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MUSICcityCOUNSELOR

THANK YOU FOR YOUR PURCHASE!



Hey y'all, Laura here! I so appreciate when you please take a moment to leave a review on my resources on my TpT Store. Thanks for your support! Enjoy the resource!

☆☆☆☆☆ **EXTREMELY SATISFIED**

♥ *laura oathout*

LET'S CONNECT!



For helpful ideas, engaging resources, and freebies, please check out my website and membership!

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WEBSITE: www.musiccitycounselor.com



MEMBERSHIP: www.counselorcollab.com

ASCA Mindsets & Behaviors:

Category 1: Mindset Standards

- M2: Sense of acceptance, respect, support, and inclusion for self and others in the school environment.

Category 2: Behavior Standards

- B-SMS 1: Responsibility for self and actions.
- B-SMS 2: Self-discipline and self-control.
- B-SS 1: Effective oral and written communication skills and listening skills.
- B-SS 2: Positive, respectful, and supportive relationships with students who are similar to and different from them.
- B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary.
- B-SS 9: Social maturity and behaviors appropriate to the situation and environment.

Directions:

This lesson will take approximately 45 minutes to teach.

Recommended Sequence:

1. Review the PowerPoint or digital for Google Slides presentation.
2. Review the instructional posters.
3. Complete the Tattling or Reporting Sorting Activity.
4. Complete any of the included worksheets or coloring pages.

Presentation:

This presentation teaches students the difference between tattling and reporting. Students learn the definition of tattling, the definition of reporting, and examples of each one. They learn how tattling and reporting are different. They also learn why reporting is important, tips for reporting, and things to think about before telling a grown-up. The presentation ends with discussion questions for students to talk with a neighbor and/or share out with the class.

4 posters are included that you can use in instruction and display in your space.

Tattling or Reporting Sorting Activity:

- Full color and black/white materials are included for you so please print the pages that best match your printing needs!
- First, please print the sorting mat and scenario cards. Please cut out the scenario cards.
- If you are using this activity with a large group of students, I recommend displaying it on a document camera/projector so the whole class can see it.

- 30 scenario cards are included so in a standard elementary class, you have enough cards for each child to have a turn.
- If playing with a whole class of students, I like to have students take turns coming up to the front of the room, choosing a scenario card, and showing it to the class. I suggest displaying their card on the document camera so everyone can see it. Then, I ask the child to read/explain what is happening on the card. Then, the child places the card on the "Tattling" side of the mat if the scenario shows a behavior that if told to a grown-up would be tattling, OR on the "Reporting" side if the scenario shows a behavior that if told to a grown-up would be reporting. I like to process each scenario with my students and talk through why it is tattling or reporting.
- If playing with a small group or individual student, the activity can be played the same way, without the need for the document camera.

Assorted worksheets and coloring pages are also included to close the lesson.

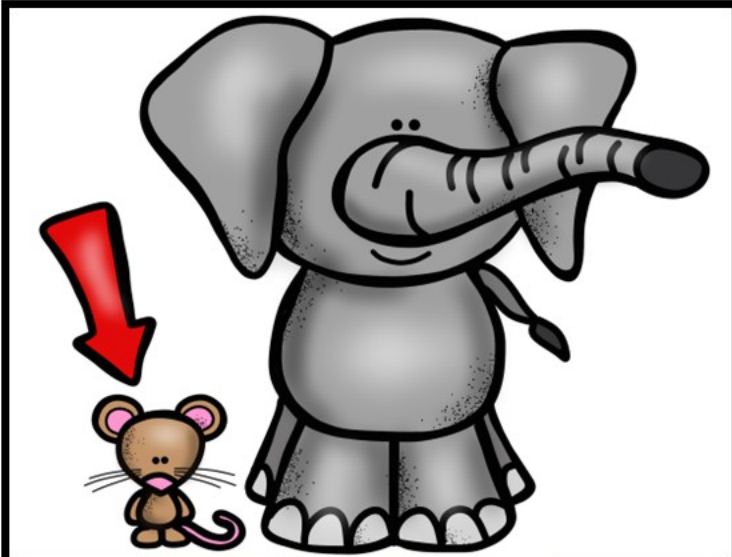
Questions, suggestions, or comments? Please reach out any time at laura@musiccitycounselor.com. I'm here to help!

PS I SO appreciate when you please take a moment to leave a review on my resources on my TpT store. It earns you credits towards future purchases, helps other educators find quality resources, and helps my small business grow! 😊

