

Tanya the Tattling Rattler

A Gosmos Grow Adventure



Tattling on others can be confusing for children. Sometimes it is okay and then other times it is not okay. Sometimes it is

very necessary to tell

and adult about the behavior of another person.

Tanya's story will help us understand that often it is better to

TEACH, NOT TATTLE.

Tanya the Tattling Rattler

A. Main Focus:

Tattling may be the result of wanting attention and may not be appropriate. However, there are times when it is appropriate to tell on others, and the difficulty is to know when you should tattle and when you should teach...not tattle.

Understanding when a problem is something that you can solve yourself and when a problem needs a grown-ups help can be difficult for kids to understand. This story helps to define what types of situations need a grown-ups help and when it is just tattling.

B. The Main Concepts:

It is typical for children to tattle on each other. Their expectation is that we (adults) will "fix" the problem and appreciate them tattling to us. But frequently, tattling behavior is the result of Stinky Thinking, "It is not fair that they won't share (play) with me." Excessive and inappropriate tattling may be the result of adults reinforcing that behavior. It may be a way of getting attention for a child who views itself as less than acceptable. It may be a way of "getting back" at someone for a perceived wrong. In most instances, tattling is not as good a behavior as trying to get the other's cooperation (teaching) and can lead to being ostracized by peers.

This story is designed to help the reader recognize that most situations need "teaching" not tattling. But some situations need a grownup's intervention. This story will help identify those situations. The behavior of tattling, like most behaviors, has payoffs as well as negative consequences. But just as in the story, the negative consequences are so far removed from the immediate behavior (tattling) that when they occur, it is a surprise and may not be associated with the originating behavior.

C. Teach the Defining Terms to The Students

D. Listen to the Flip Book Story

E. Sample Dialogue with Students after Listening to the Story

The teller of tales says that the world was a great place to live if you were a snake. What does he mean by this? (He means that the smooth tail snakes all worked really hard to try and get along with each other and help each other learn the things that they needed to learn)

If a young smooth tail snake did something that they should not do, what would the other young snakes do? (They would talk to the young snake and would tell them why that behavior was unkind or how it could get them or others into trouble. They would try to help and teach each other the things that they needed to learn in order to get along).

The teller of tales says that one young snake did things differently, which snake was that? (Tanya)

What did Tanya do that was different? (Tanya would not try to solve a problem on her own. Any time something happened that Tanya did not like, she would go to the grown-up snakes and want them to solve the problem for her.)

What would the grown-up snakes do when Tanya told them? (Sometimes they would tell Tanya that this is something she needs to solve on her own and sometimes they would solve the problem for her.)

Do you think that the grown-ups were really helping Tanya by solving the problems for her? (No, because she was not learning how to solve them on her own.)

How did the other snakes feel about Tanya's tattling behavior? (The young snakes did not want to play with her and the grown-up snakes tried to ignore her.)

Stella wanted to teach Tanya how to better get along with others. The first lesson that Stella told her was about sharing. What did Stella say about the rule of sharing? **(Stella stated that there is not rule that you must share. That sometimes someone may have an item that is special or important to them that they do not want to give away. It may be something that was given to them by someone special or something that is expensive. There is no rule that they have to share this item. They can simply state that this is something that they do not wish to share. And you need to accept this and not get mad at them.)**

Let's pretend that someone asks me to borrow my car, but I need my car so that I can get to work. Do I have to let them borrow the car? Of course not. I can simply tell them that I am sorry, but I need my car and cannot let them borrow it.

Stella also talked about times when you get in trouble for doing something and how we should not try to get others in trouble who may have done the same thing.

Let's take the example that you are at home and your brother or sister or cousin or friend or whoever is there with you. You and this person decide that you are hungry and you want a cookie. You go and ask mom or dad or whoever if you can both have a cookie. They tell you no because it is almost time for dinner. You go back to your room and the person with you says, I know that we were told no, but I really want a cookie so I am going to go sneak into the kitchen and get one when they are not looking. They go and get a cookie and then come back and eat it in front of you. Well now you really want a cookie, so you decide to go and sneak and get one too, but you get caught. When your parent says, "What are you doing? I told you no!" What do you think most of you would say first? **(But he/she got one too!!)**

Stella is trying to tell Tanya that telling on someone else to try and get yourself out of trouble or in less trouble is not good.

In our cookie example, do you think that the other person sneaking a cookie first made it okay for you to get one as well? **(No, because you still chose to disobey your parent)**

When someone else breaks or rule or choses to disobey, this does not make it okay for you to do the same thing, but if you choose to do the same, that is your responsibility not the other person.

Stella also talks about times when you do not need a grown-ups help. She stated that when someone is doing something that they should not be doing, what should you do? **(She said that you can try to help them and let them know that their behavior may get them in trouble, but if they choose to continue that behavior, you just leave them alone. It is not your job to stop their behavior)**

So what Stella is saying is that there may be times you see someone doing something wrong or against the rules, but that your job is to make sure that you

are following the rules, not to make sure that someone else gets caught when they are not following the rules. Telling on someone to get them in trouble is tattling. Trying to help someone by letting them know they may get in trouble, is teaching.

What did Stella say you should do if you see someone else not completing their assignment or their homework? **(She said there was no need to tell a grown-up because they will see that the other student has not completed the homework or assignment on their own.)**

And if someone is calling you names or being mean to you, what does Stella say that you should do? **(She says that we should not look at them or talk to them and should just ignore them)**

When someone is calling someone a name for example maybe calling them a “baby”, or a “meany” why do they do this? **(Because they want attention or want to get a reaction out of you)**

When we ignore these names being called then we are not giving them the reaction that they want and they will stop the behavior.

Now there were 3 kinds of situations that Stella says Do Need a grown-ups help, what is one of those? **(When you see something dangerous. When someone is hurt or is threatening to hurt another. When you have tried to solve the problem yourself and they continue)**

Stella says trying to solve a problem yourself as 3 steps to it. Does anyone know the 3 steps? **(1. Ask them nicely to stop the behavior 2. Ask them nicely to stop and let them know why you want them to stop 3. Ask them nicely to stop or you will go to a grown-up. And if it still continues then you can go ask the grown-up for help)**

So using the information that Stella was teaching Tanya let's look at a few examples and discuss if we need to get a grown-ups help:

-Someone asks to copy your homework **(no, because this is a problem you can solve yourself by telling them they cannot copy it)**

-Someone says they are going to hit your friend **(yes, because that is threatening to hurt someone)**

-Someone is running in the hallways (**no because it is not your job to stop their behavior**)

-Someone is tapping their pencil in class and you have asked them nicely three times to stop and explained why and let them know you will tell a grown-up, but they still continue (**yes, because you have tried to solve it yourself and it is causing you to be distracted in class**)

-You hear some friends say that they are going to break a school rule (**no, because we do not know what rule they are planning to break. We do not know if it is dangerous or hurting anyone**)

-A friend tells you they are going to tell you a secret, but that you have to promise not to tell anyone. They tell you that they are planning to run away from home. (**yes, because this is very dangerous**)