

“I” Messages



3 Cs

- I care about myself.
- 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.

Preparation

Copies

Home Connection sheet (see page 40)

Materials

Vocabulary wordstrips (see page 42)

Music

- “I’ll Be Nice” from the CD *Something Good* (see page 138)
- “Friendship Song” from the CD *Something Good* (see page 134)

Vocabulary

- | | |
|--------------|-----------------|
| “I” messages | being helpful |
| taking turns | kindness |
| sharing | the Golden Rule |

Lesson at a Glance

Introduction

1. Being a Friend

Strategy

2. Showing Kindness
3. Caring Powers Jar

Conclusion

4. I Care About You

Home Connection

5. “I” Message Practice

Core Curriculum Objectives and Standards

Objectives

- Model behaviors that foster healthy interpersonal relationships.
- Recognize why acceptance of self and others is important for the development of positive attitudes.

Standards

- Standard 1: The students will learn ways to improve mental health and manage stress.
- Standard 3: The students will understand and respect self and others related to human development and relationships.

Teacher Notes

Introduction

Prepare

Music

Participation

1. Being a Friend

Copy and cut out the word strips on page 42.

Gather children to a meeting place, playing "Friendship Song" as they come together.

Use your personality to introduce new Caring Powers. Tell students we can all be Helpful Heroes when we use Caring Powers. (Have children do a drum roll with their hands on their laps as you pull the word strips out of a special bag, or have students participate in some other way.)

- Taking turns
- Sharing
- Being helpful
- Kindness
- "I" messages sound like, "I feel _____ when _____."
- The Golden Rule (Treat others as you would like to be treated.)

Strategies

Students Share Bug & Kindness Pictures

Review some "Helpful Hero" stories or pictures that children drew of themselves doing acts of kindness when they saw someone was bugged (see Lesson 2, Home Connection). As children view the pictures or hear the stories, discuss and name the acts of kindness or Caring Powers they see their classmates using. Emphasize how each child acted like a Helpful Hero.

Verbalize

Use "I" messages depicting what could have been said when the child performed the act of kindness (e.g., "I feel good when you help me set the table").

Explain

When we treat others as we want them to treat us, we are living the Golden Rule.

Ask

Why do you think "I" messages are called "I" messages? (They all start with "I"!)

Role Play

Have students role-play people caring for others in the following ways:

- Say "please."
- Obey school and classroom rules.
- Say "thank you."
- Take care of things that belong to other people.
- Obey parents.
- Listen politely.
- Do not interrupt while someone else is speaking.

Tie in the 3 Cs

I care about myself.
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.

3. Caring Powers Jar

Ask

Create a Caring Powers Jar and stock it with scenarios on separate slips of paper. Draw out a paper and role-play throughout the year. Some teachers create personal classroom scenarios when children need to choose a Caring Power.

For example:

How would you like to be treated if you _____?

- Fell down at recess
- Had a big mess to clean up
- Worked hard on cleaning your room



Conclusion

Repeat

Encourage

Class participation

Music

Write

4. I Care About You

Say the sentence "I care about you" several times.

Let's use our Caring Powers to build a classroom where everyone feels safe, because we all have a right to be in an environment where we feel safe.

Students will suggest rules that will protect their rights and remind them of their responsibilities. Encourage them to understand the Golden Rule: The best rule of all is to treat others as you would like to be treated.

Listen and sing the song "I'll Be Nice." The song has several parts. As the children learn this song, discuss how there are several ways we can do our part to care for each other.

Work with the class to write a class goal for showing kindness during the routines of the day.

Home Connection

5. "I Message" Practice

Make a copy of the "Home Connection" paper for each student. Send the Home Connection home with each student and instruct him/her to share the information with his/her family. Please have students check either the "Enjoy at home" or "Please return" box.

Additional Ideas

Draw and write

6. Class Book

Make a class book, with each child making an "I will show kindness by _____" page. Compile the student pages together into a book and share it as a read-aloud. Many teachers have used scrap jewel cases from CDs to create these books. Make an accordion fold of five to ten pages and insert it into the jewel case. The book becomes a permanent history of the class.

Extension: Make several books depicting showing kindness in specific scenarios: "I will show kindness to my brother/sister by _____," or "I will show kindness in the hallways by _____," etc.

Drama

7. Birthday Gift

Prepare

Use recording equipment such as a video camera, cell phone or computer. Don't forget the camera for a class picture.

Directions

Have the children sit in a circle.

Speaking into the microphone, the teacher begins:

"Today is _____. I am Miss/Mr _____'s kindergarten teacher. All of _____'s friends are here to make a recording to let him/her know how much we appreciate him/her."

Have each child contribute by saying something like the following.

"My name is _____. _____, I really like you because you _____."

"You're a really good friend because you _____."

"My name is _____. For your birthday I wish you _____ (peace, joy, love, kindness, happiness...)"

End with all the kids shouting:

"Happy birthday, _____!"

The Gift

If possible, take a class picture of all the children surrounding the birthday boy/girl.

Wrap up the class picture and CD. Send them home with the birthday boy/girl.





Home Connection

Dear Family,
Today I learned I have a right to be in an environment where I feel safe. When I speak using “I” messages, I talk about my feelings in a kind, safe way. When I have a strong feeling, will you help me draw my feeling story and make an “I” message about it?

Thank you! I love you!

Name _____

Below is a sample of an “I Message.”

I feel sad when it's time to leave Grandma's house.

Name _____

I feel _____ when _____.



Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de estar en un ambiente en el cual yo me sienta seguro (a). Cuando yo hablo usando la palabra “yo” en los mensajes que expreso, estoy hablando de mis sentimientos en una forma amable y segura. Cuando yo tengo un fuerte sentimiento acerca de algo, ¿Podrías ayudarme a dibujar la historia de mis sentimientos y a hacer un mensaje usando la palabra “yo” acerca de eso?

¡Muchas gracias! ¡Te amo!

Nombre _____

En la parte de abajo hay un ejemplo de un mensaje usando la palabra “yo”.

Yo me siento triste cuando es tiempo de irme de la casa de mi abuela.

Nombre _____

Yo me siento _____ cuando _____.

Caring Powers:
“I” messages
Taking turns
Sharing

Being helpful

Kindness

The Golden Rule

