



Educator Guide: Tattling and Telling Lesson

Recommended for Grades:

Kindergarten

Time:

5 minutes

National Health Education Standards:

This lesson aligns with the following National Health Education Standards:

- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.

For more information on the National Health Education Standards, visit the SHAPE America website: shapeamerica.org.

Learning Objectives:

After completing this lesson students will be able to:

1. Indicate whether a situation involves tattling or telling when given a video scenario.

Lesson Description:

The Tattling and Telling Lesson teaches students the difference between tattling and telling. Students will also watch video scenarios and decide whether they are seeing examples of tattling or telling.



Vocabulary:

Use the following list of vocabulary as a reference for yourself and your students as you complete the Tattling and Telling Lesson. You may choose to use this list in any way that fits your needs.

- Feelings - emotions such as happy, sad, excited, scared or angry that can change throughout the day
- Serious - important or possibly dangerous
- Tattling - reporting something unimportant to an adult in order to get someone else in trouble
- Telling - reporting something important to an adult because it is serious and someone may get hurt
- Trusted adult - a grown-up you can go to for help either at school, home or other safe place

Supplemental Activity: Puppet Play

Objectives:

After completing this activity, students will be able to:

- Recognize bullying behavior in school
- Tell a bully to stop
- Tell a teacher or adult about bullying behavior
- Invite those who are bullied to play

Materials Needed:

- 2 puppets from classroom (or make 2 bag puppets)
- Classroom workbench, shelf or table for kids with puppets to hide behind

Time Required:

30 minutes

Instructions:

In this activity you and your students will be role playing telling a teacher about a bullying situation. Puppet lines can be paraphrased, as long as the general concepts of social rejection and acceptance are played out.

Puppet 1: (to Puppet 2) "You can't play with me! I don't like you."

Puppet 2: "Stop it. That's not nice. I'll tell our teacher. (Puppet 'walks' over to real classroom teacher) Ms/Mr _____, every day they say that I can't play and it makes me feel bad."

Teacher: "I'm so sorry. You were right to ask for help. Thank you. I will check to make sure everyone gets a chance to play."

Rest of the class, all together: "Everybody gets to play. Come play with us!" Have entire class practice this line together before play begins so that it is a positive chant they can easily repeat on cue. Let them know they will see a signal from the teacher when it is time to say their line. For example, the teacher points at the class while the puppets look at them too.

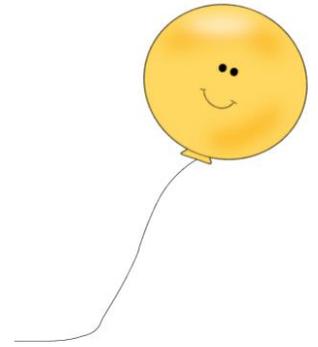
If there are other bullying situations you have seen occur at school try role playing them. If your kindergarten class has an older 'buddy' class invite them in to help with the role plays. The older class can write the lines and perform them or help coach the younger students to perform with puppets.



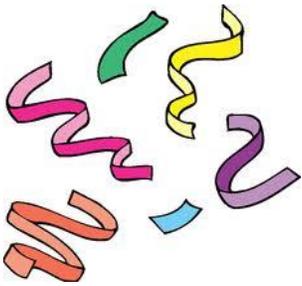
Afterwards, reinforce the fact that telling an adult when a bullying situation occurs is not tattling. They should always let an adult know about bullying.

Finally, duplicate the Blue Ribbon Award found on the next page and award one to each student. Encourage students to take home their award and share it with their families.

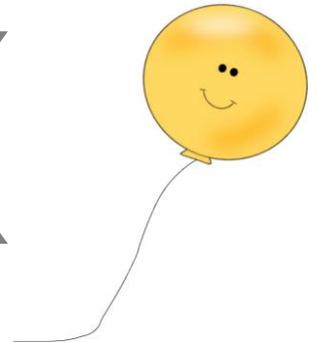
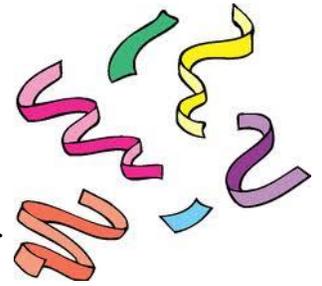




