

QUANDARY ESSENTIALS

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QUANDARY ESSENTIALS LESSON 1 (QE1): Ethical Problem-

Aligned Standards

CCSS.ELA-LITERACY.RL.3.6
 CCSS.ELA-LITERACY.RI.7.3
 ISBE SEL 1C.4b

Agenda Overview

Alongside Quandary gameplay, students will be introduced to a problem-solving model designed to encourage social thinking and ethical decision-making. The model can be applied to dilemmas raised in Quandary and in students' everyday lives as they navigate moral issues.

Lesson Goals

Students will learn a problem-solving model to apply to Quandary and real life.

Lesson Vocabulary

Problem-solving process, problem identification, ethical decision-making, invasive species, environmentalism, conservation, medicinal

Skills Taught

Problem-solving
 Data Gathering

Materials Needed

Internet access, computers/devices, Quandary Episode 1
 Problem-solving process, Process Log, and Skit (QE1.S1, S2, and S3)
 Classroom desks assembled in a circle
 Poster paper

Solving

IMPLEMENTATION GUIDE

Lesson Structure (Total time: 40-50 minutes)	Assess Understanding
<p>ORIENT students. "We're playing Quandary today, where there are no clear right or wrong answers, but to get the best outcome, you have to be an active problem solver. What's an active problem solver? Pause for answers. (Someone who goes through a process and gathers information, thinks of solutions, and gets feedback.) We're going to learn this process to help with your Quandary decisions and think about how to apply it to real life." <i>Optional - show Quandary intro video: https://www.youtube.com/watch?v=3wJ-Os6Hocs</i></p>	<p><i>Can each student...</i></p> <p>Complete the Process Log?</p>
<p>PRINT a copy of the Problem-solving process and Process Log for each student. Have students read the steps out loud and generate a question from each step, demonstrating the first one for them (e.g., Problem Acknowledgement: Is there a problem?) Distribute Process Logs, instructing students to write the questions they generated for each step on the log.</p>	<p>List Problem-solving process steps?</p>
<p>PLAY Quandary, instructing students to complete the Process Log as they play.</p>	<p>Participate in fishbowl activity?</p>
<p>DIVIDE class: put two chairs in the center of the circle and have two volunteers act out the skit. After the enactment, ask, "Was there a problem? What was the problem? Any facts or opinions stand out? What are some solutions? Which solution do you think is best and why?" If time, have volunteers enact chosen solution and ask, "How do you think it went? What could have gone better?"</p>	

Wrap-Up

Instruct the student groups to each write one step of the problem-solving process on a shared poster and keep the poster in the classroom environment for future Quandary lessons and other potential applications.

Additional Resources

TEACHING STRATEGY *Social Problem-solving*

<https://education.ufl.edu/behavior-management-resource-guide/2015/01/16/teaching-students-to-solve-social-problems/>

QUANDARY ESSENTIALS LESSON 2 (QE2): Digital Literacy

Aligned Standards

CCSS.ELA-LITERACY.SL.8.3
 CCSS.ELA-LITERACY.RI.6.8
 CCSS.ELA-LITERACY.SL.6.3
 ISBE SEL 2A.1b

Agenda Overview

Students will engage in Quandary gameplay, learning to distinguish facts from opinions to become knowledgeable consumers of information. Post-game activities will help students apply knowledge and skills and continue to build media literacy.

Lesson Goals

Students will decide what information is relevant and reliable when solving problems.

Lesson Vocabulary

Fact, opinion, *discern*, *credible*

Skills Taught

Fact discernment
 Media literacy

Materials Needed

Internet access, computers/devices, Quandary Episode 2
 Sticky notes, white board or large poster paper, writing utensils
 Exit Ticket (QE2.S1)

