

"I Feel..."

NHES Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Teaching Objectives

- Demonstrate interactions among individuals.
- Use "I" messages.

Teaching Strategies

- Divide the class into groups.
- Give each student three 3" x 5" index cards and ask them to write one emotion in the middle of each card. Have students place their three index cards face down in a pile.
- Write on the board: "I feel (emotion on the card) when (explain when you have felt this way) and I need (describe what you needed or wanted to do when you experienced this emotion)." Have students fill in the blanks using the emotions on their cards. Caution students to discuss only information they are comfortable sharing.
- **Option:** Select a topic (relationships, school, home, stress, etc.) prior to each "emotion card" being turned over, and have students talk about their feelings related to that topic.
- Have students reflect in writing how it felt to listen to their peers. Students should also explain the benefits of and risks to sharing their feelings with others.

Assessment

Using a rubric, student work should provide comprehensive evidence of the following criteria to achieve the highest score.

- ✓ Clear organized message
- ✓ Listening skills
- ✓ Use of "I" messages
- ✓ Respectful tone
- ✓ Appropriate body language

Activity "I feel . . ."

Managing your emotions helps you express them in a healthful way, set personal boundaries, and create healthy relationships with others. This activity will allow you to identify how you felt in certain situations and how to manage your feeling(s).

What You'll Need

- three 3" x 5" index cards per person
- markers
- notebook paper and pen or pencil

What You'll Do

Step 1

Using a marker, write in large print one emotion in the middle of each card and place face down.

Step 2

Using the statement "I feel . . . when . . . and I need . . ." one person chooses an index card, reads the emotion out loud, and then completes the rest of the statement.

Step 3

Continue until all group members have shared and used all the cards.

Apply and Conclude

After completing the activity, reflect in writing how it felt to share and listen to your peers. Explain how it feels and describe how this might impact a person's mental/emotional health.

Checklist: Communication Skills

- ✓ Clear, organized message
- ✓ Listening skills
- ✓ Use of "I" messages
- ✓ Respectful tone
- ✓ Appropriate body language



Health Literacy

Self-Esteem Tell students that in recent years controversy has grown about teaching self-esteem in the classroom. Proponents argue that helping students feel good about themselves leads to success in school and in life. Detractors claim that there is little or no evidence linking self-esteem to life success.

They argue that a "feel good" approach to self-esteem, unrelated to one's actual achievements, can lead to disappointment and frustration in the real world. What do your students think? Ask several interested students to research the self-esteem controversy and present their findings to the class.