



Lesson Concepts

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- Saying the problem without blame is respectful.

Key Words

Problem, stuck, fed up, exasperated, blame/blaming

Objectives

Students will be able to:

- Recall the first Problem-Solving Step
- Identify and say a problem in response to scenarios

Materials

- DVD player and monitor or computer with speakers, projector, and screen
- Grade 2 DVD
- Lesson Card 16
- Following Through Card 17
- How to Calm Down and Problem-Solving Steps posters
- All Skills for Learning cards (as needed)
- Chart paper and markers
- Lesson 17 Home Link

Why This Lesson Matters

Students who are more skilled problem solvers get along better with peers and have fewer conflicts and problems with aggression. Students can escalate conflicts by failing to consider the situation from the other person's perspective. The perspective-taking skills learned earlier are an important part of the first of the Problem-Solving Steps, S: Say the problem. It is important for students to see a problem in a neutral way that does not blame the other person.

Teaching Notes

Assign students to new *Second Step* partners for Unit 4. Continue to use the participatory strategies used in units 1–3.

Warm-Up

Introduction and Review

Have students sit. **You've been learning about how to calm down.** Review the Calming-Down Steps on the poster. Show Lesson Card 16. Use the Wrap-Up to review using positive self-talk to calm down.

Now you're going to learn about solving problems. To solve a problem, you need to think. Remember that calming down first will help you think more clearly.

Model the hand-brain.

Following steps can also help you solve problems. Point to the Problem-Solving Steps poster. **What are the Problem-Solving Steps?** Point to and say the first letter of each step as you prompt students to repeat them. **S:** _____ (Say the problem). **T:** _____ (Think of solutions). **E:** _____ (Explore consequences). **P:** _____ (Pick the best solution). **What do the first letters of each step spell? (STEP.) Remembering the word "step," S-T-E-P, will help you remember the Problem-Solving Steps.**

For today's warm-up, let's learn the chorus for "Step Up." It will help you remember the steps.

Play the chorus from the DVD.

Today you're going to practice the first Problem-Solving Step, S: Say the problem.

Story and Discussion

Show the photo. **This is Connor, and this is Tiana. They've been assigned to work together on a poster project.**

1. Do you think they're getting their work done and having fun? Thumbs up for yes, thumbs down for no. (Thumbs down.) **It looks like there could be a problem. Let's watch a video to find out more about their story.**

Play Part 1 of the video.

2. Connor and Tiana are having a *problem*. They need to solve it so they can get their work done. First they need to calm down. Then they can think and solve the problem. How can they calm down? (Stop. Name their feelings. Calm down.) **Let's watch how Connor and Tiana calm down.**



Tiana

Connor

Play Part 2 of the video.

3. How are Connor and Tiana feeling? (Frustrated, fed up, angry.) How could you tell? (Face, body, situation.) Tiana and Connor feel *stuck* and *fed up*—or *exasperated*—about their project. Now that they've calmed down, they can start to solve the problem.

4. Point to the Problem-Solving Steps poster. What's the first Problem-Solving Step? Let's say it together, S: Say the problem.

Play Part 3 of the video.

5. Both Tiana and Connor say the problem in a way that *blames* the other person, or makes it the other person's fault. What do they say? Refer to screen.

Blaming words like "never" and "always" are not respectful. When you blame others, it can make them angry. It's hard to solve problems when you're angry!

6. Think about how you would say the problem. Give think-time. **Turn and tell your partner your idea.** (Various answers.) Identify and discuss blaming words as they arise. Help students rephrase their statements.

Let's find out how Anthony helps Connor and Tiana say the problem without blame.

Play Part 4 of the video.

Read Connor and Tiana's problem statement from the screen. **Now Connor and Tiana are ready to use the next Problem-Solving Steps.**

Skill Practice

Let's practice saying the problem without blame.

EXPLAIN and MODEL the steps below, using the first scenario, with a student as Partner A and yourself as Partner B. Circulate and observe. Cue skill use with the Skills for Learning cards. If students need more support, model each scenario and coach students about what to say.

1. Read the scenario out loud.
2. Have Partner As say, "S: Say the problem."
3. Have Partner Bs say a problem statement based on the scenario.
4. Call on a few pairs of students to demonstrate. Help students restate the problem using non-blaming language.
5. Write one non-blaming problem statement for each scenario on a new piece of chart paper to use in the next lesson.
6. Have students switch roles for each new scenario.

Scenarios

- **Shawna needs to use the pencil sharpener, but Peter is sharpening a lot of colored pencils.**
- **Kim and Ian are arguing about who gets to be line leader.**
- **Recess is almost over. Jelijah wants her turn on the swing, but Spencer won't get off.**

Wrap-Up

Refer to the Problem-Solving Steps poster. **Today you learned about solving problems using S-T-E-P and practiced the first Problem-Solving Step, S: _____ (Say the problem).**

Let's finish with the "Step Up" chorus. Write an S in the air when you hear "S: Say the problem."

Play the "Step Up" chorus from the DVD.

Following Through: Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 17.