
second step[®] Family

Unit 4 | Solving Problems



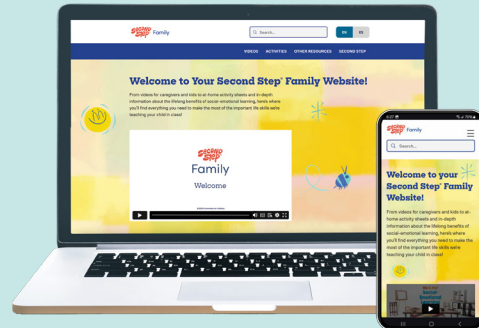
Grade 1



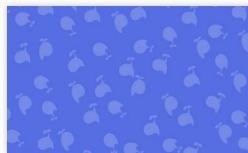
Families!

Get **FREE** informative and fun videos, activities, resources, and more at our **Second Step Family website that's just for you!**

It's packed with content that directly supports what your child is learning in school, plus expert tips and tools for parents. **There's no sign-up process, no ads, no fees, and no obligations.**



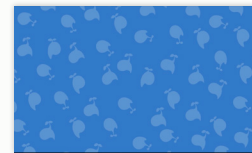
Kindergarten
Recognizing Feelings, Feeling Calm
LESSON VIDEO: Tool Time!



Grade 2
Positive Thoughts
MIND YETI! MINDFULNESS SESSION: Look at How Awesome You Are!



Grade 1
Recognizing Feelings, Feeling Calm
LESSON VIDEO: Countdown to Calmness



Kindergarten, Grade 1
Feeling Calm
MIND YETI! MINDFULNESS SESSION: Slow Breathing is SOUPer!



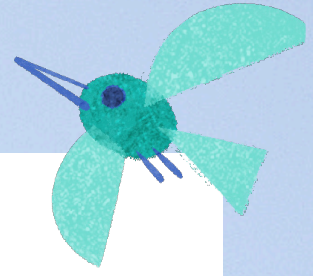
Just visit **secondstepfamily.org** (or scan the QR code) and start exploring!



Table of Contents

Unit 4 Overview	4
Tool 1: Saying the Problem	6
Tool 2: Asking for What You Need	8
Tool 3: Apologizing for Accidents	10
Tool 4: Making it Better	12
Activities	14
Problem-Solving Jar.....	23
Stickers.....	25





Welcome to Second Step® Unit 4: Solving Problems!

This is the final unit of social-emotional learning for first graders.

In Unit 1, students learned how to stay positive and keep practicing to get better at new skills. And in Units 2 and 3 they learned about managing big feelings and showing kindness.

In Unit 4, first graders will learn to get better at solving kid-sized interpersonal problems.

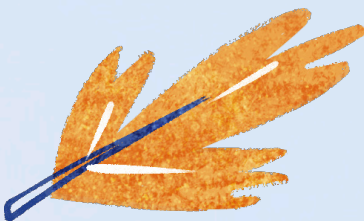
Common kid-sized problems are things like:

- **Fighting over toys or playground equipment**
- **Sharing snacks, art supplies, or TV time**
- **Breaking or spilling something by accident**

In this booklet, we'll outline each unit lesson and teach you the classroom phrases and exercises that students will be familiar with.

Each section also shares ideas for helping your child practice their new problem-solving tools at home.

At the back you'll find kids' activity pages to cut or tear out, including a Kindness Jar mini-poster with fun stickers your child can use to track their Unit 4 progress.





We encourage parents to visit the **secondstepfamily.org** website. It has lots of social-emotional learning resources for families, plus classroom videos for kids and helpful “how-to” videos for adults.

What your child learns in the classroom is important but YOU have the strongest influence on their development!

The more support your child gets at home with their problem-solving skills, the more focused, peaceful, and thoughtful they can become.

We’re excited about everything our first graders have learned so far, and we can’t wait to see them next year in second grade.

Thank you for letting us be part of your child’s social-emotional growth!

Your friends on the Second Step team



Unit 4 Overview

The classroom is an exciting place for first graders!

There are so many new things to learn and do, and so many new people to make friends with!

But of course, kids don't always get along.

Teaching children to sort out interpersonal conflicts in a calm and thoughtful way is an important skill that will support them throughout their lives.