Posters

TATTTLING

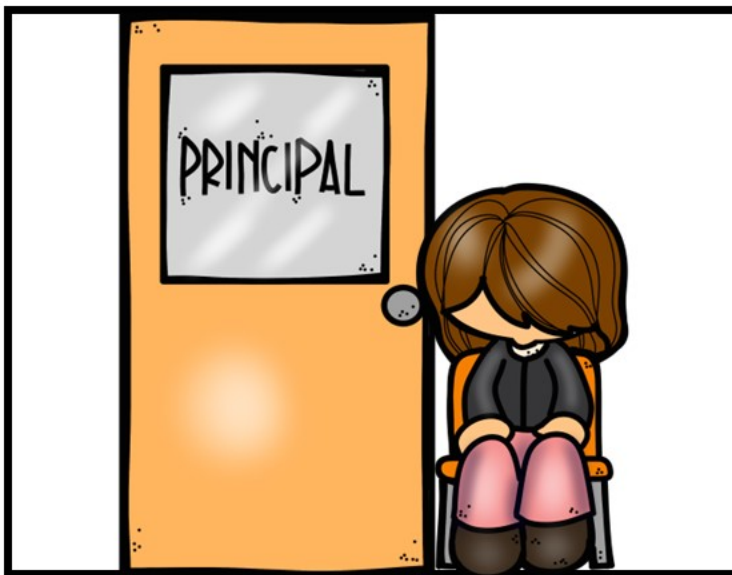
is when we tell a grown-up, but



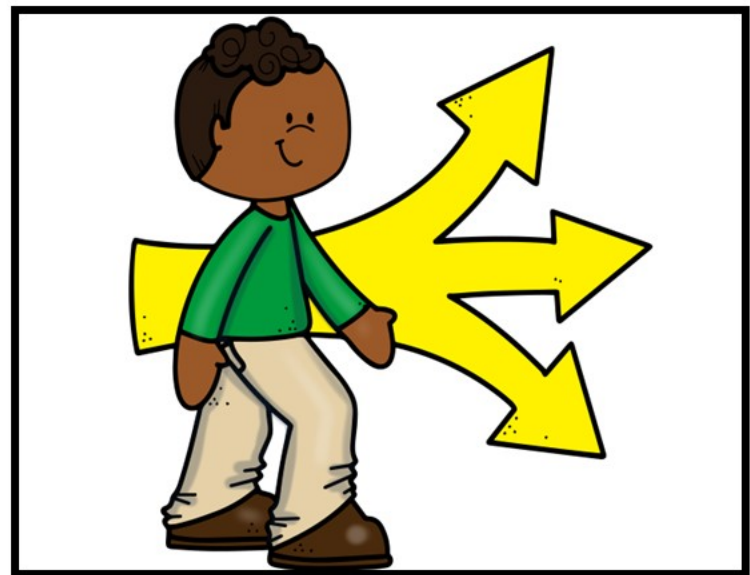
THE PROBLEM IS SMALL,
NO BIG DEAL



EVERYONE IS SAFE



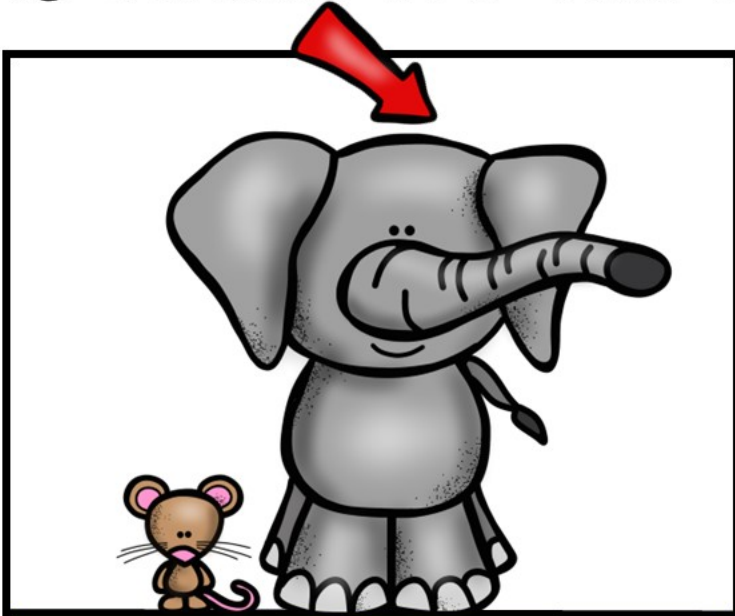
WE MAY WANT TO GET
OTHERS IN TROUBLE



WE CAN SOLVE THIS
PROBLEM OURSELVES

REPORTING

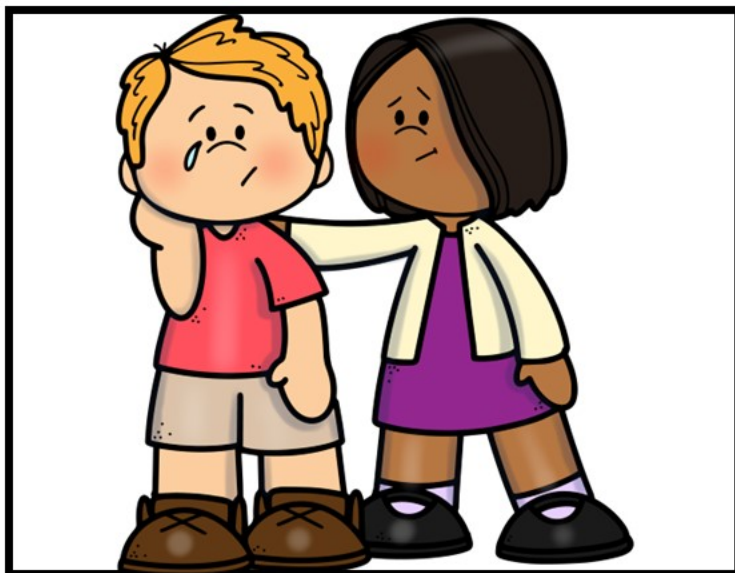
is when we tell a grown-up, and



THE PROBLEM IS A
BIG DEAL



SOMEONE IS HURT OR IN
DANGER

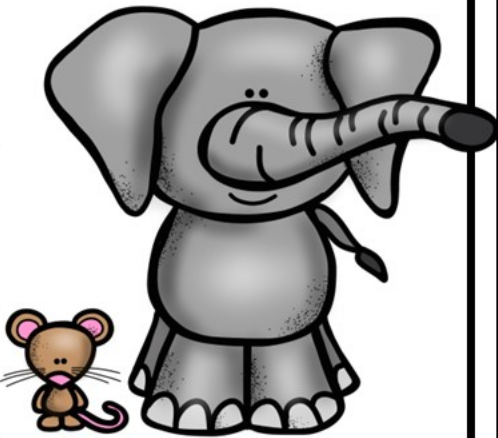


WE WANT TO HELP AND
PROTECT OTHERS

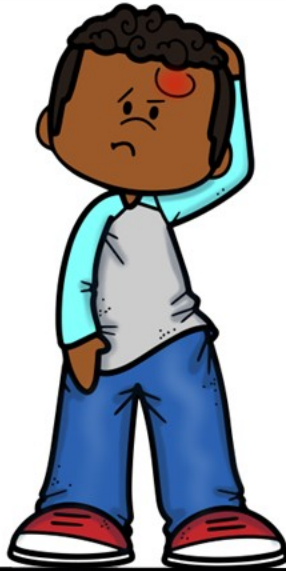


WE NEED A GROWN-UP'S
HELP AND SUPPORT

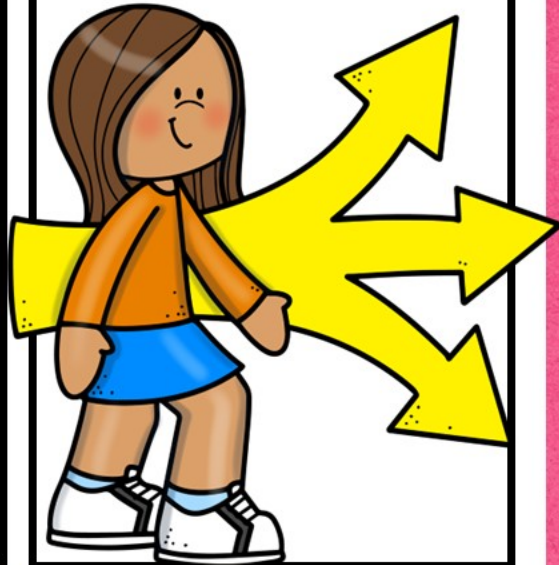
Before telling a grown-up, **THINK ABOUT**



IS THIS A SMALL
PROBLEM OR A BIG
PROBLEM?



