

Main Points:

An essential step in a child's development is knowing when to report to an authority figure. No one likes tattling, yet if people do not report injustices or wrongs society suffers. Yet the determination of when and what to report is rarely discussed. This leads to confusion especially as children struggle with moral development. This lesson provides a simple framework that can be used to decide if an action needs to be reported or if it can be ignored.

You may wish to use different books/video clips and/or situational game activities and more complexity as you progress to upper grades. Focus more on the importance of reporting with the older grades.

Essential Questions:

1. What is the difference between tattling / reporting?
2. What are the consequences of tattling?
3. What are the consequences of reporting?

Alternate Books:

Tattling Madeline by Carol Cummings (K-2nd grades)

A Bad Case of Tattle Tongue by Julia Cook (1st - 6th grades)

We Gather Together, Now Please Get Lost by Diane DeGroat (3rd - 6th grades)

Activities:

Tattling Game

Materials: Buzzer (from Taboo game) or bell, situation cards.

Rules: Have two students come to the front of the class and stand facing each other with a desk between them, place the buzzer in the middle of the desk (I have all students' names written on Popsicle sticks, choosing two at a time everyone will get a turn). Both students are to stand with their hand behind their back. Counselor reads the statement on the situation card. The first student to buzz the buzzer is to identify whether the statement is tattling or reporting. They will then state why (i.e. Randy has a knife, is reporting because he could hurt himself, someone else or damage something). Students must wait for me to finish talking before they can buzz the buzzer. The student to answer correctly wins, if a student answers incorrectly, their opponent has the opportunity to steal (answer correctly). Both students are congratulated as they return to their seats. The next two students are called up to the desk. If the classroom has an uneven number of students (everyone has had a turn except for the last student) that "lucky student" gets to challenge the teacher.

Utah State Core Curriculum:

K-2 Core - Fine Arts, Health, Physical Education, Science, and Social Studies

Standard 2: Students will develop a sense of self in relation to families and community.

K - 1d,e; 1st - 1e; 2nd - 1d,e

3-6 Healthy and Responsible Lifestyles

Standard 3: The students will understand and respect self and others related to human development and relationships.

3rd - 2a; 4th - 2d; 5th - 1a,b; 6th - 1

Tattling vs. Reporting Lesson



A- Ask and discuss the following:

- Have you ever had a difficult time knowing whether to report or not report?
- Have you ever decided to report and the adult told you to quit tattling?
- Have you ever decided to not report and you got in trouble for not reporting?

B- Read Don't Squeal Unless It's a Big Deal by Jeanis Franz Ransom

1. What is the difference between tattling and reporting?
2. Why was it important that first Steven tried to fix (ask Rachel for his pink marker back) the problem himself before talking to the teacher?
3. What do you have to lose and gain by being a tattletale?
 - a. When Frankie called Sookie a "fat sow," what did Megan have to gain from tattling to the teacher? Why did she do it? Was it her problem or was she trying to get someone in trouble?
 - b. What could she have done differently?
4. Discuss Class Rule: "Don't Squeal Unless It's A Big Deal"
5. Teach Double D Rule:
 - Reporters report problems when:
 1. Property will be damaged (DESTRUCTION)
 2. A person is going to be hurt (DANGER)
6. What are examples of situations that are "Big Deal's" or need to be reported?
7. Think / Pair / Share:
 - Turn to a neighbor and talk about the consequences of tattling?
 - Turn to a neighbor and talk about what could happen if you didn't report and there was danger or destruction?

Goals:

- Students will:
- 1) Be able to explain the Double D Rule .
 - 2) Be able to give examples of tattling and reporting.

Situations:

- Tommy is changing all of the letters on the marquee to spell out inappropriate words. (R)
- Steven is making the hands on the walls that Mrs. "C" made with us doing inappropriate gestures. (R)
- Danny stayed home from school today, and he was not even sick. (T)
- Kaylee won't play with me. (T)
- Charlie is talking about beating Mike up after school. (R)
- Glen is throwing rocks. (R)
- Noah didn't finish his work. (T)
- Ashley is throwing leaves. (T)
- Joanna won't stop playing with her hair. (T)
- Joey ran out into the street. (R)
- Billy was teasing Amy and now she's outside crying. (R)
- Randy has a knife. (R)
- Molly says I'm not her friend anymore. (T)
- The principal is teasing me. (T)
- Sara wasn't really sick yesterday when she missed school. (T)
- Tony brought a magnet to the computer lab. (R)