Over the next several weeks, your child's class will learn four tools for solving conflicts:

1. SAYING THE PROBLEM

Talking about conflicts without blaming or calling names

2. ASKING FOR WHAT YOU NEED

Calmly and clearly stating what they need in order to fix the problem

3. APOLOGIZING FOR ACCIDENTS

Knowing that even if they didn't intend to upset someone, an apology will help that person feel better

4. MAKING IT BETTER

Thinking of actions they can personally take to help solve the problem

Problem-solving is a very advanced skill, and your first grader will need a lot of support to master the Unit 4 tools.

And as you work through this booklet, it's perfectly okay to help them by providing the “answers” and coaching them through the activities.

You can also tear out and put up the **Problem-Solving Jar mini-poster** (on page 23) somewhere in the house so your child can share their SEL growth with the whole family.

Additional resources for this unit can be found on the Second Step Family website. Your child's teacher or principal can also answer questions you may have about the lessons.

1

Saying the Problem

Every parent has heard their child describe conflicts by saying things like “She’s being selfish!” or “He won’t share!”

Focusing on blame can turn problems into a conflict between two people.

But when we focus on the *situation*, the problem becomes a puzzle to solve together!

In the lesson on SAYING THE PROBLEM, children learn to describe a difficult situation without pointing fingers or calling names.

For instance, instead of saying “José won’t give Jenica the puzzle,” they learn to say, “José and Jenica both want to work on the same puzzle.”

In class this is referred to as “just saying what happened.”

At this age, kids aren’t expected to be able to find the words to “just say what happened” by themselves, so feel free to jump in and help them out!

Examples of blame-free descriptions are statements such as “You both want to play with the toy, is that the problem?” or “The problem is that you want to watch different TV shows, right?”

When kids just focus on the situation it’s easier to get to next steps like ASKING FOR WHAT YOU NEED or MAKING IT BETTER.



Parents—Support This Skill at Home



Help your child try “just saying what happened” when you’re watching a show or reading a story. If two characters have a conflict, bring it to your child’s attention. Ask them to try to describe what’s happening without blaming either character.

If they don’t succeed after a few tries, help them focus on the *situation*. For example, if they say, “Curious George is not listening,” you can say, “Good try! That’s close. But I think the problem is that Mr. Herb and Curious George both want to scoop the ice cream.”



Turn to page 15 for a kid activity on SAYING THE PROBLEM that you can cut or tear out for your child.



See an example video of kids
SAYING THE PROBLEM on the
Second Step Family website.

2

Asking for What You Need

Kids often know what they want in order to feel better, but they don't always know how to ask for it respectfully and kindly.

In class, first graders learn a song that introduces the phrases “Can I please . . . ?” and “Could you please . . . ?” to politely ask for something they want or need.

They learn that from SAYING THE PROBLEM without blame, they can figure out what to ask for as a solution.

For example, if the problem is that all the snacks are gone, they might ask “Could you please share the snacks next time?” or “Can I please have a snack too?”

Can I? Can I? Can I? (The Asking Song)

Can I, can I, can I? Could I, could I, could?

When I have a problem, these words help me feel good.

Can you, can you, can you? Could you, could you, could?

I can ask for what I need to help me feel good.

When we can politely tell another person what we need, it makes it easier for them to help us solve the problem.

Your child will also learn that people might ask for different solutions to the same problem, and that's okay!



Parents—Support This Skill at Home



Give positive feedback if your child uses any of the asking phrases (“Can I please?” or “Could you please?”) and help get them what they need.

If a character in a show or storybook has a problem, bring it to your child’s attention and ask them what they think the character could ask for that would help them feel better.



Turn to page 17 for a kid activity on ASKING FOR WHAT YOU NEED that you can cut or tear out for your child.



Watch the video for the asking song “Can I? Can I? Can I?” on the Second Step Family website.

3

Apologizing for Accidents

From spilled milk to broken toys, every kid has accidents.

First graders will learn that even though we don't mean them, accidents can still make people feel upset.

When an accident we caused upsets someone, it's important to be kind. Apologizing lets the other person know we're sorry about what happened and we care about how they feel.

Kids learn a three-part apology to offer after an accident. The apology includes asking what they can do to help make things right.

The Three-Part Apology

- "I'm sorry."
- "Are you okay?"
- "How can I help?"

Sometimes kids will only need to say, "I'm sorry" and "How can I help?"

