

Unit #1 Title: Respecting Individual and Group Differences

Lesson Title: Be a Problem Solving Star

Lesson 4 of 4

Grade Level: 3

Length of Lesson:

20-30 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with others in ways that respect individual and group differences

Grade Level Expectation (GLE):

PS.2.C.03.a.i: Apply the steps of solving problems and conflicts with others

American School Counselor Association National Standard (ASCA):

Personal/Social Development

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

Materials (include activity sheets and/ or supporting resources)

STAR problem solving steps handouts

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

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| | Goal 1: Gather, analyze and apply information and ideas |
| | Goal 2: Communicate effectively within and beyond the classroom |
| X | Goal 3: Recognize and solve problems 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 |
| | 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)

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|---|---------------------------|---|
| X | Communication Arts | 6. Participating in formal and informal presentations and discussions of issues and ideas |
| | Mathematics | |
| | Social Studies | |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students are able to use STAR to solve common problems in the classroom.

Lesson Preparation

Essential Questions: How do others react when someone doesn't take responsibility for their own behavior? What happens when they do take responsibility for their own behavior?

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem-solving using the STAR steps

Procedures

| Instructor Procedures: | Student Involvement: |
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| <ol style="list-style-type: none"> 1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is. What do you do with a math problem? 2. Counselor selects a student to come up and solve the math problem. 3. Counselor introduces the STAR steps for problem solving, giving each student a copy of the handout. Counselor talks about each of the items and elaborates. <ul style="list-style-type: none"> • S = Stop, when you have a problem you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • T = Think, take time to think about possibilities, and what could happen with each one. • A = ACT, take the action you think is best for the situation. • R = Review, think about the choice you made, look it over and if you don't like the way it turned out go back and think again. 4. Counselor demonstrates how to use the STAR problem-solving steps to solve the math problem on the board, and then tells students that these same steps can be used | <ol style="list-style-type: none"> 1. Students respond that it is a math problem, and you answer it or solve it. 2. A student volunteer solves the math problem. 3. Students look at the handout as the counselor explains the problem-solving steps 4. Students listen and ask questions for clarity. |

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| <p>to solve other problems we face every day.</p> <p>5. Counselor names a common conflict such as someone cutting in line, and leads them through using the STAR process to solve the problem.</p> <p>6. Counselor asks students to name other common conflicts, and then has students divide into pairs or small groups to practice using STAR to solve the problems they have named.</p> | <p>5. Students participate in deciding what to do for each of the STAR steps.</p> <p>6. Students as a pair or in small groups practice using STAR to solve problems.</p> |
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Teacher Follow-Up Activities

Teacher posts STAR problem-solving steps in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

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Be a problem-solving STAR

