

Social and Emotional Learning – Relationship Skills

Lesson Title: Problem Solving Skills for Home & School
Grade level: Grades 6-8
Lesson Length: 50 minutes

Lesson Plan	
<p>Prior Learning: Understanding of social and emotional learning; five core competencies: self-management, self-awareness, social awareness, responsible decision-making, relationship skills (see SEL Wheel handout)</p>	
<p>Learning Goal: 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.</p>	
<p>Student Expectations:</p> <ul style="list-style-type: none"> • Recognize a variety of situations at home, at school, and in the community that require problem-solving skills • Describe and analyze problem-solving strategies to deal responsibly with situations at home and at school 	
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What emotions do you feel when you're having a disagreement/problem/conflict with someone at home or at school? (<i>e.g. anger, frustration, helplessness, distrust, sadness</i>) 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) 3. Have school closures during the pandemic caused more problem-solving situations at home? In the community? 4. What problems do you predict will happen when schools reopen and students return to campuses? 	
Vocabulary	
<p>Essential:</p> <ul style="list-style-type: none"> • <i>problem solving</i> – the process or act of finding a solution to a problem • <i>conflict</i> – a disagreement between people or groups that may result in arguments • <i>resolution</i> – the act of finding an answer or solution to a conflict or problem • <i>responsibly</i> – able to be trusted to do what is right or to do the things that are expected or required • <i>compromise</i> – an agreement resolving a problem reached by each person changing or giving up some demands • <i>predict</i> – to indicate in advance • <i>relationships</i> – interactions and connections with others 	<p>Supporting:</p> <ul style="list-style-type: none"> • <i>emotion</i> – feelings • <i>self-calming strategies</i> – self-regulation tools to use when facing difficult or challenging situations • <i>disagreement</i> – an argument or a situation in which people do not have the same opinion • <i>argument</i> – differences of opinions or beliefs • <i>community</i> – people living in an area

Teacher Preparation
<ul style="list-style-type: none"> Preview <i>Dr. Seuss' The Zax</i> on YouTube (https://www.youtube.com/watch?v=dZmZzGxGpSs) Write essential vocabulary and guiding questions on a chart tablet or whiteboard or post/email
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>Warm Up (5 minutes/whole group)</p> <ol style="list-style-type: none"> Share the focus of the lesson: learning goal and student expectations Introduce and review vocabulary words and definitions Review guiding questions <p>Discussion (10 minutes/whole group)</p> <ol style="list-style-type: none"> View <i>Dr. Seuss' The Zax</i> on YouTube (https://www.youtube.com/watch?v=dZmZzGxGpSs&t=36s) Invite students to reflect on the video and share their ideas for what the Zax could have done to resolve their conflict <p>Skills Practice (20 minutes/individual/whole group)</p> <ol style="list-style-type: none"> Have students number off – 1s, 2s, and 3s On a piece of paper, direct the 1s to describe one or more conflicts that might happen at <i>home</i> On a piece of paper, direct the 2s to describe one or more conflicts that might happen at <i>school</i> On a piece of paper, direct the 3s to describe one or more conflicts that might happen in the <i>community</i> Distribute the Problem-Solving Wheel handout Have 1s identify strategies to use at home to resolve conflicts Have 2s identify strategies to use at school to resolve conflicts Have 3s identify strategies to use in the community to resolve conflicts Invite students to compare/contrast the strategies proposed by 1s, 2s and 3s, justifying their answers. Are the strategies the same or different for home, school, and the community?
Wrap Up
<p>Wrap Up (5 min./whole group):</p> <ol style="list-style-type: none"> Review lesson learning goal, student expectations, and guiding questions Ask students to summarize the key strategies for problem-solving and conflict resolution
Checking for Understanding
<p>Formative:</p> <ul style="list-style-type: none"> 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) Evaluate engagement and active participation of all students <p>Summative (10 min./whole group or individual students):</p> <ul style="list-style-type: none"> Ask students to respond either <i>verbally</i> in whole group discussion <u>or</u> in a <i>written response</i> to the prompt: “Because people aren’t perfect and relationships are messy, we all need to learn how to use problem-solving strategies to resolve conflicts at home, at school, and in the community.”