

PROBLEMS

*versus*

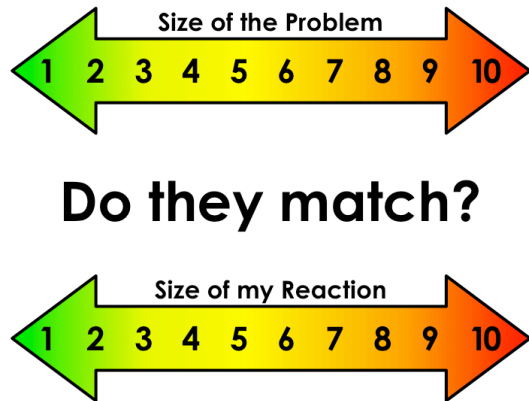
REACTIONS



# Table of Contents

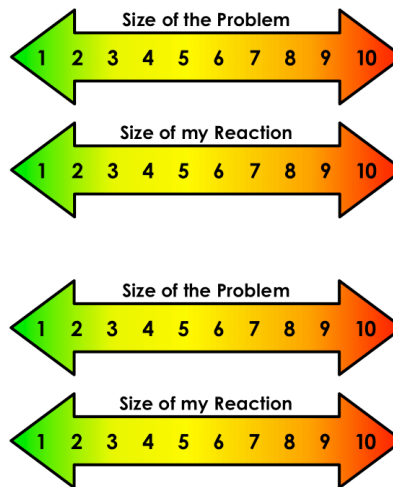
Do you have students whose reactions do not match the size of their problems? It takes time and practice for children to be able to appropriately react to their problems. This pack includes several activities that can be used to teach children about emotional regulation in one-on-one sessions, small group lessons, and whole group classroom lessons.

## Page 6



Page 6 includes an 8.5 X 11 version of the Problem vs. Reaction Chart. This chart can be hung up in your office to be used as a visual when students check in with you. Additionally, this chart can be laminated to allow students to circle the size of their problem and reaction with a dry erase marker. As you use the chart with students, provide examples to help students learn how to properly size their problems and reactions. Focus on helping students discover appropriately sized reactions for their problems.

## Page 7



Page 7 includes a smaller version of the Problem vs. Reaction Chart. Provide this chart to students who need a visual on their desk in the classroom or a visual to take home.

## Page 8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Problem vs. Reaction**

Size of the Problem

1 2 3 4 5 6 7 8 9 10

What was the problem?

\_\_\_\_\_

\_\_\_\_\_

Size of my Reaction

1 2 3 4 5 6 7 8 9 10

What was your reaction?

\_\_\_\_\_

\_\_\_\_\_

Did they match?

\_\_\_\_\_

Page 8 is a worksheet that can be used one-on-one with an older student. Assist the student in writing about his or her problem and reaction. Then, help the student compare the sizes to see if they match. This form can also be used in a small group setting for problem solving practice. In addition to using real problems students are facing, you can also use the included problem and reaction cards to help students practice this skill with multiple examples.

# Table of Contents

## Pages 9-11

I got a paper cut	I got a bad grade on an assignment	Someone laughed at me
My teacher called on me and I did not know the answer	No one in class will be my partner	I did not have anyone to play with at recess
I do not like my snack	I forgot my homework	Someone got me out of the game in gym class
I made a mistake on my art project	Two of my classmates are whispering about me	I cannot find anyone to sit with at lunch

Pages 9-11 include cards with common problems students experience. The problems are written in first-person language and in child-friendly terms. I recommend printing the cards on cardstock, cutting them out, and laminating them for durability. Choose one color to print all of the problems cards on and a different color to print the reaction cards on to make the following activities easier to organize.

## Pages 12-14

I cried	I yelled at someone	I hid
I ran away	I ran out of the classroom	I crumpled up my paper
I broke something	I knocked something over	I hit or kicked someone
I stomped my feet	I called someone a mean name	I told a lie

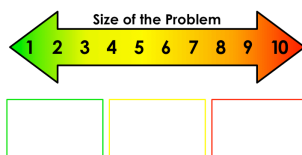
Pages 12-14 include cards with common reactions students have when they experience a problem. The reactions are written in first-person language and in child-friendly terms. Pages 12-13 provide examples of negative reactions, while page 14 provides positive reactions and coping skills. I recommend printing the cards on cardstock, cutting them out, and laminating them for durability. Print the reactions cards on a different color than the problem cards to make the following activities easier to organize.

## Page 15


Page 15 is a blank template that can be used to create more problem or reaction cards. When working with a small group of students, use the blank cards to allow students to write their own problems and reactions. This often creates more “buy in” because it allows students some ownership for the activity.

## Page 16

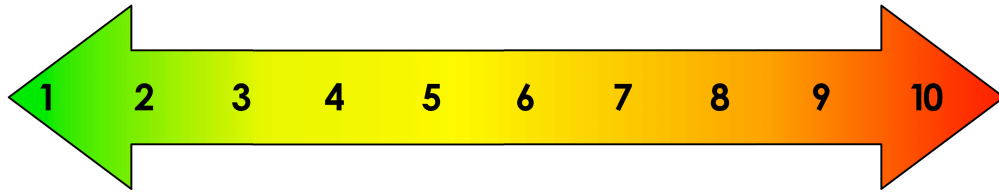
### Sort the Problems



Page 16 is a sorting mat for the problem cards. The mat can be used one-on-one or in small groups to assist students in ranking the size of common problems. When working with a small group, ask students to independently sort a set of problem cards on their own mat. After sorting, encourage group members to have a discussion about where they placed each card. Talk about why students may have chosen different placements for cards and encourage an open discussion.

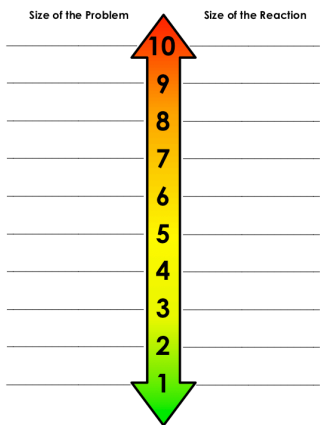
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## Pages 17-20



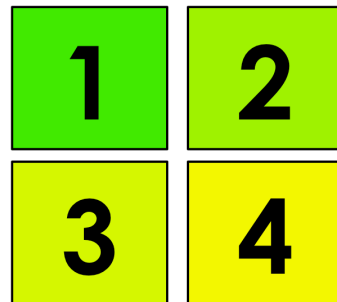
Pages 17-20 can be printed and assembled to form a super-sized problem and/or reaction scale. In small groups, place this chart on the floor of your office and allow students to rank problems by placing the cards directly on the chart. In a classroom lesson, tape the chart to the wall or dry erase board to use as a visual.

## Page 21



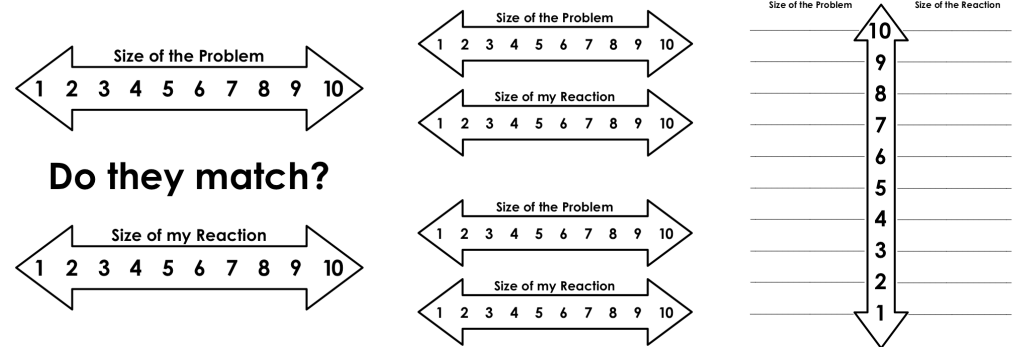
Page 21 is a worksheet that can be used to help students rank problems and reactions. Students can use the problem and reaction cards for ideas or use situations from their own lives.

## Pages 22-24



Pages 22-24 contain number cards that can be used for the whole group ranking game explained on the Game Idea page (page 5).

## Pages 25-27



Pages 25-27 are ink-saving versions of pages 6, 7, and 21.

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# Game Ideas

**Looking for fun ways to teach students about problems vs. reactions?  
Try out one of the game ideas below!**

## Small Group Games

**Size of the Problem War:** This game is played similarly to the traditional “war” card game. Shuffle the problem cards and distribute them equally to the players. Each player places one card face up in the middle of the table. Encourage discussion among the players to compare problem sizes. Whoever has the largest problem gets to keep the cards. Alternatively, you can play this game and have the player with the *smallest* problem keep the pile (decide on your game play prior to starting the game). The player with the most cards at the end of the game is the winner.

**Coping Skill Theater:** Place the problem cards face down in a pile. Ask a student to take a card and read it out loud to the group. After discussing the problem, ask the student to act out a way of solving the problem using problem solving techniques and/or coping skills. Students can also use puppets to act out the scenarios.

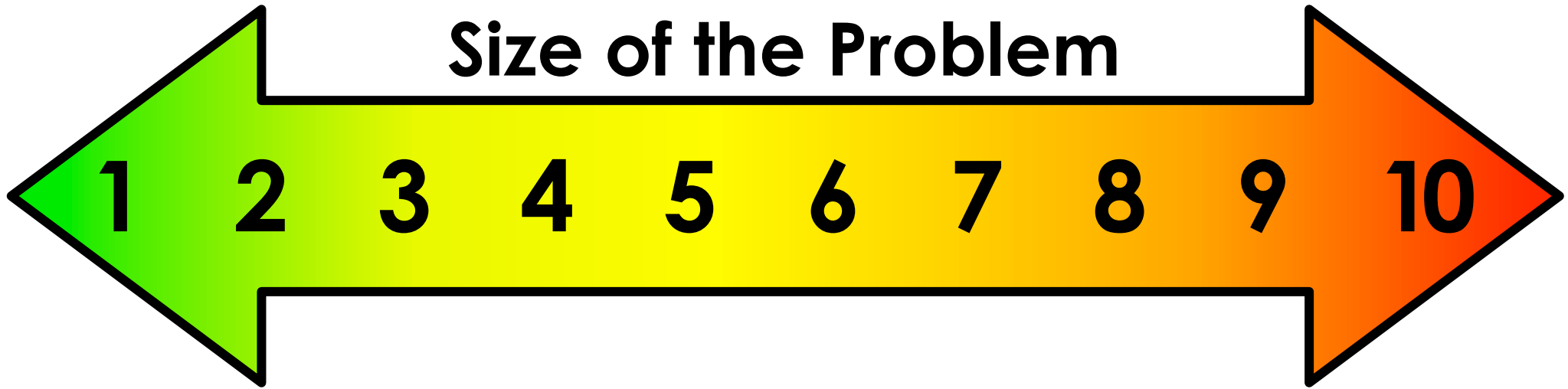
**Problem VS Reaction Concentration:** This game is played similarly to the traditional “concentration” matching game. Select 20 problem and reaction cards, shuffle them, and place them face down in 5 X 4 grid. Ask a student to flip over one problem card and one reaction card (make sure your problems and reactions are on two different colors of paper). If the reaction is sized appropriately to the problem, the student gets to keep the cards and go again. If not, the student loses his or her turn, the cards are flipped back over, and it becomes another player’s turn.

## Large Group Games

**Problem Size Ranking Activity:** This game is perfect for a classroom lesson that focuses on problem sizes. Cut out and laminate the number cards on pages 22-24. Tape them on a classroom wall in number order from one side of the classroom to the other. Pass out the problem cards to the students. Ask students to independently read their cards and rank the size of their problem by standing near the appropriate number sign. Once students are settled, ask them to begin talking with the students standing near them to compare problem sizes. Ask students to readjust themselves as they talk and compare with their peers.

**Problem and Reaction Theater:** Before playing this game, you may want to stage it by matching the problem and reaction cards ahead of time. Stack the problem cards in one pile and the reaction cards in a separate pile. Stage the cards by making sure that you will have some instances where the problem and reaction size match appropriately and other instances where the reaction is too big or too small for the problem. Call two students up the front of the room and ask them each to take a card. Student A should act out the problem and then Student B should act out the reaction. This will bring some laughter when the cards are inappropriately matched and will also lead to some great discussion!

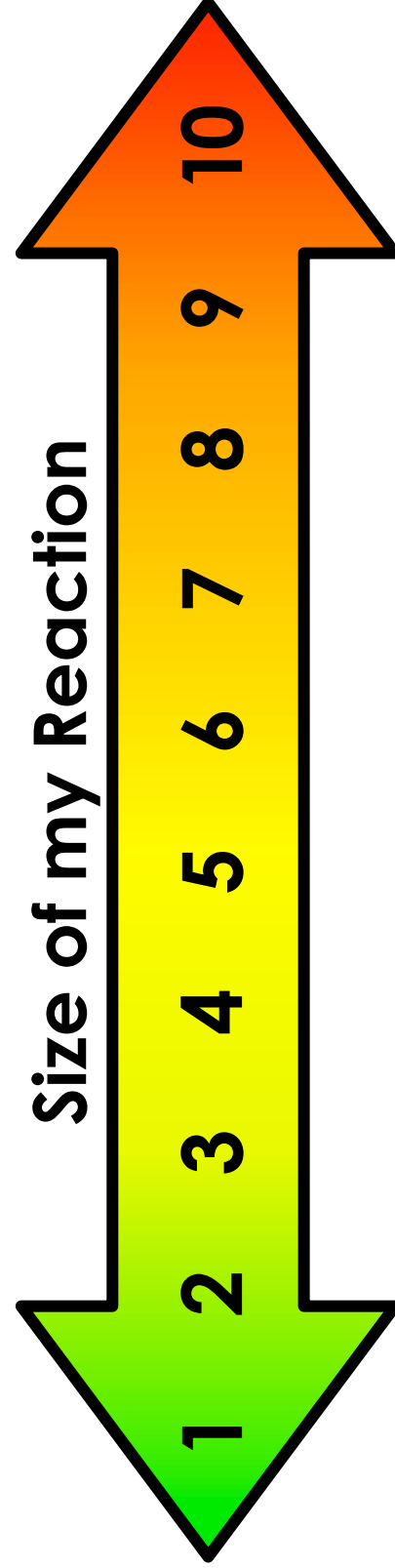
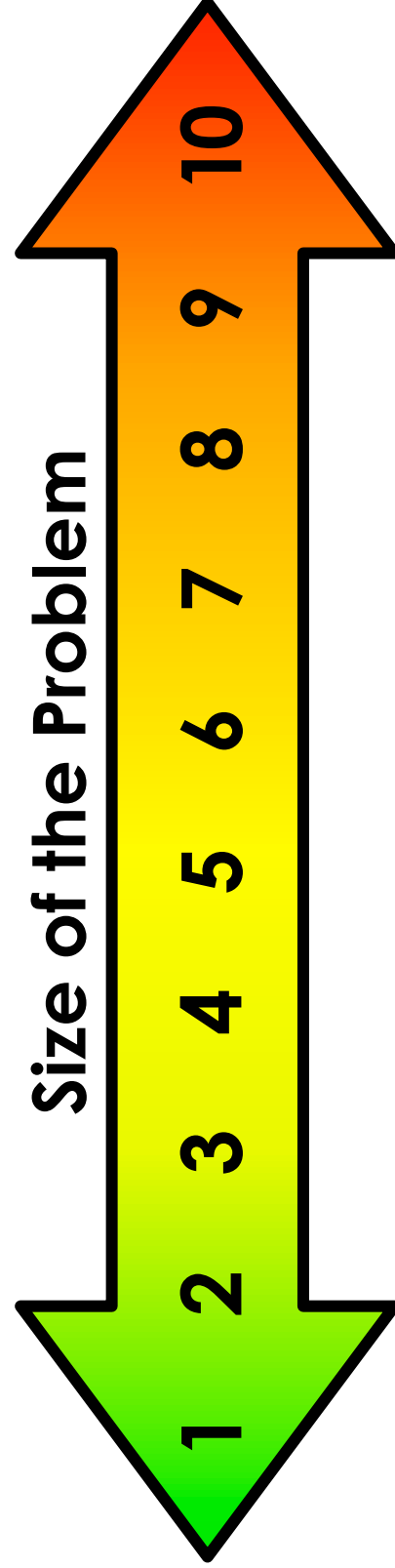
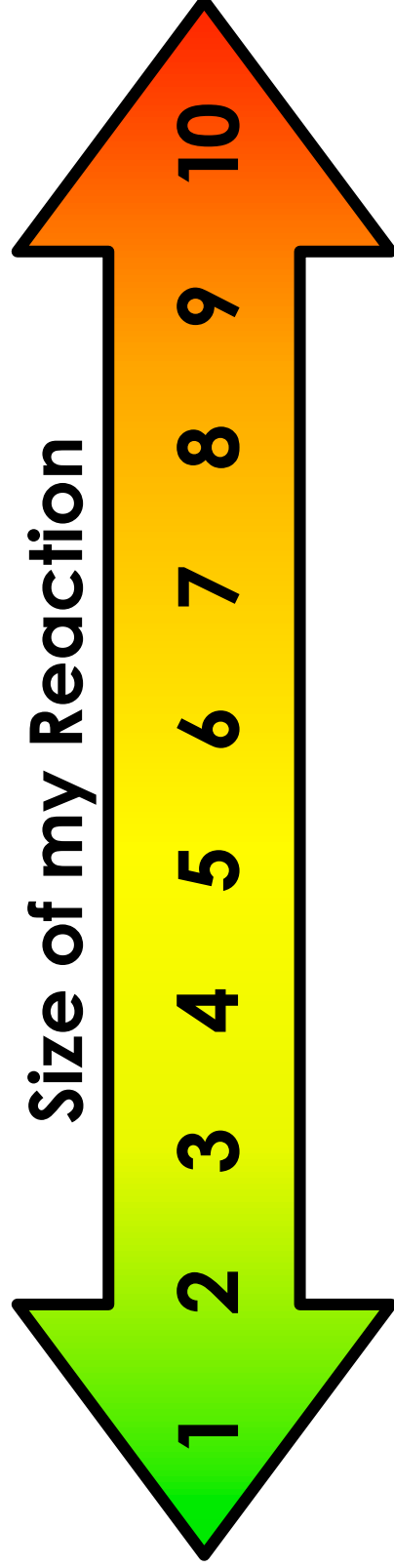
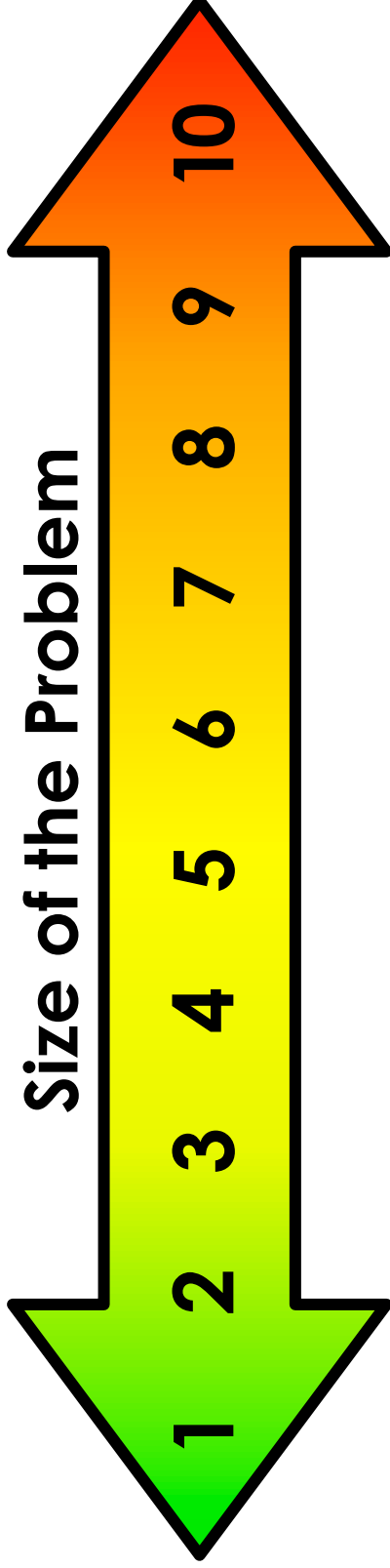
**Size of the Problem**



**Do they match?**

**Size of my Reaction**



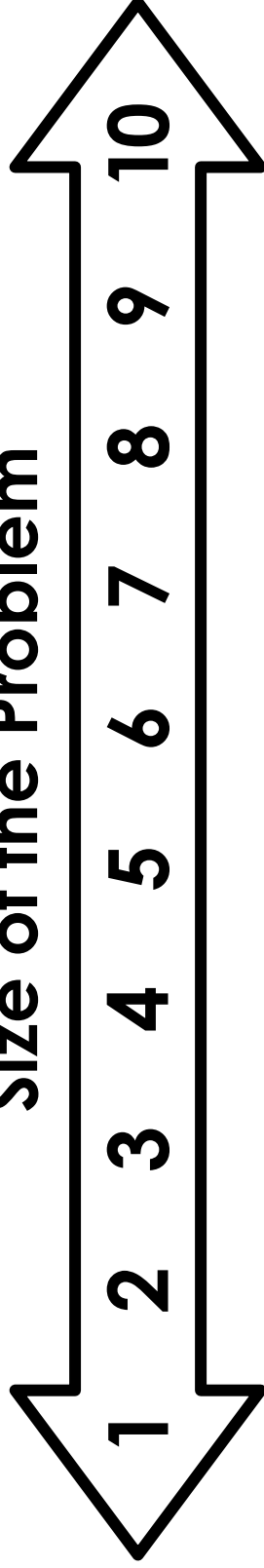


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Problem vs. Reaction

Size of the Problem



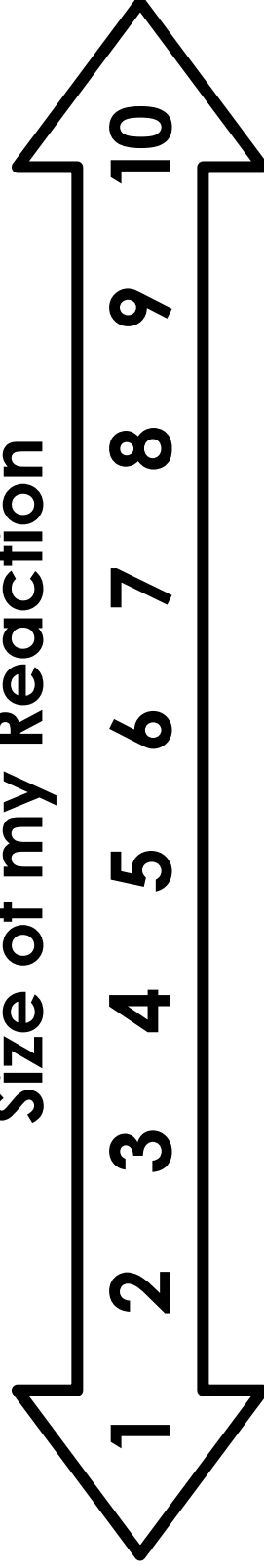
What was the problem?

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---

---

Size of my Reaction



What was your reaction?

---

---

---

Did they match?

---

---



I got a paper cut

I got a bad grade on  
an assignment

Someone laughed  
at me

My teacher called on  
me and I did not know  
the answer

No one in class will be  
my partner

I do not have anyone  
to play with at recess

I do not like my snack

I forgot my homework

Someone got me out  
of the game in gym  
class

I made a mistake on  
my art project

Two of my classmates  
are whispering  
about me

I cannot find anyone  
to sit with at lunch

I arrived late to school

My parents were  
fighting all night

My grandparent is  
very sick

I accidentally spilled  
something

My parents told me  
we are moving

I got in an argument  
with a friend

I got yelled at by  
my parent

I did not get invited  
to a classmate's  
birthday party

My parents told me  
they are going to  
get a divorce

Someone is spreading  
rumors about me

I lost a game

My best friend is  
spending more time  
with someone else

Someone took  
something that  
belonged to me

I am bored in class

I broke a bone

My pet died

I have a headache

My teacher called  
my parents

I did not understand  
the lesson in class

I was talking in the  
hallway and had to  
go to the end of  
the line

I raised my hand, but  
my teacher called on  
someone else

I cannot find  
something I am  
looking for

Someone called me  
a mean name

Someone close to  
me died

I cried

I yelled at someone

I hid

I ran away

I ran out of the  
classroom

I crumpled up  
my paper

I broke something

I knocked something  
over

I hit or kicked  
someone

I stomped my feet

I called someone a  
mean name

I told a lie

I ruined something

I talked about  
someone behind  
their back

I made faces at  
someone

I threw something

I refused to talk

I yelled loudly

I pushed someone

I pretended nothing  
was bothering me

I took something that  
did not belong to me

I hurt myself

I did something  
dangerous

I ignored everyone  
around me

I took a walk to  
calm down

I talked to a friend  
about how I was  
feeling

I wrote about how I  
was feeling

I went to a quiet spot  
to calm down

I asked to take a  
break

I ignored the problem

I talked to an adult  
about how I was  
feeling

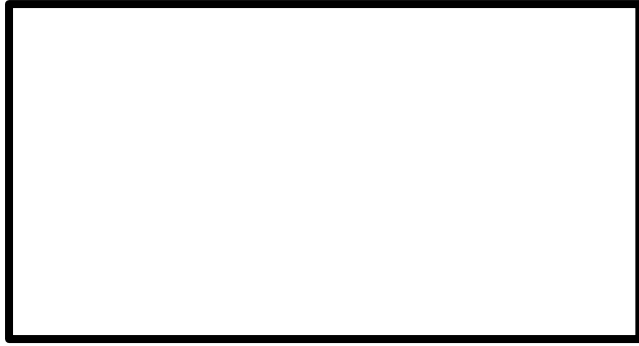
I took a few deep  
breaths

I did something  
relaxing

I did something to  
take my mind off of  
the problem

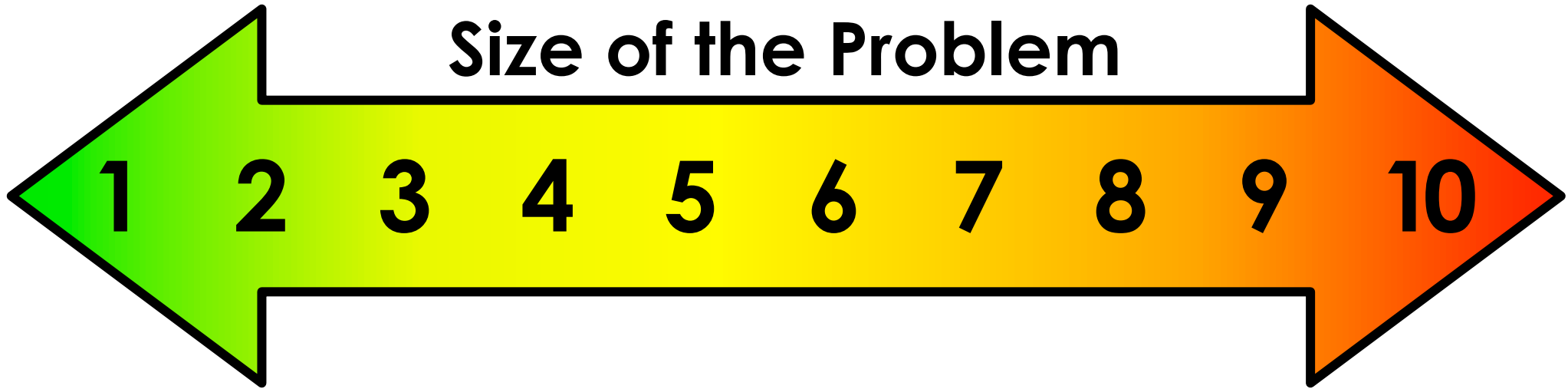
I asked for help

I apologized

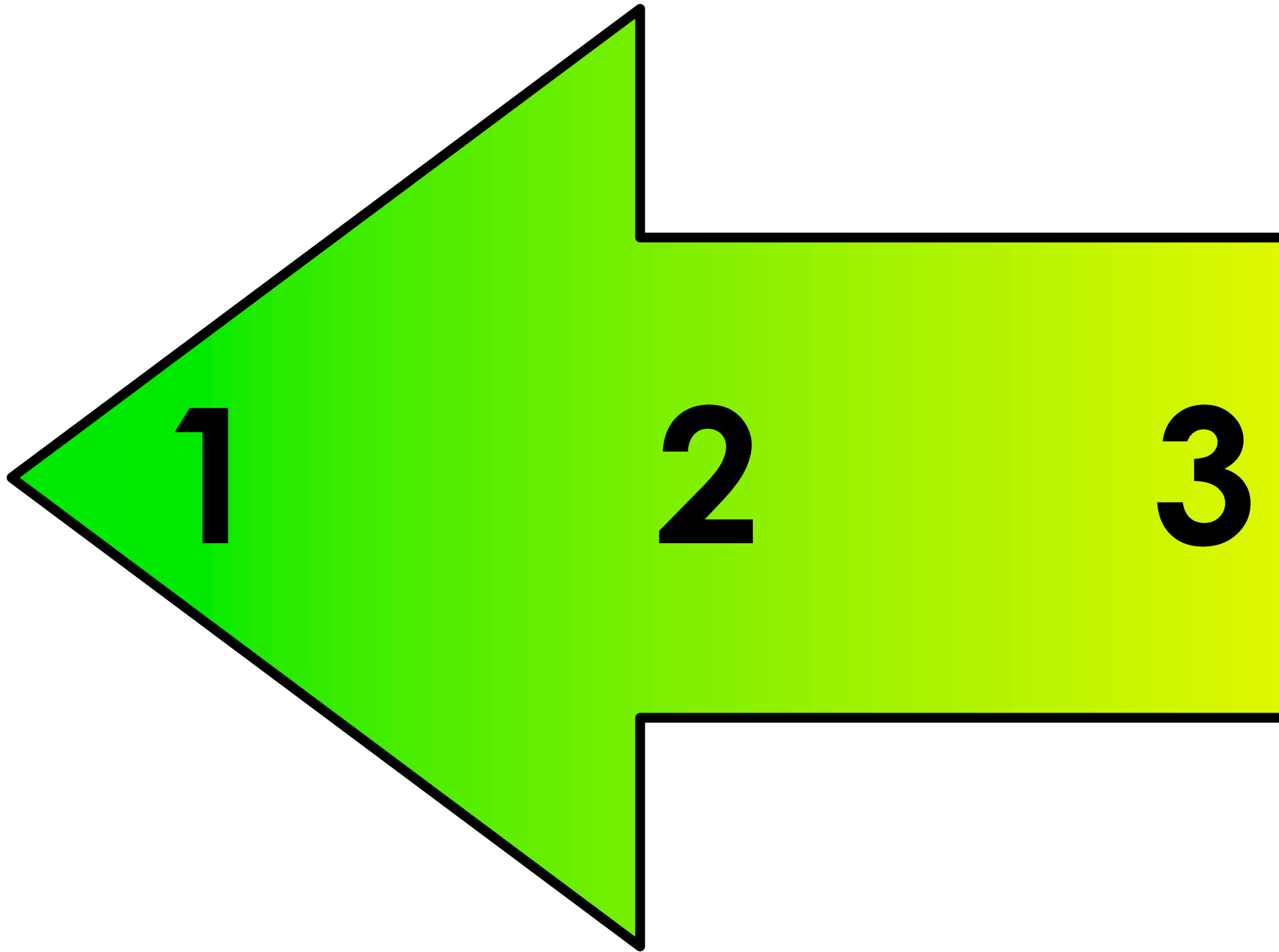


# Sort the Problems

Size of the Problem







**1**

**2**

**3**

---

**4**

**5**

---

**6**

**7**

**8**

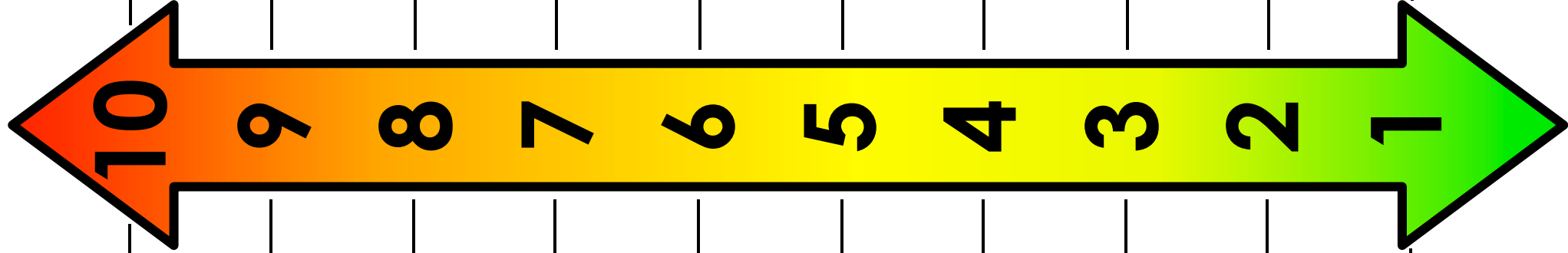


**9**

**10**

Size of the Problem

Size of the Reaction



10

9

8

7

6

5

4

3

2

1

**1**

**2**

**3**

**4**

5

6

7

8

**9**

**10**



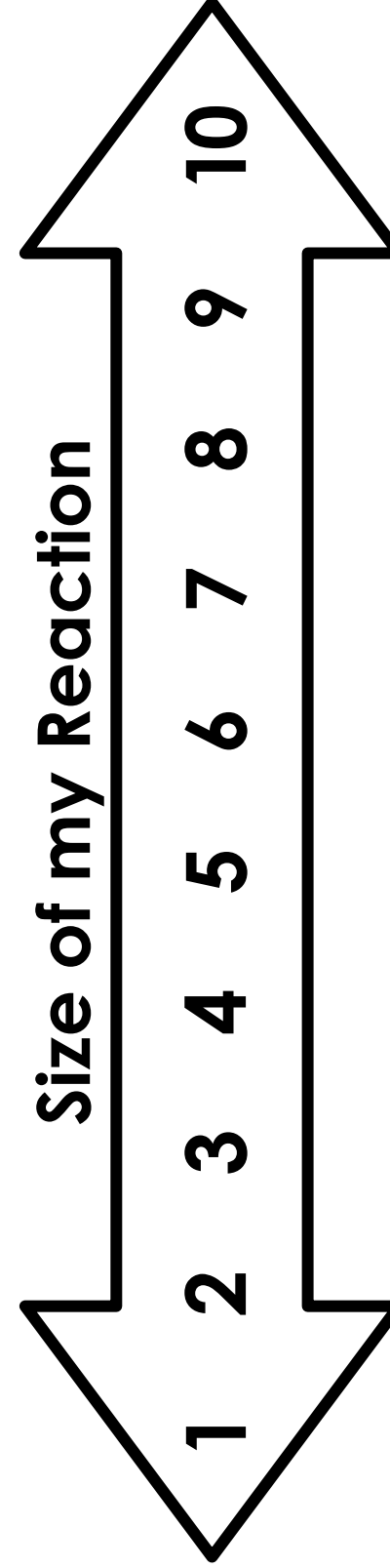
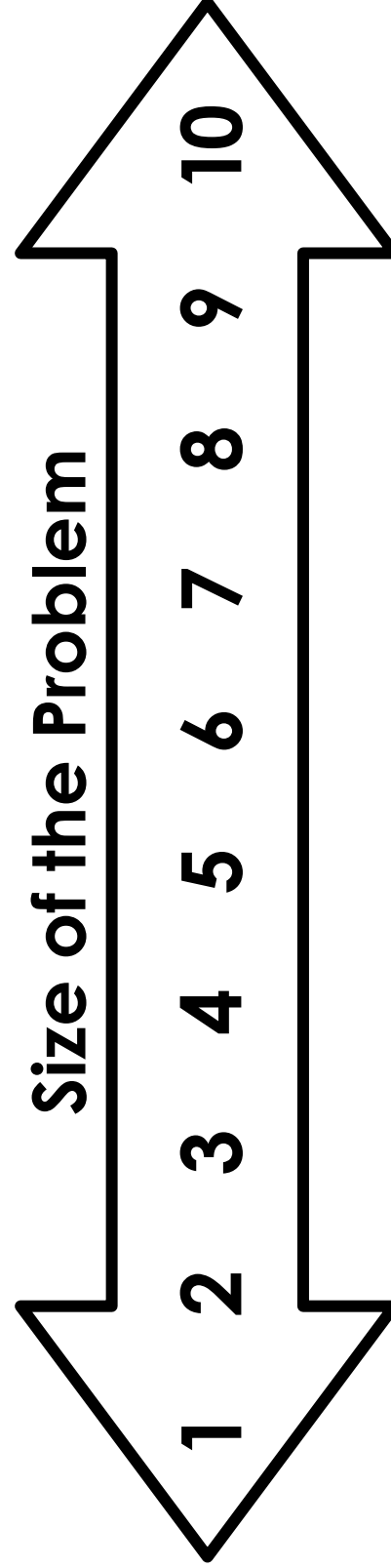
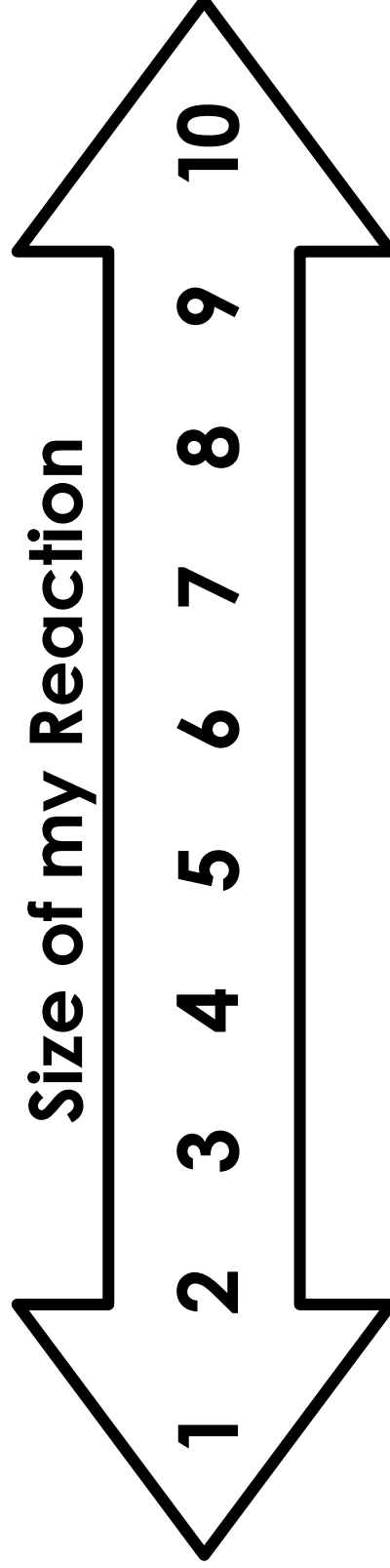
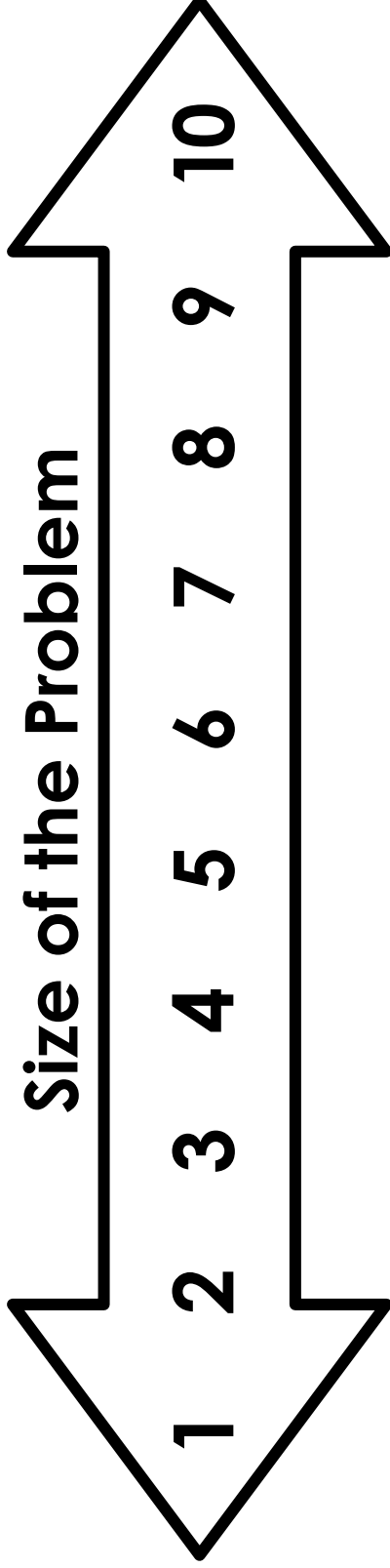
**Size of the Problem**

**1 2 3 4 5 6 7 8 9 10**

**Do they match?**

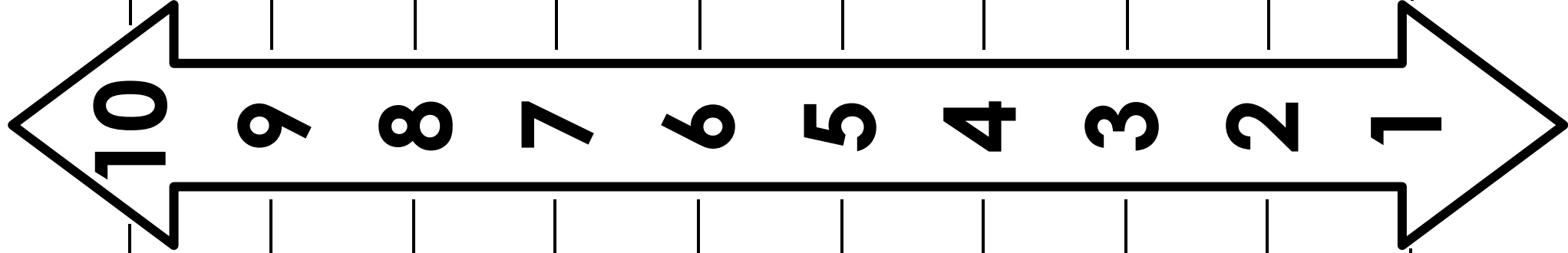
**Size of my Reaction**

**1 2 3 4 5 6 7 8 9 10**



**Size of the Problem**

**Size of the Reaction**



**10**

**9**

**8**

**7**

**6**

**5**

**4**

**3**

**2**

**1**

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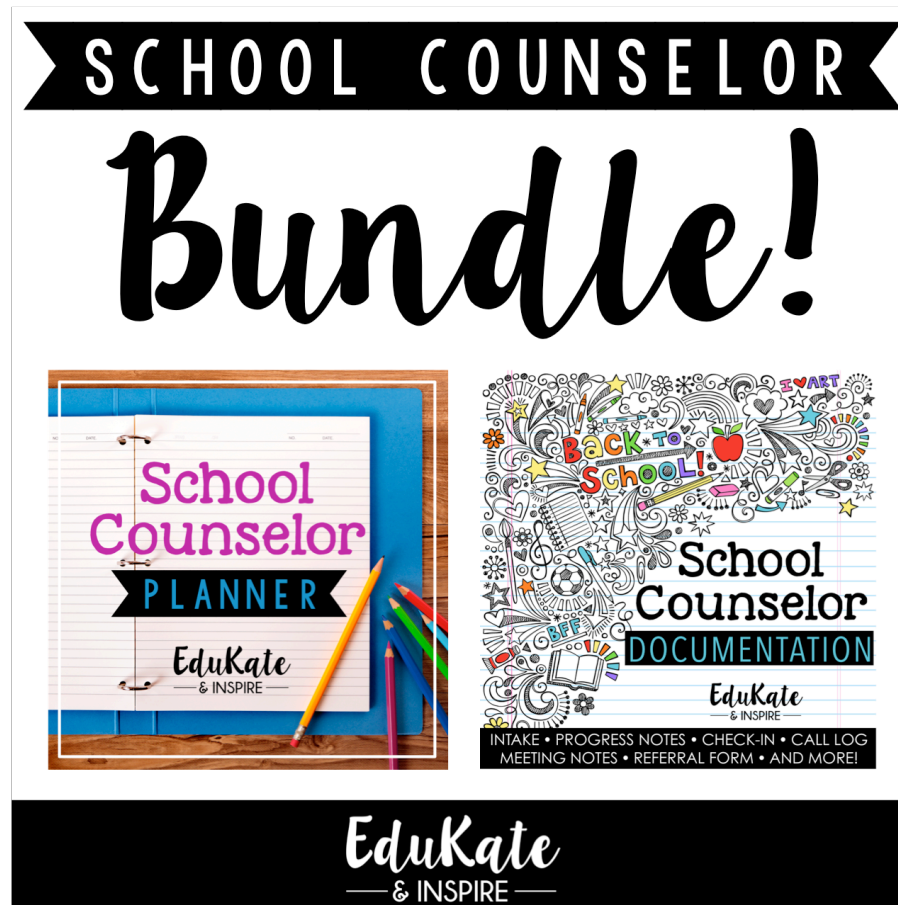
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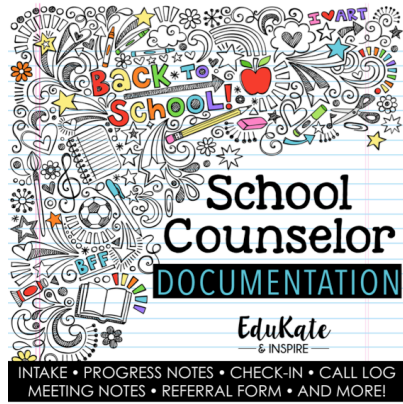

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The graphic features a black banner at the top with the text 'SCHOOL COUNSELOR' in white. Below this, the word 'Bundle!' is written in a large, black, cursive font. Two book covers are displayed side-by-side. The left cover is for the 'School Counselor Planner', showing a blue notebook with a white page that has 'School Counselor' in pink and 'PLANNER' in blue. The right cover is for 'School Counselor Documentation', featuring a colorful, doodle-style design with the text 'BACK TO SCHOOL!' and 'School Counselor DOCUMENTATION'. At the bottom of the graphic is a black banner with the 'EduKate & INSPIRE' logo in white. Below the banner, a list of contents is provided: 'INTAKE • PROGRESS NOTES • CHECK-IN • CALL LOG • MEETING NOTES • REFERRAL FORM • AND MORE!'.

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