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| <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 School Counseling Big Idea:</b><br>SE.2: Interacting with others in ways that respect individual and group differences |  |
| <b>Grade Level Expectation (GLE):</b><br>SE.2.C.03: Apply the steps of solving problems and conflicts with others                                |  |
| <b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b><br>Social/Emotional Development                                      |  |

**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<br>2. Develop and apply strategies based on ways others have prevented or solved problems<br>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   | 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 like the way it turned out, go back and think again.</li> </ul> </li> <li>4. Counselor demonstrates how to use the</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> <li>4. Students listen and ask questions for clarity.</li> </ol> |

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| <p><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>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

