

Unit #1 Title: Respecting Differences in Others

Lesson Title: The Problem Solving Game

Lesson 3 of 3

Grade Level: 5

Length of Lesson: 30- 45 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.05.a.i: Review and implement strategies to resolve problems and conflicts successfully.

American School Counselor Association National Standard (ASCA):

Personal and 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)

Pencils, pens, markers, and 12" x 18" construction paper.

Pre-cut copies of the game cards for each group in an envelope.

STAR Problem Solving Poster

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

Perseverance	X	Integrity		Problem Solving
Courage	X	Compassion	X	Tolerance

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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X	Respect		Goal Setting		
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Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

In a discussion, students will identify the steps to problem solving: STAR (Stop, Think, Act, and Review) and how the steps relate to resolving problems and conflicts.

Lesson Preparation

Essential Questions: What would happen if a person did not have the skills to solve a problem?

Engagement (Hook): Tell students “Today you are an employee at a game factory. You are going to develop and make a game.” What skills will you need to work together in making the game (creativity, writing skills, communication skills, cooperation skills and listening skills)?”

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> Review the STAR steps of problem solving used in previous lessons. <ol style="list-style-type: none"> Stop – Stop and identify the problem solving situation. Think – Think about the choices or options to solve the situation or problem. Act – Decide how you are going to compromise. Review – Review the final compromise to the situation. Divide the class into small groups of four. Give each group a 12” x 18” construction paper. Tell them each group must make a game board with a start, finish, thirty spaces, and a problem box. The group must use the problem cards that are provided to play the game. When the game board is complete, the group plays the game. When a problem is appropriately resolved, the player moves forward 2 spaces. If answered inappropriately, the player must move 3 	<ol style="list-style-type: none"> Students will review the steps with the counselor and discuss the strategies to resolve problems and conflicts. Students will get into small groups. Students will create the game board per instructor procedures. Students will prepare to play the game. Students may make extra problem cards. Students play the game.

spaces backward. The winner is the first player to the finish line, but really everyone wins.	
6. The counselor asks the students to share ideas about how they worked together in developing and playing the game.	6. Each group will complete the game and share ideas about how they worked together.

Teacher Follow-Up Activities

Use the STAR Problem Solving Strategy in the content areas and at the Peace Table. Allow group times for the students to play the game.

Counselor reflection notes (completed after the lesson)

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Game Cards

Stop, think, act, and review.	Stop, think, act, and review.
You are caught talking in class by the teacher.	Your dog ate your homework.
You are late to school.	You left your homework at home again.
You lost your lunch money.	You forgot the Science Project is due today.
The teacher always calls on you when you don't know the answers.	Your friends are always first to take a turn at recess.
Someone stepped on your new shoes.	The field trip is today and you forgot your permission slip.
You are pushed in line and the person in front of you is very angry, because you pushed them.	Someone says that you started a rumor about several classmates.

Be a problem-solving STAR

