

# #12053

## I'M TELLING! A TATTLER'S TALE

SUNBURST VISUAL MEDIA, 1997

Grade Level: K-4

16 Minutes



# *I'm telling!*



### CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#12055 SOMETIMES FRIENDS MEAN TROUBLE](#)

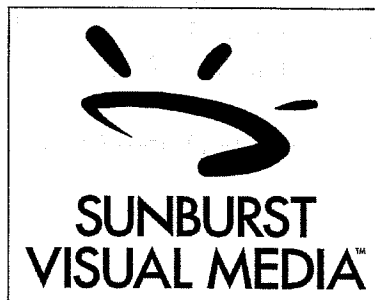
[#12057 WHEN YOU SEE BULLYING HAPPEN: WHAT A BYSTANDER CAN DO](#)

[#12062 SOMETIMES YOU HAVE TO SAY GOOD-BYE](#)

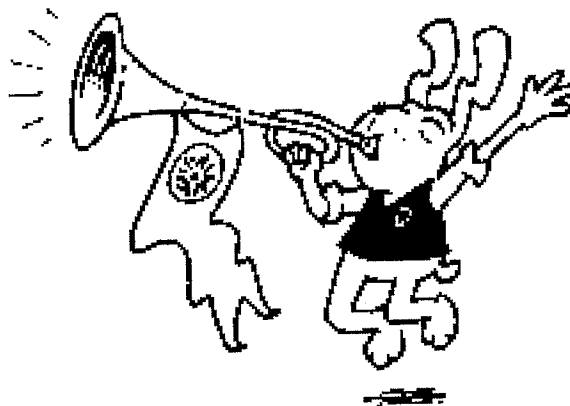
# **I'm Telling! A Tattler's Tale**

K-2

2609-06



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**Program Time..... 15 minutes**

# Program Overview

## Why Should Children View *I'm Telling: A Tattler's Tale*?

Children in the primary grades are just starting to be able to tell the difference between right and wrong. Therefore, tattling is, in a way, a sign that children are maturing, that they know what's right and they want to be sure everyone knows they know. Jealous feelings or the desire to "get back at" other children can also lead to tattling. Children need to learn that tattling usually doesn't help solve the problem, and that it can affect their relationship with other children. Viewing this program will help young children learn alternatives to tattling.

## Learning Objectives

Children will:

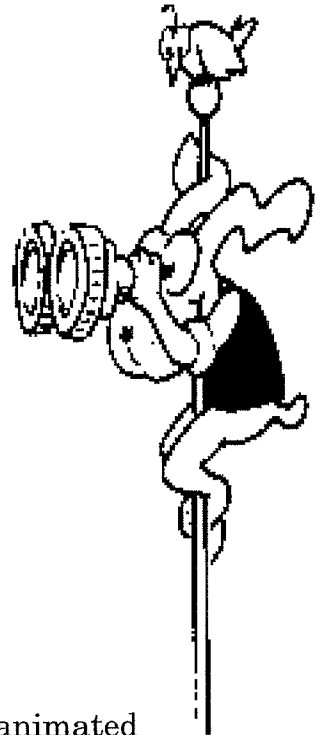
- understand that tattling does not solve problems, and often causes greater problems.
- learn alternative methods of dealing with a problem, rather than tattling.
- understand that there are certain situations where telling is the right thing to do.

## Program Content

- a 12-year-old narrator and his friend Tad, a friendly animated creature, introduces and discusses vignettes about tattling
- each vignette ends with a child learning an alternative to tattling
- music videos reinforce the points that are made

## Preview Questions

- Have you ever tattled on someone and wished afterward that you hadn't? What happened? Was the problem solved by tattling?
- How do you feel about tattle-tales? Do you think they are popular with the other kids in school?
- Has anyone ever tattled on you? How did it make you feel?



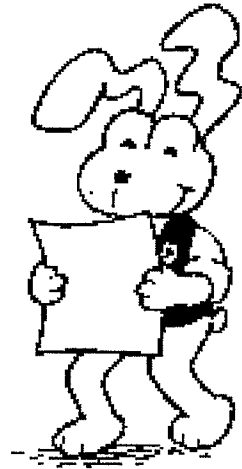
# Guidelines for Discussion

## Create a Climate of Openness and Acceptance

- Encourage children to show respect for the opinions of others.
- Model this behavior yourself.

## Establish Ground Rules

- Avoid put-downs, ridicule and sarcasm.
- Don't allow anyone to interrupt a speaker.
- Give students the option to pass if they don't feel like speaking.



## Guard Against Inappropriate Self-Disclosure

- Be prepared to handle discussions without allowing students to expose too much personal information.
- Have strategies for moving the conversation along or for steering the discussion in a different direction.

## Probe Beyond the Neat and Tidy Answers

- Children know how to tell adults what they think they want to hear. To find out what children really think, try prolonging a discussion to search for even greater depth.
- Remind children that there is no right or wrong feeling for any given situation.

## Pause for Discussion

- Some children may benefit from pausing for discussion after each segment of the program. This gives them the opportunity to more immediately reflect on the content as well as their own experiences.

# V

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### Introduction

The young narrator, Tom admits that he isn't always sure what tattling is, but says that he has a special box that might help. He opens the box, and a character named Tad pops out. Tom tells Tad that he needs his help to decide what tattling is; he then introduces the first scene.

### Scene One


Henry and Curtis are each building with blocks. Their teacher, Ms. Blossom announces that it is writing time. Henry puts his blocks away, according to the rules, but Curtis leaves without doing it. Henry runs to Ms. Blossom and tattles that Curtis didn't put away his blocks.

Tom asks Tad for his opinion: Is Henry telling on Curtis? Tad says yes, and explains that one way to know is to ask yourself if someone is being hurt, or if something dangerous is happening. If the answer is "no," then telling is tattling.

Back in the classroom, Ms Blossom commends Henry for knowing the rules, but tells him it's not up to him to tell on Curtis, as long as Curtis is not doing anything dangerous or hurting anyone. She suggests that, instead of tattling, Henry could help Curtis to remember the rules. Henry asks Curtis if he remembers the rule about putting things away and Curtis says no. Henry offers to help Curtis, and the two boys run off to put away Curtis' blocks.

### Discussion Questions

- Why do you think Henry wanted to tell on Curtis? Was Curtis hurting anyone?
- What are some of the ways that tattling can make things worse?
- How do you think Curtis felt when Henry helped him? Do you think the two boys will still be friends?



Tom reiterates the point that instead of tattling on rule-breakers, it's better to help each other understand the rules. Tad agrees: Tattling doesn't help... helping helps!

A music video emphasizes the points made in this scene.

## Scene Two

Melissa really wants to be friends with Shawna and Jennifer, who are working together on an art project. Melissa comes along and tries to help by adding a pencil drawing to their poster. She proudly tells the girls that it is a drawing of a princess who lives in the forest. Shawna complains that there are no princesses in a rain forest, and starts erasing Melissa's drawing. Melissa threatens to tell. Shawna says she doesn't care because Melissa is the one who is messing up. Melissa runs to Ms. Blossom to tattle.

The narrator, Tom, points out that no one is being hurt and nothing dangerous is happening; therefore, is Melissa tattling? Tad says yes, and tells us that another question should be asked: "Am I telling to get someone in trouble?" Melissa does want to get the girls in trouble, but Tad points out that it won't get her what she really wants—to be friends with them. Tom shows another example that shows how Melissa has a lot of trouble making friends, and introduces the next part of the scene.

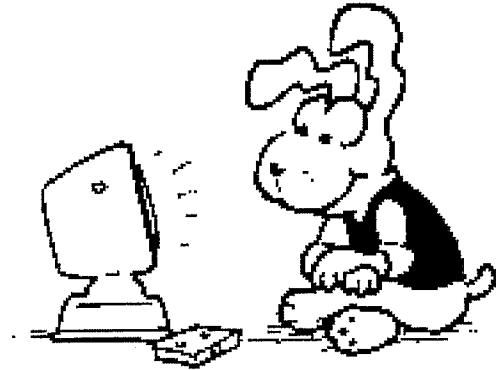
## Discussion Questions

- Why did Shawna erase Melissa's drawing? Did Melissa ask first if she could help?
- Have you ever tried to be friends with someone who didn't want to be friends with you?
- What do you think is the best way to make friends with someone?



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On the playground, Melissa is trying to get into a ball game with Charley and some others. Charley explains that they've already started playing. Melissa says he's not being fair, and runs to tell Ms. Blossom. The teacher reminds Melissa that, before coming to her, she should ask herself, "If I tell someone, will this help, or do I want to get someone in trouble?" Melissa replies that she is trying to help—herself; she wants the other kids to be friends with her. Ms. Blossom says that tattling won't make them feel friendly, and that maybe Melissa can solve the problem herself by acting friendly toward the other kids, possibly asking their help with something.



The scene shifts to the playground again, where Melissa offers to play the winner of the game being played. Max tells her that this is their last game. Melissa reminds herself to be friendly instead of tattling, and asks if she can play with the others after the game is over. Charley and his friends readily agree.

Tom tells viewers that Melissa has finally learned that it's better to solve her own problems than to tattle, and as a result she is getting along better with everybody, even Shawna and Jennifer.

We then see Melissa watching Shawna and Jennifer walking home. She goes to walk with them. Shawna is unfriendly at first, calling Melissa "Miss Tattle Tale." Then Melissa decides she will try Ms. Blossom's suggestion to be friendly and ask someone to help her. She tells the girls that she had trouble understanding Ms. Blossom's lesson on quarts and pints, and asks if they can



help her. Shawna immediately thaws toward Melissa, and invites her and Jennifer over to her house to explain it to them.

Tom sums up the scene by saying, “Tattling doesn’t make friends—being friendly makes friends.” A music video reiterates this point.

### Scene Three

Tad says that another question to ask yourself before you tatttle on someone is, “Do I need to tell or can I help myself?” The scene shifts to the lunchroom, where Kelly takes Julie’s lunch when she’s not looking. He then teases her because she can’t find her lunch. When Julie asks him about it, Kelly denies taking it, but she doesn’t believe him. Then Julie asks herself, “Should I tell on Kelly, or can I help myself?” She then takes Kelly’s lunch sack and threatens to eat his lunch if he doesn’t give hers back. Kelly gives in, telling Julie she’s no fun, and gives her back her lunch.

Tom and Tad agree that asking yourself questions before you tatttle can help you do the right thing. But they also agree that there are times when telling is the right thing to do, as in the next scene.

### Discussion Questions

- Why do you think Julie didn’t tatttle on Kelly when he took her lunch?
- Would things have been different if Julie had tattled? How?



## Scene Four

Julie is at the playground jumping rope, when two older girls grab the rope and are teasing her by holding it where she can't reach. Curtis sees what is happening and tells the girls to leave Julie alone. He tries to help her, but the girls block him. Julie starts to cry, and the girls tease her even more.

