



Tools for Getting Along

Tool Kit 3

Name: _____ Date: _____

REVIEW

Place a \checkmark beside the **first** step of problem solving.

- I recognize that I am angry or frustrated.
- I think about what might be causing the problem.
- I think about solutions to the problem.

Place a \checkmark beside the **second** step of problem solving.

- I recognize that I am angry or frustrated.
- I define the problem.
- I calm down.

Sweaty palms, goose bumps, dry mouth, or a fast beating heart are all signals that tell me I might be getting _____ or _____.

PRACTICING NEW SKILLS

Another example:

Michael is sitting in class, and John, who is sitting at the desk in front of him, keeps taking Michael's pencil and will not give it back. Michael's heart begins to beat faster and his palms grow sweaty; then without thinking, he gets out of his seat and smacks John on the head and grabs for his pencil. The teacher turns around just in time to see Michael smack John.

What two steps did Michael forget to do?

1. _____
2. _____



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What do you think will happen to Michael because he didn't know he was angry or calm down and think before he acted?

Nothing, the teacher will ignore him.

Michael will get into trouble for smacking John and disrupting the class.

Other. Describe: _____

HOW DID I DO?

Think about what you did during the *Tools for Getting Along* lesson today. Then record the number of points you think you deserve for each item below. If you get most of the points, give yourself a pat on the back!

I listened. (0-3 points) I participated. (0-3 points) I cooperated. (0-3 points)

I completed my Tool Kit. (0-2 points) TOTAL _____



