



Lesson Plan 4: 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 final session will look at practical ways in which children can deal with difficult situations like bullying. They will do this through role play and considering the perspectives and feelings of the different characters.</p> <p>The session is designed to allow children to explore these in a safe environment. It ends with an opportunity for pupils to reflect on what they have learnt across the four sessions and to feedback on any additional learning they might wish to cover.</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



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- Year 1
- Year 2

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"> • Character masks (prepared before the lesson) • How can we talk resource sheet • What I've learnt resource sheet 	<ul style="list-style-type: none"> • To empathise with the feelings of the main characters and those of others in difficult situations, such as being bullied or exploited • To practise different coping skills and ways of dealing with difficult situations, including having the confidence to talk to others about this • To begin to establish practical skills to help them deal with difficult situations, such as bullying
Learning outcomes for this session	Key words, phrases, vocabulary and new terminology explained
<ul style="list-style-type: none"> • I can understand how it might feel to be bullied or used • I understand that bullying has a lasting impact on people • I know how to talk to someone and get help about a difficult 'thing' 	<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>



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- I can tell you about some different ways to help myself or a friend if we are being bullied or used

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.

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.

- Assertive – This means telling people what YOU think or feel in an honest but polite way. It's a way of being very clear about what you want and why.
- Advice – telling someone what you think that they should do in helpful and friendly way
- Trust – this is when you believe someone is good, honest and can be relied on
- Qualities – these are the things about people that tell us what they are like and how they act. An example would be that one quality of a good friend would be that they can be trusted.



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Starter Activity – Teacher led with class participation

Activity 1	Activity Description	Resources required
<p>10 minutes</p> <p><i>Recap/Preparation for role play</i></p>	<p>This is the final lesson for the Weasel's Friends story.</p> <p>Recap and review ground rules as a class. 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. These will be especially important today as we will be doing a lot of role play work, so we need to remember our ground rules so that this runs as smoothly as possible!</p> <p>Run through the learning outcomes for the session.</p> <p>Ask children to remind you about the story, picking up on the key events, issues and messages.</p> <p>Please move on to the next activity.</p>	



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Activity 2 – Teacher led/whole class/small group

Activity	Activity Description	Resources required
<p>40 - 45 minutes</p> <p><i>How do we deal with difficult situations?</i></p>	<p>This activity is designed to get children to start to think about ways of coping in bullying and other difficult situations. Having a range of practical responses, which they can practice safely in the classroom, is essential in preparing them for real life situations.</p> <p>Explain to the class:</p> <p>We are now going to think about how Grass Snake and Toad, with the help of Cat, might have dealt with the situation at the end of the story. You will remember that they were going to all go and talk to Mr Squirrel to get help in dealing with Weasel's behaviour.</p> <p>Ask the class:</p> <ul style="list-style-type: none"> • What do we think the animals might have said to Mr Squirrel? • How might he have reacted? <p>After a discussion, ask pupils to work in groups of 3 so that they can prepare to role play the characters. Imagining that they are the characters Grass Snake, Toad and Cat, they should take 10 minutes to think how they might go about telling Mr Squirrel what has been happening and what they would like him to do about this. They can record their thoughts on the How can we talk resource sheets if this is helpful.</p>	<p>Masks for pupils – Grass Snake, Toad, Cat and Weasel</p> <p>Masks for adult – Mr Squirrel and Weasel</p> <p>How can we talk resource sheet</p>



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To add in a fun element (and a useful 'distancing' technique), you should use the character masks that have been provided for you. Make these in advance if you intend to use them to save time!

Children can then practice being the characters and putting their thoughts into action. The teacher/TA can play the part of Mr Squirrel; the groups of children will play Grass Snake, Toad and Cat.

Teacher/TA to rotate around groups to give more groups a chance to act out their version of events with Mr Squirrel.

NB: Make sure that the groups are very clear on the ground rules set for these sessions – this should help remind children to stay focussed on the task in hand. Ensure that groups stick to a relatively short time frame for their actual role play – 2 minutes should be plenty. You may choose to select one or two groups to come up to the front and act out their role play for the rest of the class to see, to reinforce any positive outcomes.

