

<p><b>Unit 1 Title:</b> Respecting Differences in Others</p> <p><b>Lesson Title:</b> The Problem Solving Game <span style="float: right;"><b>Lesson 3 of 3</b></span></p> <p><b>Grade Level:</b> 5</p> <p><b>Length of Lesson:</b> 30- 45 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.05: Review and implement strategies to resolve problems and conflicts successfully.</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)**

<p>Pencils, pens, markers, and 12” x 18” construction paper. Pre-cut copies of the game cards for each group in an envelope. STAR Problem Solving Poster</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

**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	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will apply the STAR problem solving model to at least three scenarios.

**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.**  
 In a discussion, students will identify the steps to problem solving: STAR (Stop, Think, Act, and Review) and how the steps relate to resolving problems and conflicts.

**Lesson Preparation**

**Essential Questions:** What could happen if a person did not have the skills to solve a problem?

**Engagement (Hook):** Tell students “Today you are an employee at a game factory. You are going to develop and make a game.” What skills will you need to work together in making the game (creativity, writing skills, communication skills, cooperation skills and listening skills)?”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Review the STAR steps of problem solving used in previous lessons.                             <ol style="list-style-type: none"> <li>a. Stop – Stop and identify the problem solving situation.</li> <li>b. Think – Think about the choices or options to solve the situation or problem.</li> <li>c. Act – Decide how you are going to compromise.</li> <li>d. Review – Review the final compromise to the situation.</li> </ol> </li> <li>2. Divide the class into groups of four.</li> <li>3. Give each group a 12” x 18” construction paper. Tell them each group must make a game board with a start, finish, thirty spaces, and a problem box.</li> <li>4. The group must use the problem cards that are provided to play the game.</li> <li>5. When the game board is complete, the group plays the game. When a problem is appropriately resolved, the player moves forward 2 spaces. If answered</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will review the steps with the counselor and discuss the strategies to resolve problems and conflicts.</li> <li>2. Students will get into groups.</li> <li>3. Students will create the game board per instructor procedures.</li> <li>4. Students will prepare to play the game. Students may make extra problem cards.</li> <li>5. Students play the game.</li> </ol>

<p>inappropriately, the player must move 3 spaces backward. The winner is the first player to the finish line, but really everyone wins.</p> <p>6. The counselor asks the students to share ideas about how they worked together in developing and playing the game.</p>	<p>6. Each group will complete the game and share ideas about how they worked together.</p>
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**Teacher Follow-Up Activities**

Use the STAR Problem Solving Strategy in the content areas and at the Peace Table. Allow group times for the students to play the game.

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

### Game Cards

<p><b>You are caught talking in class by the teacher.</b></p>	<p><b>Your dog ate your homework.</b></p>
<p><b>You are late to school.</b></p>	<p><b>You left your homework at home again.</b></p>
<p><b>You lost your lunch money.</b></p>	<p><b>You forgot the Science Project is due today.</b></p>
<p><b>The teacher always calls on you when you don't know the answers.</b></p>	<p><b>Your friends are always first to take a turn at recess.</b></p>
<p><b>Someone stepped on your new shoes.</b></p>	<p><b>The field trip is today and you forgot your permission slip.</b></p>
<p><b>You are pushed in line and the person in front of you is very angry, because you pushed them.</b></p>	<p><b>Someone says that you started a rumor about several classmates.</b></p>

# Be a Problem Solving STAR

