



# Lesson Plan 2: 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"> <li>• What a stereotype is</li> <li>• How stereotypical attitudes can create negative and 'false' views towards others</li> <li>• How stereotyping can lead to racism, prejudice and intolerance</li> <li>• How a person should be judged on their own individual behaviours and characteristics, not by a stereotypical view of them</li> <li>• That we should treat everyone as equals, as in many ways we are all essentially the same</li> <li>• That we should value what both makes us all similar and also different</li> <li>• That we should treat others how we would like, and deserve to be, treated ourselves</li> <li>• Understanding how what we say can affect other people</li> <li>• Promoting the idea that children should always tell an adult that they know they can trust, if they are worried or scared</li> </ul>	<p><b>Session Overview</b></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><b>Session Length</b></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><b>Creating a Safe Learning Environment</b></p> <p>Please refer to the '<b>Guidance on delivering Dog, Duck and Cat resources</b>' document available on our website <a href="http://www.dogduckandcat.co.uk">www.dogduckandcat.co.uk</a></p> <p>We would suggest using this resource, as part of your planned curriculum, with:</p> <ul style="list-style-type: none"> <li>• Year 2</li> <li>• Year 3</li> </ul> <p>As you know your children best, you can use this resource with pupils in classes</p>



# Lesson Plan 2: You are great, as you are!

<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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<b>Resources required</b>	<b>Session aims/objectives</b>
<ul style="list-style-type: none"> <li>• You are great, as you are! Flipping Book</li> <li>• Racism is wrong examples PDF</li> <li>• Racism is wrong poster sheet</li> </ul>	<ul style="list-style-type: none"> <li>• About the impact of racism and prejudicial stereotyping</li> <li>• How we all have a responsibility to positively challenge stereotypes and racism</li> <li>• That we should celebrate all of what makes us both similar and diverse</li> </ul>
<b>Learning outcomes for this session</b>	<b>Key words, phrases, vocabulary and new terminology explained</b>
<ul style="list-style-type: none"> <li>• I can explain some of the harms that stereotypes, and racism can cause</li> <li>• I understand that it's important to positively and safely challenge racism and prejudice and know some ways we might do this</li> <li>• I can talk about some positive things that come from being similar but also different</li> <li>• I can ask for help from an adult if I need to</li> </ul>	<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><a href="mailto:info@dogduckandcat.co.uk">info@dogduckandcat.co.uk</a></p>



# Lesson Plan 2: You are great, as you are!

## Starter Activity – Teacher led with class participation/pairs

Activity	Activity Description	Resources required
<p><b>10 minutes</b></p> <p><b>Recapping the story/setting the scene</b></p>	<p>This is the second lesson for the ‘<b>You are great, as you are!</b>’ 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 ‘<b>Guidance on delivering Dog, Duck and Cat resources</b>’. 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><b>Run through the learning outcomes for the session.</b></p> <p><b>Explain to the class:</b></p> <p><i>Last time we read a story called ‘That’s just not right!’ 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>Use the <b>You are great, as you are! Flipping Book</b> to refresh the children’s memories, asking the following sort of questions:</p> <ol style="list-style-type: none"> <li>1. Can the children remember what happened in the story?</li> <li>2. What are the things they remember the most from the story?</li> </ol>	<p><b>You are great, as you are! Flipping book</b></p>



# Lesson Plan 2: You are great, as you are!

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 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, where they come from and what they look like
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: You are great, as you are!

## Activity 2 – Teacher led/whole class/group work

Activity	Activity Description	Resources required
<p><b>15 minutes</b></p> <p><b>Unkind words and their impact</b></p>	<p><b>Explain to the class:</b></p> <p><i>In the story, Weasel’s family said some unkind and nasty things to, and about Dog, based on a stereotype of what they thought all Dogs were like.</i></p> <p><i>We learnt in the last lesson that stereotypes are not a good way to think about a person. We learnt that a person should be treated as an individual and judged on who they <u>are</u>, not on a stereotype of who they <u>might</u> be.</i></p> <p><i>But how did Dog feel about being treated in the way he was by Weasel’s family? We are going to look at that a bit more now.</i></p> <p>Ask the class to work in pairs or small groups, then set this question for them to consider:</p> <ul style="list-style-type: none"> <li>• <i>Why are some words, when said to someone else, hurtful?</i></li> </ul> <p>Give each pair/group a few minutes to consider this then discuss as a class. Some expected answers might be:</p> <ul style="list-style-type: none"> <li>• Because they make us feel sad</li> <li>• Because they are unfair</li> </ul>	<p><b>None</b></p>



# Lesson Plan 2: You are great, as you are!

- Because what is being said is not right/untrue/based on a stereotype

**Ask the class:**

*If YOU were treated the way that Dog was, how do you think it would feel? Some expected answers would be:*

- Sad
- Upset
- Angry
- Confused
- That it was unfair, to be judged on a stereotype, and not on the person you are

So, we can now see what we should not say to a person. So, how should we treat someone? Ask the class to think about this then take feedback. Some suggested answers would be:

- With kindness
- With compassion
- As an equal, as we are all equal to each other



# Lesson Plan 2: You are great, as you are!

**Explain to the class:**

*We can see that if a person is treated in an unfair, unkind, or nasty way that it is upsetting for them.*

*If we ever see anyone being treated this way, we should speak to an adult straight away and help them to put a stop to this unacceptable behaviour.*

*Also, if YOU are treated in this way then tell a trusted adult straight away and they can help put a stop to it.*

You can now move on to the next activity.



