

IDENTIFYING THE REAL PROBLEM

Purpose: This lesson emphasizes the need for accurate problem definition when faced with situations such as dilemmas, conflicts with others (or self) or major decisions. Students learn a method for identifying the real problem.

Time Required for Lesson: 50 minutes

Grade Level: 12

Missouri Comprehensive Guidance

Strand: Personal and Social Development

Big Idea: PS 2. Interacting With Others in Ways That Respect Individual and Group Differences

Concepts: PS.2.B. Respect for self and others

PS.2.C. Personal responsibility in relationships

ASCA Standards:

Domain: Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

Materials: Paper; Pencils/pens

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 12 Unit Interacting with Others in Ways the Respect Individual and Group Differences

Concept: PS.2.B. & PS.2.C.



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students identify steps in problem-solving and apply to a problem he or she is facing or could face in the future.

Lesson Preparation

Essential Questions: What are effective ways of dealing with problems?

Engagement (Hook): Ask: What is the advantage or disadvantage of taking a closer look at a situation or problem?

Procedures

Professional School Counselor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Explain to students that problem identification is one of the most important steps in problem-solving. Illustrate with the idea that in counseling, once a client has identified and “owned” the problem, the problem is almost solved. One of the most important functions of a counselor is to “mirror” or reflect upon a person’s situation so that he or she can more accurately identify the problem. 2. Lead a brainstorming activity on what keeps people from being able to identify problems. 3. Suggest the following: a) Denial- one does not want to admit his or her problems and often blames others. 	<ol style="list-style-type: none"> 1. Students listen 2. Students brainstorm on what keeps people from being able to identify problems and discuss ideas. 3. Students listen and discuss the suggestions of: denial, inaccurate self-perception, and ignorance of options

Professional School Counselor Procedures:	Student Involvement:
<p>b) Inaccurate self-perception- one believes something about himself or herself that may not be true. c) Ignorance of options available- one does not consider a full range of options and feels unnecessarily trapped.</p> <p>4. Explain methods for overcoming these road blocks to problem identification. Give examples of each: a) Denial- often requires strong intervention from intimates or some major tragedy to open up the eyes, i.e. alcoholism. b) For inaccurate self-perception, communication and feedback are very important. For example, one who thinks he or she is unintelligent should think, “What can I do to make the situation better?” In exploring this question, the issue may be redefined more accurately. Remind students that talking with another person, e.g., their professional school counselor or a friend, can also be helpful. c) Ignorance is often a road block to problem identification. Define a broad range of problems in which getting more information may be the first step. Summarize that when problems are encountered, the first thing one should do is get more information in order to identify the real problem.</p> <p>5. Ask students to generate problems that teenagers frequently encounter. Ask students to define the process for identifying the real problem.</p> <p>6. Have students work in small groups to solve problems they generated. Ask groups to share their results with the class.</p> <p>7. Summarize by emphasizing the need for accurate problem definition when solving problems.</p>	<p>available</p> <p>4. Students listen and discuss the methods to overcoming road blocks to problem identification.</p> <p>5. Students generate problems that teenagers frequently encounter and define the process for identifying the real problem.</p> <p>6. Students work in small groups to solve problems they generated and share results with the class.</p> <p>7. Students listen and ask questions for clarification.</p>