



Lesson Plan 2: 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>



Lesson Plan 2: Soggy Moggy

	<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"> • Soggy Moggy Flipping Book • Saying Sorry Scenario sheets 	<ul style="list-style-type: none"> • To understand the need to take care with words and language when online • To understand how words and messages can make others feel • To explore the idea of context in regard to words and actions, especially online • To understand what makes for an appropriate and meaningful apology
<p>Learning outcomes</p>	<p>Key words, phrases, vocabulary and new terminology explained</p>
<ul style="list-style-type: none"> • I understand how words can be misunderstood online • I can talk about why the context of words and actions is important • I can tell you why saying sorry is important • I know how to apologise if I need and want to 	<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>



Lesson Plan 2: Soggy Moggy

- 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
- Context – the words, speech or background to what someone has said, done or written, which helps us to understand what is really meant
- Responsible – doing what is expected of you or accepting the results of your actions



Lesson Plan 2: Soggy Moggy

Starter Activity – Teacher led with whole class participation

Activity	Activity Description	Resources required
<p>5 - 10 minutes</p> <p><i>Recapping the story</i></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>Run through the learning outcomes for the session.</p> <p><i>Last time we read a story called "Soggy Moggy" We talked a lot about what happened in the story and about how messages and words, especially online, can affect people. We are now going to look at the story again, to see if we can remember and talk about what happened in the story.</i></p> <p>Use the Soggy Moggy Flipping Book to refresh the children's memories. Skim through the story, pausing on certain pages to check children's understanding by asking the following sort of questions:</p> <ol style="list-style-type: none"> 1. What was happening on this page/part of the story? 2. Which characters can you see in this picture? How do they feel? 3. What happened next? 	<p>Soggy Moggy Flipping Book</p>



Lesson Plan 2: Soggy Moggy

4. How did the story end? What did we learn?

This activity is designed to get children to quickly reflect on the story and deepen their understanding of the key themes and what happened. For reference, the key messages from the story are as follows:

1. To understand what being respectful and responsible to each other means
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 it 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.



Lesson Plan 2: Soggy Moggy

Activity 1 – Teacher led with whole class participation/pairs

Activity	Activity description	Resources required
<p>15 minutes</p> <p><i>What do words REALLY mean?</i></p>	<p>In this section, we will try to briefly explore the meaning of words, and the idea of context with children. This is quite a tricky concept to explain but is really useful in helping pupils to understand that their behaviour and words, especially online, may not always be seen in the same way by others as they had intended.</p> <p>Explain to the class:</p> <p><i>In the last session, we thought about ways that Moggy's friends could have been more positive in their choice of words, because Moggy had misunderstood that they were joking and thought instead that they were all making fun of him and calling him names.</i></p> <p><i>Words can be very powerful things, and especially online when people can get carried away and use words or send messages that they might not really understand or mean.</i></p> <p>Ask the class:</p> <p><i>Why is it important to understand what the words that we use mean, especially online?</i></p> <p>Allow pupils to discuss very briefly in pairs, and then feedback. You may get answers like:</p> <ul style="list-style-type: none"> • You could upset others 	<p>None</p>



Lesson Plan 2: Soggy Moggy

- You could get into trouble
- Some words might be offensive, rude or upsetting to others
- You might think something is funny, but it might not be to someone else!
- You might get embarrassed if the words you use are not what you think they mean!
- When people read them online, they might get the wrong idea about us and what we're like as a person

Draw out that understanding what words mean is a really important part of using them – if we don't understand exactly what words mean then don't use them!

Explain to the class:

From the What's Up messages, we now know that his friends didn't mean to upset Moggy, but because he didn't understand this, he thought they were being mean and making fun of him. When one of them called him 'Soggy Moggy', and the other animals were joining in, Moggy felt like they were all ganging up on him and he didn't like being called this.

Ask the class:

Do you think that the word 'Soggy' is mean?

(No, it just means wet or damp)



Lesson Plan 2: Soggy Moggy

So, why did Moggy get so upset about it?

Allow the class to feedback their initial thoughts.

Explain to the class:

The clue to why Moggy thought his friends were being mean is in the ‘context’ of how he saw his friends using the word and their messages. Context is all about what someone really means when they say or write something, or even in their actions. There are always clues to help us understand!

When we speak to people in person, it’s usually easier to understand the context of what they are saying and how they mean it, because we can see and hear them. Plus, you can very easily ask them if you aren’t sure how they mean something. But when words are just sat there in front of us, in a text message or online, then this can make it difficult to see what the context of the meaning is.

