

LULU USES AN I-MESSAGE

- Learning to **express feelings respectfully** for grades **Pre-K + K**
- Super **low prep!**



Designed for Little Learners!

Created especially for
Pre-K and **Kindergarten:**

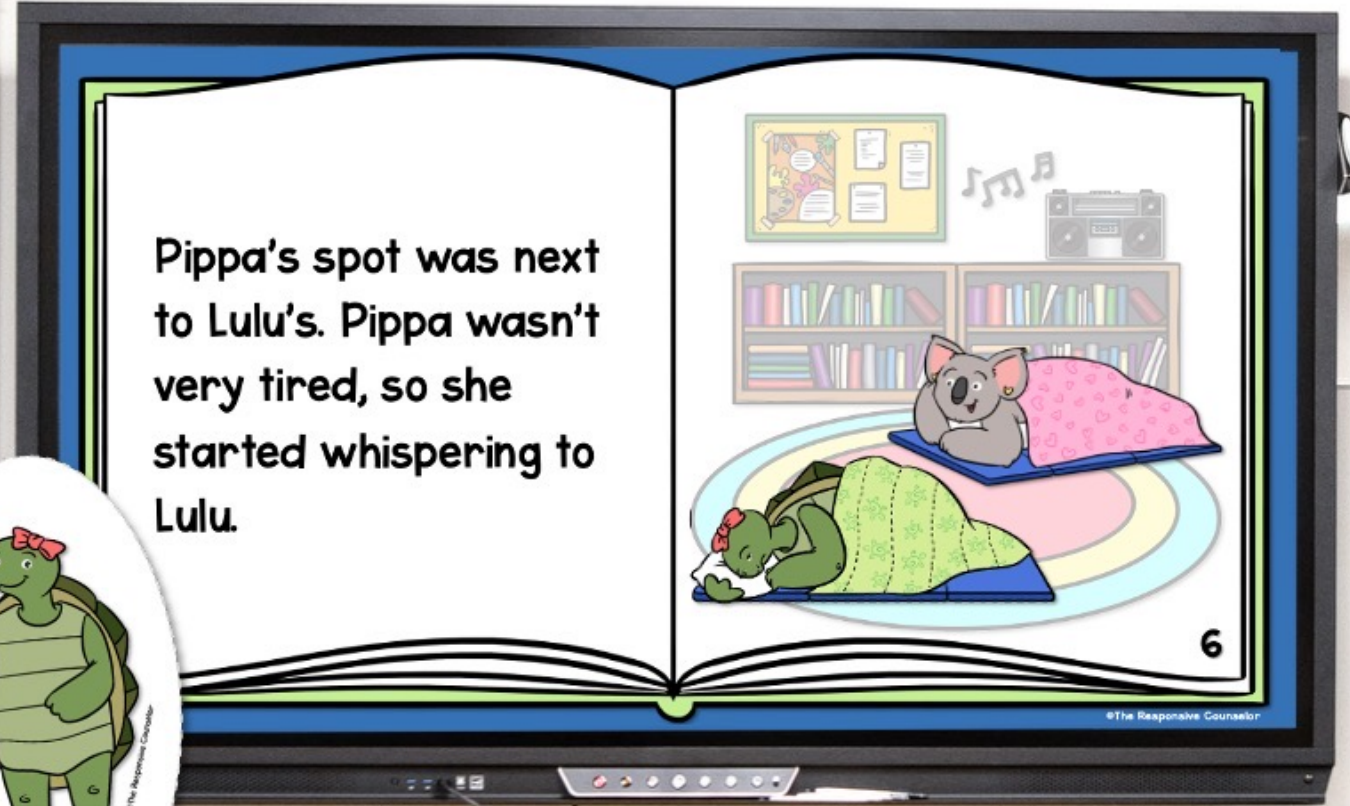
- Lovable characters
- Short, engaging stories
- Simple, age-appropriate language
- Interactive movement and play
- Flexible practice activities



Start with a story!

Lulu feels frustrated when Pippa doesn't let her rest. Ms. Juniper helps her **learn to tell Pippa how she feels** by teaching her all about I-Messages!