IMPLEMENTATION GUIDE

Lesson Structure (Total time: 40-50 minutes)	Assess Understanding
<p>ASK students, “What is a fact? What’s an opinion?” Write “FACT” and “OPINION” in large letters on the board and give students sticky notes. Instruct students to write their definitions of “Fact” and “Opinion” on the sticky notes and when they are done, affix them to the board.</p>	<p>Can each student...</p>
<p>READ student’s responses and as a class, generate a definition for both “Fact” and “Opinion”. Ask students, “how can you tell a fact from an opinion? What are the clues you look for while reading to help you decide whether something is fact or opinion?”</p>	<p>Define fact and opinion? Sort facts and opinions?</p>
<p>PLAY Quandary, instructing students to be on the lookout for facts and opinions.</p>	<p>Give examples of their own facts/opinions?</p>
<p>PAUSE at the “Get the Facts Straight” screen and have students read aloud the settler’s statements. Ask, “How can you tell what this settler is saying is a fact or an opinion?” Encourage students to consider the source: (e.g., “Is medical information more trustworthy coming from the doctor or from the hunter?”)</p>	
<p>ENGAGE students with questions once gameplay is complete. “How did you choose a solution? Did facts or opinions influence your decision more? Why/why not?” <i>Optional: tell students, “Another way facts and opinions come up often is in the news.” Show “How to Choose Your News” video or use the “Fake News Checklist” to cover media literacy.</i></p>	

Wrap-Up

Exit ticket: Have the students write one fact and one opinion about a quandary/dilemma the school is facing (school lunch quality, uniforms, bullying, etc.)

Additional Resources

VIDEO *How to Choose Your News*

<https://ed.ted.com/lessons/how-to-choose-your-news-damon-brown>

ARTICLE *4 Tips for Assessing Digital Literacy*

<https://www.teachingchannel.org/blog/2018/03/01/4-tips-digital-literacy-ypp/>

WORKSHEET *Fake News Checklist*

<http://www.thenewsliteracyproject.org/sites/default/files/GO-TenQuestionsForFakeNewsFINAL.pdf>

QUANDARY ESSENTIALS LESSON 3 (QE3): Leadership Decision-

Aligned Standards

CCSS.ELA-LITERACY.RL.3.6
CCSS.ELA-LITERACY.RI.5.6
ISBE SEL 2C.3b

Agenda Overview

Students will actively consider what it means to be a good leader and will learn and practice a new decision-making method that encourages collaboration and innovation.

Lesson Goals

Students will identify traits of good leaders and effective leadership and will learn a new decision-making method.

Lesson Vocabulary

Leadership, collaboration, advantage/disadvantage, cliques, favoritism, in-group/out-groups

Skills Taught

Leadership, decision-making, collaboration

Materials Needed

Internet access, computers/devices, Quandary Episode 3
Pro-Pro Charts (QE3.S1)
Exit Ticket (QE3.S2)

Making

IMPLEMENTATION GUIDE

Lesson Structure (Total time: 40-50 minutes)	Assess Understanding
ASK students, “What are the qualities of a good leader?” Record their responses on the board in an idea web with “leader” at the center. Ask, “what do good leaders do?” and gather responses similarly.	<i>Can each student...</i>
SAY “Leadership is more than just telling people what to do – it’s a collaborative process that requires perspective taking and brainstorming solutions based on the wants and needs of the group. Leadership decisions have consequences for all those affected.”	Identify 3 leadership traits?
PLAY Quandary in student pairs. Tell students to PAUSE before choosing a solution. Say, “Before we choose a solution, we’re going to look at the pros of two solution according to what the settlers have said so far. We’re not looking at cons – only the pros of each solution.” Instruct students to work in pairs on the pro-pro chart template or on a poster paper to allow for more autonomy/creativity.	List pros/advantages of 2 conflicting solutions?
CONTINUE playing Quandary where students left off and continue through to the end.	Identify 1 way to get involved in leadership at school or in community?
SHARE each other’s Pro-Pro charts and solutions by either setting up a gallery of students’ Pro-Pro posters or a roundtable discussion where student groups take turns reading their pros and solutions. Ask students, “which solution was better for the settlement: the one your team came up with or the Earth Council’s decision? Why?”	

Wrap-Up

As an exit ticket, have students identify three traits of a good leader as well as one way students can get involved in leadership in their school or community. Scaffolding may be necessary: tell students that although not everyone will be a leader like a class president, there are ways for everyone to take on leadership roles, whether it’s in class, in an after-school club, in your friend group, or in your community.

