



ReSPECTful Relationships



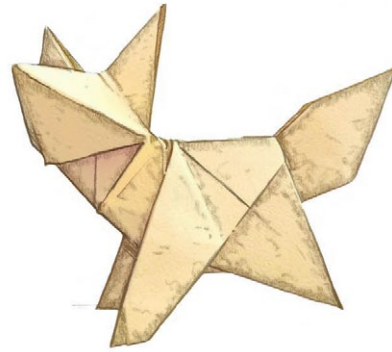
Lesson Plans and Resources

KS2: Year 3 & 4

Lesson 3: Secrets and Stories

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Lesson 3: Secrets and Stories

KS2 Year 3 & 4

Session Aim

- Children will be able to discuss their feelings about secrets and friendship in a class group.

Learning Outcomes:

By the end of the session most learners will be:

- Able to identify how their behaviour affects others.
- Able to understand that they can take responsibility and in some cases take risks in order to improve the situation for someone else.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5 mins	<p>Fruit bowl</p> <p>Ask the children to sit in a circle. Tell them you are going to ask a question and that they have to move to a different place in the circle if the answer is “yes”, stay put if “no”. Then ask a series of questions (e.g. Have you a pet? Should you always keep a secret? Are you wearing a black top?) Remind the children this is a non-contact game. Keep it pacey and fun.</p>	Ice breaker		Children are encouraged to join in and have fun
10 mins	<p>Explain that this lesson is about secrets and what to do when you are worried about a secret.</p> <p>First, give out part one of the stories, one story per group. Ask the children to read these and then allow five minutes to discuss what might have happened or be happening to the main character.</p> <p>Ask them to think about why the children in the stories are acting this way and why they are being so secretive. What might be happening to them? Do these seem like good secrets or not? Why?.</p>	Children to work in small groups. There are three distinct stories (James, Nicole and Amira) so the class could be in three large groups (or six smaller ones with two groups using each story).	Stories: James, Nicole and Amira (see resource pack)	Children discuss the stories in small groups and what is happening to the main character.
10 mins	<p>Give out the envelopes containing part two of the stories, one story per group. Ask the children to read these and then allow five minutes to discuss what might have happened or be happening to the main character.</p> <p>Ask the children to consider how they themselves might feel and act if these things were happening to them. Then ask them to think of as many possible solutions for the friends of the main characters as possible – what could they do to help? Should the secrets be kept? Who else might be able to help?</p>		Stories: James, Nicole and Amira (see resource pack)	The children to consider how they themselves might feel and act if these things were happening to them.

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
10 mins	<p>Share the first two parts of all three stories with the whole class so everyone has heard about James, Nicole and Amira.</p> <p>Gather the ideas from each group about how the children's friends could help them, or what they could do to help themselves. Encourage all the children to think of as many ideas as possible.</p> <p>List the ideas on the white board.</p>		Stories: James, Nicole and Amira (see resource pack)	
10 min	<p>Read part three of each story to the whole class. Have a brief discussion about the ends of the stories – are they a surprise? Remind the children that some secrets should not be kept, even if you have been asked to keep them by a friend. It is OK to ask for help and to keep asking for help until you get some; there are many different people who can help.</p> <p>Emphasise how in these stories the children's strong actions helped solve the problems.</p>		Stories: James, Nicole and Amira (see resource pack)	Children discuss the stories in small groups and what is happening to the main character.
10 mins	<p>Sit the children in a circle and ask them to say 'I am strong because...'. Encourage a range of answers, not just physical ('I am good at working things Children can recognise their strengths. out...' 'I know where to get help', 'I have lots of friends' etc.).</p>			Children can recognise their strengths

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