Tom asks Tad if it would be tattling if Curtis went to get help for Julie. Tad says no—it's not tattling if you or someone needs help and can't solve the problem alone.

Curtis runs to Ms. Blossom, and she comes to help. A music video summarizes the scene.

## Conclusion

Tom starts to put Tad away, but first Tad suggests reviewing the points made in the program. Each scene is briefly replayed and the major point of each one is reiterated before Tad goes back in the box.

## Discussion Questions

- What do you think would happen if Curtis hadn't told Ms. Blossom that Julie was in trouble?
- Talk about some other times when it would be right to tattle on someone.
- Think of some times when you would be wrong if you *didn't* tattle.

# Suggested Activities



## Language Arts

In connection with *Think Page 6*, remind students that the word “tale” has a sound-alike word that is spelled differently (“tail”). Ask students to think of other words that sound alike but are spelled differently. Write the words on the chalkboard or make a display on the bulletin board to which children can add examples as they think of them.



## Creative Expression; Language Arts

Divide the class into teams of two or three. Ask each team to make up a situation in which one child does something that prompts the other to “tattle” on him / her. Then have them role play for the class and discuss how each team dealt with the situation.



## Art

Provide children with craft materials such as ice cream sticks, scraps of felt, ribbon, fabric, buttons, yarn, paper towel tubes, etc. Ask each child to make a “Tattle Tale” doll. Have children name their dolls and write the name on a square of construction paper which can be attached to the doll with a pin or a piece of tape. Display all the “Tattle Tale” dolls on a table.



## Language Arts

Ask each child to complete a two-line poem, or try it as a group. The first line is always “Tattle tale, tattle tale.” Children must think of a second line that rhymes with “tale.”



## Language Arts

Hold a class discussion on the reasons why it is not a good idea to tattle on somebody. Try to touch on the following: tattling can get someone in trouble for no reason, it can ruin or prevent friendships, and it often does a lot of

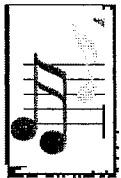


harm without solving the problem. Create a cooperative poster showing on one side why tattling is not a useful thing to do and on the other side, things you can do instead of tattling.



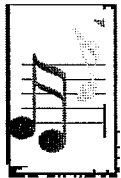
### **Creative Expression; Movement**

Choose one of the vignettes from the program, or let each child make their own choice. Invite students to take turns telling their own versions of the story, using their own words, movements, facial expressions, etc.



### **Music; Creative Expression**

Work with children to compose an original song about tattle-tales. Each child might contribute a different verse; the verses can then be set to music. Any musical instrument available in the classroom can be used to help the children “compose” their tune.



### **Music; Creative Expression**

Have children create their own dances to the music in the program.



### **Language Arts; Art**

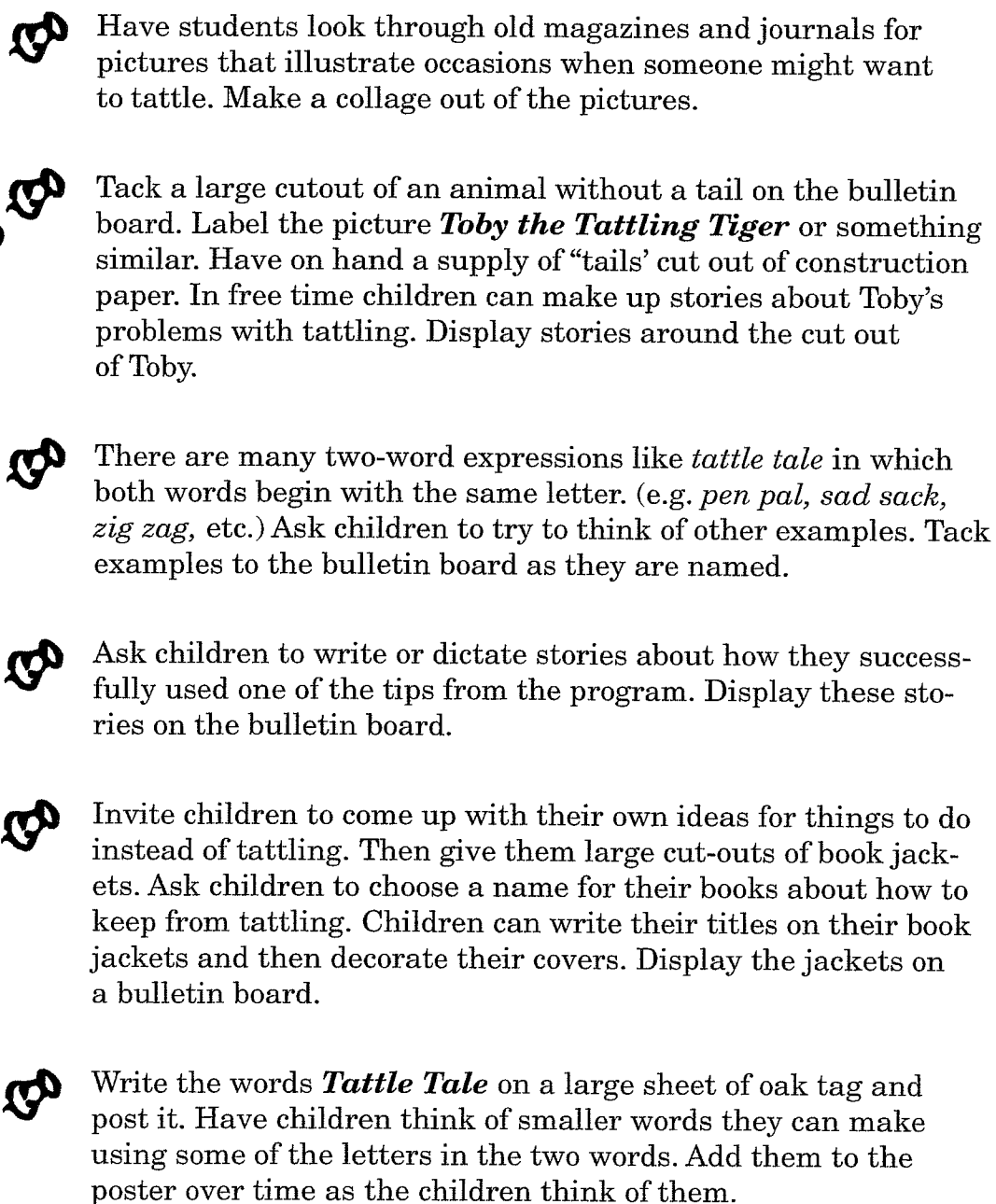
Ask students to think about different things they can do whenever they feel like tattling on someone. Put all the ideas together in a book and title it, *I'm Not a Tattle Tale*. Write one suggestion on each page and have children draw or cut out pictures to illustrate each suggestion.



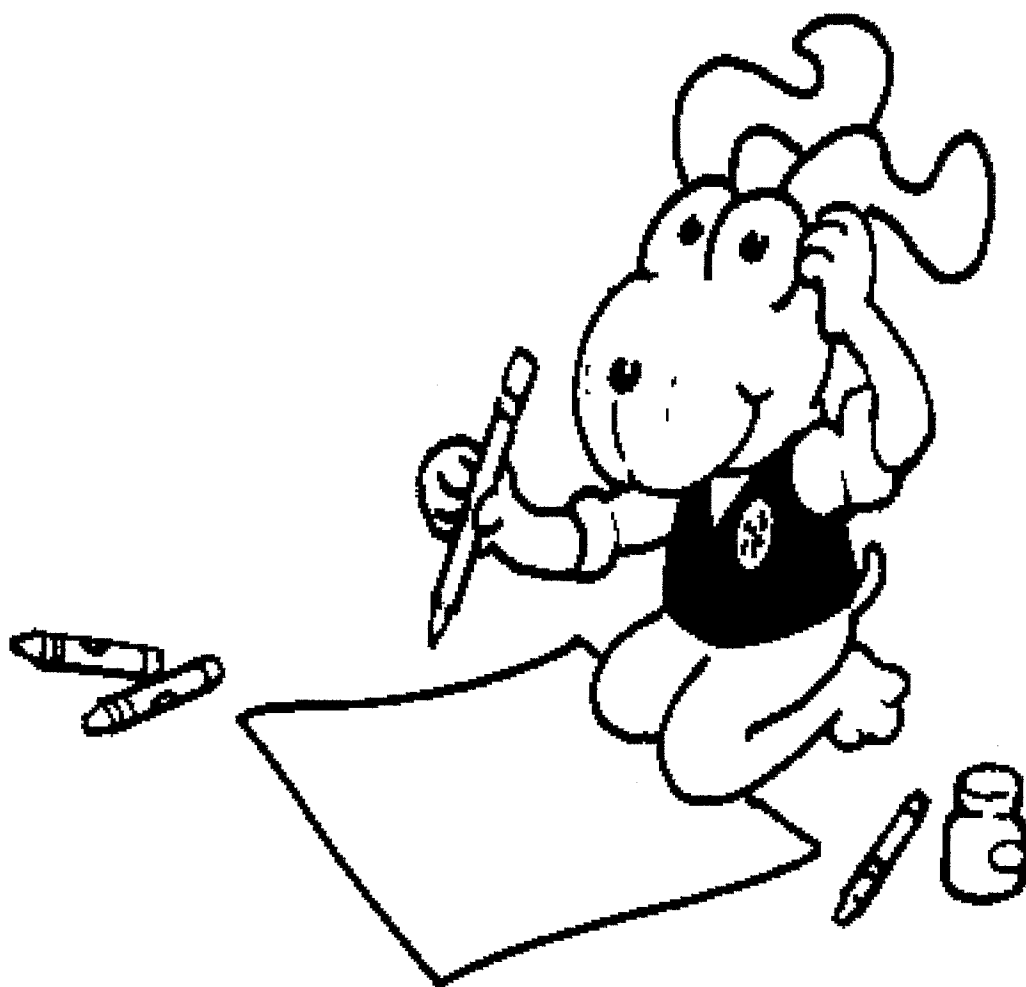
### **Language Arts**

Set aside a section of your classroom designated as the “No-Tattle Corner.” Put the *I'm Not a Tattle Tale* book in the corner, and also collect games, puzzles, drawing materials, etc. Invite students to go there whenever they feel like tattling on someone and want to have a “time-out.”

