

Grade 4 Video Summaries

Lesson 1: Empathy and Respect

Mrs. Page, the principal of an elementary school, comes out of her office to tell us about what we’re going to be doing in the *Second Step* program. The *Second Step* program is about you. She asks, “What’s it like to be a fourth grader in your school? What are the problems you have to deal with? How can you be successful this year at school? And what about the other students in your class—what are they feeling? What are some of their problems?”

She continues, “One of the most important things you will be learning about is empathy. Empathy means you can feel or understand how someone else is feeling. Having empathy helps you treat others in a respectful way.” Then Mrs. Page decides that the best way to really understand what a fourth-grader is feeling is to be one! She magically transforms into a fourth-grade student.

The fourth-grade Mrs. Page goes out to recess and meets some of the students we will be following throughout the *Second Step* program this year. We will meet Enrique on his first day at a new school, Maia as she loses her cool when she’s playing a game, Alisha as she deals with peer pressure, Emma and James as they try to solve a disagreement over a computer, Ethan, who is anxious about taking a text, and Derek, who learns to take responsibility for his actions after he insults a friend. As you hear their stories about how they deal with strong emotions and handle problems, you will try to understand how they feel, imagine what you would do if we were in their shoes, learn important skills that will help you get along better with others, manage your emotions, and solve problems. These skills will help you succeed in school and in life.

That all starts with empathy—and that is where we are going to start today too!

Lesson 2: Listening with Attention

Part 1

Mr. Ames, the classroom teacher, is giving detailed directions for how to do a project on planets. Meanwhile, Alisha, a student, is busy thinking about other things—her soccer game, the itch on her foot, what’s for lunch. She leans over and talks to the student next to her while Mr. Ames is still talking. Alisha is daydreaming when Mr. Ames stops talking and all the students get up and start to get into groups. Alisha is bewildered. “Wait...what are we doing?”

Part 2

All the students except Alisha are starting their projects. When Alisha doesn’t move, Mr. Ames comes over to see what the matter is. Alisha confesses that she wasn’t paying attention. Mr. Ames agrees to repeat the directions as long as he sees that she is listening with attention. Alisha focuses on Mr. Ames’s words without interrupting as he slowly repeats the directions. After Mr. Ames finishes explaining what to do, Alisha quietly repeats what she is supposed to do to show that she understands. Then she asks a couple of questions about some parts of the directions that were not clear to her. Then she is ready to start.

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Lesson 3: Being Assertive

Part 1

A group of kids are playing four-square at recess. Karley, who hasn't been playing, rushes up and pulls Necie out of the way, then continues to push her way to the front of the line, saying, "Hey! I want to play! Get out of my way, Ethan. Recess is almost over."

Part 2

After pushing her way to front of the four-square line, Karley says, "Hey! I want to play! Get out of my way, Ethan. Recess is almost over." Ethan looks sadly at the ground with his shoulders slumped, then meekly responds in a quiet voice, "Hey...don't...you can't..."

Part 3

After Karely pushes her way to the front of the four-square line, Necie steps forward with her head up and shoulders back, looks right at Karely, and says in firm, respectful voice, "Karely, if you want to play, you need to get to the back of line. We all have to wait our turns." Karely looks surprised, but sees all the other kids are in agreement, so she walks to the end of the line.

Lesson 4: Respecting Similarities and Differences

Enrique and Maia are both starting fourth grade tomorrow. While they are doing some of their favorite things, both of them are thinking about how their first day in fourth grade is going to go.

Maia is playing soccer and thinking about being in a different class from all her friends. While she is inside reading a book and then watching TV, she is thinking about how nervous she feels about making new friends because she is a little shy.

Enrique is playing the guitar and thinking about going to a school where he doesn't know anyone. Then, while he is listening to music and reading a book, he thinks about how excited he feels about going to his new school because he likes to make new friends.

Then Maia is in her kitchen, eating rice with chopsticks. She hopes that she will find some new friends who like some of the same things as she does.

Then Enrique is in his kitchen, eating pizza. He also hopes that he will find some new friends who are like him.

