

About This Resource:

Name: _____

How My Feelings Impact My Words

All feelings are okay! However, sometimes our feelings get so intense that it's hard to think clearly or make good decisions. When you start to feel really silly, or really mad, it might be hard to use appropriate words. Think about how you usually feel when you say inappropriate things – Silly? Frustrated? Worried?

Then, look at each feeling level below and write about what types of things you say when you are feeling that level of emotion, and how you can calm down.

When I say inappropriate words:

5	I have control over my actions and think...
11	I am still losing control...

Name: _____

Thinking Before I Speak: My Plan

When we take time to think before we speak, we're more likely to choose words that aren't hurtful to ourselves or others. Look at some of the self-control strategies in the box below, or think of your own. Then look at the situations below and write the strategy that you think would be most helpful.

Self-Control Strategies

Walk away

Think about how your words affect others' feelings

Identify situations where you're using inappropriate language

Think about how your words affect others' feelings




Could use is: _____

Could use is: _____

Could use is: _____

Could use is: _____

HOW TO USE AN I-STATEMENT

	Tell the other person how you are feeling about the situation.
	Tell the other person what is happening when you feel that way.
	Tell the other person about what would help you feel better.

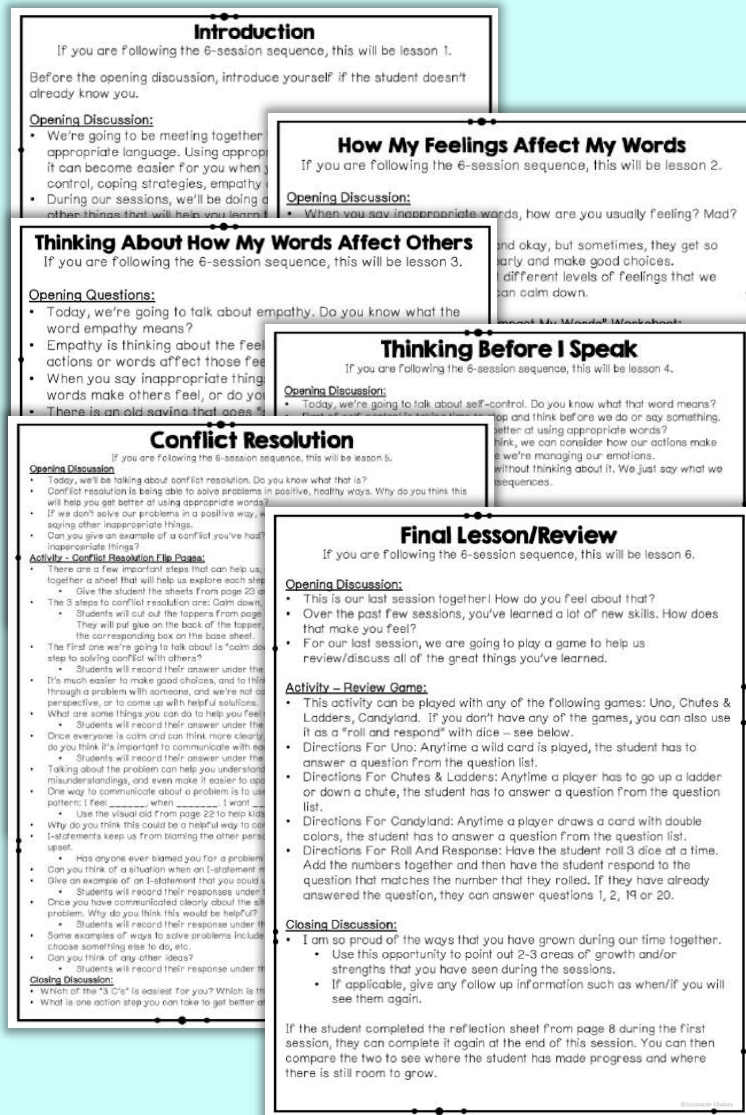
What Kids Will Learn:

- Kids will learn skills and strategies to help them use more appropriate language.
- Kids will identify how their use of inappropriate language affects them and others.

How To Use:

- This resource was designed to use as a 6-session plan.
- The lessons can be adapted for use as stand-alone lessons.

What's Included:



This resource includes:

- Session Tracker
- Self-Monitoring Form
- 2 Reflection Sheets
- The following 6 lessons
 - Introduction
 - How My Feelings Affect My Words
 - How My Words Affect Others
 - Thinking Before I Speak
 - Conflict Resolution
 - Final Lesson/Review

Keep scrolling for more details!