IS SOMEONE HURT, IN
DANGER, OR UNSAFE?



CAN I SOLVE THIS
PROBLEM MYSELF?



DO I WANT TO HELP OR
TO CAUSE TROUBLE?

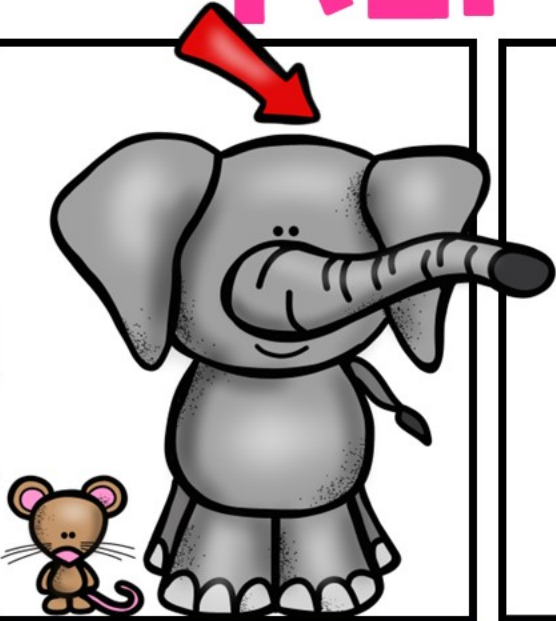


WHICH GROWN-UP
CAN HELP ME?



WHAT DO I NEED TO
FEEL SAFE?

Helpful tips for **REPORTING**



**MAKE SURE IT IS A
BIG PROBLEM**



**DON'T WAIT: GET
HELP RIGHT AWAY**



**FIND A SAFE
GROWN-UP THAT YOU
TRUST**



**SHARE THE FACTS
ABOUT WHAT
HAPPENED**



**TRY YOUR BEST TO
STAY CALM**

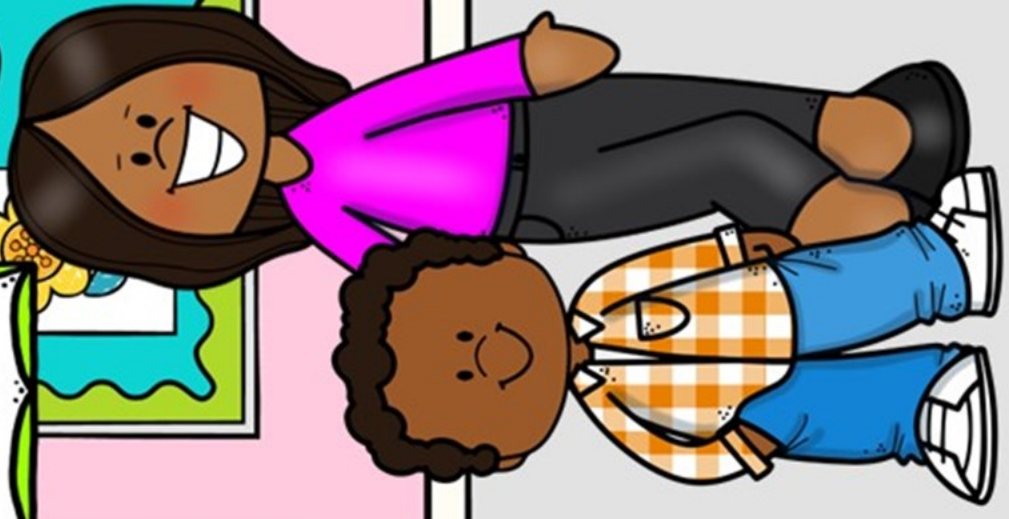


**SHARE WHAT YOU
NEED TO FEEL SAFE**

Tattling or Reporting Sorting Activity

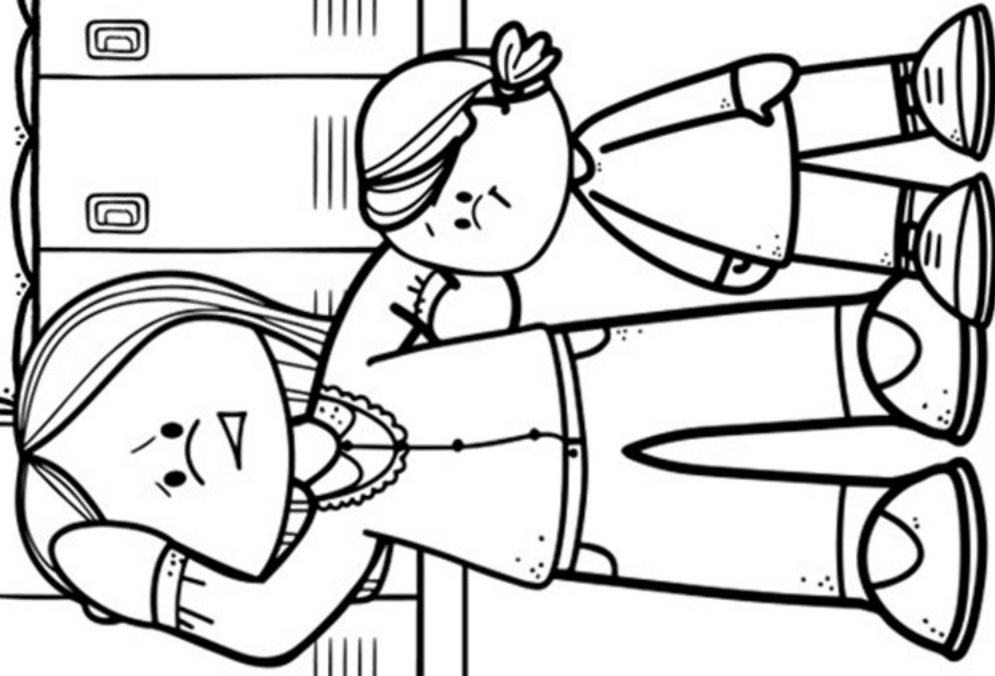
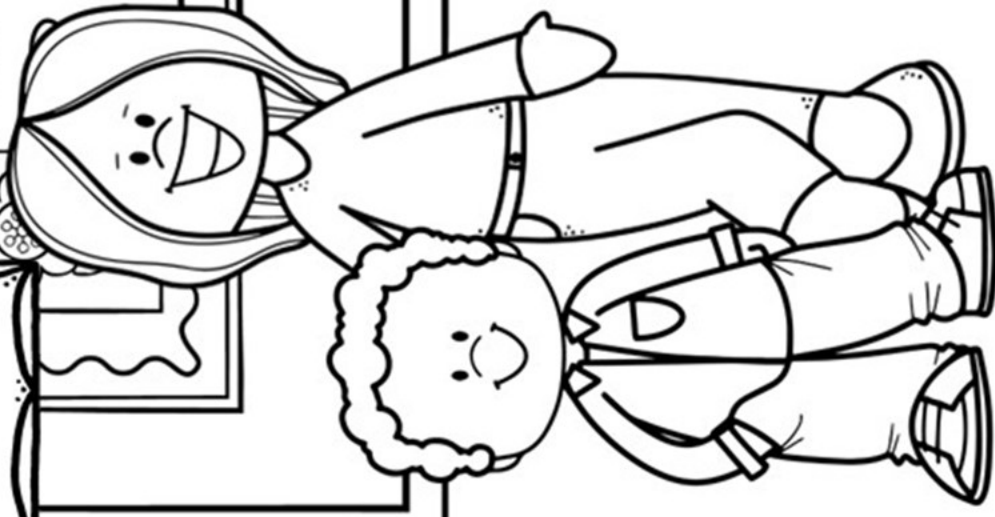
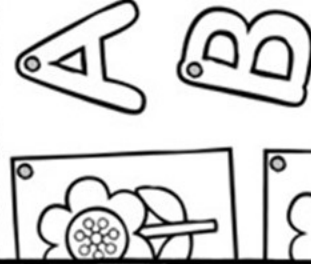
REPORTING

