

MUSIC city COUNSELOR

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ASCA MINDSETS & BEHAVIORS

Mindset Standards:

- M1: Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- M2: Sense of acceptance, respect, support, and inclusion for self and others in the school and environment.

Behavior Standards:

- B-LS 2: Creative approach to learning, tasks, and problem-solving.
- B-SMS 2: Self-discipline and self-control.
- B-SMS 7: Effective coping skills.
- B-SS 1: Effective oral and written communication skills and listening skills.
- B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary.

DIRECTIONS:

This lesson will take approximately 45 minutes to teach.

Recommended Sequence:

1. Please review the PowerPoint or digital for Google Slides presentation with students.
2. Please review the instructional posters with students and display them in your space.
3. Please play the "I-Messages Train" activity with students.
4. Please complete a worksheet or coloring page of your choice.

PowerPoint Presentation:

All Aboard the I-Messages Train! This presentation teaches students the 3-step process to using an I-Message for solving small problems. It has a fun train theme and each train car teaches us one of the steps. Here are the steps involved:

1. **Step 1:** The first train car teaches us to explain how we feel.
2. **Step 2:** The second train car teaches us to describe what happened.
3. **Step 3:** The third train car teaches us to share what would help us feel better.

After students learn the 3-step process, the presentation provides 4 sample small problems for students to try to solve using an I-Message. They can talk through these with a partner or as a whole class.

Posters:

Printable posters are provided that teach the 3-step process for using I-Messages. They can be used in instruction and displayed in your space!

All Aboard the I-Messages Train:

All aboard the I-Messages Train! This interactive activity lets students practice solving small problems using an I-Message with a fun train theme! It is offered in both full color and black/white so please only print the pages that you need.

Please see the sample images on the next slide.

To set up the activity, please cut out the 3 train cars and scenario cards. You may choose to put a hook-and-loop fastener dot on the middle of the blank card on each train car (as shown in the sample). Then, put the other side of the hook-and-loop fastener dot on the back of each scenario card. This makes the activity interactive and reusable.

To play, please lay out all of the scenario cards on a table in front of students. Please put the 3 train cars in front of students in a line, connected to each other, in order. Students first choose a blue "when" card. They place it on the "when" train car. Then, they choose a pink "I felt" card that shows how they would feel if the small problem on the "when" card happened to them. They place it on the "I felt" train car. Then, they choose a purple "can you please" card that would help them solve the small problem and place it on the "can you please?" train car. Finally, they read aloud the I-Message they have created. You can choose to play this game with a whole classroom of students on a projector, with a small group of students, or in centers.

Worksheets & Coloring Pages:

Assorted worksheets and coloring pages are included to close the lesson. They are included in both full color and black/white so please only print the pages that you need.

POSTERS

All Aboard The I-**MESSAGES** TRAIN!

Step 1: Explain how you feel.



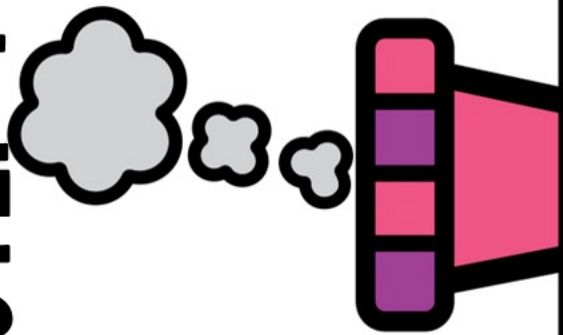
Step 2: Describe what happened.



Step 3: Share what you need.



