

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>I-Message</i> worksheet Scenario cards <i>I-Message</i> displayed on SMART board, white board, or other electronic media

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
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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>I-Message</i> worksheet to each student, discussing each part.	1. Students participate in the discussion.
2. Counselor discusses things to avoid when making <i>I-Messages</i> .	2. Students discuss what I-statements look like and how they are used.
3. Counselor gives students time to fill in the <i>I-Message</i> worksheet.	3. Students practice writing sample I-statements.
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)



I-Messages

_____, **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.