Problem Solving

Relationships, Module 4

AGENDA

1. Brainstorm: Think about the last conflict you were involved in. What was the issue? How did you solve it?

2. As a class, resolve the conflict in Scenario 1 using the SCOPE-IT strategy.

3. Working with a partner or small group, resolve the conflict in Scenario 2 using the SCOPE-IT strategy.

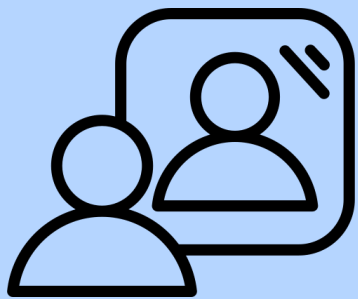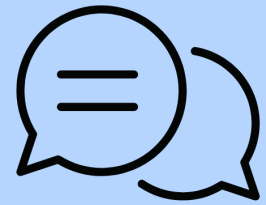4. Reflect: Has there ever been a time when you've been grateful for the understanding or learning that was the result of the conflict?

BRAINSTORM

Think about the last conflict you were involved in. What was the issue? How did you solve it?

DISCUSS

What solutions did you come up with? Were you happy with the outcome?
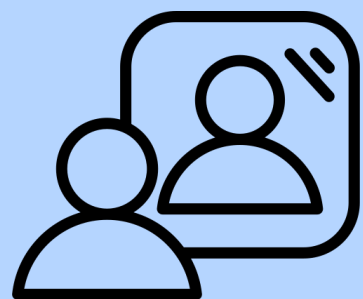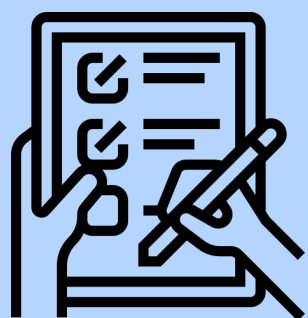
DIVE IN

SCOPE IT!
Strategy

Stop and take some deep breaths.

Consider how we are feeling and why.

Options – what can we do?

Plan – what are the steps?

Evaluate the outcome.

Insights: How can I use what I've learned? What do I know about myself now?

Transform: Is that consistent with the person I want to be? If not, what do I need to do differently?

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ACTIVITY

Work in pairs to complete each scenario on the worksheet.

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Worksheet

Name: _____   Date: _____

Problem Solving

SCOPE-IT!	Scenario 1: All your friends are going out on Saturday night, but you're supposed to work.	Scenario 2: There's a big party happening at a friend's house while their parents are out of town. Your parents only let you go to parties if adults are present.
Stop and take some deep breaths. Identify the precise problem.	I really want to go out with my friends but I'm scheduled to work.	
Consider how you are feeling and why.	I haven't been able to hang out with my friends in forever! But I'm also saving up for some new sneakers.	
Options: What can you do? What obstacles might get in the way?	I can try to switch shifts with someone but I probably won't find anyone to do it. I could call in sick, but I won't make any money and I might get in trouble. I could try to meet up another time with my friends, but we all have busy schedules.	
Plan: What are the steps?	I decided that it's more important to be with my friends than make money so I'm going to call in sick.	
Evaluate the outcome.	I had an OK time going out, but I let my coworkers down and I'm out that money. Now I have to wait even longer to get my sneakers.	
Insights: How can I use what I've learned?	Next time I'll try to be part of the planning process so I don't have to decide between work and money.	
Transform: Is that consistent with who I want to be?	Being with my friends is important, too. I'm OK with my decision.	

REFLECT

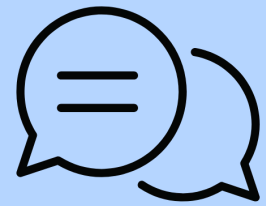Has there ever been a time when you've been grateful for the understanding or learning that was the result of the conflict? For example, maybe a conflict helped you develop a new understanding about something or maybe you made a new friend as a result?

Interdisciplinary Connections

Interdisciplinary

Engineering design challenges are a great way to provide students with an opportunity to hone their problem solving skills. A crucial part of the design process is building problem solving with team members so their project is successful.

If time allows, students can engage in one of the engineering design challenges listed below. These challenges are flexible in both timeline and materials. Teachers can set specific limits for the challenges based on their schedule and the needs of their students, and they can use materials that are readily available.

