

Supplementary Lesson 11

Tattling Versus Telling

(This lesson can be used after the lessons "Dealing with Double D Behaviors" and "Dealing with Annoying Behavior.")

- OBJECTIVES:** To understand that there is a difference between tattling (snitching) and telling.
To know when to get an adult involved and ask for help.

LESSON PLAN

- Ask the students what they think "tattling" means and ask for some examples. Explain that tattling refers to letting someone else know about another person's behavior when it is not dangerous or destructive. When someone tattles, often the goal is to get someone else in trouble for his or her behavior. Ask the students for some examples of tattling.
- Ask students what they think "telling" means and ask for some examples. Explain that telling is used when someone observes a dangerous or destructive behavior. For example: "Some kids at recess left the play area and were talking to strangers." "Someone is bullying me at school and online and I don't feel safe." or "Someone wrote on and ripped a seat on the school bus."
- Have the students repeat the following to help them understand the difference between tattling and telling:
 - Tattling is to get someone else in trouble.
 - Telling is to keep someone or something safe.
- Select one or more of the following vignettes and use the questions to guide a discussion.

Maria is new to the school and is eager to make new friends. She soon becomes friendly with Lydia and they start sitting next to one another at lunch. Lydia's best friend Emily starts to worry that the new girl, Maria, is going to take her friend away from her, so Emily starts acting mean toward Maria. She teases her and then gets a few other girls to taunt her. Within a week the teasing has turned into bullying and Maria now hates coming to school. Maria wants to tell someone about the bullying, but she does not want to get a reputation as a "snitch."

How is Maria feeling right now? If she talks to an adult, is this tattling or telling? Why?

Maria wants the bullying to stop. What are her options?

What could others do to help Maria in this situation?

Lydia doesn't like feeling in the middle. What are Lydia's options?

How is Emily feeling right now?

What could others do to help Emily stop her Double D behavior?

What might happen if no one tells about what is happening to Maria at school?

Jose is at recess playing a game of touch football with eight of his classmates. School rules clearly state that tackling is not allowed. Before recess, Ralph was bragging that he was better in football and that he would show Jose. During the game, Ralph purposefully pushes Jose to the ground in an attempt to block him from stopping his teammate who was running with the ball. Jose is physically hurt.

Ralph often plays too rough and doesn't follow the rules, but he is a good athlete and kids look up to him for that. Jose is also a good athlete and Ralph feels competitive towards him. Jose is angry with Ralph and they argue. The rest of the boys stop playing and aren't sure what to do or say.

How is Jose feeling right now? If he talks to an adult about what happened is this tattling or telling?

What are Jose's options? Why might it be hard to tell an adult in this situation? Why might it be important to tell?

What could others do to help Jose in this situation? What might the other kids be thinking about playing with Ralph?

How is Ralph feeling right now? Do you think it is okay for Ralph to keep playing rough at recess, hurting others, and not playing by the rules?

What might happen if no one tells about what is happening at recess?

EXTEND

Have students write about one or more of the following prompts in their journals:

- Why can it be hard to tell about a dangerous or destructive behavior that you observe?
- What can you do to support your classmates if they need to tell?
- What can the adults in the building do to better support students when they need to tell?