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Lesson 5: Understand Complex Feelings

Part 1

Emma and Gabriella are good friends who play together during their after-school program. Both Emma and Gabriella have collected and played with stuffed animals in the past. One day, Gabriella brings a new stuffed animal to their after-school program. She is very excited to show it to Emma. However, Emma is busy practicing her new dance steps with her other friend, Necie. Emma used to like stuffed animals, but now she would rather do other things. Emma can see by the sad look on Gabriella's face and the way she is looking down with her shoulders slumped that she is disappointed that Emma doesn't want to play with her. Emma doesn't want to hurt Gabriella's feelings, but she is really excited about practicing the new dance routine with Necie.

Part 2

Emma decides to talk to Gabriella about how she is feeling. Emma makes a plan to play with Gabriella and have her show her the new stuffed animal after she practices dancing. Gabriella decides that would be okay and also wants to try dancing with Emma and Necie. So Emma and Necie show Gabriella some of their new dance moves.

Lesson 6: Understanding Different Perspectives

Alex and Randall are friends. Alex is sleeping over at Randall's house for the first time.

Alex has lots of fun pulling out and playing with everything in Randall's room. They use all sorts of Randall's things to build a huge fort in the middle of the room. But Randall is uncomfortable with having all of his things spread all over and not in their usual places.

Alex is excited that they get to eat ice cream cones in Randall's room. But Randall is upset that Alex drips the ice cream on his bedspread.

Alex is very impressed with Randall's baseball cards. But when Randall discovers that his baseball cards are all out of order, he feels annoyed.

Alex and Randall stay up late—way past midnight—talking and playing. Alex can't believe it, and wants to keep going! But Randall is tired, and just wants to go to sleep.

Alex really likes sleeping over. He can't wait to do it again! Randall likes his room to be neat and doesn't think he ever wants to have a sleepover again.

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Lesson 7: Conversations and Compliments

Real Voices Video

Derek has a situation. He says: “At the beginning of the year, I didn’t know all the kids in my class very well. There was this one kid, Carlos. He seemed nice, and I thought we might have some stuff in common. He’s always drawing and I like to draw too. I felt kind of nervous about starting a conversation with him...”

Part 1

Derek sees Carlos drawing alone at a table. Derek walks aggressively up to Carlos, bumps into him, and then asks without looking at him, “What’s that?”

Carlos responds in an irritated voice, “Nothing...” and continues to work on his drawing without looking up.

Derek says back rudely, “Hey, I just wanted to see what you were doing!” Carlos continues to ignore Derek.

Derek looks around while he thinks of something to say, then pushes Carlos in the shoulder and blurts out “I like tacos.” Carlos tries to move over a bit and says, “So?!”

Carlos is looking sideways at Derek as if he is hoping that he will just go away when Derek suddenly asks, “Hey—you wanna stay overnight at my house this weekend?”

Carlos looks up at Derek like he is crazy and says, “Huh?!”

Part 2

Derek sees Carlos drawing alone at a table. Derek walks slowly up to the table, looks directly at Carlos, and says in a friendly voice, “Hi Carlos. What are you working on?”

Carlos looks up, smiles, and answers, “A drawing of a dog.”

Derek sits next to Carlos and looks at his drawing. Clearly impressed, he says, “Wow! That’s really good. I like the way you drew its face.”

Carlos smiles, clearly happy that someone likes his drawing. “Thanks!”

Derek continues the conversation by asking, “Do you have a dog?”

Carlos responds, “No. My mom says our house is too small to have a dog. But my uncle has a dog.”

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Derek nods and continues to question Carlos, “Really? What kind?”

“It’s a German shepherd,” Carlos answers, obviously enjoying the conversation.

Then Derek remembers something about German shepherds and says to Carlos, “Oh, that’s the breed police dogs are. I have a really good book about police dogs. I’ll bring it to school tomorrow and show you at recess.”

Carlos responds excitedly, “Okay! Thanks.”

Derek gets up and says, “See you later.”

“See you!”

Lesson 8: Joining In

Part 1

James is a fourth-grade boy whose classmates play soccer at recess. He really wants to play with them, but doesn’t know how to join in. James stands quietly on the sidelines, hoping that his classmates playing the game will notice that he wants to play. He tries to say something to one of the students running by, but his voice is too quiet, so he goes unnoticed. James’s shoulders slump, and he looks at his feet.

Part 2

James is watching his classmates play soccer at recess. He is starting to feel angry that they don’t notice him and ask him to play. He barges right into the middle of the game, kicking the ball away from the group and shouting aggressively, “I’m playing forward! Pass it to me!” The other kids are annoyed. James sulks away.

