



ConsciousDiscipline

Tattling as a Teaching Tool

Audience: Grades K-2

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Resources:

- Conflict Resolution Time Machine™
- *Shubert's BIG Voice* book
- *Sophie's BIG Voice* book
- *Shubert's Helpful Day* book
- *Sophie's Helpful Day* book
- *Shubert Sees the Best* book
- Picture Rule Cards book



POWER	SKILL	STRUCTURES
Attention	Assertiveness	<ul style="list-style-type: none"> • Conflict Resolution Time Machine™ • Class Meetings

WEEK 1: Creating the School Family™ and Teaching BIG Voice

Adult Goal: See conflict as an opportunity to teach missing skills

- Day 1: Begin using the language, “Did you like it?” to respond to child saying, “Teacher, _____.” (intrusion tattling)
- Read *Shubert's BIG Voice* or *Sophie's BIG Voice*
- Create a class chart of “Things that Bug Me!” to use to create a class book

Child Goal: Use BIG voice to set limits assertively

- Role Play “Stop, I don’t like it when you _____. Please _____ instead.”
- Use “BIG Voice” from *Kindness Counts* CD during Brain Smart® Start

WEEKS 2-4: Building Assertiveness with the Big Voice and Continuing to Build the School Family

Adult Goals: Continue to build School Family and model the “BIG Voice”

- Begin using the language, “Are you telling me to be helpful or hurtful?” to child saying, “Teacher, _____ is/isn’t _____. (revenge tattling)
- Read *Shubert's Helpful Day* or *Sophie's Helpful Day*
- Brainstorm “Ways to Be Helpful” chart
- Create class books of Ways To Be Helpful
- Use *That Was Helpful* or *I'm a Helpful Person* from *It Starts In The Heart* CD

Child Goals: Continue to practice BIG Voice and identify kind/helpful acts

- Role Play to practice and prepare for conflict
- Introduce Kindness Tree structure and Kindness Recorder Job

ALWAYS respond to tattling about safety with, “That was helpful. You told me _____, and I will keep him/her safe.”



Tattling as a Teaching Tool

WEEKS 5-6: Introducing Conflict Resolution Time Machine™

It is critical that the Time Machine Tool be introduced and taught to the whole group as a teaching tool BEFORE using it as a natural consequence. Ask children for willingness to be of service to the group.

Example: “Are you willing to go back in time and turn a hurtful situation into a helpful one so that you and everyone can learn how to solve problems?”

- Effectiveness will depend on the School Family
- Introduce and role play with the whole group AFTER School Family has been established (approximately week 5 or 6)

Class Meetings

WEEK 1: Class Agreements

Adult Goal: Guide students in co-creating classroom agreements.

Grades 1-2

- Begin class meeting by asking, “How do we want our classroom to be?”
- Brainstorm and accept ALL ideas.
- Over the next days group similar ideas and reframe to 4-5 positive agreement statements.
- Create an anchor chart with visuals to support success.
- Create a chant or playful way to reinforce agreements daily.
- Include activities to support agreements as part of the Brain Smart Start and/or Safekeeper Ritual.

Grades K-1

- Before school starts create 4-5 agreements focused on safety and helpfulness.
- Create a chant or song with motions.
- Use each day as part of the Brain Smart Start and/or Safekeeper Ritual.

WEEKS 2-6: P.E.A.C.E for Problem-Solving

Problem: I’ve noticed _____. This is a problem for me because _____.

Encourage ownership: Has anyone else notice this? Is it a problem for others?

Affirm the problem: So, the problem is _____. (Reframe in the positive.)

Collect solutions: What might help you be more successful at _____?

Evaluate: When and how will you check to see if the solutions are working?

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 1:	

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 4:	

