



RELATIONSHIP SKILLS:

Core Messages



TEACHER NOTES

Listening to this recording helps students build confidence that they can develop the skills that contribute to healthy, happy relationships. When students need to relax, refocus, or recoup a steady emotional state, listening to the Core Messages recording provides an opportunity to do that, while also underscoring the DESSA constructs you are helping your students to strengthen.

Once students are confident about using the Core Messages recording independently, they can be encouraged to help visitors and new classmates become familiar with it.



DURATION: 7 minutes

GOALS: [Teacher/Student Goals](#)

MATERIALS:

- Relationship Skills: Core Messages recordings
- Listening equipment for individual student use

OPTIONAL: Paper and crayons or colored pencils, or printed script with highlighters

PRE-TEACHING

- This is a beneficial exercise for the class as a whole, so experiencing it first all together or in small groups can make the experience even more accessible when individual students go to a peace corner or quiet area, put on headphones, and listen to the recording.
- Some students enjoy listening to the recording while drawing. Consider offering them blank paper to draw on or a printout of the script to highlight or decorate while they listen.



MAIN POINT: Introducing the Relationship Skills: Core Messages recording (3 minutes)

Introduce the purpose of this activity. Include both the process (highlighting the benefits of a short, relaxing focusing activity) and the content (pointing out that the text of the recording is based on the DESSA Relationship Skills indicators).



GUIDING LANGUAGE

When we are upset or extra excited and want to calm ourselves, or when we are tired and want to rejuvenate, it can be helpful to take a few minutes to sit quietly and listen to a relaxing recording. It's also helpful to have a



RELATIONSHIP SKILLS:



peaceful way to remind ourselves about the relationship-building skills that we're all working to strengthen.

We're going to listen this first time together as a group. Then we'll add this recording to (explain location and procedure for student use in your setting).

Sit in a way that's comfortable and that also helps you feel grounded. You may want to be in your chair with your feet on the ground or sitting with your back against a wall. You may wish to close your eyes to help you listen more fully, or you might want to rest your eyes on a spot on the floor or a wall, to help you focus. There's no particular way you need to sit, as long as you are comfortable and can relax and concentrate on the words we'll be hearing.



MAIN POINT: Experiencing Core Messages: Relationship Skills (5 min)

Play the Relationship Skills: Core Message recording and listen to it with your students.



GUIDING LANGUAGE

[Relationship Skills Script](#)



MAIN POINTS: Reflection and closure (for group experience) (3 minutes)

- After a few moments of silence once the recording ends, invite a short, private reflection.
- If appropriate to your group, facilitate a brief sharing period.



GUIDING LANGUAGE

Take a moment now to notice how you are feeling physically. Do you feel more relaxed? Notice what thoughts are coming to your mind about what it was like to try to relax and to listen to these ideas. (Pause.) Now, thinking about the ideas you heard, notice if one seemed particularly important to you today, and think about why. (Pause.) Let's 'popcorn out' those relationship skill ideas that were powerful for you, that you want to remember. (Facilitate student sharing of these main, resonant, points.)



RELATIONSHIP SKILLS:



TEACHER NOTE

This activity works well as a stand-alone experience. If you are debriefing with the student, consider having a printed copy of the script as a basis for the conversation. Invite the student to point out skills within the text that they would like to pay attention to growing. Make an action plan for how you can support their goal.



EXTENSION

Consider letting students listen to the recording while stretching or doing other relaxing movements.



RELATIONSHIP SKILLS:

Teacher: Relationship Skills Goals

Relationship Skills: The consistent performance of socially acceptable actions that promote and maintain positive connections with others.

My students are able to:

- Reflect on their own abilities to get along well with others
- Reflect on positively stated goals related to relationship skills

I am aware of my individual students' abilities to:

- Receive encouraging first-person statements related to relationship skills
- Connect the Core Messages language to their own actions and intentions

The environment I create supports my students' growth related to:

- Developing their abilities to notice and act on times when they feel the need to refocus and/or concentrate on remembering their proactive relationship building skills
- Developing increased confidence in demonstrating behaviors that promote positive and effective relationships with others

Student: Relationship Skills goals and demonstrated behaviors

Students will:

- Become increasingly aware of specific factors that impact relationships
- Become increasingly independent in creating positive relationships
- Become increasingly effective in being able to relax and rejuvenate, to be better prepared to learn (self-management)

DESSA SELF-MANAGEMENT INDICATORS

(Highlighted indicators are directly addressed in this lesson.)

I can:

Compliment or congratulate somebody
Do something nice for somebody
Show appreciation of others
Greet a person in a polite way
Attract positive attention from peers
Express concern for another person
Attract positive attention from adults
Make a suggestion or request in a polite way
Offer to help somebody
Respond to another person's feelings



RELATIONSHIP SKILLS:

Core Messages Script

**I get along well with the people around me,
and I do my part to make positive connections with everyone.**

How we treat each other really matters and makes a difference in how well we get along.

It feels good when people treat me well, and I try to treat others the way I want to be treated, by being considerate of their thoughts and feelings.

When I notice things that I appreciate about others, I feel comfortable complimenting them.

I congratulate others on their successes, and I let them know that I'm happy for them.

I am sensitive to others' disappointments, and offer encouragement.

I enjoy doing nice things for people.

When we joke around, I remember to keep it playful and not hurtful. I am careful not to say mean things about how people look or how they act.

If I feel hurt by something that someone says or does, I think about how I want to respond. I settle myself so that I can be thoughtful, not hurtful, when I respond.

I remember that feelings and actions will come and go,
and that when I breathe deeply,
and let my belly expand as my lungs fill,
and then slowly release the breaths,



RELATIONSHIP SKILLS:

I can draw strength from my core,
the calm place that is always inside of me.

I notice when people do kind things for me, when they help me, and when they share. I show my appreciation by thanking them.

I greet people in a friendly way to make a positive connection.

I invite others to join me when I can, so they feel welcome and included.

When someone asks me to stop doing something, I really listen and think about their feelings. I can stop my behavior that's bothering them, to help them out.

If someone is doing something that doesn't feel right to me, I ask them to stop.

I understand that NO means NO, so I respect it when someone says no to me, and I expect people to listen when I say it.

I am careful about name-calling, and try never to say anything that might not feel good to another person, even when we're joking around.

If someone calls me a name, I am careful to pause, and regain control, so I'm not responding from hurt or anger.

I encourage others when they are learning something new, and I am careful not to say things that might be discouraging.

If I feel concerned about someone, I check in to see if they need help, or I let an adult know so they can offer help.



RELATIONSHIP SKILLS:

When I make a mistake and say or do something that I wish I hadn't,
I apologize and try to find a way to make it better.
I know that repairing a hurt right away is important for both of us.

When others apologize to me,
I do my best to forgive them and start fresh.

When I have a suggestion for others, I ask first if they would like to hear it, so that I can be respectful and make sure that they have had enough time to think about their own ideas before I give them mine.

When I notice that others may need help, I offer to help them.

Even if others don't treat me as well as I would like them to,
I do my best to do the right thing.
I want my words and actions to come from the strength within me.

I feel glad to be a part of a community where we all want the best for each other.

**I get along well with the people around me,
and I do my part to make positive connections with everyone.**