

MANCHESTER COLLEGE

Lesson plan by: Jay, Eric, and Chase

Lesson: Talk It Out Lesson #1: Calm Down

Length: 30 minutes

Age or Grade Intended: 2nd Grade

Academic Standard(s)*

Performance Objective*

Lesson 1: Calm Down

To teach students that everyone has different feelings and that we can use “I Messages” in order to calm down and communicate. We will practice keeping our anger elevators on the first floor with “I Messages” so that we can solve problems and appreciate differences without hitting or calling others names.

Advanced Preparation:

- Find pictures of feeling faces (mad, sad, glad)
- Copy anger elevator poster (or Talk It Out poster)
- Create I message recipe card (one for each student)

Procedure: Jay’s section

I. **Introduction** [2 minutes]

- A. Introduce self (Manchester College student). Give name and favorite shape.
- B. We are here to present a series of lessons called “Talk It Out.” We will be here a total of 3 times. The goal of this program is to help you learn creative ways to solve problems and appreciate differences by **talking it out** instead of hitting or calling others names.
- C. Today we are going to learn about **communication**, **feelings**, and **calming down** (write words on the board). These are big words and will take a lot of explaining, but we know that all of you are very smart.

Transition: We will play games so that we have a great time learning together. Let’s begin by defining the word “communication.”

II. **Communication** [3 minutes] **Jay’s section**

- A. Explain that it is **very** important to know how to communicate with other people.
 - 1. Ask, “Does anyone know what the word **communication** means?” (Accept any answer) Explain that for two people to **communicate** they have to take turns **talking** and **listening**.
 - 2. Ask, “Who do you need to communicate with?” (Teachers, parents, friends, etc...) So, you communicate with a lot of different people. “Is it **important** that we communicate well?” (Yes!)

- B. Part of solving problems, is learning how to communicate well, **talking** and **listening**.
1. We can **talk it out!**
 2. This brings up one important fact about communication. We communicate with different people who like different things and who see things in a different way than you might.
 3. This a good thing, because it makes life interesting.

Transition: Did you know that we can all be different and still be similar? We all have feelings, and yet we may not feel the *same* way at the *same* time. Let's look at some of our feelings.

III. **Feelings** [10 minutes] **Eric's section**

- A. We all have feelings, right? Let's look at some pictures and think about what could have happened to this person that made them **feel** this way.
1. Show the different feelings (mad, glad, sad, scared) Ask "What do you think this person is feeling?" (After each face)
 2. Ask "What could have happened to this person to make them feel that way?" (ACCEPT any answer!)
 3. "We all have many different feelings, and we can feel differently about something than another person."
- B. Let's play the "What am I feeling game?"
1. Line up four first graders. I am going to say something to each person standing up front, and I want you to watch their faces to see if you can tell what they are feeling. Are you ready?
 - a. For a snack today we are going to eat broccoli (What is each person feeling?) (Are they feeling the same way?)
 - b. After our snack we are going to do math (What are they feeling?)
 - c. After math we are going to go outside and play football (What are they feeling?)
 - d. After playing football we are going to come inside and do an art project (What are they feeling?)
 - e. After we get done with our art project, we are going to watch a funny movie (What are they feeling?)
 2. Did they all have the same feelings? (No) Is it okay that they have different feelings about things? (Yes)

Transition: We need to remember when we communicate with people, that they may have different feelings and these differences could make us angry. Let's figure out how to calm down if others feel differently than we do.

IV. **Calm Down** [10 minutes] **Chase's section**

- A. Explain that anger works like an elevator. Ask the children how an elevator works. Discuss how when you push a button to tell the elevator which floor you want, you control the elevator. Similarly, our anger is like an elevator, **YOU control** which floor it goes up to.
1. Floor # 1: we get upset; angry about something someone has done or said. We may say or do something in return.
 2. Floor # 2: we both might be yelling now and saying really hurtful things to each other.

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3. Floor # 3- This is the level where someone might get hurt by hitting, shoving, kicking.

4. Discuss how we should all try to keep our elevators on the first floor because it is the safest, we can stay friends, and we won't get into trouble.
- B. Explain that we are going to learn a way to help us keep our **anger elevators** on first floor. Ask the class who knows what a recipe is (a list of ingredients to make something). Ask what a recipe for chocolate chip cookies would have in it (flour, sugar, choc. chips, eggs, butter). Would you put mustard in this recipe? (No!)

So we need to follow a recipe if we want something to turn out right! We are now going to learn a recipe that we can use to keep our anger elevators on Floor #1.

1. Our recipe is called an "**I-Message**" and there are 3 ingredients (hand out an I-Message card to each child):
 - a. **I AM** *angry*__
 - b. **WHEN I** *can't use my markers*__
 - c. **I WOULD LIKE** *you to ask me to use my markers*_
2. Let's practice using I-Messages
 - a. Role play #1- Someone calls you a name. Demonstrate wrong way (pushing, arguing). Explain to students how to use an "I message."
 - a. **I AM** *scared*__
 - b. **WHEN I** *get pushed*__
 - c. **I WOULD LIKE** *you not to push me anymore*_
 - b. Role play #2- You're frustrated because you don't understand the math question. Demonstrate wrong way (pounding on the desk). Explain to students how to raise hand and ask teacher for help using an "I message."
 - a. **I AM** *sad*__
 - b. **WHEN I** *don't understand math*__
 - c. **I WOULD LIKE** *you to help me with my math*__
3. One last thing, do you think every time you use an "I Message" that it will work? Perhaps not, but at least you have done the right thing and can be proud!

IV. **Conclusion** [5 minutes] **Jay's section**

- A. What have we learned today? We learned that part of problem solving is learning how to **communicate**. We learned that everyone has different **feelings** and that we can use **I Messages** to keep our anger elevators on the 1st floor in order **calm down** so that we can **talk it out**.
- B. We will be here again next week so make sure you practice keeping your **anger elevators** on the first floor by using those "**I Messages**."

Adaptations/Enrichment*

Korbin's mother recently died so try and avoid talking about death.