work or projects that they have decided to go with!</p> <p>The idea behind this last session is for pupils to leave a ‘legacy’ of the work they have done on equality, equitability, rights and responsibilities and to give a voice to their own opinions and ideas. This is an important part of the ‘How Do I See You?’ programme as it will demonstrate to pupils that they can make a difference and it also provides an excellent opportunity for pupils to engage with the school community on such an important issue, so please facilitate this as much as is practically possible!</p> <p>We would love to hear about any work, projects, campaigns or materials that have been created by your pupils! Please contact us to let us know what you have been working on!</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

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

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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.