



8

Unit 8: Planning Responses to Problems

Differentiated Instruction Teaching/Learning Examples

Duration: Determined by Teacher

1 Brainstorm

2 Continuum

3 Decision Making

4 SMART Goals

5 Tribunal Expert

6 Group Discussion

7 Reflection

Unit 8: Planning Responses to Problems

Differentiated Instruction Details

KNOWLEDGE OF STUDENTS

Differentiation based on student:

- Readiness
- Interests
- Preferences: Styles Intelligences Other (e.g., environment, gender, culture)

NEED TO KNOW

- Students' preferred way of learning in order to support the in-class sessions and their RAFT choices

HOW TO FIND OUT

- Self-assessment based on the multiple intelligences

DIFFERENTIATED INSTRUCTION RESPONSE

- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

Assessment and Evaluation

ASSESSMENT/SUCCESS CRITERIA

Knowledge and Understanding

- Demonstrates knowledge of the content
- Demonstrates understanding of the content

Thinking

- Develops goals that are relevant to the situation

Communication

- Uses correct terminology for goal setting and action planning
- Communicates goals and plans clearly

Application

- Sets goals that incorporate the elements of SMART goal setting
- Plans for goal achievement using a process such as SCORE
- Builds upon the ideas of others when working in groups

Assessment Tools

- > Rubric
- > Checklists

Unit 8: Planning Responses to Problems

Prior Learning

Prior to this lesson, students will have:

- An awareness of collaborative learning process
- An awareness of problem-solving strategies
- Some experience with setting goals
- Knowledge of some common obstacles to achieving goals and how to overcome them
- An understanding of what makes an effective goal (SMART)

Materials and Resources

MATERIALS:

Appendix A

- Student Resource 1: Healthy Lifestyle Value Line
- Student Resource 2: SMART Goal Setting
- Student Resource 3: Coping Skills Worksheet Sample and Coping Skills Worksheet
- Student Resource 4: Who's Calling the Shots?
- Student Resource 5: The 3 Rs of Reflection

Appendix B

- Teacher Resource 1: Categories Game
- Teacher Resource 2: Healthy Lifestyle Strategies
- Teacher Resource 3: Responsible Gambling Strategies
- Teacher Resource 4: Decision-making Process
- Teacher Resource 5: Barriers to Seeking Help

INTERNET RESOURCES

Healthy Lifestyle Choices

www.hlconline.org/

This web page provides information aimed at empowering youth with the knowledge and skills practice to make healthy choices for a lifetime.

GirlsHealth.gov

www.girlshealth.gov/

This site was created to help girls (ages 10–16) learn about health, growing up and issues they may face. It focuses on health topics that girls are concerned about and helps motivate them to choose healthy behaviours by using positive, supportive and non-threatening messages.

American Academy of Child & Adolescent Psychiatry

www.aacap.org/cs/root/facts_for_families/helping_teenagers_with_stress

This page gives tips to help teenagers deal with stress.

Unit 8: Planning Responses to Problems

Lesson Plan

Connections

Minds On

- > Establishing a positive learning environment
- > Connecting to prior learning and/or experiences
- > Setting the context for learning

L: Literacy
ML: Mathematical Literacy
AfL, AoL: Assessment for/of Learning
SC: Skill Continua

WHOLE CLASS ACTIVITY

- Students engage in a game of categories to review all aspects of reducing risk.
- Teacher leads discussion of central ideas from previous unit.

AfL: Anecdotal Comments

Action

- > Introducing new learning or extending/reinforcing prior learning
- > Providing opportunities for practice and application of learning (guided > independent)

WHOLE CLASS BRAINSTORM

- Students engage in brainstorming to determine strategies of a healthy lifestyle and factors negating a healthy lifestyle. Teacher Resource 2: Healthy Lifestyle Strategies.
- Using Student Resource 1, Healthy Lifestyle Value Line, student answers are placed on a value-line continuum of importance. Students determine anonymously their location on the continuum.

AfL: Anecdotal Comments

INDIVIDUALS

- Each student selects two healthy lifestyle suggestions and creates a list of things they can do to meet that healthy lifestyle.