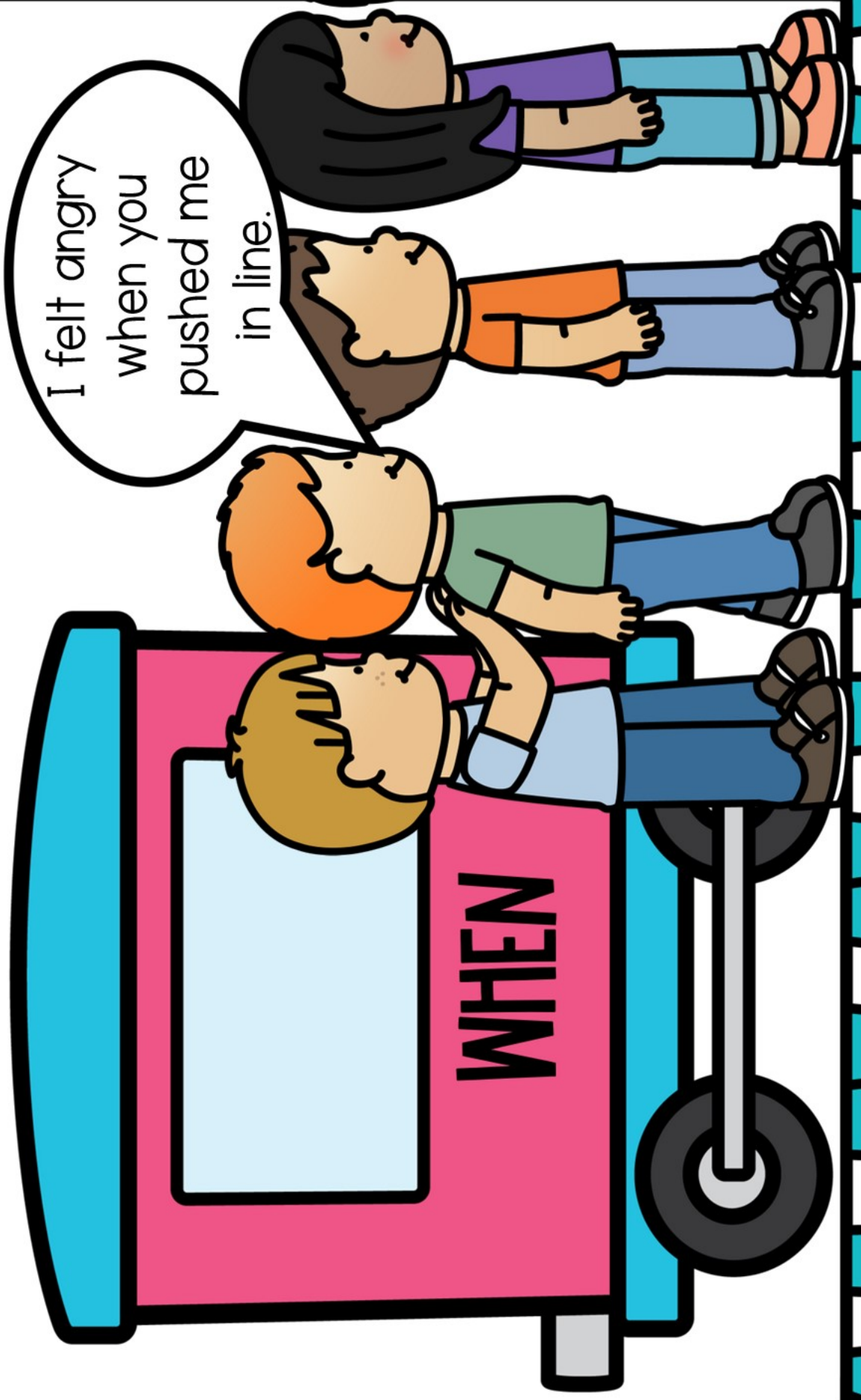
STEP 1: EXPLAIN HOW YOU FEEL.



