

## MANCHESTER COLLEGE- Department of Education

**LESSON PLAN by:** Sahara Kipfer

**Source:** Mary Lahman

**Lesson:** I-Messages

**Length:** 40 minutes

**Age or Grade Intended:** 2nd grade

### **Academic Standard(s):**

- Health and Wellness 2.4.1- Demonstrate healthy ways to express needs, wants and feelings.

### **Performance Objectives:**

Using the three ingredients to an “I-Message,” students will create their own “I-Message” that correctly utilizes each element, with 100% (the goal is to have every student do this the first time around, but if need be, students will correct their mistakes).

### **Assessment:**

The teacher will observe the students as they write their “I-Messages.” When students have completed their task, they are to raise their hand and the teacher will walk to their desk and review their written work based upon a checklist. This checklist only contains the three elements of an “I-Message,” so the teacher will assess based upon this checklist. If the students follow directions, then the teacher will draw a star at the top of their paper, to know they correctly completed this assignment. If a student does not utilize one or more of the elements, then they will have to rework their “I-Message” until it suitably entails the three components.

### **Advanced Preparation by Teacher:**

The teacher will need to obtain at least four different emotion posters (can be of just the faces). When it comes to the feelings game, the instructor should think of three different scenarios that can be used within the activity. An overhead projector will also need to be utilized throughout the lesson. Moreover, the teacher will need to create one worksheet that contains the recipe for an “I-Message,” as well as two examples of “I-Messages” and lines at the bottom of the page for the students’ opportunity to write an “I-Message.” The last item that is needed is a checklist that the teacher will be

### **Procedure:**

**Introduction/Motivation:** The teacher will begin the lesson the lesson by asking students “how do you feel when someone calls you a name?” (Bloom’s: Evaluation) (Gardner: Verbal-Linguistic) The students’ responses should be written on the overhead (Gardner: Visual-Spatial), that way the teacher’s back is not turned on the students, as it would be if the replies were written on the chalkboard. From here, the teacher will explain that everyone has feelings and that we are all different. Therefore, we are not always going to feel the same, even if the same situation happens to two individuals at the same time.

#### **Step-by-Step Plan:**

Step 1: The teacher will display emotion posters (Gardner: Visual-Spatial) and with each one the students will be asked “what do you think this person is feeling?” (Bloom’s: Evaluation)

Examples: angry, sad, worried, happy.

Once students have expressed their thoughts on the cards, the teacher will pose the question of “why do you think this person is feeling this way?” (Bloom’s: Evaluation)

Step 2: The teacher needs to explain one more time that people can feel differently about the same thing(s) and that is okay. There is nothing wrong with being different, it is what makes each person special.

Step 3: The teacher will then introduce the feelings game.

-To play this game, the teacher will need to call on three students. These students are to stand at the front of the classroom, with their backs to the walls. The teacher will

then present three different questions, in which the rest of the class will watch their faces. They are to look and see if every participant has the same reaction when a scenario is presented. (Gardner: Visual-Spatial) The following situations will be presented:

- “For lunch today, we will be having macaroni cheese.” (The teacher will ask the students in the audience “did each person feel the same way? What were some of their reactions?” (Bloom’s: Knowledge)
- “There will be no homework to take home tonight.” (The teacher will ask the students in the audience “did each person feel the same way? What were some of their reactions?” (Bloom’s: Knowledge)
- “The school library is closed today, so there will be no open book check-out.” (The teacher will ask the students in the audience “did each person feel the same way? What were some of their reactions?” (Bloom’s: Knowledge)

- Step 4: After the game has concluded, the teacher will ask “Do you agree with this statement- it was not okay for your classmates to have different feelings about the same kinds of things. (Bloom’s: Evaluation)
- Step 5: The teacher will need to clarify that even though people can have different feelings about the same things, these differences can sometimes cause distress in the forms of sadness, anger, etc. (Gardner: Verbal Linguistic)
- Step 6: To help students learn to control these distressing feelings, the teacher is going to present the idea of “I-Messages” to the class. Before doing so, the instructor needs to ask the students “what is a recipe?” (Bloom’s: Knowledge) Once this has been answered, another question pertaining to the subject of recipes needs to be asked- “What ingredients are found in a recipe for pepperoni pizza?” (Bloom’s: Knowledge) Students should provide answers such as dough, cheese, pepperoni, tomatoes, and onions. The teacher will also ask a simple yes or no question- “would you put mustard in this recipe?”
- Step 7: The reason for including the analogy of a recipe is due to the fact that if we want something to turn out right, then we need to correctly follow the list of ingredients. It is similar to the “I-Message” recipe that will be introduced in the following steps. It contains only three ingredients, but these three items must be utilized for it to work properly.
- Step 8: The teacher will hand out an “I-Message” worksheet that clearly lists the three ingredients included in this recipe, in addition to two examples of “I-Messages.” (Gardner: Visual-Spatial)
- Step 9: The teacher needs to explain what these ingredients are and how they can be used to create an “I-Message,” such as the examples that were included on the handout. (Gardner: Verbal-Linguistic)
- Step 10: To evaluate the students on their understanding of “I-Messages,” the teacher will have the students write a “pretend” “I-Message.” (Gardner: Logical-Mathematical) Students are to use all 3 ingredients properly because the teacher will be checking for each element. This will be done at the end of the lesson, in which students will sit quietly at their seats with their hands raised when they complete their “I-Message.” If a student’s work does not properly contain the three components, then they will be asked to correct it.) The following situation will be presented, in which the students are to base their “I-Message” off it:
- “You are frustrated because the person sitting next to you just stole your favorite pencil.”

