

CL-17B

Solving Problems Peacefully

Grades 2–3

Interpersonal Effectiveness

Problem-Solving Steps

Students learn four Problem-Solving Steps, practice calm-down tools and I-messages with story-card conflicts, and learn that big problems go to a trusted adult right away.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Problem-Solving Path

BIG IDEA Calm down first. Then use your words and find a choice that works.

1 I CAN

- ☐ say what solving a problem peacefully means: fixing it with calm words and fair choices, not hurting.
- ☐ name the four Problem-Solving Steps and write an I-message for a story character.
- ☐ tell a small problem from a big problem that needs a trusted adult right away.

KEY WORDS / PALABRAS CLAVE

problem	problema
calm down	calmarse
I-message	mensaje en primera persona
choice	opción
peaceful	pacífico, pacífica
trusted adult	adulto de confianza

2 MATERIALS

- ☐ A jump rope (optional) to hold up during the Hook
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Problem-Solving Path cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice reading the two Hook endings. Ending A is read by you only; no student acts it out.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the Problem-Solving Path cards apart if you plan to do the extension.

3 STANDARDS

Texas Model 5th ed., 2018	Interpersonal Effectiveness
ASCA Standards Mindsets & Behaviors, 2021	B-SS 1 Effective oral and written communication skills and listening skills · B-SMS 2 Self-discipline and self-control
Health TEKS Gr 3 §115.15(b)(3)(H)	demonstrate strategies for resolving conflicts
Health TEKS Gr 2 §115.14(b)(3)(A)	communicate needs, wants, and emotions in healthy ways. The I-message is one healthy way.
Health TEKS Gr 2 §115.14(b)(3)(H)	identify ways to prevent and repair broken friendships
PE TEKS Gr 2 §116.14(b)(12)(C), (13)(A)	(12)(C) identify self-management skills to control personal impulses and emotions · (13)(A) identify the causes of problems and propose solutions with teacher guidance
Social Studies TEKS Gr 2 §113.13(c)(17)(B) · Gr 3 §113.14(c)(16)(B)	use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, ...

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. At recess, Lupita and Noah both grab the last jump rope. Lupita holds one end. Noah holds the other. Listen to two endings.”

ENDING A “They both pull and shout, ‘I had it first!’ The whistle blows. Recess is over, and nobody got to jump.”

ENDING B “Lupita lets go and takes three slow breaths. She says, ‘Noah, I feel frustrated when you pull the rope. Please take turns with me.’ They think of choices: take turns or jump together. They pick turns. Lupita jumps first while Noah counts. Then they switch.”

ASK “Which ending solved the problem peacefully? What did Lupita do first?” (She calmed down with three slow breaths.) Say: “Solving a problem peacefully means fixing it with calm words and fair choices, not hurting.”

TEACH 5 min

DO Show the projector page. Point to each Problem-Solving Step and read it; the class echoes it. Then retell Ending B one step at a time; students hold up 1, 2, 3 or 4 fingers for each step Lupita used.

- 1 **Stop and calm down.** Use a tool from our Calm-Down Toolbox: breathe (smell the flower, blow out the candle), count slowly to 10, stretch or move in place, think a helpful thought, or talk to a trusted adult.
- 2 **Say the problem with an I-message:** “I feel ___ when ___. Please ___.” It talks about the problem, not the person.
- 3 **Think of choices,** like take turns, share, trade, get a timer or play something else.
- 4 **Pick one and try it.** If it doesn’t work, try another choice or ask a trusted adult.

SAY “These steps are for small problems. A big problem needs a trusted adult right away: someone could get hurt, someone is unsafe, or kids tried and it’s still not fixed. Never fight back.”

PRACTICE 9 min

DO · 2 MIN Which step? Read each one. Students hold up 1, 2, 3 or 4 fingers for the step the character is using.

STEP 2 1. Fernanda says, “I feel left out when you start the game without me. Please wait for me.”

STEP 1 2. Iker’s face gets hot. He counts slowly to 10 before he talks.

STEP 4 3. Harper and her teammate try a timer: three minutes each with the ball.

STEP 3 4. Héctor and a classmate list ideas: take turns, trade or play together.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 alone or with a partner; Part 2 on their own. In grade 2, read the Part 2 story aloud together first.

Answer key. Part 1: Peaceful 1, 4, 5; Not peaceful 2, 3, 6. Part 2: Breathe slowly 3 times and Count slowly to 10. The I-message has a feeling, what happened and a request: “Eli, I feel frustrated when you keep the beanbag all reading time. Please take turns with me.” Last line: any fair choice, such as take turns, get a timer or share it.