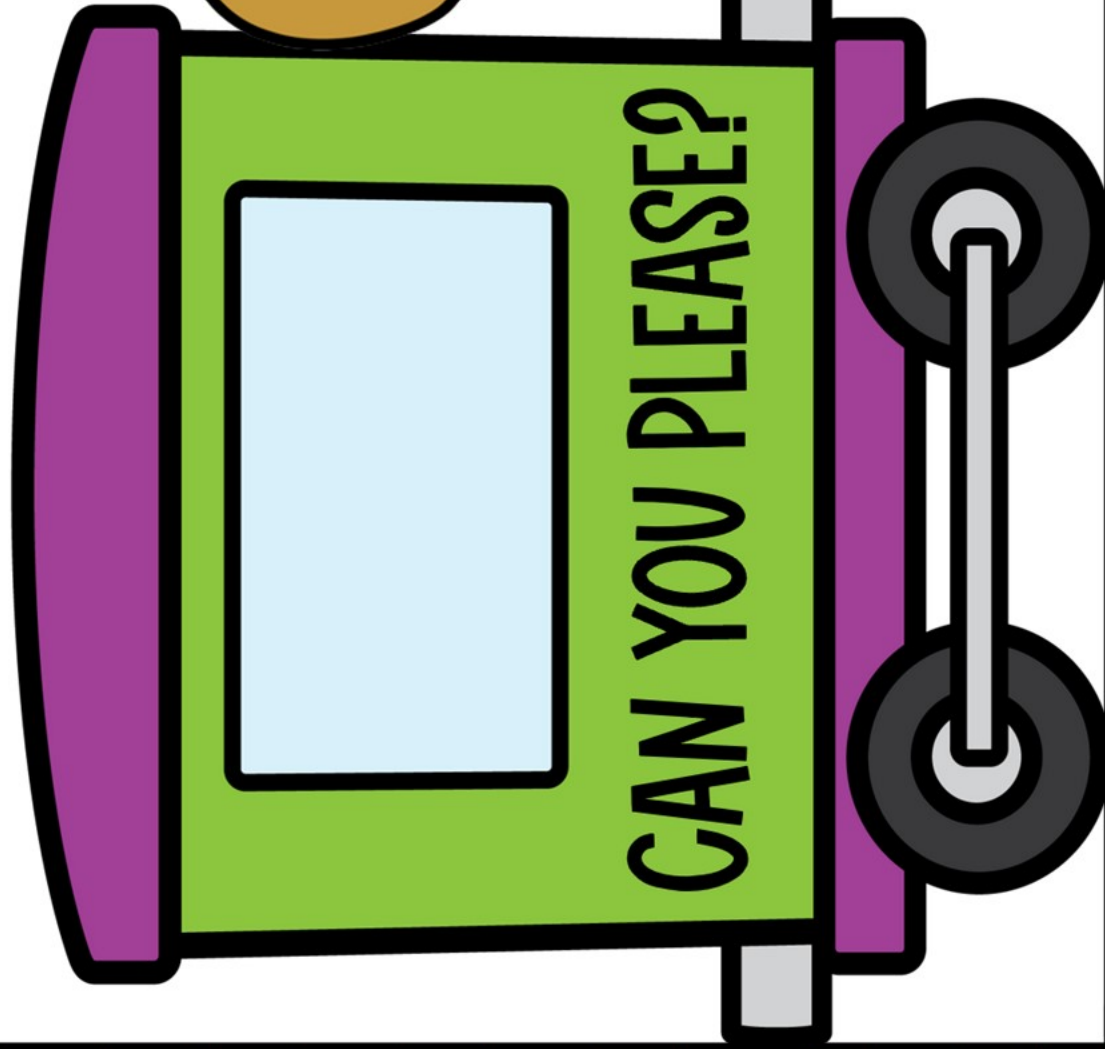
I FELT



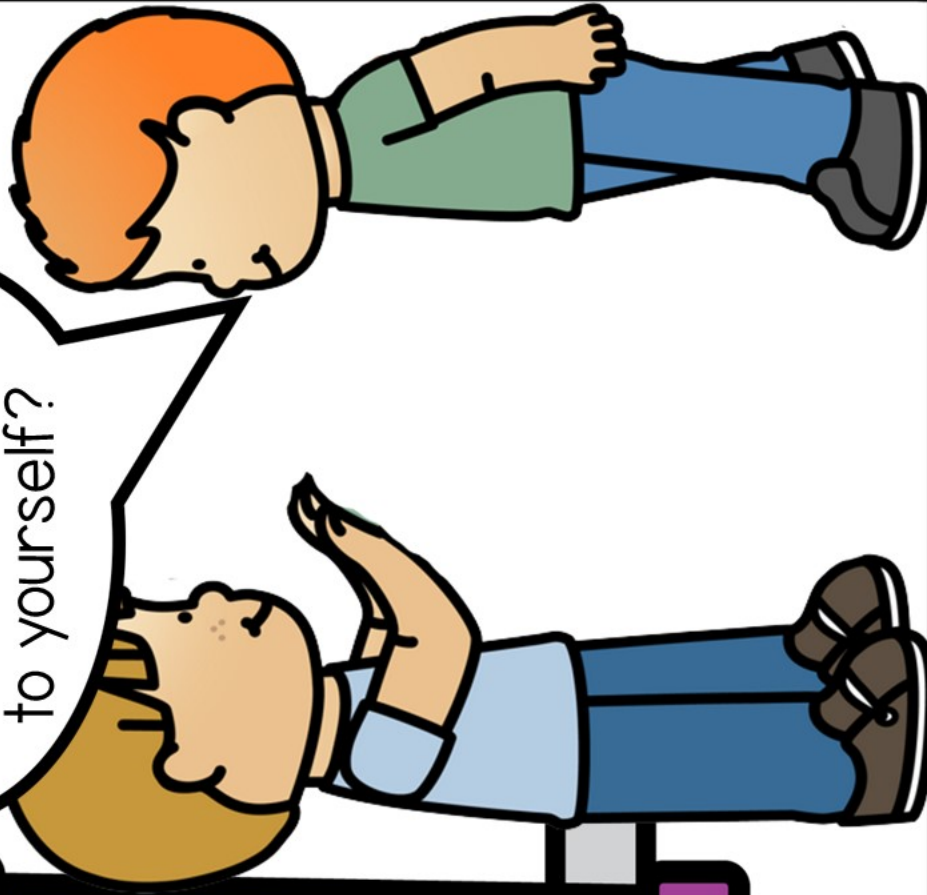
STEP 2: DESCRIBE WHAT HAPPENED.



