Unit 3: Problem-Solving

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will review the steps for calming down and impulse control, such as deep breathing, counting slowly backwards, and self-talk. They will apply problem-solving strategies to social situations, such as joining a group, playing a game with others, and apologizing. This type of behavioral skills training breaks down a problem into five small steps: stating the problem, brainstorming solutions, evaluating each solution, choosing one solution, and seeing if the chosen solution works. Students will understand that by using these strategies, they will solve interpersonal conflicts peacefully and fairly.

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
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

- What are the consequences of impulsive behavior?
- Why is it important for me to wait patiently before joining a group?
- What are some of the skills necessary for playing a game so that all are treated fairly?
- What is the difference between making an apology and making an amend, and why are these behaviors important?

Application of Knowledge and Skills...

Students will know...

- that apologizing and offering to make amends help us to get along with others

- that calming-down techniques reduce impulsive behavior
- that joining a group requires waiting for the right moment and making a respectful request
- that playing a game requires setting rules, choosing sides, deciding who starts, taking turns, following the rules, and gracefully accepting winning or losing
- that problem-solving strategies can be applied to interpersonal problems

Students will be able to...

- a. demonstrate calming-down techniques (deep breathing, counting slowly, and self-talk) and problem-solving strategies (stating the problem, brainstorming solutions, evaluating each solution, choosing one solution, and seeing if the chosen solution works)
- b. role-play a request to join an activity
- c. list the skills necessary for playing a game so that all are treated fairly
- d. distinguish an apology from an amend

Assessments

- Calming Down and Problem Solving Diagnostic: Dramatization Students will demonstrate through role-play calming-down techniques: deep breathing, counting slowly, and self-talk; as well as problem-solving strategies: stating the problem, brainstorming solutions, evaluating the solutions, choosing one solution, and seeing if the chosen solution works.
- Joining a Group Formative: Dramatization Students will demonstrate impulse control and problem-solving techniques for joining a group. They will show that it is necessary to wait for the right time and to make a polite request. Students will role-play how to behave if the group refuses to have them join.
- Playing a Game Formative: Self Assessment Students will evaluate their own behavior according to game rules, playing fairly, and sportsmanship when playing a group game.
- Empathy Training, Impulse Control, and Problem Solving: Mid-Term Summative: Benchmark Assessment Students will define key terms: preference, intentions, cause and effect, apology, amend, sportsmanship, and impulsive. They will be able to list calming-down techniques and problem-solving strategies. They will be able to identify steps for joining a group and for making an apology. They will identify the behaviors necessary for playing a game fairly and the need to win or lose gracefully.

Activities

- Review of Impulse Control and Problem-Solving Strategies: Using a video clip as a model, students will role-play situations where they must use calming-down techniques and problem-solving strategies.
- Joining a Group: Students will role-play the skill steps involved in joining a group: waiting for the right moment and making a respectful request. They will also problem-solve a refusal from the group.
- Playing a Game: Students will play a game together and will evaluate the success of the game according to the following criteria: setting clear, fair rules; deciding who starts; how to take turns; following the rules; and gracefully winning or losing.
- Apologizing: Given role-play scenarios, students will demonstrate the following steps: admit what happened (accepting responsibility), saying "I'm sorry" (making an apology), and offer to make things

better (offering an amend).

Activities to Differentiate Instruction

- more advanced students: student-led design for role-plays or group games
- challenged students: teacher will model appropriate behaviors and provide a more directive approach
- study guides
- modified tests

Integrated/Cross-Disciplinary Instruction

- Performing Arts: role-plays reinforce acting skills
- Physical Education: game-playing skills reinforce sportsmanship
- Writing: Student-designed role-plays and/or homework assignments that connect at-home experiences with problem-solving techniques reinforce wiriting skills.

Resources

Committee for Children's: Second Step: A Violence Prevention Program

- photo cards
- video clips
- take-home letters
- handouts for homework
- posters: "Calming Yourself Down" and "How to Solve Problems"

Teacher-made study guides, tests, and performence rubrics