

## **“I Statements” Project 25**

### [Social-Emotional Skills Projects Module](#)

**Grade Level Range:** Middle School - Adult

#### **To the Teacher:**

Social and emotional skills, like most skills (e.g., playing a musical instrument, shooting a basketball, etc.), are complex and not easily learned and mastered. In order to develop proficiency, students need to be given multiple opportunities to practice the skills in class and in real life. The purpose of this project is to facilitate the development of competency in the use of “I Statements” in real-life situations. This project is best used as a follow-up learning experience after students have completed the “I Statements” Learning Experiences ([Relationship Skills & Healthy Relationships](#)). The more opportunities students have to use the skill in real life, the better the chances of them becoming proficient.

#### **Procedures/Directions:**

1. If you have not done so recently, discuss the importance of being able to effectively use “I Statements”. See the “I Statements” Reading([Relationship Skills & Healthy Relationships](#) ).
2. Review and model the different parts of “I Statements”. See the “I Statements” Skill Card ([Relationship Skills & Healthy Relationships](#) ).
3. Provide students with a copy of the “I Statements” Self-Monitoring Chart and the “I Statements” Assessments below.
4. If you are having them keep track of their goals throughout the year (highly recommended), have them complete the information on the My Goals Log ( [SES Projects Module](#)) The My Goals Log allows them to look back and see what they have accomplished throughout the year and what they need to do to be more successful.
5. Remind them that they are not expected to be proficient at the beginning or even at the end of this project. The ability to effectively use “I Statements” may be difficult to master and must be done repeatedly and in multiple situations in order to feel comfortable and become proficient. The key is to make progress and understand why they are effective and what they need to do to become more effective in the future.
6. Determine how often you want them to use an “I Statement” before the end of the project. Since they may not have the opportunity to use an “I Statement” immediately, it will take some students longer than others to complete the project. You may also consider having the project be for extra credit. Depending on how much time you have and your focus, you may require that students use “I Statements” more than 3-4 times or make several required and give them the option of doing others for extra credit.
7. Explain how to use the self-monitoring chart.
8. Explain the grading procedures. Outlined below are different ways to assess and grade this project.

9. Review the *Stages in Learning a New Skill* outlined below.
10. Every 1-2 weeks, ask volunteers to share how effective they were using “I Statements,” which parts they were more effective using, and which parts they need to work on to be more effective. Ask them to share what contributed to their success or lack of success.
11. At the end of the project, have students bring all required work to class. Have them complete all of the assessments, place the documents in the identified order, and turn them in. See the [Procedures for Grading](#) outlined below.
12. At the end of the project and before they turn in their work, have a whole class discussion using the questions on the “End of the Project Assessments”. For the “The End of the Project” and the “Progress” and “Effort Grades,” you may want to use the “Are You Someone Who” or the “Thumb O Meter” techniques. See the [Nonverbal Self-Disclosure Techniques in How To Teach SES in the How To Teach Social-Emotional Skills Module](#). Ask for volunteers to share their answers to questions 1-6 on the “Assessment Summary”.
13. For more information on developing and meeting goals and developing and implementing behavior change projects, see the following in the [Decision Making & Personal Problem Solving Module](#)
  - [Developing and Meeting Goals Skill Card](#)
  - [The ABC Model of Behavior Change](#)
14. For additional information on the process and steps in teaching social-emotional skills, see [How To Teach SES](#) in the [How To Teach Social-Emotional Skills Module](#)

### **Stages in Learning a New Skill**

It is helpful if students understand that learning social-emotional skills is not easy and that they will go through different stages when learning these skills. The stages in learning a new skill include:

1. Feeling self-conscious and awkward when using the skill.
2. Feeling phony while engaging in the skill. When teaching these skills, my students would constantly say: “No one talks like this,” or No one does these things. My response was that, unfortunately, not enough people talk like this, and that is a major reason why so many people are unable to successfully work through misunderstandings, impasses, and conflicts in relationships, or maybe the reason so many people are unsuccessful at reaching their goals is that they don’t.
3. Their use becomes more skilled, but it is still mechanical.
4. They master the skill, and its use becomes natural, automatic, and fully integrated into their behavioral repertoire. They are able to use the skill without thinking about it.

# **Grading Procedures For The I Statements No Project**

## **Possible Assessment & Grading Procedures**

Depending on the project's complexity, students may be assessed on any or all of the following.

