

<p><b>Unit 1 Title:</b> Individual and Group Differences</p> <p><b>Lesson Title:</b> Be a Problem Solving Star <span style="float: right;"><b>Lesson 3 of 3</b></span></p> <p><b>Grade Level:</b> 2</p> <p><b>Length of Lesson:</b> 20-30 minutes</p> <p><b>Missouri Comprehensive School Counseling Big Idea:</b> SE.2: Interacting with others in ways that respect individual and group differences</p> <p><b>Grade Level Expectation (GLE):</b> SE.2.C.02: Identify the steps of solving problems and conflicts with others.</p> <p><b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Social/Emotional Development</p>
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**Materials (include activity sheets and/ or supporting resources)**

STAR problem solving steps handouts
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**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.**

Academic Content Area(s)	Specific Skill(s)
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		Tolerance
	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will utilize the STAR problem solving to solve at least one scenario.
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**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 use STAR to solve scenarios based on common problems in the classroom.

**Lesson Preparation**

**Essential Questions:** What does it mean to utilize and accept personal responsibility in relationships?

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

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<p>1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is. What do you do with a math problem?</p>	<p>1. Students respond that it is a math problem and you answer it or solve it.</p>
<p>2. Counselor selects a student to come up and solve the math problem.</p>	<p>2. A student volunteer solves the math problem.</p>
<p>3. Counselor introduces the STAR steps for problem solving, giving each student a copy of the handout. Counselor talks about each of the items and elaborates.</p> <ul style="list-style-type: none"> <li>• <b>S</b> = Stop, 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</b> = Think, take time to think about possibilities, and what could happen with each one.</li> <li>• <b>A</b> = Act, take the action you think is best for the situation.</li> <li>• <b>R</b> = Review, think about the choice you made, look it over and if you don't like the way it turned out go back and think again.</li> </ul>	<p>3. Students look at the handout as the counselor explains the problem solving steps.</p>
<p>4. Counselor demonstrates how to use the STAR problem solving steps to solve the math problem on the board, and then tells</p>	<p>4. Students listen and ask questions for clarity.</p>

<p>students that these same steps can be used to solve other problems we face every day.</p> <p>5. Counselor gives an example of a problem, such as not being able to find a pencil, and takes the class through the STAR process to solve the problem, asking students for input along the way.</p> <p>6. Counselor names other common problems such as forgotten lunch money or homework, etc. and has students participate in discussing how STAR can help solve the problems.</p> <p>7. Counselor names a common conflict such as someone cutting in line, and leads them through using the STAR process to solve the problem.</p> <p>8. Counselor asks students to name other common conflicts, and then has students practice using STAR to solve the problems they have named.</p>	<p>5. Students participate in deciding what to do for each of the STAR steps.</p> <p>6. Students actively participate in using STAR to solve common problems.</p> <p>7. Students offer ideas and participate.</p> <p>8. Students as a group or in small groups practice using STAR to solve problems.</p>

**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

