

Week 2: Tattling vs. Reporting



Problem Solving

Grade(s): 3-5

Learning objective/s or description

Students improv scenarios where they must come up with a solution on their own before involving an adult — acting out responses like taking a deep breath, asking politely, or using words — then play the Tattling vs. Reporting Scenario Game, moving to a red (tattling) or green (reporting) side of the room for each scenario and discussing how to handle the tattling situations independently.

Materials needed:

- Open space
- Acting materials for scenes: Pencil, markers, a paper.
- Sides labeled "Tattling" vs "Reporting."

Any tips or important information

- Voices off, eyes watching, ears listening, bodies calm.

Lesson structure:

Opening Circle:

- Greeting: "Welcome to SEL! Today we are learning that tattling is when we tell on someone for a small problem just to get them in trouble. Reporting is when we tell an adult to keep someone safe or help them."
- Check-In Question:
 - "Can you think of a time you wanted to tell an adult? Was it tattling or reporting?"
 - Teacher goes first: "Sometimes I feel like letting a teacher know if their student is outside by themselves."

Community Builder:

Brainstorm: "What Can I Do?"

- Purpose: Encourage creative solutions before asking for adult help.
- How to do it:
 - Set up: This can be done as improv scenarios or you can break class up into small groups to discuss then share their answers. Do what works for you!
 - Students improv a scenario where they have to come up with a solution before asking an adult for help! Use what you can around the classroom.
 - Possible scenarios could be:
 - Take a deep breath
 - Ask a friend politely
 - Walk away
 - Use words to solve it

- Act out the solution.
- Ask the class weigh in to see if they

Enrichment:

Fun Opening Skit Scenario – “The Back Pack Mix-Up!”

- Purpose: Practice identifying tattling vs reporting.
- Setup: Please ask a student to help you with this skit and let them know you are going to accidentally “take” their back pack.
- Teacher confuses a student back pack for theirs.
- The student tells the teacher: “
 - “I’m going to tell on you, you’re in big trouble!” Make sure student jumps straight to tattling and doesn’t help you figure out the problem first.
- Teacher gets really sad because they didn’t know that it wasn’t their backpack.
- “Oh no! *student* told on me for making a mistake and getting the wrong backpack! If they would’ve told me:
 - “hey, that’s my backpack, I would’ve given it back!”
- Ask the students: “Hmm...was this tattling or reporting?”

This-or that!: Tattling vs Reporting Scenario Game

How to play:

- Set up: Have everyone stand up with enough space to move.
- Teacher reads a scenario aloud.
- Students walk to the side they think is correct:
 - Red side: Tattling (something small that could be handled independently)
 - Green side: Reporting (safety or serious concerns)
- If they chose Tattling, ask: “How could we solve this ourselves instead?”
- Encourage ideas like:
 - “I could tell them to stop nicely,” “I could ask to play later,” “I could share a turn,” etc.

If students chose Reporting, confirm why it’s important to get help (safety, rules, serious concerns).

Closing/Reflection:

- Ask: “How do you know when to tell and when to solve it yourself?”
- Reminder: “Tattling is for small problems. Reporting is to keep someone safe. Think first, then choose.”