



Lesson Plan 2: 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 again use the Weasel’s Friends story as the basis for exploring the concept of exploitation with pupils. They will reflect on the key messages from the story and character perspectives and look at different scenarios to identify and empathise with what it feels like to be used or to be a user (as a more age-appropriate term for 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 story recap PowerPoint • Is anyone being used resource sheets • How does it feel if a person is being used (exploited) resource sheet 	<ul style="list-style-type: none"> • To begin to understand what exploitation is • To be able to identify negative behaviours in friendships/relationships • To understand the impact that these behaviours can have on people and empathise with how others might feel
Learning outcomes for this session	Key words, phrases, vocabulary and new terminology explained
<ul style="list-style-type: none"> • I can tell you what a user is and what being used means • I know how our actions can affect others • I can explain how it might feel to be used (exploited) • I be able to identify if I am being used or if someone else might be being used 	<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</p>



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friendly' definitions of these or other relevant words from the session – these could be used in displays or for reference throughout the sessions.

- User - A user is someone who gets other people to do things for them. These 'things' are not done by choice; they are done because the user has told them to or has pressured them
- Exploitation - This is when someone uses someone else to get them to do something for them that they might not want to do.
- Peer pressure - This is when someone you know, who is a similar age to you, tries to get you to do something that you might not want to do or know is wrong. They might try lots of different ways to get you to do this.
- Vulnerable – when someone has no power in a situation. Someone who is vulnerable might also not feel very safe or protected.

NB: There are also some additional vocabulary definitions given within activity 3 of this session which are not referenced here.



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Starter Activity – Teacher led with whole class participation

Activity 1	Activity Description	Resources required
<p>15 minutes</p> <p>Story and key messages reflection</p>	<p>This is the second lesson for the Weasel's Friends story, we will continue to use the characters and themes from the story in this session</p> <p>Recap and review ground rules as a class, examples available in 'Guidance on delivering Dog, Duck and Cat resources'. Discuss any rules created which worked well together with any that didn't 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>Last time we read a story called Weasel's Friends. We talked a lot about what happened in the story, especially about the bullying that was going on by Weasel. We are now going to look at the story again to see if we can remember and talk about what happened in the story.</p> <p>Use the Weasel's Friends story recap PowerPoint to refresh the children's memories, asking the following sort of questions:</p> <ul style="list-style-type: none"> • What was happening in this picture? • Which characters can you see in this picture? 	<p>Weasel's Friends story recap PowerPoint</p>



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- What happened next?
- How did the story end?

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. That friendships should be based on us being equal – not on us doing things for someone when we don't want to
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 exploitation
4. To understand what you should expect from a friendship, and what to do if that is not happening
5. To promote that children should always tell an adult, that they know they can trust, if they are worried or scared

Now please move on to the next activity



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Activity 2 – Teacher led/whole class/small group

Activity	Activity Description	Resources required
<p>20 – 25 minutes</p> <p><i>What is a user?</i></p>	<p>This activity is designed to get children to start to think about 'exploitation' and peer pressure in an age appropriate way.</p> <p>Explain to the class:</p> <p>In the story, Weasel was being very mean and nasty to his two friends, Grass Snake and Toad. One of the things he did a lot was to get them to do things for him, like being mean to other animals like Cat. This means Weasel was using Grass Snake and Toad, so Weasel was a 'user'. The things he was using them to do were not nice, such as picking on other animals or threatening them – Weasel was a bully!</p> <p>Ask the class:</p> <ul style="list-style-type: none"> • What is a user? <p>Give them a few minutes to talk amongst themselves and then get feedback from the class.</p> <p>Explain to the class:</p> <p>A user is someone who gets other people to do things for them. These 'things' are not done by choice; they are done because the user has told them to or has pressured them.</p>	<p>Is anyone being used resource sheets</p>



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In the story, Grass Snake and Toad were scared that Weasel would leave them out and not be their friend if they didn't do what he wanted them to do. They were also scared that he might even hit them if they didn't do what he said!

Ask the class:

Weasel is a user because he gets other animals to do things that they don't really want to do. Why do you think he does this? Ask children to talk to a partner for a few minutes and then take some feedback from the class of what some of these reasons might be.

Encourage them to try and think about reasons other than 'he's mean, he's not a good friend, etc.' so that they can try and begin to understand that Weasel might be behaving like he does because he has some issues of his own.

Essentially, whatever the reason, Weasel is doing something he should not do as he is making others unhappy with his actions.

Ask the class:

What about Grass Snake and Toad? How might they have been feeling, and why?

Establish a general understanding of how they might be negatively affected. Briefly discuss as a group what and how the animals might be feeling when they are being 'used'.

The children will have further chance to explore the impact of Weasel's actions on Grass Snake and Toad later and in the next session, so there is no need to spend too long on these questions at this time. Get a general sense of how the children feel about the subject and then



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move on to the next activity.