Part 3

James is watching his classmates play soccer at recess. He thoughtfully watches them play for awhile, and even cheers when someone makes a good play. When the action moves down to the other end of the field, he has a chance to talk to Brynn, the girl who is playing goalie. “Your team is doing really well. Do you like playing goalie?”

Brynn answers that she would really rather play midfield. James takes that opportunity to ask if he could join the game, and offers to play goalie so Brynn can play midfield. “Sure!” Brynn responds. James enters the game.

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Lesson 9: Showing Compassion

Part 1

Derek notices his friend, Enrique, is all alone at recess looking sad. Derek approaches Enrique to find out if something is wrong. Enrique's older brother is working overseas. He was hoping to be home for Enrique's birthday, but Enrique just found out this morning that his brother can't make it. Derek can tell by Enrique's voice and the look on his face that he is very disappointed. Derek thinks about how he would feel if he were Enrique, expecting to see a special relative who unexpectedly couldn't make it. He would be sad and disappointed too. Derek wants to do something to help Enrique feel better.

Part 2

Derek invites Enrique over to his house after school to be the first person to play his new game. Enrique smiles and accepts. Enrique seems happy. Derek is feeling happy too, because he was able to help cheer up his friend.

Lesson 10: Introducing Emotion Management

Introduction (audio only)

"I was so mad at my brother, I felt like throwing something at him."

"I was so embarrassed; I wished I could have just disappeared."

"I was laughing so hard...I just couldn't get myself under control! That really made my teacher mad."

"I was so frustrated with my writing project. I just wanted to tear it up."

Story and Discussion Video

Part 1

Mr. Ames and his fourth-grade class are playing a geography game called State Capital: What Do You Know About It? They are on their final question. The one who answers it first will win a prized "funky monkey" pencil and a free A test score. Mr. Ames reads the final question, "Name the capital of the state that Dorothy called home." All the kids think and whisper to themselves. Maia, who is pretty sure she knows that the answer is, says "Topeka" very quietly. Mr. Ames thinks that he hears someone say the correct answer, but is not sure who it is. James, who is sitting behind Maia, hears her say the answer. He quickly shouts, "Topeka!" and he wins. Mr. Ames congratulates James.

Maia is furious! We journey inside her brain and body to see what's happening. Her eyes start to dilate. Her skin gets hot. Her stomach is churning and burning and aching. Her heart beats quicker, and her breathing speeds up. All the muscles in her body feel tense. Her strong feelings have triggered the part of the brain that just reacts, called the amygdala. Now it is telling the rest of the body that it's time for action! Meanwhile, the thinking part of the brain, the cortex, is feeling confused and overwhelmed by all that is going on in the body.

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Part 2

James goes to the front of the class to claim his prize. All the students cheer. As James returns to his seat, he smiles and waves the pencil mockingly in Maia’s face. Maia turns around in her chair so she is facing James and says in her nastiest voice, “You cheater! You know I said Topeka first. You heard me say it!”

James says back in a sarcastic voice, “Oh—too bad. You should have said it louder.”

Maia turns back around, slams her fists on her desks, scrunches up her face, and starts thinking negative thoughts. “He always does that! Cheater. I’ll break that pencil into tiny pieces! He thinks he’s so smart! He’s always ruining everything. I hate him! He’ll be sorry!” Maia’s face is now completely red—she looks and feels like she is about to lose control.

Lesson 11: Managing Strong Feelings

The thinking part of Maia’s brain—her cortex—is trying to get her back in control before she responds to her angry feeling in an inappropriate way. She needs to engage the thinking part of her brain by using language. She remembers to use her stop signal to start to get her feelings under control, “Stop! Okay—hang on Maia.” Then she uses self-talk to name her feeling, “I knew that answer. Why didn’t I just say it louder? I’m angry about not being heard. I’m angry that I didn’t win that pencil and the free A test score. It doesn’t feel fair. I need to calm down.” Maia’s body begins to show signs of calming down.

Lesson 12: Calming Down Anger

Part 1

When we left Maia last time, she was struggling to keep her angry feelings from escalating. She remembers to use her stop signal to start to get her feelings under control, “Stop! Okay—hang on Maia.” She uses self-talk and names her feeling, “I knew that answer. Why didn’t I just say it louder? I’m angry about not being heard. I’m angry that I didn’t win that pencil and the free A test score. It doesn’t feel fair. I need to calm down.” Maia’s body begins to show signs of calming down.

