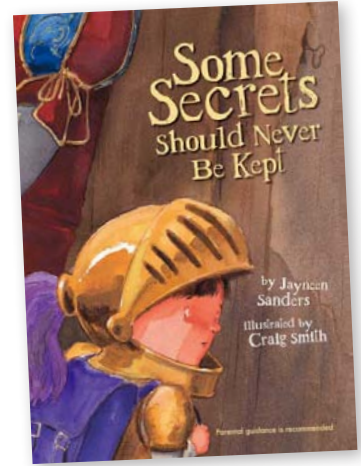


# Teaching Notes

*Some Secrets Should Never Be Kept* by Jayneen Sanders and illustrated by Craig Smith

These Teaching Notes support the children's picture book, *Some Secrets Should Never Be Kept* (see [www.somesecrets.info](http://www.somesecrets.info)). Depending on the age of the children, the following lesson may take place over a number of sessions.

**Please note:** this lesson plan is not designed to replace an appropriate and approved sexual abuse prevention or protective behaviours program, but can be used in conjunction with, and to support, such a program.



## KEY OBJECTIVES

### Children will understand:

- that they have rights in relation to their body
- that some parts of their body are private
- that if someone does touch their private parts, or asks them to touch their private parts, they should tell a trusted adult or teenager and keep on telling until they are believed
- that there are secrets, such as someone touching their private parts, that should never ever be kept.

### In this lesson children will:

- discuss emotions and feelings such as happy, sad, angry, worried, etc.
- talk about what it is like to feel 'safe' and 'unsafe'
- discuss their 'Early Warning Signs'
- identify all body parts, including private body parts and private zones
- discuss secrets and surprises, and how some secrets should never be kept
- identify trusted adults or older teenagers that they could go to if they are feeling unsafe (network).

## BEFORE READING 'SOME SECRETS SHOULD NEVER BE KEPT'

1. Talk to children about their feelings and emotions. Ask, *How do you feel when it's your birthday? When you pat a puppy? When you receive a present you really wanted? When you get a big cuddle from your mum or dad? When you go down a big slippery slide for the first time? When someone pushes you over? When your older brother or sister reads a book with you?*, etc. Encourage children to talk about their feelings and expand on their replies.
2. Display the 'Feelings' poster. Talk to the children about each feeling or emotion. Have children name the emotions shown on the poster and ask them to verbalise why the child may be feeling that way. Encourage individual children to say, 'I feel happy when ...' or 'I feel sad when ...'  
*Note:* take opportunities throughout the day for children to voice how they are feeling, e.g. 'Ben pushed me over. I feel really sad, but I feel angry at him too.' 'Nobody wants to play with me today. I feel lonely.' Depending on the age of the children, have children make a 'Feelings' book using multiple copies of **Resource Master 1**. Books can be stapled together.
3. Talk about feeling 'safe' and 'unsafe'. Brainstorm with the children what makes them feel 'safe' and what makes them feel 'unsafe'. Depending on the age of the children, have children make a 'Safe and Unsafe' book using multiple copies of **Resource Master 1**. Books can be stapled together. Have children sort the 'Safe and Unsafe' cards into two piles: 'Safe' and 'Unsafe'. Large hoops could be used for this task. Discuss the different scenarios shown on the cards and have children verbalise why they placed them in the 'Safe' or 'Unsafe' pile.
4. Talk to children about how they feel when they are worried or unsafe. Ask children to describe how they might feel if they were standing at the top of a giant waterslide/slide and there were no safety bars to

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stop them from falling. List all the things that might happen to their body: sweaty hands, racing heart, start to cry, butterflies in their tummy, wobbly knees, goosebumps, shaky all over, need to go to the toilet, tight around the head. Elicit responses from the children. Using an enlarged copy of **Resource Master 2**, label these feelings for the children. Older children could work in pairs and draw these responses onto the body shape (see **Resource Master 2**). Explain to the children that we call these responses our 'Early Warning Signs', and they tell us when we feel unsafe.

5. Using **Resource Masters 3–6** (after a bit of giggling) identify all the body parts, e.g. elbows, knees, nose, etc. Introduce the children to the term and concept of private body parts and private zones. Show children **Resource Masters 3–6**. Identify the private body parts and call them by their name: penis, testicles, vagina, breasts, nipples, bottom. Tell the children that our private parts are the places under our bathing suit (see **Resource Masters 7 and 8**). Discuss also that our private zones include our face and mouth. Instruct children that no-one can touch these parts and they have the right to say 'no' if someone does. Teach the children to put their hand out in front of them and say 'No!' or 'Stop!' if they experience unwanted touching or a person asking them to touch their own private parts.

## READING 'SOME SECRETS SHOULD NEVER BE KEPT'

1. Explain to the children that you are going to read them a very special story and it would be wonderful if they could listen carefully. Show the children the cover of the book. Read the title. Ask, *What is a secret?* *Note:* we suggest you don't go into 'good' and 'bad' secrets or surprises at this stage, as this will come up through the discussion questions at the back of the book. Ask, *Who do you think this little boy is? How do you think the little boy is feeling? Why do you think he is feeling this way?*
2. Read the story, stopping and discussing the illustrations when appropriate. *Note:* in the first reading, we suggest that you read the story through with very little discussion of the illustrations, so that the storyline is not lost. Once the story is finished, go straight to the discussion questions with the children. Spend as long as appropriate on each question. *Note:* when reading the story again, it is important to discuss the little boy's body language with the children and ask them how the little boy might be feeling, e.g. see pages 13, 14, 16, 19, 20, 21, 23, 24, 26, 27, 31.
3. Revisit protective behaviours in the next session. Say, *Do you remember the story we read yesterday? What was it about? What happened to the little boy? Should we keep secrets such as someone touching our private parts? Was the little boy right to tell his mum about the touching? What 'Early Warning Signs' did the little boy have? What other 'Early Warning Signs' do you think he may have had? What would you do if someone touched you in your private parts?* Reinforce that the child must tell the person to 'stop', and they must tell someone they trust straightaway, and keep on telling until they are believed. Discuss briefly when it is appropriate for someone else to touch their body e.g. a doctor, but explaining only if a parent or trusted adult is in the room.
4. Continuing on from this discussion, have children verbalise who they might tell if they are feeling unsafe or experiencing Early Warning Signs. Talk about how this person is someone they can talk to about anything. It is a person who always listens to them and someone they can contact/find easily. Using **Resource Master 9**, have children write or draw five adults and/or older teenagers they could approach if they were feeling unsafe. Tell the children that this is their 'Network'.
5. When appropriate, read the story again. Revisit protective behaviours throughout the teaching year.

**Please note:** if, during a session, a child begins to disclose abuse, stop them gently and say, 'What you are going to tell me is very important. We can talk about this after our lesson.' Ensure they know you are concerned and value what they are about to reveal. If another teacher is available, have them continue the lesson and take the child aside so they can disclose in a safe environment. Protective interrupting is important so confidentiality is kept and it prevents other children from hearing the disclosure.

If a child does disclose, contact such organisations as Child Wise on 1800991099 or the Childhood Foundation on 1800176453 for information on how to proceed.