



Lesson Plan 1: Weasel's Friends

Please read the following guidance in full.

Theme Overview – What is the ‘Weasel’s Friends’ story about?	Session Delivery Guidance
<p>This story covers:</p> <ul style="list-style-type: none"> • What friendships are (and are not) • Understanding aspects of positive friendships and relationships • What to expect from a friendship and what to do if that is not happening • An understanding of what exploitation is by considering bullying behaviour as an example of this • To promote that children should always tell an adult that 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 the story of Weasel's Friends and explore the concepts of friendships, positive relationships and bullying. Pupils will also think about ways that the characters can help to get support and deal with bullying behaviours, and link this to a basic understanding of the idea of exploitation.</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 website www.dogduckandcat.co.uk</p> <p>We would suggest using this resource, as part of your planned curriculum, with:</p> <ul style="list-style-type: none"> • Reception • Year 1 • Year 2



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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.

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"> • Weasel's Friends Flipping Book • What we have learnt from Weasels Friends PowerPoint quiz • Bullying – what can it look like and feel like resource sheet • Telling someone resource sheet 	<ul style="list-style-type: none"> • To understand the characteristics of friendships • To consider what makes and maintains positive friendship/relationships • To ensure young people are more confident in managing friendships and relationships • To understand what bullying is, and that can be a form of exploitation
Learning outcomes for this session	Key words, phrases, vocabulary and new terminology explained
<ul style="list-style-type: none"> • I understand what friendship is and is not • I can tell you what makes a positive relationship • I know what to expect from a friendship • I know what bullying is and some positive ways to deal with it 	<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>



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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.

- Bullying - Bullying is when you do something on purpose that makes someone feel unhappy. It is behaviour that can make people feel hurt, threatened, frightened and left out. When it is bullying, it happens lots of times. Bullying is unfair and it makes people feel bad all the time.
- Friendship - A friend is someone you trust; someone you can have fun with and someone who you feel safe and happy with.
- Relationships - Relationships are the way in which two or more people are connected to each other. We all have different types of relationships – friendships are a type of relationship.
- Exploitation – This is when someone uses someone else to get them to do something for them that they might not want to do.
- Trusted adult - These are grown-ups that you can turn to when you have a problem. They will be people you feel safe with. They might be someone you feel close to or they may have helped you with something before.



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Starter Activity – Teacher led with class participation/pairs

Activity	Activity Description	Resources required
<p>20 - 25 minutes</p> <p><i>Reading the story/thinking about friendships</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. 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>We are going to read a story shortly called Weasel's Friends. In the story, Cat shows the two other characters, Grass Snake and Toad, what a good friend looks like as they are both in a bit of a difficult situation.</p> <p>Ask the children to work in pairs. Talk to your partner and see if you can come up with one thing/characteristic that would make a good friend. E.g. good listener, caring, etc.</p> <p>Take brief feedback from the class – make a 'good friend' list of the responses so pupils can see them.</p> <p>You should now read the Weasel's Friends Flipping Book to the class. The key messages from the story are as follows:</p> <ol style="list-style-type: none"> 1. That friendships should be based on us being equal – not on us doing things for 	<p>Weasel's Friends Flipping Book</p>



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	<p>someone when we don't want to</p> <ol style="list-style-type: none">2. That we should expect to have positive friendships/relationships – not relationships based on being exploited (used)3. That bullying is wrong, and how it is a form of exploitation4. To understand what you should expect from a friendship, and what to do if that is not happening5. To promote that children should always tell an adult, that they know they can trust, if they are worried or scared <p>Ask pupils:</p> <p>Now that we have read the story, did any of the characters in the story show us any of the things we put on our list? How did they do this? Were there any other examples of good friendship you noticed in the story?</p> <p>Draw out any relevant qualities that the children spotted or that were on their original list – add any new ones to the previous list.</p> <p>NB: Please keep this list to refer to in subsequent sessions.</p> <p>Now please move on to the next activity.</p>	
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<p>Activity</p> <p>10 minutes</p> <p><i>Reinforcing key messages from the story</i></p>	<p>To reinforce some of the key messages from the story, pupils should now complete the What we have learnt from Weasel's Friends PowerPoint quiz together as a class. 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>To ensure the key learning points have been achieved, the pupils should now complete the What we have learnt from Weasel's Friends PowerPoint quiz.</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>What we have learnt from Weasel's Friends PowerPoint quiz.</p>
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Activity 2 – Teacher led/whole class/group work

Activity	Activity Description	Resources required
<p>15 minutes</p> <p><i>What is bullying?</i></p>	<p>Explain to the class:</p> <p>In the story, Grass Snake and Toad were having some problems because of the way that Weasel was treating them. After they spoke to Cat, they realised that Weasel was not really their friend at all – in fact, he was a bully!</p> <p>Ask the class:</p> <ul style="list-style-type: none"> • Who can tell me what bullying is? • What was Weasel doing that Grass Snake and Toad told Cat about that was bullying behaviour? <p>Establish some of the behaviours that Weasel was exhibiting in the story that made him a bully. In the story we saw different types of bullying including:</p> <ol style="list-style-type: none"> 1. Emotional bullying - leaving others out, getting people to do things they don't want to (exploitation), humiliating and ridiculing people, manipulating and setting people up 2. Physical bullying – hitting, physical violence, intimidation 3. Verbal bullying – name calling, unkind remarks, threats 	<p>Bullying – what can it look like and feel like resource sheets:</p> <ol style="list-style-type: none"> 1. Weasel hitting Grass Snake 2. Weasel and Grass Snake ignoring Toad 3. 3 animals pushing Cat over and laughing <p>Bullying – what can it look like and feel like answer sheets</p>



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Teacher note: It is important to offer a definition of bullying so that pupils are clear on this, either if it ever happens to them or they are engaging in bullying behaviour. You may have a definition in your school anti-bullying policy, or you can use the one in the key words section in this plan (repeated below), combined with the different examples given above.

