

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

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.



Home Link Reminder

Email or send home copies of the Lesson 17 Home Link.

Using Skills Every Day

Have students ANTICIPATE when they might have problems.

Notice when students calmly say a problem without blame, and REINFORCE the behavior with specific feedback: **I saw you calm down and tell your partner the problem is you need a fair way to decide who goes first.**

- Model restating problems in non-blaming language.
- Remind students that using blaming language can make the other person angry and the problem more difficult to solve.

Have students REFLECT on how calming down helped them say a problem without blame.

Daily Practice



Teach the lesson.



Play Sentence Switcheroo with Problem Statements.



Play the “Step Up” song before recess. Have students brainstorm common playground problems, then create blaming problem statements.



Play Sentence Switcheroo with Problem Statements. Transform students' Day 3 playground problem statements into non-blaming problem statements.



Have students complete the Weekly Skill Check. Sample check-in statements:

- The first Problem-Solving Step is S: Say the problem.
- Saying the problem without blame is respectful.