

**Activity for Lessons 2 (steps 1-4) also**

**Activity for Lesson 11 (review 1-4 and complete exercise):**

## **Communicating peacefully--Stating how I feel**

**Time: 15 minutes for lesson 2, 45 minutes for lesson 11**

### **Materials needed:**

- List of feelings
- Role play situations

### **Directions:**

1. Facilitator will ask for examples of how recent conflicts in students' lives have begun. Usually there will be examples of name-calling and accusations—in other words, blame. For example, one Rosa says to Amanda, “You’re always talking to Joe and never paying attention to me.” Facilitator will ask two students to role play this situation, and then will ask, “Did the problem get solved?” Facilitator will explain that blame causes the other person to focus on defending him/herself rather than trying to solve the conflict. Facilitator will ask if anyone knows other ways to respond.
2. Facilitator will show how to turn an accusation into a feeling statement. For example, Rosa says, “Amanda, when you talk to Joe so much, I feel lonely.” Rosa has described what Amanda is doing without blame or trying to make the behavior wrong, so Amanda is less likely to react defensively. Amanda is more likely to hear what her friend is saying about how her behavior has affected her friend.
3. Introduce list of feelings. Tell students these are just a few feelings they can use. They can add feelings of their own to the list.
4. Practice changing the following blame statements to feeling messages using words from the list of feelings. Be sure to take out words that sound like blame or accusation and just describe what is happening.
  - You’re always bossing me around.
  - You’re such a gossip!
  - I hate it when you whine like that.
  - You’re always yelling at me.
5. The next step is to add a “because” and a “need” to this statement so the other person knows what he or she can do to solve the problem. In the example above, the conversation continues like this, “Amanda, when you talk to Joe so much, I

feel lonely because I really like you and we used to eat lunch together everyday and hang out at school. I'd really like to spend more time with you during lunch."

6. Now let's try these ideas in some role plays. Be sure you have an "I feel", a feeling word, a "because" statement and a "need" statement in response to each situation. A "feeling message" formula =  
" When I \_\_\_\_\_ + I feel + because + a need."

### **Practice with Feeling Messages**

- Mary hears some gossip that could really hurt her friend. Mary talks with Michelle, who started the gossip, to prevent the gossip from going any further.
- Mike's mother feels that he doesn't take responsibility for picking up after himself.
- Brianna thinks that her friend Lori interrupts her too often.
- Terry's mother wants her to walk the dog more often, but Terry feels her mom doesn't notice how she takes care of the dog.
- Luis and Tim are planning a weekend trip together. Luis thinks Tim is being bossy and making all the important decisions.
- Katherine and Jane are doing math homework together. Jane feels that Katherine is just waiting for the answers and not trying very hard.

<b>List of feelings when needs are not being met:</b> Afraid Angry Anxious Confused Disappointed Embarrassed Hurt Impatient Worried Lonely Sad Uncomfortable	<b>List of feelings when needs are being met:</b> Appreciative Confident Encouraged Energetic Enthusiastic Friendly Grateful Peaceful Relaxed Proud
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