

# Project GOAL Group Session #13

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## Instructional Focus:

Problem-Solving: Problem-solving step#4- Get the Facts; Practice steps 3 and 4 with scenarios

## Activities:

1. Share journals (5 min)
2. Introduce Problem-solving step #4: Get the Facts (20 min.)
3. Practice Steps #3 & #4 with scenarios (15-20 min.)
4. Assign journal entry #13 (5 min.)

## Materials:

1. Student journals
2. PowerPoint for session #13
3. A/B cards to increase student engagement (and pre-determined partners)
4. Sample scenario scripts (for teacher and student volunteer)
5. Student Practice Skit
6. Student scenario sheets

### Activity 1: Share journals (5 min.)

- Have slide 1 up as students enter the room.
- Start by sharing the agenda for today's session (slide 2)

**SAY:** *We will start today by sharing our journal entries from our last session.*

- Display slide 3.
- Start by sharing one of your own experiences, if you can, to break the ice. Then go around the room, having students share. TIP: For reluctant speakers, you may choose to have student share in pairs instead.

**SAY:** *Thank you for sharing. I want you to practice using the problem-solving steps any time when problems arise. Even watching how others respond to problems at school or at home will be a good practice in remembering how to solve problems. You can solve your own problems and be a good model for others if you follow the problem-solving steps.*

### Activity 2: Introduce Problem-solving step #4: Get the Facts (20 min.)

- Display slide 4

**SAY:** *So the steps we know so far are: Recognize a problem exists, stop and get ready to think, and state the problem clearly. After we can state the problem clearly, it's time to move onto step #4: Get the facts*

- Display slide 5

*SAY: Getting the facts is all about making a thoughtful decision. There are facts about a problem that you will need to think about in order to get the best results.*

- Display slide 6

*SAY: There are two types of facts we need to get in order to fully understand a situation: Self-facts and Other-facts. Self-facts are facts about ourselves. Other facts are facts about the other person or persons involved in the situation.*

- Display slide 7

*SAY: Self facts tell us our strengths and limitations in a given situation. When getting ready to deal with a problem, it is important to know your own...*

- *Objective- what you want from the situation*
- *Emotional level- how upset/tense you are*
- *Status or power- how much power you have/don't have over the other person*

- Display slide 8

*SAY: Of course, your problems don't just affect you; they affect the people around you, too. You must take into consideration how your actions affect other people. It is important to know information about the other person(s) involved, such as their...*

- *Objective- what the other person wants from the situation*
- *Emotional level- how upset/tense the other person is*
- *Status or power- how much power the other person has/doesn't have over you*

- Display slide 9.

*SAY: I want you to watch the following skit. Pay attention to what happens and we will discuss the objectives, emotional levels, and status or power of the people involved.*

- Act out skit with student volunteers.

*SAY: First, let's discuss the student's objective in the skit.*

*ASK: A's tell B's- What is it that the student wants from the teacher after she's told to move to another seat?*

*(She doesn't want to be singled out; she wants to avoid getting in trouble)*

ASK: *B's tell A's- What action did the student take?  
(She talked back to the teacher, didn't follow directions)*

ASK: *A's tell B's- Now, did the student's words and actions work for or against her objective?  
(Against her objective. The student ended up getting into more trouble)*

- Display slide 10

SAY: *Keep in mind what you want from the situation. If your objective is to avoid getting in trouble, make sure your actions and words work toward the objective of not getting in trouble. Make sure your actions and words don't work against your objective; for example, escalating a situation and getting you into more trouble like in the example.*

ASK: *B's tell A's- What's the teacher's objective? Is she just trying to be bossy or mean to the student?  
(No, she is trying to do her job and instruct the students; she wants to stop the distractions)*

- Display slide 11

SAY: *Keep in mind what you want from the situation and what the other person wants. There may be a way to compromise with the other person.*

*Also, think of the problem from the other person's perspective. Sometimes it may seem the person is being mean or disrespecting you, but he or she may have another objective. Knowing what the other person wants is important.*

*Now, let's discuss the emotional levels of the people involved: the student, and the teacher.*

ASK: *Everyone- Is the student upset at the start of the scene?  
(No, just feeling social, distracted)*

ASK: *A's tell B's- If the student was upset, how should this affect the way he or she should respond?*

- Display slide 12

*(If you are upset, you will need to calm down in order to deal with the situation in a thoughtful way- stop and get ready to think; use self-talk.)*

ASK: *Everyone- Is the teacher upset?  
(Yes, the teacher seems frustrated and gets angry at the student)*

ASK: *The teacher is upset, so how should this affect the way the student responds? (Accept responses)*

- Display slide 13

SAY: *If the other person is upset, you may need to give them some time and allow them to cool down. Your words and actions can either escalate the situation or make it calmer.*

*Now, let's discuss the power or status of the people involved.*

ASK: *Everyone- Who has more power or higher status in the situation- the student or the teacher? (The teacher has more power/higher status)*

- Display slide 14

ASK: *B's tell A's- if the other person has higher status than you (a teacher, principal or police officer) how should that affects your actions in dealing with the problem? (Accept responses)*

- Display slide 15

SAY: *It's important to know your place. If you're dealing with a problem with someone with more power than you, you need to show respect, watch your tone of voice, and explain your side calmly and truthfully. Also, Take responsibility for your actions.*

ASK: *Now, this wasn't part of the scenario, but what if the person in the situation has the same status or power than you? If the other person has the same status or power as you (a classmate or peer) how should that affect your actions in dealing with the problem? (Think time)*

- Display slide 16

SAY: *If the person does not have more power than you then you will need to speak up for yourself but do it in a way that doesn't escalate the situation. Don't allow someone to bully you into doing something you don't want to do.*

### **Activity 3: Guided Practice: Problem-solving step #4: Get the Facts (15 min.)**

- Display slide 17

SAY: *Next, I will have you work through a scene in partners. Then we will discuss the answers as a group. Each group will have to read the scenario, state the problem clearly, and then get the facts. The last step is to plan your thoughtful response to the problem. At the end, be ready to share your thoughtful response to the problem.*

- Distribute student sheet with one of the four scenarios to each set of partners. Each set of partners should have a different scenario. One student should be responsible for writing the answers and the other should be responsible for speaking out to the group. Emphasize that all students need to be discussing with their partner and being an active part of the problem-solving.
- Allow students to work through their situation, providing assistance as needed and keeping students on track.
- As students work, check their answers to questions 1-5.
- When finished, have students share their thoughtful responses (answer to question #6) with the group.

#### **Activity 4: Assign journal entry. (5 min.)**

- Display slide 22
- Read and explain journal topic.
- If time allows, have student volunteers act out the script on student sheet 3 to setup the journal assignment and review key concepts.