

Telling Tales: Lesson Plan

KS1 & KS2

'Telling Tales' lesson plan: links to statutory guidance

Kidscape's lesson plans have been carefully mapped to the statutory guidance for RSE and the Programme of Study for PSHE Education, as laid out by the PSHE Association. Following the lesson plans provides an easy way to meet key points in the guidance, while engaging your class with fun, interactive content. 'Telling Tales' meets the following targets:

KS1

England: PSHE

- H11** about different feelings that humans can experience
- H12** how to recognise and name different feelings
- H13** how feelings can affect people's bodies and how they behave
- H14** how to recognise what others might be feeling
- H15** to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16** about ways of sharing feelings; a range of words to describe feelings
- H18** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H24** how to manage when finding things difficult
- H33** about the people whose job it is to help keep us safe
- R5** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- R6** about how people make friends and what makes a good friendship
- R8** simple strategies to resolve arguments between friends positively
- R9** how to ask for help if a friendship is making them feel unhappy
- R10** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11** about how people may feel if they experience hurtful behaviour or bullying
- R12** that hurtful behaviour (online and offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

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- R16** about how to respond if physical contact makes them feel uncomfortable or unsafe
- R20** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- R21** about what is kind and unkind behaviour, and how this can affect others
- R22** about how to treat themselves and others with respect; how to be polite and courteous
- R24** how to listen to other people and play and work cooperatively
- R25** how to talk about and share their opinions on things that matter to them

England: RE/RSE

Caring friendships:

how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships:

practical steps they can take in a range of different contexts to improve or support respectful relationships

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Online relationships:

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

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Being safe:

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources

Mental wellbeing

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Wales: Health and Wellbeing AoLE

What matters statements:

How we process and respond to experiences affects our mental health and emotional wellbeing

Our decision-making impacts on the quality of our lives and the lives of others

Healthy relationships are fundamental to our wellbeing

KS2

England: PSHE links

- H19** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H20** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- R10** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R17** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- R19** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R23** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R27** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- R30** that personal behaviour can affect other people; to recognise and model respectful behaviour online

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- R31** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R31** the importance of self-respect and how this links to their own happiness
- R31** that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- R33** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- L4** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

England: RE/RSE

Caring friendships:

how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships:

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

the conventions of courtesy and manners

practical steps they can take in a range of different contexts to improve or support respectful relationships

Online relationships:

that people sometimes behave differently online, including by pretending to be someone they are not

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

Being safe:

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources

Mental wellbeing:

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Internet safety and harms

that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

Wales: Health and Wellbeing AoLE

What matters statements:

How we process and respond to experiences affects our mental health and emotional wellbeing

Our decision-making impacts on the quality of our lives and the lives of others

Healthy relationships are fundamental to our wellbeing

Telling Tales: Lesson Plan

Subject:

Telling Tales

Targeted Year Group:

Yr 1 - 4

Length of lesson:

50 mins

Learning objectives:

- 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:

Introduction:

We are going to discuss together what the difference might be between telling tales and asking for help.

What other words or expressions might there be for 'telling tales'? (e.g. snitch, sneak)

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?'

This can be confusing, so let's talk about it together.

Exercise One: understanding the difference between telling tales and asking for help

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?

Teacher notes

Explain to the children that you're going to read out some scenarios and ask them to tell you whether they think the child in the scenario is 'telling tales' or asking for help.

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.

Lesson structure:

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?

Teacher notes

Lesson structure:

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.

Is this telling tales or asking for help?

Prompts...

- 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?

What should I do?

It can be helpful to ask yourself the following three questions:

1. Do I need help?
 2. Does someone else need help?
- OR
3. Do I just want to get someone in trouble?

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.

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?

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.

Teacher notes

Read out the following scenarios and ask the children to think about how they would respond.

Lesson structure:

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?

Ask the children to share their examples, then include the following options:

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

Scenario Two:

Jack tells Mason he is rubbish at football and can't play. What could Mason do?

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?

What would you do if you were Mason? What would you do if you heard Jack say that to Mason?

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:

- Suggest they calm down
- Help stop the argument/ lead the other person away
- Remind them that we are all friends
- Change the subject

Teacher notes

Lesson structure:

Teacher notes

What might make things worse?

- Telling someone what someone else has said
- Encouraging people to argue or fight
- Laughing along
- Taking sides

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:

- Explain what has happened/where/when/with who
- 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:

Lesson structure:

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.

Teacher notes

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