Introduction

Objective

Students will become aware of problem-solving steps.

Note

Teacher's script is in italics.
Teacher's actions are in bold.

Introduction

What does it mean to have the Tools for Getting Along? **Allow students to answer and/or discuss this question. Write their answers on the board under the heading,** *Tools for Getting Along.*

Have you ever heard the saying, "No problem?" What do people mean when they say, "No problem?" **Pause for student responses.**

When people say, "No problem!" they usually mean they're getting along - they have no problems. So if we want to talk about getting along, we have to talk about how to solve problems. For the next few months, we're going to talk about what causes problems and how to solve them. If we can identify causes and solutions for the problems we have we can turn problem *situations into "No problem!" situations, and we'll have the tools to get along.*

Did you know there are steps you can use to solve problems? When you have a problem, what do you think is the first *step you need to take to solve the problem?* **Allow answers.**

Let's pretend that you are trying to do your homework, but your little brother or sister is bothering you. You're getting really aggravated. What is the first thing you should do to solve your problem? **Allow answers.**

◯ Show Slide 1.1: Problem-Solving Steps

Problem-Solving Steps

1. I know I'm angry.
2. I calm down.
3. I think about the cause.
4. I think about what I could do.
5. I try a solution.
6. I think about how it turned out.

1.1

If we can do these six steps, we can solve most of our problems. **Point to Step 1.**

The first step is to know that we're beginning to feel angry or frustrated. This is a very important first step we must take before we can continue with the other steps. **Ask students to read Steps 2-6.**

◯ Show Slide 1.2: What's Good About Problem Solving?

What's Good About Problem Solving?

Students who solve their problems:

◯ Reach their goals.

◯ Get what they need.

◯ Are in CONTROL of their actions.

1.2

Read the slide with the students and discuss it as you read.

Students who solve problems have the Tools for Getting Along. *Problem solving is important because good problem solvers usually get what they want and get along well with others.*

About the Tool Kit

The Tool Kit is a device to help students practice the skills they have been learning. It can also be used to help them monitor their own behavior and generalize learned skills to situations outside of class. Its primary purpose is to help students think about situations in which they could use the steps of problem solving to help them deal with frustration or anger in a positive, pro-social way. This first Tool Kit is a simple review of the first lesson, but the Kits will get more challenging as the lessons proceed.

Feel free to use the point system in any way you think appropriate: It could fit into a system you already use in your classroom, you could use it to encourage students to self-monitor but not count it as part of a "grade," or you could make it an optional activity.

The purpose of the Tool Kit is not to grade students but to help them become aware of how they usually behave and to see how the skills they are learning can be applied to their everyday lives.

Tool Kit 1 Activity Instructions

Give each student a copy of Tool Kit 1.

Introduce the Tool Kit and explain that they will be using it from time to time. Tell them it is an opportunity to apply what they are learning and to think about how class activities relate to what they do outside of class and at home.

Ask students to fill out Tool Kit 1. You can do this together as a class, with students writing in their own responses, or you can have students work individually or in small groups. Then ask for volunteers to share their answers.

If you choose, have students record their points at the bottom of the page.