Explain to the class:

Bullying is when you do something on purpose that makes someone feel unhappy. It is behaviour that can make people feel hurt, threatened, frightened and left out. When it is bullying, it happens lots of times. Bullying is unfair and it makes people feel bad all the time.

Teacher note: Bullying is also a form of exploitation. Research states that the earlier in life a person is exploited, the more likely they are to be exploited again. This exploitation is potentially likely to become more severe.

Now, one by one, display the different scenarios in the **Bullying – what can it look like and feel like sheets** on the Smart Board and/or print and distribute these out to groups/pupils. Ask pupils to work in their tables and discuss the following questions:

- What is happening?
- Is it bullying? Why?

Groups can make notes on the resource sheet if using these. Take feedback from tables for each image so that all tables can have a turn at sharing their feedback. Repeat for each image so that pupils have a clear understanding of what is/isn't bullying.



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The examples the children give can be used to demonstrate their understanding of the subject.

NB: Emphasise that none of these situations would be bullying if they only happened once, although this might make us feel upset and we might need a trusted adult to help to sort it out.

Bullying is behaviour that means to hurt, is repeated and when it is hard for the person being bullied to defend themselves. This means that a one-off situation is not usually bullying behaviour though it might still be upsetting and harmful.



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Activity 3 – Teacher led/whole class/pairs

Activity	Activity Description	Resources required
<p>15 – 20 mins</p> <p><i>Telling someone</i></p> <p><i>Assessment</i></p>	<p>This activity will also act as an assessment opportunity. It should be completed so you can demonstrate that the class have understood one of the key points from the story; getting help and support if you, or someone you know, is being bullied and exploited.</p> <p>Display the 'Telling someone' resource sheet on your Smart Board for all pupils to see.</p> <p>Explain to the class:</p> <p>If someone is being bullied, then that is not acceptable.</p> <p>Cat found out that Weasel was bullying Grass Snake and Toad and at the end of the story she helped them to talk to a trusted adult - their teacher, Mr Squirrel.</p> <p>We now want you to imagine you are Cat. She has three things to do, they are:</p> <ol style="list-style-type: none"> 1. Advise Grass Snake and Toad what to do. 2. What would you help them to say? 3. What would you want Mr Squirrel to do to help? <p>Working in pairs, give children a few minutes to discuss each of the 'things to do' one by one and then come together to discuss these as a class. Repeat this until all 3 things to do have</p>	<p>Telling someone sheet</p>



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been discussed.

The type of answers we would ideally like from the children are (these are shown on the resource sheet as examples for reference):

1. Advise Grass Snake and Toad what to do? - **tell a trusted adult (Mr Squirrel in this case) about everything that is happening – telling the whole truth**
2. What would you help them to say? – **exactly what had been going on, no matter what that truth is and no matter how much it might implicate Grass Snake and Toad or anyone else.**
3. What would you want Mr Squirrel to do to help? – **talk to Weasel and protect Grass Snake and Toad. Let them know he was there if they needed him. Talk to their parents**

Tell the children that Cat helped Grass Snake and Toad talk to Mr Squirrel, and that he helped them which made them all feel much better.

So, what can Grass Snake and Toad do now to 'protect' themselves moving forward if they ever find themselves in a similar situation? Ask the children for some ideas.

Examples of responses might include:

1. Go and find some new animals to play with
2. Explain to someone how you are feeling if something like this ever happened again



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3. Only be friends with Weasel if he changes his ways, and earns their trust again
4. Know that it is not their fault but be more aware and try and avoid 'users' and bullies in future by knowing what a good friendship is.

You may also wish to mention any other support/signposting within your school so that pupils are clear on who they could talk to or where they could go for advice.

This now completes the first lesson linked to the Weasels Friends story.



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Mapping to new statutory Relationships Education and Health Education (physical health & mental wellbeing) requirements

From September 2020, primary schools in England are required to deliver statutory Relationships Education and Health Education curriculum content. To support schools in achieving, and exceeding, these statutory requirements, we have mapped each session and highlighted below which specific theme and outcome 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.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 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



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- 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 importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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.
- 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



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Mental wellbeing

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

Ofsted EIF – contribution to key judgements

Session plans have also been reviewed against the current Ofsted Education Inspection Framework to assist school leaders in highlighting how the DDC Trust resources can help to provide a source of relevant evidence from key judgment areas.

This session makes contributions to the following grade descriptors and/or areas of focus for inspectors from within each judgement in the Ofsted EIF school inspection handbook:

Leadership and management

- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements

Personal development

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.



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- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Enabling pupils to recognise online and offline risks to their well-being and making them aware of the support available to them
- Developing pupils' age-appropriate understanding of healthy relationships

Behaviour and attitudes

- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Spiritual, moral, social and cultural development (SMSC)

The DDC Trust resources also help schools to effectively demonstrate SMSC provision. This session provides schools with the opportunity to show how pupils are able to explore and develop their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives
- understanding of the consequences of their behaviour and actions



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