

# Lesson six: Asking for help



## Lesson aim:

Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.



## Learning outcomes:

- I can identify a secret and a surprise, understanding the difference
- I know that it is OK to keep a surprise and that it is important to share a secret
- I have considered ways of sharing a secret appropriately



## Resources required:

- Box wrapped in wrapping paper with a surprise inside. The surprise could be a birthday cake or something that you think pupils would be excited to receive as a present.
- Paper

## Teacher notes:

The subject matter of this lesson may lead to responses that cause concern or safeguarding disclosures. Pupils are being taught the skills to share inappropriate or harmful 'secrets'. It is therefore vitally important that you are familiar with the school's safeguarding policy and procedures. It may also be helpful to let other relevant staff know that this lesson is being taught so they can be prepared if a child comes to them to make a disclosure.

When teaching this lesson be careful to make a clear distinction between a surprise which can be described as something nice that someone will eventually find out about and a secret, which can be described as things that should be shared and not hidden if they are wrong, naughty or makes them feel worried.

## Begin the lesson by...

Explaining to pupils that this lesson is looking at the difference between secrets and surprises. A surprise is different to a secret. It is nice to keep a surprise for something special and exciting such as a birthday party or a present. A secret is something that is not meant to be shared in order to hide something bad. It is important to tell an adult they trust if someone has asked them to keep a secret that is worrying them. Reassure pupils if they want to tell you something about a secret someone has asked them to keep that is worrying them, it is important they do so at the end of the lesson, not in front of the class.

Remind pupils of the working agreement.



## Activity one: Surprise!

Invite pupils to share the nicest surprise that they have had with the class.

Tell pupils to sit or stand in a circle and imagine that it is their birthday. Pick up the box containing the surprise. Open the box demonstrating your surprise through facial expressions, clapping hands etc. Shut the box and pass it to the next pupil inviting them to open the box and react to the surprise. Tell pupils it is important not to let anyone else see what is in the box or do anything that spoils the surprise for another pupil. Continue to pass the box around allowing pupils to respond to the surprise until everyone has had a turn.

Change the item in the box and repeat the process. This time when you open the box you can briefly show the class the 'surprise' before shutting the box and passing it around the circle of pupils.



**How did it feel to get excited by a nice surprise? Did knowing what was inside the box after the surprise had been ruined reduce the fun and excitement of the surprise?**

Summarise this activity by asking pupils to tell you a definition of a surprise, to check their full understanding.

A surprise is something nice that for someone else, that they will find out about in the end. You can tell other people but not the person/people who the surprise is for.



## Activity two: Secrets

Tell pupils that secrets are different to surprises. Sometimes secrets can make us feel worried, anxious, sad or scared.



**What types of things might someone ask them to keep a secret? Remind pupils not to share actual secrets.**

**Examples may include:** *saying things about people that are not very nice; hiding something that has been broken; not telling anyone that they are being bullied, touching them in a way that makes them feel uncomfortable etc.*

Reading out the examples below, and relevant examples from the pupil suggestions. After each scenario ask pupils to discuss as a class how each one might make them feel and why.

1. Seeing a film at a friend's house that you found frightening and which you would not be allowed to watch at home
2. Someone threatening to hit you at school and saying they will do it harder if you tell anyone

3. Someone who keeps talking to you on an online game/asking you for information on a social media site
4. Kicking a ball that breaks a window and running away so no one knows
5. An adult touching the 'private parts' of your body such as your penis or vulva
6. Being invited to a surprise birthday party

Divide the class into small groups. Provide each group with a different scenario. Ask pupils to discuss in their groups what they would do if a friend told them that the scenario had happened to them. Task each group to present their scenario solution to the rest of the class. This can be done as a role play, a cartoon illustration or another method of their choice.



## Activity three: Helping hand

Remind pupils that secrets which make them feel worried should always be shared with an adult that they trust and not kept as a secret, even if they have been threatened that something bad will happen if they share the secret. Reassure pupils that telling an adult they trust will help to ensure nothing bad happens.



**Who would be an appropriate adult that you could talk to if you needed to share a secret?**

**Suggested answers:** *childline, teacher, family member, older sibling, doctor/nurse, police officer etc*

Tell pupils to draw around their hand. In each finger ask pupils to write a different person that they could talk to if they had something that they wanted to share with an adult.



## Extension:

Provide pupils with an opportunity to rehearse the skills of asking for help. Divide the class into pairs. Ask each pair to select a scenario from Activity two. Tell each pupil to select a person from their helping hand and take it in turns to role-play approaching the person identified on their helping hand for support with the chosen scenario. Invite pupils to share their roleplays with the class. Highlight and discuss the effective elements of the role-plays with the class.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to describe the difference between a secret and a surprise and some strategies they have learned about how to share a secret if they need to. Reassure pupils that it is important to share a secret with an adult they trust, even if they have been threatened that something bad will happen to them if they tell someone. Remind pupils that it is not OK to ask someone to keep a secret for you, but to ask them to help you to do the right thing and deal with the situation. Signpost pupils to who they can talk to in school if they have any concerns or questions.



## Assessment:

**Activity one:** Pupils experienced the positive elements of a surprise, understanding why surprises may need to be hidden from someone for a period of time.

**Activity two:** Pupils verbally identified the difference between a secret and surprise, recognising that scenario six did not require telling someone and that scenario five was of a particularly serious nature and required an immediate response.

**Activity three:** Pupils identified five different people they could report a 'secret' to if needed by making a 'helping hand'.

**Evidence of assessment:** Helping hand.