STEP 3: SHARE WHAT YOU NEED.



Can you please
keep your hands
to yourself?



WORKSHEETS & COLORING PAGES

I-MESSAGES TRAINS

Solve the small problem below using an I-Message.

Tiffany teased you about your new shoes.



Explain how you feel.

I felt _____



Describe what happened.

when _____



Share what you need.

Can you please _____

?

I-MESSAGES TRAINS

Solve the small problem below using an I-Message.

Harvey kept climbing
up the slide.



Explain how you feel.

I felt _____



Describe what happened.

when _____



Share what you need.

Can you please _____

?

I-MESSAGES TRAINS

Solve the small problem below using an I-Message.

Sammy wouldn't give
you a turn on the
carousel.



Explain how you feel.

I felt _____



Describe what happened.

when _____



Share what you need.

Can you please _____

?

Name: _____

I-MESSAGES PRACTICE

Write an I-Message to help you solve these small problems.









Name: _____

I-MESSAGES PRACTICE

Write an I-Message to help you solve these small problems.



I felt _____ when _____
_____. Can you
please _____
_____?



I felt _____ when _____
_____. Can you
please _____
_____?

Name: _____

I-MESSAGES PRACTICE

Write an I-Message to help you solve these small problems.



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I felt _____



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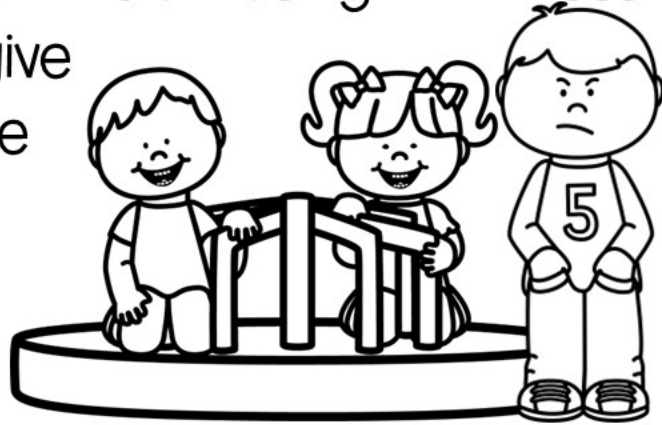
Can you please _____

?

I-MESSAGES TRAINS

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Sammy wouldn't give
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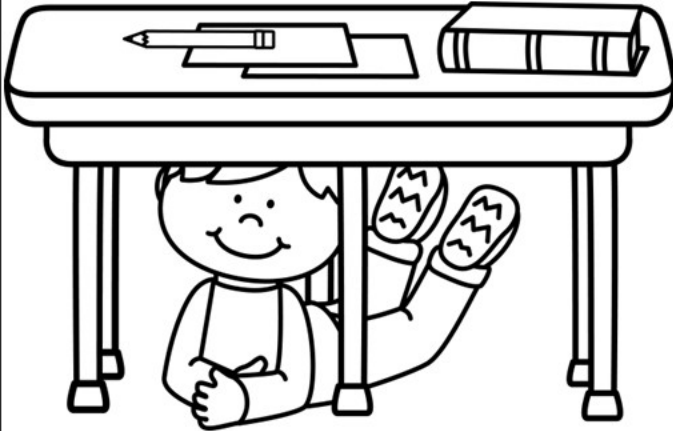
Can you please _____

