

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?

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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?

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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