



Lesson Plan 3: 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 concepts of permission and consent, both offline and as part of being a responsible ‘digital citizen’ online. Consent is an important concept for children to learn about from an early age. You may have already covered permission-seeking with pupils, as there are many opportunities to reinforce this important message within your curriculum and more widely across school. Please link this lesson into previous learning where possible.</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



Lesson Plan 3: Soggy Moggy

	<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"> • Consent and permission PPT • What have we learnt PPT quiz - 	<ul style="list-style-type: none"> • To understand what permission and consent mean, and how this links to responsible behaviour • To explore the context of consent online and offline, and why it is so important • To explore ways of asking for and giving or not giving consent, and the consequences of this
<p>Learning outcomes</p>	<p>Key words, phrases, vocabulary and new terminology explained</p>
<ul style="list-style-type: none"> • I understand what consent means • I know why consent is so important, both online and offline • I know some ways to ask for consent, and ways to give or not give consent 	<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>



Lesson Plan 3: Soggy Moggy

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
- Permission – is the way you agree or allow someone to do something
- Consent - permission for something to happen or agreement to do something which is given by someone freely
- Respectful - means you consider how your words and actions might impact others and think about their needs too

You may also wish to review the vocabulary from previous lessons with pupils, as this is the final session.



Lesson Plan 3: Soggy Moggy

Starter Activity – Teacher led with whole class participation

Activity	Activity Description	Resources required
<p>5 – 10 mins</p> <p><i>Recap/setting the scene</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, especially given the content of this session today around consent.</p> <p>Run through the learning outcomes for the session.</p> <p>For reference, the key messages from the Soggy Moggy story are as follows:</p> <ol style="list-style-type: none"> 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 	<p>Soggy Moggy Flipping Book (OPTIONAL)</p>



Lesson Plan 3: Soggy Moggy

who will listen to them, if they need any help or support

Explain to the class:

In the last few lessons, we have talked about why it is so important to think carefully about what and how we say things, and how we behave, especially online.

We also looked at how easy it is for people to misunderstand what we mean in messages and words online, and how that if we are in the wrong, the important skills that we need to make sure we can say sorry properly and in the right way.

All of this helps us to understand the many different ways that we can be responsible and respectful, both online and offline.

Today, we are going to look back at the Soggy Moggy story to help us with another important part of being responsible – asking for permission and getting consent.

Now move on to the next activity.



Lesson Plan 3: Soggy Moggy

Activity 1 – Teacher led with whole class participation/pairs

Activity	Activity description	Resources required
<p>15 - 20 minutes</p> <p>Consent – what do you mean by that?</p>	<p>We begin this section with a short activity where you as the teacher will walk around the class taking different objects from children and their tables, sometimes asking children, sometimes just taking or doing things without asking. This is designed to break the ice on the whole concept of permission and consent at a very basic level.</p> <p>Explain to the class:</p> <p><i>I'm just going to have a wander around the class!</i></p> <p>Walk around the class, with the intention described above, carrying out a variety of actions where you ask or don't ask pupils to consent to what you are doing, or ignore their answers. For example:</p> <ul style="list-style-type: none"> • <i>Is it ok if I borrow your pen?</i> – just take one from one child without asking, but ask another child, wait for their answer, and respond accordingly • <i>Can I sit next to you?</i> – sit down without asking, or ask the question, or even ignore the answer and sit down anyway to different children • <i>Can I read your book?</i> - take a child's reading book and start reading, without waiting for an answer. Ask another one if you can read it and do as they ask. 	<p>Consent and permission PPT</p>



Lesson Plan 3: Soggy Moggy

Ask the class:

Can anyone spot what I was doing then? Could you see a difference in what I was doing?

Hopefully pupils will easily spot what you were doing and point this out to you but explain if not that you were doing things by either asking or not asking permission to do them.

What does permission mean?

Ask pupils to confer in their table groups/small groups. Take feedback before sharing the definition given in our key words section, above.

Why is it so important?

Ask pupils to briefly share their ideas. Replies should likely include:

- So people know how to behave
- So we all know what we want or don't want to happen
- To help us decide what we should or shouldn't do
- Helps others to know what they are allowed to do, or not
- To keep us safe, stop people feeling upset

Now show slide 2 of the PPT.



Lesson Plan 3: Soggy Moggy

Explain to the class:

Asking for permission and asking if we are allowed to do something or not is something that we all do lots of times every day. Can anyone think of any example of asking for permission that you have seen so far today?

Take brief feedback.

Permission basically means the same as another word, called consent. Has anyone heard of the word consent?

Take brief feedback, then share the definition of consent on slide 3. Take a few moments to explain this to pupils, linking back to the definition of permission. You may wish to ask for further examples of giving consent, to embed understanding.

Next, ask pupils to think back to your behaviour at the start of the lesson, where you were not asking for their consent.

Ask the class:

How did it make children feel when I didn't ask?

Likely answers will be:

- Sad
- Annoyed



Lesson Plan 3: Soggy Moggy

- Confused
- They found it rude etc.

Draw out that understanding that giving people the chance to consent to something (i.e. to say yes or no) is important because this helps us all to act respectfully and responsibly. Without asking for consent from others, everyone would just do whatever they wanted all of the time, without ever thinking about anyone else's feelings or how their behaviour might impact on themselves or others.

