

Reading Activity for the Book 'A Bad Case of the Tattle Tongue': Communication Skills and Understanding When to Ask for Help

<p>Description of the educational activity:</p>	<p>Duration: 1 teaching period</p> <p>Pupils' age: 8-10</p> <p>Organisation of the class: The class will work as one large group. It is important that the class have all read the book before the teacher introduces this activity. The book can either be assigned as homework or read by the teacher in class.</p> <p>Pupils' tasks:</p> <p>Step 1: The teacher introduces the topic of tattling to the class by holding up the book and asking pupils if they know what the word tattling means. They are asked to raise their hand if they know what tattling means, and then the teacher will go around the classroom asking all of those with their hands raised what tattling means. The teacher will write all of the suggestions on the whiteboard and when all the suggestions have been given the class will review the words.</p> <p>Step 2: The teacher asks the pupils to think about when they read the book, and to recall the four rules of tattling. The teacher writes out the four rules on the whiteboard to act as a reminder for the pupils. The four rules of tattling are:</p> <ol style="list-style-type: none"> 1. Danger Warnings ONLY! – Only warn an adult when a person is in danger of getting their body hurt. 2. Be a Problem Solver – If the problem involves you, try to solve the problem yourself first. 3. Is this a NOW or LATER problem? – Can we solve this problem at a private time? 4. M.Y.O.B – “Mind your own business” – The problem does not belong to you, don't get involved in it! <p>Step 3: Next the teacher introduces a short game which the children can play. The teacher asks pupils to form two lines in the classroom, both facing towards the front of the class. At the top of the queue, the teacher places a table with a bell on each one. The teacher calls the first in the queue forward and tells them a situation or scenario. The teacher then tells the two pupils to go back to the top of the queue and to ask them if the example s/he gave was tattling or telling. The first pupil to ring the bell and explain why they gave the answer wins the point for their team.</p> <p>Evaluation and assessment method: At the end of the game, the teacher should refresh the four tattle rules. Then the</p>
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	<p>teacher will give each pupil a copy of the “tattle rules” handout to keep for their and their parents’ reference. Teachers can then ask pupils to think of a time when they tattled on a friend or sibling and to draw picture or write a very short story about that instance.</p> <p>Effect of the activity on combating bullying: Teachers can waste a lot of their time in and out of the classroom dealing with the issue of tattling. Pupils can have a tendency to tattle on their friends and peers on any issue; and the fear is that if the teachers spends all his/her time on incidents of tattling, the likelihood of them missing a bullying incident increases. By using this book and this activity to tackle the issue of tattling, the teacher is more available to the pupils who need their support, and the pupils also understand when to report a case of bullying, and when to mind their own business and keep tattle-tales to themselves.</p>
<p>Book:</p>	<p>This activity will use the book ‘A Bad Case of the Tattle Tongue’ by Julia Cook. This book offers a fun and creative way to address the issue of tattling with primary school children so that the teacher’s time can be better used to identify and resolve instances of bullying in the school.</p>
<p>Tags:</p>	<p>Causes of Bullying, Understanding Bullying, Reporting and Responding to Bullying, Building Positive Relationships and Trust among Peers</p>
<p>Objectives:</p>	<p>This activity intends to enable pupils to:</p> <ol style="list-style-type: none"> 1. Identify the differences between tattling and telling; 2. Name and use the four Tattle Rules; 3. Identify when and how to ask for help from a teacher; 4. Make effective decisions in terms of when to report something to a teacher; 5. Distinguish between appropriate and inappropriate behaviour; 6. Learn how to make and keep friends by not tattling.
<p>Material:</p>	<p>Whiteboard, Markers, Poster paper (if applicable), Two bells, Two tables, List of tattles and tells, Tattle Rules Handout</p>
<p>Notes for the teacher:</p>	<p>Examples of tattles and telling for teachers to use in the game are as follows:</p> <p>Tattles:</p> <ol style="list-style-type: none"> 1. George is picking his nose. 2. Jason didn’t finish his workbook page. 3. Anne looked at me weird. 4. Justin took Jamie’s pencil. 5. Ashley didn’t clean up the game she was playing. 6. Kelly won’t play with me.

	<ol style="list-style-type: none"> 7. Noah took the marker I wanted to use. 8. Tommy didn't put his homework in the homework basket. 9. Bridget won't give me a turn on the swing. 10. Johnny cut in line. 11. Billy took the ball from me. <p>Telling:</p> <ol style="list-style-type: none"> 1. Sam told me he would beat me up if I don't give him my snacks. 2. Charlie is talking about beating up Larry after school. 3. Joey ran out into the street. 4. Danny is throwing rocks at Amanda. 5. Mary is making fun of the way Billy runs and will not let him play. 6. Karl is hitting Steve. 7. Tony keeps teasing Sally on the playground. 8. Susie pushed you out of line. 9. Emma fell off the monkey bars. 10. Dean has a knife.
<p>Recommendations for additional activities:</p>	<p>Teachers can write the four Tattle Rules on a poster and call all pupils to the top of the class to sign the poster so that they sign up to the rules and agree to stop tattling.</p>