

# Excel U

Learn . Play . Win Together

## Module 2

# We Can Win!

Elementary School  
Student Playbook

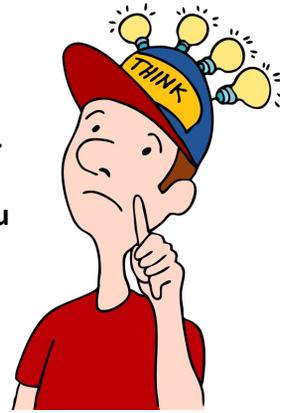


## Put on your thinking cap!

Sometimes, we have to think before we can solve a problem or do a task.

**Can you name a problem or task that you had to think about before you could do it?**

Discuss this with your team.



## Our Turn...

Name a problem or task that you will have to solve next week. It can be about a pet, your family, your school, or anything else.

Draw your problem or task below. Write what your problem or task that you have to think about below your drawing:

Answer the following questions:

1. With your problem or task, could you solve it by yourself? If not, who's help do you need to solve it?
2. How will you know that your problem or task is solved?

## Our Turn...

Thinking about how to solve a task or problem makes us better decision makers.

Let's discuss.

**How does a better decision maker help our family?**

**Our team?**

**Name someone you know that is a good decision maker. What do you think about them?**

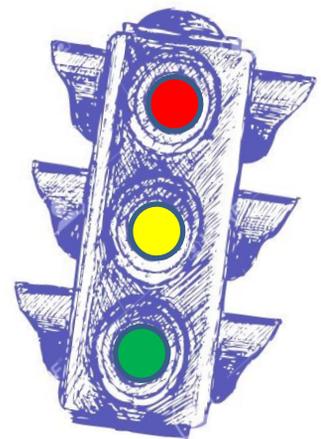
**What can you do to become a better decision maker?**

## Next Turn...

**On Your Mark:** Each teammate, tell something you learned today about being a better decision maker.

**Get Set:** Where can you use your new ideas?

**Go:** How do you think your new ideas will help you?





## **Practice 2: WE Can Win**

**Time:** 55 minutes

### **Overview**

Warm-Up: A Knotty Problem

Work Out: Check It, Select It, Reflect It!

Cool Down:

### **Materials**

Project 1 Play Book

The Bench

### **Big Ideas**

Dilemma

Ambivalence

Impulsive

### **Background**

**Skill in problem solving also benefits other competencies such as goal setting, decision making, coping, adapting, and leading. As the dilemmas and difficult situations of being a student athlete become more complex and the outcomes**

**more significant, problem solving requires greater reflection on, and assessment of, options and outcomes.**

**Problem solving is also a key academic skill employed in math, science and reading. Whether applied to academic, athletic, or social emotional dilemmas, skilled problem solvers use strategies that foster desired and healthy results.**

### **Goals**

In this practice, students will:

1. Understand the attributes of problems.
2. Identify the cues that indicate a problem
3. Review a three step problem solving model
4. Solve an existing personal problem by applying the three step model

**Next Slide**

# BIG QUESTIONS

1. How do you know when something is a problem?
1. What are the big ideas underlying successful resolution of problems?
2. What strategies do skilled problem solvers use?
3. What does your ability to solve problems say about you to others?

## **BIG Questions**

### **Instructions**

1. Review the big questions that will be examined during Practice 2.
2. Ask students if they have questions or anything they want to add.
3. Make note of all suggestions on the Bench
4. Make a general check-in inquiry about progress on the goal setting project begun last session.
5. Ask for volunteers to share any small steps they have taken to make progress on their goals.
6. Remind students to check in with their goal partner and coach on what they have accomplished

### **Next Slide**

## WARM UP: A KNOTTY PROBLEM

- Form a circle of 10 – 12 people.
- Designate 1 person to stand on a chair or bleacher outside the circle. This person's role is to give the group suggestions about how to solve the problem.
- Put your right hand into the center of the circle.
- Clasp hands with one other person who is not standing next to you.
- Put your left hand in the circle.
- Clasp hands again with one other person who is not standing next to you.
- You should be holding two different people's hands.
- Untangle the knot without letting go of anyone's hand

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### A KNOTTY PROBLEM (10 Minutes)

#### BIG Questions

1. How do you know when something is a problem?
2. What are the big ideas underlying successful resolution of problems?

#### Equipment

Classroom large enough to allow for movement or gym or outdoor area.