James continues to taunt her, tapping the funky monkey pencil and whispering “Topeka” under his breath. Maia used her stop signal and named her feeling, but she needs to do more to calm down fully. First she breathes deeply and slowly, inhaling through her nose, then exhaling through her mouth. She puts her hand above her belly button so she can feel her stomach pushing out. She takes a few more deep breaths. Maia also starts counting—one, two, three, four. She starts to feel herself calming down. Then she continues to keep herself calm by using positive self-talk “Hey, you know, this is no big deal. Next time I’ll talk louder. And the truth is I don’t even need that free A. Breathe.”

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Part 2

Once Maia is calm, she asks Mr. Ames if they can have a re-match, just between her and James. James decides he would rather confess that Maia really said the answer first and give her the pencil, rather than risk possible humiliation in a re-match.

Lesson 13: Managing Anxiety

Part 1

It is the morning of a big math test, and Ethan is not prepared. He is feeling very anxious about taking the test. Before the test, Ethan’s anxiety grows as he says the following things to himself, “Ugh. I have a really important math test today. I hate math. I’m not good at it. I’m going to get a bad grade. I should’ve studied. My mom’s going to be really mad. I don’t know why it’s so easy for everyone else. I guess I’m just stupid. Man, I really hate math. I’m really bad at taking tests. And this test is going to be soooo hard.”

Part 2

Ethan starts the test. He knows he needs to calm down. He silently uses his stop signal, “Okay, Ethan. Get a grip.” Then he names his feeling, “I’m feeling really anxious. I need to calm down.” Ethan takes a couple deep breaths, in through his nose and out through his mouth, and says to himself, “It’s going to be okay. I’ll just do my best.”

Lesson 14: Avoiding Jumping to Conclusions

Part 1

Darlene is at school. She is standing in the hallway when she sees her friend, Mary, and two other girls from her soccer team whispering together in a corner. As she walks by them, she is certain they are whispering and giggling about her. Darlene feels really hurt, “I mean, what did I ever do to them? Why are they laughing at me?” Then she starts to get angry. She clenches her fists, purses her lips, squints her eyes, and looks down at the floor. Her face starts to get red. She is so angry that she feels like turning around and yelling something horrible to the girls—or even hitting someone.

Part 2

Darlene really wants to tell the girls how much they’ve hurt her feelings. But she knows she needs to calm down first. Instead of making a big scene, Darlene decides to wait a moment and see what happens. Mary leaves the group, approaches Darlene, and says, “What’s the matter? How come you didn’t stop and talk with us? Susan was telling the funniest story about this movie she went to see. It was hilarious!” They were talking about a movie—not her! Darlene realizes that her angry feelings had prevented her from thinking clearly and she had jumped to conclusions about what her friends were talking about. She is happy that she got more information before she did anything that she might regret.

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Lesson 15: Handling Put-Downs

Introduction Video

A flower wilts, droops, and dies as the following words are heard: “You’re so stupid.” “I can’t believe you wore that to school.” “What a dumb thing to say.” “That looks ugly.” This illustrates how hurtful put-downs can be.

Story and Discussion Video

Part 1

Derek and the rest of his class just got their spelling tests back. Derek didn’t do very well. Jason, who sits behind Derek, leans over, sees the red marks all over Derek’s test, and says, “Hey Derek, look at all those you got wrong. You must be stupid, ‘cause that test was easy!” Derek clenches his fists and grits his teeth, feeling both embarrassed and mad. He starts to feel so angry that he wants to turn around and hit Jason.

Part 2

Even though Derek really wants to hit Jason, he realizes that if does, he will get in big trouble. So instead of letting his feeling get out of control, he stops himself and recognizes that he is getting really mad. He says to himself, “It’s not worth getting in trouble over this. I’m not going to let Jason get to me.” Then Derek decides to stand up for himself and turns around and says, “It’s no big deal, Jason. Spelling isn’t my best subject, but I’m really good at math.”

