# Cooperative Problem Solving Activities For Social Studies Grades 6 12

Social studies teachers will find classroom-tested lessons and strategies that can be easily implemented in the classroom The Teacher’s Toolbox series is an innovative, research-based resource providing teachers with instructional strategies for students of all levels and abilities. Each book in the collection focuses on a specific content area. Clear, concise guidance enables teachers to quickly integrate low-prep, high-value lessons and strategies in their middle school and high school classrooms. Every strategy follows a practical, how-to format established by the series editors. The Social Studies Teacher's Toolbox contains hundreds of student-friendly classroom lessons and teaching strategies. Clear and concise chapters, fully aligned to Common Core Social Studies standards and National Council for the Social Studies standards, cover the underlying research, technology based options, practical classroom use, and modification of each high-value lesson and strategy. This book employs a hands-on approach to help educators quickly learn and apply proven methods and techniques in their social studies courses. Topics range from reading and writing in social studies and tools for analysis, to conducting formative and summative assessments, differentiating instruction, motivating students, incorporating social and emotional learning and culturally responsive teaching. Easy-to-read content shows how and why social studies should be taught and how to make connections across history, geography, political science, and beyond. Designed to reduce instructor preparation time and increase relevance, student engagement, and comprehension, this book: Explains the usefulness, application, and potential drawbacks of each instructional strategy Provides fresh activities applicable to all classrooms Helps social studies teachers work with ELLs, advanced students, and students with learning differences Offers real-world guidance for addressing current events while covering standards and working with textbooks The Social Studies Teacher's Toolbox is an invaluable source of real-world lessons, strategies, and techniques for general education teachers and social studies specialists, as well as resource specialists/special education teachers, elementary and secondary educators, and teacher educators.

Give your students the opportunity to think, discover, and learn together in social studies! Teamwork helps students strengthen individual retention, improve performance, and promote meaning-making in the classroom. To give adolescent minds practice in critical thinking, the authors use their considerable teaching experience to present more than 40 problem-solving activities that are ready for immediate use in the social studies classroom. This updated edition of Catch Them Thinking in Social Studies demonstrates how to use collaborative learning strategies to fully engage students in meaning-making.

Cooperative Problem-Solving Activities for Social Studies, Grades 6–12 offers lessons in five areas of social studies instruction: geography, politics, economics, culture, and history. Each activity includes background information, clue cards, objectives, tasks, and worksheets. This updated edition helps teachers: • Develop students' decision-making, analysis, and communication skills • Foster teamwork and interdependent learning • Construct cooperative problem-solving activities using their own curriculum Through the activities in this book, students will work together to learn about social topics while developing important, real-world skills. Featuring current research and new activities, this hands-on resource helps teachers facilitate cooperative problem solving in social studies and provides teacher tips throughout the book.

Engaging groups in drama is a highly effective way to break down barriers and build resilient teams. This concise book of drama-based exercises will be an invaluable tool for practitioners looking to facilitate conflict transformation and is applicable to a wide range of contexts and client groups. The dramatic problem solving approach is a sequential process, from welcoming exercises and forming agreements, to analysing the root problems and building on trust, culminating in the creation of a piece of drama. Each stage is accompanied by activities and illustrated with examples from the author's extensive experience. This book will be an innovative resource for any professionals involved in groupwork including youthworkers, teachers, social workers, arts and family therapists, group psychotherapists, psychologists, school counsellors and community leaders.

Employees who possess problem-solving skills are highly valued intoday?s competitive business environment. The question is how canemployees learn to deal in innovative ways with new data, methods,people, and technologies? In this groundbreaking book, ArthurVanGundy -- a pioneer in the field of idea generation and problemsolving -- has compiled 101 group activities that combine to make aunique resource for trainers, facilitators, and human resourceprofessionals. The book is filled with idea-generation activitiesthat simultaneously teach the underlying problem-solving andcreativity techniques involved. Each of the book?s 101 engaging andthought-provoking activities includes facilitator notes and adviceon when and how to use the activity. Using 101 Activities forTeaching Creativity and Problem Solving will give you theinformation and tools you need to: Generate creative ideas to solve problems. Avoid patterned and negative thinking. Engage in activities that are guaranteed to spark ideas. Use proven techniques for brainstorming with groups. Order your copy today.

Problem solving activities enable students to understand fraction concepts by comparing, ordering, adding, and finding the equivalency.

