



Teacher Notes

"I" Messages

3 Cs

- ☞ I care about me.
- ☞ I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:

- I have a right to be in an environment where I feel safe.
 - I have a responsibility to treat others with kindness.
 - Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.
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Preparation

Copies

- Home Connection (see page 17)
- MINGL activity (see page 22)

Materials

- "Looks Like/Sounds Like/Feels Like" chart (see page 19)
- cut apart strips (see page 21)
- paper
- yarn

Music

- "Be a Builder" from the CD *Be a Builder* (see page 158)
 - "My Friend" from the CD *Be a Builder* (see page 174)
 - "Sticks and Stones" from the CD *Be a Builder* (see page 178)
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Vocabulary

- | | |
|---------|--------------|
| builder | put-down |
| breaker | "I" messages |
| put-up | |
-

Lesson at a Glance

Introduction

1. Be a Builder

Strategies

2. Perceptions and Optical Illusions
3. Talking Like a Builder Using "I" Messages
4. Students Make Their Own "I" Messages

Conclusion

5. "Get to Know You" Game

Home Connection

6. "I" Messages
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Core Curriculum Objectives and Standards

Objectives

- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Explore how relationships can contribute to self-worth.
- Demonstrate qualities that help form healthy interpersonal relationships.
- Develop vocabulary that shows respect for self and others.

Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: Understand and respect self and others related to human development and relationships.
- Standard 4: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Introduction

Music
Ask

Smartboard

Tie in the 3 Cs

I care about myself.
I care about others.
I care about my community.

Strategies

Optical Illusions

Define

Ask

Share

1. Be a Builder

Play the song "Be a Builder."

- What does a builder look like?
- What does a builder sound like?
- How do you feel around a builder?
- How do you become a builder?
- Who do you know that acts like a builder? Why?

Ask the same questions about a breaker.

Put responses on a "Looks Like/Sounds Like/Feels Like" double T-chart (see page 19). Instead of using a Smartboard, some teachers hang the chart on the wall as a reminder for students.

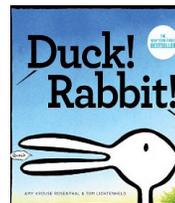
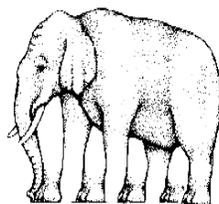
- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

Point to the second statement on the 3Cs poster: "I have a right to care about myself."

- Today we will be exploring how to be builders by treating one another with caring and compassion.
- We will be thinking about ways we might be breakers by hurting one another's feelings, and how we can instead be builders and make sure everyone in the class feels safe.

2. Perceptions and Optical Illusions

View and discuss what students see in the optical illusions on page 20. For more variety search the Internet for "optical illusions for kids."



This illusion is the inspiration behind the children's book *Duck! Rabbit!* (Rosenthal and Lichtenheld 2009).

One definition of "perspective" is when two people see the same thing differently from each other.

- What does a builder do when someone disagrees with his or her perspective?
- What does a breaker do?
- What kinds of things would a breaker say if someone disagreed with his or her perspective?

3. Talking Like a Builder Using "I" Messages

Have students share their reactions to the statements:

- "You always see bunnies instead of ducks! Why can't you see things the way I do?"
- "I see ducks when I look at that picture. What do you see?"



Stand Up

- "You always forget to put the art supplies away!"
- "I feel annoyed when the art supplies don't get put away every single day."
- "You always get the ball at recess time!"
- "I feel frustrated when I don't get a turn to play with the ball very often."

- Read the statements again, emphasizing the words "you" and "I."
- Have the students stand up if these are words that would invite a fight and sit down if the words would invite a friendship.

Tie in the 3 Cs

I care about myself.
I care about others.
I care about my community.

Ask

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- If I care about myself, how will I speak to others?
- How will I encourage others to speak to me?
- If I care about myself, will my words invite fighting or friendship?
- What word makes the difference in those statements?

4. Students Make Their Own "I" Messages

Talking Points

- "You" messages are like a big finger pointing and poking at another person.
- Almost everybody tries to defend himself or herself from a poking, pointing finger. "You always forget . . ." "You are lazy," etc.
- This is the way a breaker speaks.
- With "I" messages, you can get what you need by being strong but not mean.
- Using an "I" message helps to identify your feelings about a problem instead of attacking the other person.
- "I" messages make the listener feel more willing to try to solve the problem.
- Builders use "I" messages.

Students Compare

- "I feel frustrated when our classroom is a mess because the art supplies don't get put away."
- "You always forget to put the art supplies away."