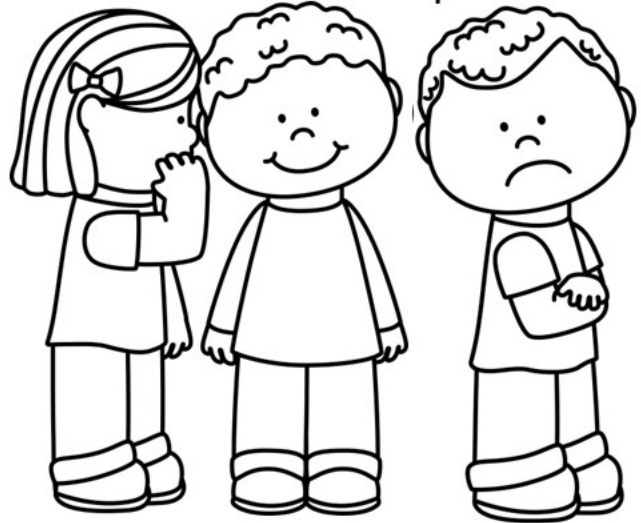
?

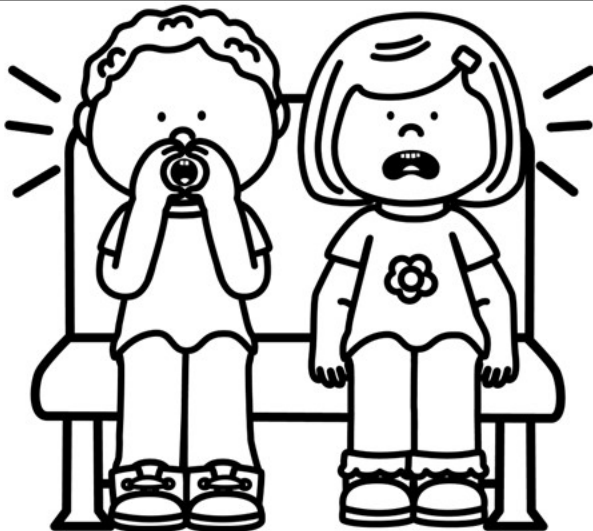
Name: _____

I-MESSAGES PRACTICE

Write an I-Message to help you solve these small problems.





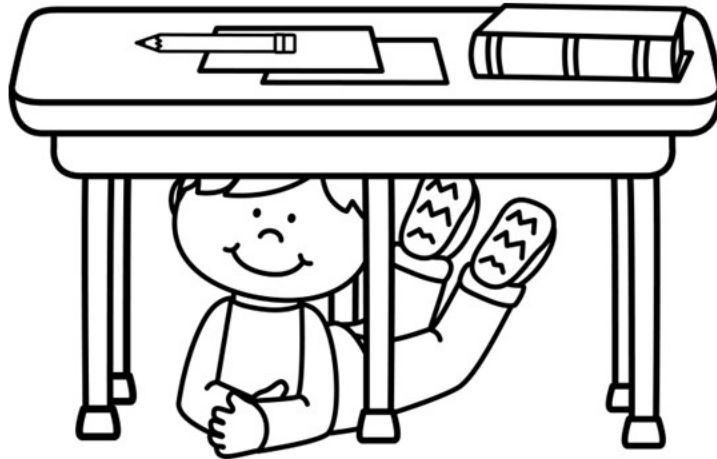




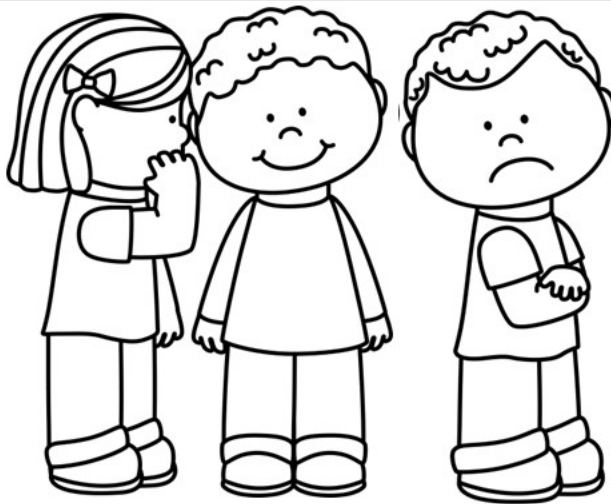
Name: _____

I-MESSAGES PRACTICE

Write an I-Message to help you solve these small problems.