TATTILING



REPORTING

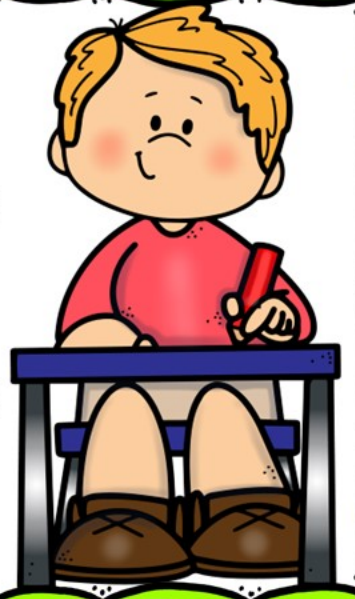
TATTILING



Micah told the teacher when Erin took a pencil from the pencil jar without asking.



Kelsey noticed one of her classmates was taking too long on her math problem, so she told the teacher.



Brandon told the playground monitor that Sutton won't play with him.



Tucker saw a little girl running into the street on his walk home. He told her mom.



Allie told the driver that Izzy was getting bullied on the bus.



Hailey told her mom that her little brother ate a cupcake right before dinner.



Henry told a teacher when he saw a younger student crying alone on the playground.



Nikki told the teacher that Sally made a silly face.



Hayden told the whole class that Luke didn't do his homework.



Trey'Vion told the P.E. teacher when Katie fell down and scraped her knee.



Olivia told her mom when her brother accidentally broke a vase with his ball.



Kiki told her mom when her brother wouldn't help clean up.



Wyatt told the teacher when Jacie was climbing on the table in science class.



Ke'Vonte told the teacher when Larry spilled water on his paper.



Joseph told the coach when AJ wasn't waiting his turn at football practice.



Corey told the teacher when Ricki was running around with scissors.



Lara told the recess monitor that Keisha wasn't sharing the ball.



Edward told his dad when his little brother grabbed a hot pan from the oven.



Finn told the teacher when Kelsey didn't wash her hands.



Brooke told the teacher when her classmates were kicking each other in line.



Carla told her stepdad when her little sister was playing with matches.

Cora yelled for the lifeguard when Sarah fell in the pool.

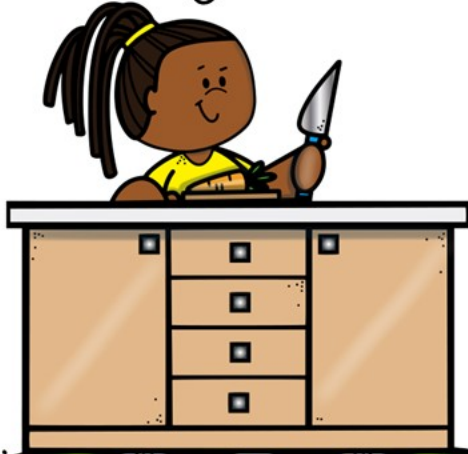


Julia told her aunt when Luke reached for the hot iron.



Zach noticed that Harrison picks on Cole every day at dismissal and told the teacher.

Walter told his mom when his little sister grabbed a knife.



Everett told the school nurse when Laura was playing with medicine.



Finn told the teacher when Sherrie was putting her finger in the outlet.



Juan Carlos told his mom when Maria reached for the hot pan.



Roman told the teacher when Mary popped his balloon.



