



Lesson Plan 1: What happened to me?

Please read the following guidance in full.

Theme Overview – What is the ‘What happened to me?’ story about?	Session Delivery Guidance
<p>This story covers how:</p> <ul style="list-style-type: none"> • To develop an understanding of the potential risks associated with being online • To develop an understanding of how easy it can be to be manipulated by someone online, via social media and gaming • To develop an understanding of how and when a child needs to seek help and support if they are being asked to do things online by someone • To understand that a child may need to speak up on behalf of a friend if they are being manipulated online • To understand when the Police may need to be involved to help deal with issues a child may be experiencing online • To promote that children should always tell an adult 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 how things can seem honest and truthful online, but actually after closer inspection, can seem very different.</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 2 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>



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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"> • What happened to me? Flipping Book • First Impressions sheet • First Impressions PDF • Friends online sheet • Friends online suggested answers PDF • Online Safety Plan sheet • Internet facts for grown-ups information 	<ul style="list-style-type: none"> • To develop an understanding of the potential risks associated with being online • To develop an understanding that not everything online is always accurate or truthful • To ensure a child knows they should check with a trusted adult to confirm what they see online is true or false • To ensure a child knows that friends they have made online, especially those they have never met, may not be who they say they are • To ensure children are aware of how to stay as safe as possible in different situations
Learning outcomes	Key words, phrases, vocabulary and new terminology explained
<ul style="list-style-type: none"> • I know that not everything I see on the internet is always true or correct • I can understand that a person I have never met in real-life might not be who they say they are 	<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 know that making a decision without all the facts can mean I end up making a poor decision or choice
- I know I should get help from a trusted adult to check what I read online is accurate and true

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.

- Manipulate – one person trying to get another person to do something, without actually telling them; essentially, they are being untruthful and dishonest
- Distorted - changed, especially in a way that makes something worse than it was before
- Risk – In simple terms, **risk** is the possibility of something bad happening. **Risk** involves uncertainty about the effects/implications of an activity with respect to something that humans value (such as health, well-being, wealth, property or the environment), often focusing on negative, undesirable consequences.
- Truthful – telling or expressing the truth
- Influenced – listening to someone else and changing our views or behaviours because of this
- Decisions - a conclusion or resolution reached after consideration. "I'll make the decision on my own"



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Starter Activity – Teacher led with whole class participation/pairs or small groups

Activity	Activity Description	Resources required
<p>10 - 15 minutes</p> <p><i>Reading the story/setting the scene</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><i>We are going to read a story called What happened to me? In the story, Duck thinks he has made a great new friend online. But things take an unexpected turn when this new friend, Zebra, wants Duck to look at websites that Duck knows he should not be viewing.</i></p> <p><i>Duck does not mean to put himself at risk, but he does. Duck’s Mom needs to talk to him to help him to understand what some of the risks can be when he is online or gaming, so that he can keep himself and others safe online.</i></p> <p>You should now read the What happened to me? Flipping Book to the class. The key messages from the story are as follows:</p> <ol style="list-style-type: none"> 1. That a person can be at risk online without them knowing it 2. That you should never visit websites or play games online that Mom, Dad or whoever 	<p>What happened to me? Flipping Book</p>



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	<p>looks after you, have not seen and made sure are ok for you</p> <ol style="list-style-type: none">3. That some people we might meet online will pretend to be friends, but they might really be trying to cause you harm or manipulate you4. That people that we meet through online gaming may not be honest and have our best interests at heart5. To promote the idea that children should always tell an adult that they know they can trust, if they are worried or scared <p>Now move on to the next activity.</p>	
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Activity 1 – Teacher led with whole class participation/pairs or small groups

Activity	Activity description	Resources required
<p>15 – 20 minutes</p> <p><i>Truth or lie?</i></p>	<p>Explain to the class:</p> <p>In the story Duck was told things, and saw things on websites that Zebra recommended, that looked and sounded ‘right’ but turned out to be lies or, a very distorted version of the truth.</p> <p>Duck says in the story:</p> <p><i>“Mom does not let me look at just anything online, she is always trying to keep me safe. But Zebra keeps saying I should do what he says, not what Mom wants me to do, because he says Zebra’s know best!”</i></p> <p>The reason why Mom checks what Duck can look at online is that not everything on the internet is truthful and safe to be looked at, especially by children.</p> <p>Zebra was telling Duck things about Buck, a Chicken at Zebra’s school, that annoyed him. Zebra then tried to get Duck to believe that if one Chicken was annoying then they must all be like that. He showed Duck information on the internet, but it was information that just simply was not true.</p> <p>The internet unfortunately does not always tell the truth, because people put their own versions of information on there, which is not based on the truth, but more on what THEY think!</p> <p>This happens a lot online. People are often able to post what they want, say what they want, and</p>	<p>First impressions sheet</p> <p>First impressions PDF</p>



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no one has checked to see if it is true or not.

Ask the class:

Can you think of any examples of this?

Ask the class to have a think for a few seconds and then take any feedback they may have. You may also wish to give an age-appropriate and relatable example of your own to reinforce the point that the internet is not always a reliable source of information!

Explain to the class:

Sometimes people can make something seem truthful, but when we investigate a bit further, it is not always what it had originally seemed. We are going to play a quick game to help us understand how this can happen.

Pupils to complete their own resource sheet:

Ask the children to work in pairs/small groups. Give each pair/group a **First impressions sheet** and display the **First Impressions PDF**; there are three pictures in total and should be displayed one by one.

There will be a first part image, and then a second full image for each question, an A and a B image.

The first image, A, will have almost everything the children need to see to allow them to form a factual opinion, but not quite. The second full image, B, will then literally give 'the whole picture'.

