

Coping: Solving Problems

Approximate time: 20 minute tutor time session

Materials: Handout

Aim/outcome: To explore how to problem-solve and why this makes a student more resilient

Explanation:

- First ask students to give of examples of problems. (They don't have to be their own actual problems).
- Ask students to fill out the problem solving handout, writing little problems in the small box, medium sized problem in the medium sized box and large problems in the large box.
- Then using the balloon handout ask students to think of a time when they solved a problem on their own and to write in the large balloon:
 - What helped you solve that problem?
 - Did you do it on your own or did you do it with help of someone?
 - Did you break down the problem into small steps?
 - What solutions did you come up with? Were there different solutions? What were they?
 - How did it make you feel when you solved the problem?
 - How could solving problems make you feel more resilient?

Expansion activity:

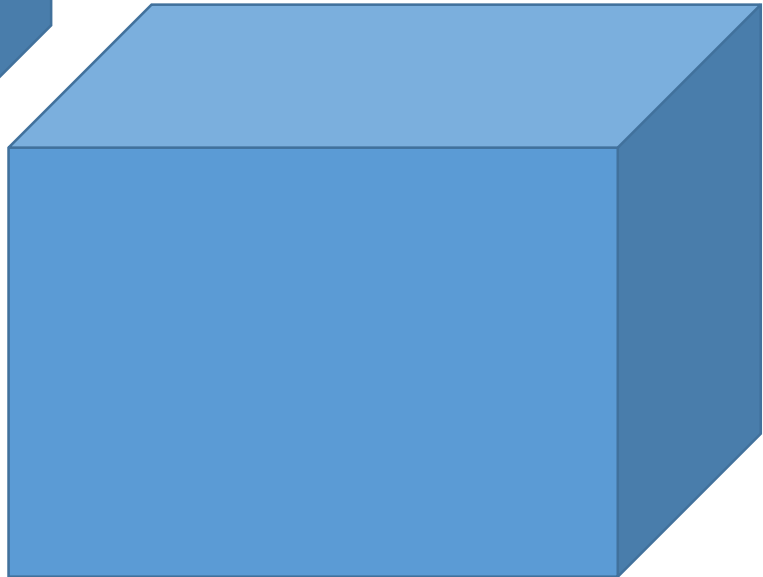
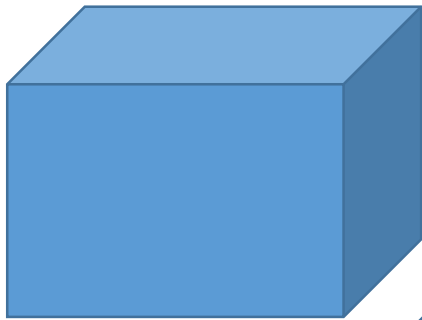
Ask students to volunteer examples of problems written on the handout and ask students in pairs to solve the problem and then feed back to the rest of the class how they solved that problem.

One-to-one:

Help the student fill out the handouts and help the student work through a problem they are experiencing at the moment. Be very gentle and supportive towards the students as they might be feeling vulnerable and exposed.

Students say: Not to make the problems too personal. Not to try and fix their own personal problems encourage the discussion to be about problem solving why it is good for students to learn to problem solve. Keep problems neutral so that students do not feel exposed.

Problem solving handout



Balloon handout

Think of a time you solved a problem, and write it in the balloon.

What helped you to solve the problem?

Did you do it on your own or did someone help you?



How did it make you feel?

Did you break the problem in to small steps?