Lesson 17: Solving Problems, Part 1

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.

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.

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.

3. How are Connor and Tiana feeling? (Frustrated, fed up, angry.) How could you tell? (Face, body, situation.)

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

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.

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

Scenario
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 “Say the problem.”

Play the “Step Up” chorus from the DVD.

Go online to www.secondstep.org for lesson resources and videos.

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