

Project GOAL Group Session #15

Instructional Focus:

Problem-Solving: Step #6- Students will review problem-solving steps 1-5 and learn to Pick the Best Solution before they Take Action to solve a problem.

Activities:

1. Share journals (5 min)
2. Review Problem-solving steps 1-5 with scenario (10 min.)
3. Introduce Problem-solving step #6: Pick the Best and Take Action (10 min.)
4. Guided Practice with scenario #1 (10 min.)
5. Independent practice with scenario #2 (10 min.)
6. Assign journal entry #15 (5 min.)

Materials:

1. Student journals
2. PowerPoint for session #15
3. A/B cards to increase student engagement (and pre-determined partners)
4. Lesson 15 student answer sheets

Activity 1: Share journals (5 min.)

- Display slide 1 as students enter the room.
- Start by sharing the agenda for today's session (slide 2)

SAY: We will start today by sharing our journal entries from our last session.

- Display slide 3.
- Start by sharing one of your own experiences, if you can, to break the ice. Then go around the room, having students share. TIP: For reluctant speakers, you may choose to have students share in pairs instead.

SAY: Thank you for sharing. That was a good activity to practice the last problem-solving step we learned: Brainstorm possible solutions. Today we will review what we know so far about problem-solving and then learn the last step, which is Pick the best solution and take action. There's a lot of thinking to do before we take action in solving a problem. Let's review all of the steps that we need to take before taking action.

Activity 2: Review Problem-solving steps 1-5 with scenario (10 min.)

- Display slide 4

SAY: So far we know 5 problem-solving steps (Read steps from slide 4)

- Display slide 5

SAY: Let's use Roberto's scenario as a sample problem. We will discuss each problem-solving step in partners.

- Read scenario aloud.
- As you review problem-solving steps in the following slides, have students share in partners and then review the appropriate responses with the class to insure all students get a thorough review of the steps.
- Display slide 6

SAY: Step 1 is to recognize a problem exists. At this point, Roberto already realizes he has a problem.

ASK: A's tell B's How would Roberto recognize he has a problem? How might he feel when he goes to science class?

- Guide students through sharing appropriate responses. *(Possible response: He knows he has a problem because he feels upset when he goes to science. He feels resentful, angry, and not wanting to participate. He feels the teacher doesn't like him so he no longer wants to try.)*
- Display slide 7.

SAY: Step 2 is to stop and get ready to think. Since Roberto is upset with his teacher, his impulses might lead him to be rude to his teacher, refuse to do work, or even skip science class.

ASK: B's tell A's What can Roberto do to get him in the right mindset to make good decisions and avoid getting into further trouble in science class?

- Guide students through sharing appropriate responses. *(Possible response: He can use positive self-talk to calm down and put the situation into perspective; he can respond thoughtfully to the situation instead of following his impulses.)*
- Display slide 8.

SAY: Step 3 is to state the problem clearly. The problem isn't that Roberto has a mean science teacher. Roberto may feel that way, but to state a problem clearly, one must leave out feelings and judgments and stick to the facts.

ASK: A's tell B's- Stated clearly, what is Roberto's problem?

- Guide students through sharing appropriate responses. *(Possible response: Roberto's teacher will not accept his work unless it is written neatly; Roberto's grade in science is low)*
- Display slide 9.

SAY: *Step 4 is to get the facts. Remember there are facts about Roberto himself and facts about his teacher that he will have to know in order to make a thoughtful decision.*

ASK: *B's tell A's one fact that Roberto will have to consider.*

ASK: *A's tell B's another fact that Roberto will have to consider.*

- Guide students through sharing appropriate responses.
- *(Possible responses: Roberto's objective in the situation- to raise his grade in science class; Roberto's emotional level- he is upset with his teacher so he will need to cool down; Roberto's power/status- it is lower than the teacher so he will have to be respectful even if he doesn't agree; Teacher's objective- to teach Roberto to turn in neat work, to make Roberto a better student; to help Roberto be successful in the future.)*

- Display slide 10

SAY: *Step 5 is to Brainstorm possible solutions. This just means to take the time to generate at least 3-4 possible solutions. With your partner, brainstorm at least 3-4 possible solutions to Roberto's problem.*

- Distribute the lesson 15 student sheet. Have students complete their answer sheets (in partners or individually) for step 5 and 6.
- Give students 3-5 minutes to write down possible solutions, as you walk around to monitor and provide guidance and feedback.
- Display slide 11

SAY: *Remember to cross out any solutions that are hurtful, violent, or illegal. Now, hold on to your list of solutions and we will go back to them as we move onto step #6.*

Activity 3: Introduce Problem-solving step #6: Pick the Best and Take Action (10 min.)

- Display slide 12

SAY: *Here is a list of all the problem-solving steps. The last step is to pick the best solution and then take action. Remember that there's a lot to think about before you take action to solve a problem, but these steps will ensure that you make a thoughtful response instead of just following your first impulse.*

- Display slide 13.

SAY: *When people make bad decisions in solving a problem and get themselves into even more trouble, they usually make one or more of these mistakes. Some common errors that lead people to take the wrong action are: rushing into a decision, not thinking of alternatives, not taking responsibility for their own actions, not thinking about the consequences, and thinking they can get away with their actions.*

- Display slide 14.

SAY: *Problem-solving step #6 tells us to pick the best solution and then take action. This means we need to reject any solutions that might lead us into more problems. There are two main questions to ask yourself when choosing the best solution to a problem: 1. Can this solution hurt my future or get me in trouble? 2. Can this solution hurt other people in an unfair or aggressive way? Note that making a decision that is best for your future will not always make everyone happy, but you should not do anything to purposely hurt other people with your decision.*

Activity 4: Guided Practice with scenario #1 (10 min.)

- Distribute Lesson 15 student sheet 1.
- Allow students time to generate a list of potential solutions.

SAY: *Now, get out your list of possible solutions for Roberto that you and your partner came up with. You will use that list to practice problem-solving step #6. You will pick the best solution or solutions to Roberto's problem.*

- Display slide 15-16. Read instructions.
- Allow 3-5 minutes for students to complete the activity.
- Display slide 17.
- Allow time for sharing with the class. Each duo will choose one speaker to share their solution with the class and the reason why they chose the solution.
- Answers vary. Some possible responses are: Roberto can speak to the teacher to ask if he can rewrite his work and then write his work more neatly in the future; Roberto can ask his teacher to give him another chance to do the homework or to do an extra assignment to make up the points; Roberto can just forget about the homework assignment and study hard to get his grade up.
- Some unacceptable responses are: Roberto can just talk to his counselor to get out of that class (That's not taking responsibility for his actions; who knows if that teacher will set lower expectations for neatness.); Roberto should stop doing his homework if he won't get credit anyway (This will obviously hurt Roberto's grade and therefore his future)

Activity 5: Independent Practice with scenario #2 (10 min.)

- Distribute Lesson 15 student sheet 2.

SAY: Now, I will present you with one more sample problem. This time Dominic needs your help.

- Display slide 18. Read the scenario
- Use slides 19-23 to review as necessary. Allow students to be more independent as they are ready.
- Display slide 24 and circulate around the room while students complete the activity.
- Display slide 25. Allow time for sharing with the class. Each duo will choose one speaker to share their solution with the class and the reason why they chose the solution.
- Answers vary. Be sure that solutions are positive actions that work toward Dominic's objectives without being harmful to his future or to others.

Activity 6: Assign journal entry. (5 min.)

- Display slide 18. Read and explain journal topic.
- Distribute journals.