#### Instructions

1. Organize students to conduct the knotty problem exercise.
2. Instruct the observer to give the group instructions about how to solve the knot.
3. Tell students they will have 5 minutes to solve the knotty problem.
4. Check for understanding of the instructions and answer all questions.
5. Have students conduct the exercise.
6. After five minutes have passed, tell students to stop.

#### Inquiry

- What problems did you encounter in this exercise?
- What role did you play in solving the problem?
- How did your group approach the problem?

## **Wrap Up**

1. Problems a
2. The solutions generated by an individual may be different than those that the group comes up with.(remind students there is more success and less stress working as a team and give examples)

**NEXT SLIDE**

# CHARACTERISTICS OF PROBLEMS

A problem is:

- a situation in which there is a gap between what is and what ought to be.
- sometimes messy, complicated, and conflict-filled.
- defined by the person experiencing it and also may affect others close to you
- requires choices between highly prized values.

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## WARM UP: Characteristics of Problems (10 minutes)

### BIG Questions

1. How do you know when something is a problem?
2. What are the big ideas underlying successful resolution of problems and dilemmas? (Ask if they think it is better to try and figure everything out alone) Ask if they know what a support system is(ask if they have a credible support system)

### Instructions

1. State the big questions for the activity.
2. Read Albert Einstein's quote about problem solving. (Next Slide?)
3. Ask students what they think Albert Einstein meant when he said this.
4. Affirm all contributions.

### Wrap Up

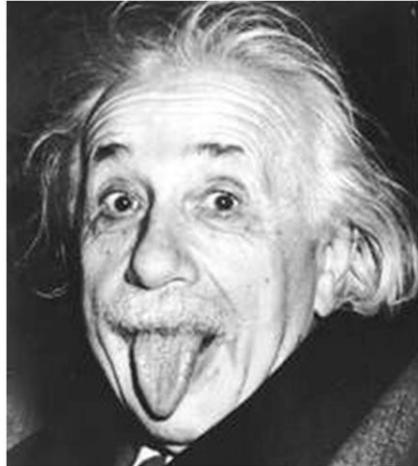
- The most important, and hardest work in problem solving is defining and understanding the problem that needs to be solved.
- Solutions to problems and dilemmas are most likely to be successful when we think them through step by step.

## NEXT SLIDE

## WORK OUT: ADVICE FROM EINSTEIN. . .

**“If I had one hour to save the world I would spend *fifty-five minutes defining the problem and only five minutes finding the solution.*”**

**Albert Einstein  
Physicist**



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### **WORK OUT: ADVICE FROM EINSTEIN (10 minutes)**

#### **BIG Questions**

1. What are the big ideas underlying successful resolution of problems?

#### **Instructions**

1. State the big questions for the activity.
2. Read Albert Einstein’s quote about problem solving.

#### **Inquiry**

1. What do you think Albert Einstein meant when he said this.
2. How do most people solve problems?

#### **Wrap Up**

- The most important, and hardest work in problem solving is defining and understanding the problem that needs to be solved.
- Solutions to problems are most likely to be successful when we think them through step by step.

**NEXT SLIDE**

# WORK OUT: HOW CAN I FIX IT?

**Check It!**

**Select It!**

**Reflect It!**



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## Work Out: How Can I Fix It (15 Minutes)

### BIG Question

1. What are the big ideas underlying successful resolution of problems?
2. What strategies do skilled problem solvers use?