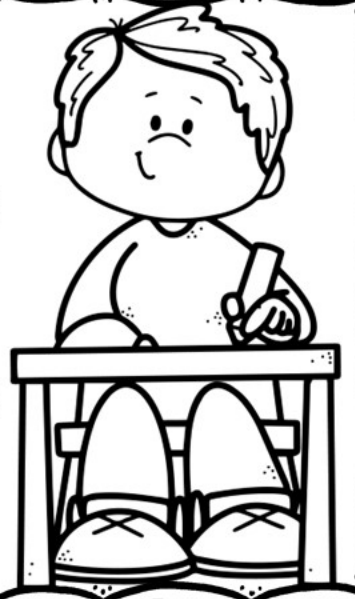
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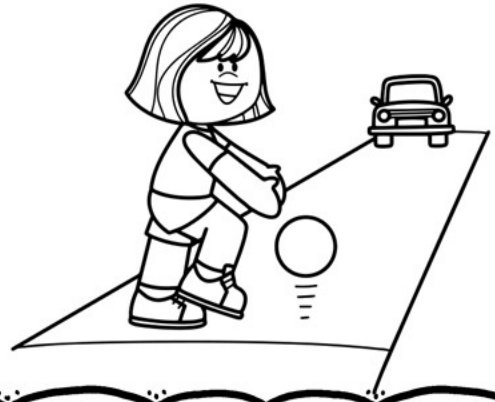
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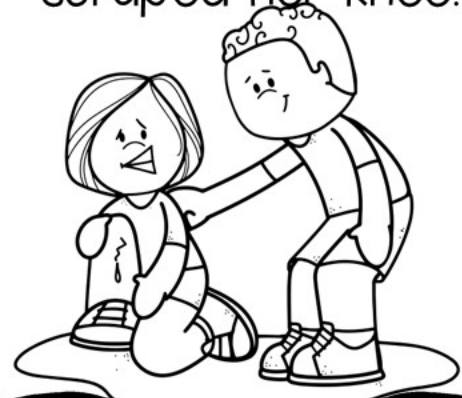
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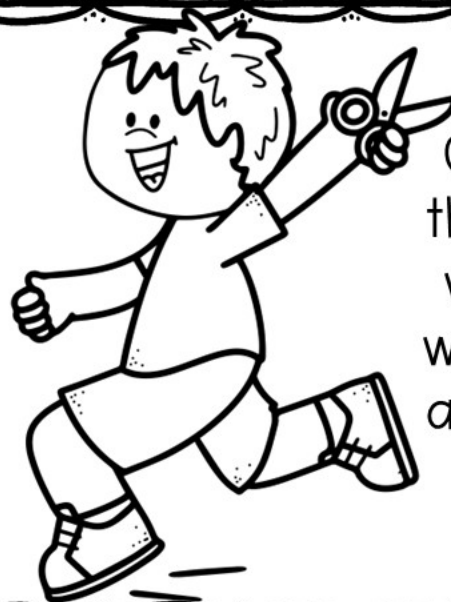
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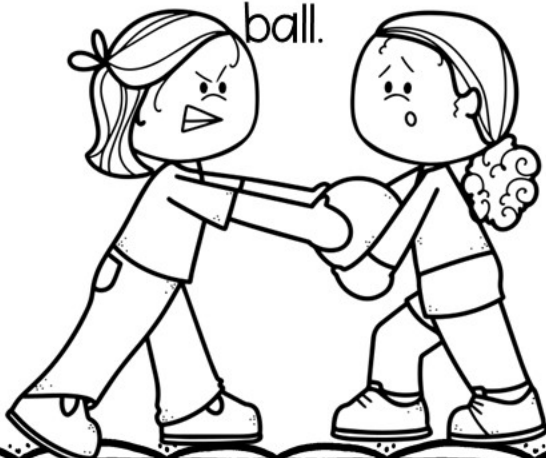
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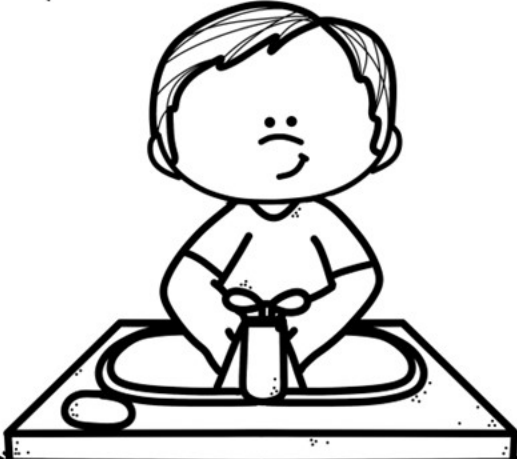
