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 School Counseling Big Idea:
SE.3: Applying personal safety skills and coping strategies.

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

American School Counselor Association (ASCA) Mindsets and Behaviors:
Social/Emotional Development

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 1: Gather, analyze and apply information and ideas</th>
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<tbody>
<tr>
<td>X Goal 2: Communicate effectively within and beyond the classroom</td>
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<tr>
<td>3. Exchange information, questions and ideas while recognizing the perspectives of others</td>
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<tr>
<td>X Goal 3: Recognize and solve problems</td>
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<tr>
<td>1. Identify problems and define their scope and elements</td>
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<tr>
<td>2. Develop and apply strategies based on one’s own experiences in preventing or solving problems</td>
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<td>Goal 4: Make decisions and act as responsible members of society</td>
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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 |
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:
1. Counselor hands out the I-Message worksheet to each student, discussing each part.
2. Counselor discusses things to avoid when making I-Messages.
3. Counselor gives students time to fill in the I-Message worksheet.
4. Counselor has students share their I-statements.
5. Counselor has students brainstorm scenarios and then come up with I-Messages that can be used in those situations.

Student Involvement/Instructional Activities:
1. Students participate in the discussion.
2. Students discuss what I-statements look like and how they are used.
4. Students share their examples.
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.