

Talk it Out (I-Messages)

OBJECTIVE(S): Students will learn how to use an I-message and will practice in multiple ways.

CASEL DOMAINS: Relationship Skills

ASCA MINDSETS/BEHAVIORS: Use effective oral and written communication skills and listening skills; Demonstrate advocacy skills and ability to assert self

MATERIALS: Statement cards, scenario cards, mini-poster

OUTLINE:

- Explain to students that no matter how will sometimes have times where one
- Give a non-example of how to solve "Let's pretend that I was upset Ty could try to solve it by saying 'you during my lessons.' Do you think worse?"

- Give a non-example of how "Let's pretend Maria always really don't like this ni though. Will this pro Say "Ok, let me try Using your sam (eg. "I feel fru please wait feel annoy by my n As st ster

OUTLINE:

- Explain the importance of all three parts:
 - "I feel" - Most people are good people who feel bad. If you tell others how you feel who will be more likely to change what they're doing
 - "When you" - If you don't tell the other person they did that you're upset by, they might be confused
 - "Could you please" - It's important to tell the person what you need you to" for the last part
- With some classes, you can also give another need you to" for the last part
- If we jump right to telling them what we want them differently, they may think we are bossy. People will like better when we start with telling them how we feel.
- Students practice delivering and responding to I-messages using "read-read-trade" and the statement cards (directions follow).
- Some groups may need you to model different ways of responding to I-messages.
- Students practice delivering and responding to I-messages with "quiz-trade" using the situation cards.
- Consider having student volunteers brainstorm emotion words write on the board as a "word bank".
- Model a practice round with a student volunteer using their cards.
- Whole group sitting in a circle, each student volunteer signs an I-message today.

**TALK
IT OUT**

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**TALK
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I feel sad
when you say you don't
want to be my friend.
Could you please tell me
why you don't want to be
my friend anymore?

I feel frustrated
when you interrupt me.
Could you please let me
finish?

I feel lonely
when you ignore me.
Could you please play and
talk with me again?

I feel angry
when you call me names.
Could you please choose
nicer words?

I feel worried
when you talk to me when
the teacher is talking.
Could you please wait until
a better time?

I feel embarrassed
when you laugh at me when
my answer is wrong.
Could you please be more
respectful?

Includes 42 Scenarios

What would you do? SCOOT

- Select however many cards you need for your students, picking ones that best meet the issues the class faces.
- Number each conflict situation card. Can use dry erase marker if laminated.
- Place each conflict situation at a work spot.
- Project strategies key or place one at each work spot.
- Students travel through each and decide which conflict resolution strategy they would use

What would you do?

Read each situation and decide how you would solve the problem.

Name: _____

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.
13.	14.	15.	16.	17.	18.
19.	20.	21.	22.	23.	24.
25.	26.	27.	28.	29.	30.

What would you do?

- Ignore I
- Talk it Out TIO
- Share and Take Turns STT
- Walk Away WA
- Wait and Cool Off WCO
- Go To Another Game GTAG
- Tell Them to Stop TTS
- Apologize A

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Conflict

What can
you do?

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Conflict

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Conflict

What can
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Someone keeps taking your stuff without asking you first.

What can you do?

Someone in your class is giving the substitute wrong directions.

What can you do?

Your friend is teasing you about having a crush on someone.

What can you do?

Someone you sit next to at lunch is always talking really loudly in your ear.

What can you do?

At recess, someone you're playing football with is playing too rough.

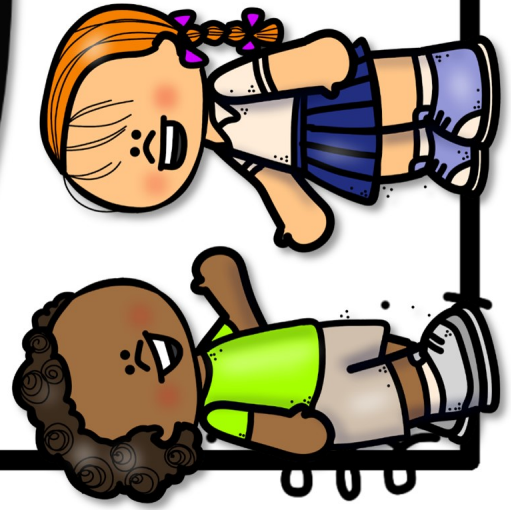
What can you do?

Someone keeps talking about their Xbox and how it's much cooler than your game system.

What can you do?

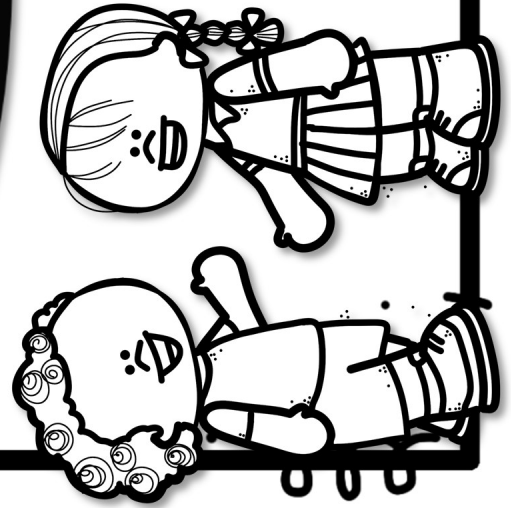
Includes 48 Scenarios

I feel _____
when you _____
Could you please _____?



TALK IT OUT

I feel _____
when you _____
Could you please _____?



TALK IT OUT

the RESPONSIVE counselor



Hey y'all! I'm Sara. I create resources for elementary students, counselors, and teachers that improve social emotional learning and classroom culture. My focus is making things that are *effective and engaging* for WIGGLY + CHATTY learners and that utilize wording and scenarios accessible to underserved and ELL 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 and
Clinical Mental Health

Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I have been an elementary school counselor since 2012, providing a comprehensive school counseling program to a diverse population.

Let's
Connect:

