

Poem 11 – I Have a Secret

Subject:		Resource:	
PSHE (Personal, Social, Health and Economic)		BOOK (Poetry for PSHE by Jay Clarke)	
Teacher:	Date:	Group size:	

Direction

Topic: Secrets and confidences	
The poem “I Have a Secret” tells of the writer’s angst about the responsibility of a secret they are keeping, without ever explaining what the secret is.	
Lesson Aims:	
To encourage students to imagine being inside the head of the writer, trying to understand their feelings of anxiety and offering suggestions about what the secret may be. They may also discuss how the writer might off-load some of their anxiety.	
Generic learning outcomes: <i>By the end of the session, learners will be able to-</i>	Differentiated learning outcomes: <i>Learners with more advanced current skills will be able to-</i>
Empathise with the writer. Understand what may be the severity of the secret. Offer suggestions about how to handle the stress of the situation.	Determine whether or not the writer should, in fact, be so anxious and recognise how conflated a subject can seem, depending on a person’s association with it.

Key Skills Development

Communication / Literacy / Reading The class are required to read the entire poem; reading out loud if preferred.	Wider Key Skills Listening, empathising, and advising. Hyperbole.
---	--

Time	Teacher activity	Student activity	Resources
2.30- 2.45	Show poem on overhead projector or whiteboard, with a short introduction. Ask students for their initial thoughts.	Review the poem and volunteer views about its content.	Book of poetry, projector and/or whiteboard. Use handouts, if necessary.
2.45 – 3.05	Question: What do you think his secret could be? Question: Why might this secret end the writer's friendship?	Students engage in a group discussion about what they believe this secret could be and develop that to imagine why it would affect the writer's friendship.	Students
3.05 – 3.15	Question: Does the writer have any idea of how they can off-load this secret? If so, how? Question: The writer thinks they can share it with their teacher, but then changes their mind. Why?	Students should identify areas of the poem where they think the writer has mentioned, or hinted, how they think they can end their distress, and who they might talk to.	Pen/Paper
3.15 – 3.30	Invite students to write a short poem, imagining themselves to be the teacher, and encouraging the writer to speak to them.	Write a short poem, as the teacher, urging the writer to unburden themselves of the stress of keeping the secret. Assure the writer that it is in their interest to do so.	Pen and paper or writing book.
Session Evaluation: <i>Consider what went well, areas for improvement, points to take forward</i>			