## Bulletin Board Starters

- 
- Have students look through old magazines and journals for pictures that illustrate occasions when someone might want to tattle. Make a collage out of the pictures.
  - Tack a large cutout of an animal without a tail on the bulletin board. Label the picture *Toby the Tattling Tiger* or something similar. Have on hand a supply of “tails” cut out of construction paper. In free time children can make up stories about Toby’s problems with tattling. Display stories around the cut out of Toby.
  - There are many two-word expressions like *tattle tale* in which both words begin with the same letter. (e.g. *pen pal*, *sad sack*, *zig zag*, etc.) Ask children to try to think of other examples. Tack examples to the bulletin board as they are named.
  - Ask children to write or dictate stories about how they successfully used one of the tips from the program. Display these stories on the bulletin board.
  - Invite children to come up with their own ideas for things to do instead of tattling. Then give them large cut-outs of book jackets. Ask children to choose a name for their books about how to keep from tattling. Children can write their titles on their book jackets and then decorate their covers. Display the jackets on a bulletin board.
  - Write the words *Tattle Tale* on a large sheet of oak tag and post it. Have children think of smaller words they can make using some of the letters in the two words. Add them to the poster over time as the children think of them.







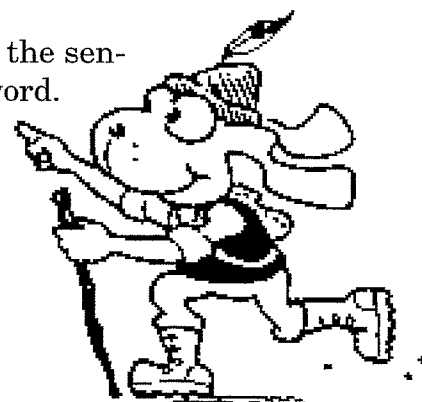
# Think Page Strategies

Page	Suggested Use
1	<ul style="list-style-type: none"> <li>Read the sentences aloud, and have children respond appropriately.</li> </ul>
2	<ul style="list-style-type: none"> <li>For children who can't read these sentences, you or a student may read them aloud. An alternative to the second part is to discuss as a group what could be done with each of the "no" answers.</li> </ul>
3	<ul style="list-style-type: none"> <li>If this is too challenging for children, ask them to give their replies orally, write a group letter, or have children work in groups.</li> </ul>
4	<ul style="list-style-type: none"> <li>If this is too challenging for your students, read the examples to them and choose the correct answers as a group, then have children finish cutting and pasting.</li> </ul>
5	<ul style="list-style-type: none"> <li>Work through the cups, pints, quart section as a group, then have children finish either individually or in partners.</li> </ul>
6	<ul style="list-style-type: none"> <li>Before children begin this page, review the differences between the words "tale" and "tail."</li> </ul>
7	<ul style="list-style-type: none"> <li>Review the points made in the video, then discuss what might be done in each case. When children have drawn their pictures, display them on the bulletin board with the corresponding stories.</li> </ul>
8	<ul style="list-style-type: none"> <li>This may be done individually or as a group.</li> </ul>

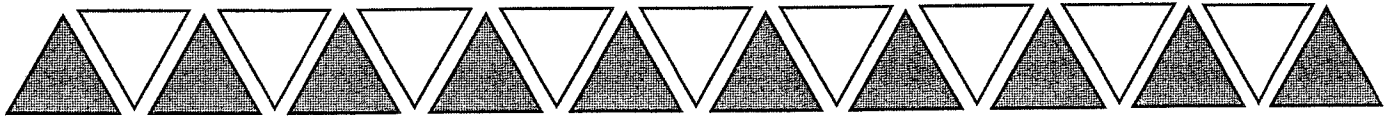


# Think Page Strategies

Page	Suggested Use
9	<ul style="list-style-type: none"> <li>This worksheet may also be used as a discussion starter.</li> <li>As an alternative, have students use different color combinations and post their finished art as a class collage.</li> </ul>
10	<ul style="list-style-type: none"> <li>Try giving children mirrors to use while they do this exercise.</li> <li>Discuss the feelings that children have tried to depict in the drawings.</li> </ul>
11	<ul style="list-style-type: none"> <li>Nonreaders may need help finding the right spellings.</li> </ul>
12	<ul style="list-style-type: none"> <li>Ask children to share what they wrote and drew. Before students begin this page, review that tattling is not always negative.</li> </ul>
13	<ul style="list-style-type: none"> <li>As an alternative, children can choose just one story to illustrate on larger paper. Then you can put the individual stories on the bulletin board and surround them with the children's pictures.</li> </ul>
14	<ul style="list-style-type: none"> <li>This can also be done as a whole class-activity.</li> <li>Have students refer back to the video in order to complete this activity.</li> <li>Create a bulletin board based on the children's illustrations.</li> </ul>
15	<ul style="list-style-type: none"> <li>If this is too challenging for your students, read the sentence to them and have them choose the right word.</li> </ul>
16	<ul style="list-style-type: none"> <li>Once students have completed this self-evaluation, ask them to write a statement about their habits. Students can keep this as a reminder of what they are striving to accomplish.</li> <li>This may be done individually or as a group.</li> </ul>



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



# What Is Tattling?

Draw a box around it if you think it is better than tattling. Draw a line through it if you don't think it is better than tattling. Like this:

Help the person remember the rules.

~~Scream out loud at the person.~~

Ask yourself if anyone is being hurt.

Ask yourself if you want the person to be your friend.

Think if you want to get the person in trouble.

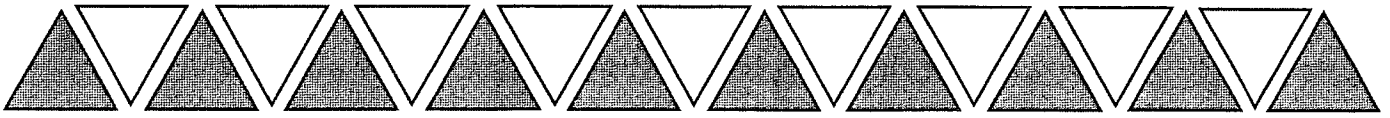
Tell the person how much you hate him or her.

Try to solve the problem yourself.

Join the person in whatever he or she is doing wrong.

Get help if that somebody is really in trouble.

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



# I'm Telling!

Color the yes or no box beside the following questions. Then choose one of the "no" sentences and tell what you would do instead.

## Should you tell if....

YES

NO

1. You see some big boys pulling a little girl's hair?
2. Somebody takes your lunch by mistake?
3. You see a girl lighting matches on the school bus?
4. Your friend won't help you with your homework?
5. Your sister won't let you borrow her pen?
6. You see a classmate tearing up books in the library?
7. Your little sister writes on the wall in your room?
8. One of your schoolmates makes fun of you for wearing glasses?

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Number:

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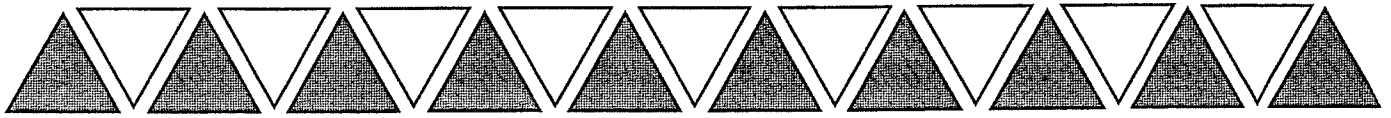
I would

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



# How Does Tattling Make You Feel?

Your friend Alisa asks you to let her use your red crayon. You say no, because you need the red crayon yourself. Alisa tattles to the teacher about how mean you are.

Write a letter to Alisa telling her how you feel.

**Dear Alisa,**

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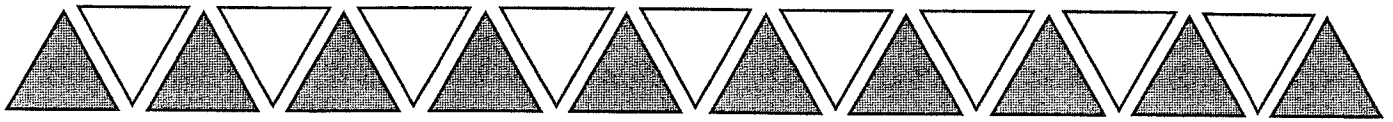
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Name: \_\_\_\_\_



# Talk... Don't Tattle

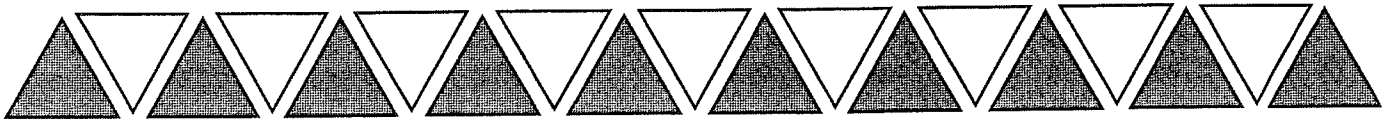
These kids feel like tattling on someone. Read their stories. Choose something they could say from one of the boxes below. Then cut it out and paste it where it belongs.

1. Adam tripped over Sheena's bike.  
She always leaves it in the driveway.

2. It was David's turn to watch a TV  
show he liked. His brother wouldn't let  
him change the channel.

3. Samantha couldn't find her lunch  
bag. She saw Ralph eating her lunch.

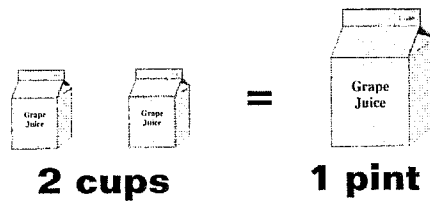
Ms. Blossom will make you give it back!	Please remember about your bike. I almost got hurt.	Are you sure you took the right bag?	I'm telling Dad!	Maybe there's something on that we both like.
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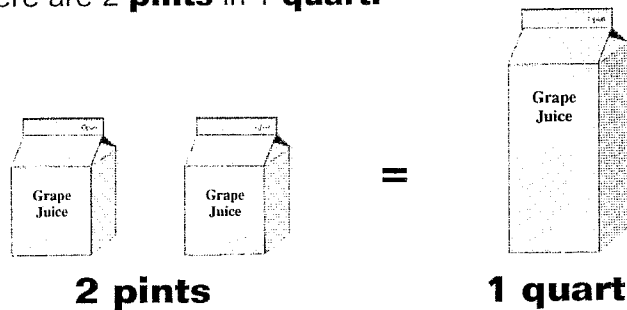
# Shawna Helps

When Melissa was friendly, Shawna was friendly, too. She helped Melissa and Jennifer learn about pints and quarts. Shawna used grape juice because it is a pretty color.

First she showed them that there are 2 **cups** in 1 **pint**.



Next she showed them there are 2 **pints** in 1 **quart**.

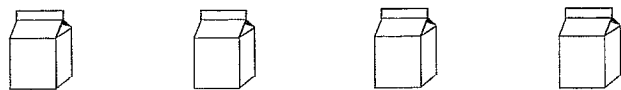


They had a good time and learned all about measuring pints and quarts. Now show what you know about pints and quarts.