Additional Resources

TEACHING STRATEGY *Ladder of Inference*

https://www.mindtools.com/pages/article/newTMC_91.htm

TEACHING STRATEGY *Gallery Walk*

<https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk>

QUANDARY ESSENTIALS LESSON 4(QE4): Perspective Taking

Aligned Standards CCSS.ELA-LITERACY.SL.3.3 CCSS.ELA-LITERACY.SL.4.3 ISBE SEL 2A.3a	Agenda Overview Students will gain experience actively and consciously considering multiple and conflicting viewpoints to aid in ethical decision-making. Understanding one another’s perspectives is paramount to developing empathy, civic engagement, problem-solving, and leadership skills.
Lesson Goals Students will practice perspective taking and understand and appreciate the value of listening to multiple viewpoint.	Lesson Vocabulary Perspective taking, identity, persuasion, harassment, cyberbullying
Skills Taught Perspective taking Identity development Awareness of self and others	Materials Needed Internet access, computers/devices, Quandary Episode 4 Free, live classroom polling account at www.polleverywhere.com/ Circle of Viewpoints and Exit Ticket (QE4.S1 and S2)

IMPLEMENTATION GUIDE

Lesson Structure (Total time: 40-50 minutes)	Assess Understanding
ASK students, “What is perspective taking? How is it useful? What does it allow us to do?” Brainstorm a current event with the class and, using PollEverywhere, have students type their perspectives anonymously and project on screen in real time. Talk about how there are so many different perspectives on the same issue.	<i>Can each student...</i> Complete circle of viewpoints sheet?
PLAY Quandary, instructing students to pay close attention to the different perspectives of the settlers, choosing one settler to write about later.	
PAUSE after the “Get the Facts Straight” screen and use the Circle of Viewpoints Thinking Routine. Give students a minute to complete the handout, then have each student read what they think and the question they have from their chosen viewpoint. If time, have other students attempt to guess who the active student is portraying.	Share their perspective and chosen solution with the class?
CONTINUE playing Quandary through to the end.	
SURVEY the class on which solution they chose and divide them into groups based on their solution. Have each side make the case for the solution they chose, explaining their own perspective in reaction to the presented facts and opinions.	Role play their chosen character’s viewpoint?
ASK “How did you come to the solution you chose? Did anything change your mind? How might you persuade a classmate to make the decision you did?”	Complete the exit ticket?
CREATE “Change My Mind” Tables: have a student with one solution sit across from a student with a different solution. Give students 5 minutes each to try and change each other’s minds using evidence from the game and personal experience, encouraging them to use perspective taking (e.g., “I understand that you think/feel...”)	

Wrap-Up
 Exit ticket: Have the students write a brief answer to the following questions, “What new ideas do you have about perspectives that you didn’t have before? What new questions do you have?”

Additional Resources
WEBSITE *Poll Everywhere for Live, Anonymous Polling* | www.polleverywhere.com/

Quandary Essentials Lesson 1: Problem-solving Process**What is Social Problem-solving?** ⁽¹⁾

Social problem-solving is the cognitive-behavioral process that an individual goes through to solve a social problem. Typically, there are five steps within this process:

- | |
|---|
| 1. Identifying that the problem exists: Recognizing there is a problem that needs to be solved. |
| 2. Defining the problem: Naming and describing the problem. |
| 3. Generating solutions: Coming up with many possible solutions for the problem. |
| 4. Evaluating solutions and enacting the chosen solution: Evaluating each possible solution to select the one that is most likely to solve the problem, and then effectively carrying out the chosen solution. |
| 5. Assessing the outcome: Determining whether the problem was solved or not. If the problem was solved, no need to repeat the process. If the problem still exists or if another problem appears, the process might need to begin again. |

For many competent problem solvers, this process can be automatic and skilled social problem solvers may not go through the process in a linear fashion or even realize the steps they take to solve the problem. Students who are limited in their problem-solving ability, however, must be taught explicitly the step-by-step process.

