Patterns in the Problem Solving Wheel

Author: Kelly Martin and Lori Evans
Grade Level: 3rd Grade
Subject: Social Emotional Learning
CT Concept: Pattern Recognition

STANDARDS

SL.3.1.C
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.B
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SEL Standard 5
Responsible Decision-Making & Curiosity-Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.

LESSON OBJECTIVES / LEARNING TARGETS

I will identify patterns in the problem solving wheel to help me solve conflict.

LESSON OUTLINE & DURATION OF MAJOR COMPONENTS

Step 1 *(5 minutes)*: Review background knowledge about patterns and identify playground situations that might occur
- Pattern pre-assessment: "knowledge splash" of the word "pattern".
- Discuss: share out to the group (1-2 ideas each)
- Have you ever had a problem/conflict on the playground?
- Today we are going to think about problems that might arise on the playground and identify patterns in the problem solving wheel to help us solve them.

Step 2 *(13 minutes)*: Brainstorm problems that might arise on the playground.
- What are some problems you've experienced or witnessed on the playground? Turn and talk. Share 2-3 examples.
- Students each write an example on a post-it and bring it to the board.
- Have students start looking at the problems and thinking if there are patterns/commonalities they see in the scenarios.
- Work together to find **patterns** and form categories (hurt feelings, taking turns/sharing, breaking rules, other)
- Name the categories and identify them by their color (blue problems, red problems, etc.)

Patterns in the Problem Solving Wheel

Step 3 *(15 minutes)*: Re-introduce the problem solving wheel.
- Quickly go over the problem solving wheel options.
- Go through some scenarios and place a color coded sticker on the problem solving wheel that would be a good solution for that scenario. Use blue problem, red problem, etc.
- Ask students if they see any **patterns**. Which solutions are for blue problems, red problems, etc.?
- Be prepared for misconceptions and discussions of why a solution might not work for a scenario (apologizing if you are a "victim", making an i statement if you were the person who hurt someone's feelings).

(In the classroom - have each student shade a problem solving wheel using determined colors and make a key)

Step 4 *(10 minutes)*: Skits to practice identifying the type of problem and strategies to solve it.
- With a partner students will choose a scenario and a solution from the board. We are NOT guiding them to choose a blue problem/blue solution, red problem/red solution, etc.
- Student pairs will create a skit to model their problem and solution.
- Students will act out the skit on the playground.
- At the end of each skit:
- What colored problem was it? What color was the solution?
- Would you have solved this problem differently?

(For Monday's lesson we will just ask adult pairs to identify which problem they would choose and which solution to solve it and not act it out).

Step 5 *(5 minutes)*: Debrief
- How can identifying patterns in the problem solving wheel help us resolve conflict on the playground?
- *(If time)*: Which solutions were used frequently? Why do you think that?
- *(If time)*: Which solutions weren't used at all? Why do you think that?

MATERIALS / CURRICULUM

- Chart paper
- Markers (blue, red, green, yellow)
- Large problem solving wheel
- Copies of the problem solving wheel
- Post-it notes
- Pencils
- Colored sticky dots
- Blank paper

VOCABULARY

- Pattern
- Commonalities
- Conflict
- Challenges

Patterns in the Problem Solving Wheel

- Solution
- Category
- Resolve

LESSON DESCRIPTION	
WHAT IS THE TEACHER DOING?	WHAT IS THE STUDENT DOING?
Pre-Assessment:	
Pattern pre-assessment *(5 minutes)*: "knowledge splash" of the word "pattern". Discuss: share out to the group (1-2 ideas each)	- Students represent what they know through drawing or writing when they think of the word "pattern". 2-3 minutes. - Share 1-2 ideas with the group.
Introduction:	
Step 1 *(2 minutes)*: Identify playground situations that might occur - Have you ever had a problem/conflict on the playground? - Today we are going to think about patterns in a new way! We are going to think about problems that might arise on the playground and identify patterns in the problem solving wheel to help us solve them.	Starting to think about problems they have experienced on the playground.
Main Body:	
Step 2 *(13 minutes)*: Brainstorm problems that might arise on the playground. - What are some problems you've experienced or witnessed on the playground? Turn and talk. Share 2-3 examples. - Students each write an example on a post-it and bring it to the board. - Have students start looking at the problems and thinking if there are patterns/commonalities they see in the scenarios. - Work together to find **patterns** and form categories (hurt feelings, taking turns/sharing, breaking rules, other) - Name the categories and identify them by their color (blue problems, red problems, etc.)	- Turn and talk. - Raising hands and sharing examples (2-3). - Writing an example on a Post-it. - Finding patterns in the problems. - Identifying and naming the categories of problems.

Patterns in the Problem Solving Wheel

Step 3 *(15 minutes)*: Re-introduce the problem solving wheel.
- Quickly go over the problem solving wheel options.
- Go through some scenarios and place a color coded sticker on the problem solving wheel that would be a good solution for that scenario. Use blue problem, red problem, etc.
- Ask students if they see any **patterns**. Which solutions are for blue problems, red problems, etc.?
- Be prepared for misconceptions and discussions of why a solution might not work for a scenario (apologizing if you are a "victim", making an i statement if you were the person who hurt someone's feelings).

(In the classroom - have each student shade a problem solving wheel using determined colors and make a key)

- Identifying solutions to specific problems and placing stickers on the problem solving wheel.
- Looking for, and identifying, patterns in the colored stickers on the problem solving wheel.

Step 4 *(10 minutes)*: Skits to practice identifying the type of problem and strategies to solve it.
- With a partner students will choose a scenario and a solution from the board. We are NOT guiding them to choose a blue problem/blue solution, red problem/red solution, etc.
- Student pairs will create a skit to model their problem and solution.
- Students will act out the skit on the playground.
- At the end of each skit:
- What colored problem was it? What color was the solution?
- Would you have solved this problem differently?

(For Monday's lesson we will just ask adult pairs to identify which problem they would choose and which solution to solve it and not act it out).

- Choosing a problem and a solution.
- Create a skit of the problem and solution they chose.
- Acting out the skit.
- Adding to the discussion after each skit.

Ending:

Step 5 *(5 minutes)*: Debrief
- How can identifying patterns in the problem solving wheel help us resolve conflict on the playground?
- *(If time)*: Which solutions were used frequently? Why do you think that?

Patterns in the Problem Solving Wheel

● *(If time)*: Which solutions weren't used at all? Why do you think that?	

ASSESSMENT PLAN

Core Content Assessment:
Pre-Assessment:
Background knowledge check through a conversation about the problem solving wheel.

Post-Assessment:
Observation of skits: Did students choose an appropriate solution for the problem they were given?
Debrief Discussion or Exit Ticket - How can identifying patterns in the problem solving wheel help us resolve conflict on the playground?

CT Concept Assessment:
Pattern Pre-Assessment:
Knowledge Splash of the word "pattern". Students represent what they know through drawing or writing when they think of the word "pattern".

Pattern Post-Assessment:
Observation of skits: Did students use established color patterns on the color wheel to choose a solution that fit their problem?

Debrief Discussion or Exit Ticket - How can identifying patterns in the problem solving wheel help us resolve conflict on the playground?