

Secrets
Lesson Plans

Suggested modified lesson breakdown according to

Elementary School
Middle School
High School

** Note: These are suggested lessons to be taught within the grade levels. They can be adjusted according to individuals' needs.*

Secrets
Breakdown by Grade Levels

Grades 3 - 5 (3-week span 3 days a week/15 minutes each day)

WEEK 1

Monday

- Review Private Talk, check to see if any areas require reteaching.
- Ask students to define what a secret is. Guide the discussion to create a working definition and record the definition on white board for later use. Be sure to include that a secret is information that a person tells you AND that they ask you not to tell anyone else.

Wednesday

- Review definition of a secret created on the white board.
- Facilitate a conversation of examples of secrets appropriate for this age group (gifts, surprises, arguments between parents, other things that you know may be relevant based on your knowledge of your students).
- Talk about WHY secrets are needed. Have visuals (images or icons) prepared at this stage to use to create two columns of "making people happy" and "protecting people from being unhappy or unsafe." Some reasons might be the social norm of surprising people with gifts for birthdays and holidays, sparing feelings, allowing someone to confide in you about their dreams or wishes, protecting someone.

Friday

- Show the second video clip, Secret about a Surprise Party, on the Secrets Role Play Video.
- Then, using the Relationship Range Poster, facilitate a conversation about the following questions:
  - How well did the people seem to know each other? (Very well)
  - What color would their relationship be? (green)
  - Did the way they were standing help you know it was a secret? (Close together, leaning in)
  - Why don't they want to be overheard? (To keep the party a secret)
  - Is this secret meant to make someone happy or to protect someone from being unhappy?

WEEK 2

Monday

- Review the definition of secrets again.
- Ask the group to briefly define and provide examples of secrets that make other people happy and ones that could make people unhappy or unsafe.
- Use the "Asking for Someone's Password - school setting" role playing videos (inappropriate and then appropriate) to demonstrate an example of something we consider secret. Be sure to recognize that some families share passwords among themselves, but that children should not share passwords with anyone else.

Wednesday

- Use the "Asking for Someone's Password - workplace setting" role playing video to reinforce the concepts from yesterday's lessons.
- Ask students if they have ever asked for someone's password or been asked for theirs. Ask how they handled it and how they might handle it differently now, based on what was just discussed.

Friday

- Using Lesson Scenario Card #2: Secrets, begin a conversation about what to do when you make a mistake and do not keep a secret. What might the consequences be? (Loss of a friendship, loss of trust, embarrassment)

WEEK 3

Monday

- Review the definition of a secret and ask students to briefly retell the two password and one surprise party scenarios they viewed last week.
- Remind students that we were talking about what happens if you tell a secret that you were supposed to keep private and that we will continue to talk about that this week.

Wednesday

- Tell students that today we are going to talk about when it is okay (and important!) to break a secret. If a person is doing things that could hurt themselves or someone else (drugs, abuse, suicide) it is important to tell a trusted adult.

(Continued on next page.)

Secrets
Breakdown by Grade Levels

Grades 3 - 5 (3-week span 3 days a week/15 minutes each day)

(Continued from previous page.)

- Elicit responses using language appropriate to the learners in your group. Be careful with these concepts and reflect on prior knowledge and experiences.
- Make a list of "trusted adults" including teachers, principals, parents, police officers, counselors, etc. and be sure to include specific people who are relevant to individual students.

Friday

- Complete "Check for Understanding: Secrets Questions".
- Send home the Home Supplement.
- End the session with a small treat and tell students it is a "secret surprise" for doing such a fantastic job!

** Note: These are suggested lessons to be taught within the grade levels. They can be adjusted according to individuals' needs.*

Secrets
Breakdown By Grade Levels

Grades 6 - 8 (1-week span 5 days a week/30 minutes a day)

WEEK 1

Monday

- Review Private Talk, check to see if any areas require reteaching.
- Ask students to define what a secret is. Guide the discussion to create a working definition and record the definition on white board for later use. Be sure to include that a secret is information that a person tells you AND that they ask you not to tell anyone else.
- Facilitate a conversation of examples of secrets appropriate for this age group (gifts, surprises, arguments between parents, health issues, divorce, other things that you know may be relevant based on your knowledge of your students).
- Talk about WHY secrets are needed. Have visuals (images or icons) prepared at this stage to use to create two columns of "making people happy" and "protect people from being unhappy or unsafe." Some reasons might be the social norm of surprising people with gifts for birthdays and holidays, sparing feelings, allowing someone to confide in you about their dreams or wishes, protecting someone.

Tuesday

- Show the first video clip, Secret About a Family Member, on the Secrets Role Play Video..
- Then, using the Relationship Range Poster, facilitate a conversation about the following questions:
  - How well did the people seem to know each other? (Very well)
  - What color would their relationship be? (green)
  - How did you know it was a secret? (She said asked if she could keep a secret)
  - How loudly were they talking? (quietly)
  - Did the way they were standing help you know it was a secret? (Close enough to talk quietly)
  - Did the person listen to the secret? (yes)
  - Do you think the person will repeat the secret? (no)
  - If the person repeated the secret, how might the friend react? (Angry, upset)

Wednesday

- Show the second video clip, Secret about a Surprise Party, on the Secrets Role Play Video.
- Then, using the Relationship Range Poster, facilitate a conversation about the following questions:
  - How well did the people seem to know each other? (Very well)
  - What color would their relationship be? (green)
  - How did you know it was a secret? (She said surprise party)
  - How loudly were they talking? (quietly)
  - Did the way they were standing help you know it was a secret? (Close enough to talk quietly)
  - Did the person listen to the secret? (yes)
  - Do you think the person will repeat the secret? (no)
  - If the person repeated the secret, how might the friend react? (Angry, upset)

Thursday

- Use the "Asking for Someone's Password - school setting" role playing videos (inappropriate and then appropriate) to demonstrate an example of something we consider secret. Be sure to recognize that some families share passwords among themselves, but that children should not share passwords with anyone else.
- Use the "Asking for Someone's Password - workplace setting" role playing video to reinforce the concepts from yesterday's lessons.
- Ask students if they have ever asked for someone's password or had someone ask for theirs. Ask how they handled it and how they might handle it differently now, based on what was just discussed.
- If time allows, choose students to re-enact the role play and provide positive feedback on their demonstration of learned skills.