(1) Adapted from University of Florida College of Education. <https://education.ufl.edu/behavior-management-resource-guide/2015/01/16/teaching-students-to-solve-social-problems/>

Quandary Essentials Lesson 1: Problem-solving Process Log

Name: _____

Date:

Problem-solving Steps

Directions: Rephrase each problem-solving step into a question. Then, as you play through Quandary, answer each question in the lines below.

Step 1: **Identifying** the problem exists

(_____?)

In Quandary:

_____.

Step 2: **Defining** the problem

(_____?)

In Quandary:

_____.

Step 3: **Generating** solutions

(_____?)

In Quandary:

_____.

Step 4: **Evaluating** solutions and trying the chosen solution

(_____?)

In Quandary:

_____.

Step 5: **Assessing** the outcome

(_____?)

In Quandary:

Quandary Essentials Lesson 1: Problem-solving Skit⁽²⁾

Directions: Choose to be either Student 1 or Student 2 and read the script aloud.

Student 1: Wants to use the classroom computer

Student 2: Is using the classroom computer

Scene: A classroom

Script:

Student 1: Quick! I've got to use the computer!

Student 2: But I'm using it now. I'm listening to this story.

Student 1: That's not important. We need it for this play we're doing.

Student 2: Can I be in the play?

Student 1: No-we already have enough people. There's no room for you.

Student 2: (pauses) I'm using the computer.

Student 1: Don't be a jerk! You can listen to that story anytime. We really need it now!

Student 2: So do I.

Student 1: No you don't. See if I do anything for you ever again. You slob! You pig! You jerk!

Student 2: Oh! I'm telling on you!

Student 1: I'm telling on you too, creep face!

(2) Adapted from *Elementary Perspectives: Teaching Concepts of Peace and Conflict* by William J. Kreidler.

Quandary Essentials Lesson 2: Exit Ticket

Name: _____

Date:

Directions: Answer the questions on this sheet before leaving class.

1. List **one** quandary at your school (*possible topics: uniforms, school lunches, recess, school start time*):

2. Write **one fact** about this quandary:

3. Write **one opinion** about this quandary:

Quandary Essentials Lesson 3: Pro-Pro Charts ⁽³⁾

Most people are familiar with pro/con charts, but in a pro/pro chart the group thinks through the positives of two different ideas. Rather than deciding between two choices, this tool helps students identify the positive traits of different viewpoints, and then create a third option by merging the good qualities of both. Use a Pro/Pro chart to come up with your own third solution.

Directions: Write each solution in the solution boxes and brainstorm the pros of each solution underneath. Then, think about and write a new solution in the box below.

PROS	PROS
SOLUTION 1:	SOLUTION 2:
+ + + + + +	+ + + + + +
NEW SOLUTION:	

(3) Excerpted from KQED.org, MindShift Educational Strategies: <https://www.kqed.org/mindshift/46781/three-tools-for-teaching-critical-thinking-and-problem-solving-skills>

Quandary Essentials Lesson 3: Exit Ticket

Name: _____ Date: _____

Directions: Think about and write down **three** traits of a good leader and **one** way students can get involved in leadership in school or community.

Three traits of a good leader:

- 1. _____
- 2. _____
- 3. _____

One way students can get involved in leadership in school or community:

Quandary Essentials Lesson 4: Circle of Viewpoints⁽⁴⁾

Name: _____ Date: _____

Directions: Choose a Quandary settler whose viewpoint you find interesting. Using that character's viewpoint, fill in the blanks.

- I am thinking of (*the topic*) _____ from the viewpoint of (*Quandary settler*) _____.

- I think (*describe the topic from your viewpoint. Be an actor – take on the character of your viewpoint*):

- A question I have from this viewpoint is (*ask a question from this viewpoint*):

(4) Adapted from Harvard University Project Zero Thinking Routines: <http://www.pz.harvard.edu/projects/visible-thinking>

Quandary Essentials Lesson 4: Exit Ticket

Name: _____ Date: _____

Directions: Before leaving class, answer the two following questions.

1. What new ideas did you have about listening to others' viewpoints?

2. What questions do you have about the problem the Quandary settlers faced or about taking another person's perspective?