Color how many cups you need to make one pint of grape juice.

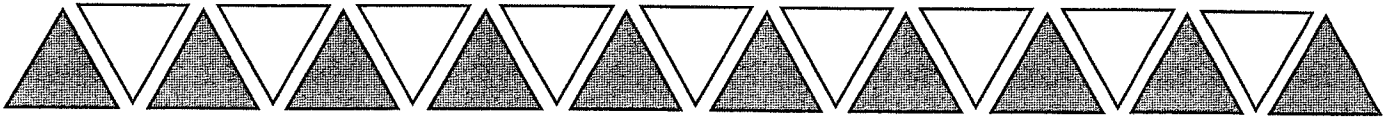


Color how many cups you need to make two pints of grape juice.



Color how many cups you need to make a quart and a pint of grape juice.

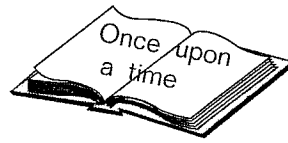




# Tale or Tail?

Tattle tale means to tell a story, or a tale about someone. The word tail sounds the same, but it is spelled differently and has a different meaning. Do you know the difference? Write the correct word in each blank. Here are some pictures to help you.

Tail

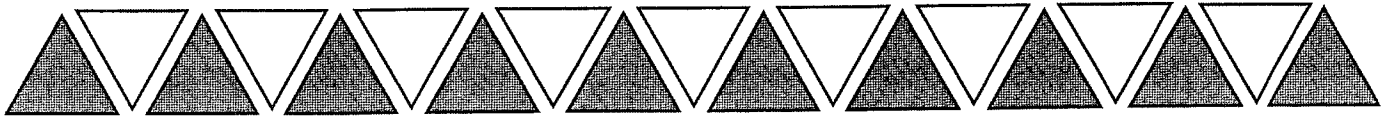


Tale

1. You can find a \_\_\_\_\_ in a book.
2. You can find a \_\_\_\_\_ on a kite.
3. If you want, you can write your own \_\_\_\_\_.
4. When a dog is happy, he wags his \_\_\_\_\_.
5. A fish uses its \_\_\_\_\_ to help it swim.
6. A story about animals is an animal \_\_\_\_\_.
7. The cat caught its \_\_\_\_\_ in the door.
8. Adam was at the \_\_\_\_\_ end of the line.



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



# What About Rules?

When **you** know what the rules are, you sometimes feel angry if someone else doesn't follow the rules. You might think you should tell on them. Instead, you could help them learn the rules too.

**Write about how you would help these children learn the rules.**

1. The rule is not to touch the class rabbit, but Pedro is teasing it.

I would \_\_\_\_\_  
\_\_\_\_\_

2. The rule is you should ask before you take someone's things. Jilleen takes Sandy's crayons from her desk.

I would \_\_\_\_\_  
\_\_\_\_\_

3. The rule is you can't tell someone they can't play. Calvin is keeping Janet out of the game.

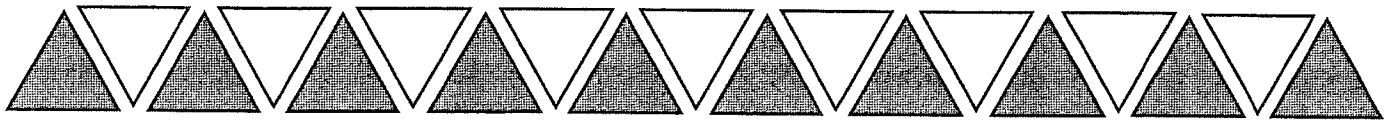
I would \_\_\_\_\_  
\_\_\_\_\_

4. The rule is you have to finish your work before you can go to the book corner. Ellen didn't do her work and she is reading in the book corner.

I would \_\_\_\_\_  
\_\_\_\_\_

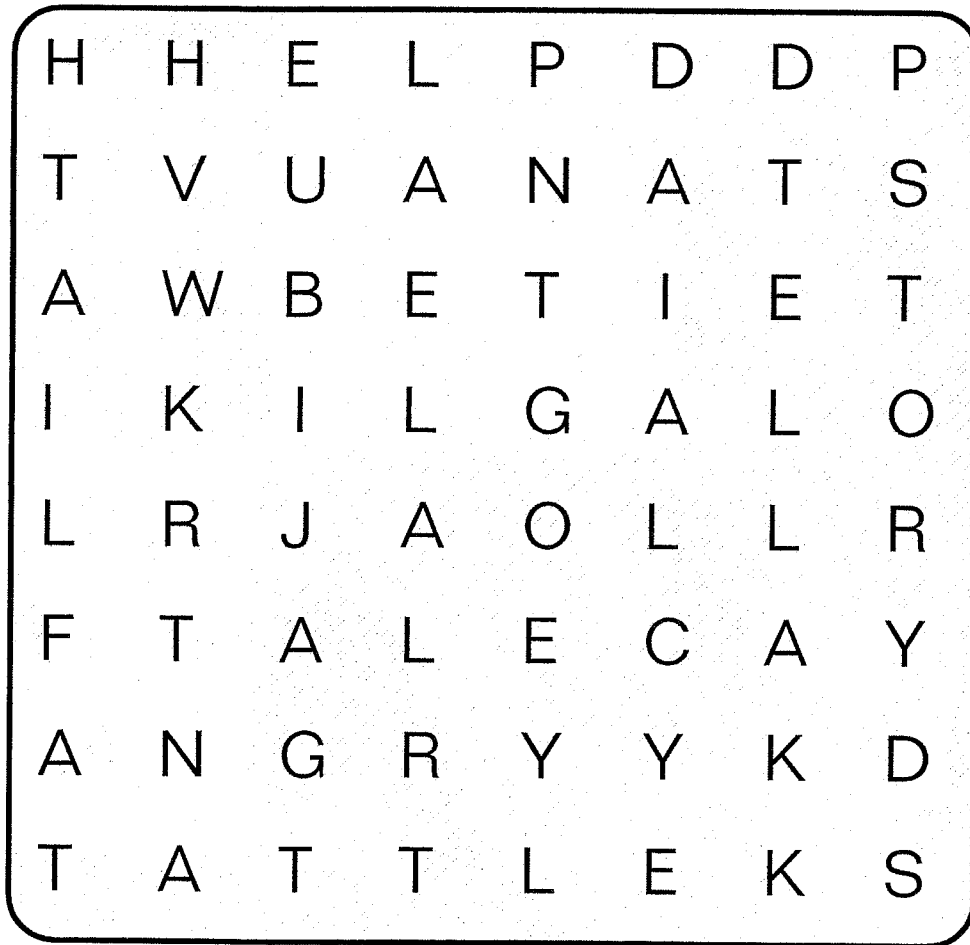
**Choose one of the stories and draw a picture of what happened on the back of this sheet.**

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



# Where's the Word?

Find the words from the Word List in the puzzle and draw a circle around them.



## Word List

ANGRY  
BLOCKS  
HELP  
STORY  
TALE  
TATTLE  
FRIEND  
GLAD  
TAD  
TAIL  
TELL

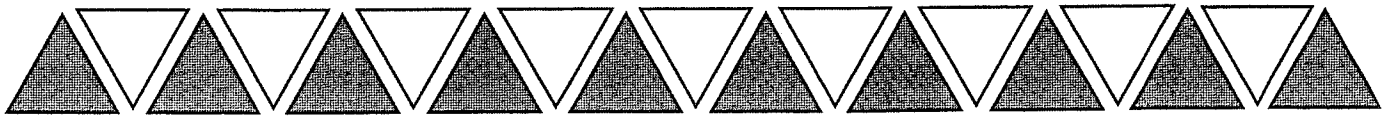
Write a sentence using at least four of the words you found in the puzzle.

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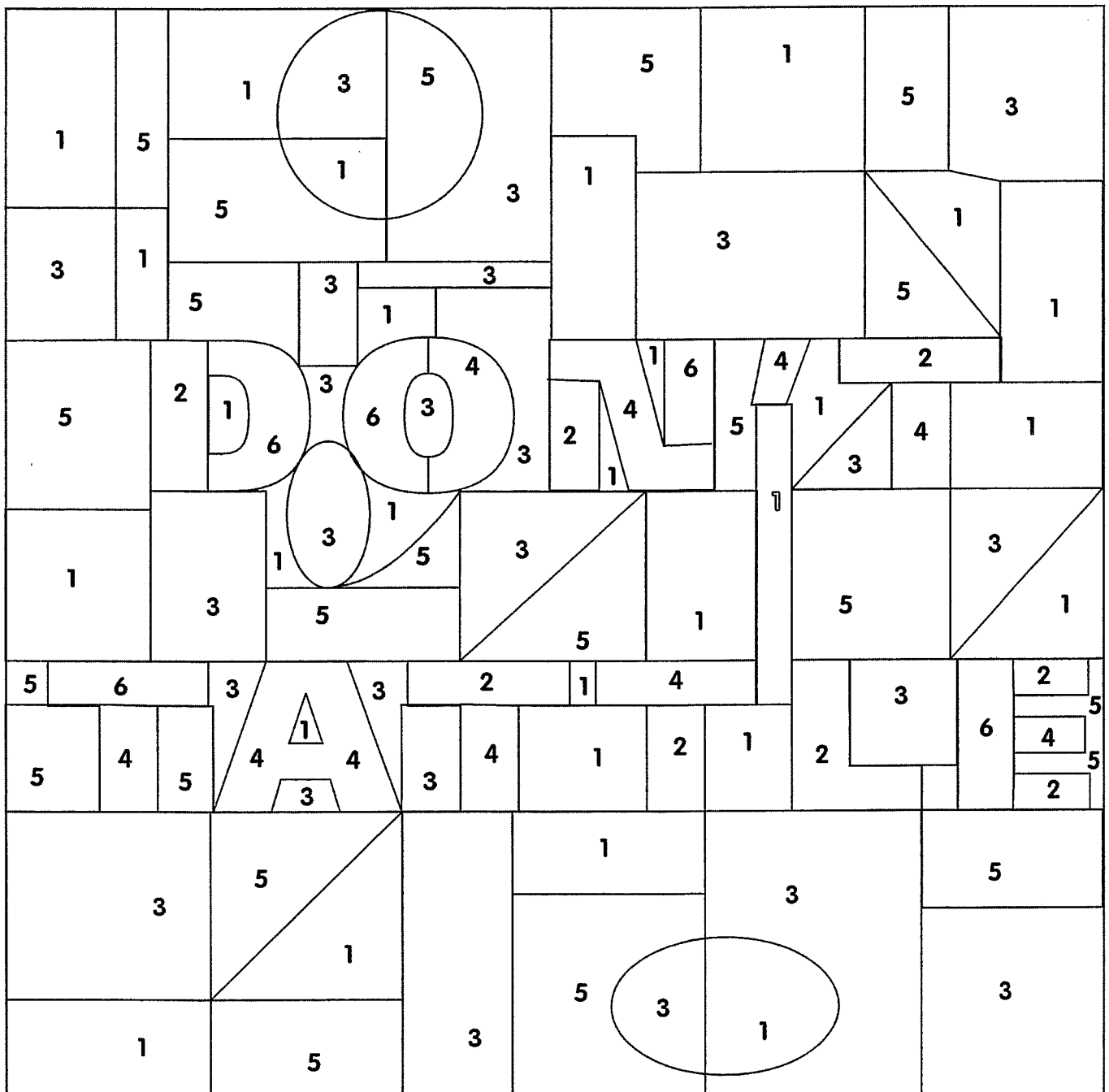
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Name: \_\_\_\_\_

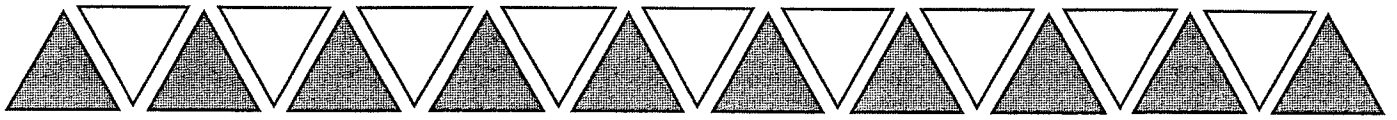


# What's the Message?

Color all the even-numbered shapes with green crayon. Color all the odd-numbered shapes yellow. You will find a hidden message.