1. Teacher grade (and/or student self-evaluation) of the completeness and depth of their answers on all written work (for the “I Statements Assessment Questions” and the “Assessment Summary Questions”). See the Generic Rubric for Assessing Self-Awareness, Self-Insight, & Self-Knowledge below.
1. 2. Self-evaluation of their progress at the end of the project. See the I Statements Progress Evaluation below.
3. Self-evaluation of their effort. See the I Statements Effort Evaluation below.

## **Possible Documents That Students Submit at the End of the Project:**

1. I Statements Evaluations (“The Beginning” and “The End of Project Evaluations” and “The Progress Evaluation At the End of the Project Rubric” below.
2. “I Statements Assessment Questions” below.
3. “I Statements Assessment Summary Questions” below.
4. I Statements Effort Evaluation below.
5. The “I Statements Project Grade Summary” below.

## **Collecting All the Work at the End of the Project**

As you are aware, collecting multiple papers for projects can be daunting and an organizational nightmare if you cannot review, assess, and grade student documents online. At the end of the project, have students bring all required work to class. It is easier to take them through each of the assessments one at a time in class to avoid confusion. Have students transfer their grades from the documents you will collect to the Assessment Grade Summary below. If you cannot review, assess, and grade student documents online, have them place all hard copies in the same order as listed on the Assessment Grade Summary, with the Assessment Grade Summary on top. If you are collecting hard copies, providing them with a manila file folder may be helpful. See below for an example of a generic assessment grade summary.

## **Reporting Grades**

Decide whether you want to give a single grade for the entire project, including all criteria, or report each separately. Reporting each criterion separately (e.g., a grade for their effort, a grade for their progress, and a grade for a self-assessment of their written work, a grade of your assessment of their written work) provides more specific, detailed feedback for students and parents. If you are giving separate grades, you must obviously determine the weight each one will have and let them know at the beginning of the project.

## I Statements Self-Monitoring Chart

### How To Use the Self-Monitoring Chart:

1. Keep the chart in a convenient location where you will see it and remember to complete it daily (e.g., next to your bed, on your bedroom door, etc.). It is best to complete the chart as soon as possible after using an “I Statement”. For example, if you used an “I Statement” at school, complete the chart as soon as you get home.
2. Place the dates you use “I Statements” in the second column.
3. In the third column, write the first name or initials of the person you used the “I Statement” with.
4. In columns 4-9, rate how effective you were using each of the parts of an “I Statement” **(1-5)**. If you had the opportunity to use an “I Statement but didn’t write **(0)**. Write NA = Not applicable if, for some reason, it was not appropriate or you didn’t need to use an “I Appreciate It” or an “Are You Willing To Do That?” statement.
5. Make sure to chart every day you use an I Statement. If you forget to chart on a day you used an I Statement, do not chart the next day. If you don’t chart the day you used an I Statement, it doesn’t count as a day you used it. You must chart on the day you use an I Statement.
6. Whenever you use an “I Statement,” answer the “I Statements” Assessment Questions below.

### Rating Scale:

**How effective was I in using these skills?**

1-----2-----3-----4-----5  
Not Effective                      Somewhat Effective                      Very Effective

NA = Not applicable for the conversation today. That is, if for some reason it was not appropriate or you didn't need to use an "I Appreciate It" or an "Are You Willing To Do That?" statement, write "NA" in the space provided.

## I Statements Self-Monitoring Chart

| <u>Day #</u> | <u>Date</u> | <u>Person I</u><br><u>Used the “I</u><br><u>Statement”</u><br><u>With</u> | <u>Skill:</u><br><u>Avoiding</u><br><u>“You”</u><br><u>Statements</u> | <u>Skill:</u><br><u>Used the</u><br><u>Pronoun</u><br><u>“I”</u> | <u>Skill:</u><br><u>Stated How I</u><br><u>Was Feeling</u> | <u>Skill:</u><br><u>Stated Why I</u><br><u>Felt That Way</u> | <u>Skill:</u><br><u>Used an “I</u><br><u>Appreciate</u><br><u>It” Statement</u> | <u>Skill:</u><br><u>Used An “Are</u><br><u>You Willing To</u><br><u>Do That?”</u><br><u>Statement</u> |
|--------------|-------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1            |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 2            |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 3            |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 4            |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 5            |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 6            |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 7            |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 8            |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 9            |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 10           |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 11           |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 12           |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 13           |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 14           |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |
| 15           |             |                                                                           |                                                                       |                                                                  |                                                            |                                                              |                                                                                 |                                                                                                       |

## **I Statements Assessments**

### **I Statements Beginning of the Project Likert Scale**

**1. How effective am I at avoiding “You” statements?**

1-----2-----3-----4-----5  
Not Effective                                      Somewhat Effective                                      Very Effective