First graders learn that apologizing after a problem and offering to help fix it gives everyone a chance to feel better and lets them focus on finding a solution.



Parents—Support This Skill at Home



Use positive words to talk about apologizing. Help your child understand apologies aren't about making yourself feel bad—but rather to let the other person know you care.

If your child uses phrases from the three-part apology, give positive feedback.

If your child asks, “How can I help?” offer solutions they can manage. For example, “You can help me wipe up the spilled milk” or “You can bring me a towel.”



Turn to page 19 for a kid activity on APOLOGIZING FOR ACCIDENTS that you can cut or tear out for your child.



See examples of kids using the three-part apology on the Second Step Family website.

4

Making it Better

We've all seen a child quickly apologize and then go right back to playing.

In this lesson students are taught that an important part of solving a problem is doing something kind to help fix it.

Students will think about how a problem might make someone feel and come up with a kind act they can do to try to help that person feel better.

In the **three-part apology** your child learned to ask "How can I help?"

In this lesson, they'll learn they can take action on their own.

For example, if you knock someone's plate of crackers onto the floor, one kind act might be to go get them a new snack. Another action to make it better would be to help them clean up the mess.

Kids learn that as long as what they do is safe and feels kind to the other person, there isn't a right or wrong way to make it better.



Parents—Support This Skill at Home



If your child causes an accident that upsets someone, ask how they think the other person might be feeling.

Ask what they think they can do to help that person feel better. Guide them towards kind, safe solutions.

Model this behavior for your child. If you cause an accident at home, suggest something you can do to make it better—or ask your child to “help” you come up with suggestions for actions you can take.



Turn to page 21 for a kid activity on MAKING IT BETTER that you can cut or tear out for your child.



See examples of kids **MAKING IT BETTER** on the Second Step Family website.



Saying the Problem

Try to say the problem you see in the picture without blaming anyone. Can you do it? Let's try!



Solutions!



The doll broke.



They both want to play on the swing.



They both want the toy car.



They want to watch different programs.



They both want to play with the same ball.



One of the kids doesn't have a snack.

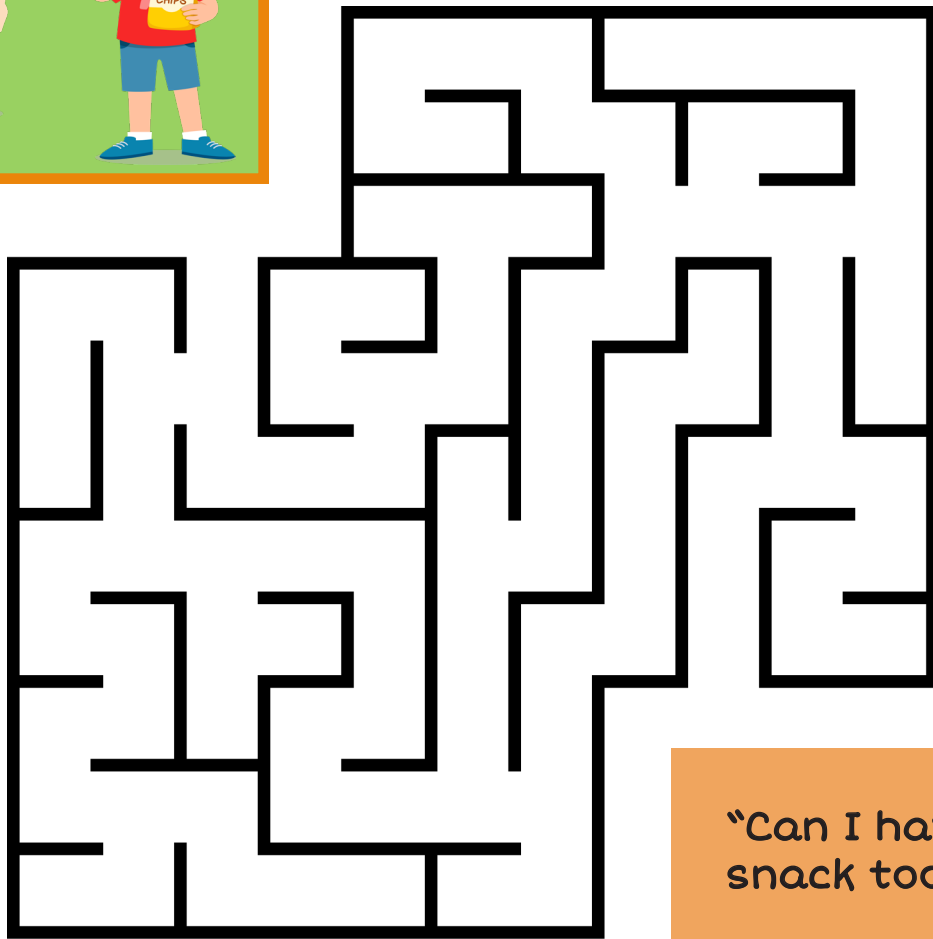
Cut or tear this page.





