

Format for Group Plans: Lesson/Session Plan

-Week/Session Number: 3

-Group Name/Topic: Work on Logistics

-Grade (s): 5th

-Time: 30 minutes

-ASCA Mindsets & Behaviors:

1. M 4. Belief in using abilities to their fullest to achieve high-quality results and outcomes
2. B-LS 2. Creative approach to learning, tasks and problem solving

-Lesson/Session Objective (**Lesson 3 of 6**): Students will begin to learn about problem solving

-Materials Needed: Stress ball/fidget toy, Large white sheet of paper, 8 pens, 8 *decision making charts*, 8 *decision making trees* and 8 *how to solve a problem* worksheets, 8 small, white sheets of paper.

-Procedures:

1. Review confidentiality/ rules in group
2. 2 highs, 1 low (stress ball/fidget)
3. Discuss and brainstorm problems students deal with weekly
 - a. The student counselor will begin the lesson by using a large white sheet of paper, drawing a line down the middle with “problems” written on one side and “possible solutions” written on the other. The students will think of weekly problems they encounter and work through solutions. Teach them the 5 step model:
 1. Identify the problem
 2. Brainstorm possible solutions
 3. Evaluate possible solutions and choose the best one
 4. Try to implement the solution
 5. Evaluate how it worked
4. Practice Effective Problem solving skills (Activity)
 - a. The student-counselor will begin the activity by having the students work in pairs. The pairs will be decided at random with each student choosing from a hat or bag, one small piece of paper with a number on it. There will be two of the same number in the bag and students who have the same number will be paired. The paired students will do the following:

1. Choose one problem written down on the large white sheet of paper, from the earlier discussion (each student should choose a different problem)
2. Have students work together to come up with solutions. Their work should look the same but they each fill out their own worksheet.
3. The pair will share their solutions with the group and describe the process they used.
4. The solutions will be written in the solutions column on the larger, white sheet of paper

b. Students will be encouraged to take the blank worksheets home and to utilize them if they are struggling with a problem

5. Bye Bye Everybody (wrap up)

-This is a wrap up to the lesson where the students will listen to a poem as they exit and follow the poems prompts

-Plan for Evaluation:

-Participation Data: (# of students who participate)

-5th grade boys who participated in groups last year

-Mindsets & Behaviors Data: (tangible product that matches learning objective)

- Students will learn problem solving skills

-Outcome Data: (academic, attendance or behavioral data lesson affected)

Attendance: when students feel a part of a small group they are more likely to come to school and participate in learning

-Follow-Up: (How will you follow up w/students who do not master competencies of lesson?)

-students who do not master these competencies will have follow-up conversations with the school counselor