

Project GOAL Lesson #5

Instructional Focus:

Students will be able to identify the signs of a problem in order to recognize right when a problem starts.

Activities:

1. Share journals from last session (5 min.)
2. Introduce Problem-solving step 1: Recognize a problem exists (15 min.)
3. Sample skit and practice (5 min.)
4. Student skits, discussion and written responses (20 min.)
5. Assign journal for next session (5 min.)

Materials:

1. Student goal folders (personalized by teacher)
2. SMART Goal setting mini-lesson consumable
3. Brainstorm transparency
4. Think Aloud
5. Student Scenarios

Activity 1: Share Journals (5 minutes)

- Display slide 1 as students enter the room.
- Display slide 2 and quickly review the agenda for the day
- Display slide 3 and review the journal topic from the last session.

SAY: *Last session you were asked to reflect on your progress in accomplishing your SMART goal. Now, I would like you to share your reflection with the class. Did you work on your immediate steps? Did you have any difficulty in working on your immediate steps?*

- Have students share journals as partners or as a class.
- If possible allow each student to share.
- Do not exceed time, if possible set a timer.

SAY: *You still have time to meet your goal. Keep working on your immediate steps and we will check back when we meet for our next session.*

Activity 2: Introduce Problem-solving step 1: Recognize a problem exists (15 minutes)

SAY: *Today we are going to start a very important lesson about problem-solving. Problem-solving will be a big part of Project GOAL because in order to meet your goals you will certainly have some problems along the way. If you don't know how to solve problems, then the problems will get in the way of you meeting your goals.*

- Display slide 4

SAY: *The first step of problem-solving is to recognize that a problem exists. We need to recognize when a problem starts so it doesn't escalate and get out of control.*

- Display slide 5

SAY: *Today you will learn the 3 major ways to recognize that you are having a problem. Write these notes in your journal: The three ways to know recognize when a problem exists are: (Read steps from slide)*

- Give students time to write in their journals.

SAY: *The first way to recognize a problem exists is to read the signals your body gives you.*

- Display slide 6

SAY: *Let's brainstorm some signals that your body may give you when you are having a problem.*

- Display slide 7

SAY: *First of all, sometimes our heart races. Have you ever felt your heart beating faster when you were having a problem?*

- Display slide 8

SAY: *Another possible reaction is that your temperature rises. You feel hot, and may even start to sweat.*

- Display slide 9

SAY: *Also, you might get all tense. Your adrenaline rises, and it's like you're ready to fight.*

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- Display slide 10

SAY: *Your head may start to hurt*

- Display slide 11

SAY: *Your breathing may get faster.*

These are all things that may happen, but our bodies do react differently. These are just some general responses our bodies may have, depending on the situation.

- Display slide 12

SAY: *The second way to recognize a problem exists is that you are thinking about breaking a law or a rule. When we are in a state of anger, tension, and worry, we sometimes consider doing something drastic- something that we know is wrong, something we wouldn't normally do. We need to recognize this so that we don't do something we will regret later. We can't let our impulses take control and get us in trouble.*

Can anyone think of a time when they had a problem and ended up doing something they regretted later? (Accept student responses)

- Share a personal example, if applicable. (For example: *I remember one time, my sister and I had a conflict. She wanted to watch something on the TV and I really wanted to watch something else. I got so angry that I told her some very angry words, and made her cry. I felt really bad about it later.*)
- Display slide 13

SAY: *The last way to recognize a problem exists is that someone is upset with you. When someone is upset with you, it increases the tension. Maybe you did something to make them mad and you feel guilty, or maybe someone is upset with you for not doing what they want. It is not a good feeling to have someone upset with you, especially someone you care about.*

Activity 3: Sample skit and practice (5 minutes)

SAY: *Now, I will demonstrate a scene where I am having a problem. I want you to think about how you might feel in this situation, what law or rule you would be thinking about breaking, and who might be upset with you.*

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- Perform the scene using the sample scenario found on the teacher script. You will need a student volunteer or another adult to play the part of student B. Whoever is playing student B needs to be persuasive, in order to let you show that you are under pressure.
- Display slide 14.

SAY: So let's think through my situation. If I had a friend who was trying to get me to steal something from my teacher I would feel nervous about getting caught- I would know that I am nervous because my heart would race, my body would feel jittery. What else might my body feel?

- Accept student responses. (Possible responses: tense up, feel sick, headache)

SAY: Mentally I would be thinking that I could just steal the purse to make my friend happy. I don't want my friend to think I'm afraid. Also, I would like to have some extra cash. But what could happen if I got caught?

- Accept student responses. (Possible responses: get suspended, be arrested, be expelled)

SAY: I might also be worried that my friends would be mad if I do not do it. But if I do steal the purse, my parents would be very mad, the teacher would be upset, and I would be disappointed in myself.

- Explain to students the difference between the think aloud and what happens in "real time".

SAY: When we have problems everything seems to happen very fast and with all of the emotions we are feeling it might be difficult to stop and reflect, however, it is very important that we recognize when we have a problem because it can prevent us from getting in severe trouble, give time us time to think about the right decision, and ultimately give us time to make the right decision.

Activity 4: Sample skits, discussion and written responses (20 minutes)

- Distribute student skits and answer sheets. Students should be arranged in partners. One set of partners will work on scenes 1 and 2, and will need the corresponding answer sheets (2 copies for each set of partners). The other set of partners will work on scenes 3 and 4, with the corresponding answer sheets.
- Display slide 15
- I have given you some scenarios that you are going to work through with a partner. Each set of partners has 2 scenes to go through. You will take turns being student A.
- Explain instructions.

SAY: *Read through these skits with your partner. Each student will be student A for one of the scenes and student B for the other. When you are student A, you will need to write the answers on the student sheet for that scene. When you are student B, you will help discuss the answers with your partner. I don't want to just see writing. I want to see partners engaged in discussion.*

- Display slide 16

SAY: *The steps are: Read the first scene aloud. Partners will discuss the answers. Student A will write the answers for their scene, while student B helps.*

Switch roles. Read the next scene. Partners will discuss the answers. Student A will write the answers for their scene, while student B helps.

Go ahead and start. Decide who will be A and B this time and read the first scene.

- Walk around the room to monitor the students. Give assistance and praise as needed.
- Keep students on task. After 8-10 minutes, tell student they should be on the second scene now. Give students a three-minute warning.

Say: *You have three minutes left before we come back as a group.*

- After students complete the activity teacher will wrap up and ask one or two students to quickly share out what they discussed. Say, "Are a few students willing to share?"

Activity 5: Assign Homework Journal

- Display slide 17. Read journal topic aloud.

SAY: *Think about a problem that you had. What signs made you aware that you had a problem. How did you solve it?*

- Give students time to copy topic in their journals.