



Lesson Plan 1: You are great, as you are!

Please read the following guidance in full - 'You are great, as you are!' was jointly developed by the Dog, Duck and Cat Trust and West Midlands Police, Counter Terrorism Unit

Theme Overview – What is the 'You are great, as you are!' story about?	Session Delivery Guidance
<p>This theme covers:</p> <ul style="list-style-type: none"> • What a stereotype is • How stereotypical attitudes can create negative and 'false' views towards others • How stereotyping can lead to racism, prejudice and intolerance • How a person should be judged on their own individual behaviours and characteristics, not by a stereotypical view of them • That we should treat everyone as equals, as in many ways we are all essentially the same • That we should value what both makes us all similar and also different • That we should treat others how we would like, and deserve to be, treated ourselves • Understanding how what we say can affect other people • Promoting the idea that children should always tell an adult that they know they can trust, if they are worried or scared 	<p>Session Overview</p> <p>This session will look at the story of 'You are great, as you are!' and explore the concepts of stereotyping, racism, prejudice, and intolerance.</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"> • Year 2 • Year 3 <p>As you know your children best, you can use this resource with pupils in classes</p>



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<p>Please look through the story for yourself before reading it out to children.</p>	<p>up to year 4, but this is a judgement call for you to make.</p> <p>If you require further support in adapting any of the materials for pupils with additional needs, please contact the Dog, Duck and Cat Trust.</p>
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<p>Resources required</p>	<p>Session aims/objectives</p>
<ul style="list-style-type: none"> • You are great, as you are! Flipping Book • What we have learnt from You are great, as you are! PowerPoint quiz 	<ul style="list-style-type: none"> • What stereotypical attitudes are and how they can create negative and 'false' views towards people • Explore how stereotyping can lead to racism, prejudice and intolerance • Understand concepts such as similarities, differences and things that we all have in common, regardless of our 'race' or ethnicity
<p>Learning outcomes for this session</p>	<p>Key words, phrases, vocabulary and new terminology explained</p>
<ul style="list-style-type: none"> • I know what stereotypes are and can explain the harms they can cause • I can explain what the term racism means • I can talk about things that all people have in common • I can ask for help from an adult if I need to 	<p>We have tried to describe all words and terminology used in this lesson, within the plan itself.</p> <p>If you need any clarification on any wording, then please contact us at:</p> <p>info@dogduckandcat.co.uk</p>



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Starter Activity – Teacher led with class participation/pairs

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 You are great, as you are! In the story Dog is treated very badly by Weasels family. They say things to him that are nasty and hurtful, and worst of all the things they say are not even true!</i></p> <p>You should now read the You are great, as you are! Flipping Book to the class. The key messages from the story are as follows:</p> <ol style="list-style-type: none"> 1. That stereotypes can be unhelpful and damaging 2. That people should be judged on who they are, not a stereotype of them 3. That racism, prejudice and intolerance are wrong 4. That everyone deserves to feel happy, healthy, and content, no matter who they are, 	<p>'You are great, as you are' Flipping Book</p>



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	<p>where they come from and what they look like</p> <p>5. To promote the idea that children should always tell an adult that they know they can trust, if they are worried or scared</p> <p>Now move on to the next activity.</p>	
<p>Activity</p> <p>10 minutes</p> <p>Reinforcing key messages from the story</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 we have learnt from 'You are great, as you are!' 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 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>Teacher note:</p> <p>The Weasel family were absolutely horrible to Dog, they said unkind and untrue things about him.</p> <p>However, not every Weasel in the world is the same, this is the same for people. Some people are racist, but the majority are not.</p> <p>Please highlight to the children that this Weasel family are not representative of all the Weasels that exist. It is the same for people.</p>	<p>What we have learnt from You are great, as you are! PowerPoint quiz</p>



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	<p>Just because one type of person (White, Black or Asian) is horrible does not mean that all people of that type will be the same.</p> <p>Essentially, just because one Weasel family is bad does not mean every Weasel family is bad; is the exact same thing for humans.</p> <p>Please explain this to the children as tis is important information for them to know before we begin the programme.</p>	
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Activity 2 – Teacher led/whole class/group work

Activity	Activity Description	Resources required
<p>10 minutes</p> <p>Stereotypes, what are they?</p>	<p>Explain to the class:</p> <p>To start with we are going to look at a word, that word is stereotypes. Share the following definition with pupils to ensure their understanding of the term:</p> <p><i>A stereotype is a set idea about what someone will be like (For example their personal qualities or behaviour) based on a group they belong to or what they might look like. For example, all boys like football, all girls like netball.</i></p> <p>Ask the pupils:</p> <p>In pairs, ask pupils to spend 5 minutes discussing some stereotypes that they might be aware of. A few ideas are:</p> <ul style="list-style-type: none"> • Boys like playing football • Girls like playing netball • Boys like the colour blue, and don't like pink • Girls like the colour pink, and don't like blue 	<p>None</p>



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Now take some feedback from the groups and record the most relevant feedback onto the board for pupils to see.

