

## Longfellow Home Cool Tool Using appropriate language

*Expectation:* Be Respectful

*Purpose of the lesson? Why it is important:*

1. To teach children that using appropriate language shows respect for others and themselves.
2. To teach children that when others have respect for what they are saying they listen more attentively.

*Teaching Examples:* *The following presents situations that your child might find himself in. Use these examples to discuss with your child how to make good decisions to use appropriate language.*

- Your child is playing with a friend and the friend is taking too long at her turn on the video game. Talk about how that feels unfair and that can make you feel angry. Talk about how you might want to grab the controller and say mean things. Then talk to your child about what they can do instead. (ex. Give yourself a short break, use your words to tell your friend how you feel).
- Your child is watching a movie at a friend's house with other kids. . During the movie one of the characters says an inappropriate word. One of the kids watching the movie repeats the word over and over again. Talk about how your child might feel pressured to say the word too. Talk about what they could do instead. (ex. change the subject, ignore the comment, point out something good about the movie).
- Your child is angry that you won't let him (her) go outside and play until homework is done. Homework is sometimes hard and they think they might not finish in time to play. He feels like he is going to start to cry and refuse to do homework. Talk about what they could do instead (ask for help, ask to do part of the homework now and part after taking a break to play).

*Kid Activities/Role Plays:*

1. Teach your child how to use "I feel.... because....." statements to express their feelings.
2. Have your child role-play the following situations twice. The first time have them perform the role-play in a negative way. The second time have them use "I feel...because..." statements. Discuss the differences. (A) Arguing with their parent or sibling about who will clean up after dinner. (B) Being angry at two other kids who wouldn't let him be pitcher at kickball. (C) Finding out that another kid was talking about you behind your back and (D) A child feels like they have to go to bed earlier than all of their friends.

*Follow-up/Reinforcement Activities:*

1. Compliment your child when you catch him (her) using appropriate language and (or) "I feel....because...." statements.
2. Role model using "I feel...because...statements.
3. Point out to your child how respectful and intelligent he (she) sounds when using appropriate language and "I feel....because....." statements.