Lesson 16: Solving Problems, Part 1

Mr. Ames has some computers in the back of his class. All of his students take turns using them. Emma is using one of the computers now to work on a report that is due the next day. But her time is up, and now it is James’s turn. James starts pressuring Emma to get off the computer so he can play his math game. Emma doesn’t want to give up the computer until she finishes her report. They start to argue.

Emma says, “See, you’re just wasting the time that I could be finishing this report!”

James responds, “You’re wasting my time that I could be playing my game. Come on, it’s my turn!”

Emma responds back, “Just let me finish!”

James starts to yell, “You’re always hogging the computer!”

Emma yells back, “You’re always getting on my nerves!”

Mr. Ames hears them arguing and comes over to find out what is going on. He sees that they are starting to lose control of their feelings. He instructs them to calm down so they can try to solve their problem. Both Emma and James take a couple of deep breaths. Now Mr. Ames wants them to say the problem in a way that doesn’t blame the other person.

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Lesson 17: Solving Problems, Part 2

Part 1

Mr. Ames has some computers in the back of his class. All of his students take turns using them. Emma is using one of the computers now to work on a report that is due the next day. But her time is up, and now it is James's turn. James starts pressuring Emma to get off the computer so he can play his math game. Emma doesn't want to give up the computer until she finishes her report. They start to argue.

Emma says, "See, you're just wasting the time that I could be finishing this report!"

James responds, "You're wasting my time that I could be playing my game. Come on, it's my turn!"

Emma responds back, "Just let me finish!"

James starts to yell, "You're always hogging the computer!"

Emma yells back, "You're always getting on my nerves!"

Mr. Ames hears them arguing and comes over to find out what is going on. He sees that they are starting to lose control of their feelings. He instructs them to calm down so they can try to solve their problem. Both Emma and James take a couple of deep breaths. Now Mr. Ames wants them to say the problem in a way that doesn't blame the other person.

Part 2

As Mr. Ames instructed, Emma and James both say their problem without blaming the other person. "There is only one computer available, and we both want to use it." Then Mr. Ames directs Emma and James to the Problem-Solving poster so they can walk through the rest of the steps together.

After they say the problem, they think of solutions that are safe and respectful. Emma's solution is that James waits until she is done. James' solution is that Emma lets him have his turn right now. Then they move on to the next step, E: Explore the consequences. They both think that one or the other might feel cheated if they choose either one of their solutions. So they go back to T: Think of solutions again and think of more solutions.

Emma's next solution is that she takes a break, does some research while she is waiting, and then comes back and finishes her writing later today. James' response is that he uses just 15 minutes of his time now to play his game, then Emma can have his other 15 minutes to finish her report. Then they explore the consequences of this solution, and decide it will work. Emma will use the time James is on the computer to finish her research in the library. James will feel better about having at least a little time to play his game, but realizes that Emma's report is more important. Emma then agrees to give James some of her time on the computer next week. They both are happy with their plan.

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Lesson 18: Making a Plan

Part 1

Ashok brings his best baseball cards to school for show and tell. At recess, he lets his friends, Enrique and Derek, look at his cards while he does something else. Derek and Enrique both want to look at the same card at the same time. They both grab the card and pull on it from different directions. It tears! Both boys start to panic and blame each other for what just happened. But they soon realize that they need to calm down so they can solve their problem.

They both take a couple of deep breaths, then state their problem, “Ashok will be upset that we tore one of his favorite cards.” Then they start thinking of solutions. They think about pretending they didn’t do it, or hiding the card and saying they don’t know what happened to it. But they agree that these solutions are not respectful. They decide that the best solution is to admit to Ashok that they tore the card, then offer to replace it.

Part 2

Enrique and Derek realize that replacing Ashok’s card is not going to be easy—they need to make a plan. They sit down together and try to imagine all the steps for getting Ashok a new card. First, they will ask Enrique’s dad to help them look the card up on the computer to find out its cost. They will each pay for half the cost, using their allowance money. Then they will have Derek’s mom drive them to the card shop to buy it. Enrique writes down each step of the plan. They realize that this plan may take a while. They decide to tell Ashok that he will have to wait a week for his new card.

Lesson 19: Solving Playground Problems

Real Voices Video

“A common problem that happens on the playground is people arguing about some of the calls when they play basketball.”

“I would have to say that playground problems that I’ve been involved in have involved gossip.”