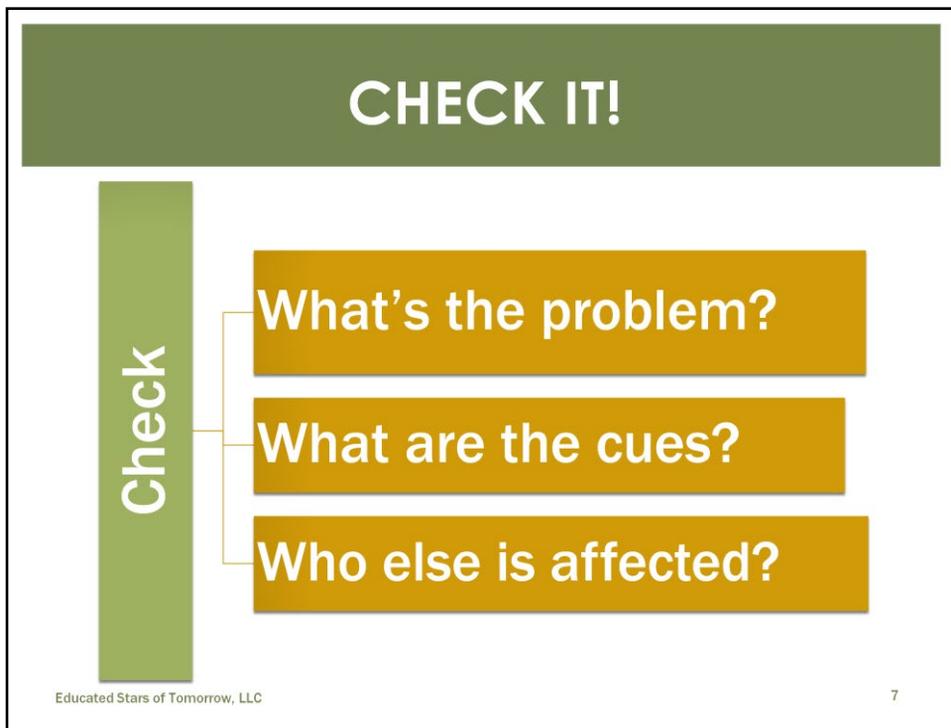
### Instructions

1. Introduce students to the Check It! Select It! Reflect It! problem solving model

### Inquiry

- What would you do at each of these steps?

**NEXT SLIDE**



## Check It!

### BIG Question

1. What strategies do skilled problem solvers use?

### Materials

- Problem Scenarios
- Markers

### Set Ups

Prepare three blank flip charts, or visualizer graphics one for each step in the CSR Map. These will be used to coach students on how to work through each stage of the model. By the end of the demonstration, you will have “mapped out” all three steps for an Check, Select, Reflect solution.

### Instructions

1. State the goal of the activity
2. Ask students to get a partner. Tell them that the role of the partners is to advise one another through each of the steps.
3. Ask students to think about a problem scenario (difficult situation, person or concern) that they are currently experiencing and would be willing to

share with others.

4. Ask them to record it on their CSR map.
5. Prompt ideas by providing an examples from your own experience. EX: "Right now I'm concerned about how best to practice for our upcoming game."
6. Using your scenario, ask students for their suggestions about how they would complete each element of the Check It! Step. Record their responses.
7. Ask students to write simple statements or descriptive words that respond to element of the step for their problem scenario on the CSR map in their Playbook.
8. Tell them to share what they wrote with their partner. Partners may ask questions or offer suggestions to one another.
9. Ask for volunteers to share any responses they developed for the step. Acknowledge and affirm all who shared.

### **Inquire for Understanding**

#### **What?**

- Are you happy with your responses?
- How has your understanding of the problem changed?

