

Planning

3.3

What, When, Why, and How Messages

Knowing how to communicate strong emotions constructively helps people take responsibility for the way they feel and helps get their needs met.

Learning strategies for expressing our full range of emotions, including strong ones, and communicating needs are key elements in social awareness.

SEL COMPETENCY

Social Awareness, Relationship Skills

SKILL empathy, seeking help

MATERIALS

- ✓ Discovering Projectable 3.3.1
- ✓ Connecting Projectable 3.3.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
3 pairs 4 individuals

OBJECTIVES

Students will

- ✓ explain why it is important to tell others how we feel and how to treat us with respect;
- ✓ use What, When, Why, and How Messages to communicate emotions such as anger and frustration in a positive, appropriate way.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.6.1

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.6.6

SKILLS Progression

← **LAST YEAR**, students practiced solving conflicts with positive compromises.

↓ **THIS YEAR**, students will learn to constructively communicate strong emotions using What, When, Why, and How Messages.

→ **NEXT YEAR**, students will learn to use What, When, Why, and How Messages to tell others how they feel and what they need.

1 DISCOVERING

10 MINUTES

Lesson Link

ACTIVITY 1

Show **Discovering Projectable 3.3.1**. Invite students to look at the projectable and to think about the range of emotions they feel and the ways they communicate their feelings.

ASK: *How do teenagers typically communicate positive emotions? How do they communicate fear, jealousy, frustration, and fear? Which types of emotions are more difficult to communicate? Why is that true?*

Acknowledge that emotions are important to communicate clearly because they are an important part of who we are. Communicating our positive emotions helps us share our good feelings with others. However, strong emotions such as anger and fear are also important to communicate in a clear and effective way so that our strong emotions and needs can be expressed in a positive way to others.



2 CONNECTING

10 MINUTES

INSTRUCTION

ASK: *Why do you think it's important to learn how to express our range of feelings to others in a clear and positive way?*

Introduce What, When, Why, and How Messages

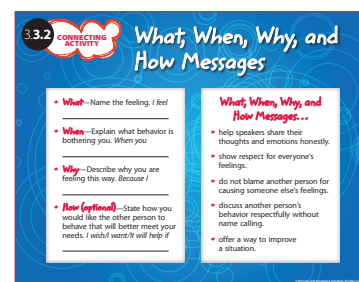
Display the What, When, Why, and How Messages projectable (**Connecting Projectable 3.3.2**).

Tell students that What, When, Why, and How Messages help people express their positive and strong emotions constructively. Explain the elements of What, When, Why, and How Messages shown on the projectable.

Model communicating strong emotions constructively

Use a think aloud to model using What, When, Why, and How Messages to communicate both positive and strong emotions to a friend.

SAY: *Using What, When, Why, and How Messages helps to constructively tell others how we feel. They can be for strong emotions, but also positive ones. For example, I'm feeling happy today with you as my friend so my What, When, Why, and How Messages are: What—I feel happy; When—you give me a compliment on my new glasses; Why—because I was nervous about wearing them to school; How—I hope we can continue to be friends who compliment*



each other. But if I am not feeling happy with you because you keep borrowing my math book without asking, my What, When, Why, and How Messages would start with me saying, “You are making me feel frustrated.”

On the board, write the word *What* and the word *frustrated*. **SAY:** Next, I would add, “when you borrow my book and forget to return it on time.”

Now write the word *When* on the board. **SAY:** I would then tell my friend why the behavior is frustrating me. I would say, “This is frustrating me because I need to finish doing my homework.”

Now write the word *Why* on the board. Then write *I need my book to finish my homework*. **SAY:** Then I would tell my friend how he or she could change the behavior so that I will feel respected and get an important need met. I would say, “I want you to stop borrowing my book without asking. And if you do borrow my book, please return it on time.”

Write the word *How* on the board.

Make clear to students that the purpose of What, When, Why, and How Messages is to express our emotions and communicate our needs in a constructive way.

It may or may not result in a positive response from another person, but it does empower us to communicate our needs in a positive way.

ASK: What part of the What, When, Why, and How Messages do you think helped the most? How do you think this approach will help you express and take responsibility for your feelings?

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the What, When, Why, and How Messages activity

Explain that students will practice using What, When, Why, and How Messages with a partner. Each student will get a chance to practice his or her message and have his or her partner listen. After, they will have a chance to discuss each others’ messages and provide specific feedback on how clear they were in expressing their emotions, describing the situation and reasons for feeling the way they do, and requesting a more helpful behavior when necessary.

KEEP IN MIND Tell students that What, When, Why, and How Messages are used with people with whom students have a relationship or feel safe to express emotions to. They are not appropriate with people who threaten to harm them.

Students practice creating What, When, Why, and How Messages

Use a creative grouping strategy to divide students into pairs. Have pairs pick one of the following situations:

- A friend throws a surprise party for you.
- A friend embarrasses you in front of other students.
- A friend flirts with someone you like.
- A friend goes out of his/her way to help you during a tough time.