Ask each of the pairs/groups to complete their sheets at the same time as you go through the



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	<p>images.</p> <p>The first images are:</p> <ol style="list-style-type: none">1. Chicken being rude?2. Chicken being silly?3. Chicken being naughty by refusing to do something when she is asked? <p>These are only part images, so they will give the impression of the description above, but is this accurate?</p> <p>The second full images are:</p> <ol style="list-style-type: none">1. Chicken is not being rude, she is taking part in a fun class photo2. Chicken is not being silly; she is playing hide and seek3. Chicken is not being naughty; Weasel is trying to bully Chicken into doing something she should not <p>Once this activity has been done take feedback on the answers from the class.</p> <p>We would expect the children to have changed their minds, from question A to question B for each of the three images, on their sheet.</p> <p>Essentially all the first images could be misconstrued. It is only when we see the second image, with</p>	
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	<p>all the information that is needed is displayed, that we can form a true and informed opinion.</p> <p>We would now like you to discuss:</p> <p>Ask the class:</p> <p><i>How could us making our minds up about something, without having the full, accurate and truthful information, affect the way we think? How might it make us treat people or behave towards people, or act in certain situations?</i></p> <p>Take feedback from the children.</p> <p>The following messages are important to emphasise to the children:</p> <ul style="list-style-type: none">• Not everything we see online is 100% honest and truthful• We should always check to see what the truth is about someone or a situation before making up our OWN minds• We should speak to a grownup we know we can trust and check things out• We should speak to our teachers so they can help us• We should only look at websites we are told are ok for us by our teachers, or people who look after us like our Mom and Dad <p>This concludes this activity.</p>	
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Activity 2 – Teacher led with whole class participation/pairs or small groups

Activity	Activity description	Resources required
<p>15 – 20 minutes</p> <p>Talking and communicating online</p>	<p>Explain to the class:</p> <p><i>In the story Duck made friends with someone he had met when he was gaming online, Zebra. Duck had never met Zebra face to face, but they talked a lot online, so Duck felt as though he knew Zebra really well. But did he?</i></p> <p>Ask the class and take their feedback on the following question:</p> <p><i>Are there positive and negatives to making new friends online?</i></p> <p>Explain that we are now going to look at the positives and negatives of making friends online. Ask the children to work in their pairs/small groups again.</p> <p>Give each pair/group a Friends online sheet. To assist with this activity, we have provided a Friends online suggested answers PDF that you can display and use to give prompts to the children if needed.</p> <p>Allow the pair/group 10 minutes to generate their answers then take feedback from the class. We expect a range of responses, but the following are key points we need to ensure that the children understand, so please do go through them with the children:</p> <ul style="list-style-type: none"> • Day to day friends (our friends in the ‘real world’) are good to talk to online, so why not do 	<p>Friends online sheet</p> <p>Friends online suggested answers PDF</p>



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this a bit more? We know them, and, if they do something we do not like, we can tell someone who can help us deal with the situation

- It's possible that anyone we could meet online may not be 100% truthful with us, so we should always act with caution in case they are not what they seem to be
- It does not matter how we communicate with someone online, all of the different ways you can do this come with some kind of risk. It might be gaming, or messaging, or talking to them via video call, but if we are communicating with someone, they have the potential to influence us
- We should never, never, send any personal details about ourselves to anyone online (please describe the type of details we mean here; full name, DOB, address, school you go to, etc)
- We should never, ever, send images of ourselves to anyone online if they ask us to. If we are ever asked we should ALWAYS tell a trusted adult immediately
- If we are asked by someone online to visit a website, we should tell a trusted adult who can look at the site first to ensure it is safe for us to visit and has content that is age-appropriate
- We might not always see risk for ourselves in certain situations. That means if we see a friend putting themselves at risk, we should get help for them from a trusted adult – we will look more at this in the next lesson
- Getting help for a friend who might be in trouble or at risk is a brave thing to do; we think these types of people are superheroes!



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| | <ul style="list-style-type: none">• If you are ever worried, scared, or just plain not sure about something, always talk to an adult you know you can trust so they can help you | |
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Activity 3 – Homework activity

Activity	Activity description	Resources required
<p>5 minutes to introduce (in class)</p> <p>30 initial minutes (at home) but <u>this has to be ongoing!</u></p> <p><i>Protecting our devices and ourselves</i></p>	<p>To further enhance the learning give each young person a copy of the Online Safety Plan sheet. We want each child to take this home and complete it with Mom, Dad or the person that takes care of them. It is a plan of how they are going to keep themselves as safe as they can when they are online; but we need them to get some help from a grown-up at home as well.</p> <p>The Internet facts for grown-ups' information is designed to help the person that cares for the child protect the devices they have at home, and to help keep an eye on the child especially if they are communicating via a headset, as what is being spoken about cannot be heard.</p> <p>This is not an exercise to make parents, carers and guardian's scared or panic them. We are trying to give practical advice that will help to keep children safe, and we need the adults in their home help us to do this.</p> <p>The information has been designed by our partners at Online Behaviours. Online Behaviours Ltd supports schools, young people and their families, ensuring they use technology positively and creativity in a safe and respectful way. They also support schools to make sure that they are meeting online safety statutory requirements, such as those within Keeping Children Safe in Education.</p> <p>You can either print off copies of the guide for children to take home to their parents or distribute it electronically. You may also wish to upload this information to your school website so parents can access the information directly. Either way, please ensure that you share this important information</p>	<p>Online Safety Plan sheet</p> <p>Internet facts for grown-ups' information</p>



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	with parents at the end of this programme. This completes lesson 1 for What happened to me?	
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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

Families and people who care for me

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- 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.



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- 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

Mental wellbeing

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

Internet safety and harms

- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.