**2. How effective am I at using the pronoun “I”?**

1-----2-----3-----4-----5  
Not Effective                                      Somewhat Effective                                      Very Effective

**3. How effective am I at telling people how I feel?**

1-----2-----3-----4-----5  
Not Effective                                      Somewhat Effective                                      Very Effective

**4. How effective am I at telling people why I am feeling this way?**

1-----2-----3-----4-----5  
Not Effective                                      Somewhat Effective                                      Very Effective

**5. How effective am I at stating how I would like them to be in the future (an “I Appreciate It Statement”)?**

1-----2-----3-----4-----5  
Not Effective                                      Somewhat Effective                                      Very Effective

**6. How effective am I at asking them if they are willing to do what I am asking (an “Are You Willing to Do It?” statement)?**

1-----2-----3-----4-----5  
Not Effective                                      Somewhat Effective                                      Very Effective

**7. Overall, how effective am I at using an “I Statement” to tell the person what I am, why I feel this way, and what my needs are in the situation?**

1-----2-----3-----4-----5  
Not Effective                                      Somewhat Effective                                      Very Effective

## **“I Statements” Assessment Questions**

### **Situation # 1**

1. Describe the situation. Be specific about what happened and/or what was said to you.
2. Describe how you felt and why you felt this way.
3. What did you say (the “I Statement”) and/or do? Be specific about what you said and/or did.
4. How did the other person respond? What did they say and/or do?
5. Were you satisfied with the outcome? Why or why not?
6. How did you feel afterward? How did you feel about the other person, their response, and the relationship?
7. What, if anything, would you have done differently or would you do in the future if you were in the same or similar situation?

## **Situation # 2**

1. Describe the situation. Be specific about what happened and/or what was said to you.
  
2. Describe how you felt and why you felt this way.
  
3. What did you say (the “I Statement”) and/or do? Be specific about what you said and/or did.
  
4. How did the other person respond? What did they say and/or do?
  
5. Were you satisfied with the outcome? Why or why not?
  
6. How did you feel afterward? How did you feel about the other person, their response, and the relationship?
  
7. What, if anything, would you have done differently or would you do in the future if you were in the same or similar situation?

## I Statements End of Project Likert Scale

## How Effective Am I At the End of This Project

At the end of this project, how effective am I at using these skills?

**1. How effective am I now at avoiding “You” statements?**

1-----2-----3-----4-----5  
Not Effective                      Somewhat Effective                      Very Effective

## 2. How effective am I now at using the pronoun “I”?

1-----2-----3-----4-----5  
Not Effective                      Somewhat Effective                      Very Effective

### 3. How effective am I now at telling people what I am feeling?

1-----2-----3-----4-----5  
Not Effective                      Somewhat Effective                      Very Effective

**4. How effective am I now at telling people why I am feeling this way?**

1-----2-----3-----4-----5  
Not Effective                      Somewhat Effective                      Very Effective

**5. How effective am I now at stating how I would like them to be in the future (an “I Appreciate It Statement”)?**

1-----2-----3-----4-----5  
Not Effective                      Somewhat Effective                      Very Effective

**6. How effective am I now at asking them if they are willing to do what I am asking in the future (an “Are You Willing to Do It?” statement)?**

1-----2-----3-----4-----5  
Not Effective                      Somewhat Effective                      Very Effective

**7. Overall, how effective am now I at using an “I Statement” to tell people what I am feeling, why I am feeling this way, and what my needs are in the situation.**

1-----2-----3-----4-----5  
Not Effective                      Somewhat Effective                      Very Effective

## I Statements Progress Rubric

Look at how effective you were at the beginning and end of the project using the *Beginning and End of Project Likert Scales*. Based on your progress, give yourself a grade using the criteria below. Remember, you were not expected to be proficient at the beginning or end of this project. Using skills may be challenging to master and must be done repeatedly and in multiple situations to feel comfortable and become proficient. The key is making progress and understanding why you were successful and what you need to do to become more successful/proficient.

**90 – 100 = Advanced: Above and Beyond.** Since the beginning of the project, I have made significant progress in successfully using all of the parts of an I Statement.

**80 – 89 = Proficient: At Standard.** Since the beginning of the project, I have made good progress in successfully using all of the parts of an I Statement.

**70 – 79 = Needs Improvement.** I made some progress in successfully using all of the parts of an I Statement since the beginning of the project, but I was capable of making more progress.