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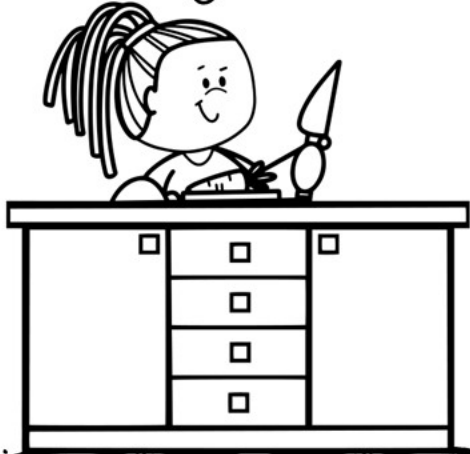
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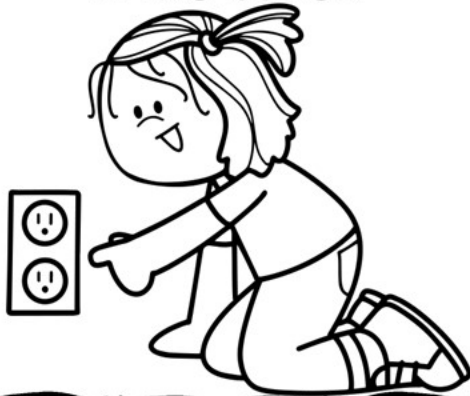
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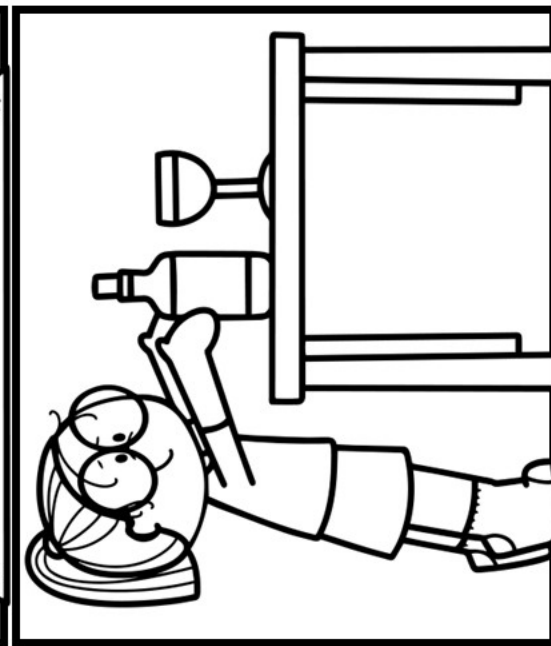
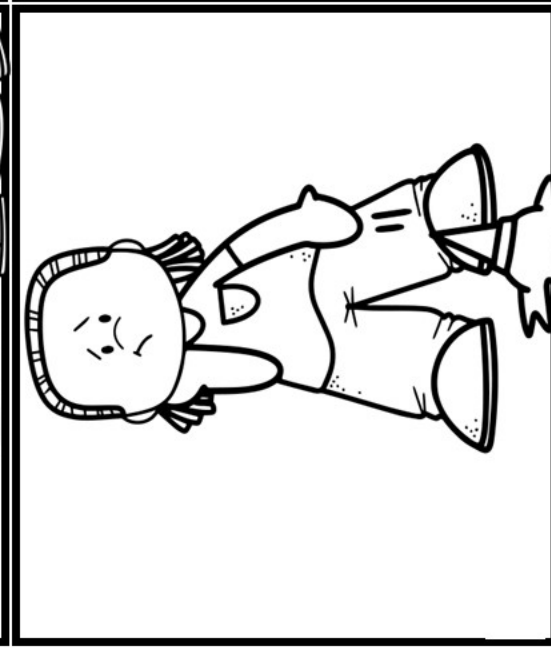
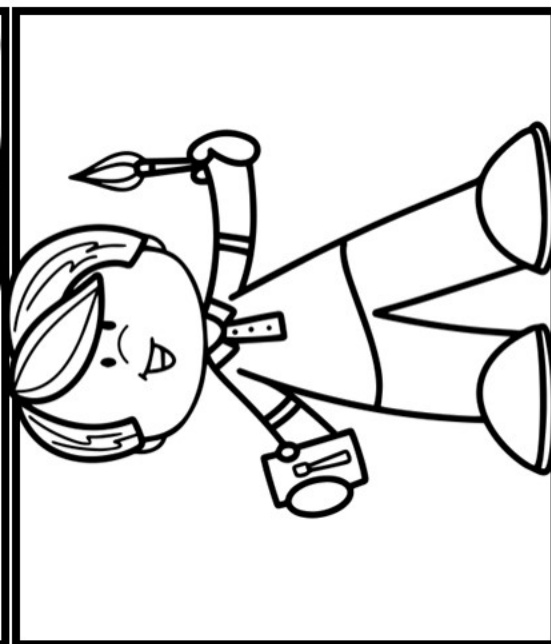
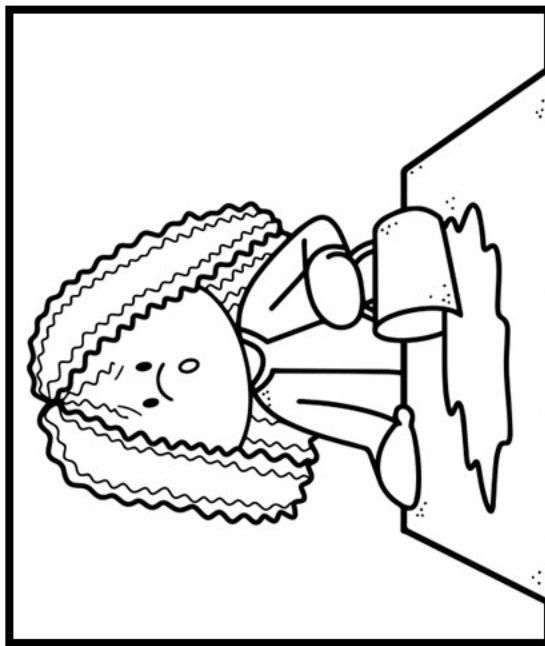
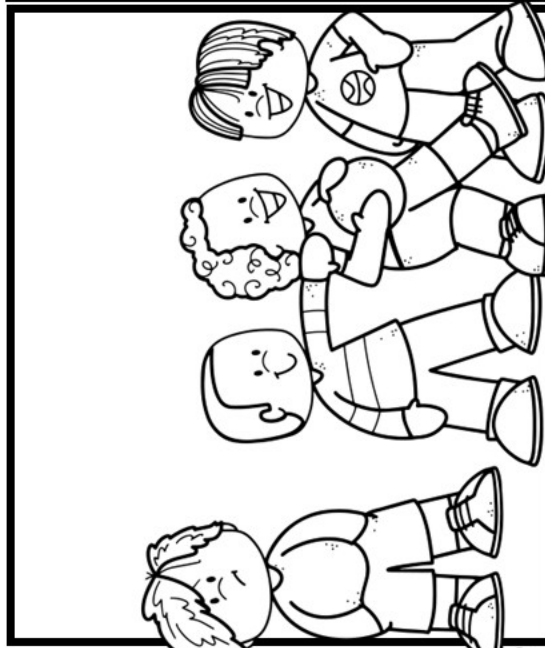
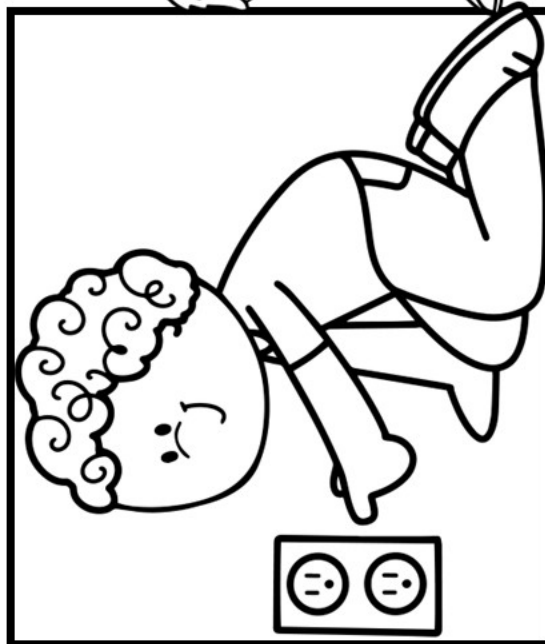