Outline on Board

I feel _____
when _____
because _____
and I need _____

Create Together

- Create "I" messages together using the sample scenarios on page 21.
- This could also be a partner activity using the same scenarios.
- Give a strip to each pair and have them finish the "I" message as per the template.
- Take turns sharing with the class.



Conclusion

Snowball

5. "Get to Know You" Game

Choose one of these games to play.

- Pass out a half-sheet of white paper for each student.
- Write two or three unique characteristic about yourself on the paper without writing your name.
- Crumple your paper into a ball and throw it in any direction.
- Everyone picks up one ball and tries to find the person to whom the snowball belongs.
- Another alternative for sharing would be for students to sit down after they retrieve a paper snowball and then take turns sharing the information about each other.
- Pass out MINGL cards (see page 22) and have students put their name in the middle square.
- Have students mingle and ask other students to sign their card in a blank square.
- After a specified amount of time, students return to their desks.
- The teacher randomly selects students to stand by tapping his or her desk.
- Students cross off the name of the standing person on their sheet.
- The student's name is disqualified if someone in the class says the name of the person standing.
- The first student with five in a row wins.

Get to Know You MINGL

Share

Have students share something they learned about their classmates.

Closing

It is so much easier to be a builder when we take time to learn about and enjoy each other.

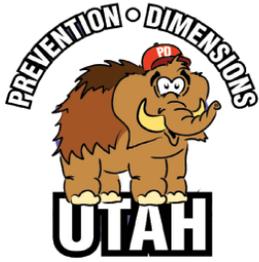
Home Connection

Prepare

6. "I" Messages

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.





Home Connection

Dear Family,
Today I learned that I have the right to care about myself. I care about myself, so I want to use words that invite friendship, not fighting. When I express my feelings with “you” messages, I invite a fight. “You always get the ball at recess time!” When I use “I” messages, I invite friendship. “I feel frustrated when I don’t get a turn to play with the ball very often.”

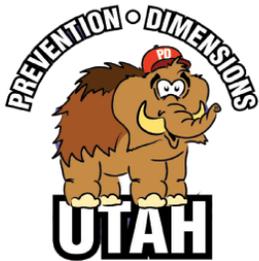
This week, please encourage me to share an “I” message with you when I am feeling a strong emotion.

I feel _____

when _____

because _____

and I need _____



Home Connection

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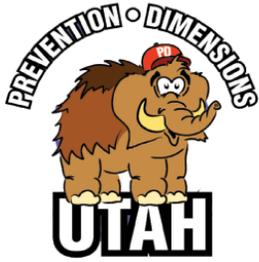
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I feel _____

when _____

because _____

and I need _____



Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de cuidar de mi mismo.

Yo cuido de mi mismo (a), por eso uso palabras que fomenten la amistad y no las peleas. Cuando yo expreso mis sentimientos por medio de mensajes que contienen la palabra “tú”, estoy provocando una pelea.

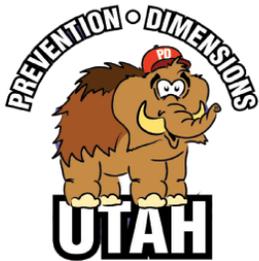
“¡Tú siempre tienes la pelota a la hora del receso!” Cuando uso enunciados que contienen la palabra “yo”, estoy fomentando la amistad. “Yo me siento frustrado cuando no tengo un turno para jugar con la pelota frecuentemente.”

Esta semana ¿podrías motivarme a usar enunciados con la palabra “yo” cuando esté molesto?

Yo siento _____

Cuando _____

Con amor, _____



Conexión en el Hogar

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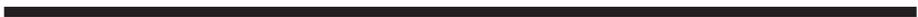
Yo siento _____

Cuando _____

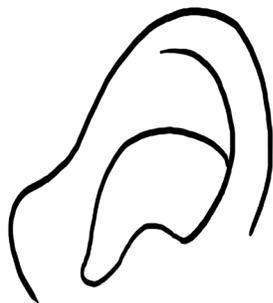
Con amor, _____



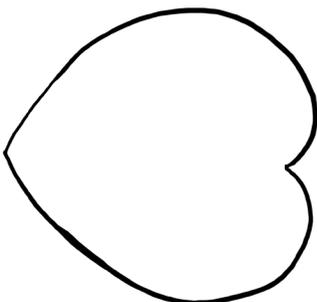
Looks Like...