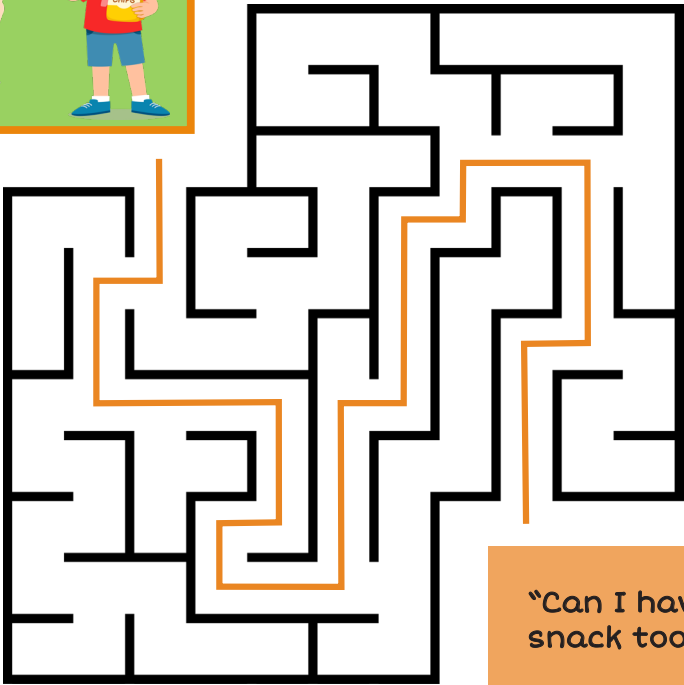
Asking for What You Need

Solve the problem! Help find the way to ask for what you need!



"Can I have a snack too?"

Solution!



“Can I have a snack too?”



Cut or tear this page.



Was it an Accident?

Can you figure out which of these problems was an accident? Circle the answer!



Accident On Purpose



Accident On Purpose



Accident On Purpose



Accident On Purpose



Accident On Purpose



Accident On Purpose



This page is for you!



Cut or tear this page.



Making it Better

Draw a picture of a time when you did things to help make a problem better!



This page is for you!



Cut or tear this page.

My Problem-Solving Jar

Give your jar a sticker each time you solve a problem with one of the skills on the list!

Collect at least 3 stickers for each skill. Filled your jar? Draw a new one and keep going!



I helped myself feel calmer by **SLOW BREATHING** when I was upset!



I **SAID THE PROBLEM** without using any blame words!