AfL: List

THINK AND SHARE GROUPS

- The teacher addresses the fact that gambling is an accepted activity in everyday living.
- Students generate a list of responsible gambling strategies to limit the risk when individuals participate in a gambling activity. Teacher Resource 3: Responsible Gambling Strategies.

AfL: List

WHOLE CLASS DEBRIEF

- Teacher directs attention to the success factor with each strategy.
- Students focus on two or three major generalizations.

AfL: Anecdotal Comments

WHOLE CLASS

- Class discusses elements of decision-making process. Teacher Resource 4.

INDIVIDUAL

- Each student takes a role card and prepares a goal to improve the situation using Student Resource 2, SMART Goal Setting.

AfL: Anecdotal Comments

Unit 8: Planning Responses to Problems

WHOLE CLASS

- Students rotate through the role of tribunal expert, making assessments of the students' goal-setting processes. A tribunal is commonly made up of three individuals who, having studied material and information presented to them, will make a binding decision. These people are known as tribunal experts.
- Teacher directs the debrief to help class formulate generalizations that enlarge on the importance of the “emotional state” when making decisions and on the “emotional price” of all decisions; class discusses the importance of a methodical, clear-headed approach to decision making.
- Teacher introduces common causes of conflict, resolution and acceptance.

SMALL GROUPS TO WHOLE CLASS

- Teacher assigns specific tasks to each group: one to make a list of common emotions experienced by youth, another, problems commonly faced by youth, another, the decisions often made by youth.
- As a class, students randomly draw a line(s) between any emotion and any decision listed and discuss how that emotion could influence that decision.
- Students generate summary statements, using sentence starts (e.g., I noticed that..., When I am..., Individuals need...) if needed.
- Teacher reminds students that being able to name or identify an emotional state and its potential influence on a person's behaviour can often prevent that person from becoming overwhelmed with feelings of anger, fear or desire.

PAIRS

- In pairs, students will list barriers that would prevent youth from seeking help.

WHOLE CLASS

- With whole group discussion, teacher will make sure that list is complete. Teacher Resource 5: Barriers to Seeking Help.

PAIRS

- In a life skills situation, pairs are to set out strategies for success and deal realistically with foreseeable barriers to success.

SMALL GROUPS

- Students proceed with Student Resource 3, Coping Skills Worksheet, which contains a sample completed worksheet.
- Students role play scenarios with a panel of judges to determine suitability of chosen coping skill.

WHOLE GROUP

- Teacher debriefs the skills, the processes and the ongoing need for variety.

Connections

AfL: SMART Goal Template

AfL: Oral Presentation, Anecdotal Comments

AfL: Graphic Organizer, Anecdotal Comments

AfL: List

AfL: Anecdotal Comments

AfL: Graphic Organizer

AfL: Coping Skills Template

AfL: Anecdotal Comments

Unit 8: Planning Responses to Problems

Connections

INDIVIDUAL

- Students complete Student Resource 4: Who's Calling the Shots?
- Teacher provides discussion on personal control.

AfL: Who's Calling the Shots? Template

Consolidation and Connection

- > Helping students demonstrate what they have learned
- > Providing opportunities for consolidation and reflection

INDIVIDUAL RAFT ASSIGNMENTS

- The RAFT assignments are differentiated based on student intelligence preferences. RAFT assignments can be done independently, or in pairs or groups in class or out of class. In all cases students require an understanding of the aspects of a RAFT topic, and rubrics need to be supplied for all topic possibilities.

AfL: RAFT Task Formats

DIFFERENTIATED INSTRUCTION TEACHING/LEARNING EXAMPLES

	Role	Audience	Format	Topic
1	Dear Abby	Adult	Advice letters	Write an advice column formulated on the traditional "Dear Abby" column and create typical scenarios in which a gambling problem is involved.
2	Youth counselling advisor	Adult	Snakes and Ladders	Create a life-size Snakes and Ladders mat with real-life situations on all spaces.
3	Student mentor	Adult	Game	Create a game that uses all the processes of decision making in everyday situations that teens face.
4	Youth worker	Adult	Business letter	Using business-letter style, write a letter to the head of the finance committee chiefly responsible for the fundraising that supports your program. Request additional funds to provide ongoing decision-making-skills activities.