An example might be someone saying something like “That is so stupid!” to you. If someone said that to you and was laughing along with you about something silly that has happened, and they were smiling you would know that they were probably just messing about and didn’t mean it in a mean way. But if they sent the same words to you in a text message, then you wouldn’t see that they were smiling or laughing, and you might misunderstand the ‘context’ of how they meant it and get upset.

This is what happened with Moggy. He was feeling great, posted his picture in What’s Up - then all he saw was his friends calling him names, being mean and ganging up on him calling him Soggy Moggy. He didn’t understand that they were only joking about because he didn’t see the context of what they were saying, and his friends didn’t see that their words could possibly upset Moggy – but they did.



Lesson Plan 2: Soggy Moggy

Ask the class:

What could Moggy have done to better understand what his friends really meant?

In the same pairs, give pupils a few minutes to reflect and take some feedback.

Explain to the class:

The lesson here for Moggy and his friends is that we need to think carefully about how other people could feel when we are posting messages online, as it can be difficult to understand what we really mean with just words on a screen. It's always a good idea to stop and think for a minute "What would I feel like if I read this myself?" "Would I understand what it really meant?"

Now move onto the next activity.



Lesson Plan 2: Soggy Moggy

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

Activity	Activity Description	Resources required
<p>25 - 30 minutes</p> <p>Saying sorry...and meaning it!</p>	<p>Explain to the class:</p> <p><i>Sometimes, either online or offline, we all do or say things that might upset or hurt others, even if we had no intention at all to make them feel like this. When this happens, it is SO important that we take responsibility and say sorry. But sorry is not an easy thing to say! It can feel difficult, and if we don't say sorry in the right way, and really mean it, then it can make things worse.</i></p> <p><i>Saying sorry in a way that shows you mean it is a real skill – so we're going to look at this and practise the best ways to say sorry!</i></p> <p>Ask the class:</p> <p><i>Can anyone tell me anything that they think is important when someone says sorry (apologises) to another person?</i></p> <p>Allow the whole class to share their initial ideas, pick up and feedback on any good points.</p> <p><i>The great news is that there are some simple things for us to remember to help make sure that when we say sorry, we make a good job of it</i></p> <p>Next share the following points which are needed to ensure that an apology is well-received by another person. You may wish to display and adapt these slightly to suit the needs and</p>	<p>Saying Sorry Scenario sheets</p>



Lesson Plan 2: Soggy Moggy

understanding of your class:

1. You have to mean it and show that you do – it has to be real! (Authentic)
2. Recognise why you are saying sorry and be clear about this to yourself and the other person (Recognition)
3. Think about the other person – understand how they are feeling because of your actions (Empathy)
4. Take responsibility for what you did or said (Responsibility)
5. Acknowledge you were in the wrong (Humility)

Ensure pupils have a reasonable understanding of these five points – you may wish to add your own example for each of these, or ask children to, to embed understanding.

Ask pupils to work in table/small groups, ideally six groups in total. Give out a copy of one of the **Saying Sorry scenario sheets** to each group. (There are three different scenarios, so ensure that each scenario is used by at least one group in the class, so all scenarios get covered)

Explain to the class:

We're going to look at the way some of the animals in the What's Up group said sorry to Moggy next time they saw him.

In your groups I want you to look at your scenario and talk about what sort of apology it was. Think about the five points that we have just looked at and see if you can see any of these here in the



Lesson Plan 2: Soggy Moggy

apology. On each scenario sheet you will have the following questions, which I want you all to talk about in your groups and then answer:

- *What was 'good' about this apology?*
- *What was 'bad' about this apology?*
- *What could have made this a better apology?*
- *How would the apology have made Moggy feel?*

Allow the groups 10 minutes to discuss and complete their scenario discussion and questions. They should then record these on the resource sheet and be prepared to feedback these to the rest of the class at the end of the activity.

In turn, display each scenario for the class to see and run through them by taking feedback/discussion points from the group(s) that covered them. Be sure to highlight any of the five elements of an apology that we covered earlier in this section.

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!



Lesson Plan 2: Soggy Moggy

Activity 3 – Teacher led/whole class

Activity	Activity Description	Resources required
5 -10 minutes <i>Plenary</i>	Focussing on our learning around apologies, ask the class to complete EITHER of the following sentence stems and share with the rest of the class: <i>When someone says sorry to me and means it, it makes me feel...</i> OR <i>When I say sorry to someone properly, and they know I mean it, that makes me feel...</i>	



Lesson Plan 2: Soggy Moggy

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

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
- the conventions of courtesy and manners
- 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



Lesson Plan 2: Soggy Moggy

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

- 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

Internet safety and harms



Lesson Plan 2: Soggy Moggy

- 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