



Lesson Plan 1: Soggy Moggy

Please read the following guidance in full.

Theme Overview – What is the ‘Soggy Moggy’ story about?	Session Delivery Guidance
<p>This story and programme cover the following outcomes:</p> <ul style="list-style-type: none"> • For children to understand what being responsible for ourselves and towards each other means • For children to understand how our actions can affect others, positively or negatively both online and offline • For children to understand how words can cause upset and distress to people and how easily an online message can be misunderstood • For children to empathise with others if they are upset, effective ways of saying sorry and ways to show kindness and compassion • For children to understand ways they can be respectful and responsible digital citizens • For children to know what to do if someone uses words or actions and we do not like it • For children to know when they need to involve an adult, they know they can trust and who will listen to them, if they need any help or support <p>Please look through the story for yourself before reading it out to children.</p>	<p>Session Overview</p> <p>This session will focus on the ‘Soggy Moggy’ story as the basis for exploring how we interact with each other online, and then in the real world, in a responsible way.</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 up to year 4, but this is a judgement call for you to make.</p>



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	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"> • Soggy Moggy Flipping Book • Soggy Moggy PowerPoint quiz • Moggy's Pictures resource sheet 	<ul style="list-style-type: none"> • To understand ways of working safely and effectively together • To explore the impact of potentially negative online behaviour, particularly texts and messages and empathise with others feelings • To understand practical ways in which we can make sure we are kind to others and express this positively • To consider how words and messages can make others feel, especially online
Learning outcomes	Key words, phrases, vocabulary and new terminology explained
<ul style="list-style-type: none"> • I understand how messages online can hurt or upset people, even if they weren't meant to • I can talk about ways that we can act kindly towards others, especially online • I can tell you how it might feel to receive a kind or unkind message • I know why it's important to think about how what I say to someone or send in a message might affect them 	<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.

- Online – using technology to connect to the internet and to connect to other people – e.g. through apps, games, mobile phones, tablets, laptops, etc.
- Offline – the opposite of online. Connecting to people face-to-face or being physically with others.
- Empathy - being able to understand how other people are feeling, as if what is happening to them is actually happening to you
- Kindness – being friendly, considerate and kind to others
- Supportive – being helpful, showing support and encouraging others
- Positive – being hopeful and confident, always thinking about the good side of things



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

Activity	Activity Description	Resources required
<p>15 minutes</p> <p><i>Reading the story/setting the scene</i></p>	<p>Run through the learning outcomes for the session.</p> <p>Work with the children to create some age-appropriate ground rules as a class.</p> <p>Some examples are available in ‘Guidance on delivering Dog, Duck and Cat resources. Ensure that pupils are clear why they are needed and are so important.</p> <p>Explain to the class:</p> <p><i>We are going to read a story called ‘Soggy Moggy’. In the story Moggy posts something about himself in a group chat and then must deal with the responses.</i></p> <p><i>The story centres around how what we say can be understood in many different ways depending on who is reading or listening.</i></p> <p><i>Let’s find out more!</i></p> <p>You should now read the Soggy Moggy Flipping Book to the class. The key messages from the story are as follows:</p> <ol style="list-style-type: none"> 1. To understand what being respectful and responsible to each other means 	<p>Soggy Moggy Flipping Book</p>



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2. To understand how our words and actions can affect others
3. To understand how words and actions can cause upset and distress to people
4. To understand how easily what we say and do can be misunderstood, especially online
5. To know how to say sorry to someone, and know why this is important to be genuine when we do this
6. For children to know when they need to involve an adult, they know they can trust and who will listen to them, if they need any help or support

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>5 minutes</p> <p><i>Reinforcing key messages from the story</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 ‘What have we learnt’ PowerPoint quiz 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>Teachers note:</p> <p>You should repeat this activity at the end of the programme to show any change in pupils understanding and progression in learning.</p>	<p>What have we learnt PowerPoint quiz</p>



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

Activity	Activity Description	Resources required
<p>25 - 30 minutes</p> <p>Why was Moggy upset?</p> <p>And</p> <p>Ways we can be kind with words</p>	<p>Ask the class to work in small groups. This activity is to allow children to reflect and speculate briefly on why the Moggy character (and anyone) might be upset by messages they receive online and begin to build awareness and empathy around the impact of potentially negative online behaviour.</p> <p>We then ask children to explore different ways that words can be used in a positive and kind way, linking to the messages Moggy could have received.</p> <p>Explain to the class:</p> <p><i>In the story, Moggy was upset by comments made about him and his photo. The other animals were friends of Moggy's and did not mean for Moggy to be unhappy or upset by their messages, but yet that is still what happened.</i></p> <p><i>In your groups, I want you to take a few minutes to think and talk about some different reasons why Moggy might have been upset by the messages.</i></p> <p>Briefly summarise the feedback as a whole class.</p> <p>Ask the class:</p> <p><i>Can anyone tell me the different ways that we can be kind to each other by just using our words?</i></p>	<p>Moggy's pictures sheet</p>



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What type of things could we comment on?

