

Unit #1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with “I Messages”, Part 1 **Lesson** 1 of 4

Grade Level: 3

Length of Lesson: 20-30 minutes

Missouri Comprehensive Guidance Standard:
 PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):
 PS.2.A.03.a.i: Identify the interpersonal skills necessary to build quality relationships.

American School Counselor Association National Standard (ASCA):
 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)	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)

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

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students are able to recognize and use “I messages” in a practice activity in the second lesson.

Lesson Preparation

Essential Questions: What does a quality (positive) relationship look like and how is it maintained?

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

Procedures

Instructor Procedures:	Student Involvement:
1. Counselor begins with puppet dialogue hook depicting an argument typical of the age grade (see script of negative scenario).	1. Students watch negative puppet scenario.
2. Counselor asks students to describe what happened in the scenario.	2. Students talk about the dialogue they watched.
3. Counselor asks what will probably happen next.	3. Students offer ideas and discuss whether this friendship can be saved.
4. Counselor asks what could have been done differently to prevent losing a friend.	4. Students offer ideas.
5. Counselor presents a new puppet dialogue between the same friends demonstrating the use of “I messages.”	5. Students watch scenario.
6. Counselor asks students to describe why the second scenario had a more positive outcome.	6. Student discussion.
7. Counselor points out the use of “I messages” in the second dialogue and tells the students about “I messages.”	7. Students listen.
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)

“I Messages” 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: When I heard you invited Shelly to your house instead of me, I felt angry.

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.