Behavior Reflection Form

This form can help students reflect on incidents of inappropriate language in a restorative way.

Name: _____

BEHAVIOR REFLECTION - INAPPROPRIATE LANGUAGE

What happened?	Who was impacted?	
I said this because...		
During the incident, I felt:	After the incident, I felt:	This made the other person feel:
This was not a good behavior choice because...		
What do I need to do to make things right?		
NEXT TIME I WILL DO THINGS DIFFERENTLY!		
I can say something else, like...	This will make others feel:	
	If I feel like I need to use inappropriate language, I can...	

General Reflection Form

This sheet can be used to help the instructor (and the student) better understand the behavior.

Name: _____

Inappropriate Language General Reflection

Think about how often you use each type of inappropriate language. Write the number that matches your answer in the blank next to each type.

1-Never 2-Every Once in A While 3-Sometimes 4-Often 5-All the Time

<input type="checkbox"/> Cussing	<input type="checkbox"/> Name calling
<input type="checkbox"/> Mean Jokes	<input type="checkbox"/> Talking back/arguing
<input type="checkbox"/> Mocking Others	<input type="checkbox"/> Making fun of someone's gender, race or culture
<input type="checkbox"/> Threatening Others	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Talking about inappropriate topics	

Sometimes, I say inappropriate things like...

I say inappropriate things when...	I don't say inappropriate things when...
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Think about why you use inappropriate language. Look at each reason and decide how often this describes why you use inappropriate language. Write the number that matches your answer in the blank next to each reason.

1-Never 2-Every Once in A While 3-Sometimes 4-Often 5-All the Time

<input type="checkbox"/> I want to make others laugh	<input type="checkbox"/> I don't know what else to say
<input type="checkbox"/> I'm mad	<input type="checkbox"/> Other people like it
<input type="checkbox"/> I want to hurt someone's feelings	<input type="checkbox"/> I want others to notice me
<input type="checkbox"/> I want others to like me	<input type="checkbox"/> Other: _____

What happens after I say appropriate things?	What happens after I say inappropriate things?
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Lesson 1: Introduction

THE OBJECTIVES:

- Students will understand what is meant by “inappropriate language.”
- Students and the instructor will better understand the child’s use of inappropriate language.

THE ACTIVITY:

- The student and instructor will work together to complete a reflection sheet.
- The student and instructor will play a game to establish common language around the terms “appropriate language” and “inappropriate language.”

Introduction
If you are following the 6-session sequence, this will be lesson 1.
Before the opening discussion, introduce yourself if the student doesn't already know you.

Opening Discussion
• We're going to play a game. It can be fun, but it can also be a little out of control, so we need to have some rules. During our game, we'll be talking about other things, so we need to be respectful. What questions do you have? Today, we'll understand the game.

Directions for the Student
• The student will fill out the student reflection sheet as well as the game sheet.
• Once you are done, you can give your student a compliment.

Activity - Appropriate Language Card Game
• To prep the student for the game.
• To play, for the student.

Closing Discussion
• Which of the two is more often?
• Do you think it's better to have someone ask you a question or to give you a compliment?
• Do you have any questions about learning?

Inappropriate or Appropriate Language Card Game Directions
To begin, deal out all of the cards – each player should have the same amount of cards. Then, take turns rolling a dice. Players will lay down a card according to what they rolled. If they roll a 1, they go first. The first player to lay down a card wins.
• If you roll a 1, you lose
• If you roll a 2-3, lay down a card
• If you roll a 4-5, lay down a card
• If you roll a 6, lay down a card

Inappropriate Language General Reflection
Name: _____
Think about how often you use each type of inappropriate language. Write the number that matches your answer in the blank next to each type.
1-Never 2-Every Once In A While 3-Sometimes 4-Often 5-All the Time
____ Cussing
____ Mean Jokes
____ Mocking Others
____ Threatening Others
____ Talking about inappropriate topics
____ Name calling
____ Talking back/arguing
____ Making fun of someone's gender, race or culture
____ Other: _____

Sometimes, I say inappropriate things like...

I say inappropriate things when...

I don't say inappropriate things when...

