

Problem Solving I-MESSAGES

K/1st

Joshua Uses
I-Messages

I feel _____
when _____.
Can you please _____?

WHAT SHOULD
YOU SAY?

THIS

THAT

I- MESSAGE

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Social Emotional Learning

note to the educator

This lesson on **I-messages** can be used on its own or as part of the larger Problem Solving unit. The activities are truly **developmentally appropriate** for your youngest learners (K/1st) and require zero independent reading.

It's flexibly designed to accommodate any SEL delivery method or schedule.

It was also created using SEL **research-based** best practices:

- Focus on 1 or more specific skills
- Includes activities to practice the skill(s)
- Incorporates cooperative learning
- Provides opportunity for self-reflection

resource includes:

- Short story
- Whole group activity
- Independent or small group practice activity
- Closing circle questions
- Extension activity
- Poster/coloring pages
- Recommended book companions

short story

Joshua Uses I-Messages



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Joshua learns that using I-messages helps him to solve problems and feel better.

short story

Joshua got up quickly with a big smile on his face. He felt so proud of his painting and was excited to show it off. Joshua held up his painting of a horse and began to talk about it. "Look at that color, that's not what real horses really look like!" said Matteo. "You're so mean!" shouted Joshua back to him, and he stomped back

After talking with Su Jin, Joshua walked up to Matteo and said, "I feel hurt when you say mean things about my painting. Can you please be nicer next time?" Matteo's eyes opened big and he said "I'm so sorry, Joshua. I didn't mean to hurt your feelings. That was kind of mean." Joshua felt better after using an I-message, and after Matteo responded so respectfully.



I'm sorry



I feel hurt when you say mean things. Can you please be nicer next time?

HEY! You hurt me!



But as they were lining up to leave the art room, he accidentally pushed Joshua. "HEY! You hurt me!" she pushed Christina back. Christina just ignored

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Later that day Ms. Perez's class was outside at recess. Joshua saw Kiara and Christina playing with the jump ropes and wanted to join. "Can I jump, too?" he asked. "No, we're playing a special game already," said Kiara. Joshua wanted to shout, "How rude!" but then he thought about what Su Jin had told him about an I-message.



10

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12 pages

whole group activity



Movement-based learning to practice identifying I-Messages.

independent/small group activity

I-MESSAGE

1 I feel _____



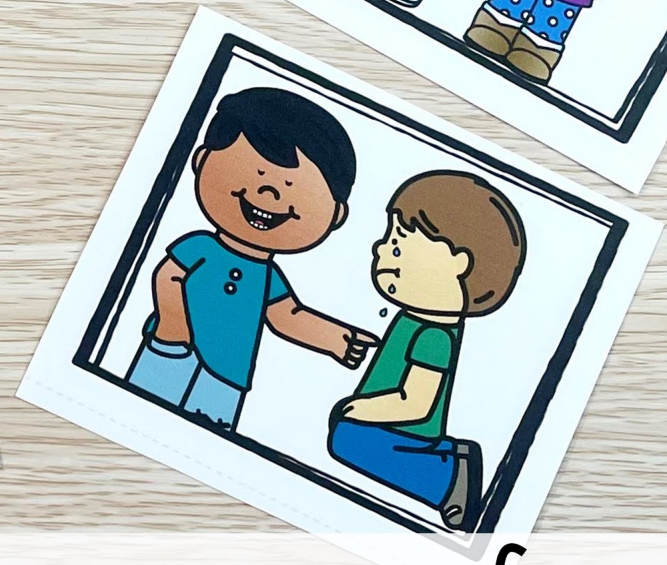
2 when you _____



3 Can you please _____?



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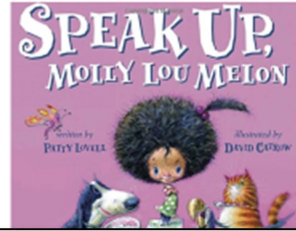


Practice using I-messages for different conflict situations.

extensions

Book Companions

This lesson can be used without any stories, but the following picture books would make for great companions. Click on the covers to find them on Amazon.



