

Secret Measures

(Learning Strategies for dealing with Secrets)

Purpose: To help students learn to more thoroughly examine the secrets they have and are asked to keep.

Materials: Hand-out cards (Tab Fifty More Steps, under Miscellaneous section, look for Secret Measures Cards.) When printing, select print option “Actual Size.” Counselor needs to make double sided copies of secrets (pages 1-5). Use page 6 (Keep or Share) as the back of pages 1-5.

Student Materials: None required.

Time: 30 Minutes.

Key Words/Concepts: Secrets, Evaluate, Measurements, Decision-making, Consult Trusted adults.

Introduce/reintroduce: Make sure students in the classroom know who you are. Introduce yourself any new students. Get a show of hands from all the kids who already know you(=) Call on a volunteer who remembers and to share one of the activities he/she had participated one of the last times you were in their classroom.

Part 1:

State: Before we get into today’s activity, raise your hand if you’ve ever been asked to “Keep a Secret” and that curious part of your brain always wants to say “YES.”

Ask: Raise your hand if you think you’re pretty good at keeping secrets.

Ask: Raise your hand if you’re not so good at keeping secrets.

Ask: Raise your hand if you don’t always know what to do with a secret.

State: In today’s activity, we’re going to be figuring out some strategies for dealing with secrets.

Tell: Students that each one of them is going to be given a secret that’s written down on a piece of paper and for right now, not to share the secret they were given with anyone else in the room. It’s important to state that the secrets students are given ARE NOT THEIR SECRETS, but they need to pretend they are for the activity.

Part 2:

Distribute: Secret cards- one per student, face down (Keep or Share side of card on top) on their desks.

Direct: Students NOT to read their secret until told to do so.

Review: The content of the Back of the cards by asking:

- Raise your hand if you know the difference between Right/Wrong
- Raise your hand if you know the difference between Good/Bad
- Raise your hand if you know the difference between Ok/Not Ok
- Raise your hand if you know the difference between Legal/Illegal
- Raise your hand if you know the difference between Safe/Dangerous

State: Most students your age say they know the difference between all of these measurements, but they don't always make decisions consistent with what they know. And not every secret can be measured by some or all of these methods. Let's see if we can find out more about that today.

Instruct: Students to turn their card over and read content of their card silently to self.

State: Some of you will notice you were given a secret by someone else and told not to tell anyone. Some of you will notice that the secret you have is your own (just pretending.)

State: If you don't quite understand what the secret you were given is/means, raise your hand and your teacher or I will come to you and explain what the secret is (whisper to students and or pull them aside/out of classroom to communicate the content and or meaning of their secret.)

Check: To determine all students understand the content of their secrets (show of hands.)

Part 3: (Two- Step Process)

Step 1.

Call: On a volunteer to stand. Then ask that student:

- Is your secret a Right thing or a Wrong thing?
- Is your secret a Good thing or a Bad thing?
- Is your secret an OK thing or a Not Ok thing?
- Is your secret a Legal thing or an Illegal thing?
- Is your secret a Safe thing or a Dangerous thing?

*If the student indicates uncertainty and or you've determined the aforementioned measurements are not applicable, ask the student if his/her secret is one someone gave them or is it their own secret. If student indicates the secret is their own, then ask "Does your secret have anything to do with: (PRIDE)/ EMBARRASSMENT, FEAR, GUILT, or SHAME.

Then ask that volunteer, "Is this a secret you would keep or share? And if you did share your secret, who would you share it with?"

Direct: Student to read their secret out loud.

Step 2.

Ask: Students (class) to raise their hand if the secret they just heard could be measured as
...something that's Right? Or something that's Wrong?
...something that's Good? Or something that's Bad?
...something that's OK? Or something that's Not OK?
...something that's Legal? Or something that's Illegal?
...something that's Safe? Or something that's Dangerous?

If appropriate, ask, "Raise your hand if this secret has anything to do with Embarrassment, Fear, Guilt, or Shame"

*Curiously State: "Well, it seems not everyone agrees with each other about Right/Wrong, Good/Bad, Ok/Not Ok, Legal/Illegal, or Safe / Dangerous."

Then ask: Raise your hand if this is a secret you would KEEP.
Raise your hand if this is a secret you would SHARE (with who?)

*Curiously State, "Well, not everyone agrees if this secret should be kept or shared."

Repeat: the two step process with other students until 5 minutes remain in your scheduled class time. For the students who wanted to read their secrets aloud, but due to time constraints, did not get to take their turn, suggest they have a friend quiz them at break or lunch time.

*Optional: Once students begin to understand what the measurements are all about, choose two students (pairs)- one to read their secret and the other to ask the measurement questions. The ultimate goal is to get students asking themselves these questions to their own real secrets=)

Gather: question cards from students at end of activity.

Activity Take home points:

- *(PRIDE)/Embarrassment, Fear, Guilt, & Shame often keep secrets safe- but for all the wrong reasons.
- *Relationships often over-ride good decision-making choices.
- *When in doubt- especially when the relationship you have with the person is over-riding (more important than) the measurements, consult with a trusted adult.
- *Be careful about the secrets you keep because you may just end up being responsible for them!

Secret Measure Cards are found under the Miscellaneous section. When printing, select print option "Actual Size." Counselor needs to make double sided copies of secrets (pages 1-5). Use page 6 (Keep or Share) as the back of pages 1-5.