Show slide 4.

Let's think about how some of the different ways that we can ask for consent, both offline and online. Can you think of a time OFFLINE (e.g. face to face) when you should seek consent?

Take some examples from the class (explain that seek means to ask for!) – there are also some examples on slide 5 to display to help with discussion.

Ask the class:

What about seeking consent online (e.g. using technology, in apps or on games)?

Take some examples from the class. Again, there are also some examples on slide 7 to display.

Explain to the class:

So, we can all agree that asking for consent is something that happens a lot. But did you know that there was another part to the Soggy Moggy story that we haven't yet talked about that will help us



Lesson Plan 3: Soggy Moggy

	<p><i>think about consent online even more...?</i></p> <p>Now move onto the next activity.</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>Consent – rules and scenarios</p>	<p>Explain to the class:</p> <p><i>You have heard about the problems Moggy had when he posted his pictures into a WhatsUp group.</i></p> <p><i>Thankfully, Mr. Squirrel was going to help the animals learn how to become good digital citizens – we’re also learning about that too!</i></p> <p><i>But what you don’t know is what has also happened outside of the story we heard. One of Moggy’s friends in the Farmyard Lane Primary School’s WhatsUp group has taken a screen shot of the pictures and then added these to a different group without asking Moggy if this was ok or not!!</i></p> <p>Ask the class:</p> <p>Allow a little reflection and discussion around the following questions:</p> <ul style="list-style-type: none"> • <i>Did the friend ask for consent from Moggy to share his pictures?</i> 	<p>Consent and permission PPT</p>



Lesson Plan 3: Soggy Moggy

NO!

- *How might Moggy feel if he finds out about this?*

Upset, embarrassed, angry etc.

- *What should Moggy's friend have done differently?*

Asked for Moggys' consent and respected his wishes

Explain to the class:

There are some important things to think about to do with consent and permission, either online or offline. But is it that easy to understand, to ask for or to give consent? We've put a few helpful rules together to help us understand a bit better. Let's look at these together now.

Run through slides 8 – 12, taking time to explain the example to go along with each rule. To extend this activity, you could also ask pupils to come up with some additional examples but allow more time for this if so.

Explain to the class:

We can see by these rules and examples that you can't just assume that someone gives their permission or consent for something to happen – you have to ask very clearly! Let's now look at some scenarios together involving children just a bit older than you and see if we can answer a few questions to work out if consent is present.

Show slide 13 – introduce the questions we will think about for each scenario, ensure pupils



Lesson Plan 3: Soggy Moggy

understand them.

Now, show slide 14 – this is the first of five scenarios, and you should complete this together with pupils, going through each question and providing your own thoughts as to the answer (this is a relatively straightforward example of no consent being asked or given at all).

For the next few scenarios, you should allow small groups to independently discuss each scenario, and then come back together as a whole class as you facilitate feedback. Allow enough time for group discussion but ensure that pupils accurately understand the answer to each question once the whole class feedback takes place.

Once you have completed all of the scenarios, use slide 19 to recap and reflect on today's learning.

Teacher note:

You can choose to reduce the time for this activity if necessary by not running through each scenario, although we would advise completing at least 3 three examples with pupils to allow them adequate time to explore and discuss.



Lesson Plan 3: Soggy Moggy

Activity 3 – Teacher led/whole class

Activity	Activity Description	Resources required
<p>10 minutes</p> <p><i>Plenary/reviewing our learning</i></p>	<p>In small groups/tables, ask pupils to each share one way that will give consent for something today, and one way that they will ask for consent today.</p> <p>Take very brief, random feedback from the class.</p> <p>As a final activity, and to reinforce some of the key messages from the story, complete the ‘What have we learnt’ PowerPoint quiz together as a class. You will remember that this quiz was completed right at the start of the first lesson, after you read the story.</p> <p>This activity will also allow you to demonstrate any change in pupils understanding and progression in learning and highlight any continued gaps or additional needs.</p> <p>Finally, ensure that all pupils are clear on any specific staff in school (such as DSL, pastoral staff etc.) that they can go to for any advice and guidance around the issues raised in this story.</p> <p>This now concludes the Soggy Moggy story and learning materials!</p> <p>Teacher note:</p> <p>For additional lessons, you may wish to refer to the story and lesson plans from the ‘What’s Up Duck?’ resources within The Dog, Duck and Cat Trust. These cover additional opportunities to explore feelings and emotions which would complement some of the work</p>	<p>What have we learnt PowerPoint quiz</p>



Lesson Plan 3: Soggy Moggy

covered in Soggy Moggy.

Extension/additional project ideas:

- Work with your class to reflect on the learning within Soggy Moggy and draw up a 'class charter' on how to be a responsible digital citizen. This could be shared across school!
- Ask pupils to create a presentation around the key themes, which could be presented to other classes in school, or in an assembly to share learning and demonstrate understanding.
- Pupils can write alternate endings to the Soggy Moggy story, or about 'what happened next' after Moggy found out someone had shared his pictures without his permission

As ever, if you require any further help or support then The Dog, Duck & Cat Trust is here to help – please contact us



Lesson Plan 3: 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

- 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

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 3: Soggy Moggy

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

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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing



Lesson Plan 3: Soggy Moggy

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