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

Lesson Title: Using I-Messages

Lesson 1 of 2

Grade Level: 5

Length of Lesson: 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

Grade Level Expectation (GLE):
PS.3.C.05: Evaluate various coping skills for managing life changes or events.

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
C: Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)
I-Message worksheet
Scenario cards
I-Message displayed on SMART board, white board, or other electronic media

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gather, analyze and apply information and ideas</td>
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<tr>
<td>X</td>
<td>Communicate effectively within and beyond the classroom</td>
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<tr>
<td>3</td>
<td>Exchange information, questions and ideas while recognizing the perspectives of others</td>
</tr>
<tr>
<td>X</td>
<td>Recognize and solve problems</td>
</tr>
<tr>
<td>1</td>
<td>Identify problems and define their scope and elements</td>
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<td>2</td>
<td>Develop and apply strategies based on one’s own experiences in preventing or solving problems</td>
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<td></td>
<td>Make decisions and act as responsible members of society</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Communication Arts</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
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<tr>
<td></td>
<td>Social Studies</td>
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<td>Science</td>
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<td>Health/Physical Education</td>
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<td>Fine Arts</td>
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</table>

Enduring Life Skill(s)

| X | Perseverance | Integrity | X | Problem Solving |

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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X Courage  X Compassion  X Tolerance
X Respect  Goal Setting  X Responsibility

Lesson Measurable Learning Objectives:
The student will complete the I-Message worksheet to each student, discussing each part.

Lesson Formative Assessment (acceptable evidence):
Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will fill in the I-Message worksheet.

Lesson Preparation
Essential Questions: How do I show respect for myself and others?

Engagement (Hook): Counselor opens by asking students “Why is it important to feel good?” and then discusses with students how we can let others know when we don’t feel good.

Procedures

Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities:
---|---
1. Counselor hands out the I-Message worksheet to each student, discussing each part. | 1. Students participate in the discussion.
2. Counselor discusses things to avoid when making I-Messages. | 2. Students discuss what I-statements look like and how they are used.
4. Counselor has students share their I-statements. | 4. Students share their examples.
5. Counselor has students brainstorm scenarios and then come up with I-Messages that can be used in those situations. | 5. Students brainstorm scenarios and then share I-Messages that can be used in each situation.

Teacher Follow-Up Activities
The teacher posts the I-Messages sheets in the classroom and reminds students to use the I Statements when interacting with others.

Counselor reflection notes (completed after the lesson)

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I feel

Name

Feeling word

When

Situation

because

Reasons Why

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.