



Lesson Plan 2: 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 we make our decisions, what we should consider when making our decisions about things and how to get help for ourselves and those we care about.</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>



Lesson Plan 2: What happened to me?

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 • Decisions PDF • Decisions answers sheet • Asking for help sheet • Points to consider PDF • Key messages PDF • A pocket full of play packs – if available • A pocket full of play link • What have you learnt? PowerPoint quiz 	<ul style="list-style-type: none"> • To develop an understanding of the risks associated with being online • To understand that the decisions we make can have an impact on us and others • To ensure to stop and think before making decisions • To ensure we know when we should get help for ourselves • To ensure we know when to get help for others • To ensure young people are aware of how to stay as safe as possible
Learning outcomes	Key words, phrases, vocabulary and new terminology explained
<ul style="list-style-type: none"> • I understand that I may be asked to follow rules, set by a trusted adult, 	<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</p>



Lesson Plan 2: What happened to me?

that will help keep me safe

- I understand that my decisions and choices can have an impact on me and others
- I know that I need to think before making a decision
- I know that I should always get help if I am worried or scared about anything
- I know I should get help for a friend if I think they are at risk

be familiar to some pupils but new to others so please use these definitions as a basis for explanation if required.

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"



Lesson Plan 2: What happened to me?

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

Activity	Activity Description	Resources required
<p>10 minutes</p> <p>Recapping the story/setting the scene</p>	<p>This is the second lesson for the ‘What happened to me’ Story. We will continue to use the characters and themes from the story as a basis for learning in this session.</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.</p> <p>Run through the learning outcomes for the session.</p> <p>Explain to the class:</p> <p><i>Last time we read a story called ‘What happened to me?’. We talked a lot about what happened in the story. We are now going to look at the story again to see if we can remember what happened.</i></p> <p>You do not need to read the whole story again but use the What happened to me? Flipping Book to refresh the children’s memories, asking the following sort of questions:</p> <ol style="list-style-type: none"> 1. Can the children remember what happened in the story? 2. What are the things they remember the most from the story? 	<p>What happened to me? Flipping book</p>



Lesson Plan 2: What happened to me?

3. 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. For reference, the key messages from the story are as follows:

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 looks after you, have not seen and made sure are ok for you
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 you
4. That people that we meet through online gaming may not be honest and have our best interests at heart
5. To promote the idea that children should always tell an adult that they know they can trust, if they are worried or scared

Now move on to the next activity.



Lesson Plan 2: What happened to me?

Activity 1 – Teacher led with class participation

Activity	Activity description	Resources required
<p>20 - 25 minutes</p> <p>Risking is exciting!</p>	<p>The Dog, Duck and Cat Trust have partnered with the Protective Behaviours Consortium in the development of this session and are using recognised Protective Behaviours (PB) techniques.</p> <p>In this activity, we are trying to ensure that children understand that they might sometimes take risks because it feels exciting. But, they need to be aware that with risk comes potential consequences – like there were for Duck.</p> <p>In the PB approach there is something called the Safety Continuum that helps to explain why we make the decisions we do.</p> <p>There are four phrases that help to describe our behaviours:</p> <ul style="list-style-type: none"> • Feeling safe – this is when we feel safe, and we cannot see any risks or dangers • Fun to feel scared – this is when we know something might be a bit scary, or a bit wrong, but we still think we can stay safe. A good example of this might be going on a big fairground ride or climbing a tree when we have been told we cannot • Risking on purpose – this is something that does not feel like fun but is still a choice because the outcome is needed e.g. going to the dentist, doing a test or exam • Feeling unsafe – this reflects not feeling safe as a person will have no choice, or control or 	<p>Decisions PDF</p> <p>Decisions answers sheet</p>



Lesson Plan 2: What happened to me?

	<p>time limit</p> <p>We may often make decisions based on how we feel, and we sometimes take risks. These risks can feel exciting, and we may take these risks believing we can stay safe, but things do sometimes not go according to plan!</p> <p>Due to the age of the children, they should be aware that any feeling apart from 'Feeling safe' should be investigated with an adult the child knows they can trust.</p> <p>Explain to the class:</p> <p><i>In the What happened to me? story Duck listened to his supposed new friend, Zebra, and had a look at some websites that Zebra had recommended.</i></p> <p><i>Duck knew he should not really be doing this, as his Mom had told him he should only be looking at web sites that she had approved, as Duck is only young.</i></p> <p><i>Duck thought that because Zebra was 'ok', that any websites he recommended would be ok too. He also did not want to look like a 'baby' in front of Zebra.</i></p> <p><i>Duck knew he was disobeying Mom and taking a risk, and that was a bit scary, but also a bit exciting as well. We are now going to look at that idea a bit more.</i></p> <p>Pupils to complete their own resource sheet:</p> <p>Ask the children to work in their pairs/groups. Give each pair/group a Decisions answers sheet.</p>	
--	--	--



Lesson Plan 2: What happened to me?

Explain to the class:

We will now look at what Duck did in the story. We will decide if we agree with Ducks thinking and his decisions, or if we would have done things differently! I want you to especially think about if Duck was sensible to take a risk, no matter how exciting it might have felt for him!

Please display the **Decisions PDF** and go through the following questions, allowing for some discussion and reflection for each:

- Was Duck right in saying mean things about Chicken, when Zebra was saying mean things about the chicken in his school, Buck?
- Was Duck right in visiting the websites Zebra was telling him about, and going against his Moms wishes?
- Was Duck right in thinking all chickens were bad because he had read it on the internet?
- Was Duck right in disliking Chicken just because she was a chicken?
- Was Duck right in listening to Zebra and not stopping to think for himself?