I-MESSAGE STEP 1: Say how you feel.

I feel
_____.

Sad



Lonely



I can use an I-Message.

I feel
_____.

when you
_____.

Can you please
_____?

Reinforcing I-Messages

Your students just received a lesson about using I-Messages. Below is an extension and reinforcement activity you can use with your class to make their learning stick!

When _____ (educator) visited our classroom, you learned about using I-Messages. Who remembers the three important steps in an I-Message?

- Say how you feel "I feel _____."
- Say what happened "When you _____."
- Say what you need "Can you please _____?"

Name: _____

I can use an I-Message.

how to use

Use for one lesson or multiple lessons.

Can also be used for small group/ tier 2 support.

PACING GUIDE (25-30 minute lesson)

- Story (7-10 minutes)
- Whole group activity (choose just 4-6 scenarios – 5 to 7 minutes)
- Introduce small group activity (5 minutes)
- Small group practice activity (7-10 minutes)
- Closing circle question: (3-5 minutes)

PACING GUIDE (45 minute lesson)

- Same as above, but use all of the scenarios for the whole group activity
- Students color the "I can" page
- Read a recommended book companion

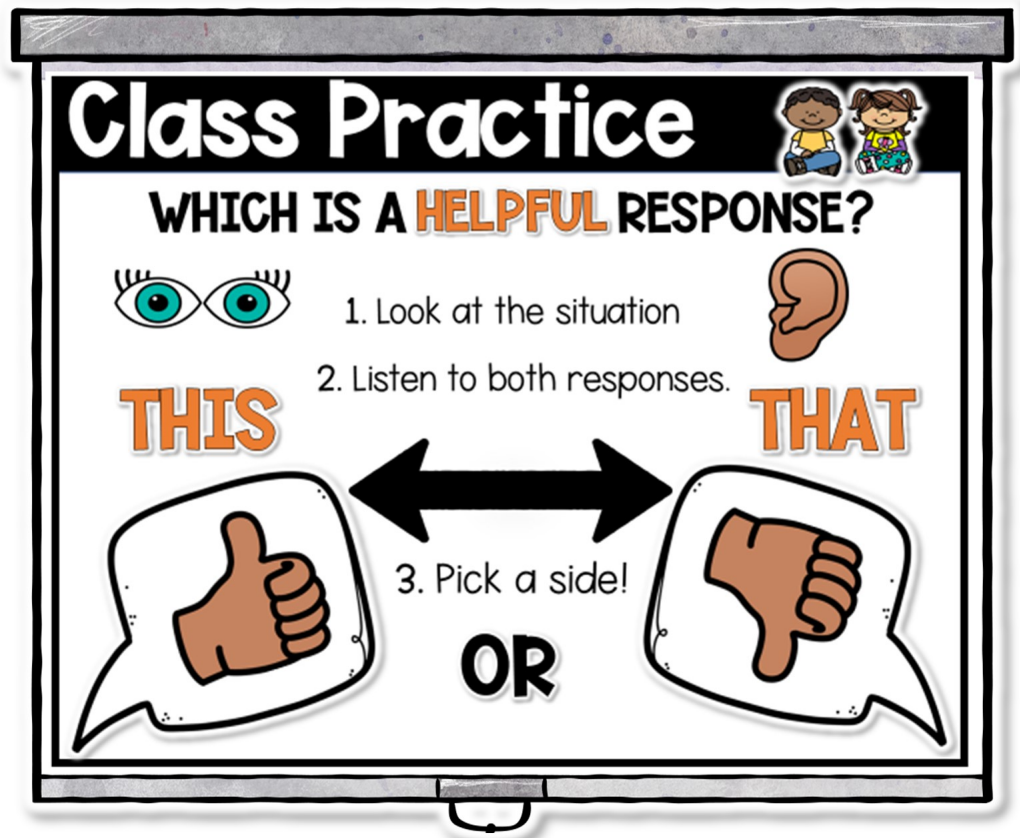
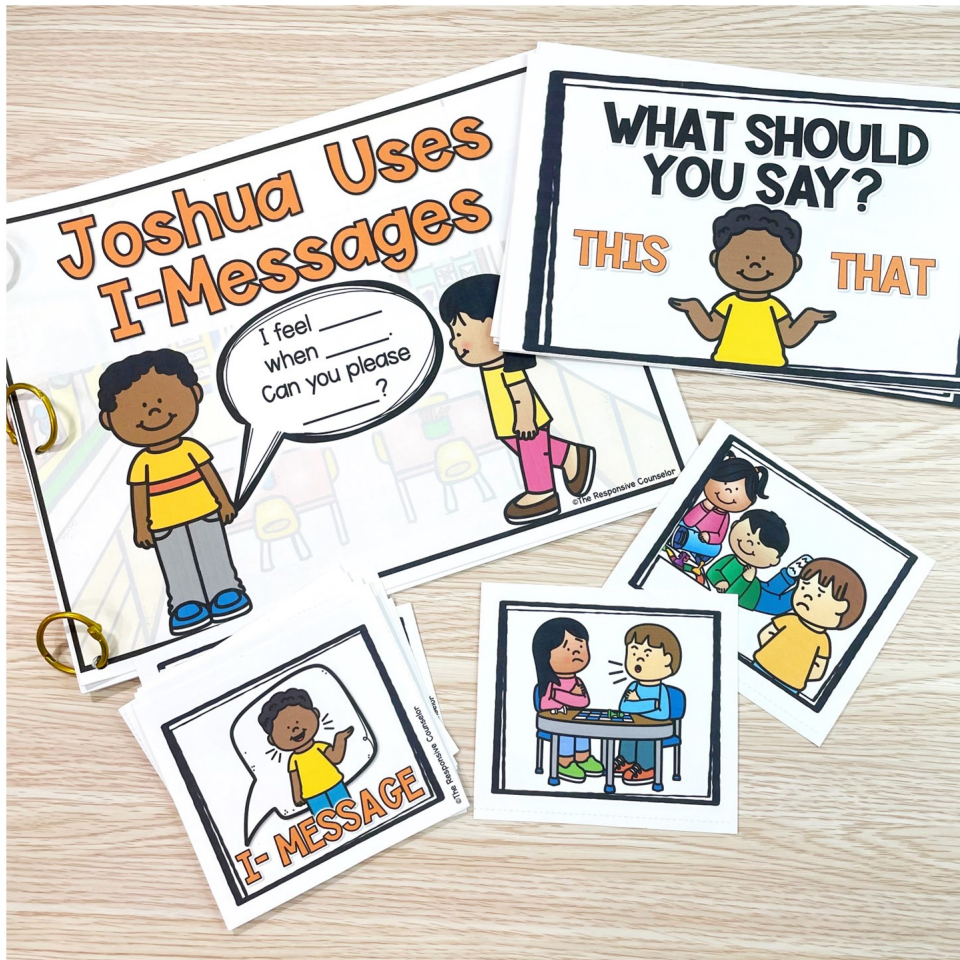
PACING GUIDE (super mini lessons, weeklong)

Mon	Read and discuss story
Tues	Whole group activity
Wed	Small group practice activity
Thurs	Extension activity + 1 recommended read aloud
Fri	Color "I Can" page + closing circle

how to use

Love technology?

Use the included
slideshow to guide
the activities.



Want a tech-free
option?

Everything can be
done screen-free
with printables.

Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.



Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a school counselor from a large southeastern school district with a wonderfully diverse group of students. I create and implement a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. I also share my ideas and resources to reach students and help educators across the world!

Let's
Connect:

