



"I" Messages

3 Cs

- ☞ I care about myself.
- I care about others.
- I care about community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Preparation

Copies

- Home Connection (see page 17)
- MINGL activity (see page 19)

Materials

- paper
- yarn
- cut-apart scenario strips (see page 20)

Music

- "Be a Builder" from the CD *Be a Builder* (see page 140)
- "My Friend" from the CD *Be a Builder* (see page 156)
- "Sticks and Stones" from the CD *Be a Builder* (see page 160)

Vocabulary

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

Lesson at a Glance

Introduction

1. Be a Builder

Strategies

2. Talking Like a Builder Using "I" Messages
3. Students Make Their Own "I" Messages

Conclusion

4. "Get to Know You" Game

Home Connection

5. "I" Messages

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 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Teacher Notes

Introduction

Music

1. Be a Builder

Play the song "Be a Builder."

Ask

- 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 for a breaker.

Smartboard

Put responses on a "Looks Like/Sounds Like/Feels Like" double T-chart

Looks Like...



Sounds Like...



Feels Like...



Tie in the 3 Cs

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

- Point out the first statement on the 3Cs poster (see page 98 "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.

Strategies

Share

2. Talking Like a Builder Using "I" Messages

Have students share their reactions to the following statements:

- "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."

Stand up

Read the statements again, emphasizing the words "you" and "I." Have the students stand up if the words 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 community.

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Ask

- 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?



3. 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 themselves from the 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. That is called being "assertive."
- Identify your feelings about a problem instead of attacking the other person.
- This technique makes the listener feel more willing to try to solve the problem.
- This is the way builders speak.
- Use this little rhyme to remember how to use an "I" message.
"You" versus "I." Look inside!

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 _____

*Teachers may also want
to address tone of voice
and body language.*

Create Together

Create "I" messages together using the sample scenarios. This could also be a partner activity using the cut apart strips on page 20. Give a strip to each pair, have them finish the sentence above and take turns sharing with the class.

Sample Scenarios

- 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 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.
- Your friend tells you your t-shirt looks weird.



Conclusion

Snowball

4. "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 characteristics about yourself on the paper without writing your name.
- Crumple your paper into a ball and throw in any direction.
- Everyone picks up one ball and tries to find the person the snowball belongs to.
- Ask, "Will the real writer stand up?"

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.

Get to Know You MINGL

Pass out MINGL cards and have students mingle and find a classmate who meets the description.

Share

Have students share something positive 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.

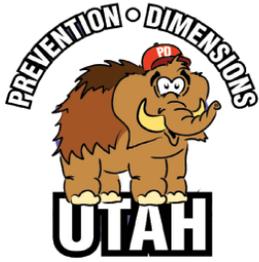
Home Connection

4. "I" Messages

Prepare

- 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.

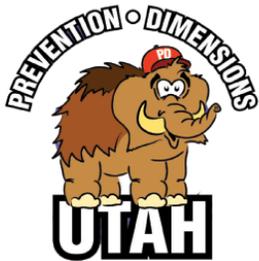
I care about myself, so I want to use words that invite friendship, not fighting. When I express my feelings with “you” messages, I invite a fight. “You always get the ball at recess time!” When I use “I” messages, I invite friendship. “I feel frustrated when I don’t get a turn to play with the ball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

This week will you encourage me to share an “I” message with you when I am feeling a strong emotion?

I feel _____

when _____

Love, _____



Home Connection

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Today I learned that I have the right to care about myself.

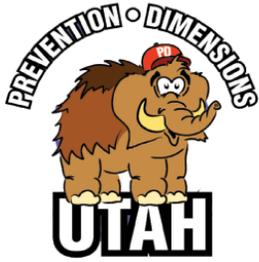
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This week will you encourage me to share an “I” message with you when I am feeling a strong emotion?

I feel _____

when _____

Love, _____



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.

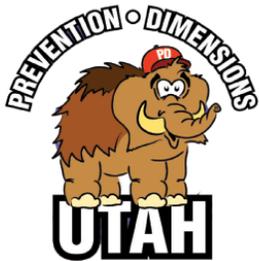
“¡Tú siempre tienes la pelota a la hora del receso!” Cuando uso enunciados que contienen la palabra “yo”, estoy fomentando la amistad. “Yo me siento frustrado cuando no tengo un turno para jugar con la pelota frecuentemente.”

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

Yo siento _____

Cuando _____

Con amor, _____



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

Yo siento _____

Cuando _____

Con amor, _____

M	I	N	G	L
Find someone who wears glasses.	Find someone who doesn't like broccoli.	Find someone who likes baseball.	Find someone who has long hair.	Find someone who has a scooter.
Find someone who has a pet.	Find someone with your same name.	Find someone who has never moved.	Find someone who likes country music.	Find a person with your same color shirt.
Find someone who has a birthday this month.	Find someone who plays the piano.	FREE	Find someone who worked this summer.	Find someone who has blue jeans on.
Find someone shorter than you.	Find someone who likes the same ice cream you do.	Find someone who is wearing earrings.	Find someone who has a pool.	Find someone who likes the color green.
Find someone who has a watch on.	Find someone who likes salad.	Find someone who is taller than you.	Find someone who doesn't have a pet.	Find someone who has never had a cavity.

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

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

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

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

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

Your friend tells you your t-shirt looks weird.