



# Rio Grande Educational Collaborative

## Before and After School Program Lesson Plan

**TITLE OF LESSON:** \_\_\_\_\_ **I-Messages** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**SITE NAME:** \_\_\_\_\_ **CLASS SIZE:** \_\_\_\_\_  
**NAME(S) OF INSTRUCTOR:** \_\_\_\_\_  
**CREDIT:** (ie: website, pinterest,) \_\_\_\_\_  
**NM COMMON CORE: (SEL Standard)** Collaboration 4c. Student applies conflict management skills.  
CASEL Standard: Relationship skills

### LEARNING OBJECTIVES:

**Students will understand the following:** (What students will be learning)

1. Students continue to build brain aligned strategies and practice using "I-Message" to address conflict when it arises.

### ACTIVITY:

**Instructional Sequence:** (Step by step instructions, should another instructor pick up and teach the lesson successfully)

- \_ Say, "Those are all great examples of non-verbal eye-messages. Today, we are going to talk about effective ways to communicate what we're feeling using our words. These are called "I-messages." (write on board or chart paper). Say, "An I-message is something you say to tell someone else how their actions make you feel and what you want from them."
- Say, "For example, if I was feeling pleased or impressed by something you were doing, I could say "I feel happy when you work so hard on your social studies project. I want you to keep up the awesome effort." On the flip side, if you were goofing around while I was giving directions, I could say "I feel frustrated when you don't complete your homework. I want you to put forth your best effort so you can learn as much as possible in this class."
- Write the I-Message template on the board/chart paper (I feel \_\_\_\_\_ when you \_\_\_\_\_ Next time, will you please \_\_\_\_\_?)
- Refer to the student examples under "Eye-Messages." Ask student if they can convert the nonverbal "eye- messages" into "I-messages" using the I-Message template. Practice with each example on the board.
- Say, "Now, imagine someone just used an I-message on you. For example, maybe I told you I felt frustrated when you didn't complete your homework. What do you think would be a good way to respond?"
- Praise students for their ideas. Say, "What I hear you saying is that you should echo the other person's feelings and explain what you'll do differently next time. We can write a template for this, too! It looks like this..." (write on board/chart paper) "You feel \_\_\_\_\_ when I \_\_\_\_\_ - Next time I will \_\_\_\_\_"
- Pass out I-Message task cards. Give students a few moments to fill out the portion that says "I feel \_\_\_\_\_ when you \_\_\_\_\_ - Next time, will you please \_\_\_\_\_?" using real-life examples of times when they might feel angry or frustrated.
  - \_ Number students off by twos (1,2,1,2,1,2...). Explain that when you say go, student will have 30 seconds to take 7 steps in any direction. Then, they will raise a "1" or a "2" in the air according to the number they were assigned. Is will have 10 seconds to partner up with the nearest 1.

- Is will share their "I-message" statement. 2s will come up with an appropriate response using the "Response" template.

1. After about a minute, the pairing process will repeat. This time, 2s will share their "I-message" statement and 1st will come up with an appropriate response using the "Response" template. Repeat this pattern 3-5
2. Ask students to generate I-Statements regarding various classroom activities and assignments (lectures, group work, essays multiple choice test, class presentations, creative projects) Teachers may generate appropriate response using response template. This may help inform differentiation of classroom instruction
3. Send students back to desk. Deliver an exit ticket that asks them to draft an i-message and appropriate response WITHOUT referring to the templates.
4. Deliver a positive message to students for example “ I feel when I see you pouring your hearts into classroom activities! I hope you all continue to put forth such an amazing effort throughout the rest of the class”

**MATERIALS:**

**The following materials or equipment needed for this lesson:** (Include special equipment request)

1. White board/chart paper/document camera
2. I-Message and response task cards.
  - a. I-Message: I feel \_\_\_\_when you \_\_\_\_\_.Next time, will you please \_\_\_\_\_?
  - b. Response: You feel \_\_\_\_when I \_\_\_\_\_.Next time I will \_\_\_\_\_
3. Community Circle talking piece (encourage students to respect the talking piece by giving the personwho is holding it their undivided attention and waiting their turn to talk).

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**SITE SUPERVISOR’S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**INSTRUCTOR’S REFLECTION:**

**Reflection on the lesson given:**

1. How many students participated in the lesson given? \_\_\_\_\_
2. Name(s) of instructors participated. \_\_\_\_\_
3. How long did your lesson take? (Amount of time) \_\_\_\_\_
4. How did the students feel about the lesson? \_\_\_\_\_
5. Did the students like the lesson? \_\_\_\_\_
6. What part of the lesson did the students like? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. What part of the lesson did the students not like? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Were the students interested in the topic of the lesson? \_\_\_\_\_
9. Was the content of the lesson difficult for the students? \_\_\_\_\_
10. What could you have changed to make the lesson interesting? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
11. Did you have any trouble getting your lesson together? (Idea & Materials) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. How do you rate your lesson? (1-10) Why? \_\_\_\_\_  
\_\_\_\_\_

**SITE SUPERVISOR'S REFLECTION:**

**Reflection on the instructor's lesson:**

1. How many students participated in lesson? \_\_\_\_\_
2. How many instructors participated in lesson? \_\_\_\_\_
3. Did the students enjoy the lesson? \_\_\_\_\_
4. What part did the students enjoy? \_\_\_\_\_  
\_\_\_\_\_
5. What part did the students NOT enjoy? \_\_\_\_\_  
\_\_\_\_\_
6. What could have been changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_
7. Was the content of this lesson difficult for students to understand? Why? \_\_\_\_\_  
\_\_\_\_\_
8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)  
\_\_\_\_\_  
\_\_\_\_\_
9. Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_