



Tools of the Heart

(formerly Powerful Voices, Powerful Choices)

Planning Packet & Guide for Schools



SHOPPE

*Building Character
and Peace*

Dear Principals, Teachers, and Staff;

We are proud to present the “Tools of the Heart” assembly at your school. What we say and how we say it is the key to great communication at any age. This fast paced assembly program teaches elementary students important tools to help them express themselves effectively.

There are two main tools we teach in this assembly:

The “I” Message and the “Clean-up” – both of these tools will be reviewed during the assembly and students will have an opportunity to put the tools to use through role-plays.

In this packet you will find lessons that teach both of these tools along with scenarios for doing role-plays in your classrooms. We suggest that you use the tools in your class on a regular basis. Most schools we work with appreciate the common language that these tools provide so that everyone (administrators, students, parents, yard duty staff and teachers) has a way of communicating needs.

We look forward to working with you!

Sincerely,

Joseph Savage and Vicki Abadesco!

Tools of the Heart Packet

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Here is Your Checklist Before We Come!

- Present “Tools of the Heart” packet to teachers in staff meeting at least one week before assembly.
- Make sure all teachers know the time and date (send several reminders if needed).
- Secure room for that time (we need at least a half hour set up time before the students attend).
- Make sure screen is pulled down or set up.
- If you have a microphone have it set up on a stand ready to go.
- Have floor swept and clean so students are comfortable sitting down.



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Introduction to “I” Messages

Leader Notes: Students learn and practice “I” messages

Time: 15-20 minutes

Grade Level: K-6

Getting Ready: “I” message poster (see attached)

Set up

- Go around the room giving “you” messages to students. Examples, “You are making me mad” or “You always give me a funny look”
- Ask the students, “Did you like the way I was talking to you?”
- “What was I doing and what can I do differently?”

Action

- Ask for 1 student volunteer.
- Role-play one of the following situations with the student:
 1. You lost your homework and you want to take his or hers.
 2. He/she won’t let you play with the ball.
 3. He/she helps you with your art project.
 4. He/she is telling lies about you.
 5. He/she invites you to a birthday party.
- In each situation, use poor communication skills (blaming, ignoring, etc.).
- After the first situation, ask students what you could be doing differently.
- Teach students the “I” message frame “I Feel.... When I I Need...Will You. . .”
- Remind students that feelings are usually one word and that “I” messages are meant to be short and simple.
- Note that the “I” message frame is different, depending on the grade level.
- “I” messages help us to say exactly what we’re feeling so the other person can understand us better and can possibly treat us differently.
- Replay the situation using an “I” message?”
- Go through additional situations using other student volunteers.

Share

- When might be a good time to use an “I” message?
- How can an “I” message help you?

The "I" Message 3-6

I feel.....

When I.....

I need.....

Will you.....?

"I" Message Primary

I feel...

When....



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Introduction to the Clean-up

Leader Notes: Students will learn and practice the Clean-up.

Time: 15 minutes

Grade Level: K-6

Getting Ready: Clean-up poster hanging in room, Clean-up scenarios and copies of Clean-up worksheet.

Set up

- Ask the students, “Has anyone ever apologized to you for something and did the same thing again the next day?”
- “Did you ever apologize to someone and didn’t mean it?”
- “Would you all like a tool that could help you clear up problems you might be having with someone?”

Action

- Introduce the first scenario to the students without giving them the worksheet yet.
- Role-play (teacher), the scenario with a student volunteer and give an *insincere* apology.
- Ask the students, “What was wrong with that apology?”
- This time redo the scene using the Clean-up.
- Pass out the Scenario Worksheets. *With younger students you will have to do this with them on the board.*
- Students write out an apology using the first scenario.
- Students pair up and practice scenario 1 with each other, keeping the mood as serious as possible.
- Students find a new partner and practice the remaining scenarios without writing.

Note: *You will need to brainstorm appropriate answers to the “How can I make it right?” section.*

Share

- Have students share out to the whole class what that was like.
- Ask, “What was different about that than just saying you are sorry?”
- “When can we use this tool at home, school, with friends?”
- Have several students demonstrate their use of the Clean-up. The teacher may still need to guide them.
- Ask the students if anyone needs to apologize to another student and if they would be willing to do it in front of the whole class. This can be very powerful but must be taken seriously.

Name _____

Clean-up

1) "I know that I"

2) "I apologize."

3) "What can I do to make it right?"

4) "Next time I will . . ."

5) "Will you forgive me?"

Clean-up Scenarios

- 1) You borrowed your friends CD player. You dropped it and the top broke off.

- 2) You bumped someone in the playground. He/she fell and got hurt and is mad at you.

- 3) You said something mean about your friend behind their back. You feel bad about it and you know you hurt his/her feelings.

- 4) You came home late and your parents are mad. This isn't the first time and they want to know why it keeps happening.

THE CLEAN-UP

- 1) I know that I . . .
- 2) I apologize.
- 3) What can I do to make it right?
- 4) Next time I will . . .
- 5) Will you forgive me?