



Lesson Concept

You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.

Objectives

Students will be able to:

- Identify common playground conflicts
- Demonstrate using the Problem-Solving Steps to handle playground conflicts

Materials

- DVD player and monitor or computer with speakers, projector, and screen
- Grade 4 DVD
- Handout 19
- Lesson 19 Teaching the Lesson card
- Following Through Card 19
- How to Calm Down poster
- Problem-Solving Steps poster
- Sidewalk chalk or other materials (see Lesson Preparation)
- S, T, E, and P problem-solving papers, if applicable (see Lesson Preparation)

Lesson Preparation

Display the How to Calm Down and Problem-Solving Steps posters where students can see them clearly and you can refer to them during the lesson.

Read through the Lesson 19 activity. Determine whether the outdoor or indoor option will work best for your class, and obtain the necessary materials (chalk, stencils, cards, and so forth).

Before the lesson, determine where on the playground your class will draw the Problem-Solving Steps. If it is raining, you may need to postpone this lesson or use the S, T, E, and P Problem-Solving Papers indoors.

Copy the first page of Handout 19, one per pair of students. If you are using the Problem-Solving Papers (the remaining four pages of Handout 19), copy one set per pair of students, single-sided.

Why This Lesson Matters

Students who have a process for getting control of their emotions and a model for problem solving are better able to resolve their own conflicts.

Although students have learned and practiced the Problem-Solving Steps in earlier lessons, practicing applying them to problems will help students generalize the use of the skills to a wider range of situations. And although students have learned the problem-solving process, they may still need adult assistance. Making the Problem-Solving Steps visible in the area where conflicts occur most often, then walking through them, will help students use their skills when problems arise. The kinesthetic act of having the students walk through the steps reinforces the learning. Having the steps in a visible location reminds staff and students that problem-solving is the norm.

Teaching Notes

Displaying the Problem-Solving Steps poster in an area where conflicts are likely to occur is a good reminder for students to use their problem-solving skills when they need them most. The playground is a likely area for frequent conflict, but, if necessary, adjust the activity for this lesson to the area of most frequent conflict in your school. If the high-conflict area is indoors, follow the indoor directions in the lesson and post the Problem-Solving Steps poster in this area.

You may need to adjust time expectations, depending on which version of the activity you choose.

Go online to www.secondstep.org to find:

- In-depth Teaching and Program Implementation Guides
- Video examples of program activities in real classrooms
- Digital versions of the Following Through cards
 - Writable PDFs of the Home Links to email to students and families
- Access to online training



Review

Play the “Step Up” music video.

Have students listen with attention for how many times they hear the phrase “make your plan.” (Three.)

Review the Problem-Solving Steps and making a plan from the last lesson. Refer to the poster.

Introduction (5 minutes)

Display the first screen.

Today we’re going to start by listening to some voices. Listen carefully to hear what kinds of emotions these voices are expressing.

Play the audio clip.



What kinds of emotions do you think these kids are feeling? (Anger, frustration, irritation.)

When you’re feeling these strong emotions, what is the first thing you should do? (Calm down.) Go through the How to Calm Down poster or play the “Calm Down” music video.

Where do you think these kids are? (Playground, gym, recess.)

It sounds like they are having problems on the playground. The last couple of lessons, you learned how to use the Problem-Solving Steps. What are those steps? (S: Say the problem. T: Think of solutions. E: Explore consequences. P: Pick the best solution.) Refer to the Problem-Solving Steps poster and “Step Up” song.

Now you’re going to pull together and use all the Problem-Solving Steps and skills we’ve learned so far. You can use the Problem-Solving Steps any

time there is a problem or a conflict. Today you’re going to think of some common conflicts we have here on our playground. Then you’re going to use the Problem-Solving Steps to find some solutions.

Story and Discussion (10 minutes)

First, let’s hear from real students talking about some conflicts that happen at their schools. Listen carefully for problems that you may also have had.

Play the video.

1. Do any of these sound familiar?

(Various answers.)

2. What are some typical problems we have here on our playground? Write some of the problems where all students can see them. If the list does not include disputes over the rules, add this problem.



Distribute Handout 19, one per pair of students.

3. Now, with your partner, choose one of the problems we listed on the board. Write a description of the problem in the space provided at the top of your handout. Give students one or two minutes to write their descriptions. Coach students as necessary.

Activity (20 minutes)

In a couple of minutes, you’re going to actually step through the Problem-Solving Steps. But first let’s watch this video showing us how to do it.

Play the video.

Each pair of students is going to physically walk through the Problem-Solving Steps to find a solution to the problem they just described. Follow either the outdoor or indoor directions for the problem-solving activity. If space is limited, have groups take turns. Adjust the activity as necessary to meet your physical needs.

Outdoor Setup Directions

With your partner, draw the Problem-Solving Steps with chalk in the area I will show you on the playground. Then try to solve the problem you wrote on your handout with your partner, while physically stepping through the Problem-Solving Steps as you complete each one. Read the directions on Handout 19 out loud if necessary.

Take the student groups outside to a designated area on the playground. Provide each group with their drawing materials. Have students draw the Problem-Solving Steps as shown on the video, using the Problem-Solving Steps listed on the checklist on their handouts. Give students five to ten minutes to complete the drawing. Help pairs of students as needed. Then skip to the Activity directions below.

Indoor Setup Directions

Work with your partner to arrange the four Problem-Solving Steps papers in a staircase pattern. Then try to solve the problem you wrote on your handout with your partner while physically stepping through the Problem-Solving Steps as you complete each one. Read the directions on Handout 19 out loud if necessary.

Distribute one set of the four problem-solving papers to each pair of students. Have students arrange the papers in a staircase pattern. Make sure there is enough space for all partners to arrange and step through all their steps at the same time. Give students two or three minutes to arrange their steps. Help pairs of students as needed.

Activity Directions

After completing the problem-solving drawings or arranging the handouts, give students another five or ten minutes to physically step through the Problem-Solving Steps. Have students check off each step on their handouts as they complete it. Monitor and coach groups as they practice.

As time allows, have students volunteer to demonstrate how they physically stepped through the Problem-Solving Steps.

If you went outside, bring students back inside to conclude the lesson. Leave at least one set of chalk Problem-Solving Steps on the playground for students to continue to use.

Wrap-Up (5 minutes)

Before you even begin problem solving, what should you do first? Refer to the How to Calm Down poster. (Calm down.)

What are the Problem-Solving Steps you used today? Refer to the Problem-Solving Steps poster or “Step Up” song if necessary.

How was it helpful to have to actually “step” through the Problem-Solving Steps? (Various answers.)

Think about how you can use the Problem-Solving Steps on the playground in the future. Give students think-time. **Turn and tell your partner your ideas.** After a minute, call on a few students at random to report. (Various answers.)

What would happen on our playground if more students solved problems with the steps? (People would get along better. It would be more fun. It would make our school a nicer place to be.)