

## SOLVING PROBLEMS TOGETHER

**Purpose:** Students participate in developing a consensus solution to a problem in small groups to gain an understanding that the brainstorming process with peers can be a valuable problem-solving technique.

**Time Required for Lesson:** 50 minutes

**Grade Level:** 9

**Missouri Comprehensive Guidance Strand:** Personal and Social Development

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

**Concept:** PS.2.C. Personal responsibility in relationships

**ASCA Standards:**

**Domain:** Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**Materials:** Shoe box with a slit; Large pieces of chart or butcher paper, markers

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 9 Unit:** Interacting With Others in Ways That Respect Individual and Group Differences

**Concept:** PS.2.C



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

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

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

### Academic Content Area(s)

### Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English 4. Oral and written formal and informal issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

### Enduring Life Skill(s)

	Perseverance		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:**

In small groups, students develop a consensus solution to a problem and share it with the whole class.  
Ease with which students interact and share problem solving solutions in small and large group settings.

### Lesson Preparation

**Essential Questions:** In what ways are problems solved?

**Engagement (Hook):** The brainstorming “effect!” Explain to students that problems are often solved by individuals, with the help of others and collectively.

### Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
1. Students are instructed to write down a problem encountered by his or her age group. Give suggestions: there is alcohol at a birthday party you are attending or a joint is being passed around. What will you do?	1. Each student writes down a problem related to his or her age group.
2. Ask each student to place his or her problem in the box. Shake the box (mixing the problems).	2. Students place problems in the box.
3. Group students in groups of 4 or 5; as they get into groups, distribute chart or butcher paper to groups.	3. Students get into groups as directed.
4. Ask a volunteer from each group to draw a problem from the box and write the problem on the group’s paper.	4. Volunteers draw problems from the box and write it on the paper provided.
5. Give the groups 1 minute to generate as many solutions as possible. Recorder writes solutions verbatim as they are given. Emphasize <i>rules of brainstorming: as fast as possible, as many ideas as possible, all responses “OK”, No evaluation—positive or negative, no ownership of ideas.</i>	5. Students brainstorm solutions for 1 minute; recorder writes solutions on paper.
6. At the end of 1 minute, tell students to look over their lists and add more ideas.	6. Students add solutions they did not think of during first step of process.
7. Explore and evaluate the negatives and positives of each solution.	7. Explore and evaluate the negatives and positives of each solution; encourage participation of all group members.
8. Allow each group member to “cross-off” solutions he or she could not implement.	8. Students cross-off solutions they could not implement.
9. Discuss remaining solutions in terms of potential effectiveness and consequences; reach a group consensus on the best solution.	9. Students consider potential effectiveness and consequences of each suggested solution; group reaches a consensus on the best solution.
10. Groups present problems and consensus solutions to class.	10. Group members choose a spokesperson; spokesperson presents problem and solution.
11. Process groups’ work together—what worked? What was most difficult? Discuss the application of their brainstorming experiences to helping a friend in real life. <b>Suggestion:</b> Ask each group to submit its problem and solution in writing; ask a volunteer to “type-up” the problems and solutions; copy for class members.	11. Students contribute to the discussion.