THAT'S (NOT) MINE
Problem Solving with Peers

With simple text and vivid illustrations, this book highlights different ways to (not) solve problems with friends.

CORE SKILL OBJECTIVES		INTENTIONAL TEACHING PRACTICES
	Children will:	**Teachers will:**
RELATE	♦ Learn some basic rules for managing actions and behavior in familiar settings	♦ Narrate problems and solutions

TEACHING TIP

Young children are just beginning to develop an interest in their peers. As they play near, and later, with others, they start learning about the social rules of play and begin developing early problem-solving skills. But these skills don't develop on their own or overnight. Adults play a vital role in problem-solving for young children. Reading books that show characters moving from conflict to resolution allows us to narrate problems and solutions that children are not directly involved in. We can use these stories to help children understand how to identify a problem, consider others' feelings, and find a fair solution. When we provide young children with the language to understand social problems, we can help them begin to identify solutions to problems themselves.

1. INTRODUCE
♦ "This book is called, *That's (Not) Mine.* Hmm, I think these two friends have a problem. But we know that there are so many ways to solve problems with our friends. So, let's think of ways to help these friends play together again."

2. READ THE BOOK
♦ Pause occasionally to describe the problem, the characters' feelings, and the solution at the end.

Narrate Problems and Solutions

Read: "I have it now. It's mine."	**Read:** "Hey! That's my chair! No, it's mine."	**Read:** "IT'S MINE!!!"
Narrate Problems: "The small friend wants to sit in the chair. But the big friend isn't ready to get up. They both look very upset. I think these friends have a problem."	**Narrate Problems:** "Hmm, they have two chairs but they both still want to sit in the yellow chairs. So that solution didn't work. They still have a problem."	**Narrate Problems:** "Oh no! They didn't use kind words. They're using loud and angry words. Now they're both pulling on the chair, and it looks unsafe. That solution didn't work either. They still have a problem."
Narrate Solutions: "What if they had two chairs? Two chairs for two friends! That could maybe solve the problem."	**Narrate Solutions:** "I wonder if they can use kind words like, 'Can I please have a turn to sit in the chair?' Taking turns could solve their problem."	**Narrate Solutions:** "I think they need to calm down for a minute. They may need to play somewhere else for a little while."

3. REVIEW
♦ "These friends solved their problem by finding somewhere else to play together. We can always find solutions to our problems."

4. KEEP IT GOING
♦ Set up discussions of problems **before** they occur. For example, "Okay, we are about to go outside and there are only 2 bikes, but I think everyone will want a turn. What can we do?" Practice problem-solving vocabulary like, "stop," "please," "my turn," and "help." Stay close and help them communicate their needs and feelings with peers. Be ready to support children's strong emotions as you reflect the problem and accept solutions.