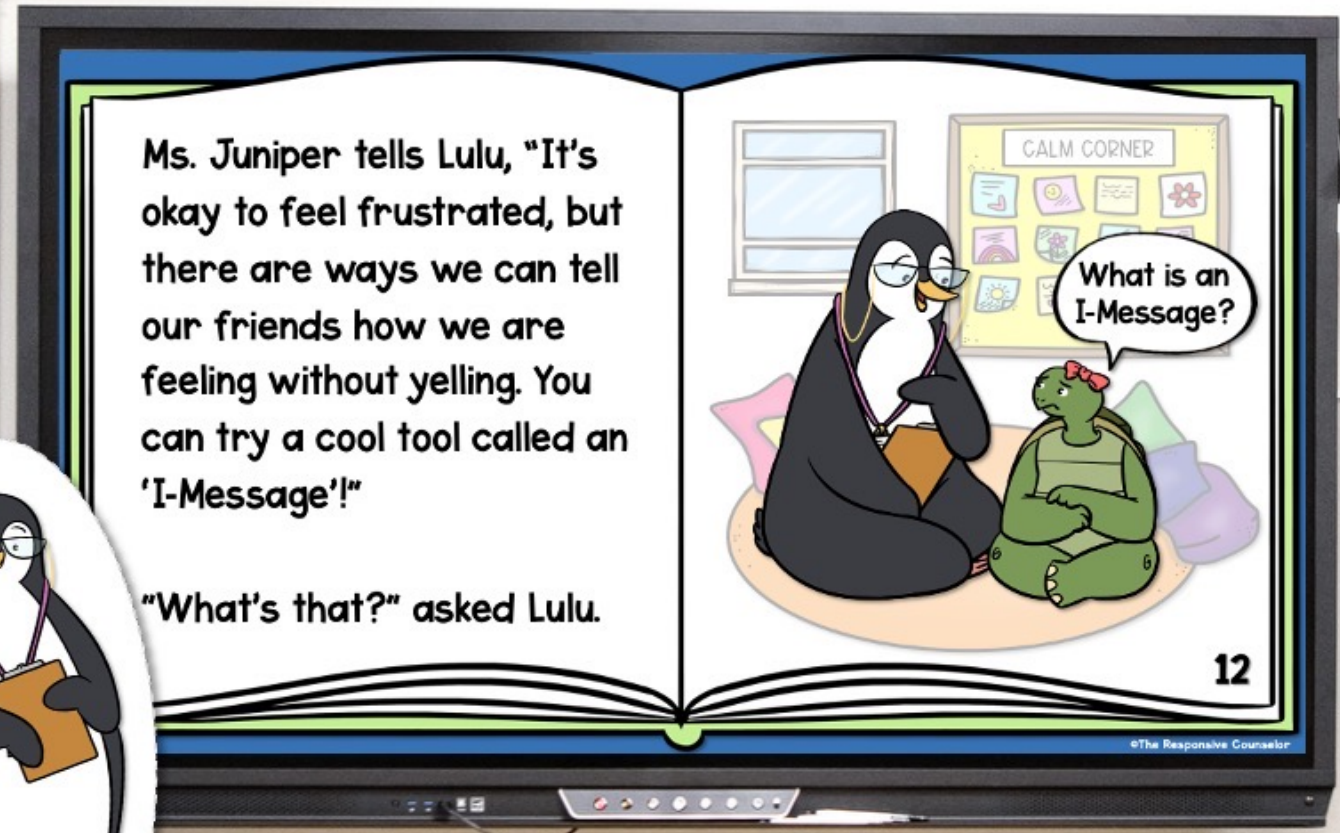
Use easy stick puppets to add another **engaging** element.



Follow Along!

Young learners will enjoy following Lulu's adventures as they **explore** playing together and **learning** new skills.

Every page encourages discussion, reflection, and learning.



Reinforce!

