

Unit #2 Title: How Does A Person Cope With Life Changing Events?

Lesson Title: Using “I- Statements”

Lesson 1 of 2

Grade Level: 5

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance Standard:

PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):

PS.3.C.05.a.i: Evaluate various coping skills for managing life changes or events.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

C Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

I-Statement activity page, chart paper

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experiences in preventing or solving problems
	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)

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

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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Lesson Assessment (acceptable evidence):

Students will be able to fill in the “I-Statement worksheet with at least one example.”

Lesson Preparation

Essential Questions: What are life-changing events? How does a person cope with life-changing events? How does a person express themselves to others to let them know they are hurting or need help?

Engagement (Hook): Counselor opens by asking students “How many of you like to feel good?” and then discusses with students how we can let other know when we don’t feel good.

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Counselor hands out the “I-Statement” form to each student, discussing each part. 2. Counselor discusses things to avoid when making “I-Statement” 3. Counselor gives students time to fill in the I-statement worksheet. 4. Counselor has students share their I-statements. 5. Counselor has students brainstorm scenarios and then come up with I-statements that can be used in those situations. 	<ol style="list-style-type: none"> 1. Students participate in the discussion. 2. Students discuss what I-statements look like and how they are used. 3. Students practice writing sample I-statements. 4. Students share their examples. 5. Students brainstorm scenarios and then share I-statements that can be used in each situation.

Teacher Follow-Up Activities

The teacher posts the “I Statements” sheet in the classroom and reminds students to use the “I Statement’s” when interacting with others.

Counselor reflection notes (completed after the lesson)

I-Statements

_____, **I feel**
Name

Feeling word

When you _____
Other person's actions

because _____
Effect(s) on you

Examples:

+ “Samantha. I feel **happy** when you **listen to me** because **you are important to me.**”

- “Thomas, I feel **hurt** and **frustrated** when you **hit me** because **I’m not allowed to hit you back.**”

List of feelings words: sad, mad, scared, angry, frustrated, happy, stressed, glad, frightened, etc.

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