



*Building Character
and Peace*

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 the “I” Message help you?

The "I" Message 3-6

I feel ...

When I ...

I need ...

Will you please ... ?

"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 (see attached), 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 _____

The Clean-up Practice

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. They fell and got hurt. They're okay but they are mad at you.

- 3) You said something mean about your friend behind their back. You feel bad about it and they are hurt.

- 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?



Introduction to Stop and Breathe

Leader Notes: Students will identify ways that everyone can win.

Time: 30 minutes

Grade Level: K-6

Getting Ready: Stop and Breathe poster (see attached)

Set up

- How many of you have ever seen or been involved in an argument, conflict or fight?
- How many of you saw where both people lost the conflict? One person won and another lost? Both people won?

Action

- Have 2-4 volunteers come up and briefly describe their conflicts to the class.
- Review the following after each volunteer:
 - What happened?
 - What feelings did each person have?
 - How did the conflict end? Did both people get what they wanted?
 - Was the conflict a lose/lose, win/lose or win/win?
- Have students discuss examples of lose/lose, win/lose and win/win for each conflict.

Share

- Introduce “Stop and Breathe” poster (Stop, Breathe, Think, Choose, Act, Cheer) and go through the hand motions.
- When you find yourself in a conflict at school or at home follow these steps:
 - Stop** – when you realize you are angry or upset in anyway. (hand up like a stop sign)
 - Breathe** – we think better when we breathe (hand on chest)
 - Think** – this is when you can think about how to make this a win/win situation. (finger to brain)
 - Choose** – make your best choice so everyone wins. (thumb up)
 - Act** – put your choice into action. (fist in air, pull down)
 - Cheer** – celebrate your decision! (pat on the back)
- In what ways does Stop and Breathe help us to have win/win situations?
- Discuss choices that create a win for everyone.

STOP and BREATHE

- ❖ Stop
- ❖ Breathe
- ❖ Think
- ❖ Choose
- ❖ Act
- ❖ Cheer