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



# What's The Feeling?

Circle the word that tells how Melissa felt when the other kids wouldn't play with her. Then draw a face that shows how she felt.

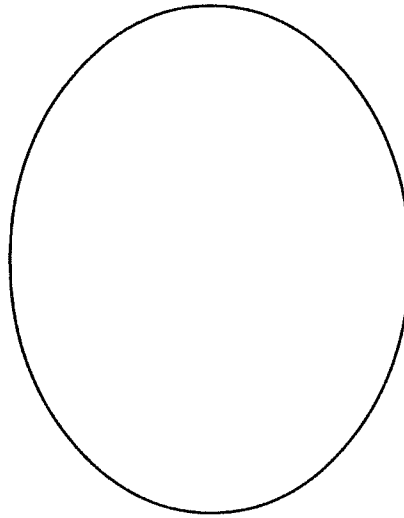
**Melissa felt...**

**surprised**

**scared**

**angry**

**happy**



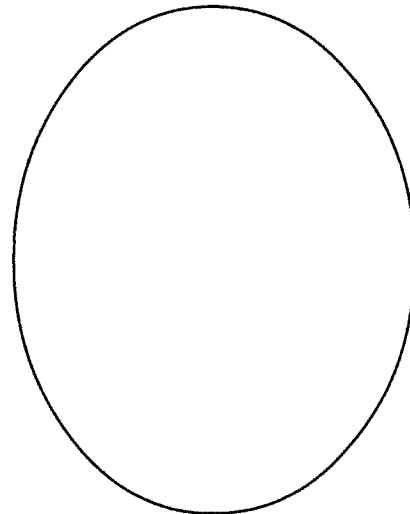
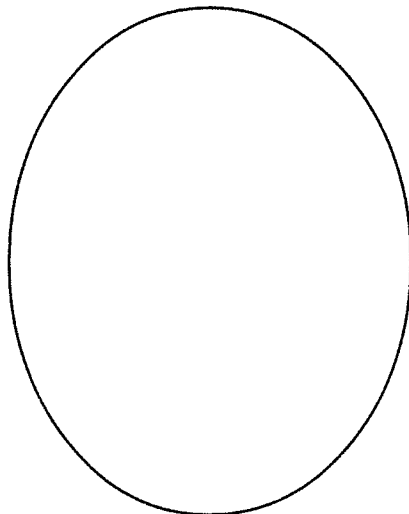
Circle the word that tells how Melissa's friends felt when she stopped tattling on them. Then draw faces that show how they felt.

**Melissa's friends felt... sad**

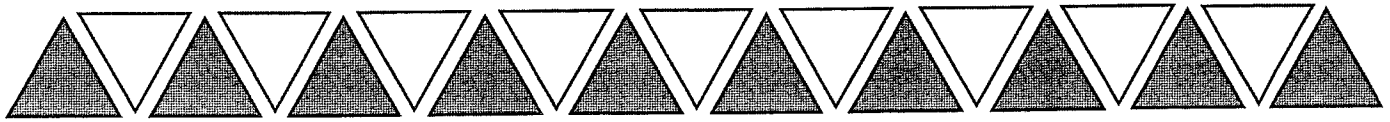
**happy**

**lonely**

**nervous**



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



# Tattling Word Scramble

Unscramble the letters to make a word that fits in each sentence.  
Write it on the line.

1. Instead of tattling on rule-breakers, help them \_\_\_\_\_  
the rules.

**D R T S U N E A D N**

2. Tattling is not a \_\_\_\_\_ thing to do.

**Y L N F E R I D**

3. Before you tell on someone, ask yourself some \_\_\_\_\_.

**T N Q O I U S S E**

4. It's always best to try and \_\_\_\_\_  
your own problems.

**V E S L O**

5. Don't tell on someone just to get them in \_\_\_\_\_.

**U E L T O R B**

6. Nobody likes a tattler \_\_\_\_\_.

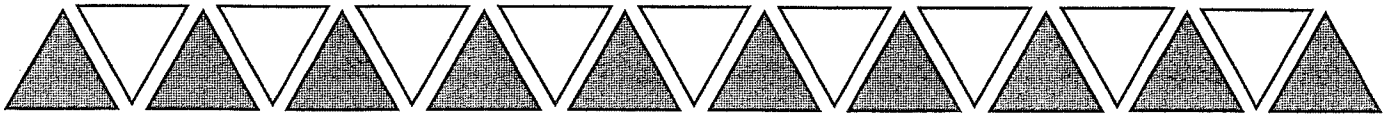
**E A L T**



## Word List

FRIENDLY  
QUESTIONS  
SOLVE  
TALE  
TROUBLE  
UNDERSTAND

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

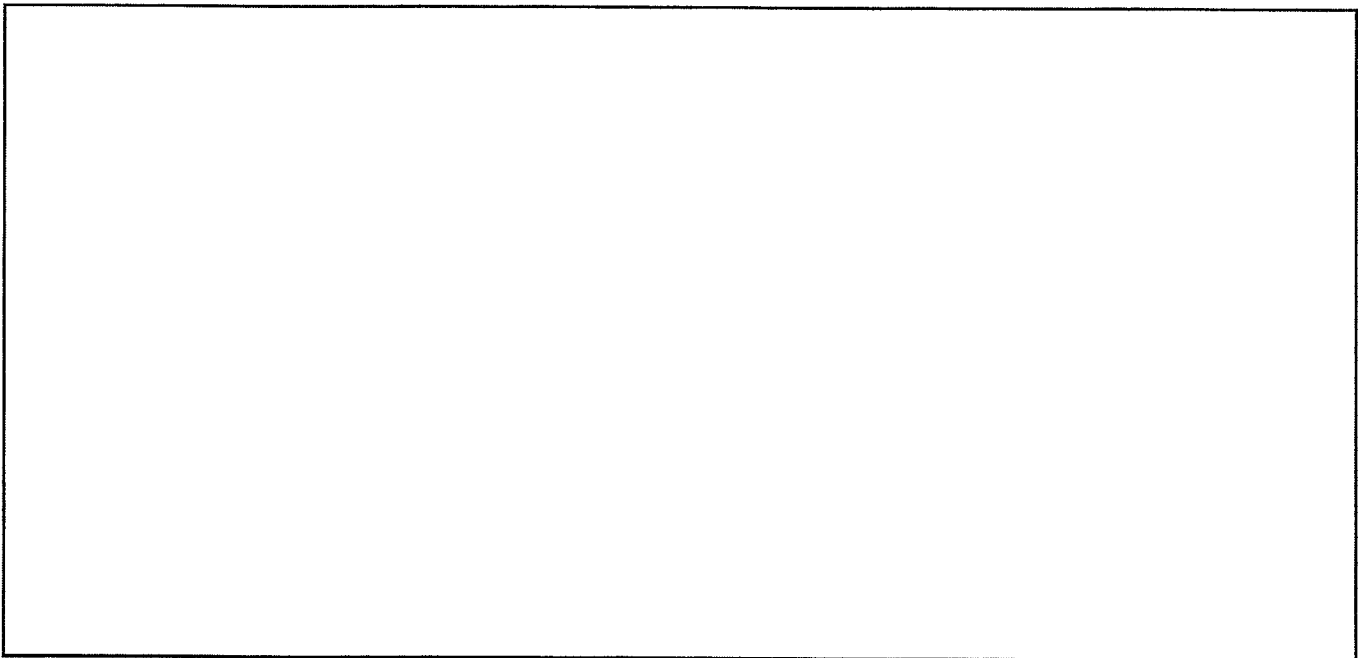


# Tattletales

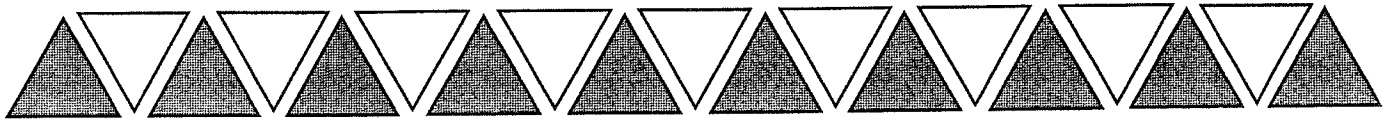
How do you feel about tattletales? Write five words that describe a person who tattles on others.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Draw a picture of a tattletale. Give your picture a name.



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



# What Can You Do Instead of Tattling?

Read each sentence. Then tell what you can do instead of tattling.