We would recommend this activity being carried out as a whole class discussion. There are three questions for the children to consider around each of the questions above:

1. Was Duck right – yes or no?
2. Why might Duck have made this choice? What influenced him?



Lesson Plan 2: What happened to me?

3. How do you think Duck felt – Safe, a bit scared but excited, unsafe?

Explain to the class:

It is not right to form an opinion based on one perspective or just on what someone else tells you. It is not right to disobey a parent/carer/guardian when they are trying to keep you safe, and it is a bad idea to stop thinking for yourself and just think the same way that someone else does.

Key learning point to explain to the children:

- We should form an opinion of people based on the facts, not just on what someone else tells us
- Sometimes we do things, and we are not sure why, we just do them - and often that will be ok and nothing bad will happen.
- However, if we do make a decision, and it goes wrong, we need to involve a trusted adult straight away. Duck may have done something naughty by disobeying his Mom, but thankfully he was sensible enough to get her help before he got himself in to too much trouble. He also had help from his good friends, Dog and Cat, who looked out for their friend.
- If you ever do something, that you know you should not, and it leads you into a bad situation, always get help straight away. You might get a little telling off to begin with, but your trusted adult will help you and keep you safe, and that is the most important thing.

This concludes this activity.



Lesson Plan 2: What happened to me?

Activity 2 – Teacher led with class participation/pairs or small groups

Activity	Activity description	Resources required
<p>15 - 20 minutes</p> <p>Getting help: when should we do this, for ourselves and others?</p>	<p>Explain to the class:</p> <p><i>In the What happened to me? story Duck found himself in a situation where he had stopped thinking for himself! Duck had listened to Zebra and been influenced by him and the websites he had recommended.</i></p> <p><i>Duck was advised by his good friends, Dog and Cat, that the way he was thinking was not like him, and they were worried. Duck then realised that something was not right and acted on it, he got help from his Mom.</i></p> <p>Duck was lucky to have the advice he got from Dog and Cat. But what if Dog and Cat had not been around to help? We are going to look at that now.</p> <p>Pupils to complete their own resource sheet:</p> <p>Ask the children to work in their pairs/groups again.</p> <p>Explain to the class:</p> <p><i>We are now going to create something to help a person who may not be as lucky as Duck in having such good friends as Dog and Cat.</i></p> <p>Give each pair/group an Asking for help sheet. There are two different questions we want them to</p>	<p>Asking for help sheet</p> <p>Points to consider PDF</p> <p>Key messages PDF</p>



Lesson Plan 2: What happened to me?

answer:

1. How a person could get help for themselves
2. How a person could get help for a friend

We want the children to devise a way of advising others how to get help for themselves or for a friend.

We want the children to consider things like:

- Who could that person speak to – parent/carer, guardian, teacher, another trusted adult
- What should a person ‘look out for’ in themselves and their own feelings - anything that makes us feel anything apart from ‘safe’
- What should a person ‘look out for’ in their friends – changes in their behaviour, changes in how they think, their friend actually doing things they should not do or that are not safe
- When should we get help – This should be at ANY point if we do not feel safe or if our friends are not safe

The above points should be displayed using the **Points to consider PDF**.

Key messages to emphasise with your pupils – these can be displayed using the Key messages PDF:

- If we think something is wrong, even if we have done something we should not have, we need to have courage and speak up for ourselves and get help



Lesson Plan 2: What happened to me?

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• If we think our friends are in trouble, we might need to help them to get the help they need• To help a friend we may need to tell an adult what is going on with them. Our friend may not be 100% happy about us doing this, but sometimes we need to do this to keep them safe• Why should we do these things – simply it is to protect ourselves and those we care about• Never forget, we are being superheroes by getting help for ourselves and others | |
|--|---|--|

This concludes this activity.



Lesson Plan 2: What happened to me?

Activity 3 – Teacher led with class participation/individuals

Activity	Activity description	Resources required
<p>5 minutes to introduce in class</p> <p>Hours of fun at home</p>	<p>There are more things to do to have fun than just go online. The Dog, Duck and Cat Trust have linked with 'Go Play Sandwell' and want to encourage all children, and those that care for them, to spend time together offline having fun.</p> <p>We could all do with spending less time online, so we want to promote the fact that we can come off the tech for a bit!</p> <p>Offline fun and games are still fun and games and provide a great opportunity to spend some quality time together.</p> <p>We would like you to take this opportunity to promote the pocket full of play resources to your children and those they live with. If could share the following link with your school community electronically and via your school website, it will help to get children and their families to leave the technology off and spend some time together.</p> <p>Link: Pocketful of Play – Go Play Sandwell</p>	<p>A pocket full of play link</p>
<p>Evaluation</p> <p>10 minutes</p> <p>Reinforcing</p>	<p>To ensure the key learning points have been achieved, and to reinforce some of the key messages from to story, you and the pupils should now complete the What have you learnt? PowerPoint quiz together as a class.</p> <p>This activity will also allow you to understand if pupils have any initial gaps in their understanding</p>	<p>What have you learnt?</p> <p>PowerPoint quiz</p>



Lesson Plan 2: What happened to me?

<p><i>key messages from the story</i></p>	<p>around the learning outcomes and the themes covered.</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>This completes the learning for the What happened to me? story.</p>	
--	--	--



Lesson Plan 2: What happened to me?

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 PSHE-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

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



Lesson Plan 2: What happened to me?

- 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.
- 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



Lesson Plan 2: What happened to me?

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.