Think about *why* you use inappropriate language. Look at each reason and decide how often this describes why you use inappropriate language. Write the number that matches your answer in the blank next to each reason.
1-Never 2-Every Once In A While 3-Sometimes 4-Often 5-All the Time
____ I want to make others laugh
____ I'm mad
____ I want to hurt someone's feelings
____ I want others to like me
____ I don't know what else to say
____ Other people like it
____ I want others to notice me
____ Other: _____

What happens after I say appropriate things?

What happens after I say inappropriate things?

Lesson 2: How Feelings Impact Words

THE OBJECTIVES:

- Students will consider how they feel when they use inappropriate language.
- Students will identify coping skills they can use to regulate their emotions.

THE ACTIVITY:

- The student will do a sorting activity to help them consider which coping skills would be helpful for different levels of emotion.

How My Feelings Affect My Words
If you are following the 6-session sequence, this will be lesson 2.

Opening Discussion:

- When you say inappropriate words, how are you usually feeling? Mad? Silly? Scared?
- All of our feelings are intense.
- Today, we will learn how to use appropriate words.

Name: _____

How My Feelings Impact My Words

All feelings are okay! However, sometimes our feelings get so intense that it's hard to think clearly or make good decisions. When you start to feel really silly, or really mad, it might be hard to use appropriate words. Think about how you usually feel when you say inappropriate things. Silly? Frustrated? Worried?

Directions For

- At the top of the page, write the level that they are at.
- Then, read the coping skills that are listed at that level.
- Then, set the coping skills back to the level that they are at.

Activity - Feelings Level/Coping Skill Sort

- Directions: Cut out the headings below, and the coping skill boxes from the next page. Students will look at each coping skill and decide for which feelings level it would be helpful. They will put the coping skill under the corresponding level.

When I say inappropriate things...

5	I have lost all control of my actions. I can't think clearly.
4	I am starting to lose control. I need to calm down immediately.
3	My feelings are getting stronger. It's getting harder to make good choices.
2	I'm not completely calm, but I am in control.
1	I feel focused and in control.

Level 5
I have lost all control of my actions.
I can't think clearly.

Level 4
I am starting to lose control. I need to calm down immediately.

Level 3
My feelings are getting stronger. It's getting harder to make good choices.

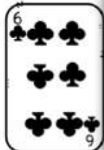
Level 2
I'm not completely calm, but I am in control.

Lesson 3: How My Words Affect Others

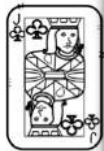
Directions: Draw one card from the number pile. Read the scenario that matches the number you picked up, and decide how the person in that situation would feel. Then, pick up a card from the face card pile and respond to the prompt that matches the card you drew.



Your friend wins the art contest at your school.



Someone broke your friend's game.



How would they feel if you said something inappropriate?

Thinking About How My Words Affect Others

If you are following the 6-session sequence, this will be lesson 3.

Opening Questions:

- Today, we're going to talk about empathy. Do you know what the word empathy means?
- Empathy is thinking about the feelings of others, and how your actions or words affect those feelings.
- When you say inappropriate things, do you think about how your words make others feel, or do you just speak without thinking?
- There is an old saying that goes "sticks and stones may break my bones, but words will never hurt me." This isn't true - our words have more power than we realize.
- One way to better understand how others may be feeling is to think about our own feelings.
- When was a time when someone said something rude, mean or inappropriate to you?
- How were you feeling before they said what they said? How did you feel after?

Activity - Empathy Card Game:

- Split a deck of cards into two piles - one of face cards and one of number cards. Mix up the cards and place them face down.
- Players will draw a card from the number pile first. They will read through the scenario from page 17 that corresponds with the number they drew. Then, they will decide how the person in that situation might feel.
- Next, they will pick up a card from the face card pile, and respond to the prompt that matches the card.

Closing Discussion:

- Have you ever experienced any of the scenarios we talked about? How did people respond to you? How did it make you feel?
- How will things be different for you if you think about how your words and actions affect the feelings of others?

THE OBJECTIVE:

- Students will understand how their actions and words affect the feelings of others.

THE ACTIVITY:

- The student will look at different scenarios and decide how the person in that situation would feel. Then, the student will consider how their own words and actions would impact the other person's feelings.

Lesson 4: Thinking Before I Speak

THE OBJECTIVES:

- Students will understand the benefits of thinking before they speak/act.
- Students will learn strategies that will help them think about the consequences of their words and actions.

THE ACTIVITY:

- The student will do an activity that will help them understand the importance of thinking before they speak/act.
- Then, the student will look at different self-control strategies and decide when they would be useful.