INDIVIDUAL METACOGNITION

- The 3 Rs of Reflection: Students use The 3 Rs of Reflection (Retell, Relate, Reflect) as a way for them to reflect on their learning prior to the next class.

AfL: 3 Rs of Reflection

Student Resource 1

Healthy Lifestyle Value Line

WELL-BALANCED

DISASTER/LIFE-THREATENING

Student Resource 2

P. 1

SMART Goal Setting

Goal setting can help you maintain a healthy lifestyle since it gives you a clearer vision of what you want to accomplish and increases the likelihood of success. The SMART acronym can assist you when setting goals.

- S** Goals must be **Specific** and the more specific the better. State your goal in as exact terms as possible. The more specific your goal, the more focused your attention to achieve your goal.

Here is an example to demonstrate:

My goal is to save money so that I can buy myself an iPod. More specifically, in order to get the iPod that I want, I have to save \$180.

- M** Targets should be **Measurable**. Measurable goals establish concrete criteria to measure your progress. So think about what will be the measurement of your achievement of your goal. If you can't measure the goal, then how will you know that you have achieved your goal? You need to ask yourself questions such as How much? How many? When will I know when I have completed the goal?

Since my goal is to save up \$180, it will be easy to measure.

- A** Goals should be **Achievable**. Have you put in place a clear action plan to achieve your goal?

In order to save up \$180, I will take on one extra shift at work every month. I will also spend less money on other expenses such as meals out with friends.

- R** Goals must be **Realistic**. One of the common failures of goal setting is that people set goals that are too hard or too easy. Unrealistic goals will lead to discouragement.

I plan on saving \$180 within the next three months. My monthly income from my part-time job is approximately \$220 per month. My monthly expenses are approximately \$150. This leaves me with \$70 a month that I can save toward my new iPod.

- T** Targets should be **Time-based**. Setting a time frame for your goals firms up the importance of the goal. Decide your timetable for completion, then stick to it.

My goal is to save \$180 within three months.

Student Resource 2

P. 2

MY GOAL: _____

S (specific)

M (measurable)

A (achievable)

R (realistic)

T (time-based)

Student Resource 3

Coping Skills Worksheet Sample

A. WHAT DO I WANT?

I want to be more popular at school.

Emotions and/or Stress Related to Decision	Goals Related to Decision
<ul style="list-style-type: none"> • Fear (don't want to seem needy) • Excitement (possibility for new relationships) 	<ul style="list-style-type: none"> • Become more popular • Remain genuine • Remain true to myself

Decision Statement:

I have decided to become more popular at school and at the same time always be genuine and true to my values.

B. COPING SKILLS THAT I WILL USE:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Stress Reduction | <input checked="" type="checkbox"/> Managing Emotion |
| <input type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Support/Advice |
| <input type="checkbox"/> Information Resources | <input type="checkbox"/> Other: _____ |

Notes:

It's a big step for me to stretch myself and consciously try to become more popular at school. At times realizing this decision will be stressful and at times it could get me down or be so exciting that I could lose my head. So I'll still do the things that I like to do to chill me out—walk the dog, play sports, read. I may need to talk to my oldest friend about how my plan is going. It's important for me to stay in touch with my emotions and develop ways to deal with disappointment or getting carried away by social possibilities as I pursue my goal.

C. MY OPTIONS:

	Pros	Cons
1 Find a popular person and try to become his or her friend.	This could get me into a popular group.	I could lose touch with my best friends.
2 Join one of the sports teams or join the student council.	Other people could notice me and it could lead to making new friends.	I might not make it onto a team or the student council and then I'll feel like a loser.
3 Throw a party at my house.	I could invite my old friends and new people could come, and that might be easier than trying to get accepted into a new group of people.	Maybe no new people would come and I'll be back to square one.

Student Resource 3

P. 2

D. SELECT YOUR BEST OPTION:

Option 2—I'll try out for the volleyball team.

Break Down Option into Steps	Results from Doing the Steps	Adjustment after Seeing the Result of This Step
Practice at the community centre first.	I really need to work on my serve.	Spend more time practising my serve.
Run three times a week to build my stamina.	My stamina is up by 30%.	Now I need to work on my upper body strength.
Visualize what the tryout for the team will be like and then go for the tryout.		

E. THINGS TO REMEMBER:

What worked with this decision or solution to a problem?

I now have a new friend on the volleyball team.

What didn't work with this decision or solution to a problem?

I'm now more popular with the jocks but the person I'm especially interested in is not a jock!

Student Resource 3

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Coping Skills Worksheet

A. WHAT DO I WANT? _____

Emotions and/or Stress Related to Decision	Goals Related to Decision

Decision Statement: _____

B. COPING SKILLS THAT I WILL USE:

- Stress Reduction
- Communication Skills
- Information Resources
- Managing Emotion
- Support/Advice
- Other: _____

C. MY OPTIONS:

	Pros	Cons
1		
2		
3		

Student Resource 3 P. 4

D. SELECT YOUR BEST OPTION: _____

Break Down Option into Steps	Results from Doing the Steps	Adjustment after Seeing the Result of This Step?

E. THINGS TO REMEMBER:

What worked with this decision or solution to a problem? _____

What didn't work with this decision or solution to a problem? _____

Student Resource 4

Who’s Calling the Shots?

Estimating how much or how little control we have over new or ongoing situations that we are involved in can influence us in many ways, including influencing the following:

- our emotional state
- our attitude (e.g., optimism, pessimism)
- our decision-making process (e.g., to take action or not, to accept that we can’t change, to express disapproval).

It’s not unusual to face situations in which it’s difficult to judge what’s within our control and what’s not, such as the following:

- 30 people competing for the same job
- settling a dispute with a friend
- seeking romance.

In these and many other situations, influence is divided between you and the other people involved. In some cases the policies or rules that are applied to a situation also have a lot of influence.

In the following examples you are asked to determine who’s calling the shots:

1. You and your good friend are both romantically attracted to the same person.

2. You are at a pool party at Sam’s house. Sam’s idea of having a good time is teasing you about what you look like wet, how well you swim, etc.

3. Recently the friends you used to play hockey with are only interested in gambling. Gambling has become the coolest thing. You don’t want to be left out but your parents disapprove of gambling.

Student Resource 5

The 3 Rs of Reflection

NON-NEGOTIABLE

Use the 3 Rs (Retell, Relate, Reflect) to explain your learning.

NEGOTIABLE

1. Topics

Select one of the topics below for your reflection:

- a) Thoughts that I had during the discussion of this unit:
- b) The need for a goal-setting process in my life
- c) The need for a decision-making process in my life
- d) The skills and strategies I used during this unit:
- e) After this unit I will...

2. Formats

Select one of the following presentation formats for your reflection:

- a) Written reflection—point form or paragraph
- b) Recorded oral reflection (mini recorder)
- c) Presentation software—slides with images and graphics
- d) Twitter
- e) E-mail text

OPTIONAL

- A. Make a two-minute presentation of reflective learning during a class.
- B. Act as a guest speaker in the class.

Categories Game

Categories is a word game in which players think of words that begin with specified letters and belong to specified semantic categories. For instance, given the letters in “sargon” and the category “U.S. states,” one can list:

- **S**outh Carolina
- **A**rkansas
- **R**hode Island
- **G**eorgia
- **O**regon
- **N**orth Dakota

A typical game consists of choosing five initial letters and five categories. These become the rows and columns of a 5×5 grid, which the players attempt to fill within five minutes. If there are only two players, the one who fills more of the 25 combinations is the winner. If there are more than two players, the scoring usually discounts any entries written by more than one player.

PARTY GAME

Categories is also a party game in which players have to think of instances of a specific category. The players sit in a circle either on the floor or at a large table and collectively establish a rhythm of six beats: *slap slap* (on the thighs), *clap clap* (with the hands), *snap snap* (by clicking their fingers).

The players must speak in turn clockwise around the circle on the snap beats, using the slap and clap beats to gather their thoughts. On a player’s turn, he or she must name a new instance of the category or be eliminated. Eliminated players sit out, creating an ever-shrinking circle, until only one player remains.

Typically a category is not chosen in advance, but is specified by the third player to speak after the first player has said “Categories” and the second player has said “such as....” A demonstration game between five players will illustrate:

slap slap clap clap – Player 1: “Categories”

slap slap clap clap – Player 2: “such as...”

slap slap clap clap – Player 3: “Diseases (everyone now knows the category)”

slap slap clap clap – Player 4: “Cancer”

slap slap clap clap – Player 5: “Chickenpox”

slap slap clap clap – Player 1: “Measles”

slap slap clap clap – Player 2: “Athlete’s foot”

slap slap clap clap – Player 3: “Balls” (this is not a disease; Player 3 is eliminated)

slap slap clap clap snap snap – Player 4 is laughing so hard at Player 3 she misses the beat and is eliminated

slap slap clap clap – Player 5: “Tuberculosis”

Teacher Resource 1

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slap slap clap clap – Player 1: “Schizophrenia”
slap slap clap clap – Player 2: “AIDS”
slap slap clap clap – Player 5: “Ebola”
slap slap clap clap – Player 1: “Emphysema”
slap slap clap clap – Player 2: “Herpes”
slap slap clap clap – Player 5: “Hiccups” (getting desperate, but the other players accept it)
slap slap clap clap – Player 1: “HIV” (this is considered a repetition of AIDS; Player 1 is eliminated)
slap slap clap clap – Player 2: “Malaria”
slap slap clap clap – Player 5: “Leukemia” (considered a repetition of “cancer”; Player 5 is eliminated; Player 2 wins)

A common variation is to play each category only until the first elimination. After an elimination there is a short pause, after which the player who was due to speak next restarts the game by saying “Categories.” In this variation, no category may be chosen twice. The advantage of this variation is that there is sometimes contention over whether a player should be eliminated, and the pause allows for calm discussion of whether, for example, hiccups is really a disease. The disadvantage is that players are less often required to speak several times in the same category.

Categories is also known as “Clap Trap.” In this version each round of the game starts with a “General Hover” (everyone holds their hands out and wiggles their fingers) before the slapping, clapping and clicking rhythm is established. Then Player 1 chooses the category and the direction of play as follows, speaking as before (slap slap, clap clap) only (slap slap clap clap) on the (slap slap clap clap) clicks.

slap slap clap clap – Player 1: “Give me... ”
slap slap clap clap – Player 1: “to my right... ” (or left...)
slap slap clap clap – Player 1: “names of... ”
slap slap clap clap – Player 1: “Flowers! ”
slap slap clap clap – Player 2: “Daffodils! ”
slap slap clap clap – Player 3: “Roses! ”
slap slap clap clap – Player 4: “Pansies! ”
and so on.

The round stops when a player cannot think of anything appropriate to say or cannot get it out in time. This player then pays a forfeit and starts the next round, choosing a new topic and a new direction as before.

Retrieved from [http://en.wikipedia.org/wiki/Categories_\(game\)](http://en.wikipedia.org/wiki/Categories_(game))

Teacher Resource 2

Healthy Lifestyle Strategies

STRATEGIES FOR A HEALTHY LIFESTYLE

- Eat a nutritious diet.
- Get regular exercise.
- Get enough sleep.
- Do not smoke.
- Do not do drugs.
- Practice safe sex (if sexually active).
- Drink responsibly (if consuming alcohol).
- Have healthy relationships (supportive, trustworthy, respectful, with good communication).
- Gamble responsibly (if involved in gambling).
- Have a variety of healthy hobbies and leisure activities.

Teacher Resource 3

Responsible Gambling Strategies

All types of gambling have potential risks. If you choose to gamble, consider the following strategies to limit the risk:

- Set a limit on your time and money. Spend only what you can afford to lose. When your budget is gone or your time is up, walk away! Do not try and win back your losses.
- Keep a diary of how much time you play, and record your wins and losses. Our memories are selective in remembering only the wins! A diary can help you keep track of real losses so you know if you are spending too much.
- View gambling as entertainment and not as a way to make money. Play knowing that you will almost certainly lose.
- Understand the odds. The “house” always has the edge; odds are you’ll lose.
- Recognize your risk factors. Be wary of gambling when you are feeling sad, bored, lonely, anxious or angry because you may be more likely to get carried away and overspend. Mixing alcohol or other drugs with gambling can also lead to overspending on gambling.
- Have a balanced lifestyle. Have other fun and meaningful activities in your life—not just gambling.
- Listen to the concerns of others. If others express concern about your gambling, listen to them! They may be seeing something you are ignoring.

Teacher Resource 4

P. 1

Decision-making Process

Thinking about and planning responses to problems will provide the most organized, flexible and adaptable way to achieve solutions. Decisions involve a combination of gathering information, exploring options and realizing how a decision will influence personal goals.

It is important for youth to:

- learn to be in touch with their messages, their feelings and their levels of stress associated with their feelings and how that impacts their decisions
- learn to make decisions and solve problems in a systematic way that includes definition, goals, structured solutions and evaluation
- appreciate the range of coping options that can be used to solve a problem and consider various options for solving problems
- recognize the emotions at work in conflict situations and come to regard conflict as a process of communication and negotiation.

The ability to solve problems in a methodical “clear-headed” way is influenced by our emotional state, which in turn influences our perception of our self-confidence and how effective we feel about our chances of solving a problem or realizing a goal. Being in touch with what our feelings are telling us and how we are feeling may influence our decision making and ability to solve problems and resolve conflict.

Being in a relatively composed frame of mind is conducive to sound decision making, achieving goals and resolving problems and conflict. Our experience of how much or how little stress we feel is directly related to our perception of our ability to work our way through important decisions, problems and conflict. Stress can be reduced by using various “physical” interventions (playing a sport, walking the dog) as well as rethinking the situation and feeling capable of making different types of decisions (i.e., about goals, problems, conflict) in a thorough and systematic way.

Knowing that you have a systematic method for working through problems, decisions and conflicts in itself helps to promote a sense of self-efficacy and in turn tends to reduce stress. To some extent making decisions and overcoming problems and conflict all involve an element of risk because of the possibility of failure. Another way to promote effective decision making is to have to be able to use a range of coping skills in a flexible and adaptive way.

There is often a tendency for people to react to problems, decisions and conflict in familiar, almost automatic ways, e.g., “When someone annoys me I always give them the cold shoulder,” or “I always make decisions based on what is going to be the most fun at that moment.”

Using a template or model to make decisions and solve problems is time consuming, and to youth, who tend to live in the moment, may feel like a belaboured and tedious process. Tackling this concern head-on can be beneficial, and may help students to consider using a systematic approach when faced with more involved decision making.

Teacher Resource 4

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When faced with conflict it is especially important to be aware of your emotional reactions. Anger is often the most evident emotion. Anger is a signal that something has happened that you feel has interfered with your goals, agenda or values. Fear and anxiety can also arise in conflict. Some effort to regulate your emotion is an essential first step in conflict resolution. Emotions are felt in your body and influence your thought process.

COMMON CAUSES OF CONFLICT (paraphrased from Lorraine Cohen)¹

- blame (blaming someone or something else gets in way of looking at our role)
- becoming upset due to person(s) not meeting your expectations
- withheld or misunderstood communication
- reaction to things beyond your control interfering with your intentions
- critical judgments of others and ourselves.

RESOLUTION AND ACCEPTANCE

Conflict resolution skills can often effectively resolve conflict and prevent escalating the conflict or have it linger. However, it's not usual for conflict to be unresolved or only partially resolved. In these situations you are left with the alternative to "agree to disagree and let it go." Accepting partially or fully unresolved conflict is a choice. When things don't work out the way you'd like, you are always faced with a choice—be bothered or preoccupied or upset, or be willing to accept what is.

¹ Cohen, L. *A Model For Conflict Resolution*. Retrieved from www.evancarmichael.com/Work-Life/1793/A-Model-For-Conflict-Resolution.html.

Teacher Resource 5

Barriers to Seeking Help

HELP SEEKING

There are numerous reasons why young people may not reach out for help when they are struggling with an issue, for example:

- negative past experiences with help seeking
- belief that they should be able to resolve the issue on their own
- fear of getting into trouble
- shame
- embarrassment
- stigma
- fear that they may be perceived as weak
- fear that others may find out
- not realizing the severity of the problem
- not knowing where to go for help.