Friday

- Tell students that today we are going to talk about when it is okay (and important!) to break a secret. If a person is doing things that could hurt themselves or someone else (drugs, abuse, suicide) it is important to tell a trusted adult.
- Elicit responses using language appropriate to the learners in your group. Be careful with these concepts and reflect on prior knowledge and experiences.

(Continued on next page.)

Secrets
Breakdown by Grade Levels

Grades 6 - 8 (1-week span 5 days a week/30 minutes a day)

(Continued from previous page.)

- Make a list of "trusted adults" including teachers, principals, parents, police officers, counselors, etc. and be sure to include specific people who are relevant to individual students.
- If appropriate, given your specific group, this might be a suitable time to explain that no relationship should involve abuse, and that no partner should be made to feel, through the use of pain or fear, that they need to keep abuse a secret.
- Complete "Check for Understanding: Secrets Questions".
- Send home the Home Supplement.
- End the session with a small treat and tell students it is a "surprise that you have been keeping a secret" for doing such a fantastic job!

** Note: These are suggested lessons to be taught within the grade levels. They can be adjusted according to individuals' needs.*

Secrets
Breakdown By Grade Levels

Grades 9 - 10 (1-week span 3 days a week/42 minutes each day)

WEEK 1

Monday

- Review Private Talk, check to see if any areas require reteaching.
- Ask students to define what a secret is. Guide the discussion to create a working definition and record the definition on white board for later use. Be sure to include that a secret is information that a person tells you AND that they ask you not to tell anyone else.
- Facilitate a conversation of examples of secrets appropriate for this age group (gifts, surprises, arguments between parents, health issues, divorce, other things that you know may be relevant based on your knowledge of your students).
- Talk about WHY secrets are needed. Have visuals (images or icons) prepared at this stage to use to create two columns of "making people happy" and "protect people from being unhappy or unsafe." Some reasons might be the social norm of surprising people with gifts for birthdays and holidays, sparing feelings, allowing someone to confide in you about their dreams or wishes, protecting someone.

Wednesday

- Show the first video clip, Secret About a Family Member, on the Secrets Role Play Video..
- Then, using the Relationship Range Poster, facilitate a conversation about the following questions:
  - How well did the people seem to know each other? (Very well)
  - What color would their relationship be? (green)
  - How did you know it was a secret? (She said asked if she could keep a secret)
  - How loudly were they talking? (quietly)
  - Did the way they were standing help you know it was a secret? (Close enough to talk quietly)
  - Did the person listen to the secret? (yes)
  - Do you think the person will repeat the secret? (no)
  - If the person repeated the secret, how might the friend react? (Angry, upset)
- Show the second video clip, Secret about a Surprise Party, on the Secrets Role Play Video.
- Then, using the Relationship Range Poster, facilitate a conversation about the following questions:
  - How well did the people seem to know each other? (Very well)
  - What color would their relationship be? (green)
  - How did you know it was a secret? (She said surprise party)
  - How loudly were they talking? (quietly)
  - Did the way they were standing help you know it was a secret? (Close enough to talk quietly)
  - Did the person listen to the secret? (yes)
  - Do you think the person will repeat the secret? (no)
  - If the person repeated the secret, how might the friend react? (Angry, upset)

Friday

- Use the "Asking for Someone's Password - school setting" role playing videos (inappropriate and then appropriate) to demonstrate an example of something we consider secret. Be sure to recognize that some families share passwords among themselves, but that children should not share passwords with anyone else.
- Use the "Asking for Someone's Password - workplace setting" role playing video to reinforce the concepts from yesterday's lessons.
- Ask students if they have ever asked for someone's password or had someone ask for theirs. Ask how they handled it and how they might handle it differently now, based on what was just discussed.
- If time allows, choose students to re-enact the role play and provide positive feedback on their demonstration of learned skills.
- Tell students that today we are going to talk about when it is okay (and important!) to break a secret. If a person is doing things that could hurt themselves or someone else (drugs, abuse, suicide) it is important to tell a trusted adult.
- Elicit responses using language appropriate to the learners in your group. Be careful with these concepts and reflect on prior knowledge and experiences.
- Make a list of "trusted adults" including teachers, principals, parents, police officers, counselors, etc. and be sure to include specific people who are relevant to individual students.

(Continued on next page.)

Secrets
Breakdown by Grade Levels

Grades 9 - 10 (1-week span 3 days a week/42 minutes each day)

(Continued from previous page.)

- If appropriate, given your specific group, this might be a suitable time to explain that no relationship should involve abuse, and that no partner should be made to feel, through the use of pain or fear, that they need to keep abuse a secret.
- Complete "Check for Understanding: Secrets Questions".
- Send home the Home Supplement.
- End the session with a small treat and tell students it is a "surprise that you have been keeping a secret" for doing such a fantastic job!

Grades 11th - 12th and Beyond

Follow lesson plan as detailed in full curriculum or follow segments above.

** Note: These are suggested lessons to be taught within the grade levels. They can be adjusted according to individuals' needs.*