

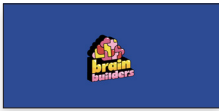
**Objective**

Students will be able to state the problem without blame in a given scenario.



**Bold**—Teacher’s script  
*Italics*—Anticipated student responses

**Brain Builder (2–3 min.)**



**Let’s warm up our brains with a Brain Builder: Level 1 of Turn Your Attention!**

Have students stand. Play video and observe how many can successfully do the challenge.

**Getting Started (1–2 min.)**



**In our next few lessons, we’re going to learn to be better problem solvers. I’m talking about problems that happen between 2 kids that leave someone feeling upset.** Give a few examples of interpersonal problems, such as 2 classmates who both want the same ball, or kids disagreeing on how to play a game.

**Being a better problem solver means you’ll be able to solve more problems on your own, without needing an adult!**

**Practice (10–14 min.)**



Pair students. **Nya and Jed are friends. Last week, Nya accidentally broke Jed’s pencil. Today she accidentally breaks something else of Jed’s. Pay attention to what Jed says.**

Play video. After the video pauses, ask:

- **What happened?** *Nya broke Jed’s chalk.*
- **How did Jed say the problem? Turn and talk with your partner.** Give talk time, then call on 2–3 volunteers. *“You did that on purpose!” “You never pay attention!”*

**Jed did what many people do when they’re feeling mad. He said things like “You always” and “You never.” We call those “blame words.” When we use blame words, both people can feel mad, and it can be harder for them to solve the problem.**

Guide a whole-class discussion and call on 1–2 volunteers for each question.

- **How do you think Jed feels at the end?** *Mad. Angry. Why? His chalk’s broken. Nya wasn’t kind.*
- **How do you think Nya feels?** *Frustrated. Mad. Why? Jed said she did it on purpose, but it was an accident.*
- **If Jed and Nya try to solve this problem while they have strong feelings, what might happen?** *They might fight. Might feel more upset.*
- **Strong feelings can make it hard to solve problems. It could make a big difference if Jed helps himself feel calm. What could Jed do to feel calm?** *Take a deep breath. Slow count.*

## Practice, continued



Click the play button to resume video, part 2. After the video ends, give time to talk for each question, then call on 1–2 volunteers.

- **What was different this time?** *They were calm. Nya apologized and shared her chalk. Right, the problem was solved.*
- **How did Jed say the problem this time?** *“Nya, you broke my chalk.”*
- **How do you think Jed feels at the end of the video?** *Better. Calm. Why does he feel that way?* *He can keep drawing. His problem is solved.*
- **How do you think Nya feels?** *Calm. Happy. Why?* *She helped solve the problem.*

**When Jed felt calm, he could say the problem in a respectful way, and he and Nya could work together. When you say a problem without blame, you can be a better problem solver and a better friend.**



**Let’s look at a different problem. Cam is passing out snacks to the class, but Angel hasn’t gotten one. Angel feels frustrated.** Read on-screen dialogue. After each question, give time to talk, then call on 1–2 volunteers.

- **How did Angel say the problem?** *“You never give me a snack.”*
- **That’s right, she used blame words: “You never.” Why do you think she said it that way?** *She felt frustrated. She was mad.*
- **Right, Angel said the problem while she was having a strong feeling. What do you think might happen next?** *They might argue. They might get more upset.*
- **What could Angel do differently?** *Take a second to feel calm. Say, “I didn’t get a snack” or “Could I have a snack, please?”*

**Let’s see if Angel uses any of your ideas.**



Read on-screen dialogue aloud. **What was different this time?** Call on 1–2 volunteers. *They were calm. Cam apologized and gave her a snack.*

**Yes, when Angel was calm, she could say the problem without blame, and then she and Cam could solve the problem.**

## Check (4–6 min.)



Give each student a handout. **Here’s a problem. The class is in line, but Ricky is standing in Marianne’s spot.** Read on-screen dialogue aloud.

- **What do you notice about the way Marianne says the problem?** *She uses a blame word. She’s mad.*
- **With your partner, think of a way she can say the problem without blame, then write it down.** Give work time, then call on 1–2 volunteers to share their ideas.

**Nice work! Saying a problem without blame is a way to be a great problem solver.**