

Title: *Listen to Yourself*

Organizing Topic: Self-Instruction

Target Grade Level: Elementary

Sample Related Standards of Learning: Elementary

ENG 2.3 The student will use oral communication skills. b) Share stories or information orally with an audience. c) Participate as a contributor and leader in a group. d) Summarize information shared orally by others.

ENG 3.1 The student will use effective communication skills in group activities. a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. b) Ask and respond to questions from teachers and other group members. c) Explain what has been learned.

CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by c) practicing responsibility, accountability, and self-reliance;

Objectives:

- Student will use verbal prompts (live or recorded) to solve contrived problem scenarios
- Student will use verbal prompts (live or recorded) to solve real problems in real settings and/or situations

Prerequisite Understandings/Knowledge/Skills:

- Students must be able to make choices and decisions.
- Students must have a way to communicate
- Students understand a basic four-step process to problem solving
 - Define/Identify Problem
 - Identify possible solutions/strategies and consequences
 - Select and implement a solution/strategy
 - Evaluate effectiveness

Materials Needed:

- Chart paper and markers
- Sample problems/ scenarios
- Problem Busters Worksheet
- Technology or other media as needed

- Communication device as needed
- Class Participation Rubric

Time Frame:

- 30 minutes a day during weekly unit.
- Revisit process over course of year as issues arise.

Lesson Procedure: I Do, We Do, You Do

Part 1: Teacher role plays a sample scenario to solve a problem. Teacher models how to talk her way through the problem solving process. Teacher models how to evaluate the solution's effectiveness, by asking self "Did this work? Was the problem solved?" The teacher asks the class "What verbal strategies/reminders did I use to help me remember how to solve the problem?"

Part 2: Teacher presents students with sample scenario and asks for volunteers to role play. Teacher asks all students to identify the problem in the scenario. Teacher asks students to list/describe/generate possible solutions and records on chart paper. Students then list/describe/generate possible consequences of each solution, recorded by teacher on chart paper. Students select and implement the solution or strategy. The group reflects on the effectiveness of the selected solution/strategy. Teacher then asks the class the steps they took to solve the problem and what reminders they might tell themselves if they encountered a similar problem again. Teacher records verbal prompting ideas on paper.

Part 3: Students gather in a small group. Teacher gives each group a slip of paper with a common task or problem written on it. Students use the process they learned in the full group activity and identify and record at least four verbal prompts they can use to solve the problem.

Sample problems or opportunities

1. Waiting for a turn in a game.
2. Asking for help.
3. Following directions.
4. Joining a group and making friends.
5. Following a morning or afternoon routine.
6. Following the lunchroom routine.

**Specific Options for Differentiating this Lesson by:
Content**

- Use scenarios from U-tube or cartoon videos as problems or opportunities

Process

- Use a computer ---for typing or using voice to record ideas and also to record verbal prompts.
- Listen to voice prompts on MP3 player.
- Use iPod Video or DVD to view self completing steps.
- Picture/word lists can support verbal prompts for individuals who prefer visuals.

Product

- Create a power point demonstrating the verbal prompts.

Evaluation:

- Class Participation Rubric

Extending Understanding:

- Students practice using own verbal prompts in different environments.
- Students work with their families to create own verbal prompts to be used at home or community.
- Students document weekly problem solving experiences and list verbal prompts that were used successfully.