

## Objective

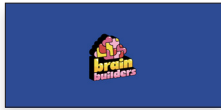
With adult support, students will be able to describe a given problem from each person's point of view.



**Bold**—Teacher's script

*Italics*—Anticipated student responses

## Brain Builder (2–3 min.)



**Let's warm up our brains with a Brain Builder: Level 2 of Different Directions!**

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

## Getting Started (2–3 min.)



**Last time, we talked about 2 things that can help you be a better problem-solver: feeling calm first and then speaking up for what you want or need. Raise your hand if you've been practicing these skills.**

- **How have these skills helped you?** *Various answers.*
- **Why is it important to speak up when solving a problem?** *So others know how you feel and what you want. To find a better solution.*

**In an interpersonal problem, there's always more than one side. Other people will only know your point of view if you tell them. And you can learn more about theirs by listening and asking questions.**



**For the next few lessons, you'll use what you know about point of view to practice solving problems using the STEP process. Let's review what STEP stands for.** Have students read each line aloud.

**Today we'll focus on S: Say the problem. Understanding each person's point of view can help you say the problem in a respectful way.**

## Practice (12–14 min.)



Distribute Handout A. **Let's see what happens when 2 classmates have a problem. Listen carefully to how they say the problem.** Have volunteers read Part 1 aloud.

- **Are Amy and Malik saying the problem respectfully?** *No. Why? They're angry. They're saying things that aren't nice.*

**Both of them speak up, but instead of saying what they want or need, they blame the other person. No wonder they're both upset!**

- **Do you think they understand each other's point of view?** *No.*
- **What could they do to better understand each other?** *Help themselves feel calm first. Listen to each other. Ask questions.*

**Malik and Amy take time to help themselves feel calm before talking again. Let's see what happens.** Have the same volunteers read Part 2.

## Practice, continued

- **What did Malik and Amy do differently?** *Helped themselves feel calmer. Were more respectful. Asked questions and listened to each other.*
- **What did they learn about each other’s point of view?** *Malik works better when things are organized. Amy works better when things are spread out.*



**Listen to how Malik says the problem.** Read on-screen text aloud, then call on 1–2 volunteers for each question.

- **What’s different about how he says the problem in Part 2?** *It’s respectful. Includes both points of view.*
- **Do you think they can work together to solve this problem? Yes. Why?** *They understand each other better.*



**Here’s a list of questions that can help when saying the problem. Look at how Malik said the problem.** Ask for a thumbs-up or thumbs-down in response to the questions. Call on 1–2 volunteers for each to explain their reasoning.

- **Would anyone feel blamed?** *No. It’s nobody’s fault.*
- **Is it respectful of each person’s point of view?** *Yes. No one’s feelings would be hurt.*
- **Is it clear what the disagreement is about?** *Yes. It’s about what they need to focus and be creative.*

**Malik said the problem respectfully. Instead of blaming Amy, he thought about their different points of view. He focused on the fact that they need different things to do their work. Understanding what’s different about each person’s wants or needs can help you be clear about the problem you’re trying to solve.**



Pair students and distribute Handout B.

**Now you’ll practice with your partner. Read Story 1. Think about each person’s point of view and work together to say the problem respectfully. Use the questions to help you. When you agree on how to say it, write it down.** Give work time, then call on 1–2 pairs to read their problem statement. Use the questions to guide a discussion.

## Check (5 min.)



**Read Story 2. Work with your partner to help Grace and Tyra say the problem respectfully.** Give work time, then call on 1–2 pairs to read their problem statement. Collect handouts to review.



**How does understanding point of view help you with the S in STEP?** *You can focus on what each person wants or needs. It helps you be more respectful.*

**Thinking about each person’s point of view will help you say the problem more respectfully. And that will make it easier to work with others to solve problems.**