This new edition of GEMS most popular math guide features a new foreword by the author. These fifty cooperative logic activities are designed for groups of four. Each student receives a clue to a problem and needs to share the information with all other group members. The solution can ONLY be discovered by working together and connecting all the clues. In a non-competitive environment, students develop communication and problem-solving skills. To come up with a "group solution," students will need to learn to listen, to be patient, and to value the contributions of others. Through the process, students learn to appreciate a variety of approaches to a problem. Jan M. Goodman is currently Principal of Jefferson Elementary School in Berkeley, California. Reissued with new ISBN. Also available by Jan M. Goodman "Group Solutions, Too!" PB $21.00, 0-912511-38-9" CUSA

Make workplace conflict resolution a game that EVERYBODY wins! Recent studies show that typical managers devote more than a quarter of their time to resolving coworker disputes. The Big Book of Conflict-Resolution Games offers a wealth of activities and exercises for groups of any size that let you manage your business (instead of managing personalities). Part of the acclaimed, bestselling Big Books series, this guide offers step-by-step directions and customizable tools that empower you to heal rifts arising from ineffective communication, cultural/personality clashes, and other specific problem areas—before they affect your organization's bottom line. Let The Big Book of Conflict-Resolution Games help you to: Build trust Foster morale Improve processes Overcome diversity issues And more Dozens of physical and verbal activities help create a safe environment for teams to explore several common forms of conflict—and their resolution. Inexpensive, easy-to-implement, and proved effective at Fortune 500 corporations and mom-and-pop businesses alike, the exercises in The Big Book of Conflict-Resolution Games delivers everything you need to make your workplace more efficient, effective, and engaged.

This book is designed to teach orienteering and GPS technology as an educational tool in the school curriculum. The book uses a multi-disciplinary approach to foster self confidence, cooperative learning, team building, problem solving, decision making, and love for the outdoors. The activities are adaptable to a wide variety of grade levels and can be used in most subject areas. The book includes a series of hands-on activities, worksheets, and interactive lessons that are fun and educational letting the students learn through exploration and problem solving.

A young Guyanese man seeks permission to stay in the United States for a heart operation, but immigration officials refuse him an extension of his visitor's visa, believing he is involved with political groups that use violence . . . is this fair? Based on the principles of cooperative learning strategies, this photocopiable resource promotes English language development and critical thinking skills through readings,

