

Friends Get Help for Friends

MATERIALS

Handout/Poster 14: The Difference Between Tattling and Telling

Book title: *Tattlin' Madeline* by Carol Cummings is recommended (or teacher alternate)

OBJECTIVE

To understand the difference between "tattling" and "telling."

STEPS

1. Last Lesson Review
Check that students still remember protective strategies.
2. Activities
Teacher: "Today we are going to talk about the difference between 'tattling' and 'telling'."

To clarify the difference between "telling" and "tattling," read a story or show a video that addresses this issue. (The book *Tattlin' Madeline* by Carol Cummings is strongly recommended for this purpose.) Ask the children to be "Detectives" to see how many protective strategies (HA HA, SO) they can pick out from the story or video. After the story or video, lead a class discussion that promotes an understanding of the differences between "telling/reporting" and "tattling." If something dangerous, unsafe, or important happens then it is important to "tell" an adult. If something harmless, unimportant, or irritating happens and the child does not feel "unsafe" or "powerless"—then it might be considered "tattling" if he or she reports it to an adult.

Using *Handout/Poster 14* have students practice understanding when it's "tattling" and when it is "telling." Expand upon the following examples to include situations that occur in the classroom or on the playground.

Examples of "Tattling"

- ▶ Someone cuts in front of you in line, but doesn't hurt you in the process.
- ▶ The teacher asks all students to complete a color, cut, paste activity. You notice a student at your table is playing with a puzzle.

Examples of "Telling"

- ▶ You see children fighting on the playground.
 - ▶ A student or adult threatens to hurt you.
 - ▶ Even after you try to walk away or stand up for yourself, a child keeps calling you very cruel names.
3. Additional Activity
(This activity is ongoing and not limited to teaching prior to the next lesson.)

Make a chart and post it in the classroom for ongoing input from students. Have the two categories be "tattling" and "telling." With teacher guidance, students can illustrate examples by drawing or writing (depending on ability) and post them under the correct category. This can be a useful tool for class discussions. The more visual and concrete, the better.

Teacher Tip

This lesson is sometimes presented after Lesson 1 due to the severity of "tattling" in some classrooms.

RESOURCE GUIDE

See "Books for Primary Students."

It is important for children to feel like they can come to you. Tattling behavior is sometimes the only way a child knows to get attention. A response to this behavior by the teacher can be "I'm glad you know the rule," as you guide them in understanding the differences between "tattling" and "telling." In addition, provide the attention they may be seeking and look into possible social skills problems that may be interfering with friendships.

NEXT LESSON

In the next lesson, the children will be introduced to the "I Caught You Caring" program. You may need badges duplicated and may want to bring candy or stickers to be used to teach the concept of a "Random Act of Kindness."