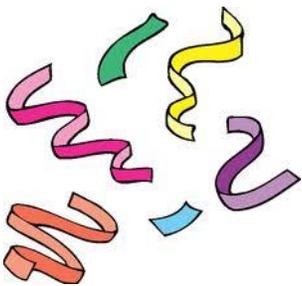
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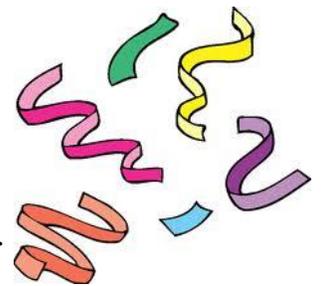
**You know what bullying looks like.
You tell the bully to stop.
You tell the teacher.
You invite the student being bullied to play with you.**



Presented to



**You know what bullying looks like.
You tell the bully to stop.
You tell the teacher.
You invite the student being bullied to play with you.**



Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



Tattling and Telling

Tattling and telling are not the same thing. Children need to know the difference.

Tattling is when a child tells an adult about something another child did that is not going to hurt anyone. A lot of the time, it is about something that does not matter. It is done to get the other child in trouble.

Example: LaToya tells her teacher that she thinks Javon is looking at her in class.

Telling is when a child tells an adult about a serious situation where someone could get hurt.

Example: After school Joel hears Sam in the hall saying he's going to beat up his classmate. Joel finds Ms. Jones and tells her what he heard.

Talk with your child about tattling and telling. Use these questions to get started.

1. What is the difference between tattling and telling?
2. Can you tell me about a time that you used telling to get help from an adult?
3. Can you tell me about a time that you tattled to try to get someone in trouble? Have you ever heard someone else tattle?

Repurposed from Bullying Prevention Program, WI Department of Public Instruction
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Transcript

Screen 1

Gus: Hi! Gus here! Today I want to talk to you about tattling and telling. Have you ever told on someone and then they called you a tattletale? We need to learn the difference between tattling and telling.

Tattling is going to an adult to try to get someone in trouble over something that's not very important. For example, Jake telling his teacher that he saw Miranda eating candy in the hallway would be tattling. No one's getting hurt here. Jake is just trying to get Miranda in trouble.

Sometimes, though, we do need to tell an adult about things that happen. Telling is talking to an adult about a serious situation where someone could get hurt. That can include hurting someone's feelings on purpose. For example, Mackenzie telling her teacher that Brittany and Jessica say they don't like her and won't let her play with them would be telling. Mackenzie's feelings are being hurt and it's important that she talks to a grown-up.

Screen 2

Gus: Take a look at this and see if you can figure out if it's an example of tattling or telling.

Girl #1: Mr. Waldo, Emma fell down.

Girl #2: And, she's crying and she hurt her knee.

Click on tattling or telling to make your guess.

Tattling- Gus: It sounds like this is a serious situation. Emma got hurt when she fell and it's important to tell an adult anytime someone is hurt. So these girls were telling, not tattling.

Telling- Gus: You're right! This is an example of telling. Emma got hurt when she fell and it's important to tell an adult anytime someone is hurt.

Screen 3

Gus: Let's take a look at another one.

Girl: Mrs. Thompson, Max just skipped me.

Click on tattling or telling to make your guess.

Tattling- Gus: You got it! Skipping in line isn't a very nice thing to do, but no one is getting hurt here. This is an example of tattling.



Telling- Gus: Not quite. It's no fun when someone cuts in front of you in line. Though you may feel annoyed, you're not hurt. This is something you can handle on your own by telling the person that it's not nice to skip in line.

Screen 4

Gus: Time for another one.

Boy: Mrs. Thompson, Max just touched my pencil.

Click on tattling or telling to make your guess.

Tattling- Gus: You're right! This is an example of tattling. Max didn't hurt Jack by touching his pencil. It looks like Jack was just trying to get Max in trouble.

Telling- Gus: It looks like Jack was just trying to get Max in trouble. This is an example of tattling.

Screen 5

Gus: Time for another one.

Boy: Mr. Waldo, Sam and Elijah won't let me sit with them, even though there's enough room. They're so mean to me all the time and it makes me really sad. I don't know what to do.

Click on tattling or telling to make your guess.

Tattling- Gus: It sounds like Austin's feelings are really hurt and he needs help. This is an example of telling.

Telling- Gus: Great job! It sounds like Austin's feelings are really hurt and he needs help. This is an example of telling.

Screen 6

Gus: Good job! You have completed this activity.



Acknowledgements

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