



FRIENDSHIP
FRIDAY

Telling Tales

Lesson Plan

| | | |
|--|-------------------------------------|-------------------------------------|
| Subject: Telling tales | Targeted Year Group: Y1-4 | Length of Lesson: 50 mins |
| Learning objectives: | | |
| <ul style="list-style-type: none"> • Children understand the difference between 'telling tales' and asking for help • Children are supported to resolve conflict • Children understand how to ask for help • Children consider who else could help | | |

| Lesson structure | Teacher notes/ structure |
|---|--|
| <p>Intro: Ways to resolve conflict</p> <p>We are going to discuss together what the difference might be between telling tales and asking for help.</p> <p>What other words or expressions might there be for 'telling tales'? (e.g. snitch, sneak, rat)</p> <p>Sometimes the difference might not be clear. Have you ever been told 'not to tell tales'? Have you ever been asked 'Why didn't you tell me?'</p> <p>This can be confusing, so let's talk about it together.</p> | |
| <p>Exercise One: understanding the difference between telling tales and asking for help</p> <p>Teacher reads out the following scenarios and asks the children to indicate whether they think the child is 'telling tales' or asking for help:</p> | <p>You may want to adapt the scenarios to suit the age and learning needs of the children. You can either read out the scenarios to all the class, or share different scenarios with small groups.</p> |



FRIENDSHIP FRIDAY

Scenario One:

Mo pushes Samuel off a bench. Samuel isn't hurt, but he is angry with Mo. He goes to the teacher in the playground and tells him Mo pushed him off the bench.

Is this telling tales or asking for help...?

Prompts....

- How does Samuel feel? What has been the impact of Mo pushing him off the bench?
- Would it make a difference if Samuel had called Mo a name first?
- What might the teacher do?
- What else could Samuel have done (e.g told Mo not to do it again)?
- What would you do?

Scenario Two:

Katie and Rebecca write an unkind note about Lola and pass it round the class. Danni picks up the note and decides to share it with the teacher.

Is this telling tales or asking for help...?

Prompts....

- How will the note make Lola feel?
- What will happen if Danni doesn't tell the teacher about the note?
- What else could Danni do?
- What might be happening with Katie and Rebecca? Could they be bullying Lola?
- What would you do?

Scenario Three:

Abdul tells Zain that he is scared to go home but asks him not to tell anyone. Zain is worried about Abdul and decides to tell his teacher.

Is this telling tales or asking for help....?

Prompts...

- What might happen if Zain doesn't tell the teacher?
- Is there anything else Zain could do?
- What would you do?



FRIENDSHIP FRIDAY

| | |
|--|--|
| <p>Scenario Four: Daisy's friend Cara tells her she has met a boy online called Ben and she really likes him. Ben has asked her to meet up with him after school. Cara hasn't told her Mum because she knows she'd be angry and has told Daisy not to tell anyone. Daisy tells Cara it might not be safe, but she doesn't listen. Daisy decides to tell her Mum.</p> <p>Is this telling tales or asking for help?</p> <p>Prompts...</p> <ul style="list-style-type: none"> • What might happen to Cara? • How might Cara feel when she finds out Daisy has told her Mum? • What might Daisy's Mum do? • What would you do? <p>What should I do? It can be helpful to ask yourself the following three questions:</p> <ol style="list-style-type: none"> 1. Do I need help? 2. Does someone else need help? <p>OR</p> <ol style="list-style-type: none"> 3. Do I just want to get someone in trouble? <p>If the answer is yes to the first two questions – then it is important that you ask for help. If it's no to the first two questions but yes to the third – you may want to think about what other action you could take.</p> <p>If someone has made the decision to get help for themselves or for someone else, is it fair to call them a snitch or a sneak?</p> | |
| <p>Exercise Two: resolving conflict There will be times when we have disagreements with other people. It's an important life skill to learn how to resolve conflict.</p> <p>Teacher reads out the following scenarios and asks the children to think about how they would respond.</p> <p>Scenario One: Georgia tells Maisie she has a big nose. Maisie and Georgia are usually friends, but Maisie is upset by this. What could Maisie do?</p> <p>Ask children to share their examples then include the following options:</p> | |



FRIENDSHIP FRIDAY

| | |
|---|--|
| <p>1. Tell her not to say mean things 2. Ask her why she said that? 3. Tell her that makes her sad 4. Walk away or play with someone else 5. Say something mean back (What might happen if she does that?) 6. Tell someone else what Georgia said 7. Put it down to Georgia having a bad day and change the subject</p> <p>What would you do if you were Maisie? What would you do if you heard Georgia say this to Maisie?</p> <p>Scenario Two: Jack tells Mason he is rubbish at football and can't play. What could Mason do?</p> <p>1. Tell Jack 'that's your opinion' 2. Tell Jack he is still going to play 3. Ask other children to back him up and say he can play?</p> <p>What would you do if you were Mason? What would you do if you heard Jack say that to Mason?</p> <p>What should I do? How can we help if other people are having an argument or a disagreement? Ask children to share their examples then include the following options:</p> <ul style="list-style-type: none"> • Suggest they calm down • Help stop the argument/ lead the other person away • Remind them that we are all friends • Change the subject <p>What might make things worse?</p> <ul style="list-style-type: none"> • Telling someone what someone else has said • Encouraging people to argue or fight • Laughing along • Taking sides | |
| <p>Exercise Three: Asking for help If you can't resolve a situation and you or someone else need help, it can help the person you are sharing the situation with if you:</p> <ul style="list-style-type: none"> • Explain what has happened/where/when/with who | |



FRIENDSHIP FRIDAY

- Explain how it has made you feel (e.g. sad, scared etc)
- Suggest ways they might be able to help (this won't always be possible but if you have some ideas then it's good to share them)

Practice

Someone in your class keeps calling you a horrible name and it really upsets you. You need help! Explain to the person you are telling:

- What has happened, and where/when/with who
- How it is making you feel (e.g. sad, scared)
- How they might be able to help (e.g. speak to the other child, arrange for you to play in separate areas)

Exercise Four: Who can help

Different people might be able to help you in different situations.

Draw round your hand and in each finger outline write down the names of five people who might be able to help you. Some people might be able to help you in school, some at home or in the community.

Ask them to recap the three questions they should ask themselves when deciding if something is 'telling tales' or asking for help:

Do I need help?

Does someone else need help?

Or

Do I just want to get someone else in trouble?

Remind children of who they can talk to in school if they or others need help.

This can also be a good opportunity to introduce or remind children of alternative ways to share any worries or concerns (e.g. worry boxes, online systems, peer mentors). Kidscape can provide peer mentoring training www.kidscape.org.uk

This is a good opportunity to tell children about ChildLine - 0800 1111.

If they would like more help in learning how to resolve conflict with one another, you may want to revisit the session another time and practice role playing how they would handle different situations.

Kidscape also delivers ZAP workshops to support children who would benefit from skills in handling a bullying situation and resolving conflict. See www.kidscape.org.uk