



## SAMPLE MATERIAL

### Tattletale Lesson Plan

Everett Area Elementary School, Pennsylvania

**Topic:** Reducing Behavior Problems

**Practice:** Teach Skills

This document is a typical second-grade lesson plan for a social-emotional skills lesson at Everett Area Elementary School. The goal of this lesson is to help children recognize the difference between a “reporter” and a “tattletale.” Sometimes, students do not report bullying incidents because they are afraid to be called tattletales. Part of building social skills and a safe environment at school is teaching students about their rights and responsibilities, and the importance of reporting incidents of teasing, bullying, and harassment.

Through this lesson and follow-up activities, children learn and practice social skills needed to succeed in group situations. First, the teacher introduces the concept of a tattletale to the students. Then the teacher reads a book related to tattling to the children, asking them to make predictions about what will happen during the story. As a class, students distinguish between tattletale and reporter statements provided in the lesson plan. Then the teacher splits the class into groups for a problem-solving activity where students decide if a behavior is an example of a tattletale or reporter. Teachers may wish to use this lesson plan format to plan social-emotional skills lessons.

Laurie Krauss  
Everett Elementary School  
May 5, 2009  
Production Lesson Plan

Lesson on social-emotional skills – “Tattling”

Book: “Tattlin’ Madeline” by Carol Cummings

**Goal**

The goal is to help children recognize the difference between a “reporter” and a “tattletale”.

Socially competent children are more accepted in school by their teachers and peers. Through this lesson and follow-up activities children will learn and practice needed social skills to succeed in group situations.

Key terms: tattletale, reporter

Core Activities:

1. Introduce social skill to class: What do you know about tattletales? Have you ever called someone a tattletale? Why? Would you want to be called a tattletale?
2. Skill Book: “Tattlin’ Madeline” by Carol Cummings
  - a. Make story predictions from reading the title and looking at some pictures.
  - b. What can you tell about Madeline?
  - c. I will read story. As I read, I will interject with appropriate questions to help children identify positive social skills.
3. Summarize: Together the children will distinguish between tattletale behaviors and reporter behaviors. We will list the characteristics on a T – chart.
4. Group problem solving activity:

Children will be divided into groups by using the popsicle sticks.

Each group will be given a problem solving paper. Together as a group, they have to decide if the behavior is an example of a “tattletale” or a “reporter”.

## Tattletale or Reporter

**Directions:** With your group read each statement. Decide if it is something a Tattletale would say or something a Reporter would say. Cut them out and glue them on the T chart.

"Someone is going to be hurt."	"Teacher, she took my paper."
"John needs your help right away."	"I saw something dangerous in the hall."
"That kid is making faces at me."	"Sarah jumped to the head of the line."
"That boy has a dangerous weapon."	"I am sorry we spilled some paint on the carpet."