**NEXT SLIDE**



## Select It!

**Goals:** Practice the Select It! step  
Solve a current problem

### Equipment

- CSR Map, Student Playbook
- Flip Charts or Visualizer technology
- Markers

### Instructions

1. State the goal of the activity.
2. Use your problem scenario to model the Select It! step by writing a response for each element in the step. Ask students for their suggestions.
3. Ask students to write simple statements or descriptive words that respond to element of the step for their problem scenario on the CSR map in their Playbook.
4. Advise them to look back at the goals they developed in their Good Life exercise in Practice 1
7. Tell them to share what they wrote with their partner. Partners may ask questions or offer suggestions to one another.

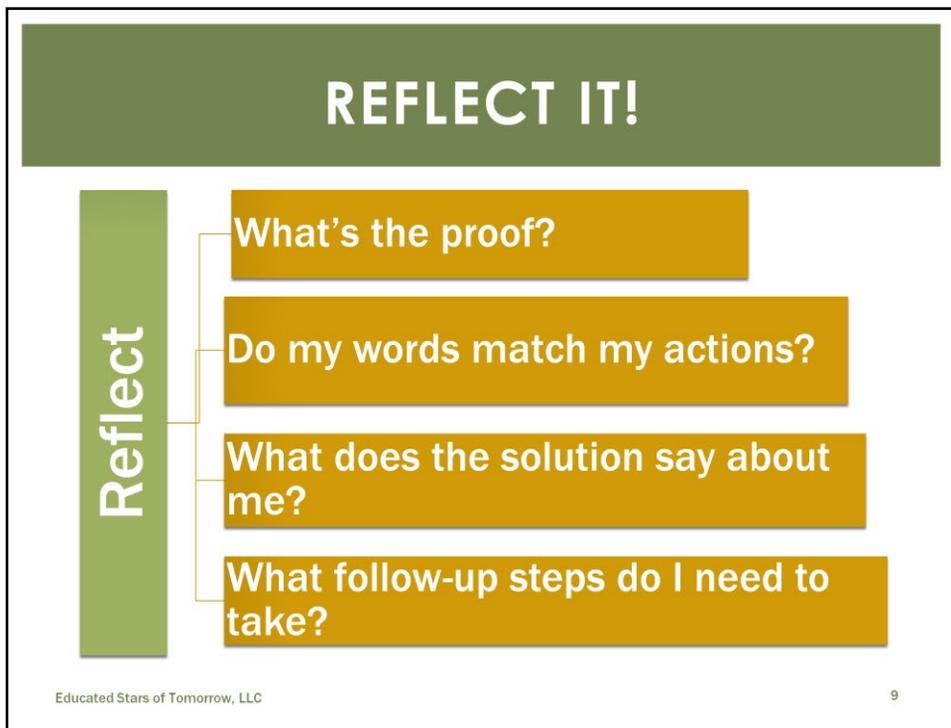
8. Ask for volunteers to share any responses they developed for the step.  
Acknowledge and affirm all who shared.

### **Inquire for Understanding**

#### **What**

- How do you pick an advisor?
- How much influence do you think others should have on your solution?
- What's the benefit of considering the pros and cons of the actions we might take to solve the problem?

**NEXT SLIDE**



## Reflect It

**Goals:** Practice the Reflect It step for problem solving  
Solve a current problem

## Equipment

- CSR Map, Student Playbook

## Set Ups

Prepare a blank flip charts for this step in the CSR map.

## Instructions

1. State the goal of the activity.
2. Model the Reflect It! step by writing a response for each element in the step. Ask students for their suggestions.
3. Ask students to turn to the CSR map in their Playbook and write simple statements or descriptive words that apply to their personal scenario.
3. Tell them to share what they wrote with their partner. Partners may ask questions or offer suggestions to one another.
4. Ask for volunteers to share any responses they developed. Acknowledge and affirm all who shared.

## **Inquire for Understanding**

### **What?**

- What have you learned about solving problems?
- What's the connection between problem solving and our last session, goal setting?