Have one partner say What, When, Why, and How Messages responding to the situation they’ve chosen. The other partner gives feedback on how clearly the speaker used the four parts of the What, When, Why, and How Messages to express his or her emotions, the reasons for these emotions, and request a more helpful behavior when necessary. Make clear that the students are not responding to the message itself, but providing feedback about how clear and

Community Connection

Have an adult accompany students to a public meeting where there is likely to be an important discussion. Example: a school board or local government meeting. Have students choose one disagreement they hear and write a brief description of it. Then have them create What, When, Why, and How Messages about the disagreement from the point of view of one of the participants. For example, at a school board meeting, the school board may deny a principal’s request for a new computer lab. The student attending that meeting would consider the principal’s emotions and write What, When, Why, and How Messages from the principal’s point of view.

Family Connection

Have students explain What, When, Why, and How Messages to a family member. Then have them work with their family members to create What, When, Why, and How Messages in response to an imagined situation. Send home the Family Connection take-home worksheet called **Everybody Loves Resolution**.

Applying Across the Curriculum

LANGUAGE ARTS Have students choose situations from fiction in which positive and strong emotions are being communicated and write What, When, Why, and How Messages from the perspective of one of the characters. Use an example from *The Wizard of Oz* or another well-known book or movie to demonstrate writing What, When, Why, and How Messages from a character’s point of view.

SOCIAL STUDIES Have students identify and contact local agencies and organizations that help people deal with problem solving and decision making in healthy ways. Possibilities include Lions Clubs, Big Brothers and Sisters, and mediators from a conflict resolution agency. Consult with your school principal and counseling office to ensure that your efforts are not being duplicated. Ask a speaker from one of these groups to tell your class about the agency’s programs and approaches.

Reflecting Resource:

Student Journal p. 34

3.3 Reflecting Reflect on what you've learned about What, When, Why, and How Messages in this lesson.

WHAT? What are the parts of the What, When, Why, and How Message?

Why do you think What, When, Why, and How Messages are helpful to communicate a full range of emotions? Why do you think What, When, Why, and How Messages work to help make a difficult situation better?

SO WHAT?

NOW WHAT? How do you think using What, When, Why, and How Messages help you improve your self-confidence? How do you think using these messages might help strengthen your friendships?

34 Unit 3

Applying Resource:

Student Journal p. 35

Applying How could you explain the parts of What, When, Why, and How Messages to someone who has never heard of them? How do you think each part will help you express your emotions constructively?

What?

When?

Why?

How?

Lesson 3 35

positive the message is in fulfilling the purposes of its four parts. After several minutes have partners reverse roles, then ask volunteers to share their examples. Remind students that all messages should contain at least three parts of the message and all four parts if a new helpful behavior needs to be communicated.

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What are the parts of the What, When, Why, and How Message?
So what?	Why do you think What, When, Why, and How Messages are helpful to communicate a full range of emotions? Why do you think What, When, Why, and How Messages work to help make a difficult situation better?
Now what?	How do you think using What, When, Why, and How Messages help you improve your self-confidence? How do you think using these messages might help strengthen your friendships?

4 APPLYING 5 MINUTES

Have students complete the Applying page in their Student Journal, and then ask them to identify situations in their daily lives where What, When, Why, and How Messages could be used to improve the situation. Invite them to compare how they feel when they use this strategy instead of negative statements or actions.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) As students practice, monitor how well they create What, When, Why, and How Messages.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Reviewing Applying in Student Journals to assess how well students understand how to use What, When, Why, and How Messages and when to use them in their daily lives.

BUILDING SKILLS BEYOND THE LESSON

Picture It!

PRACTICING Reinforce the use of What, When, Why, and How Messages by having students create pictorial What, When, Why, and How Messages. Have students use a combination of words and pictures to communicate their messages. For example, a message that says "I felt embarrassed when you pushed me in a puddle" could be illustrated with an emoticon with pink cheeks and a photo of wet or muddy shoes. This should always be practiced by saying the message directly to the person who did the behavior.

Write It!

APPLYING Reinforce each element of What, When, Why, and How Messages by having students write a poem or short story that shows the benefits of using these types of messages. Example: A short story about a misunderstanding on the basketball court that led to strong emotions could tell how the characters use What, When, Why, and How Messages to begin to solve the problem. You do not want to imply that this is always the last step.

REINFORCEMENT

Act It Out!

PRACTICING Have pairs create a short skit that shows how to use What, When, Why, and How Messages to address emotional situations with older or younger students, friends, teachers, family members, and others who care about them but may have inadvertently hurt their feelings or not met an important need. Students practice developing these messages and getting feedback from peers and the teacher about their effectiveness at communicating strong emotions in a constructive and helpful way.

Respond To It!

APPLYING Ask students to apply What, Why, and How Messages to a real-life conflict such as an argument over a seat in the lunchroom. Have them put themselves in the place of one of the parties and create What, When, Why, and How Messages to respond to the situation. Then, have them write What, When, Why, and How Messages from the other perspective.

ENRICHMENT