I felt _____ when _____
_____. Can you
please _____?
_____?



I felt _____ when _____
_____. Can you
please _____?
_____?

Name: _____

I-MESSAGES PRACTICE

Write an I-Message to help you solve these small problems.



I felt _____ when _____

_____. Can you
please _____

?



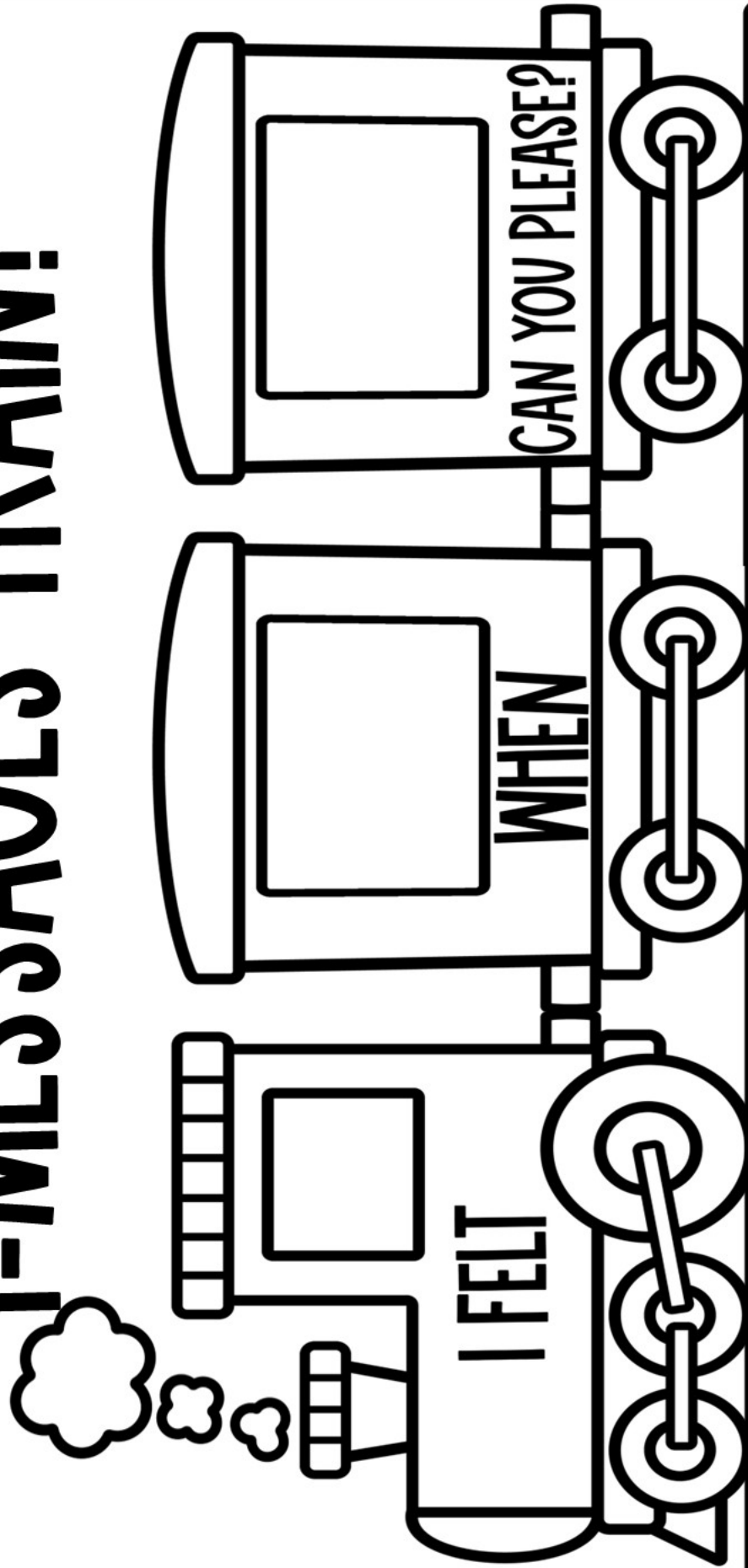
I felt _____ when _____

_____. Can you
please _____

?

Name: _____

All Aboard The I-MESSAGES TRAIN!



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