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**Unit 1 Title:** Respecting Individual and Group Differences  
**Lesson Title:** Communicating with *I*-Messages, Part 1  
**Grade Level:** 3  
**Length of Lesson:** 10-15 minutes  
**Missouri Comprehensive Guidance and Counseling Big Idea:**  
PS.2: Interacting With Others in Ways That Respect Individual and Group Differences  
**Grade Level Expectation (GLE):**  
PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships.  
**American School Counselor Association (ASCA) National Standard:**  
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)**  
- 2 Puppets  
- Script for a negative scenario  
- Script for a positive scenario using *I*-Messages  

**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)**  
- X Communication Arts  
- Mathematics  
- Social Studies  
- Science  
- Health/Physical Education  
- Fine Arts  

**Specific Skill(s)**  
- 6. Participating in formal and informal presentations and discussions of issues and ideas  

**Enduring Life Skill(s)**  
- Perseverance  
- Integrity  
- Courage  
- Compassion  
- X Problem Solving  
- Tolerance  

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**Missouri Comprehensive Guidance & Counseling Programs:**  
**Linking School Success to Life Success**  
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Lesson Measurable Learning Objectives:
The student will determine one positive or one negative response for at least three friendship interactions.

Lesson Formative Assessment (acceptable evidence):
Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.
Students will participate in a discussion and give a positive or negative visual response to each scenario.

Lesson Preparation
Essential Questions: What does a quality (positive) relationship look like?

Engagement (Hook): Puppet dialogue illustrating negative communication between friends (see scripts, page 4)

Procedures

Instructor Procedures/Instructional Strategies:
1. Counselor begins with puppet dialogue hook depicting an argument typical of the age/grade (see script of negative scenario).
2. Counselor asks students to describe what happened in the scenario.
3. Counselor asks what will probably happen next, and whether the friendship can be saved.
4. Counselor asks what could have been done differently to prevent losing a friend.
5. Counselor presents a new puppet dialogue between the same friends demonstrating the use of I-Messages.
6. Counselor asks students to describe why the second scenario had a more positive outcome.
7. Counselor points out the use of I-Messages in the second dialogue and tells the students

Student Involvement/Instructional Activities:
1. Students watch negative puppet scenario.
2. Students talk about the dialogue they watched.
3. Students offer ideas and discuss whether this friendship can be saved.
4. Students offer at least 3 ideas (have all other students give thumbs up or thumb down for positive and negative actions).
5. Students watch scenario.
6. Students discuss.
7. Students listen.
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| **about *I-Messages*.**  
8. Counselor ends the lesson by telling students that next time they will learn more about *I-Messages*. |
| 8. Students listen.  |

**Teacher Follow-Up Activities**
Teacher models and encourages the use of *I-Messages* during the next week.

**Counselor reflection notes (completed after the lesson)**
Scripts: Negative and Positive Scenarios

Scenario 1 – Negative interaction

This scenario is a puppet dialogue of an argument between two friends, Amy and Mary.

Amy: You invited Shelly to your house. That’s not fair. I invited you over last week.

Mary: So what? I can do what I want!

Amy: You’re supposed to be my friend, so why didn’t you invite me?

Mary: I wanted to play with somebody different.

Amy: I hate you!

Scenario 2 – Positive interaction using I-Messages

This scenario is similar to the first one, but is more positive and demonstrates the use of I-Messages.

Amy: I felt angry when you invited Shelly to your house because you didn’t invite me.

Mary: I didn’t mean to make you feel angry. I found out Shelly collects butterflies and I wanted to show her my mom’s butterfly collection.

Amy: We’ve been friends a long time. I felt left out when you didn’t invite me, too.

Mary: I still think of you as my best friend, but I want to make new friends, too.

Amy: OK. It makes me feel better to know we’re still friends.