

Using 'I-Statements' to Communicate

Name: _____ Date: _____

LEARNING OBJECTIVE

The student will practice converting accusatory 'you-statements' into non-blaming 'I-statements' for healthier communication.

MATERIALS NEEDED

- Index cards (6)
- Pencil
- Notebook paper

HANDS-ON ACTIVITY

1. Learn the I-statement formula: 'I feel [emotion] when [situation] because [reason], and I would like [request].'
2. Write 3 common 'you-statement' complaints on separate index cards (example: 'You never listen to me!' or 'You always take my stuff without asking!').
3. On the back of each card, rewrite the complaint as a calm I-statement using the formula.
4. Practice saying each I-statement out loud, focusing on a calm tone of voice instead of an accusing one.
5. Role-play one scenario with a family member: you use a you-statement first, then repeat the same conflict using your I-statement, and discuss which felt or sounded better.

QUESTIONS

1. Write the I-statement formula from memory.
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2. Write one of your original you-statements and its I-statement version.
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3. Why do I-statements usually work better than you-statements in a conflict?
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4. How did the you-statement and I-statement feel different when you role-played them?