Using a specific set of materials as identified by the teacher, students will:

- Build race cars using upcycled household materials such as food boxes, soda bottle caps, etc.
- Construct a boat that holds the greatest number of pennies without sinking.
- Design a device to protect an egg from breaking when dropped from a predetermined height.
- Construct the tallest tower possible using pasta (or toothpicks or popsicle sticks) and marshmallows.
- Use a website simulation tool to simulate the spread of a disease.

For additional ideas, visit: www.teachengineering.org.

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Home Connection

Problem-Solving

Dear _____,

Today in class, we learned that **problem-solving** is finding solutions to issues. We used the SCOPE-IT strategy to aid us in solving problems.

Please encourage your student to practice the problem-solving strategy at home and report on how it went.
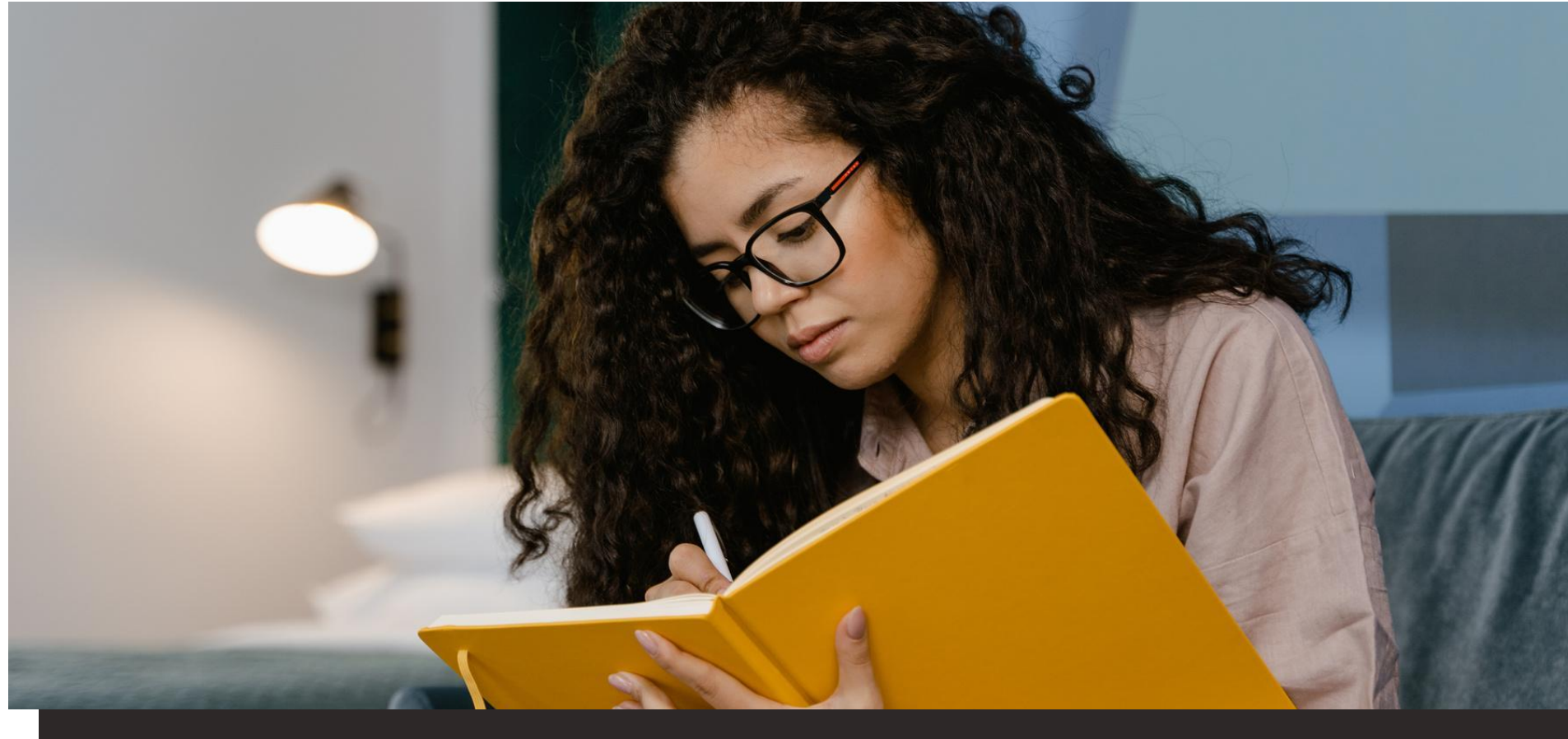
Please do not hesitate to reach out with any questions or concerns.

Best,

_____

Take 5 minutes to consider: Are there ways you can authentically incorporate problem solving into your classroom practice?

Lesson Complete!