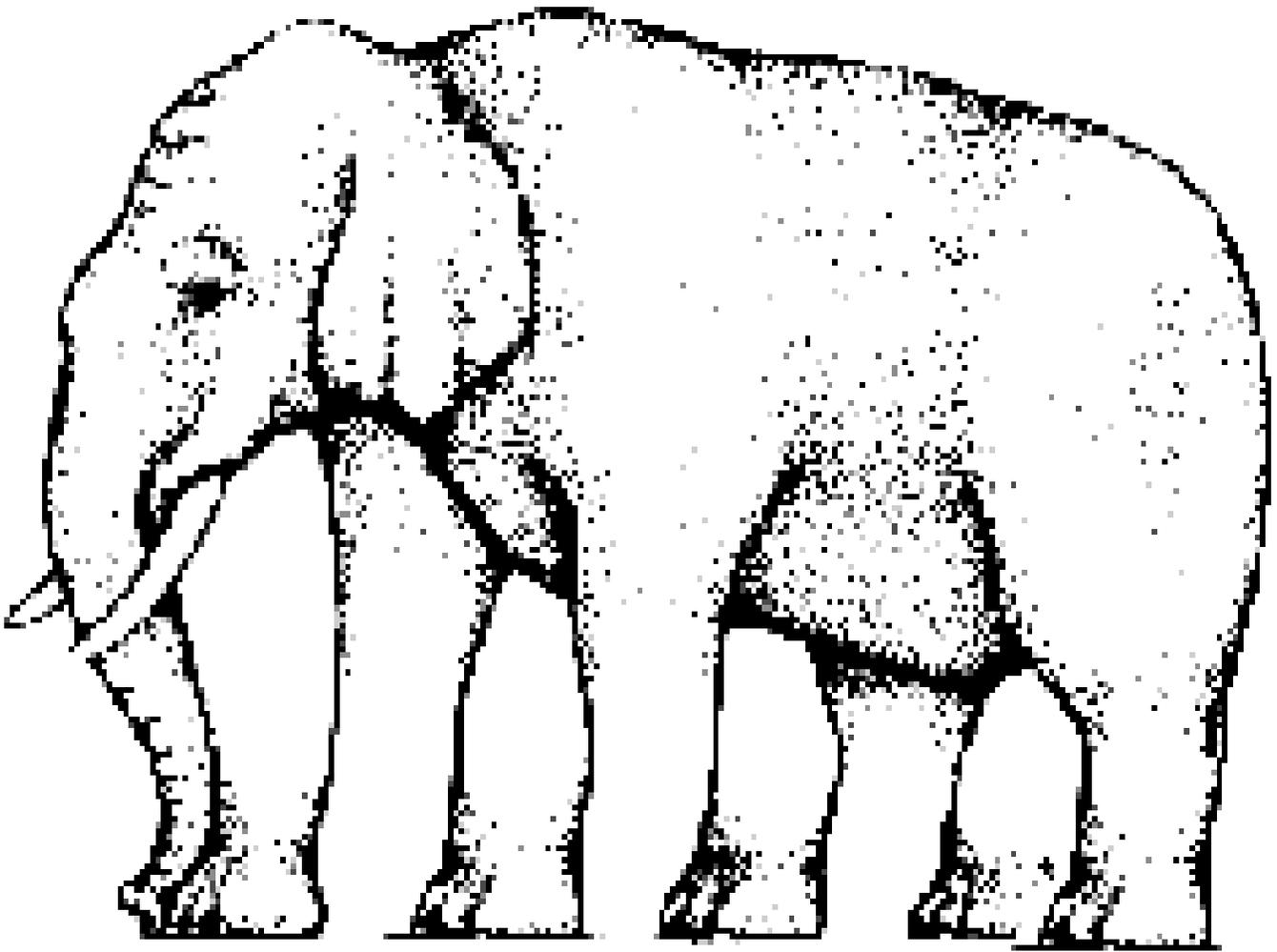


Sounds Like...



Feels Like...





How many legs does the elephant have?

Cover one optical illusion while you show the other.



You come home and your younger sibling has gotten into your room and broken your iPod.

A classmate keeps teasing you about your glasses. He or she may not mean to hurt you, but it bothers you anyway.

A friend of yours wants you to join in with making fun of a homeless person.

Some kids at lunch make fun of the clothes you are wearing.

A classmate makes fun of a student in a wheelchair.

You hear that a student you don't know well is spreading gossip about you that isn't true.

A friend of yours is being teased for wearing braces.

Your parents do not speak English. You find out that someone in your class, who you thought was your friend, makes fun of your parents behind your back.

Someone on the bus always bullies you to give up your seat for him when he gets on.

A girl in your class is having a birthday party, and all the girls are invited but you.

You got in trouble with your teacher for talking when it was really your neighbor who was talking.

		My name		