



## Educator guide: Tell lesson

### **Recommended for grades:**

4<sup>th</sup>

### **Time:**

7 minutes

### **National Health Education Standards:**

This lesson aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
- Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.
- Standard 8: Advocate to promote health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: [shapeamerica.org](http://shapeamerica.org).

### **Learning objectives:**

After completing this lesson students will be able to:

1. Name at least two trusted adults they could go to for help in a bullying situation.
2. Identify whether someone is tattling or telling when given a written scenario.

### **Lesson description:**

The Tell lesson helps students understand the difference between tattling and telling. This lesson emphasizes the importance of telling trusted adults when bullying is going on. When students understand that they are not tattling, and are instead telling an adult about a serious situation, they will be more likely to talk to a trusted adult. There is a lesson worksheet included in this guide and in the lesson itself for students to complete as they work through this lesson.



### Pre and post-test questions:

Use the following questions with your students in any way that you see fit (on paper, using a survey tool etc.) You may choose to combine questions from various lessons and activities that your students participate in. Correct answer choices are bolded.

1. If you witness a classmate being bullied and you decide to find a trusted adult to get help, this is called tattling.
  - a. True
  - b. False**
2. Would you feel comfortable telling an adult if you witnessed bullying at your school today?
  - a. Yes
  - b. No

### Vocabulary:

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

- Bully – someone who intentionally tries to hurt another person
- Bullying – when a person hurts another person on purpose (bullying is intentional, usually repeated over time and there is usually an imbalance of power)
- Bystander – someone who observes a bullying situation happening
- Trusted adult – a grown-up at home, school or other safe place that you can go to for help
- Victim – the target of a bully

# Tell lesson worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Complete this worksheet as you move through the Tell lesson.

1. List three trusted adults you could talk to about bullying.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Explain the difference between tattling and telling.

3. Give one example of each:

Tattling:

Telling:

4. If the adult you choose to tell about bullying says it's no big deal, what should you do?

# Tell lesson worksheet answer key

1. List three trusted adults you could talk to about bullying.

Answers could include: parent, guardian, relative, teacher, counselor, principal, school nurse, school secretary etc.

2. Explain the difference between tattling and telling.

Tattling is usually done to get someone in trouble. Telling is when there is a serious situation where someone could get hurt.

3. Give one example of each:

**Tattling:** ex. Megan tells the teacher that Cory is sneaking his lunch in class, eating chips. These situations might involve breaking school rules, but they're usually situations where no one gets hurt and one student is just trying to get the other in trouble.

**Telling:** ex. Derek tells his coach about a bullying situation he witnessed, even though the bystanders got the bully to stop for now. Telling is used in situations where someone is getting, or could get hurt. All types of bullying fall into the 'tell' category because bullying always includes an intent to harm another person.

4. If the adult you choose to tell about bullying says it's no big deal, what should you do?

Find a different trusted adult to talk to.

# Supplemental activity: Class rules

## Objectives:

After completing this activity students will be able to:

- Demonstrate advocacy through the creation of a list of classroom rules around bullying.

## Materials needed:

- Poster board
- Markers

## Time required:

30 minutes

## Instructions:

As a class, discuss what rules students think would help prevent bullying in the classroom and throughout the school. You can include rules to help prevent bullying and also rules around what to do if bullying occurs. Once the list of rules is finalized, create a poster to display in the classroom.

If time allows, have each student choose one rule to expand upon and create a poster to post somewhere in the school. This will help make all students aware of bullying and how to prevent it. Encourage students to be creative and represent their rule artistically.

Finished posters can be displayed in the hall outside your class or, if appropriate, in a more visible school location like a cafeteria or library.

Remember that it is important to revisit these rules on a regular basis and make sure that all school staff are aware of them so rules are being enforced throughout the school.

# Supplemental activity: Journaling activity

## **Objectives:**

After completing this activity students will be able to:

- Reflect upon the topic of bullying through journaling.

## **Materials needed:**

- Journaling activity worksheet (on next page) or blank paper
- Pens or pencils

## **Time required:**

20 minutes

## **Instructions:**

One way to get students thinking about bullying, how they feel about it and what can be done about it, is to have them respond to introspective questions. The questions for the journaling activity can be found on the next page. You and your students can also access the Journaling activity worksheet online from the Tell lesson. Or use these questions as a guide for students to journal in their own notebooks.

After allowing students to journal privately, have a class discussion around these questions and any other questions you think may pertain to your school environment.

# Journaling activity worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Complete the following statements. You may use an extra sheet of paper if you prefer.

Of all the places I spend time each day (home, school, outside etc.) I feel the safest:

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Why?

Of all the places I spend time each day (home, school, outside etc.) I feel the least safe:

---

Why?