WRAP-UP 3 min

SAY “Lupita used all four steps. Daniela can too. Who will read the I-message they wrote for Daniela?” Take two. “Calm down first. Then use your words and find a choice that works.”

CHECK “Show me with your fingers: Karla says, ‘I feel sad when you laugh at my drawing. Please stop.’ Which step is Karla using?” (2: an I-message.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 2 only, and do worksheet Part 2 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Problem-Solving Path. Groups of 3 or 4 each draw one Problem-Solving Path card from page 6. Rule: use only the names on the card, never a classmate's name. The problem on the card is read aloud, never acted out.

- 1 Read the card. Pick two actors; the others are Path Guides. Plan an I-message and two choices on a sticky note (3 minutes).
- 2 Practice a 45-second scene. A Path Guide reads the card aloud. The actors act out only the calm steps they planned, starting at Step 1. The Path Guides point to each step on the card (3 minutes).
- 3 Two or three groups perform. The class holds up fingers for each step they see (4 minutes).

Groups write on sticky notes, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *problema, calma, opción, pacífico*. Post the I-message frame in both languages: "I feel ____ when _____. Please _____." / "Me siento ____ cuando _____. Por favor, _____." Let partners talk in Spanish first.

EXTRA SUPPORT

Read the worksheet aloud. Pair students. Offer feeling words for Daniela: *frustrated, upset, mad*. Use the word bank. Students may say the I-message to you instead of writing it.

STRETCH

Ask: "Why does Step 1 come before Step 2?" Early finishers write a second choice for Daniela and Eli on the back.

7 QUICK CHECK

During practice: if many students mix up Steps 2 and 3, reread Lupita's Ending B and pause at each step.

After class: I collect the worksheets and check each I-message for a feeling, what happened and a request. They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

What Do You Do With a Problem? by Kobi Yamada (Compendium, 2016). Spanish edition: *¿Qué haces con un problema?* A child hides from a problem that keeps growing, then faces it and finds something good inside.

My Mouth Is a Volcano! by Julia Cook (NCYI, 2005). Spanish edition: *¡Mi boca es un volcán!* (2021). Louis's words keep bursting out, and he learns to wait for his turn to talk. Ask: "Which step could help Louis?"

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 17

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! When a small problem pops up, use the Problem-Solving Steps: stop and calm down, use an I-message, think of choices, and pick one to try. Big problem? Tell a trusted adult right away."

ES "¡Buenos días, Yellow Jackets! Cuando surja un problema pequeño, usen los pasos para resolver problemas: deténganse y cálmense, usen un mensaje en primera persona, piensen en opciones y escojan una para probar. ¿Un problema grande? Avisenle de inmediato a un adulto de confianza."

HALLWAY IDEA

Post a big paper "Problem-Solving Path" with four stepping stones near the cafeteria. When a teacher spots a class solving a problem peacefully, the class adds a paper footprint with its class name, such as "Room 15."

TEACHER TIP

Coach in the moment: "Which step are we on? Let's start with Step 1: stop and calm down."

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Lupita could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Problem-Solving Steps

Solving a problem peacefully means fixing it with calm words and fair choices, not hurting.

Problem-Solving Steps · For small problems

1



Stop and
calm down.

2



Say the
problem with
an
I-message.

3



Think of
choices.

4



Pick one and
try it.

Detente y cálmate · Di el problema con un mensaje en primera persona · Piensa en opciones · Escoge una y pruébala



Step 1: Calm-Down Toolbox

Breathe · Count slowly to 10 · Stretch or move in place · Think a helpful thought · Talk to a trusted adult

I-message: “I feel ____ when _____. Please _____.”



Big problem? Tell a trusted adult right away.

Someone could get hurt, someone is unsafe, or kids tried and it's still not fixed. Never fight back.

Problem-Solving Steps

Solving a problem peacefully means fixing it with calm words and fair choices, not hurting.

Part 1 Sort it! Read each one. Circle **PEACEFUL** or **NOT PEACEFUL**.

1 Emiliano takes three slow breaths.

☒ **PEACEFUL**

☐ **NOT PEACEFUL**

2 Jimena grabs the marker and says, "Mine!"

☒ **PEACEFUL**

☐ **NOT PEACEFUL**

3 Wyatt calls a teammate a mean name.

☒ **PEACEFUL**

☐ **NOT PEACEFUL**

4 Caleb says, "I feel upset when you cut in line. Please go to the back."

☒ **PEACEFUL**

☐ **NOT PEACEFUL**

5 Adrián sets a timer to share the swing.

☒ **PEACEFUL**

☐ **NOT PEACEFUL**

6 A kid bumps Ramón, so Ramón pushes back.

☒ **PEACEFUL**

☐ **NOT PEACEFUL**

Part 2 Use the steps! Help Daniela.

