# Unit 3: Problem-Solving

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **10 Weeks**
Status: **Published**

## Unit Overview

In this unit, students will learn how to make friends. They will learn to use a three-step problem-solving model. Students will use the model to resolve conflicts with friends/peers.

## Standards

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |

## Essential Questions

- Why is it important to make friends?
- How can anger ruin friendships?
- What is the best way to make a friendship?
- Why is it important to solve problems?

## Application of Knowledge and Skills...

## Students will know that...

- social skills are used to solve problems.
- solutions are attainable when a problem is broken down into manageable steps.
- there are steps one can take to reduce impulsive behavior.

## Students will be able to...

- a. "read" a social situtation and identify problems.
- b. identify pro-social goals for interactions.
- c. generate and rate lists of solutions to solve problems.
- d. select solutions that will best meet the needs of social goals.

## Assessments

- Problem-Solving Situations Pre-Assessment Diagnostic: Instructional/Assessment Focus Through a series of scenarios, students will provide ideas to solve the issues peacefully.
- Fair Ways to Play" Song Formative: Self Assessment Using a toy prop with a partner, students will mime the actions described in the song to illustrate fair play, trading, and taking turns.
- Inappropriate Actions Summative: Other visual assessments Students draw inappropriate actions between friends. They describe their illustration and provide explanations as to why friends treat each other inappropriately at times.
- "Be Calm Bunny", "Slow Down Snail", and "Impulsive Puppy" Story Book Summative: Student Portfolio In a class-created storybook, students use characters to show the techniques for problem-solving.
- Problem-Solving Quiz Summative: Written Test A performance assessment in which students identify the steps to solve conflicts between friends.
- 21st Century Benchmark Final Summative: Benchmark Assessment A benchmark assessment on empathy, emotions management, and problem-solving

## Activities

- Problem-Solving Rap: Students listen to the words and sing along with the song to help them understand why solving problems is important.
- "Penny's Problems" Cards: Students organize the appropriate way to handle a problem by placing the cards in the correct order.
- Row, Row Rounds: Students will sing "Row, Row, Row Your Boat" in rounds to learn about distractions.
- Problem-Solving Steps: A handout that describes ways to solve problems.
- Pretend and Practice: In small groups, students take turns trying to distract each other. Students practice methods of handling distractions.
- Interrupting Story: A picture story about interrupting and how to cope with it.
- "Excuse Me" Game: Students take turns using polite terms, such as "Excuse Me", to interrupt politely during a conversation.
- Fair Play Role-Play: Students listen to a fair play situation and identify the steps to resolve a problem between friends.
- "I-Message" Video: A video activity in which students practice "I-Messages" during the pauses to express to friends how they feel in a positive way.
- We Answer To... Poster: A class-created poster in which students write the specific names they wish to be called.
- Having Fun Story and Discussion: A photo and story about having fun with friends.
- Joining In Rhyme: A poem about how to get involved in activities with others.
- Class Performance: Small groups will recite songs and rhymes learned throughout the year for a parent

showcase.

## Activities to Differentiate Instruction

- More advanced students will be challanged to describe times in their lives when problems occured and what they did to solve them.
- Visual learners may draw the problem-solving techniques and place them around the room for others to view.
- A color chart will be used to reinforce postive behavior relative to following directions and playing fairly.

## Integrated/Cross-Disciplinary Instruction

- Music connection: Students dance, clap, or move with the song.
- Language Arts connection: Students develop a word web to describe friendships.

## Resources

- *Second Step* Workbook
- *Second Step* Unit Cards
- "Impulsive Puppy" & "Be Calm Bunny" Handouts
- CD: "Second Step Sing Along"
- Teacher-created handouts, activities, and lessons
- Take-home handouts to parents