Here is what I think adults need to do to help prevent bullying:

If I see another student being bullied, this is what I will do to help:



# Handouts

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





# Tattling versus 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?

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# Transcript

## Slide 1

It's time to learn why it's so important to tell a trusted adult when bullying is going on. And, you'll learn the difference between tattling and telling.

Open the worksheet and print it or save it to your computer. Complete this worksheet as you move through this activity.

## Slide 2

Often, when someone witnesses bullying they aren't sure what to do. The bystanders may be afraid that if they tell an adult what is going on, the bullies will target them. The victim may also be afraid to tell someone. But, if someone doesn't tell an adult the bullying will probably continue.

## Slide 3

There are many adults both at school and outside of school that can help in a bullying situation. At school you could go to a teacher, counselor, the principal, school nurse, or any other trusted adult in the building. Outside of school you could talk to a parent, guardian, aunt or uncle, grandparent, or even an older sibling. And remember if the first person you go to doesn't listen, find another adult that will. Even if the bullying was stopped without an adult's help, it's important for an adult to be aware of what happened.

## Slide 4

Sometimes the bystanders or victim don't tell an adult because they think it's tattling. Well, there's a big difference between tattling and telling.

Tattling is usually done to try and get someone in trouble over something that's not very important.

Telling is when there's a serious situation and someone could get hurt. All bullying situations would be considered serious and an adult needs to be told.

Let's take a closer look at the difference between tattling and telling.



### Slide 5

Listen to the following situation and decide if it's tattling or telling.

Kate comes in from recess. She finds her teacher and says, "Ava was chewing gum outside." Is this tattling or telling?

(Tattling) Great job! Although it may be against school rules, chewing gum is not a very serious issue. No one is going to get hurt if Ava is chewing gum. It sounds like Kate is just trying to get Ava in trouble. This is tattling.

(Telling) Telling is when there's a serious or unsafe situation, like bullying. Try again.

### Slide 6

Listen to the following situation and decide if it's tattling or telling.

Diego raises his hand in class and says, "Mr. Stuart, Maya isn't paying attention. Her math book isn't even open." Is this tattling or telling?

(Tattling) Fantastic! While Maya isn't making a smart decision in math class, this is not a serious situation where someone could get hurt. Diego is tattling.

(Telling) Try again. This doesn't sound like a serious situation where someone could get hurt.

### Slide 7

Let's try one more. Listen to the following situation and decide if it's tattling or telling.

After class Ben says to his teacher, "Mrs. Brewster, Zach has been messing with me every day after school and he won't stop." Is this tattling or telling?

(Tattling) It sounds like this is a serious situation, and Ben is being bullied. Telling an adult about bullying is not tattling. Try again.

(Telling) Great job! It sounds like this bullying has been going on for a while and Ben has tried to get Zach to stop. Ben did the right thing by telling an adult.



## Slide 8

Watch this video to see an example of a student telling an adult about a bullying situation.

Pushing in line video (Students click play button to view.)

Mrs. Whitman: Ok class, recess is over. Let's go. Let's line up.

John: Hey, thanks for saving my spot.

Bystander #1: John can be such a jerk.

Bystander #2: I hate when he cuts in line.

Bystander #1: I think he does it every day now.

Bystander #2: Do you think maybe we should tell somebody?

Bystander #1: Aren't we a little old for tattling?

Bystander #2: We're not tattling. We're just gonna tell somebody. Someone could get hurt.

Bystander #1: All right. So, who should we tell?

Bystander #2: How about Mrs. Whitman? She's pretty cool.

Bystander #1: Yeah.

Bystander #1: Umm, Mrs. Whitman? Mrs. Whitman? We just saw John push Travis and cut in line.

Bystander #2: Yeah, he's been doing it every day.

Mrs. Whitman: Ok, uh could you guys please stay in line? Is that what really happened?

Bystander #2: Yeah, we saw the whole thing.

Mrs. Whitman: Oh, ok, thanks for telling me. As long as no one's hurt it's ok. Class, can you please line up please.

Bystander #2: She wasn't much help.



Bystander #1: Yeah.

Bystander #2: Let's try Mr. J.

Mr. J: That's good. You guys stay in line right there.

Bystander #1: Um, Mr. J.?

Mr. J: Hey what's up guys?

Bystander #1: We just saw John push Travis and cut in line.

Bystander #2: Yeah, he's been doing it every day.

Bystander #1: We thought maybe we should tell you.

Mr. J: You guys did the right thing. I'm glad you came to me. I'll find John and make sure this doesn't happen again. In the meantime, why don't you guys get back in line and I'll take care of this.

Bystander #1: Thank you.

Telling is an important part of being bully-free. It allows your trusted adults to get involved and help put a stop to bullying. Remember, do your part and always tell an adult if you see bullying.

### Slide 9

Good job! You have completed this lesson on telling an adult.

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