

Grade 1

Health Objective 3.06

Differentiate between tattling and reporting aggression, bullying and violence.

Language Arts 2.07

Respond and elaborate in answering what, when, where, and how questions.

Materials Needed:

A book of matches

The Tattle Tail Tale by Tandy Braid or *Tattlin Madeline* by Carol Cummings

Appendix 1 a, b, c – signs for posting

Focus:

Show the students a match and ask the class what a match can be used for. They will hopefully respond, “To start a fire or create a flame.” Ask the class if fire/flames are beneficial or harmful. Process with the students that a fire or flame can be beneficial if it is used to cook food, keep us warm, or provide light. It can also be harmful if it is used to burn trees, a house, people’s belongings. Help students clarify the difference is in the purpose of the fire. [This activity will help students begin to think about contextualizing situations which will help them to distinguish between tattling and reporting.]

Teacher Input:

Tattling is a behavior that children do for different reasons. Some children are interested in gaining attention, some are seeking approval, to appear as ‘good’, or better than the person on which they are tattling, others simply are unable to tell the difference between reporting and tattling which is a skill that has to be learned. Students need to know which behaviors are ones to overlook or ignore and which are important to report to adults. The problem is many behaviors which can be overlooked sometimes need to be reported, depending on the behavior. The skill for differentiating between tattling and reporting will enable students to use the context and the behavior to determine the difference. The key to telling the difference between the two behaviors is the motivation involved. Tattling is usually used to get another person in trouble and reporting is used to gain assistance or help.

Behaviors that signal reporting are those that in which a person experiences pain, humiliation, threats, or harm. For example if Julian told Randy he is going to beat him up on the playground, it would be considered a threat and should be reported. If Julian tells Randy that he isn’t going to play with him on the playground, it would be considered tattling and should not be reported.

Context can help students determine if reporting is necessary. For example, if lots of crayons are in a box and Jill takes two instead of one, this does not need to be reported and would be considered tattling. If there are only enough crayons for each person to have one or if they are assigned to each student and Jill takes someone else’s crayon, this would need to be reported if the Jill does not give it back when asked.

Another example is: Karen is seen talking to a 5th grade student in the hallway even though it is silent time. Telling a teacher would be tattling. However if Karen is talking to a stranger in the hallway and walks away with the stranger without telling the teacher, then telling a teacher would be reporting.

Practice & Assessment:

Read aloud the book *The Tattle Tail Tale* by Tandy Braid or *Tattlin Madeline* by Carol Cummings. Ask the following questions to promote thinking and help students identify tattling and its consequences. (Note: Tailor questions 1,2,3, and 10 to *Tattlin Madeline* if using this book.)

1. What was Matilda McFaddle's problem?
2. Who came to the children's rescue?
3. What happened to Matilda McFaddle as a result of her tattling all the time?
4. Does anyone benefit from tattling?
5. What would you suggest instead of tattling?
6. When you tattle do you make more friends or less friends? Probe - why?
7. Does tattling sometimes interrupt your class activities? Probe - how?
8. What is the difference between tattling and reporting? Ask for clarifying examples.
9. When is it important to report?
10. Why do you think Matilda no longer chooses to tattle?

Place two signs (tattling and reporting) on opposite sides of the classroom. If necessary place a sign in the middle of the room for "need more information". Read the following statements and ask the students to decide if telling a teacher of the behavior would be considered tattling or reporting. If students decide they need "more information" give them details to help them make a decision. The entire class can move between the signs or the class can offer feedback to a small group of students to move between the signs.

1. Joanne called Sandy a loser and shoved her into the wall. Sandy tells a teacher.
2. Kelvin refused to play with Carson. Carson tells the adult on the playground.
3. Nelson has a BB gun in his book bag. Josh sees the gun and tells the principal.
4. Penelope is throwing rocks. Juan sees this and tells the teacher on car rider duty. - if students need more detail, add that Penelope is throwing rocks at the Kindergarten students or that Penelope is throwing rocks into the woods.
5. Carl tells Jason that he is going to hurt him after school. Jason tells a teacher.
6. Janice has a toy in her pencil box and she refuses to show it to anyone except Betsy. Betsy tells a teacher.
7. Paul calls John names everyday at the water fountain. All of the other kids laugh at John until he cries. John tells him mom.
8. Yvette forces a kindergartener to give her his snack on the bus. The kindergartener tells his teacher.

9. Thomas puts a sticker on Terra's notebook. Terra does not like the sticker and tells the teacher.
10. Joseph cut in line after lunch. One of his classmates told the teacher. If the students want more details, add either Joseph pushed Caleb and took his spot in line or that Joseph stepped in front of Caleb in line.