Daniela and Eli both want the beanbag in the reading corner. Eli sits down first and says, "It's mine all reading time!" Daniela's face gets hot.



Step 1: Check ✓ the 2 ways Daniela can calm down.

☐ Yell, "Move!"

☐ Breathe slowly 3 times.

☐ Count slowly to 10.

☐ Pull Eli off the beanbag.

Step 2: Write Daniela's I-message in the bubble.

Eli, I feel _____ when _____

Please _____

Steps 3 and 4: Pick a choice for Daniela and Eli.

They can _____

Word bank: frustrated · upset · take turns · share it · get a timer · reading time

Problem-Solving Path

✂ Cut on the dashed lines.

1. Read your card. Use only the names on the card. 2. Plan on a sticky note. 3. Start at Step 1 and walk the path in a 45-second scene. 4. Show the class.



1. Stop and calm down.



2. Say the problem with an I-message.



3. Think of choices.



4. Pick one and try it.

PATH CARD #1



Marisol and a classmate both want the last red marker. The classmate says, “I need red for my apple!”



1 Calm down



2 I-message



3 Choices



4 Try one

PATH CARD #2



Leonardo and a teammate both want to pitch in kickball. The teammate says, “I never get to pitch.”



1 Calm down



2 I-message



3 Choices



4 Try one

PATH CARD #3



Valeria is reading. A classmate at her table keeps tapping a pencil. Valeria can’t think.



1 Calm down



2 I-message



3 Choices



4 Try one

PATH CARD #4



Andrés and a partner are making a poster. They both want to draw, and nobody wants to write.



1 Calm down



2 I-message



3 Choices



4 Try one

PATH CARD #5



Lily and a friend reach the last swing together. The friend says, “I was here first!”



1 Calm down



2 I-message



3 Choices



4 Try one

PATH CARD #6



Sam wants to play tag. His friend wants to play on the slide. Recess ends in 10 minutes.



1 Calm down



2 I-message



3 Choices



4 Try one

Solving Problems Peacefully

Cómo resolver problemas en paz

Family letter · Carta para la familia · Grades 2–3 · Grados 2–3



ENGLISH

Dear Family,

This week, your child's class had a lesson about **solving problems peacefully** with the school counselor. Solving a problem peacefully means fixing it with calm words and fair choices, not hurting. With story characters, we practiced four Problem-Solving Steps.

THE FOUR PROBLEM-SOLVING STEPS

1. Stop and calm down: breathe, count slowly to 10, stretch or move in place, think a helpful thought, or talk to a trusted adult. · 2. Say the problem with an I-message: "I feel ___ when ___. Please ___." · 3. Think of choices. · 4. Pick one and try it. · **Big problem** (someone could get hurt, someone is unsafe, or kids tried and it's still not fixed): tell a trusted adult right away. Never fight back.

TRY THIS AT HOME

1. When a small problem comes up between children, you might ask, "Which step are you on?" and help them start with Step 1.
2. Practice I-messages together at a calm time: "I feel ___ when ___. Please ___."

TALK ABOUT IT AT HOME

"Why is it smart to calm down before talking about a problem?"

Your child may bring home a worksheet about Daniela and Eli. Ask your child to read you the I-message they wrote for Daniela.

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo resolver problemas en paz** con la consejera escolar. Resolver un problema en paz es arreglarlo con palabras tranquilas y opciones justas, sin lastimar. Con personajes de cuentos, practicamos cuatro pasos para resolver problemas.

LOS CUATRO PASOS PARA RESOLVER PROBLEMAS

1. Detenerse y calmarse: respirar, contar despacio hasta 10, estirarse o moverse en su lugar, usar un pensamiento que ayuda o hablar con un adulto de confianza. · 2. Decir el problema con un mensaje en primera persona: "Me siento ___ cuando ___. Por favor, ___." · 3. Pensar en opciones. · 4. Escoger una y probarla. · **Problema grande** (alguien puede salir lastimado, alguien no está seguro, o los niños ya lo intentaron y no se ha resuelto): avisarle de inmediato a un adulto de confianza. Nunca responder con golpes. (En clase los llamamos en inglés *Problem-Solving Steps*.)

PARA PRACTICAR EN CASA

1. Cuando surja un problema pequeño entre niños, puede preguntarles: "¿En qué paso van?" y ayudarles a empezar con el paso 1.
2. Practiquen juntos los mensajes en primera persona en un momento tranquilo: "Me siento ___ cuando ___. Por favor, ___."

PARA PLATICAR EN FAMILIA

"¿Por qué es buena idea calmarse antes de hablar de un problema?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Daniela y Eli. Pídale que le lea el mensaje en primera persona que escribió para Daniela.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar