

# Productive Problem Solving Graphic Organizer

## Step 1

**Partner A:** State the problem and how it makes you feel.

- “When you \_\_\_\_, I feel \_\_\_\_.”

*In the box below, write Partner A’s words:*

## Step 2

**Partner A:** Say what you want your partner to do.

- “I would like \_\_\_\_.”
- “I wish you would/wouldn’t \_\_\_\_.”

*In the box below, write Partner A’s words:*

## Step 3

**Partner B:** Summarize, apologize, and/or ask questions about what you heard

“Does it also bother you when I \_\_\_\_?”

“So, you are saying that \_\_\_\_?”

“I’m sorry that I \_\_\_\_.”

*In the box below, write Partner B’s words:*

## Step 4

**Partner A:** Answer B’s questions (if there are any).

*In the box below, write Partner A’s words:*

## Step 5

**Partner B:** Suggest ways to solve the problem

- “Would it help if I \_\_\_\_?” or “Maybe I can/should \_\_\_\_” or “I suggest that we \_\_\_\_”

*In the box below, write Partner B’s words:*

# Productive Problem Solving Activity

- Pick one of the scenarios below.
- Then, with a partner, write a Productive Problem Solving dialogue using the graphic organizer on the reverse side.

## Scenario #1:

*A & B are students in the same ELD class.*

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A is from El Salvador. B--like the majority of students in the class--is from Mexico. The students enjoy being together on the weekends, but their relationship can be more contentious in school. B sometimes makes fun of A's accent, or makes thinly veiled references to his immigration status. A enjoys hanging out with B one-on-one, but is less comfortable during class.

## Scenario #2:

*A & B are students in different ELD classes. They immigrated from the same country and speak the same language at home.*

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A has been in the United States for 9 months, while B has been in the United States for several years. B has decided to be A's unofficial mentor. When A first arrived, B showed A around the school. B translates for A in classes and when talking to teachers. A is grateful, but sometimes B jumps in and translates when A understands or when A is trying to formulate a response.

## Scenario #3:

*A is a student and B is a teacher.*

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A is a student in B's class. A is still learning English but works really hard in every class. When A raises his/her hand to respond to a question sometimes it takes some time for A to translate the words into English. B quickly moves on to another student and does not allow enough time for A to answer (even though A knows the answer).