**60-69 = Needs Significant Improvement.** Since the beginning of the project, I have made little progress in successfully using all of the parts of an I Statement. I have hardly used the skill.

**50 = Not Acceptable.** Since the beginning of the project, I have made no progress in all of the parts of an I Statement. I didn't do any of the assignments or very little of them.

**40=** I never used the skills or didn't turn the project in.

**Based on the progress I made to become more proficient using these skills, I believe I deserve the following grade:**

\_\_\_\_\_

Explain why you believe you deserve this grade.

## I Statements Effort Rubric

**Using the criteria below, give yourself a grade for the effort you put into this project.**

**90 – 100 = Advanced: Above and Beyond.** I gave my **best effort** throughout this project and used all parts of an I Statement whenever I had the opportunity, and it was appropriate.

**80 – 89 = Proficient: At Standard.** My effort was **good**, but it was not my best effort. I used I Statements in most but not all situations when I had the opportunity, and it was appropriate. I usually used most of the parts of an I Statement.

**70 – 79 = Needs Improvement.** This was **not a good** effort for me. There were more than a few opportunities I could have used I Statements or the different parts but didn't.

**60-69 = Needs Significant Improvement.** This was a **poor** effort for me. There were multiple opportunities when I could have used I Statements and didn't.

**50 = Not Acceptable.** I **didn't try to use I Statements.**

**40 = I never used I Statements or didn't turn the project in.**

**Based on my effort to become more proficient using these skills, I believe I deserve the following grade:**

\_\_\_\_\_

Explain why you believe you deserve this grade.

## **I Statements End of the Project Summary Questions**

1. How does it feel to be more effective at using “I Statements,” and why does it feel this way?
2. Which of these specific skills are you most successful using (avoiding “you statements,” using the pronoun “I,” stating how you are feeling, stating why you feel that way, using an “I appreciate it” statement, using an “are you willing to do that” statement?)
3. Which of these specific skills do you need the most work on (avoiding “you statements,” using the pronoun “I,” stating how you are feeling, stating why you feel that way, using an “I appreciate it” statement, using an “are you willing to do that” statement?)
4. What impact has being more effective at using “I Statements” had on me and my relationships (the people I used “I Statements” with)?
5. What contributed to my success (or lack thereof) at using “I Statements”?
6. What, if anything, is holding me back from using a complete “I Statement”? What do I need to do in the future to be more effective using “I Statements”?

## **Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge**

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade but do not give yourself a grade higher than a 79 if it is incomplete.

**90 – 100 = Advanced: Above and Beyond.** My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show Deep & Complex Insight: I Thought Very Deeply About The Answers to Each Question.

**80 – 89 = Proficient: At Standard.** My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show Significant Insight: I Thought Deeply About The Answers to Most of the Questions.

**70 – 79 = Needs Improvement.** My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show Incomplete Self-Awareness, Self-Insight, & Self-Knowledge

**60-69 = Needs Significant Improvement.** My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a Lack of Self-Awareness, Self-Insight, & Self-Knowledge

**50 = Not Acceptable. The Task Needs to be Completed or Done Over.**

**40 = The Assignment Wasn't Turned In**

## **I Statements Project Grade Summary**

### **My Self-Evaluation of the Completeness & Depth of My Answers on the I Statements Assessment Questions**

\_\_\_\_\_ My Self-Evaluation Grade For The Completeness & Depth of My Answers on I Statements Assessment Questions

### **My Self-Evaluation of the Completeness & Depth of My Answers on the I Statement End of Project Summary Questions.**

\_\_\_\_\_ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the I Statement End of Project Summary Questions.

### **My Self-Evaluation of My Progress**

\_\_\_\_\_ My Self-Evaluation Grade For My Progress

### **My Self-Evaluation of My Effort**

\_\_\_\_\_ My Self-Evaluation Grade For My Effort

### **My Self-Evaluation of The Extent To Which I Charted**

\_\_\_\_\_ My Self-Evaluation Grade For Charting:

### **Teacher Evaluation of the Completeness & Depth of My Answers on the I Statements Assessment Questions**

\_\_\_\_\_ Teacher Evaluation Grade For The Completeness & Depth of My Answers on I Statements Assessment Questions

### **Teacher Evaluation of the Completeness & Depth of My Answers on the I Statement End of Project Summary Questions.**

\_\_\_\_\_ Teacher Evaluation Grade For The Completeness & Depth of My Answers on the I Statement End of Project Summary Questions.

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(My signature indicates that all the self-evaluation information is  
a complete, accurate, and honest assessment!)