1. Your brother ate all the cookies and didn't save any for you. Instead of tattling on him, you can:

---

---

2. Your best friend met a new girl in school and doesn't want to play with you anymore. Instead of tattling on her, you can:

---

---

3. The boy who sits next to you tried to copy from you during a test. Instead of tattling on him, you can:

---

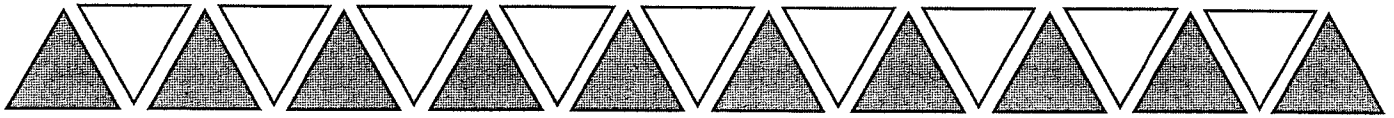
---

4. Some of the kids were making fun of you because you wear glasses. Instead of tattling on them, you can:

---

---

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



# When Is Tattling Okay?

There are times when telling on a classmate is the right thing to do.  
It's okay to tell the teacher if someone

\_\_\_\_\_

or

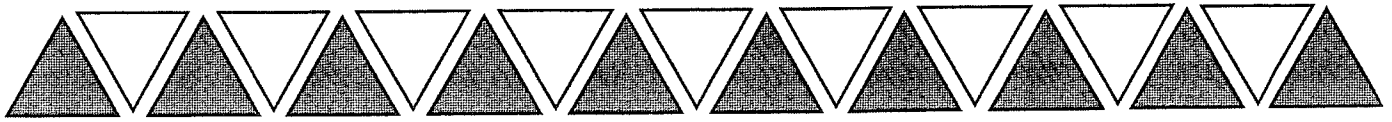
\_\_\_\_\_

or

\_\_\_\_\_

Draw a picture of something you **should** tell about:





# The same or different?

Circle the word or words under each sentence that mean almost the **same** as the underlined word.

1. Melissa told Ms. Blossom that the other girls were mean to her.

unkind      friendly      strange

2. It's best to try and solve a problem yourself.

understand      work it out      forget

3. As long as nothing dangerous is happening, it's better not to tell on someone.

not safe      funny      calm

Circle the word or words under each sentence that mean the **opposite** of the underlined word.

4. Remember to ask yourself questions before you tell.

jokes      answers      songs

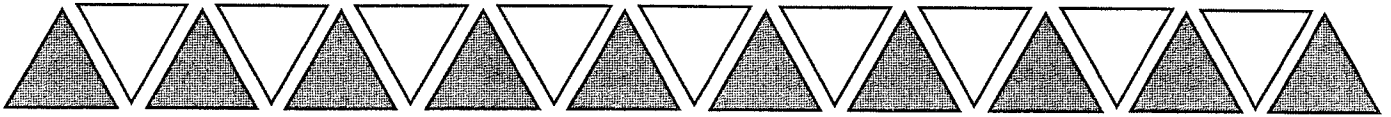
5. Melissa asked if she could play the winner of the game.

owner      starter      loser

6. What should you do when someone breaks the rules?

obeys      knows      makes fun of

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

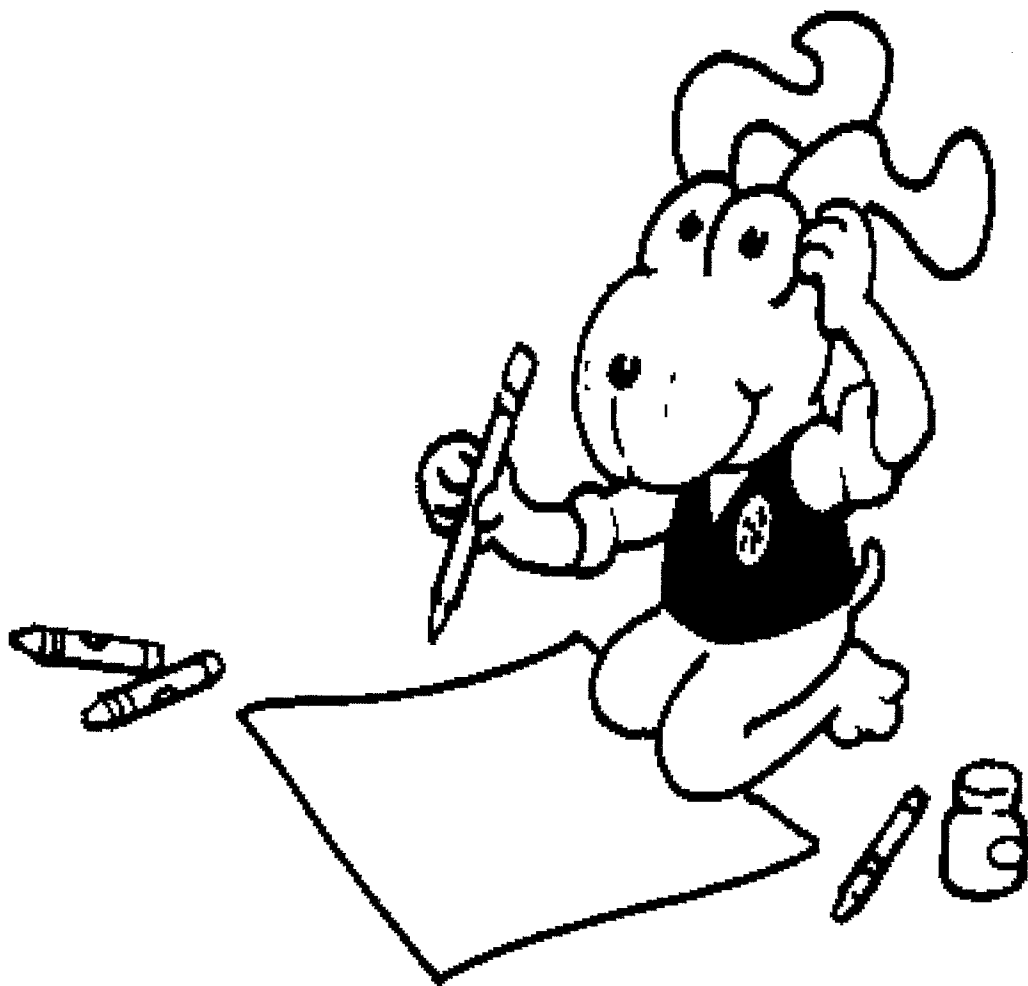


# Are You A Tattle-Tale?

Read each sentence and put a check on the line that tells about you.

	Always	Sometimes	Never
1. When I see someone breaking the rules, I tell the teacher.	_____	_____	_____
2. I tell a grown-up when I see something dangerous happening.	_____	_____	_____
3. I try to solve my own problems without tattling on anyone.	_____	_____	_____
4. I tell the teacher when someone teases me.	_____	_____	_____
5. I try to help people when they don't understand the rules.	_____	_____	_____
6. I tattle on people just to get them in trouble.	_____	_____	_____
7. If someone won't play with me, I get really mad.	_____	_____	_____
8. If I see someone in trouble, I mind my own business.	_____	_____	_____





# No More Tattling! Game

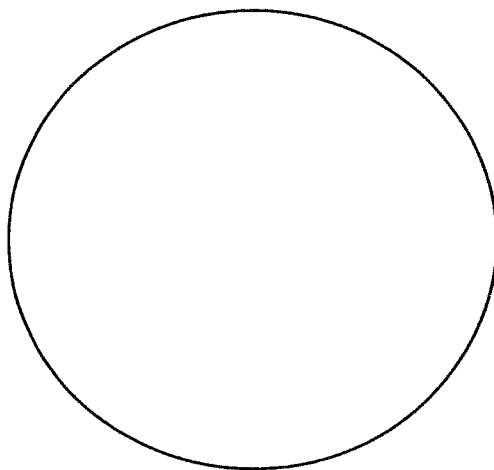
## Instructions for Play

**For Standard Play:** Children work in groups of 4-6. Place the envelopes containing the sentences in a pile in the center of the table. Distribute the colored circles so that all players have an equal number of red, blue, green and yellow circles.

- The first player chooses one envelope at random and reads the situation described on it. (The teacher may wish to read the situation for younger children).
- The teacher asks children to think of how they would react to the situation. They have four choices; these choices are printed on their colored circles. Each player chooses a colored circle that states what he or she would do in the given situation (or what he/she thinks should be done). The envelope is passed around, and each player drops the colored circle of his/her choice into the envelope.
- Each envelope may be discussed individually, or several envelopes may be passed around before discussion begins.
- The teacher or a player opens an envelope, repeats the situation written on it and removes the colored circles inside.
  - If all the circles are the same color it is apparent that all players decided to solve the problem in the same way. Have them discuss the solution they chose.
  - If one or two circles are a different color from the majority in the envelope, have the group discuss whether there is more than one appropriate way to react to the situation. Talk about the solution that most of the players chose and ask if anyone wants to change their mind about their answer.
  - If all the circles in the envelope are different colors it shows that there is wide disagreement on how to handle this situation. Have the group discuss the situation and offer reasons for the choices they made.
- Blank circles may be cut out of a different color (pink, orange, white, gray) and distributed to the players along with the printed circles. If a player comes up with a solution that is different from the printed ones, he/she may write it on the blank circle and place it in the envelope. These “different” solutions should be discussed.

# No More Tattling! Game

Cut 48 circles out of colored oaktag or posterboard. Make 12 red, 12 blue, 12 yellow and 12 green circles. If you'd like, use the pattern below.



Write on the colored circles as follows:

On the red circles: **TELL**

On the green circles: **EXPLAIN THE RULES**

On the blue circles: **TRY TO HELP YOURSELF**

On the yellow circles: **ACT LIKE A FRIEND**

Duplicate the following situations. Paste each one on the outside of an envelope large enough to hold 4 or 5 colored markers.

While you are in the library you see someone stealing one of the books.

You drop your hat on the school bus. A boy picks it up and won't give it back to you.

You are trying to eat lunch. Some kids grab your sandwich and start playing "catch" with it.

You see a girl crying because someone took her glasses and hid them.

You meet your friends in the mall. They are with someone you don't know and they won't stop and talk to you.

At recess, someone keeps throwing snowballs at you when your back is turned.

Your sister left her skates on the cellar steps.

In the playground you see an older boy purposely trying to hit a younger one with a basketball.

It's your turn to water the plants. Rudy says he wants to do it and grabs the watering can from you.

Your brother fed the dog something that could make him sick.

No one wants to play ball with you because you drop the ball a lot.

Alice stutters when she is nervous. You notice that Ray makes fun of her and that makes her stutter even more.

Everyone must put their books away at the end of reading hour. Leslie walked away and left her book on the table.

Your little sister lost some parts to your favorite game.

Lucy invited all the kids to come and see her new puppy, but she didn't ask you.



## Resources / Book List

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Baker, Barbara. *Digby and Kate*. New York: Dutton, 1988.  
Cat and dog have friendship that weathers differences.

Christaldi, Kathryn. *Baseball Ballerina*. New York: Random, 1992.  
A young baseball player is afraid someone will tell that she is taking ballet lessons.

Cole, Joanna. *Bully Trouble*. New York: Random, 1989.  
Two friends come up with an idea for getting even with a bully.

Conta, Marcia Maher. *Feelings Between Brothers and Sisters*.  
New York: Raintree, 1974.

