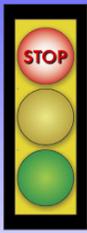
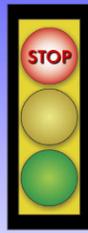


Problem Solving



with the
STOP
THINK
DO
Method



Overview:

Problems, whether big or small, happen to us every day. Teach your students a simple, three-step problem solving model they can use whenever they have a small problem. A variety of animated and interactive frames will educate, engage, and entertain your students as they discuss and practice the Stop, Think, Do Method.

Materials Needed:

Interactive "Problem Solving with the Stop, Think, Do Method" Lesson on DVD

Interactive Whiteboard or Computer/Laptop

(Optional) Problem Solving with the Stop, Think, Do Method reproducible copied for each student

Procedures:



TITLE FRAME _____

Ask the students to explain what the three lights on a stoplight mean. The students will likely say, "The red light means to stop, the yellow light means to slow down or use caution, and the green light means go." Explain that a stoplight helps drivers understand what to do in order to be safe and responsible. Share with the students that in today's lesson, they will learn an easy, three-step problem solving method (based on the stoplight) that they can use to solve small, everyday problems.



FRAME 2 _____

Tell the students that it doesn't matter who you are or how old you are, we all have problems each and every day. It's helpful if you share some examples of problems you have had as well as some examples of problems students typically have. For example, you can say, "When I was getting dressed this morning, I noticed there was a spot on my shirt so I had to change it" or "I got caught in traffic, so I was a few minutes late to work." Examples of problems students typically have can include forgetting to bring a pencil to school, someone teasing them, making a bad grade, forgetting their lunch, or forgetting to finish a homework assignment. Emphasize that everyone has problems every day. Point out that this is why we need to know how to solve problems.



FRAME 3 _____

Share with the students that there are two basic categories (or types) of problems. Explain that some of the problems we have are BIG...like an elephant!



FRAME 4 _____

Tell the students that BIG problems are things we need a grown-up to help us with. Big problems include people who could hurt us (a bully, a stranger), things that could hurt us (drugs, alcohol, weapons, unsafe choices and behaviors), and things that are against the rules (stealing, cheating, bullying). Share with the students that they will have an opportunity in a few minutes to brainstorm other examples of big problems.

**FRAME 5** _____

Explain that some of the problems we have are small...like a mouse.

**FRAME 6** _____

Tell the students that small problems are things they can solve all by themselves, without a grown-up to help them. Small problems include things like a friend who is mad at you, feeling bored, losing a library book, not having enough money to buy something you really want, or someone pushing you. Explain that none of these examples involve us getting hurt or things that are against the rules. Share with the students that small problems are the kinds of things that usually happen to us on a daily basis.

**FRAME 7** _____

Tell the students that you would like to see if they can identify which of the five problems are big and which are small. Click the thought bubble beside the SmartGuy for instructions. Read each problem one at a time and ask a student to drag either the red elephant or the green mouse to the white space beside the problem. (Note - the software will not allow a wrong answer, so if a student has difficulty sliding an elephant or a mouse to a white space, you may want to encourage the student to look at the problem again and possibly choose a different answer. Also, the game works better if the elephant and the mouse are dragged down across the problem statements and then across to the white spaces on the right.) Be sure to discuss each problem so the students understand why it was "big" or "small."

Answers: 1 – small; 2 – big; 3 – big; 4 – small; 5 – small

**FRAME 8** _____

Share with the students that they will now have the chance to brainstorm other examples of big and small problems. Click the thought bubble above the SmartGuy for instructions. As students volunteer answers, you may want to write their responses in the appropriate space or you can have the students write their own responses. Be sure to discuss each example and clarify any misunderstandings. It's essential that the students understand the difference between problems requiring adult intervention and problems they can solve themselves. Before moving on, you may want to give a few additional examples of your own and ask students if each one is big or small.

**FRAME 9** _____

Tell the students that the problem solving method they are about to learn will help them solve small problems...not big problems. Remind the students to seek out an adult whenever they have a big problem.

**FRAME 10** _____

Explain that the first step in the problem solving method is to "stop" before doing anything else and to ask yourself, "What is my problem?" Share with the students that if they don't understand what their problem is, they won't be able to solve it the right way. Tell the students that it's helpful to summarize a problem in a short, quick sentence.

**FRAME 11** _____

Read the story at the top of the frame and ask the students to tell you what Amy's problem is. The students may say, "Amy has a big project to do" or "Amy wants to play." Explain that both of those statements are true, but that neither

statement really explain what Amy's problem is. Agree that Amy's problem is that she wants to play, but cannot play because she has a big project to do. Share with the students that this is why we "stop" and summarize our problem in a short, quick sentence. Now we can start to think about how to solve it.



FRAME 12

Click the thought bubble beside the SmartGuy for instructions. Read the short story and the question aloud. Ask a student to tap (or click) the answer that best summarizes what Danny's problem is. If the student picks answer choice A (He is not organized), explain that this may be the reason why Danny forgot his lunchbox, but it is not really the problem. If the student picks answer choice C (He will be hungry at lunch), explain that this may be a consequence of Danny's problem but it is not the problem itself. If the student picks answer choice D (He will be sad today), explain that this could also be a consequence of Danny's problem, but it is not the problem itself. The correct answer is B (He forgot his lunchbox) because that is the problem Danny needs to solve. When the right answer is chosen, the next story and question will appear. If the student picks the right answer the first time, you may want to press the back arrow to go back to this frame and discuss why the other answer choices are wrong.

Read the short story and the question aloud. Ask a student to tap (or click) the answer that best summarizes Tami's problem. If the student picks answer choice A (She won't be able to go to the book fair), explain that Tami can still go to the book fair and look around even if she has no money, so this is not the problem. If the student picks answer choice C (She will have a bad day), explain that this could be a consequence of Tami's problem, but it is not the problem itself. If the student picks answer choice D (She is a forgetful girl), explain that this could be the reason Tami didn't bring any money, but it is not the problem. The correct answer is B (She didn't bring any money) because this is the problem Tami needs to solve. If the student picks the right answer the first time, you may want to press the back arrow to go back to this frame and discuss why the other answer choices are wrong.



FRAME 13

Praise the students for their good thinking about small problems. Share with the students that they can move on to the next step of the problem solving method since they know how to identify what their problems are.



FRAME 14

Explain that the second step in the problem solving method is to THINK and to ask yourself, "What can I do to solve this problem?" Encourage the students to come up with at least two ideas, but more ideas are even better. Share with the students that if they only come up with one idea, it might not work. With at least two ideas in mind, they have a couple of things to try.



FRAME 15

Read the story aloud and ask the students to first identify what Billy's problem is. Process their responses and agree that Billy's problem is that he has run out of wood and doesn't have enough money to buy more. Next, ask the students to brainstorm at least two things Billy could do to solve this problem. Students typically give a variety of creative responses, but a common response is usually for Billy to do some extra chores to earn more money so he can buy the wood he needs. If the students suggest that Billy could ask his parents for the money, remind them that Billy's parents want him to pay for all the materials himself (refer back to the story). Students sometimes say that Billy might be able to find some scrap wood to use or he could recycle wood from another project. Accept any response that sounds reasonable. Your goal is to get the students to think critically and creatively as they brainstorm at least two possible solutions.

**FRAME 16** _____

Read the story and ask the students to first identify Ben and Jeremy's problem. Process their responses and agree that their problem is that their favorite neighborhood park is dirty. Next, ask the students to brainstorm at least two things Ben and Jeremy could do to solve this problem. Students will give a variety of creative responses, but a common response is usually for the boys to pick up the trash themselves. Discuss each response and accept any response that sounds reasonable. Remember, your goal is to get the students to think critically and creatively as they brainstorm at least two possible solutions.

**FRAME 17** _____

Praise the students for their creative thinking about solutions to problems. Share with the students that they can now move on to the third and final step of the problem solving method since they know how to identify at least two possible solutions to problems.

**FRAME 18** _____

Explain that the third and final step of the problem solving method is to DO something about the problem. Share with the students that this is the time for them to try one of the solutions they brainstormed during the THINK (or second) step of the problem solving method. I usually point out that many students are good at thinking of solutions, but they never try one of their solutions. I encourage students to try the solutions they brainstormed. I also share with the students that their solutions may not always work the first time, but never to give up.

**FRAME 19** _____

Click the thought bubble beside the SmartGuy for instructions. Read the question aloud and ask a student to tap (or click) the right answer. The correct answer is D (Stop, Think, Do). Discuss this and remind the students that they must STOP and identify their problem, THINK of at least two solutions, and DO something about their problem (try a solution).

**FRAME 20** _____

Read the question aloud and ask a student to tap (or click) the right answer. The correct answer is D (Stop). Discuss this and remind the students that they must first STOP and identify what the problem is before they can do anything else.

**FRAME 21** _____

Read the question aloud and ask a student to tap (or click) the right answer. The correct answer is D (Think). Discuss this and remind the students that they must think of at least two possible solutions in case the first one they try does not work. Remind the students that they can think of more than two solutions!

**FRAME 22** _____

Read the question aloud and ask a student to tap (or click) the right answer. The correct answer is A (Do). Discuss this and remind the students that they must try one of their solutions or else the problem will never be solved. Explain that if the first solution does not work, try another one. Share with the students that it's important not to give up.



FRAME 23

Read the question aloud and ask a student to tap (or click) the right answer. The correct answer is B (at least 2). Discuss this and remind the students that at least two solutions will give them a couple of things from which to choose.



FRAME 24

Remind students that our problem solving method will work for small problems. Share with the students that the problem solving method may not work perfectly the first time they try it, just as someone would not play a sport or game perfectly their first time. Encourage the students to practice using the problem solving method so they will get better and better at it. Tell the students to always seek out a trusted adult whenever they have a big problem.

Optional Extension Activity:

Consider using the **Problem Solving with the Stop, Think, Do Method** reproducible worksheet with your students. Ask the students to sit with a partner and give one activity sheet to each group of students. Instruct the students to read and discuss each situation and to answer the questions that follow. Be sure to discuss each situation (and question) when the students are finished.

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PROBLEM SOLVING WITH THE THINK, STOP, DO METHOD

Names: _____

Directions: Sit with a partner for this activity. Read and discuss each situation with your partner. Answer the questions that follow.

1. Jamie is playing in his neighborhood park when a man he doesn't know walks by. The man stops near Jamie and says, "Your Mom is a friend of mine and she asked me to come pick you up."

Is this an example of a big or small problem? _____

What should Jamie do? _____

2. Amy has been invited to her friend's house after dinner, but Amy is supposed to walk her dog and clean her room this evening.

What is Amy's problem? _____

What are two things Amy could do to solve her problem? _____

3. What are the three steps of our problem solving method? Circle the answer you think is correct.

A. Stop, Look, Listen

B. Stop, Drop, Roll

C. Stop, Think, Do

D. Think, Say, Do