### **Why?**

- Why is problem solving important?
- What's the value and benefit of making a diagram of the problem?

### **What If?**

- When should you use step-by-step problem solving?

# ADVICE ABOUT ADVICE

- What are the sources?
- Is the source an authority or expert?
- Are there other motives?

# COOL DOWN: WHAT'S YOUR REP?

What are some qualities of Check, Select, Reflect problem solvers?

What does an Check, Select, Reflect problem solver contribute to their community?

**Check, Select, Reflect**

What do others think about Check, Select, Reflect problem solvers?

What can you do to enhance your "rep" as a Check, Select, Reflect problem solver?

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## Cool Down: What's Your Rep?

### Goals:

- Identify attributes and actions that lead to being recognized as problem solver.
- State the benefits to self, team and community of being recognized as a problem solver.
- Identify an action they can take to promote their reputation as a problem solver. (remind students that their reputation is their value in marketing themselves to college scouts, jobs, and general college entry)

### Equipment

- IDEAL Me: Student Playbook

### Set Ups

None

### Instructions

1. State the goal of the activity.
2. Break students into four groups by counting off by fours. Tell students to remember their number and to take their Playbook, IDEAL Me activity sheet with them to their group.

3. Organize the groups so that all of the 1.s are together, the 2's, 3's and so on.
4. Assign each group one of the questions and have them come up with responses. Tell students that they are going to become experts on the question they have been assigned.
5. Instruct them to make notes about what they hear on their IDEAL Me playbook page
6. When the idea generation is complete, regroup students so that each group has a 1, 2, 3 and 4.
7. Tell each group that they now have an expert on each of the questions and that each expert should share their knowledge and ideas with others in their group.
8. After all of the experts have reported, ask each group to share any insights they have about any of the four questions.
9. Tell students to take a few minutes to write a personal response to the question: "What can you do to enhance your "rep" as an IDEAL problem solver?"
10. Invite volunteers to share their responses.

**Next Slide**

# TAKE AWAYS

- A problem is a question to be solved or a difficult situation, person or teammate concern.
- We can't avoid experiencing problems but we can manage how we solve them.
- Difficult problems are best solved using a step by step method.
- Skilled problem solvers create experiences of success for self and others.



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## Take Aways

- A problem is a question to be solved or a difficult situation, person or teammate concern.
- We can't avoid experiencing problems but we can manage how we solve them.
- Difficult problems are best solved using a step by step method.
- Skilled problem solvers able to bring people together and are recognized as leaders.

## Instructions

1. Bring in each Take Away with a mouse click and check for understanding.
2. Ask students if they would like to add any other Take Aways.
3. Recognize and affirm all additions.

## Next Slide

# YOUR MENTOR

- Insert the Mentor Video

## Your Mentor

**Each Project 1 Lesson includes a 5 minute video from a person who is accomplished in their field, describing how they have used the ideas and skills in the lesson.**

**The mentor in this video will speak about how they used goal setting to accomplish a personal or team goal.**

## POST GAME

- Visit the EXCel U Edmodo site and post a comment about the question that this week's mentor has posed to you.

# ON YOUR MARK, GET SET, GO!

**On Your Mark: 1-3 things I learned today.**

**Get Set: 1 way that I will use what I learned in the upcoming week.**

**Go: 1 way this will help me in my day to day life.**



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## On Your Mark, Get Set, Go!

### Goals

Assessment of learning

### MATERIALS

- Index Cards or sticky notes and a flipchart with the three questions

### INSTRUCTIONS

1. State the purpose of the activity.
1. Tell participants to take an index card. Name is optional.
2. Ask participants to write a response to the On Your Mark, Get Set, Go questions on the index card.
3. Alternatively, you can gather verbal responses to the questions.
4. Tell them to turn in their card
5. Remind them of the date of the next session and the name of the topic, "There's Only One Me"

6. Encourage them to continue working on their SMART goal and to practice IDEAL problem solving during the week.