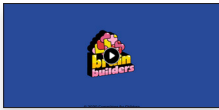# When? Where? Who?

Objective

Students will be able to identify when, where, and with whom it makes sense to work on different problems.

Bold–Teacher's script
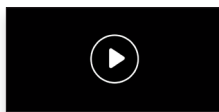*Italics*–Anticipated student responses

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Brain Builder (2–3 min.)

Let's warm up our brains with a Brain Builder: Level 1 of Match or Mirror!

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

Getting Started (7–9 min.)

Last time, we talked about how to begin the STEP process with S: Say the problem. Today, we'll practice the T in STEP: Think of solutions. Let's watch a fifth-grader with an interpersonal problem.

Play video, then call on 1–2 volunteers: **What does Rosie do to begin solving her problem?** *Breathes slowly. Says the problem. Thinks of solutions.*

First, Rosie checks on her emotions and finds a way to help herself feel calm. She says the problem respectfully and decides she can solve it on her own. Then, she thinks of a few solutions. So far, so good!
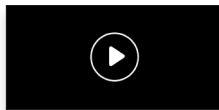
Let's see what happens next.

Play video, then call on 1–2 volunteers to answer each question.

- **Why doesn't Rosie's solution work?** *Everyone sees the post. Naomi is upset before the talent show.*

Talking to Naomi is a good idea, but Rosie doesn't think through all of the details.

- **When does she talk about the problem?** *Before the talent show.*
- **Where does she talk about the problem?** *On social media.*
- **Who does she include?** *Anyone who sees the post.*

Even the best solutions can go wrong if you don't stop to think about when and where to work on the problem, and who should be included.


Let's see what happens when Rosie thinks about these details.

Play video, then call on 1–2 volunteers: **Does Rosie's solution work this time? Why or why not?** *Yes. She only includes Naomi. She goes to Naomi's apartment. She waits until after the talent show.*

Considering when and where to work on the problem, and who to include, helped Rosie think of a better solution. We'll practice this when we come up with solutions.


Practice (5–6 min.)
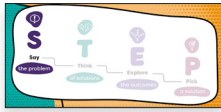
Let's take a look at the problem we worked on in the last lesson. Show "Problem 1" chart paper from Lesson 16. **We talked about ways to feel calm. Then we worked together to say the problem.** Have a volunteer read the problem aloud.

We also decided that because nobody was hurt or in danger, this problem could be solved without an adult's help.

Now we're ready for the T in STEP: Think of solutions. Have students quickly list 3–5 possible solutions to Problem 1. Add them to the chart paper.
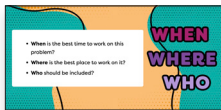
Let's practice thinking about the details of our solutions, just like Rosie. Read on-screen questions aloud and call on 1–2 volunteers to discuss generally when, where, and with whom it might be best to work on this problem.

Guide students to revise the solutions to make them better. As students become more skilled, they may use these questions as they create their list.

**This is a great list of solutions!**

Check (6–7 min.)

Now it's your turn to think of solutions to another problem on our list. Show the list of interpersonal problems from Lesson 16. **Let's vote on a problem to work on for the next few lessons.** Have students vote. Write "Problem 2" on a new piece of chart paper. Add details if needed.

Pair students. Each pair needs paper and pencil. Read Problem 2 aloud.

Work with your partner on the S and T in STEP. First, write the problem, then list 3–5 possible solutions. Give work time.
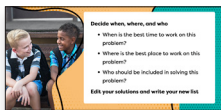
Let's see if you can improve your solutions by thinking about when and where to work on the problem, and who to include. Give work time. Have a few pairs read their solutions aloud and share their ideas about when, where, and who.

Guide a whole-class discussion, calling on 1–2 volunteers for each question.

- **Why is it important to think about <u>when</u> to work on a problem?** *So everyone is ready and has time to think about it.*

- **Why is it important to think about <u>where</u> to work on a problem?** *So people have space to think about it.*

- **Why is it important to think about <u>who</u> to include?** *Including too many people can make things worse. The people involved can work together on a solution.*

Thinking about when and where to work on a problem and who to include can make good solutions even better. Next lesson, we'll work on E: Explore possible outcomes.