Thinking Before I Speak

If you are following the 6-session sequence, this will be lesson 4.

Opening Discussion:

- Today, we're going to talk about self-control. Do you know what that word means?
- Part of self-control is taking time to stop and think before we do or say something.
- How do you think this can help us feel better or using appropriate words?
- When we tell others feel,...
- So often, we want to say a...

Activity- Color V

Directions: First, read the words below, and say the color that they are written in – not the word that was written. Try to go as fast as you can. Record your time and number of correct answers at the bottom of the page. Then, read list two, but take your time. Go slowly to make sure you get all of the answers right.

In this activity when you s...

- Before you s...
- Only see one...
- If you don't h...
- yourself?
- Students will...
- They w...
- says.
- For list...
- Then, n...
- Ask stu...
- Then, studen...
- they should fi...
- correct as p...
- Then, n...

Discussion For

- Now that we...
- about a few...
- ways that yo...
- Let's look at...
- Read th...
- As you...
- could b...
- Once y...
- scenar...

Closing Discussi

- Is it hard for...
- Which strate...

Thinking Before I Speak: My Plan

Name: _____

When we take time to think before we speak, we're more likely to choose words that aren't hurtful to ourselves or others. Look at some of the self-control strategies in the box below, or think of your own. Then look at the situations below and write the strategy that you think would be most helpful.

Self-Control Strategies	
<ul style="list-style-type: none"> • Walk away • Count to 3 before you speak • Think about how your words affect you • Think about what else you could say 	<ul style="list-style-type: none"> • Think about how your words make others feel • Avoid situations where you're tempted to use inappropriate words • Pay attention to how you feel
Your friends are goofing on and making inappropriate jokes. You want to join in.	A self-control strategy you could use is:
You are mad at your teacher and are about to yell at her and call her names.	A self-control strategy you could use is:
You want to ouss because you know it'll make your friends laugh.	A self-control strategy you could use is:
Your friends are saying mean things about someone and you want to join so they don't think you're weird.	A self-control strategy you could use is:

Time: _____

Thinking Before I Speak: My Plan

Name: _____

When we take time to think before we speak, we're more likely to choose words that aren't hurtful to ourselves or others. Look at some of the self-control strategies in the box below, or think of your own. Then look at the situations below and write the strategy that you think would be most helpful.

Self-Control Strategies	
<ul style="list-style-type: none"> • Walk away • Count to 3 before you speak • Think about how your words affect you • Think about what else you could say 	<ul style="list-style-type: none"> • Think about how your words make others feel • Avoid situations where you're tempted to use inappropriate words • Pay attention to how you feel
Your friends are goofing on and making inappropriate jokes. You want to join in.	A self-control strategy you could use is:
You are mad at your teacher and are about to yell at her and call her names.	A self-control strategy you could use is:
You want to ouss because you know it'll make your friends laugh.	A self-control strategy you could use is:
Your friends are saying mean things about someone and you want to join so they don't think you're weird.	A self-control strategy you could use is:

Time: _____

Lesson 5: Conflict Resolution

THE OBJECTIVES:

- Students will learn about the “3 C’s” of conflict resolution: Calm down, communicate and come up with solutions.
- Students will understand how healthy conflict resolution will help them use more appropriate language.

THE ACTIVITY:

- The student will complete a foldable page that will help them better understand the 3 C’s and how they can be used in real life.

Conflict Resolution
If you are following the 6-session sequence, this will be lesson 5.

Opening Discussion

- Today, we'll be talking about conflict resolution. Do you know what that is?
- Conflict resolution is being able to solve problems in positive, healthy ways. Why do you think this will help you get better at using appropriate words?
- If we don't solve our problems in a positive way, we may start name calling, yelling at others, or saying other things that are not helpful.
- Can you give an example of a conflict?

Conflict Resolution Toppers

Directions: Cut out the toppers on this page. Fold along the dotted line. Place glue on the back of the toppers above the fold. Glue onto the rectangles that are on the base sheet on the next page. Each topper should be able to be lifted up to reveal the prompts below. Once the toppers are glued on, respond to the prompts on the base sheet.

HOW TO USE AN I-STATEMENT

CALM DOWN

COMMUNICATE

COME UP WITH SOLUTIONS

I FEEL... Tell the other person how you are feeling about the situation.

WHEN... Tell the other person what is happening when you feel that way.

I WANT... Tell the other person about what would help you feel better.