With rhymes and motions, engage students in a call-and-response chant to **reinforce their learning.**

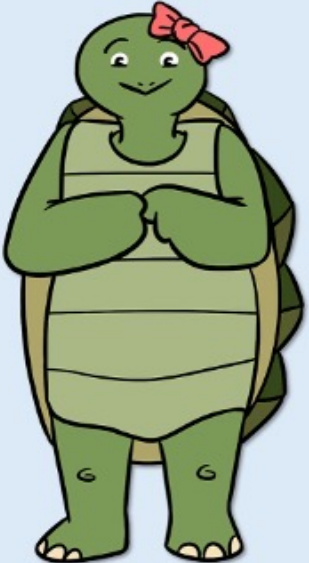
*When I have something to say,
I share my feelings, in a strong and kind way!*

*I say, "I feel..."
And I tell them what I feel!*

*You say what happened...
Clear and calm and slow.*

*You say what you need...
So my friends know.*

*Kind words, calm voice – that's my way!
I can use an I-Message today!*



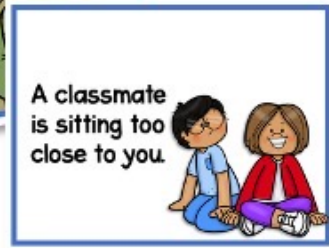
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Practice!

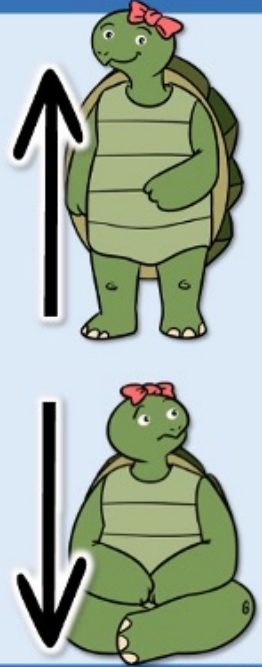
Movement-based whole-group activity for differentiating between helpful and unhelpful ways to solve problems..

Interactive **role play** activity for coming up with I-Messages.



HELPFUL OR UNHELPFUL?

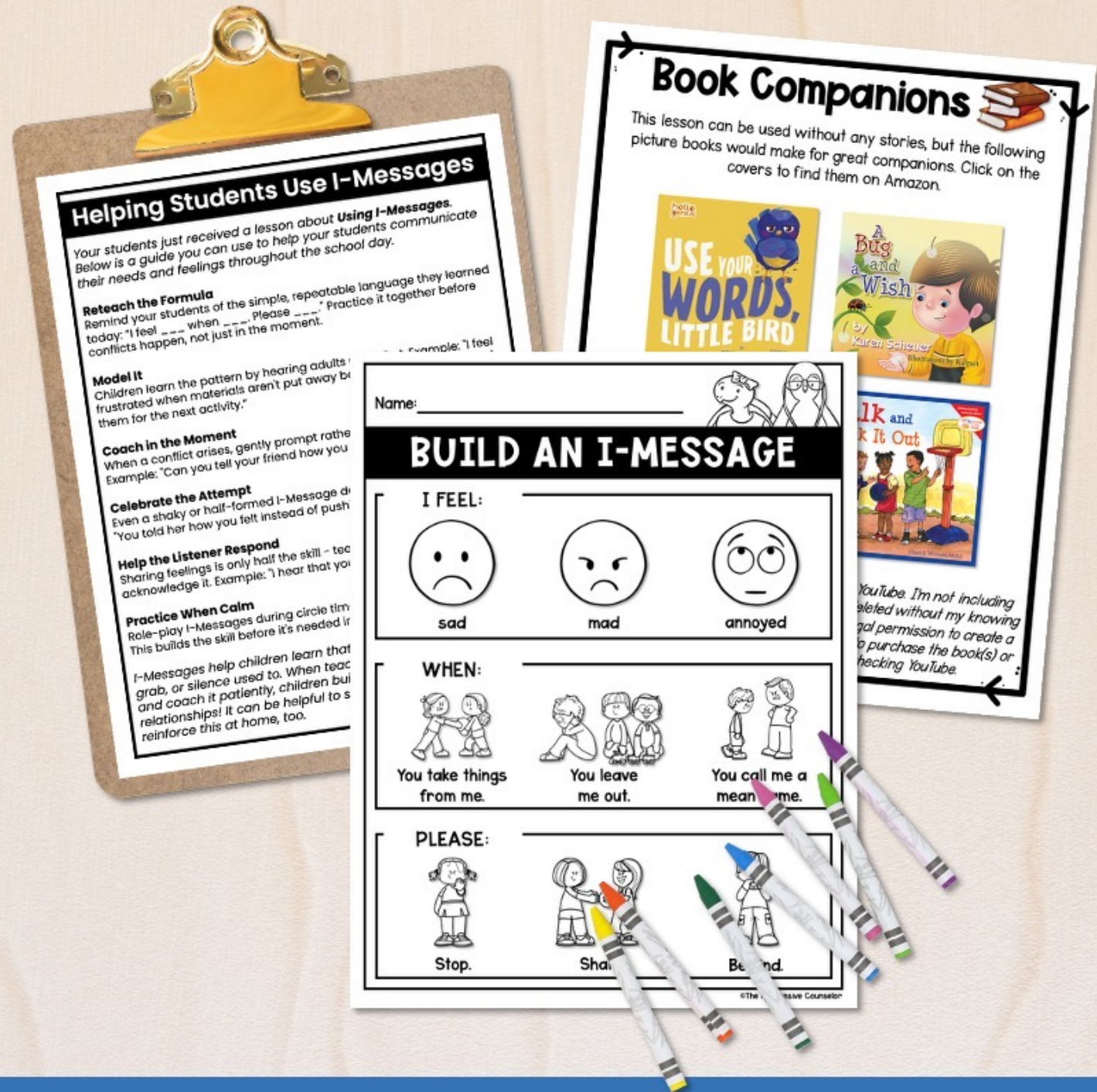
Stand up if you think it's a helpful way to solve the problem. Sit down if you think it is an unhelpful way to solve the problem.



