Peers as Partners in Learning – Middle School

Lesson Pan 3.4: Problem-Solving Activity

Approximate time to allow: 60 minutes, plus intermittent project workdays

Unit

Removing Barriers and Conflicts

Lesson

Problem Solving Activity

Standards Supported in this Lesson	Rubric Essential Concepts
ELA.K12.EE.1.1 ELA.K12.EE.4.1 ELA.8.C.4.1 ELA.8.C.5.1 ELA.8.C.5.2 ELA.8.V.1.3 ELD.K12.ELL.SI.1 HE.68.R.2.2 MA.K12.MTR.1.1	Belonging for Students with Disabilities Impact of Language Promoting Access, Involvement, and Progress Problem Solving Process

Essential Questions

How can I use my understanding of character traits, conflict, and conflict resolution to address a disability-related problem at my school?

Learning Objectives

The student will:

- Identify an existing problem on a larger scale related to supporting students with disabilities
- Identify resources to resolve the problem above.
- Consider multiple ways for implementation of resolution.
- Reflect on the use of Peers as Partners in Learning to address small- and large-scale problems related to disabilities.

*Lessons 3.2, 3.3 and 3.4 are intended to be sequential, as concepts build on each other

Technology/Materials

- Technology specific to students' intended tasks: PowerPoint, Sway, OneNote, video production software, graphics program, etc.
- Project 3.4 Rubric
- Project Proposal Packet
- Selection Tools: https://www.interaction-design.org/literature/article/how-to-select-the-best-idea-by-the-end-of-an-ideation-session
- MS Reflection Journal Prompts and Vocabulary

Lesson Steps

1. Brainstorm to Identify Barriers
    a. Purpose: Propose a solution using the problem-solving process in a situation with a student with a disability.
    b. Directions:
        i. Review conflict resolution and the problem-solving process with all students. Describe the overall purpose of understanding conflict resolution and problem solving, and how to apply these methods to real world scenarios that the students with disabilities that they are working with may or do encounter at their school, both in and out of the classroom (i.e., bullying, not being able to do class work, accessing parts of the school, eating alone, difficulty participating in certain school activities, bias based on appearance). Lead students into brainstorming possible topics of interest, adding on to the list generated from Lesson 2.4.
        ii. Split students into separate groups (2-4 at teacher's discretion) and begin a brainstorming activity to think about barriers specifically encountered by students with disabilities at a middle school setting. Keep the focus on barriers that can be removed. If needed, review Learner Variability lesson.
        iii. As part of the brainstorm, student groups identify the various settings that barriers could arise in. (Classroom, Hallway, Lunch, Afterschool activity, Sports, Band, home setting, etc.)
        iv. Use resulting possible topics list for Lesson Step 2.

2. Create a Model Solution for the Barrier
    a. Purpose: To identify a problem within their school community and apply academic, social and personal skills to propose a solution to the problem.
    b. Directions:
        i. Individually or in groups, students select a topic of interest for a culminating project. Students will begin to identify resources, develop a plan to solve the problem, then propose a solution.
        ii. Identify school or community clubs that could serve as partners in this task. Identify resources specific to the problem: accommodations, websites, technology applications, strategies, physical adaptations, etc.

iii. Provide students with information about expectations, supplies, class activities and due dates. Use the rubric to define expectations and to clarify how you will assess student work. Provide students with the Project Proposal Packet, which contains the required components for the project.
iv. Decide if the class will focus on a single issue or form separate groups based on different issues. Provide time for students to research the issue in depth. Ask students to discuss and record answers to these questions:
    1. What specific school community need(s) do you want to address?
    2. Why is this barrier important?
    3. What new things did you learn from your research?
    4. What solution(s) do you propose?
    5. What specific action(s) can you and your classmates realistically take to contribute to the solution?
    6. Who are potential partners in this work?
    7. What do you need to act on your idea(s)?
    8. What connections can be made between the prior lessons and issues in your local community?
v. Give students a set time frame (suggested time is 1-2 weeks). This project can be assigned over a longer period of time, if used as a final project for the semester or year.
vi. Provide time for the teacher to meet with each student or group to discuss research, progress, proposed action and needs. If roadblocks occur in the planning stages, work with students to develop creative solutions. When necessary, guide students to greater understanding about the issue or people involved. Ensure that students develop a solid plan that takes into account time constraints (quarter, semester, or year-long), school support, and safety.
vii. Individual students or groups present their projects, either in person, or electronically.

3. (Optional)- As a whole class or in small groups, students may choose to implement one or more of the projects. Consider the impact of implementing multiple projects at the same time, and plan accordingly. It is better to implement one project well than to attempt multiple projects simultaneously. This project is also ideal for students taking PPL course for a second or third year of service. Project logistics will vary greatly. Develop a solid plan that takes into account time constraints (quarter, semester, or year-long), school support, and safety.
    a. <u>Purpose:</u> Implement one or more plans to address one or more potential or existing barriers related to students with disabilities.
    b. <u>Directions:</u>
        i. Narrow project topics from student project proposals using one of the selection tools.
        ii. After selection of the class/group project, establish group goal(s)or identify tasks/materials, procedures, etc.
        iii. After the plan is approved, students will implement the plan. Allow ample time but establish checkpoints for meeting with students regarding the

project.

iv. Students complete the reflection section of the project planning form, or alternatively, will create a reflection wall, class scrapbook or blog where students can post photographs and reflections.

Assessments

Formative:

- Brainstorming participation.
- Identification of barriers.
- Project proposal #3 (if using option 4).

Summative:

- Project proposal #3 (if not using option 4).
- If using option #4 - project implementation plan.
- Reflection Journal entry.

Considerations

- Students have optional formats for project proposals.
- Students can respond to any prompt using a keyboard or speech-to-text features.
- Students may work in groups of 2 or 4 on some activities.
- Students are offered choices on many assignments.