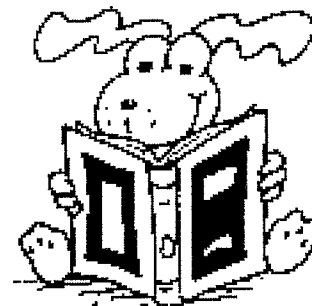
Crary, Elizabeth. *Feelings Between Friends*. New York:  
Parenting Press, 1992.

Krensky, Stephen. *Lionel and Louise*. New York: Dial, 1991.  
Louise learns to be responsible for her little brother.

Leverich, Kathleen. *Best Enemies*. New York: Greenwillow, 1989.  
Prescilla learns to deal with Felicity who is manipulative.

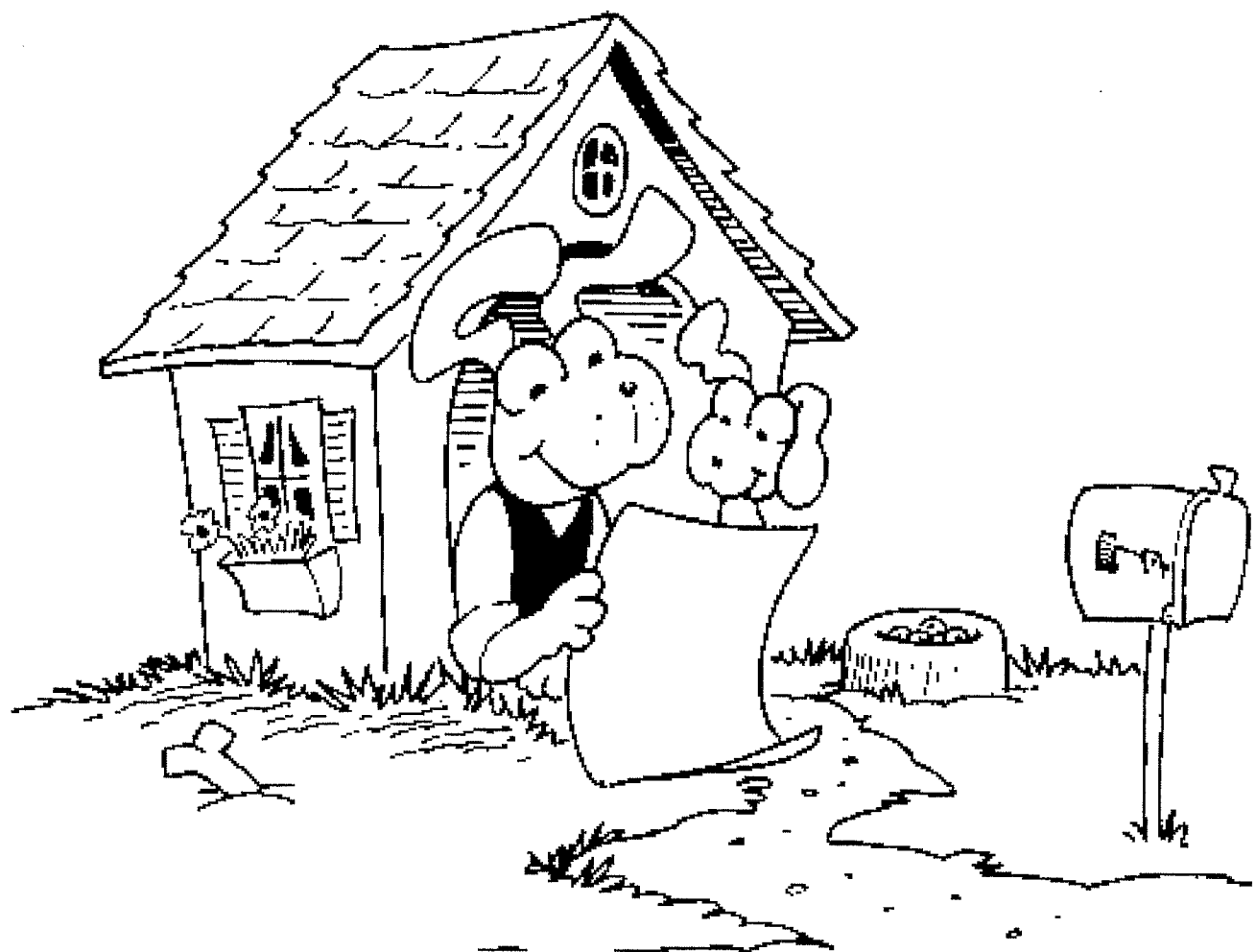
Luttrell, Ida. *Be Nice to Marilyn*. New York: Macmillan, 1992.  
What should Penny do when Marilyn does things like painting the cat  
and smashing the cake?

Sharmet, Marjorie Weinman. *Bartholomew the Bossy*. New York:  
Macmillan, 1984.



# Send Home Section

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# Send Home Page

Dear Family Member,

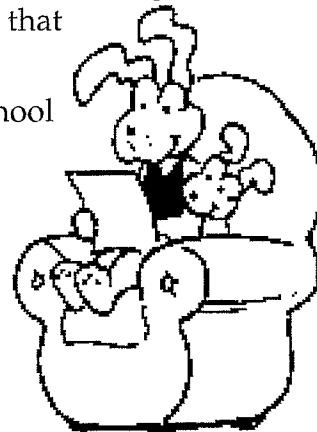
Your child has seen a video called *I'm Telling! A Tattler's Tale*. The program was designed to help children understand the differences between tattling and telling. When your child begins tattling, it shows he/she is learning right from wrong. Here are some ways you can help your child learn about tattling.

- **When your child seems to be tattling, ask him or her the following questions:** Was anyone hurt because of the other child's behavior? Did anything dangerous happen? Do you want to get the other child in trouble? Will telling you about it help the situation? Can you find a way to solve the problem without tattling?
- **Here are some of the things that your child learned in the video.**
  - Instead of tattling on rule-breakers, it's better to help them understand the rules.
  - Tattling is not a good way to make friends; being friendly is what makes friends.
  - Trying to solve a problem yourself is much better than tattling, which really doesn't solve anything.
- Sometimes telling is the right thing to do if someone is really in trouble or in danger and can't solve the problem alone. Then it isn't tattling, it is helping. Talk with your child about some situations that might justify telling on someone, for example:
  - You see some children take a younger child's school books or lunch.
  - You see someone being hurt by someone else.
  - You see someone doing something dangerous.

## Suggested Reading

*Feelings* by Aliko

*Learn the Value of Friendship* by Elaine P. Goley



# Para Hacer en Casa

Querido miembro de la familia,

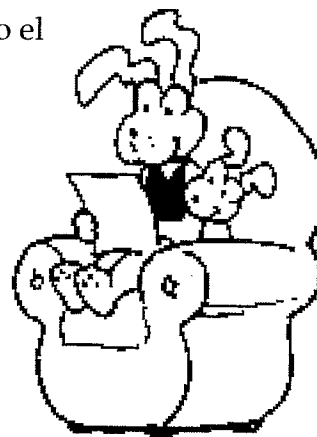
Su niño ha visto un video llamado *¡Voy a decírselo! El cuento del soplón*. El programa tiene el propósito de ayudar a niños a entender la diferencia entre soplonear e informar. Cuando su niño(a) empieza a soplonear eso indica que él o ella aprende la diferencia entre el bien y el mal. Le ofrecemos algunas maneras de ayudar a su niño(a) a aprender lo que es soplonear.

- Cuando parece que su niño(a) soplonea, pregúntele: ¿Causó daño a alguien el portamiento del otro niño? ¿Ocurrió algo peligroso? ¿Quieres meter al otro niño en un lío? ¿Aliviará la situación el decírselo a usted? ¿Puedes encontrar una manera de resolver el problema sin soplonear?
- Lo que siguen son cosas que su niño(a) aprendió en el video.
  - En vez de soplonear, es mejor ayudar al otro a entender las reglas.
  - El soplonear no es una manera buena de hacer amistades; sé amable para tener amigos.
  - Es mejor resolver tus problemas que soplonear. Esto en realidad no resuelve nada.
- A veces el decírselo a alguien es la cosa correcta si alguien está en apuros o en peligro y no puede resolver el problema solo. En este caso no es soplonear, es ayudar. Háblele con su niño(a) de algunas situaciones cuando sería bueno decírselo a alguien, por ejemplo:
  - Ves a algunos muchachos que toman los libros o el almuerzo de un niño pequeño.
  - Vez a alguien que maltrata a otro.
  - Ves a alguien que hace algo peligroso.

## Para leer

*Feelings* by Alikí

*Learn the Value of Friendship* by Elaine P. Goley



# K-I Take Home Book

Cut and staple the pages to make a book.  
Then draw pictures to go with the words.



Liz and Sal won't let me play with them.

(1)

I'm telling!

(2)

But then they won't like me at all.

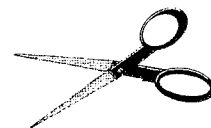
(3)

I'll ask them to play again tomorrow.

(4)

## Grade 2 Take Home Book

Cut and staple the pages to make a book.  
Then draw pictures to go with the words.



Carolyn took Danny's seat in the  
lunchroom.

(1)

Danny was so mad, he wanted to tell  
Mr. Geeen.

(2)

But then he remembered that  
Carolyn was the new girl in school.

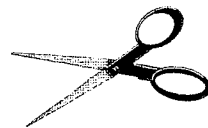
(3)

Maybe she didn't know everyone had  
their own seat. He would tell her.

(4)

# K-I Un Libro Para Ti

Recorta y cose con grapa l s paginas para hacer un libro.  
Haz dibujos para ilustrar las palabras.



Liz y Sal no me dejan jugar con ellos.

(1)

 Voy a dec rselo!

(2)

Pero entonces no me van a querer nada.

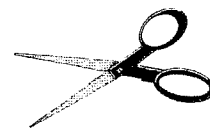
(3)

Ma ana tratar  otra vez de jugar  
con ellos.

(4)

## Grade 2 Un Libro Para Ti

Recorta y cose con grapa las páginas para hacer un libro.  
Haz dibujos para ilustrar las palabras.



Carolina se sentó en la silla de Daniel  
en la cafetería.

(1)

Daniel se enfadó tanto, que quiso  
decírselo al Sr. Green.

(2)

Entonces se dio cuenta de que Carolina  
era la chica nueva de la escuela.

(3)

Marco le dijo que no a Juana.  
Pero seguían siendo amigos.

(4)







# Script



JOSH            Hey, give that back.

DAVID          No way. I'm taking my turn.

JOSH            I'm telling!

DAVID          Josh is a tattler tale, Josh is a tattler tale!

JOSH            I am not!

TOM             What do you think? Is Josh here a tattler tale? I'm not always sure, myself what tattling is. But—

                  I have something here in this special tattler box that can help us figure out about tattling. Want to check it out?

TITLE           I'm Telling! A Tattler's Tale

TAD             Hi everybody.

TOM             This is my friend, Tad.

