



LESSON 4

Learning to Solve Problems Unit Grade 1 • Ages 5-7

TIME FRAME

Preparation: 15 minutes
Instruction: 30 minutes

MATERIALS

Index cards, with common problems from your class written on them before class like: Someone pushes you in line; You and another student want to play a different game at recess; A friend is upset with you; A bigger kid is bullying you; Another student doesn't want to share a toy, etc.

Learning to Solve Problems Home Extension Activity

[Kindness Concept Posters](#) for Perseverance, Respect

LEARNING STANDARDS

Common Core: Common Core: CCSS.ELA-Literacy.SL.1.1a-c, 2, 3
Colorado: Comprehensive Health S.3, GLE.1, EO.c,f; Reading, Writing and Communicating S.1, GLE.2, EO.a-c

[Learning standards key](#)

How Can We Solve This Problem?

Students will identify the best solutions for solving a variety of problems.

Lesson Background for Teachers

This lesson builds on [previous lessons in this unit](#).

Talking sticks can also be used for classroom meetings or forms of restorative justice to resolve conflict in the classroom. Learn more here: <http://www.tolerance.org/blog/talking-circles-restorative-justice-and-beyond>.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

PERSEVERANCE Keep trying even when something is difficult, not giving up.

RESPECT Treating people, places, and things with kindness.

PROBLEM A situation that is hard to deal with.

SOLUTION Something that solves a problem.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Acting out the problem and solutions.
- Talking to a partner before sharing answers.
- Making a graph to represent responses and drawing a stick figure to act out each response.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Adapted from Talk and Work It Out by Cheri J. Meiners, M.Ed., copyright © 2005. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved. Search YouTube for read aloud version of book.

Resiliency and Problem Solving resource: http://www.embracethefuture.org.au/resiliency/index.htm?http://www.embracethefuture.org.au/resiliency/problem_solving.htm

Share (2 mins)

With a partner, share which strategy you listed from [Listening with an Open Mind](#) to help you listen with an open mind. Take turns sharing. Alternatively, share with a partner what you think the word open-minded means.

Inspire

Problem Scenarios (5 mins)

*We have been talking about solving **problems** and listening to others. Now we are going to talk about how to solve some common **problems**. I am going to read a **problem** that might happen, you are going to think about ways to solve the **problem**, and then you will vote on the best **solution**.*

Read a **problem** or have a student read it. Write it at the top of a whiteboard or piece of poster paper.

Empower

Brainstorming (5 mins)

*Let's figure out some ways to solve this **problem**.*

Encourage the students to come up with three or four **solutions** and write them on the whiteboard or piece of poster paper. For example, if the **problem** is: Someone pushes you in line, then the possible **solutions** students might come up with could be: "Push the person back. Tell an adult. Say 'I don't like to be pushed.' Ignore it."

Discussion (10 mins)

*After students come up with **solutions**, have them vote by a show of hands which they think is the best **solution** to the **problem**. Then ask the following questions:*

- *Why do you think this **solution** got the least votes?*
- *If someone said this to you or acted this way, how would you feel?*
- *Why do you think this answer got the most votes?*
- *If someone said this to you or acted this way, how would you feel?*
- *Does this **solution** show **respect** to the other person?*

Discuss as many situations as you would like. You could also revisit this activity during the year as new **problems** arise or allow students to write their own **problems** on cards.

Wrap Up (5 mins.)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What are some strategies that you can use to solve a **problem**?
- What is a **solution**?

Reflection Questions

- When can it be hard to solve **problems**?
- After doing this activity, what do you think is the best way to solve **problems**?

Summary

Today we talked about different kind ways we can try to solve problems that we might have. Often when we have a problem, there are a few different ways we could try to fix the problem. It's important to persevere and try a different strategy if the first one doesn't work.



Act (2 mins)

Kindness Minute

Be extra nice to the adult who drives or walks you to school. Say, "thank you" to show you're grateful for them getting you to school on time.

Kindness in Action

Complete the Learning to Solve Problems Home Extension Activity.

Home Extension Activity

The attached take home activity can be done at any point during the unit, when you feel that the ideas being taught would benefit from reinforcement at home. Perhaps you want to distribute the sheet on a Friday (with their Friday folders) and have students return on a Monday. Write the return date on the sheet before you distribute it.

Hand out the Home Extension Activity and say: "We have been learning how to solve problems in the classroom and I want you to talk about these ideas with your family at home. Please put this in your folder and return by _____."

The day the students bring back their sheet, ask the following questions:

- How do we solve problems in our family?
- What are some new problem-solving ideas that we could try in our family?



NAME

PLEASE RETURN BY

Learning to Solve Problems Home Extension Activity

Background

As part of the Random Acts of Kindness program, we have been talking in class about what it means to be a friend and to have strong relationships with friends and family.

Vocabulary Words

CARING Feeling and showing concern for others.

RESPECT Treating people, places and things with kindness.

HELPFULNESS Assisting or serving others in a kind way.

Instructions

Review the vocabulary words listed above. Also ask your student what he or she has learned about what makes a good friend. Then discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date above:

What does it mean to be a friend?

How can we help develop strong, healthy relationships in our home?