I helped solve a problem by **SHARING!**



I helped solve a problem by **TAKING TURNS!**



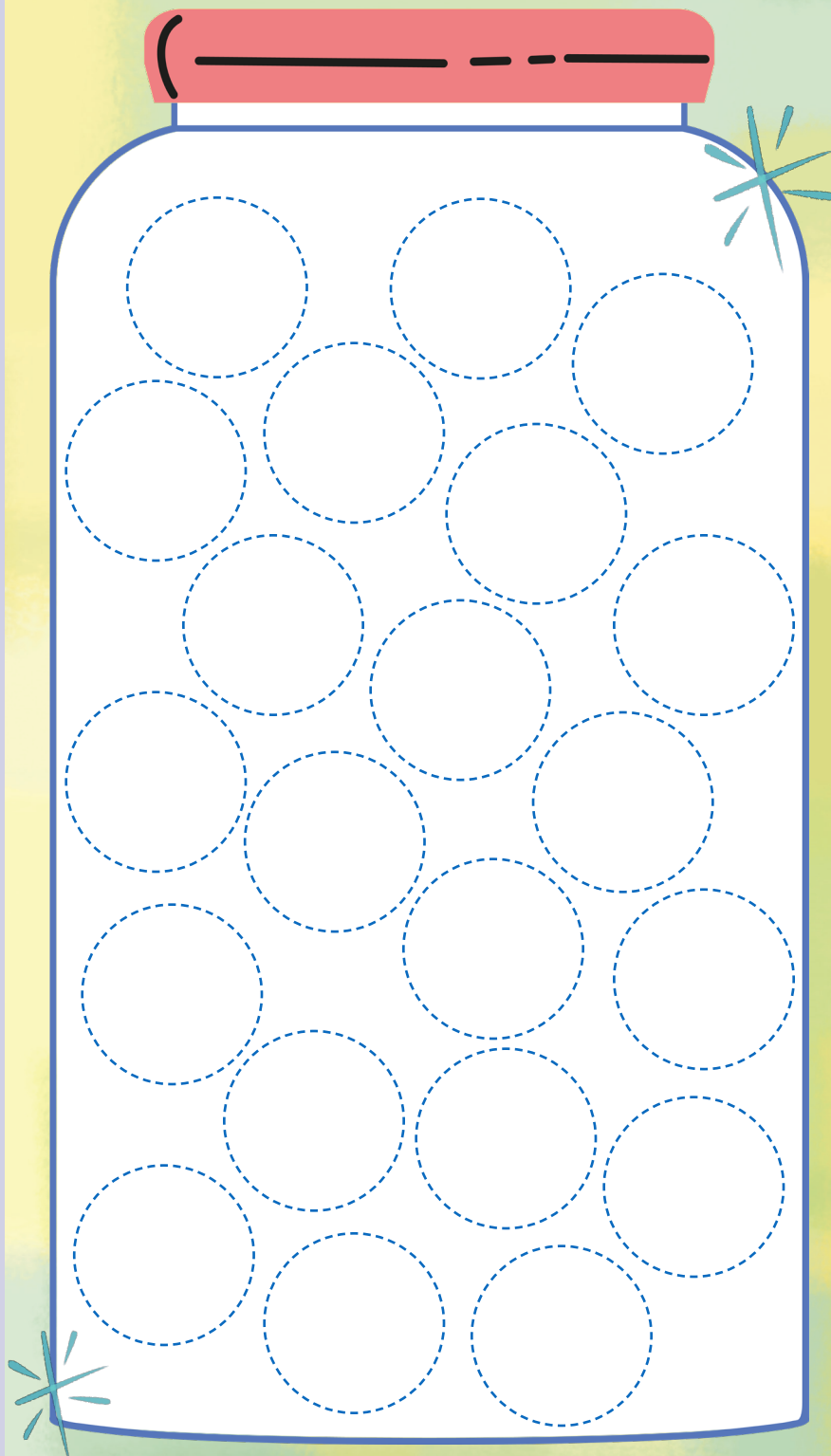
I showed I care by **SAYING "I'M SORRY"** after an accident!



I showed I care by **ASKING "ARE YOU OKAY?"** after an accident!



After an accident I helped **MAKE IT BETTER** by asking "How can I help?" and then I helped!





This page is for you!



Cut or tear this page.

Second Step® Family Activity Booklet User Notice

The materials in this booklet are for the exclusive personal use of families and caregivers of children enrolled in Kindergarten, 1st Grade, or 2nd Grade at Chambers Prairie Elementary, High Mount School, Marshall Elementary School, Summerville Elementary School, and W.B. Goodwin Elementary School. By using these materials, you agree that you may not otherwise share, copy, post, display, perform, or retain these materials.

If you volunteered to provide feedback on this booklet and other Second Step® Family materials you will be contacted by a researcher from New York University as described in the flyer you received. If you have questions about the study or wish to report a research-related problem, you may contact Kimberly A. Rhoades at (212) 998-9612, kimberly.rhoades@nyu.edu, 137 East 25th Street, 6th Floor, New York, NY 10010.

Committee for Children owns all of the copyrights, trademarks, and other intellectual property rights related to these materials. Second Step® materials are licensed, not sold, and all use of these materials is subject to the terms of the license agreement between the District and Committee for Children.

For even more SEL support, you can also follow Committee for Children, the creator of Second Step® programs, on Facebook, Instagram, and YouTube, or listen to our *Grow Kinder*® podcast for parents on your favorite audio platform.



@cfchildren



@committeeforchildren



@CfChildren



cfchildren.org/podcasts