“Out at recess, when kids are cheating, other kids will just argue. It doesn’t usually turn out very well. Because no matter what, the kids that are arguing are going to get their way, or they will keep arguing. So, if both sides are like that, it will just go on and waste a lot of kids’ recess.”

“There’s a group of us girls—we all play wall-ball every recess. Then there’s a group of boys that like to steal our ball every recess. So that kind of results in a problem.”

“The sixth-graders, they get mad because we can’t tackle. I think that’s a good rule, but they don’t.”

“There’s a lot of cheating.”

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Story and Discussion Video

Two students, Maia and Ethan, tell a story about a time they argued over the rules of tetherball while they show an example of how to do the playground chalk activity.

(This is a visual example of how to do the activity. If teachers are not able to play the video, they should read the handout for written directions.)

Lesson 20: Taking Responsibility for Your Actions

Part 1

Derek is at his desk finishing some work. He is grumpy because he is missing recess. When recess is over and all the students are coming back in, Derek starts to feel annoyed because they were having fun and he wasn't. By the time his good friend Carlos comes in, he loses control of his emotions, and takes it out on his friend, "Hey Carlos, where'd you get that shirt? Isn't that a hand-me-down from your sister?!" All the students around Carlos and Derek start laughing. Derek feels better for a minute, then sees the look on Carlos's face. Carlos is upset. It is obvious that he hurt Carlos's feelings. Derek starts to feel guilty. He wishes he could take back what he just said.

Part 2

Derek regrets what he said to Carlos and wants to make things better with his friend. He thinks of things he could do. He could pretend it never happened. But the consequence of that solution is that Carlos might stay mad at him for a long time. He decides that best choice is to apologize, then do something nice for Carlos. "Carlos, I shouldn't have made fun of your shirt. I was in a bad mood, and I acted like a jerk. I'm really sorry. Can I make it up to you by letting you play with my football next recess?"

Lesson 21: Dealing with Peer Pressure

Introduction (audio only)

"Come on. Let's just take it. No one's going to know. Besides, it's no big deal. If you do it, you can come over to my house after school. Come on. It'll be fine."

Story and Discussion Video

Part 1

Alisha is hanging out with a small group of friends at recess. They are all a little bored. A couple of her friends start talking about how funny it would be to trip Henry, another classmate, when he goes up to the front of the class to give a report. They think that Alisha should do it, since she sits right by him. Alisha thinks to herself that she does not want to do this at all. She knows that tripping someone is not safe or respectful, and it's definitely not funny! But she is afraid to say anything to her friends. She doesn't want them to make fun of her or do something mean to her. She starts feeling really stressed out.

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Part 2

Alisha knows that tripping Henry is wrong, and she would feel bad if she did it. So she decides that best solution is to assertively tell her friends that she is not going to do it. She faces her friends, then with her head up and shoulder back, she says in a calm, firm voice, “I don’t want to trip Henry. It’s not safe, and it’s not nice, and I’m not going to do it. Besides, that’s not even funny. Now if you want to plan something funny, help me think about what I can do in my presentation. I’m doing it on the history of animation and I need some help with ideas for making it fun and entertaining.”

Lesson 22: Reviewing *Second Step* Skills

Teacher should replace the introductory paragraph to the video in the script with something like this: **As I read you some students’ reflections on what they have learned in the *Second Step* program this year, follow along with Side 1 of this handout and check off skills as hear me read them.**

- Having empathy helps you treat others in a respectful way.
- I try to say problems without blaming other people. Sometimes that’s hard, but it really helps.
- I found out I had a lot in common with my classmates.
- Mr. Ames says, “This time a really want to see that you are listening with attention.” Alisha responds, “Okay.”
- I know some good ways to calm down when I start to feel angry.
- It’s not easy, but I’ve learned how to take responsibility for my actions, even when I’ve made a mistake.
- “We need to make a plan for replacing the card.”
- Being assertive helps me stand up for what’s right and still be respectful.
- I’m getting good at thinking up lots of solutions when there’s a problem.
- I’ve learned that I can use the Problem-Solving Steps to help me make good choices.
- It feels good to help others join in a game.
- I know that blaming others just makes a problem worse.
- Now when I get anxious, I just breathe and tell myself, “It’s going to be okay.”
- I used to be pretty shy, but I’m getting better at making conversations.
- I would have felt the same way if I had been expecting to see one of my special relatives.