

Lesson six: Asking for help



Lesson aim:

Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.



Learning outcomes:

- I know what a secret is
- I know what a surprise is
- I can tell someone if I am asked to keep something a secret that makes me feel uncomfortable, worried or afraid



Resources required:

- Resource sheet: Share the secret/keep the secret
- Lidded box with a nice surprise (sweets/toy) inside
- Jars/small boxes
- Selection of craft materials for decorating the jars/boxes

Key words: secret, surprise

Teacher notes:

When facilitating this lesson, be very mindful of your own use of language so that a surprise is always reinforced as something nice, that someone will find out about eventually. A secret is something that is not intended to be found out about. A secret can feel uncomfortable to keep.

This lesson has the potential to lead to safeguarding disclosures. Ensure pupils know when, who and how to tell someone about a 'secret' that has been making them feel uncomfortable, worried or afraid. Familiarise yourself with the school safeguarding policy and procedures. Inform other school staff this lesson is taking place, in case it prompts a disclosure following the lesson.

Inform parents/carers that the worry jars will be coming home. Parents can agree with their child a place in the home this will kept, to provide a consistent channel of communication that eases discussion about difficult topics.

Begin the lesson by...

Explaining that in this lesson we will be learning about the difference between surprises and secrets. A surprise is something nice which is shared in time. For example, when it is someone's birthday they are often given a nice surprise such as a present, birthday cake and maybe even a surprise party! A secret is different to a surprise. Secrets are kept from people with the intention that they will never find out and can make us feel uncomfortable to keep. For example, if something has been broken, someone has been unkind or they are doing something wrong and don't want anyone to find out. Reassure pupils that it can sometimes be hard to know the difference between a secret and a surprise but if anything makes them feel uncomfortable, worried or afraid they should always tell a trusted adult about it. Remind pupils of the working agreement.

Activity one: Surprise!

Tell pupils to sit in a circle. Explain we are going to pretend we have a surprise present, no one is allowed to spoil the surprise for anyone else. Using a pre-prepared box with a present inside, silently role-play opening the box as if you have been given a present that you are very excited about. As you lift the lid look surprised and happy demonstrating this through the facial expressions and body language. Pass the box around the circle asking pupils to take it in turns to lift the lid and silently role-play how they would feel if they received this surprise present.

At the end, you could allow pupils to enjoy the surprise by eating the sweets or playing with the toy, cuddling the teddy etc.

Tell pupils that this is one example of a surprise. A surprise is something nice that someone does for someone else, who will find out about it in time.



Activity two: Secrets

Tell pupils to sit in a circle. Ask pupils to take it in turns to suggest something that someone might ask to be kept a secret. After each pupil makes their suggestion, pass the empty box around the circle telling the pupils to pretend to put the 'secret' in the box. Afterwards shut the lid on the box.



What would happen if all the 'secrets' stayed inside the box forever.

Would it be OK for all these secrets to be kept forever?

Would there be things happening that should not?

Suggested answers may include: *hiding something that has been broken, being bullied, showing someone something that you shouldn't, someone showing you something that they shouldn't, someone touching your body in a place where you are uncomfortable to be touched, someone telling you about something they are frightened by and need help with.*

Display the 'share a secret' or 'keep the secret' signs on a classroom wall, where there is enough space for pupils to move around freely. Using some of the pupil suggestions and the suggested answers above, ask pupils to position themselves under the 'share the secret' or 'keep the secret' sign to indicate how they would respond to each scenario. Discuss the responses as a class.



Why would you not want to/why would it be important to share this 'secret'?

How might you feel telling someone about the 'secret'?

Suggested answers may include: *scared; nervous; upset; sad; relieved etc.*

Reassure pupils that it is always the right thing to tell an adult they trust about anything that is making them feel uncomfortable, worried or afraid. Telling someone is likely to make them feel better about the secret eventually.



Activity three: Worry jar

Provide each pupil with a jar/small box they can decorate using a range of craft materials. Explain that this jar/box is a worry jar/box. They can put slips of paper with their worries written or illustrated inside the jar/box. Encourage pupils to agree a place that this can be kept in their home so parents/carers can check it with them. Explain that this is one way that they can share a difficult secret that they may find hard to talk about.



Extension:

Tell pupils to work in pairs to roleplay different ways of asking an adult they trust for help with an uncomfortable secret. Ask pupils not to focus on the detail of the secret, but on the strategy and language when asking for help. If time allows, the role-plays can be shared with the class. Discuss the strengths of the approaches demonstrated.

Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to suggest reasons why it is important to tell an adult they trust if they are asked to keep a secret that makes them feel uncomfortable. Reassure pupils that no one should ever ask them to keep a secret that makes them feel uncomfortable, worried or afraid. If someone does this, the best thing to do is to tell an adult that they trust, and even if they find this difficult to do, they will feel better afterwards. Remind pupils that in this school they can talk to any adult and the adult will listen and help them to deal with the situation. Signpost pupils to the school mechanisms for asking for help and who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils correctly identified a range of surprises, explaining how a nice surprise feels comfortable and can trigger positive emotions.

Activity two: Pupils correctly identified a range of secrets, explaining how secrets can feel uncomfortable. Pupils demonstrated an awareness of knowing when to share a secret to ask for help.

Activity three: Pupils made a worry jar/box that could be taken home and used as a communication strategy if they find asking for help difficult.

Evidence of assessment: Photograph of pupil positioning on 'keep the secret' or 'share the secret' activity. Worry jar/box.