Examples of children's feedback might be (you may use an example here to help guide pupils understand of the activity)

- Complimenting someone on a skill or talent they have
- Saying something positive about how someone looks
- Thanking someone for being helpful
- Congratulating someone on an achievement or award they have won
- Praising someone on trying their best or behaving positively
- Telling them how much you like them or appreciate them and why

NB: We do NOT want children to focus on 'actions' that demonstrate kindness – just words they can say or use to show kindness.

Allow time for groups to share some of their thoughts

Explain to the class:

Now, I want you to think about what Moggy's friends could have said in their 'What's Up' messages instead, that would have been kind and would have definitely made Moggy feel happy instead of upset and sad.



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Give each group a copy of the '**Moggy's pictures**' sheet and display a copy for the class to see and refer to as they think about the messages they might send to Moggy if they were one of his friends group on What's Up.

Ask each group to come up with two messages each that they could send in the What's Up group (to either him directly, or between other group members).

They should then record these on the resource sheet and be prepared to feedback at least one of these to the rest of the class at the end of the activity.

If needed, examples could be:

- Hey Moggy, you look like you are having the BEST time!
- Look at his smile – he's really enjoying himself!
- What a cool thing to do in the rain - GO MOGGY!

Ask the class:

Instead of feeling upset, how do you think Moggy would have felt to have seen these kind, supportive and positive messages? And what about Moggy's friends, how would they have felt knowing they had sent a kind message to him?

Draw the conclusion that they would all have felt pretty good!



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Activity 3 – Teacher led/whole class

Activity	Activity Description	Resources required
<p>10 - 15 minutes</p> <p>Positive, positive, positive!</p>	<p>Ask the pupils:</p> <p><i>Can things we say, online or offline, cause people to be upset or hurt or to feel positive and good? I think we all know that the answer to that is a great big YES! We've seen today that the words that we use can have a really big impact on other people – so we need to think before we say them or type them out, especially if they might cause upset to others.</i></p> <p>Explain to the pupils:</p> <p><i>It would be a good idea if we could come up with a little phrase or saying that would remind Moggy's friends (and us!) to think before they messaged something. What about if we thought of someone we really admire or care about – maybe a family member like a Nan, or Mum, or Dad or someone like that? Someone that would be really disappointed with us if they heard we'd sent a horrible message to someone online, or used nasty words in a message?</i></p> <p>Ask pupils to brainstorm some ideas in their groups, trying to come up with something short and snappy, perhaps that rhymed?</p> <p>Examples for you:</p> <ul style="list-style-type: none"> • “If you wouldn't show your Mom, then don't put it on!” 	<p>None</p>



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- “Saying something bad, that would make Nan sad!”

Give pupils 10 minutes to discuss their ideas in groups and then reconvene, sharing some of the ideas before selecting one to focus on and adopt for the class. (You may need to encourage pupils to amend or combine some of their ideas with the class to create a catchier phrase).

Once you have settled on a phrase, write this out on the board for pupils to see and encourage them to memorise it for future reference.

Teacher note:

You may wish to develop this activity further (either here or at the end of the ‘Soggy Moggy’ sessions to ensure that your phrase is shared more widely. This could be in a range of creative ways such as visually, producing a ‘jingle’ or using film to capture pupils sharing the phrase. You could even turn this into a whole-school project!



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Activity 4 – Teacher led/whole class

Activity	Activity Description	Resources required
<p>5 minutes</p> <p><i>Plenary</i></p>	<p>Explain to the pupils:</p> <p>To round off the lesson, ask pupils to share one important new thing that they have learnt today with a partner.</p> <p>Explain to the class:</p> <p><i>We have been pretty positive in our session today, thinking about lots of ways we can make sure we are kind and behave properly online. In the next session, we will explore this topic again and think more about the impact of negative words and messages.</i></p>	



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Mapping to statutory Relationships Education and Health Education (physical health & mental wellbeing) requirements for primary phase

All primary phase schools must ensure that they deliver the statutory requirements on Relationships and Health Education as stated in the DfE guidance document. To support schools in achieving these statutory requirements, we have mapped each of our sessions 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 PSHE-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

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

Respectful relationships

- practical steps they can take in a range of different contexts to improve or support respectful relationships
- 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



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Online relationships

- 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

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- where to get advice e.g. family, school and/or other sources

Relevant Health Education requirements (physical health and mental wellbeing)

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
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing



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Internet safety and harms

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- where and how to report concerns and get support with issues online