Unit 3: Social Problem-Solving

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

Unit Overview

Impulse control and problem-solving are essential skills in helping students achieve social success. In this unit, students will understand that impulsive behavior may lead to serious, undesirable consequences. They will use calming techniques to decrease impulsive, aggressive behavior. They will break down a problem into four specific steps: identifying the problem, brainstorming solutions, choosing a solution, and evaluating the choice. Ultimately, this unit shows students that they have control in dealing with the difficult behaviors of others by exerting self-control and addressing problems in a methodical, logical, and fair way.

Standards

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.CRP5	Consider the environmental, social and economic impacts of decisions.
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.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.

Essential Questions

- What is impulsive behavior?
- How does impulsive behavior affect me and others?
- How can I stop myself from acting impulsively?
- What can I do when I am dealing with a difficult problem?
- How can I solve problems with my friends?

Application of Knowledge and Skills...

Students will know...

- how to break a problem down into manageable steps
- that impulsive behavior is accompanied by feelings of anger, embarrassment, or upset
- that social skills are used to solve problems
- the definition of impulsive behavior
- the steps used to reduce impulsive behavior

Students will be able to...

- a. identify impulsive behavior
- b. identify strong emotion
- c. list social skills used in problem-solving
- d. demonstrate and practice calming-down techniques
- e. list the parts of the problem-solving process: verbalize the problem in a given situation, brainstorm solutions, evaluate solutions for possible consequences, choose a solution from several alternatives, evaluate the choice for feasibility

Assessments

- Stop, Calm Down, and Think! Role Play Formative: Dramatization Students will role play calming down strategies to given problem scenarios: stop, take three deep breaths, count backwards, and think calming thoughts.
- Problem Solving: Identifying the Problem and Brainstorming Solutions Formative: Other oral assessments Students will brainstorm solutions to given problem scenarios. Students will orally volunteer their ideas.
- Choosing, Using, and Evaluating Solutions Formative: Other oral assessments Students will evaluate teacher-selected problem scenarios and two possible solutions by addressing four questions: 1. Is the solution safe? 2. How will others feel about it? 3. Is it fair? 4. Will it work?
- Empathy Training, Impulse Control and Problem Solving: Mid-Term Summative: Benchmark Assessment Students will identify the six universal emotions, recognize impulsive behavior, and list the steps in problem-solving.

Activities

- Introduction to Impulse Control and Problem-Solving: Students will be able to give an example of an interpersonal problem, will role-play social skills in given situations, will understand social skills as rules to be used for problem-solving.
- Stop, Calm Down, and Think: Students will identify impulsive behaviors and the strong emotions that accompany them. They will demonstrate and practice calming-down techniques in given scenarios.
- Identifying the Problem and Generating Solutions: Students will work in small groups to verbalize the problem in a given scenario and brainstorm solutions in writing on poster paper.
- Choosing, Using, and Evaluating Solutions: Using the list of possible solutions generated in the

previous lesson, students will work in groups to evaluate each choice for its safety, effect on others, fairness to others, and its feasibility.

Activities to Differentiate Instruction

- teacher-modeled behavior for role-plays
- modified performance rubric
- study guides
- modified problem scenarios

Integrated/Cross-Disciplinary Instruction

- Performing Arts: student-directed role-plays
- Writing: students brainstorm possible solutions to problem scenarios in writing

Resources

- Committee for Children's: Second Step, A Violence Prevention Curriculum

1. parent letters
2. role-plays
3. photo cards
4. video clips
5. classroom posters