Explain to the class:

If we think back to the story, there were lots of ways that Weasel was being mean to Grass Snake and Toad. Even though the animals decided to go and talk to Mr Squirrel, Cat also gave them some other advice on how they could stand up to Weasel and let him know that his behaviour was not ok.

Ask the class:

Why was this good advice? Apart from telling Mr Squirrel, which was definitely the right thing to do, in what other ways could the animals deal with the situation if Weasel tries to bully or be



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mean to them again?

Give pupils the opportunity to discuss their ideas as a class. Draw out the fact that sometimes, we need to be able to tell someone that their behaviour **is not acceptable** and find a way to tell them this in a positive, assertive, but polite, way - without being confrontational. This is an opportunity to discuss what 'assertive' means – refer to the vocabulary definition included in the plan for reference.

Take feedback and make a list of some of the more positive and practical ways that Grass Snake and Toad could respond. These might be things like:

- To assertively say 'No!' if he tries to get them to do something that they don't want to do
- To tell him how his behaviour is making them feel
- To tell him that they have told Mr Squirrel what is happening/are going to tell him unless it stops immediately
- To ask him why he is behaving so badly
- To remove themselves from the situation and go and play with other animals

NB: If any responses from the class link into aggressive or violent behaviour (e.g. hitting Weasel, threatening him etc.) then you will need to explain that this is not a positive solution and will only escalate issues – plus the animals would themselves be acting like bullies and also get into trouble.

Once there are a reasonable number of suggestions for the group to refer to, ask pupils to



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again work in groups of 3.

They should pick one of the ways from the list to role-play how they might deal with Weasel and then each take it in turn to each role-play Weasel, Grass Snake and Toad, using the character masks as before. If the roles are rotated like this, it will also allow pupils to see things from the different perspectives of each character.

This time, the teacher/TA should observe different groups to ensure that the ways of dealing with Weasel are positive and realistic – we do not want to reinforce any behaviour that might 'escalate' situations or become violent.

If time allows, you may wish to ask some groups to come out and demonstrate their way of dealing with Weasel to the rest of the class.

Extension:

You may wish to explore the issues in the story from the perspective of Weasel. It is well established that children who bully are likely to be experiencing/have experienced issues themselves. To be able to explore this with children would help to raise awareness of the fact that Weasel might also need some help and support.

Ask the class:

Once groups have completed their role-play, come back together as a class.

When you were role-playing Weasel, how did you feel?

Did you think about why Weasel might be behaving the way he was?



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	<p>Do you think that Weasel might also need someone to talk to or help him? Why?</p> <p>Sensitively, ask the pupils to help you to create a mind-map of any potential reasons why Weasel might be behaving in the way that he is. It is important that pupils lead this activity so that the suggestions come from them, although teachers will need to ensure suggestions are appropriate to discuss in a whole class setting.</p> <p>Teacher note: If you are aware that any of your pupils are being affected by related issues in their lives, then please speak with you DSL <u>prior</u> to delivering this extension element to decide if it is appropriate to explore as a whole class. You may also find that pupils are more likely to make disclosures around these themes if they are being discussed in class, so please approach any learning and discussions in a sensitive and appropriate way and highlight any relevant ground rules to help keep everyone safe and secure in the classroom.</p>	
<p>10 - 15 mins</p> <p><i>Plenary</i></p>	<p>Explain to the class:</p> <p>We have now finished the lessons and our work on Weasel's Friends. As a last activity, I'd like you to think about and write down some thoughts on the What I've learnt sheet. Show this on the Smart Board and give children some time to reflect before they individually complete the sheet.</p> <p>"One thing I have learnt from the Weasels Friend story is..."</p> <p>"To help me even more, I would like to learn more about..."</p>	<p>What I've learnt resource sheet</p>



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You could ask pupils to share some of their closing statements with the rest of the class.

Teacher note: These resource sheets can be used as part of your assessment of pupils understanding of the key learning points from across the sessions, and to establish any 'next steps' or additional learning which you may wish to cover.

This now completes the Weasel's Friends story and lessons.



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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

- 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.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- 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