Teacher note:

Sometimes we make assumptions about people which are entirely unfair because we have been influenced by stereotypical thinking. A good example of this is when people make assumptions about someone based on their 'race' and ethnicity.

<https://www.nationalgeographic.co.uk/history/2019/02/race-and-ethnicity-explained> says this about 'race' and ethnicity:

'Race' and ethnicity are two concepts related to human ancestry.

'Race' is defined as "a category of humankind that shares certain distinctive physical traits." The term ethnicities is more broadly defined as "large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background."

'Race' is usually associated with biology and linked with physical characteristics such as skin colour or hair texture.

'Ethnicity' is linked with cultural expression and identification. However, both are social constructs used to categorize and characterize seemingly distinct populations.

So, 'race' can be more simply explained as being linked to how someone looks, their skin colour, hair texture etc. Ethnicity is linked to people's culture, language and where they come from.



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Racial stereotyping can lead people into acting and behaving in a negative way towards others. This can also sometimes lead to behaviour that is unlawful; racism and discrimination can both lead to criminal convictions.

Explain to the pupils:

Sometimes, sadly some people will have a fixed view or stereotype of other groups of people because of how they look or their 'race'. The 'race' of a person is linked to how they look, and to be even clearer, that person's skin colour or hair texture.

Ask:

What type of stereotypical views might you have heard about someone because of their 'race'? Some examples might be:

- *All White people only eat fish and chips*
- *All Asian people only eat curry*
- *All Black people only eat fried chicken*

Allow pupils to share some of their own ideas and encourage them to think about why they might be wrong, based on the earlier definition and discussion. It is important to ensure that any stereotypes are safely challenged as part of this discussion!

Explain:

In the modern world we live in, stereotypes like these are not helpful – and basically, they just



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are not true! Like most things in life, it comes down to the individual person as to what they can or cannot do and who and what they are.

We are now going to look at how alike we all are. Just because people might look or act a bit different to each other, we all have a lot in common with each other – no matter what we look like.

You should now move on to the next activity.



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Activity 3 – Teacher led/whole class/pairs

Activity	Activity Description	Resources required
<p>15 mins</p> <p>What makes us alike?</p>	<p>Ask the class:</p> <p><i>Lots of different people from different backgrounds all now live together, our school and local community is a good example.</i></p> <p><i>Can we think of some things that we have in common, that we ALL do or like, no matter what kind of person we are?</i></p> <p>Ask the class to work in pairs or small groups and generate some ideas to the above question. Some examples could be:</p> <ul style="list-style-type: none"> • Eat the same kinds of food • Play the same sports • Live in the same street • Like the same music/TV shows • Make friends with a person no matter what they look like or where they are from <p>Add in any specific examples that you can think of. If possible, make them specific to your</p>	<p>None</p>



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class so they will hold more relevance.

Make a list of some of the more useful suggestions for pupils to see.

Explain to the class:

Whilst we might look a bit different from each other we are all made up of the same stuff!

Did you know we are all made of something called DNA?

Teacher note: You may want to explain more about what DNA actually is, but we don't feel that it is 100% necessary to illustrate the point we are trying to make, but we leave that to your decision.

*Our DNA is the building blocks of who we are. There is DNA in the **nucleus** (the middle) of every cell in our body, and we have billions and billions of cells.*

DNA carries genetic information, that is essentially the blueprint of who we are as a person. It has all the instructions that a living organism needs to grow, make more of us (reproduce) and function.

But did you know that:

- *Human beings, no matter what 'race' they are, have only a 0.02% difference in their DNA*
- *So, no matter what a person's skin colour is, they are only 0.02% different from ANY other person on the planet, in terms of their DNA anyway*



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- *That is an exceedingly small amount indeed!*
- *So, whilst we may look different, we are all pretty much the same on the inside, it is just the outside packaging that may look a little different*

So, when you think about any differences between people, think about it like this:

- *imagine every person is like an enormous Ice Cream Sundae!*
- *we all have ice cream, chocolate sauce, brownie pieces and white chocolate*
- *but some of us have sprinkles on top, some have nuts, and some have marshmallows*
- *we are all essentially the same Ice Cream Sundae but with a tiny bit of difference on top!*

Explain to the class:

Assuming things about men and women, boys and girls, just because of their 'race' can cause people to be intolerant (not understanding) and prejudiced (have a 'bad' or 'negative' view), and lead to something called racism (being horrible about a person or group of people because of their race).

As we have seen from our Ice Cream Sundae example, there is not much that makes us different, and there is an awful lot more that makes us similar, if not the same.

It is really important to remember that we are ALL more alike than we are different, and that we are all equal, so we should always treat each other with respect, no matter what we look like or



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	<p><i>where we are from.</i></p> <p>This concludes this lesson.</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

Families and people who care for me

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

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



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- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive

Being safe

- 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

- 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 prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- 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 responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation



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- 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

Behaviour and attitudes

- Leaders, staff and pupils create a positive environment in which bullying is not tolerated.
- Relationships among pupils and staff reflect a positive and respectful culture

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 be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- 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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- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity