

 **Instructional Targets**

**Personal Life**

- **Problem Solving:** Apply problem-solving skills to issues related to daily living situations. Create a solution to a problem based on a problem-solving process.
- **Self-Advocacy:** Demonstrate effective self-advocacy skills to maximize independence in home, community and employment.

 **Differentiated Tasks**

**Level 3** Team members will...

- Solve problems involving real-life daily situations based on personal values, beliefs and experiences.
- Recognize and apply a problem-solving process that results in a solution to a real-life situation.
- Demonstrate effective self-advocacy skills in a variety of real-world situations in order to maximize independence.

**Level 2** Team members will...

- With support, identify and select appropriate solutions to real-life daily problems.
- With support, identify and select appropriate steps to solving a real-life problem.
- Apply a self-advocacy skill to a real-world situation in order to build independence.

**Level 1** Team members will...

- Select an option within a daily living situation or scenario.
- Actively respond to participate in solving a real-life problem.
- Select a self-advocacy skill that applies to a real-world situation.

 **Topic Connection**

Throughout this unit, team members are learning about important skills needed while working at a job. This lesson focuses on solving problems that might arise in the workplace and emphasizes teamwork and safety.



**Topic Words**



**Problem-Solving Words**

co-worker  
 job\*                      supervisor  
    work\*

emergency              problem              solution

\* Power Words



## Lesson at a Glance

### Activity 1



#### Instructional Activities

Problem Solving Game



See how these activities fit into the **Suggested Monthly Plan**.



#### ULS Materials and Resources

Problem Solving Game Board

Problem Solving Scenario Cards

Solving a Problem Guide

Solving a Problem Fill-In Cards 



**Lifeline** Transition Passport: Daily Living / Safety / [Handling an Emergency](#)



#### Additional Materials

Dice

Game Pieces



## Instructional Target



### Personal Life

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## Instructional Routine



or



<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Introduce the activity by asking a focus question. For example, "You are being teased at work. What should you do—call 911 or ask your boss for help?"</li> <li>• Explain that in this lesson, team members will help solve problems while playing a game. Say, "We are going to play a problem-solving game. Your job is to listen to stories and decide if there is an emergency, who can help and what you should say."</li> <li>• Review the learning goal with team members: <b>I will practice problem solving to play a game.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Display the Solving a Problem Guide and review it with team members.</li> <li>• Display and read one of the scenario cards. Using the questions at the bottom of the scenario cards, model answering the first question, "Is this an emergency?" Discuss your answer and encourage team members to comment.</li> <li>• If the answer is deemed correct, roll the dice and move the appropriate number of spaces.</li> <li>• Model answering the final two questions, "Who can help?" and "What will you say or do?" Model rolling the dice and moving the appropriate number of spaces after each correct answer.</li> </ul>
<b>Provide Practice</b>	<p><b>Display the game board and Solving a Problem Guide. Provide individual support as needed. Have team members choose their game piece and place it on START. Roll the dice to determine who will go first if needed. Choose a leader to read the scenarios (repeating or restating as needed) and ask the first question.</b></p> <p><b>Level 3:</b> Have team members apply a problem-solving process to answer the question.</p> <p><b>Level 2:</b> Have team members select an appropriate solution using answer options and/or the Solving a Problem Guide.</p> <p><b>Level 1:</b> Have the team members select an appropriate solution from a single or errorless choice.</p> <ul style="list-style-type: none"> <li>• If the player answers correctly, he or she rolls the dice, moves the appropriate spaces and is asked the next question. If the answer is incorrect, the group discusses the answer and the turn moves to the next player.</li> <li>• The same process is used for the second and third questions.</li> <li>• The leader continues reading scenario cards and asking questions until a player reaches FINISH.</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Review the questions covered in the Solving a Problem Guide.</li> <li>• Discuss the importance of solving problems the right way. Ask:             <ul style="list-style-type: none"> <li>• "Did you decide if this was an emergency?"</li> <li>• "Did you decide who can help?"</li> <li>• "Did you decide what to say or do?"</li> </ul> </li> <li>• Encourage students to use the problem-solving process to identify and solve problems in daily life.</li> </ul>



## Check Understanding ?

**Level 3:** Can team members identify and apply the question based problem-solving process?

**Level 2:** Can the team members identify a solution to a problem?

**Level 1:** Can the team members select an option to solve a problem (single or errorless choice)?

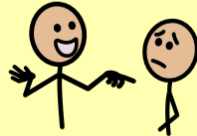




# Problem Solving Cards



A co-worker is always making fun of you. It upsets you and hurts your feelings.



*Is this an emergency?*

*Who can help?*

*What will you say or do?*

You are working in a group to finish a job. One of your co-workers finishes his part and leaves. There is more work to do.

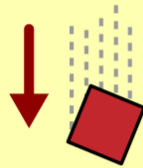


*Is this an emergency?*

*Who can help?*

*What will you say or do?*

You need to get something from the top shelf at work. You need to climb the ladder. You fall off the ladder and break your arm.



*Is this an emergency?*

*Who can help?*

*What will you say or do?*

You have been up all night with the flu. You still do not feel well. You are supposed to work today.



*Is this an emergency?*

*Who can help?*

*What will you say or do?*

You are working at a daycare center with young children. You hear the tornado siren go off.



*Is this an emergency?*

*Who can help?*

*What will you say or do?*

You are unhappy at your job. The work is difficult and you're not sure how to do it. It makes you nervous to be at work.



*Is this an emergency?*

*Who can help?*

*What will you say or do?*

You are working on a large shredding machine in a factory. It stops working. You see smoke coming from the machine.



*Is this an emergency?*

*Who can help?*

*What will you say or do?*

Your supervisor has seizures sometimes. You notice that she is starting to have a seizure now.



*Is this an emergency?*

*Who can help?*

*What will you say or do?*



# Solving a Problem



## 1. Is this an emergency?



- Is someone seriously hurt?
- Is someone in serious danger?
- Does something need to be done right now?

## 2. Who can help you?

## 3. How can you get help?

## 4. What will you say?

I need \_\_\_\_\_ . I am at \_\_\_\_\_ .













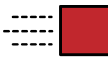

The help is for \_\_\_\_\_ .

The problem is \_\_\_\_\_ .

## 5. What will you do?



For hands-on instruction, print, cut out and laminate.

 myself	 parents	 supervisor
 team member	 friend	 aide
 police officer	 doctor	
 call	 text	 in-person
 stay with injured person	 move to a safe area; call for help	 go get help