**Problem Solving**:

Objective: Students will be able to identify what a conflict is, and ways to resolve it.

Definition: Problem solving is the skill of resolving issues both within ourselves and with others.

Video: <https://youtu.be/8VS7wR7gjJE> - Piper - Problem solving for self

K - 2 <https://youtu.be/Gl3e-OUnavQ> - Robin Williams on Sesame Street, talking about conflict

3 – 5 <https://youtu.be/ghk-nDJB3Tk> - Kid President on How to Disagree

Talking points:

* Talk about Piper- what was Piper’s problem and how did they overcome? What skills did Piper need. Talk about courage and perseverence
* What can we do when we have a conflict with another person? What are important steps to take?
* Talk about the importance of Stopping and Breathing before proceeding in any problem when we are frustrated, sad, or upset.
* Who are people that can help with problems? What are problems we can solve? What are problems we can ask for help solving?

Books that illustrate Problem Solving: (\*Indicates this book can be found in Cassie’s Library)

* “Beautful Oops” by, Barney Saltzberg\*
* “What Do You Do With a Problem” by, Kobi Yamada

Activities:

* Read Story and discussion
* Games:
	+ Lower Grades: Play Rhythm Detective (<https://www.playworks.org/game-library/rhythm-detective/>) or Mystery Creature – need pictures of animals for this game(<https://www.playworks.org/game-library/mystery-creature/>)
	+ Upper Grades: Play Maze Game (grades 3-5 found at <https://www.playworks.org/game-library/the-maze-game/>) or All Tangled up ( 3-5 <https://www.playworks.org/game-library/all-tangled-up-2/>)
* Tower Builder – Split students into small groups and provide newspaper, tape, and popsicle sticks. Give students 10 minutes to build the tallest free standing tower they can with their team. Debrief how they solved the problem
* Group Drawing - Divide your group of kids into teams of three. Each person on the team has a one of the following roles:
	+ **Drawer**. The drawer attempts to recreate a pre-drawn design they cannot see. They take directions from the talker. They stand with their back to the talker and viewer and may not talk.
	+ **Talker**. The talker describes the design to the drawer, without seeing the design. They may question the viewer. They may not use hand gestures.
	+ **Viewer**. The viewer sees the design. However, they are not allowed to talk and must communicate nonverbally to the talker.  Additionally, they must not draw the design in the air or actually show the design with their gestures
	+ Debrief how they solved their problem