



LESSON

2

Learning to Solve Problems Unit Grade 1 • Ages 5-7

TIME FRAME

Preparation: 5 minutes
Instruction: 30 minutes

MATERIALS

Peace Place Rules sign (included)

Basket/mailbox for Peace Place (make sure to establish a location for this before class)

[Kindness Concept Posters](#) for Perseverance, Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.1.1a-c, 2, 3 Colorado: Comprehensive Health S.3, GLE.1, EO.c,f; Reading, Writing and Communicating S.1, GLE.2, EO.a-c

[Learning standards key](#)

Problem-Solving Strategies

Students will practice using four steps to solve a problem.

Lesson Background for Teachers

This lesson builds on [previous lessons in this unit](#).

You may need to revisit the rules and purpose of the Peace Place throughout the year. Introducing this at the beginning of the year will help to establish the purpose and value of this place as a way for students to take charge of solving their own problems.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

PERSEVERANCE Keep trying even when something is difficult, not giving up.

RESPECT Treating people, places, and things with kindness.

PROBLEM A situation that is hard to deal with.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Make a recording to be used at the Peace Place of teacher or students reviewing the steps for how to solve a dispute. Provide head phones for quiet listening.
- Being reminded to use the Peace Place as necessary

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Adapted from Talk and Work It Out by Cheri J. Meiners, M.Ed., copyright © 2005. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved. Search YouTube for read aloud version of book.

Sesame Street Video: Robin Williams: Conflict:
<https://www.youtube.com/watch?v=GI3e-OUavQ>

Peace Helper Video demonstrating a peace corner in action:
<https://www.youtube.com/watch?v=RhF3WgFjT88>.

Share (3 mins)

Ask students to share with a classmate one strategy they used to solve a **problem** this week. Take turns so both students get a chance to share.

Inspire

Talk It Out Steps (10 mins)

In the book *Talk and Work it Out*, we learned some different ways that we could solve a **problem**. In fact, they mentioned four different steps to solving a **problem**.

Hold up the poster and either read the steps or have a few students read the Talk it Out steps, one at a time. One way to reinforce the four steps is with hand motions or gestures. Have the students recite the four steps:

1. Talk about the **problem** (point to your mouth)
2. Listen to understand (point to your ear)
3. Think of ways to solve it (point to your head)
4. Choose the best plan (point to the palm of your other upheld hand.)

Empower

Discussion (10 mins)

Do you think these steps will help you talk out your **problems**? Do you think these steps help you to show **respect** for the other person? Why or why not?

Sometimes, we have to show **perseverance** as we try to solve our **problems** because the first strategy we try doesn't always work.

Share the following scenario with the students: *Tanya and her sister both want to play on the iPad after school. Tanya grabs the iPad before her sister does and says "Ha! Guess I get to play with it today, not you!" This causes Tanya's sister to burst out in tears and yell, "This isn't fair! It's always your turn!"*

Ask the students how the Tanya and her sister could solve the **problem** using the four-step model.

Walk over to where the Peace Place will be and post the sign. We are going to create a Peace Place in our classroom where you can discuss your **problems** with a classmate. If you disagree about something, you can put a note in the basket (mailbox) and during _____ (designate a time of the day) I will read the notes and quietly deliver them. Then the people can go to the Peace Place to **QUIETLY** discuss their **problem**. The discussion at the peace place only involves those people; if you are not at the Peace Place, no need to listen.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What four steps can you follow when trying to solve a **problem**?
- How do you think the four-step model can help you show respect to another person?

Reflection Questions

- Do you think that the Peace Place can help you to solve **problems** this year? How?
- What other strategies can you use to help solve a **problem**?

Summary

*Today we focused on four steps that can help us solve **problems** in a kind way. Let's say them together while doing the hand gestures:*

- Talk about the **problem** (point to your mouth)
- Listen to **understand** (point to your ear)
- Think of ways to solve it (point to your head)
- Choose the best plan (point to the palm of your other upheld hand)



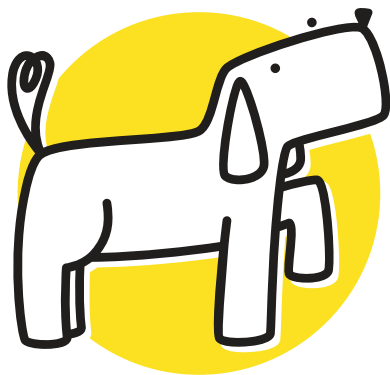
Act (2 mins)

Kindness Minute

*Write your name on the Peace Rules to show that you are part of a caring classroom, working together to resolve any **problems** that come up.*

Kindness in Action

If you have a **problem** this week, practice using the four steps we talked about today to help solve the **problem**. Write down the **problem** and the four steps you used.



Peace Place Rules

A. Talk it Out

1. Talk about the problem.



2. Listen to understand.



3. Think of ways to solve it.



4. Choose the best plan.



B. Talk quietly using kind words.



C. If I am not involved, it is not my problem.



D. If we can't solve the problem, then we can ask the teacher for ideas.