Explain to the class:

We are now going to think a bit more about some situations where someone might be 'using' someone else, so that we have a good idea of what being used is. I will read out some things that have happened at Farmyard Lane Primary School. I want you to decide if you think anyone is the **user** or if anyone is **being used**. Not all of them will be! They will all be different, so listen carefully!

You will now take the children through the '**Is anyone being used?**' resource sheet. Display this resource on your Smart Board and work through each scenario at a time.

At the end of each example, in small groups, ask the children to talk about the scenario and then decide if anyone is being a user, being used or if no one is being used - and why they have come to their conclusion.

You may need to spend additional time in discussing any examples where pupils disagree over the answers to establish a reasonable understanding of the concept of 'exploitation'.

The scenarios are:

1. Dog asks Cat to help him clean up some water that another animal has spilled on the classroom floor, they both do it together - **No one is being used**
2. At breaktime Weasel tells Grass Snake and Toad that he should go and push Cat over in the playground. Weasel watches and laughs at them both – **Weasel is being a user, Grass Snake and Toad are being used**



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3. Mr Squirrel asks his class to do their work as they are being noisy and not concentrating on what they need to do – **No one is being used**
4. Grass Snake and Toad call Dog a mean name whilst they are all in the playground – **No one is being used. No one asked Grass Snake and Toad to do it, but Grass Snake and Toad are acting like bullies which is wrong**
5. Weasel asks Duck to steal some crayons from the classroom for him, he says if he doesn't do it, Weasel will hit Duck – **Weasel is trying to use Duck so he should go and tell a teacher immediately**

This ends this activity.



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Activity 3 – Teacher led/whole class/pairs

Activity	Activity Description	Resources required
<p>15 - 20 minutes</p> <p><i>How does it feel if someone is mean to you?</i></p>	<p>Explain to the class:</p> <p>We are now going to think about how Grass Snake and Toad, or even any of the other animals at Farmyard Primary, might have been feeling because of how Weasel had been treating them.</p> <p>In pairs, give the children a How does it feel if a person is being used (exploited) sheet. Give them a few minutes to discuss and then circle as many feeling words as they can come up with to describe how the animals might have been feeling.</p> <p>The question to ask the class is: How do you think someone feels if they are used?</p> <p>Some examples (with definitions for reference) are:</p> <ul style="list-style-type: none"> • Miserable – this is when you feel VERY unhappy • Angry – this is a strong feeling of being upset or annoyed because of something you feel is wrong or bad. It is the feeling that might make someone want to hurt other people, to shout, etc. It is ok to be angry sometimes – but not if you hurt yourself or others because of it. • Frustrated – this is when you might feel annoyed or even angry because of something that might have happened which you couldn't control or have a say in 	<p>How does it feel if a person is being used (exploited) sheet</p>



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- Vulnerable – a feeling someone has when they have no power in a situation. Someone who is vulnerable will also not feel very safe.

Display the **How does it feel if a person is being used (exploited) resource sheet** on your Smart Board. Take feedback from different pairs. Ask them for one example each, or they can self-generate a different answer/feeling word if they are able.

Once finished, run through any of the words on the resource sheet that need picking up and explaining for pupils.

Ask the class:

- Are these feeling words good or bad?
- Is it fair that Weasel's behaviour has made any of the other animals feel like this?
- How do you think Grass Snake and Toad feel about Weasel now that Cat has explained to them that his behaviour was that of a user?

Give pupils the chance to comment and feedback on these questions. If it isn't mentioned, tell pupils that Grass Snake and Toad should no longer trust Weasel because they now understand what he had been doing. So, in the end, being a user will not do you any good because no one will trust you!



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Activity 4 – Teacher led/whole class

Activity	Activity Description	Resources required
<p>5 - 10 minutes</p> <p><i>Plenary</i></p>	<p>Explain to the class:</p> <p>It's important to think about the different things that Grass Snake and Toad can do to help themselves or get help from others, like Cat had talked about with them.</p> <p>Ask the children for their initial understanding about the reasons why Grass Snake and Toad trusted Cat to help them. We will explore this and the idea of trust more in the next session.</p> <p>Some examples are:</p> <ul style="list-style-type: none"> • She wanted to offer her support to help them, not to get something for herself • She suggested speaking to Mr Squirrel to get help. Cat wasn't asking Grass Snake and Toad to do anything by themselves or on their own • Cat had shown her trustworthiness by her actions, on that day and before. This meant that Grass Snake and Toad had confidence Cat was on their side, not her own <p>You may also wish to mention any other support/signposting within your school so that the children are clear on who they could talk to or where they could go for advice.</p> <p>This now completes the second lesson linked to the Weasel's Friends story.</p>	



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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.



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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 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.



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Relevant Health Education (physical health & mental wellbeing) requirements

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.
- 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.



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- 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.
- 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:



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- 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