



## EXPLORATION

## ANALYSIS SOLUTION MINDSET

PROBLEM SOLVER



OREGONEMPLOYABILITYSKILLS.ORG



AVATAR OVERVIEW

### OVERVIEW & PURPOSE

To help students become better problem solvers by helping them see different points of view, recognize patterns and connections, and test possible solutions.

### STANDARDS: Counseling/Transformative SEL

- B-LS 1. Demonstrate critical-thinking skills to make informed decisions
- B-SS 4. Demonstrate empathy
- B-SS 5. Demonstrate ethical decision-making and social responsibility
- Practice 4D: Engage in a process to solve a problem by active listening, working collaboratively, and negotiating constructively with differing social and cultural demands.
- Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.
- Purpose 5B: Make informed choices and identify solutions for personal and social problems after analyzing all types of information.
- Practice 5C: Anticipate, reflect, and evaluate the impacts of one's choices and role in promoting personal, family, and community well-being.

Links to Crosswalks and Standards:

[OES Standards Map](#)

TRANSFORMATIVE SEL  
FRAMEWORK AND  
STANDARDS

OREGON EMPLOYABILITY SKILLS  
CROSSWALK

SEL

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**OES TRAIT OBJECTIVES:** Students will

1. consider different points of view and try to understand why information is presented the way it is.
2. see problems and needs in society, the community, or the workplace. Look at the bigger picture when finding a way to solve a problem.
3. see themes or patterns in data, and connect information from different subject areas. Use critical thinking skills.
4. take time to think about different ways of solving problems; test out ideas to find the one that works best.

**STUDENT OBJECTIVES:**

1. I can look at information from different points of view to better understand what's being said.
2. I can notice the problems around me and think big about ways to solve them.
3. I can see ways very different information is connected and think critically about what I see.
4. I can take time to think about and test different ways to solve problems.

**KEY TERMS:**

1. **problem:** a situation that needs to be fixed or changed to make things better
2. **point of view:** the way a person looks at a situation or problem
3. **empathetic:** listening to be able to know and share someone else's feelings

**ESSENTIAL QUESTIONS (Lessons 1-4)**

1. How can I look at a problem from different points of view?
2. How can I help to fix a problem in my community?
3. When I have a problem I've seen before, can I use a similar solution to fix it?
4. How can I be sure my solution is the best one for this problem?

## MATERIALS NEEDED

1. Google Slideshow and SMARTBoard/Screen
2. Handouts (Lessons 1-5) [Google Handout Notebook w/ T1 & T2](#)
  - a. [What am I Looking At?](#)
  - b. [More Than One Side to the Story](#)
  - c. [Getting from Point A to Point B](#)
  - d. [Feeding Those in Need](#)
  - e. [Graphing Options](#)
  - f. [Presenting Data Clearly](#)
  - g. [Quick Fix](#)
  - h. [Taking Our Ideas to Market](#)
  - i. [Assessment](#)

## ACTIVITIES (Lessons 1-4)

1. *More Than One Side to the Story*: Students rewrite a well-known story from the perspective of another character.
2. *Feeding Those in Need*: Students work together to identify the needs of the community in which there are food deserts.
3. *Presenting Data Clearly*: Students will present information in different formats, and discuss the effectiveness of each format for a particular audience.
4. *Taking Our Ideas to Market*: Student groups will present a range of solutions to helping people who live in food deserts, and decide as a class which idea is the best solution.

## VERIFICATION:

Exit Tickets (Lessons 1-4) Use a post-it note or index card, if you want to collect these as students leave class. Otherwise, students can write their response on the back of their Warm Up handout from the start of class.

1. What questions could you ask someone to get their point of view?
2. What is a problem you have noticed that needs attention in your community?
3. How do you best like to present information: in writing? In an oral presentation? With a display of some sort? Why is this the best option for you?
4. How can working with others help you solve a new problem?

## AT HOME FOLLOW UP (optional) (Lessons 1-4)

1. Think about a time you and a friend or sibling disagreed over the details of something

- that happened. Explain how your facts did not match up with theirs.
2. Think about a job or chore you have done in the past few months. Can you think of something you would do differently if you had to do that same task again?
  3. If you were applying for a job, what form would you prefer to use to tell the employer about yourself?
  4. Talk to someone at home who needs help. Listen to their problem, and offer at least two possible solutions for them.

### **TELL YOUR STORY (for Lesson 5)**

**Presenting Your Best Self:** Choose a medium you might use to apply to a job. It can be a letter, a video, or a short speech in which you “sell” yourself to a potential employer.

### **WORKPLACE CONNECTION (for Lesson 5)**

Watch [Mahima's Story](#) as a context for how to think critically and be a problem solver.

### **ASSESSMENT (Lesson 5)**

Students will demonstrate an analysis solution mindset by looking at individual and community “problems,” and finding a solution by evaluating information and data. They will exhibit critical thinking skills by exploring what options there might be for different scenarios, and determining the “best” solution based on resources, skills, knowledge and empathy.