



Teaching Progression:



Step 2: Say Feelings

SUB SKILL(S):

- Use I-Statements
- Listen to the other person

GUIDING QUESTIONS:

How do I tell someone how I feel when I am upset? How do I handle conflict?

NHES PERFORMANCE INDICATORS:

(4.2.1) Demonstrate healthy ways to express needs, wants, and feelings. (4.2.3) Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

VALUABLE VOCABULARY:

*I-Statements,
emotions, feelings*

Step 2: Say Feelings | Sub Skill: Use I-Statements



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the second step to say your feelings and to listen to how the other person is feeling during conflict. Tell students that they will practice making I-Statements to say how they feel during a conflict. Give students the *Language of Health Literacy* to help them practice I-Statements.

Language of Health Literacy:

I feel _____ (feeling) when (action of another person) because _____ (explanation of feeling).



SUGGESTED LEARNING ACTIVITY 2:

Start students on the first part of the I-Statements, "I feel." Read situations to students and have them say, "I feel _____ when..." The statements should give the students the "when." For example, I feel _____, when someone takes my pencil without asking." Provide multiple opportunities to create the "I feel" of the I-Statements with different situations. Have students share their I-Statements with a partner.



SUGGESTED LEARNING ACTIVITY 3:

Facilitate student practice of creating the "when" for their I-Statements. Give students a piece of paper divided into three to four sections. For each section, assign a different image or word to show a specific emotion (e.g. happy, sad, angry, excited). Ask students to create a picture for a time when they would feel that emotion. For example a student may draw someone hitting them in the section labeled "angry."



Teaching Progression: Step 2 | Say Feelings (Cont.)



SUGGESTED LEARNING ACTIVITY 4:

Assign each corner in the room with an emotion (e.g. happy said, angry, excited). Read off different situations and have students move to the emotion that they feel when that situation occurs. For example, a friend won't let you play a game at recess. Students would move to angry or happy in the room. After students move, have them turn to a shoulder partner and explain why they chose the emotion. To reinforce instruction about body language from *Stage 1: Communication Techniques*, ask students to show the emotion with their face and body.

SUGGESTED LEARNING ACTIVITY 5:

Practice creating complete I-Statements. Explain to students that the final step in creating an excellent I-Statement is to explain their feelings. Tell students that this can be hard to figure out, but it is really important so the other person can better understand why you feel the way you do.

Give the students an example from earlier in the lesson. For example, "I feel angry when you take my pencil without asking because I need to use the pencil and it is mine." Read scenarios of common conflicts students face at school. Then, instruct students to create I-Statements with a partner for each conflict.

TEACHING NOTES:

- Make sure scenarios are responsive to the students in your classroom.
- Monitor students during practice, correct language, and encourage students to fully explain the reason for their emotions.



See *Stage 1: Communication Techniques* to support students using effective speaking strategies to use for I-Statements.

Step 2: Say Feelings | Sub Skill: Listen To The Other Person



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that it is important to listen when the other person states their feelings. This makes sure each person feels heard. Explain that in order to ensure we heard the other person, you can repeat back what you heard. Read an I-Statement to the class and model repeating the I-Statement back using the *Language of Health Literacy*. Read other I-Statements to the class. Then, ask students to turn to a partner and repeat back what they heard.

Language of Health Literacy:

You feel _____ when _____
because _____.



See *Stage 1: Communication Techniques* to support students listening to others.