**Closure:** The teacher is to review the main idea of the lesson, which was to learn that everyone has different feelings and that “I-Messages” can be used to help keep our anger to a minimum. By communicating your feelings to others, you are expressing your distress instead of keeping it in and bursting with anger when it all becomes too much to handle.

**Adaptations/Enrichment:**

A boy with a hearing impairment- The teacher will need to wear a hearing supporting device, so that the student can clearly understand what is being taught.

A girl who is visually impaired: The teacher could magnify her worksheet copies, so that she wouldn't have trouble focusing.

A boy with ADHD: Be sure he is in front of room, away from distractions. During beginning and latter halves of lesson, be sure to call on him to answer questions to keep his attention with the lesson. The middle portion of the lesson is more interactive, so it will be easier to keep his attention.

**Self-Reflection:** Did I immediately engage my students' attention in the beginning? If not, how could I change the introduction to better captivate their interest? Were the performance objectives met with success? If not, what part did the students struggle with? Were the directions clearly stated for the lesson or were students easily confused? Was enough time allotted for this lesson? Were the adaptations appropriate for such students? For future references, what would I change about this activity, anything?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## “I-Messages”

\*There are **3** parts to an “I-Message”-

1. **I feel** \_\_\_\_\_ (a feeling word, such as mad, sad, happy)
2. **When** \_\_\_\_\_. (tell why you feel the way you do)
3. **I would like** \_\_\_\_\_. (what you want to happen, in case this occurs again)

Example 1: You do not know how to do a math question.

I feel mad

When I do not know how to do my homework.

I would like the teacher to help me with my math.

Example 2: You are outside at recess and want to play kickball with some classmates. You ask one of them if you can play, but they say no and call you a name.

I feel sad

When I am called names.

I would like you to not call me names anymore.

On the lines below, write your own “I-Message,” based upon the teacher’s directions. Remember to use the **3** parts of an “I-Message!”

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Checklist

The teacher will place a checkmark next to the items that are included in your “I-Message.” If you have 3 checkmarks, then a star will be placed at the top of this paper, which means you can take it home and share it with your family.

1. \_\_\_\_\_ I feel
2. \_\_\_\_\_ When
3. \_\_\_\_\_ I would like

Manchester College  
Lesson Plan Rubric

Name: \_\_\_\_\_Sahara K\_\_\_\_\_

Date: \_\_\_\_\_

Points: 32/32

Title of lesson: \_\_\_\_\_bullying\_\_\_\_\_

	1	2	3	4	TOTAL
MC lesson plan format with <u>explicitly</u> stated Academic Standards	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the MC format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	
Lesson Plan Objectives	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s)	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written <u>using measurable verb</u> and fully correlate to stated academic standard(s)	
Procedures	Procedures are unclear	Procedures are mostly clear	Procedures are clear	Procedures can be easily replicated by others <u>includes: modeling, Checking for understanding and practice with support</u>	
Bloom's and Gardner's	Lesson does not include references to Bloom and Gardner	Lesson attempts to include Gardner and Bloom references, but only a few	Lesson makes clear references to Gardner and Bloom	Lesson thoroughly incorporates Bloom and Gardner during procedures <u>identifying two or more</u>	
Engaging/Creativity	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students providing an opportunity to practice	
Adaptations/Modifications	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two reasonable adaptations and/or modifications	Lesson thoroughly details reasonable adaptations and/or modifications that are exemplary	
<u>Assessment of student learning</u>	<u>missing</u>	<u>Assesses skills not listed in objective; does not assess skills listed in objective</u>	<u>Assesses objective</u>	<u>Assesses objective; documents student learning using rubric or checklist</u>	
Grammar and Spelling	4 or more errors in grammar and/or spelling are present	3 errors in grammar and/or spelling are present	1-2 errors in grammar and/or spelling are present	No errors in grammar and/or spelling are present	

Teacher comments