

How will you solve this?

3 steps to the activity realisation



Step 1 – preparation phase

For the first step, you would need to prepare some prompt cards with scenarios that learners could go through in pairs. You do not need to go through all the scenarios, you can choose one that appeals to you or your learner finds the most interesting.

Suggested scenarios are:

Theme 1: Thinking before answering:

Alex often replies to the math teacher's questions without thinking about the problems. When everyone laughs at him, Alex thinks, "I'm so stupid. I can never get the right answers." How can Alex give himself more constructive feedback?

Theme 2: Following rules:

Robbie makes a big effort to follow the rules of the substitute teacher. When she comments on his good behavior, Robbie says to himself, "I can really follow the rules if I work hard at remembering them." How can Robbie credit himself more accurately?

Theme 3: Persisting in difficult tasks

When Lacey first started working on the computer, she became very frustrated with her mistakes and gave up. But now her classmates are all enjoying the computer, so she decides to ask a friend for help. When Lacey discovers that with practice it becomes progressively easier to work on computers, she begins to enjoy using them. "I really can keep on working without quitting," Lacey tells herself. How can more realistically Lacey compliment herself?

Step 2 – activity phase

At the beginning of the activity, introduce the activity and explain the value of it.

Put the young people in pairs.

Let them work in pairs and answer scenario-based questions while you oversee their progress and provide support if needed.



Type of activity:
Co-coaching

Value of the activity:
By working in pairs on a variety of social problem-solving questions, the young people get to practice self-control because they need to take time and think about how they will solve each problem, and think about how they will react in scenarios that require an element of self-control.



Timing:

Preparation: 5 min.
Implementation: 20 min.
Follow up: 20 min.



Activity follow-up:

N/A



Other value case box components:

Young people will also learn to apply their thinking and creative thinking in solving the scenarios.



Value quoted:

Step 3 – wrap up phase

At the end, invite the participants to have an open discussion by reflecting on the prompt cards as a group and sharing the prompt card they found most difficult to answer. If needed, help them by making some suggestions.

For example, in scenario Theme 1, the young person could say:

"I did not get the right answers because I did not give myself time to think of the answers carefully. I will think before answering next time."

Or *"This is not the first time I am not thinking carefully, I got the answers wrong. Next time I will try to give myself more time to think."*

Or *"I noticed that those who got the right answers spent some time thinking before answering. I will do it next time."*

Encourage them to think of similar scenarios under the three themes that have happened to them and ask for their solutions.

Your notes:

V ...

V ...

V ...

V ...