# Lesson Plan 2: You are great, as you are!

## Activity 3 – Teacher led/whole class/pairs

Activity	Activity Description	Resources required
<p><b>15 mins</b></p> <p><b>We cannot allow this to happen!</b></p>	<p><b>Teacher note:</b></p> <p>It's really important for children to understand that just because someone might think it's ok to say or behave in a certain way, if it is based on a racial stereotype, not only is it untrue it can be highly damaging to the person/people you are behaving like this toward.</p> <p>We should be clear to pupils that it is a type of discrimination (treating someone unfairly) known as racism.</p> <p>There are also laws designed to protect people from these types of behaviours so criminal charges can be made against people who act like this. So, racism can have big consequences!</p> <p>The <b>Race Relations Act 1965</b> was the first legislation in the United Kingdom to address racial discrimination.</p> <p>The Act outlawed discrimination on the "grounds of colour, race, or ethnic or national origins" in public places in Great Britain.</p> <p>It also prompted the creation of the Race Relations Board in 1966. This would consist of a chairman and two other members appointed by the Secretary of State. Its remit was to consider complaints under the Act.</p>	<p><b>Racism is wrong example PDF</b></p> <p><b>Racism is wrong poster sheet</b></p>





# Lesson Plan 2: You are great, as you are!

It is important to discuss with your class some of the impacts that stereotypical and racist views can have on our behaviour. It is vital to raise this, if we do not it can drive negative actions, words and perceptions towards people.

**Explain to the class:**

*Some of the consequences of viewing other people in set ways, especially because of their 'race', is that it can make it easier for unfair and even illegal behaviour to happen to them, especially if groups of people share these views. If racism goes unchallenged it can result in things like:*

- *Bullying*
- *Pressuring people to behave in ways that they do not want to, so they 'fit in'*
- *Offensive comments*
- *Unwanted attention or being 'singled' out as the person looks 'different'*
- *Face to face and online harassment*
- *Violence and threats*

**Ask the class:**

*We can see that, and understand that, racism is wrong, but unfortunately not everyone understands that it is.*



# Lesson Plan 2: You are great, as you are!

*But we are going to try and do something about this by educating and teaching others about what we have learnt, especially the fact that we are all essentially the same. Remember it is just 0.02% of our DNA that is different!*

*We are going to produce so posters that we can display and explain to people why we do not agree with racism, stereotypes and prejudice.*

Now show the children the **Racism is wrong examples PDF**. This is an example of a poster that challenges the idea of stereotyping and racism.

Now give each pupil a **Racism is wrong poster sheet**. We would like them to design and create a poster, or message, that challenges stereotyping and racism. Discuss some outline ideas with the class. Some ideas could be:

- Stereotypes are stupid and wrong!
- We should NEVER say racist things as it is unkind, unfair and hurtful
- Racists can get into a lot of trouble – racism is against the law!

However, instead of looking at the negatives we could, and should, look at the positives as well.

Some more positive examples could be:

- We are only 0.02% different from each other, so we are really, pretty much, all the same!



# Lesson Plan 2: You are great, as you are!

- It is fun to learn about and celebrate our little differences, it makes us all more interesting
- We all like eating (insert foods), it is great that we have such a huge choice

Essentially the choice is for you and your pupils to make but a good mix of ideas will make for a more interesting and impactful display.

Images could also be scanned and used on the school's website to demonstrate to parents the work their children have been doing.

You could also ask your pupils to discuss and present their work to the rest of the school during a whole-school assembly.

### **Explain to the class:**

*We now know that racism is wrong and should not be accepted.*

*This means that it's really important that we safely challenge the use of any racism when we see it. We should also make sure that we don't get sucked into using these types of awful stereotypes ourselves through the influence of other individuals or groups.*

*If we ever see or hear racism being used, we should always tell a trusted adult straight away.*

This concludes this lesson and the programme for You are great, as you are!



# Lesson Plan 2: You are great, as you are!

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



# Lesson Plan 2: You are great, as you are!

## 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.

## **Relevant Health Education (physical health & mental wellbeing) requirements**

### Mental wellbeing



# Lesson Plan 2: You are great, as you are!

- 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.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.



# Lesson Plan 2: You are great, as you are!

- 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
- 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



# Lesson Plan 2: You are great, as you are!

## **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
- 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





# Lesson Plan 2: You are great, as you are!

- 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