Extend!

Options include to **extend the learning:**

- Teacher tip sheet
- Build An I-Message worksheet
- Recommended book companions



Detailed Lesson Plan

ASCA and CASEL aligned lesson plan

	I-MESSAGES
Closely Circle	I-MESSAGES
	Objective(s): Students will practice using simple assertive communication – such as saying “please stop” or using I-Messages – when someone is doing something they don’t like.
	ASCA Mindsets/Behaviors: B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary.
	CASEL Domains: Relationship Skills
Worksheet	Additional Materials Needed: Popsicle sticks, optional Writing materials for worksheets.
	PLAN/PREP
Additional Activity	Slideshow: Review the directions, suggested scripting, and slides ahead of time. Print puppets and glue onto large popsicle stick, if using.
	Whole Group Activity: Review slides and hide any that you will not use.
	Additional Activity: Print/copy a set of task cards. You may want to laminate for durability.
	Extension(s): Print/copy Build-An-I-Message worksheet, one per group.

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	PACING GUIDE (25-minute lesson)
Friday	I-MESSAGES
Thursday	Movement
Wednesday	
Tuesday	• Pages 24-25: Ask students to stand in their spots. • “We are going to move our bodies to help us remember what we learned today. Repeat after me!” • Say each sentence and do the corresponding movement. Have students copy you. • <i>When I have something to say, I share my feelings in a strong and kind way!</i> (strong arms, point to heart) • <i>I say, “I feel...”</i> • <i>And I tell them what I feel!</i> (hand on heart) • <i>You say what happened...</i> • <i>Clear and calm and slow.</i> (take a deep breath) • <i>You say what you need...</i> • <i>So my friends know.</i> (high-five someone next to you) • <i>Kind words, calm voice – that’s my way! I can use an I-Message today!</i> (jump up and pump a fist in the air)
Monday	
	Whole Group Practice
	If you are using this activity within the same lesson, move to page 26. If you are not, hide this page. • Page 26: Explain the activity. You will read each choice, and the students will decide if it was a helpful choice or not. They will stand if it is helpful and sit if it is not. • Go through pages 27-33. • Continue until all slides have been completed or as time allows.

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Optional/
suggested
scripting to
use

Outline
breakdown
with activity
directions

Hi, I'm Sara! At The Responsive Counselor, we create resources for school counselors, child therapists, and teachers that improve social emotional learning and help students be their best selves.

Our focus is creating resources that are effective (using research-based best practices) and engaging (through collaborative learning and relevant scenarios) for students.

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



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let's connect:

