

## Lesson Title: Choosing to Learn

### Learner Competency

I can use challenges as opportunities to learn and to build a positive self-image.

### Social Competencies

Peaceful Conflict Resolution  
Interpersonal Competence

### Positive Identity

Personal Power  
Self-esteem

### What's it about?

Conflicts are often seen as difficult or impossible to solve. Some people try to avoid dealing with conflict. When problems and conflicts are seen as challenges, they can inspire the problem solvers to learn and grow together.

### Big Idea

When we choose to consider problems as challenges, we gain opportunities to learn and grow.

### Building on Prior Learning and Experience

Previously, students have examined blocks that can prevent or complicate the resolution of a problem. Later, they identified the characteristics of problems and challenges to assist them in re-visioning a problem as a challenge.

### Getting Started

*Post the scenario being used in an area accessible to all students.*

Students will consider a scenario such as the following.

### Scenario

You've lost your phone. It's been a couple of days but there is no sign of it. You haven't told your parents yet, because you only had it for three weeks before it was lost. You know that your parents will be upset. You've been hoping it will be found and you won't ever need to tell them it was lost.

On the way home from school, your sister notices that one of your mutual friends is using a phone that looks like yours. You tell her that it probably just looks like your phone; lots of people have the same phone. Your friend is suspicious, and calls your cell number. You both hear the phone ring.

The following questions can be used to activate student thinking:

- What is your initial reaction?

*Invite learners to turn and talk to the person beside them about how they might feel.*

- Is this situation a problem or a challenge?

Write the words “problem” and “challenge” in an area accessible to all students.

Work with students to define the terms **problem** and **challenge** in relation to the roles of the partners in the conflict described above (e.g. problem – involves a winner and a loser, challenge – involves learners and partners).

Invite students to consider how the situation could be viewed as a problem and how it could be viewed as a challenge. Record their responses.

### Large Group

Use students’ responses to create a few statements using the following prompts:

- It could be seen as a problem because ...  
(Possible responses: emotions could be out of control, other people could get involved, someone might be blamed)
- It could be seen as a challenge because ...  
(Possible responses: everyone makes mistakes, it could be a misunderstanding, both people could learn to be more responsible)

### Working on It

#### Pairs

Invite students to select a partner or use predetermined pairs.

The following introduction could be used to frame the next task.

Considering a situation as a problem **and** as a challenge requires that students analyze it following some important steps.

1. Identify the emotions involved.
2. Identify the needs of the partners in the conflict.
3. Generate some ideas about options for possible solutions

Introduce the following task using a prompt such as:

Work as partners to identify the emotions, needs and options in two scenarios. In one scenario, portray one person as a winner and one person as a learner. The other scenario will portray both partners as learners. Brief scenarios can be provided or students can develop their own scenarios.

#### Scenario # 1

You yell at the person who has your phone, accusing them of stealing your phone. She yells back at you. You push her and grab the phone from her. Others get involved, begin to take sides, and the situation becomes more and more complicated.

#### Scenario # 2

You use a self-calming strategy that works well for you. Once you are calm, you ask to talk privately to the person with your phone. You use an “I statement” to tell them that you are upset and confused and that you want them to give the phone back to you. You explain that you will not talk to anyone about the incident once the phone is back in your possession.

## **Quads**

*Combine pairs into quads and invite them to share their thinking about the scenarios as problems or challenges.*

## **Responding: Talk about It, Write about It, Represent It**

### **Individual**

*Invite students to reflect on the feelings described in the challenge scenarios as they progressed from beginning to end.*

Learners will collect a group of words, phrases or images that represent their feelings as they approach a situation as a learner.

Use the words, phrases and/or images to create a poem, dance, visual representation, structure or sculpture that represents the flow from identifying emotions, to identifying needs, to generating options for possible solutions.

*Teacher circulates to assist students in the development of their representations, providing support in the collection of words, phrases or images for students who may find this challenging.*

*Working with a small group to collaboratively develop a list may be helpful.*

### **Sharing**

Once the representations have been completed, student work can be organized and displayed in a gallery format accompanied by dramatic poetry readings or dance performances.

### **Revisiting**

- Develop an anchor chart identifying the steps in working through a challenge. Make additions to the chart as students encounter real or fictional situations and analyze them together.
- Invite students to keep a weekly journal about dealing with problems and challenges. Suggest that they comment on their successes and struggles.

### **Feedback about the Learning**

How might what we learned about today be helpful to you?

What would you like to find out?

<p><b>Suggested links to Learning Skills and Work Habits</b></p> <p><b>Responsibility</b></p> <p>Sample Behavior: takes responsibility for and manages own behavior.</p> <p><b>Collaboration</b></p> <p>Sample Behaviors: responds positively to the ideas, opinions, values, and traditions of others; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.</p> <p><b>Initiative</b></p> <p>Sample Behavior: recognizes and advocates appropriately for the rights of self and others.</p> <p><b>Self-regulation</b></p> <p>Sample Behavior: assesses and reflects critically on own strengths, needs and interests.</p>	<p><b>Suggested links to curriculum</b></p> <p><i>This lesson will directly support learning in the following possible areas of curriculum.</i></p> <p><b>Health and Physical Education</b></p> <p>Living Skills Strand– Personal Skills, Interpersonal Skills and Critical &amp; Creative Thinking Skills</p> <p><b>Healthy Living Strand</b> – Personal Safety and Injury Prevention</p> <p><i>This lesson will provide a context for learners to apply, practice and/or consolidate learning from other areas of the curriculum.</i></p> <p><b>Language</b></p> <p>Oral Communication Strand – Listening to Understand, Speaking to Communicate</p> <p><b>Arts</b></p> <p>Drama Strand – Creating and Presenting, Reflecting, Responding and Analyzing</p> <p>Visual Arts Strand – Creating and Presenting, Reflecting, Responding and Analyzing</p> <p>Dance - Creating and Presenting, Reflecting, Responding and Analyzing</p>
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