

## Social and Emotional Learning – Relationship Skills

**Lesson Title:** Problem Solving Skills for Home & School  
**Grade level:** Grades 3-5  
**Lesson Length:** 45 minutes

Lesson Plan	
<b>Prior Learning:</b> Understanding of social and emotional learning five core competencies – self-management, self-awareness, social awareness, responsible decision-making, relationship skills (see SEL Wheel handout)	
<b>Learning Goal:</b> Students will understand that conflict is a natural part of life. Everyone has conflicts from time to time. It's important to have problem-solving skills to resolve conflicts without unnecessary difficulties.	
<b>Student Expectations:</b> <ul style="list-style-type: none"><li>• Recognize a variety of situations at home and at school that require problem-solving skills</li><li>• Describe and analyze problem-solving strategies to deal responsibly with situations at home and at school</li></ul>	
<b>Guiding Questions:</b> <ol style="list-style-type: none"><li>1. What emotions do you feel when you're having a disagreement/problem/conflict with someone at home or at school? (<i>anger, frustration, helplessness, distrust, sadness</i>)</li><li>2. What are effective problem-solving strategies to help resolve problems or conflicts at home or at school? (See <i>Problem Solving Wheel</i> handout and accept other viable strategies students suggest)</li><li>3. What problems do you predict will come up when schools reopen and students return to campuses?</li></ol>	
Vocabulary	
<b>Essential:</b> <ul style="list-style-type: none"><li>• <i>problem solving</i> – the process or act of finding a solution to a problem</li><li>• <i>conflict</i> – a disagreement between people or groups that may result in arguments</li><li>• <i>resolution</i> – the act of finding an answer or solution to a conflict or problem</li><li>• <i>responsibly</i> – able to be trusted to do what is right or to do the things that are expected or required</li><li>• <i>compromise</i> – an agreement resolving a problem reached by each person changing or giving up some demands</li><li>• <i>predict</i> – to indicate in advance</li><li>• <i>relationships</i> – interactions and connections with others</li></ul>	<b>Supporting:</b> <ul style="list-style-type: none"><li>• <i>emotions</i> – feelings</li><li>• <i>self-calming strategies</i> – self-regulation tools to use when facing difficult or challenging situations</li><li>• <i>disagreement</i> – an argument or a situation in which people do not have the same opinion</li><li>• <i>argument</i> – differences of opinions or beliefs</li></ul>

Teacher Preparation
<ul style="list-style-type: none"> <li>Preview <i>Dr. Seuss' The Zax</i> on YouTube (<a href="https://www.youtube.com/watch?v=dZmZzGxGpSs">https://www.youtube.com/watch?v=dZmZzGxGpSs</a>) (approx. min.)</li> <li>Write essential vocabulary and guiding questions on a chart tablet or whiteboard or post/email</li> </ul>
Anchors of Support
Whole group and individual activities; YouTube video clip; SEL Wheel; Problem-Solving Wheel
21st Century Skills
Critical thinking, problem solving, collaboration, communication
Activity
<p><b>Warm Up</b> (5 minutes/whole group)</p> <ol style="list-style-type: none"> <li>Share the focus of the lesson: learning goal and student expectations</li> <li>Introduce and review vocabulary words and definitions</li> <li>Review guiding questions</li> </ol> <p><b>Discussion</b> (10 minutes/whole group)</p> <ol style="list-style-type: none"> <li>Watch <i>Dr. Seuss' The Zax</i> on YouTube <a href="https://www.youtube.com/watch?v=dZmZzGxGpSs&amp;t=36s">https://www.youtube.com/watch?v=dZmZzGxGpSs&amp;t=36s</a></li> <li>Invite students to reflect on the video and share their ideas for what the Zax might have done to resolve their conflict</li> </ol> <p><b>Skills Practice</b> (20 minutes/individual/whole group)</p> <ol style="list-style-type: none"> <li>Have students number off – 1s and 2s</li> <li>On a piece of paper, direct the 1s to describe one or more conflicts that might happen at <i>home</i></li> <li>On a piece of paper, direct the 2s to describe one or more conflicts that might happen at <i>school</i></li> <li>Distribute the Problem-Solving Wheel handout</li> <li>Have 1s identify strategies to use at home to resolve conflicts</li> <li>Have 2s identify strategies to use at school to resolve conflicts</li> <li>Invite students to compare/contrast the strategies proposed by 1s and 2s and justify their responses. Are the strategies the same for home and school? Why or why not?</li> </ol>
Wrap Up
<p><b>Wrap Up</b> (5 min./whole group):</p> <ol style="list-style-type: none"> <li>Review lesson learning goal, student expectations, and guiding questions</li> <li>Ask students to summarize the key strategies for problem-solving and conflict resolution</li> </ol>
Checking for Understanding
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Check for students' understanding during whole group discussions, e.g. <i>thumbs up/thumbs down</i> or <i>fist to five</i> (students hold up zero to five fingers indicating their level of understanding)</li> <li>Evaluate engagement and active participation of all students</li> </ul> <p><b>Summative</b> (5 min./whole group or individual students):</p> <ul style="list-style-type: none"> <li>Ask students to respond either <i>verbally</i> in whole group discussion <u>or</u> in a <i>Quick Write</i> written response to the prompt: <b>"Because people aren't perfect and relationships are messy, we all need to learn how to use problem-solving strategies to resolve conflicts."</b></li> </ul>