Worksheets & Coloring Pages

Name: _____

TATTLING OR REPORTING?

If a grown-up was told, color the pictures that show TATTLING
BLUE and the pictures that show REPORTING RED.



Name: _____

Share about a time when you or a friend

TATTLED



Name: _____

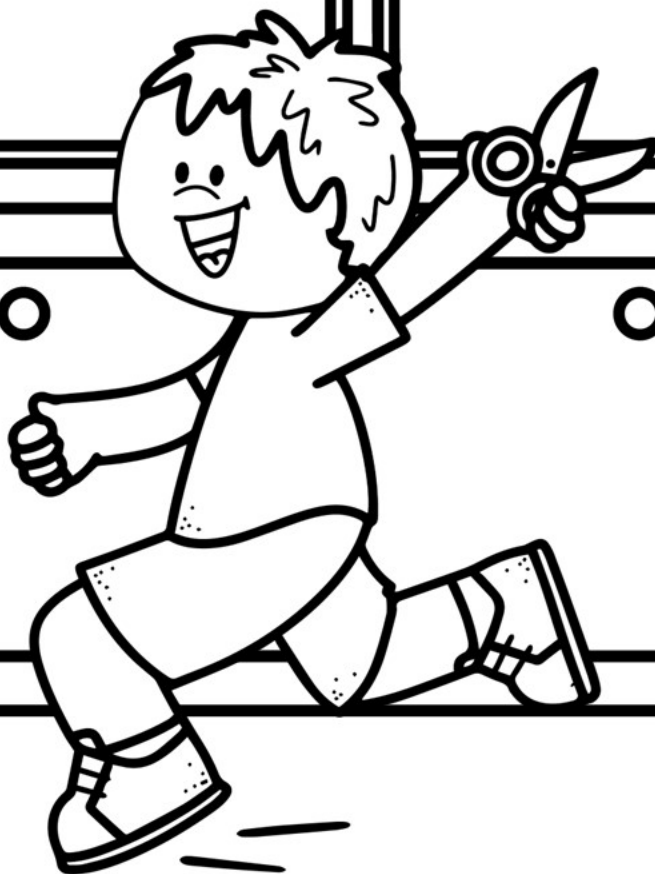
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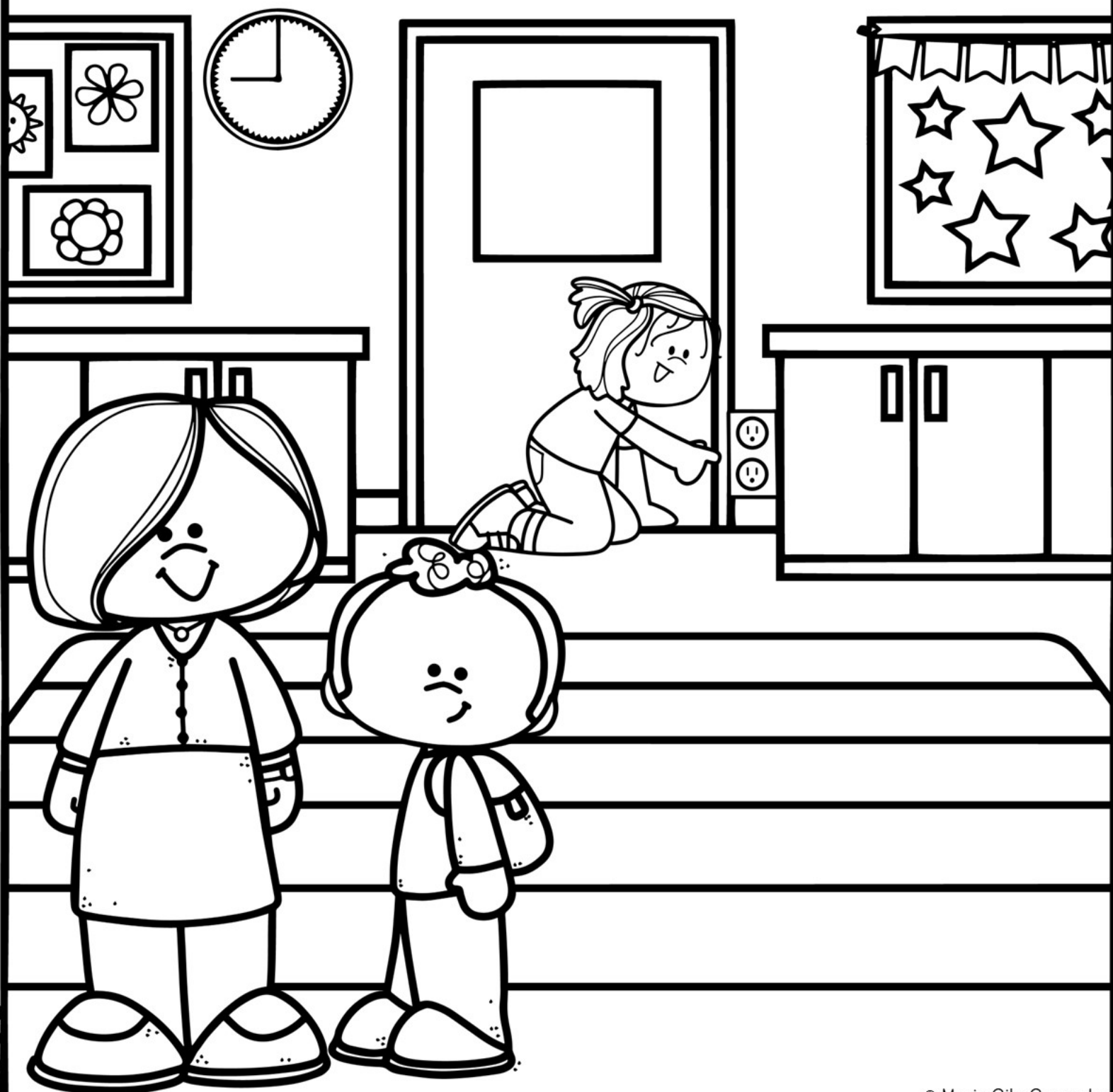
Name: _____

