

Unit #1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with “I Messages”, Part 2

Lesson 2 of 4

Grade Level: 3

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.A.03.a.i: Identify the interpersonal skills necessary to build quality relationships.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

“I messages” handout

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems 7. Evaluate the extent to which a strategy addresses the problem
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students are able to use “I messages” and tell how they can be applied to everyday situations.

Lesson Preparation

Essential Questions: What happens when someone doesn’t talk about their feelings with others?

Engagement (Hook): Remind students of previous lesson involving puppets. Tell students that I this lesson they will learn more about putting “I messages” to use for themselves.

Procedures

Instructor Procedures:	Student Involvement:
1. Counselor reminds students of previous lesson and briefly reviews what they did.	1. Students listen and add ideas.
2. Counselor talks about “I messages” and tells students how they can let others know their feelings.	2. Students listen
3. Counselor distributes copies of “I messages” handouts to students. Students take turns helping to read the handout.	3. Students volunteer to read portions aloud
4. Counselor and students brainstorm situations where “I messages” could be useful in communicating with others. A list is developed on white board/ chalkboard/ or chart paper.	4. Students participate in brainstorming activity.
5. Counselor directs students to pair up and practice using “I messages” with some of the situations from the list they developed.	5. Students pair up and each pair selects a situation from the list to use for practice in using “I messages.”
6. Counselor asks students to share what happened during their practice and how this can be applied to everyday life.	6. Students participate in discussion.

Teacher Follow-Up Activities

Teacher models and encourages the use of “I messages”

Counselor reflection notes (completed after the lesson)

“I Messages”

When communicating with others, it is important to be honest in what you say. It is also important to say things in a way that get your message across without sounding mean, hurtful, or accusing. “I Messages” are one good way to do this.

“I Messages” show that you:

- Own your feelings
- Own your opinions
- Are honest in your expressions

When using “I Messages” you speak from your own point of view. Using “I” instead of “WE,” “YOU,” or “THEY” takes ownership of the feelings and opinions you are trying to express to others. For example, saying, “*You spoiled everything when you told the class I won the trophy last weekend*” sounds like someone is accusing or blaming. Using “I Messages” instead would sound more like this: “*When you told everyone my exciting news, I felt cheated because I wanted to tell them myself.*”

“I Messages” can be used anywhere: at school and at home, with friends and with family.