

Safe learning environment

To support a safe learning environment for this lesson:

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Be aware of pupils who may have had experience of some of the issues covered in the secrets part of the lesson and consider how to support them.
- Be aware of any existing friendship issues and how the learning in the lesson could reinforce or support these. Remind pupils this isn't an opportunity to talk about times when others have betrayed their trust.



Resources required

- Interactive whiteboard resource: Relationships: Trust.
- Worksheet P (i): Safe and unsafe secrets.
- Worksheet P (ii): Safe and unsafe secrets - Information sheet.



Aim of lesson

- To explore trust and secrets in our friendships.



Learning outcomes

- I can explain the difference between a safe and unsafe secret.
- I can describe some qualities of a good friendship.
- I can ask for help if I need it.



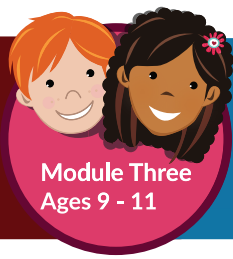
Key questions

- What is trust?
- When do I need to share a secret?
- What is a good friend?
- Who can help me if I need it?



Differentiation

- Use picture sheet to illustrate safe and unsafe secrets for less able pupils to sort. Or put the picture cards in with the other cards for mixed ability groups to sort.



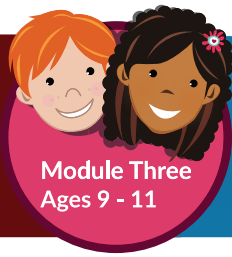
Introduction to lesson and baseline assessment

1. Remind the group of their *ground rules* and the importance of not naming names. Explain that today's lesson is about friendship and secrets. Give each pupil a sheet with an image of 2 people whispering. Ask them to write down what they think is happening in the picture and whether they think that is OK. Put the sheet to one side.
2. Ask them to discuss in pairs and then feedback what they know about secrets and when it is OK and not OK to keep a secret. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



Activities

3. Show the group the interaction: pictures of Yasmine talking to her friend Emily. She is asking if Emily wants to come to her house that weekend but has asked her not to tell anyone because her mum has said she can only have one friend, and she doesn't want to upset anyone. Then we see Emily telling other girls that Yasmine has invited her over and not them. Yasmine looks really upset, ask the group: *What is Yasmine upset about?* Including her fears about what could the repercussions be on her friendships. Is it OK for Yasmine to be upset about this? Discuss the possible betrayal of trust: Could Yasmine have done anything differently? Then hold a vote and ask: *Is this a 'secret' that Emily should have kept?*
4. It is likely that most of the class would have agreed this is a secret that Emily should have kept because it was not harming anyone by keeping it and has caused Yasmine upset by sharing it.
5. Give out the secrets cards and ask groups of pupils to sort them into safe secrets, unsafe secrets and not sure.
6. Hand out the safe and unsafe secrets information sheet and then ask groups to review their sorting activity. Do they want to change any cards?
7. Feedback and ask pupils to tell you more about how they decided between a safe and unsafe secret. Use the language of 'safe secret' explain that this is usually something we keep for a limited time, such as a surprise party or surprise present, but when the secret is revealed all or most people will be happy. Sometimes friends also ask us to keep personal things confidential, in this case we must think about whether it is safe to keep this to ourselves.
Unsafe secret: this is when we are asked to keep the secret for a long time or to never tell anyone. We may be threatened that bad things will happen if we tell. We must not keep these secrets. The key message is 'problems should not be secret'. This feedback session can be used to gauge the development of pupils' understanding. Review who pupils should talk to about any secret that they think is not safe to keep.
8. Finally, show the Yasmine and Emily clip again and split the class into small groups and ask half of the groups to discuss:
 - a. what could Emily do to repair the harm done or make this situation better?
 - b. what could Yasmine do, if anything to feel better about the situation?Feedback and discuss concepts such as: trust, saying sorry, being honest, forgiveness, asking for help, talking about feelings.



Plenary and assessment

- Ask pupils to reflect on their learning and return to the baseline sheet.
- Ask pupils to change anything and add anything new writing down at least one thing they have learned in this lesson about keeping secrets. This may also open a discussion about gossip. Feedback if there is time. End by reminding the class again of who they can talk to or where they can go if they are not sure whether a secret should be kept or not or if they have difficulties in their friendships.



Embedding learning

- Any language about the qualities of a good friend could be collected and displayed in the class.
- The information sheet about safe and unsafe secrets could be displayed.



Additional resources to support learning

- There are various picture books on safe and unsafe secrets. Choose an age appropriate one to reinforce learning.