TAD             Did I hear you say something about tattling? What do you want to know?

TOM             Well, our first problem takes place in the block area with Henry and Curtis.

HENRY            That's a great Empire State Building.

CURTIS           It's the Sears Tower.

HENRY           Is that the tallest building in the world?

CURTIS           I think so.

MS.  
BLOSSOM        Okay, everybody. Finish up and get ready for writing time.

HENRY           Hey Curtis, what about the blocks?

                     We're supposed to put the blocks away when we're through using them. I better go tell Ms. Blossom that Curtis didn't follow the rules.

                     Ms. Blossom, Curtis didn't put away his blocks.

TOM              Okay, Tad. What do you think? Curtis isn't following the rules, so Henry decides to tell the teacher. Is that tattling or not?

TAD               Oh yes. What Henry is doing is tattling.

TOM               Really? Can you explain to us why it's tattling?

TAD               Here's one way to know. Ask yourself, "Is someone being hurt? Is something dangerous happening?" If the answer is "no," and you go ahead and tell—that's tattling.

- TOM                    Okay, let's ask those questions about Curtis not putting the blocks away. Is someone being hurt?
- Is something dangerous happening?
- No. But still, Curtis didn't follow the rules. Let's see what his teacher has to say about this.
- MS.  
BLOSSOM            Oh, Henry, it's very good that you know the rules. But it's not up to you to tell on Curtis, unless he's hurting someone or doing something dangerous. Maybe instead of telling me, you could help him remember the rules.
- HENRY                Okay. So if Curtis isn't hurting anybody or if it's not dangerous, I don't have to tell. But I still think he should follow the rules. I'll ask him if he knows the rules. Then I could help him, like Ms. Blossom said.
- Do you remember what Ms. Blossom said about putting the blocks away when we're done?
- CURTIS                No.
- HENRY                You don't? She said that we're supposed to put everything away when we're finished.
- CURTIS                I didn't know that. Last week we kept our projects up all week.

HENRY        That was because our parents were  
                  coming for visitor's day. Now we  
                  have to go back to the old rule.  
                  Come on, I'll help you.

CURTIS       Hey, thanks!

TOM            So instead of tattling on rule-  
                  breakers, it's better to help each  
                  other understand the rules.

TAD            That's right! Tattling doesn't help.  
                  Helping helps!

SONG           *You broke the rules  
                  and you don't care.  
                  We follow the rules,  
                  so it's not fair.  
                  I'm telling, I'm telling!*

*Tattletale, Tattletale,  
          before you send your friend to jail,  
          ask yourself, can I fix this on my own?  
          ask yourself, are all the facts  
          really known?*

*If no one's being hurt,  
          Don't run and tattle.  
          If no one's in danger,  
          helping's half the battle.*

*Help, don't hurt.  
          It feels better.  
          Help, don't hurt.  
          It feels better.  
          Help, don't hurt.  
          It feels better.  
          Help, don't hurt.  
          It feels better.  
          Help don't hurt!*

- TOM            Okay, Tad, what else can you tell us about tattling?
- TAD            Well, sometimes tattling can hurt friendships.
- TOM            Really? Let's find out how that can happen. Here's Melissa, Shawna, and Jennifer. Now, Melissa really wants to be friends, so she tried to help them with their picture.
- MELISSA       This is the Princess that lives in the forest. Doesn't it fit great?
- JENNIFER      Yeah.
- SHAWNA       What are you doing? We're supposed to be drawing a rain forest. There aren't any princesses in a rain forest.
- JENNIFER      Oh yeah—that's true, Melissa.
- MELISSA       What are you doing? Stop it! I'm telling.
- SHAWNA       Go ahead. What do we care? You're the one that's messing up.
- MELISSA       Ms. Blossom, Jennifer and Shawna are so mean. I was trying to be friends and helping with the poster, and Shawna just erased my princess. You've got to do something.
- TOM            Hold on. What's going on here? No one is being hurt and nothing dangerous is happening. So does

that mean Melissa is tattling?

TAD Yes she is, because there's another question Melissa should ask herself. Am I telling to get someone in trouble?

TOM Oh I see. Melissa is mad about her princess getting erased so she just wants to get Shawna in trouble.

TAD That's right. But it won't get her what she really wants—which is to be friends with Jennifer and Shawna.

TOM I guess Melissa has a lot of trouble with making friends. Let's watch what she does with Charley and Max.

MELISSA Come on! Throw me the ball!

CHARLEY We've already picked the players and we've already started the game.

MELISSA You can still let me in.

MAX It's too late. Wait till the next game.

MELISSA You're not fair. I'm telling.

TOM There she goes—tattling again, right?

MELISSA Ms. Blossom, Max won't let me in the game.

TAD 'Fraid so. She's not remembering to ask herself questions before she tells.

TOM Let's see if Ms. Blossom can help her make friends without having to tattle.



MS.

BLOSSOM Now Melissa, remember. Before coming to me, ask yourself, "If I tell, will this help? Or do I want to get someone in trouble? And if you just want to get someone in trouble, then it's tattling.

MELISSA

But I am trying to help. I'm trying to help me! I want the other kids to be friends with me.

MS.

BLOSSOM Well, tattling isn't very friendly, is it? Maybe you could solve the problem yourself instead of tattling.

MELISSA

Like how?

MS.

BLOSSOM Like, how about just being friendly yourself? Maybe you could offer to help someone, or better yet, ask someone to help you with something.

MELISSA

Do you really think that might work? Just be friendly?

I'll play the winner. Okay?

MAX

This is our last game.

MELISSA

But— wait a minute. I need to be friendly.

Okay, then what are you doing afterwards?

MAX

We're going to be super heroes.

- MELISSA Can I play?
- MAX Sure. You can be Super Woman.
- MELISSA Cool! Meet you by the slide.
- TOM Melissa finally figured out that it's better to try to solve her own problems than to go off and tatttle on others.
- And now that she's not such a tatttle tale, she's getting along better with everybody. Watch.
- MELISSA Okay, what can I do? I want Shawna and Jennifer to be friends with me. So I'll try to think of something I could ask them to help me with.
- I know. Math!
- SHAWNA Here comes Miss Tattle Tale.
- MELISSA Can I walk with you guys?
- SHAWNA I guess we can't stop you.
- MELISSA I need to ask you something. Did you understand when Ms. Blossom was explaining about quarts and pints and stuff today? I got all mixed up.
- SHAWNA How could you get mixed up? It's so easy!
- MELISSA Not for me.

JENNIFER    Me either. Maybe you can help us,  
Shawna.

MELISSA    That would be so great!

SHAWNA    Come on over to my house, and I'll  
show you all about it.

TOM        She did it!

TAD        Tattling doesn't make friends—  
being friendly makes friends.

TOM        Right.

SONG       *You won't play  
and be my friend.  
You hurt me,  
and now it's gonna end.  
I'm telling, I'm telling.*

*Tattletale, Tattletale.  
Before you send your friend to jail,  
ask yourself, is getting them in  
trouble the best revenge?  
ask yourself, will hurting others  
make me friends?*

*If you want friends,  
don't run and tattle.  
Hurting won't work.  
Helping's half the battle.*

*Help, don't hurt.  
It feels better.  
Help, don't hurt.  
It feels better.  
Help, don't hurt.  
It feels better.  
Help, don't hurt.*

*It feels better.  
Help don't hurt!*

- TOM            Okay, Tad. We've learned not to  
                  tattle if no one is being hurt, or  
                  nothing dangerous is happening,  
                  or to just get someone in trouble.  
                  What else do we need to know?
- TAD            It's also a good idea to ask yourself,  
                  "Do I need to tell or can I help  
                  myself?"
- TOM            That's a good thing to remember.  
                  Let's see if asking that question will  
                  help Julie.
- JULIE          Hey! What happened to my lunch?
- KELLY          Oh, poor Julie. Can't find her lunch.  
                  Probably forgot to bring it.
- JULIE          I did not! Kelly, did you take it?
- KELLY          Who, me? Why would I take your  
                  lunch?
- JULIE          I bet you did. Give it back.
- KELLY          Who's going to make me?
- JULIE          Should I go tell on Kelly, or can I  
                  help myself? I'll try.  
  
                  You better give it back.
- KELLY          Who's going to make me?
- JULIE          Me, or else I'll eat your lunch.

- KELLY All right. I was just teasing. You're no fun, anyway.
- TOM Way to go Julie—instead of running off to tatttle, she solved the problem herself.
- TAD She did a good job. See how asking yourself questions can help you know what to do?
- TOM Yes, but I have one more question. What if you or someone else really does need help?
- TAD What do you think?
- TOM I guess sometimes telling is the right thing, like when Julie had a problem on the playground.
- CURTIS Hey, leave her alone.
- MANOY Come on. We're just having a little fun. Come on Julie—you can jump higher than that. Hey—
- YVONNE Oh, poor little cry baby.
- TOM Okay, Tad, those girls are really bothering Julie, and they won't stop. She can't seem to help herself. So would it be tattling if Curtis went to get help?
- TAD No. It's definitely not tattling if you or someone else needs help and can't solve the problem alone. Then telling is the right thing to do.

SONG

*When there's a fight,  
or a nasty trick,  
get an adult,  
and do it real quick.*

*If you see danger,  
you have to tell.  
If you can't fix things,  
there's one way to make things well.*

*Go tell a grown-up.  
Now a tatttle is not a tale.  
When someone's in danger,  
the truth won't fail.*

*Help, don't hurt.  
It feels better.  
Help, don't hurt.  
It feels better.  
Help, don't hurt.  
It feels better.  
Help don't hurt!*

TOM

Thanks, Tad. I think we finally know all about tattling.

TAD

Wait, wait! Before you put me away, why don't we go over what we learned?

TOM

That's a good idea.

When you see someone breaking the rules, what's the first question should ask yourself?

HENRY

Is he hurting anyone, or is it dangerous? No. Then I don't need to tatttle. I'll help him learn the rules instead.

TOM           Tattling won't help you make friends.

MELISSA      Instead of tattling, I'll try being friendly.

TOM           Another thing to always ask yourself  
is, "Do I need to tell or can I solve the  
problem myself?"

JULIE         Let's see if I can solve this myself?

TOM           Telling is the right thing to do when  
you can't solve it yourself.

CURTIS        Those kids are really bothering Julie, and  
I can't help her. I better tell Ms. Blossom.

TOM           So it's tattling if you tell on someone—

TAD           To get them in trouble.

TOM           But telling isn't tattling if—

TAD           It will help someone in trouble or danger.

TOM           And what about friendship and tattling?

TAD           They don't go together.

TOM           That's right. Okay, Tad. Now it really  
is time to go. Say good-bye.

TAD           Bye bye!

TOM           That's the scoop on tattling. Now let's  
go have some fun!

**THE END**

## TEACHER'S NOTES



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