I can REPORT BIG PROBLEMS



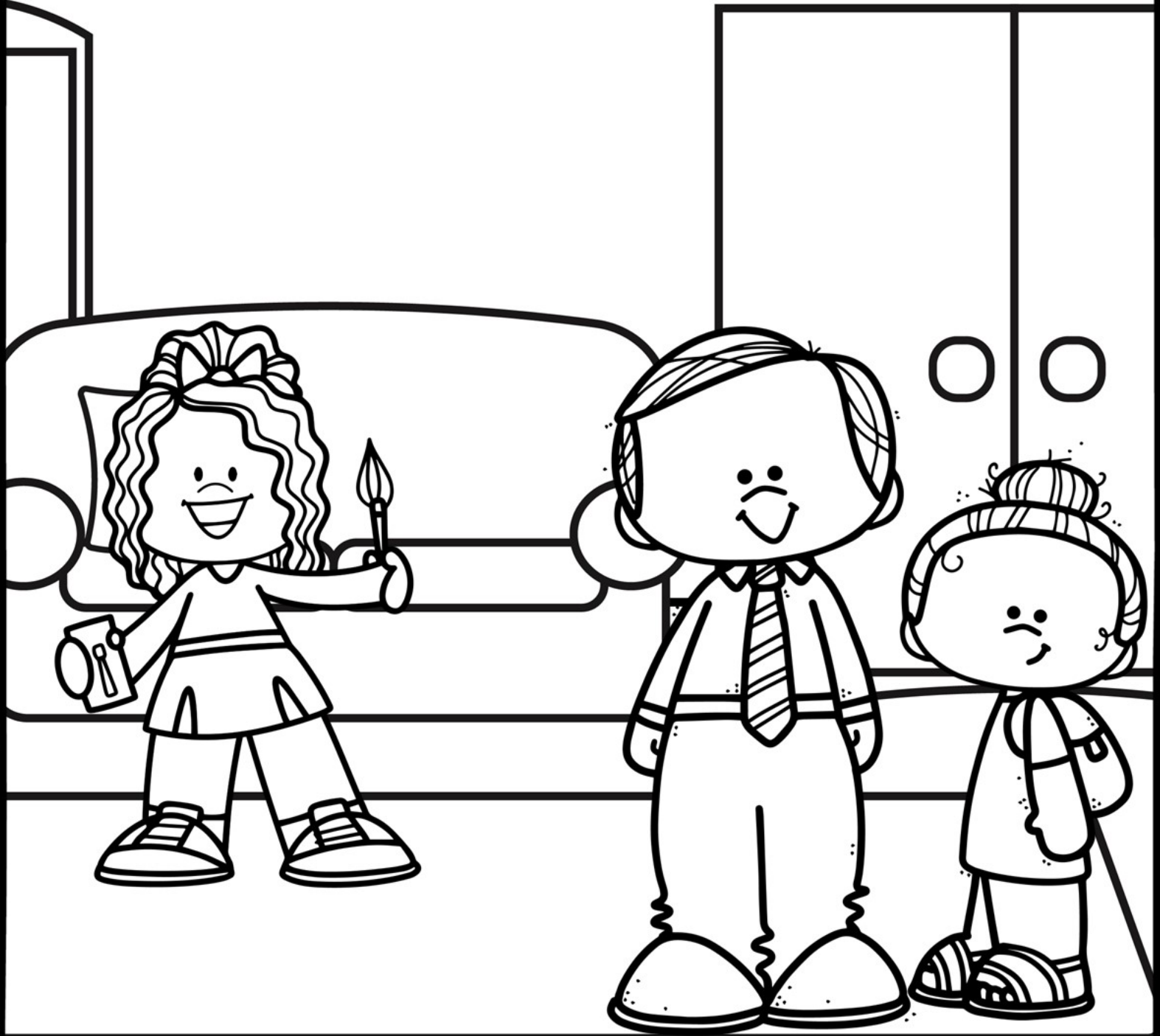
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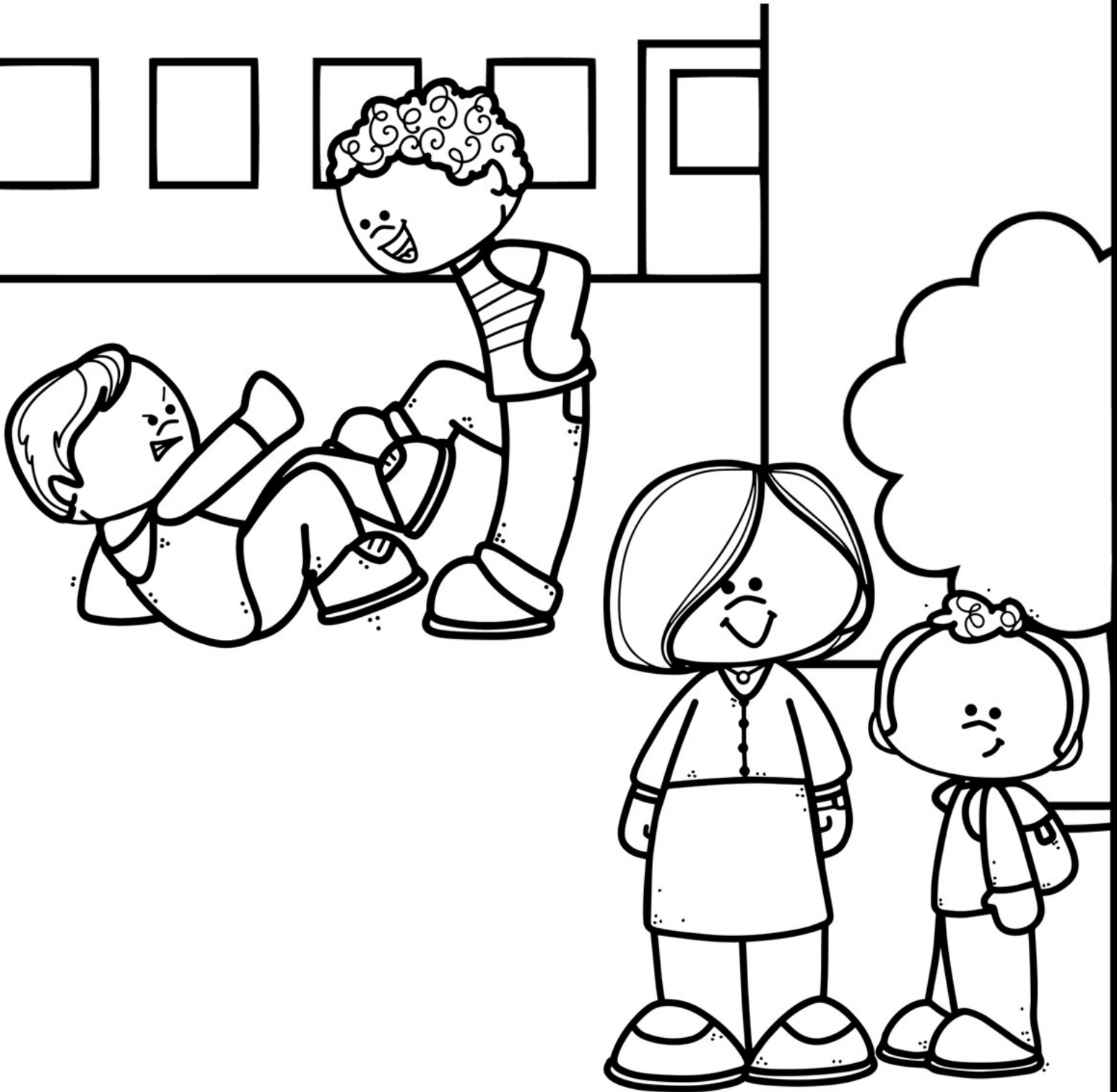
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♥ *laura oathout*



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