

<b>Unit #1 Title:</b> Respecting Individual and Group Differences	
<b>Lesson Title:</b> Be a Problem Solving Star	<b>Lesson 4 of 4</b>
<b>Grade Level:</b> 3	<b>Length of Lesson:</b> 20-30 minutes
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.2: Interacting with others in ways that respect individual and group differences	
<b>Grade Level Expectation (GLE):</b> PS.2.C.03: Apply the steps of solving problems and conflicts with others	
<b>American School Counselor Association (ASCA) National Standard:</b> Personal/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)**

Copy of *STAR Problem Solving Steps* for each student

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

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
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		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will work in a small group to demonstrate the use of the *STAR Problem Solving Steps* to solve at least one common problem in the classroom.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 Students will demonstrate the use of the *STAR Problem Solving Steps* to solve common problems in the classroom.

**Lesson Preparation**

**Essential Questions:** What happens when someone doesn't take responsibility for their own behavior?

**Engagement (Hook):** Counselor writes a math problem on the board to begin discussion of problem solving using the *STAR Problem Solving Steps*.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is, and then asks, "What do you do with a math problem?"</li> <li>2. Counselor selects a student to come up and solve the math problem.</li> <li>3. Counselor introduces the <i>STAR Problem Solving Steps</i> for problem solving, giving each student a copy of the information sheet. Counselor talks about each of the items and elaborates.                             <ul style="list-style-type: none"> <li>• <b>S = Stop.</b> When you have a problem, you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem.</li> <li>• <b>T = Think.</b> Take time to think about possibilities, and what could happen with each one.</li> <li>• <b>A = ACT.</b> Take the action you think is best for the situation.</li> <li>• <b>R = Review.</b> Think about the choice you made, look it over and if you don't</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students respond that it is a math problem, and you answer it or solve it.</li> <li>2. A student volunteer solves the math problem.</li> <li>3. Students look at the <i>STAR Problem Solving Steps</i> information sheet as the counselor explains the problem solving steps.</li> </ol>

<p>like the way it turned out, go back and think again.</p> <p>4. Counselor demonstrates how to use the <i>STAR Problem Solving Steps</i> to solve the math problem on the board, and then tells students that these same steps can be used to solve other types of problems we face every day.</p> <p>5. Counselor names a common conflict such as someone cutting in line, and leads them through using the <i>STAR</i> process to solve the problem.</p> <p>6. Counselor asks students to name other common conflicts, and then has students divide into pairs or small groups to practice using <i>STAR</i> to solve the problems they have named.</p>	<p>4. Students listen and ask questions for clarity.</p> <p>5. Students participate in deciding what to do for each of the <i>STAR</i> steps.</p> <p>6. Students, as a pair or in small groups, practice using <i>STAR</i> to solve problems.</p>
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**Teacher Follow-Up Activities**

Teacher posts *STAR Problem Solving Steps* in the classroom and refers students to them when problems arise.

**Counselor reflection notes (completed after the lesson)**

# Be a Problem Solving STAR