discussions, and problem-solving activities in cooperative jigsaw groups. Great for multi-level classes (each of the five issues is presented from four points of view at four different language levels).
The students solve problems by constructing shapes with pattern blocks.
The OECD Programme for International Student Assessment (PISA) examines not just what students know in science, reading and mathematics, but what they can do with what they know. Results from PISA show educators and policy makers the quality and equity of learning outcomes achieved elsewhere.
Tanglers, Too! will help your students develop problem-solving skills while developing their ability to work cooperatively. In addition to enhancing reading comprehension, Tanglers help reduce teacher-dependent behavior by teaching students to rely on their own abilities and understandings as well as those of their classmates. What is a Tangler? Many of the Tanglers are logic problems, and some are math word problems. Clues to the answer are on cards that are distributed to the group of 3–6 students. No one student has enough information to solve the puzzle alone. Students must share their information and work cooperatively to reach a solution.
Activities introduce, reinforce, and develop team problem-solving skills.
Numerous teaching, learning, assessment, and institutional innovations in undergraduate science, technology, engineering, and mathematics (STEM) education have emerged in the past decade. Because virtually all of these innovations have been developed independently of one another, their goals and purposes vary widely. Some focus on making science accessible and meaningful to the vast majority of students who will not pursue STEM majors or careers; others aim to increase the diversity of students who enroll and succeed in STEM courses and programs; still other efforts focus on reforming the overall curriculum in specific disciplines. In addition to this variation in focus, these innovations have been implemented at scales that range from individual classrooms to entire departments or institutions. By 2008, partly because of this wide variability, it was apparent that little was known about the feasibility of replicating individual innovations or about their potential for broader impact beyond the specific contexts in which they were created. The research base on innovations in undergraduate STEM education was expanding rapidly, but the process of synthesizing that knowledge base had not yet begun. If future investments were to be informed by the past, then the field clearly needed a retrospective look at the ways in which earlier innovations had influenced undergraduate STEM education. To address this need, the National Research Council (NRC) convened two public workshops to examine the impact and effectiveness of selected STEM undergraduate education innovations. This volume summarizes the workshops, which addressed such topics as the link between learning goals and evidence; promising practices at the individual faculty and institutional levels; classroom-based promising practices; and professional development for graduate students, new faculty, and veteran faculty. The workshops concluded with a broader examination of the barriers and opportunities associated with systemic change.
Classroom tested puzzles designed to be solved by small groups of students, gr. 5-8. The puzzles promote teamwork and interpersonal cooperation, while also requiring students to read and interpret a sequence of written information. Some Tanglers present interesting factual information, while others are fictional. The book includes 45 different puzzles with increasing levels of difficulty. Puzzles are copyable for use in the classroom o rwith youth groups. Includes instructions for student to create original puzzles of their own.
Encourages critical- and historical-thinking skills. Explores new perspectives on U.S. history, including Native American myths and teenage civil rights leaders. Features a thorough teacher guide and extensive assessment opportunities.
Featuring current research and new activities, the second edition offers collaborative learning strategies and more than 40 ready-to-use lessons to fully engage students in social studies.
Experimental research by social and cognitive psychologists has established that cooperative groups solve a wide range of problems better than individuals. Cooperative problem solving groups of scientific researchers, auditors, financial analysts, air crash investigators, and forensic art experts are increasingly important in our complex and interdependent society. This comprehensive textbook--the first of its kind in decades--presents important theories and experimental research about group problem solving. The book focuses on tasks that have demonstrably correct solutions within mathematical, logical, scientific, or verbal systems, including algebra problems, analogies, vocabulary, and logical reasoning problems. The book explores basic concepts in group problem solving, social combination models, group memory, group ability and world knowledge tasks, rule induction problems, letters-to-numbers problems, evidence for positive group-to-individual transfer, and social choice theory. The conclusion proposes ten generalizations that are supported by the theory and research on group problem solving. Group Problem Solving is an essential resource for decision-making research in social and cognitive psychology, but also extremely relevant to multidisciplinary and multicultural problem-solving teams in organizational behavior, business administration, management, and behavioral economics.
This second volume of papers from the ATC21STM project deals with the development of an assessment and teaching system of 21st century skills. Readers are guided through a detailed description of the methods used in this process. The first volume was published by Springer in 2012 (Griffin, P., McGaw, B. & Care, E., Eds., Assessment and Teaching of 21st Century Skills, Dordrecht: Springer). The major elements of this new volume are the identification and description of two 21st century skills that are amenable to teaching and learning: collaborative problem solving, and learning in digital networks. Features of the skills that need to be mirrored in their assessment are identified so that they can be reflected in assessment tasks. The tasks are formulated so that reporting of student performance can guide implementation in the classroom for use in teaching and learning. How simple tasks can act as platforms for development of 21st century skills is demonstrated, with the concurrent technical infrastructure required for its support. How

countries with different languages and cultures participated and contributed to the development process is described. The psychometric qualities of the online tasks developed are reported, in the context of the robustness of the automated scoring processes. Finally, technical and educational issues to be resolved in global projects of this nature are outlined.

This book is the first to systematically describe the key components necessary to ensure successful implementation of Collaborative Problem Solving (CPS) across mental health settings and non-mental health settings that require behavioral management. This resource is designed by the leading experts in CPS and is focused on the clinical and implementation strategies that have proved most successful within various private and institutional agencies. The book begins by defining the approach before delving into the neurobiological components that are key to understanding this concept. Next, the book covers the best practices for implementation and evaluating outcomes, both in the long and short term. The book concludes with a summary of the concept and recommendations for additional resources, making it an excellent concise guide to this cutting edge approach. Collaborative Problem Solving is an excellent resource for psychiatrists, psychologists, social workers, and all medical professionals working to manage troubling behaviors. The text is also valuable for readers interested in public health, education, improved law enforcement strategies, and all stakeholders seeking to implement this approach within their program, organization, and/or system of care.

Designed to provide cooperative learning opportunities for either small groups or pairs to help students become "third-story thinkers."

This study was designed to determine if sixth-grade students' problem solving skills were improved by means of their experience with a computer-based logical puzzle game designed to increase reasoning skills, and, in turn, problem solving ability. Students worked on this game either in cooperative learning pairs or alone. Baseline and post-experimental problem-solving ability was measured through the administration of a Problem Solving Test; Form A was utilized as a pretest for this purpose, Form B was used as a post-test. Comparisons of problem-solving ability based upon post-test scores (Form B) were made among four groups of students (N = 106): Group 1: Students (n = 26) who worked on the computer-based puzzle game in cooperative learning pairs Group 2: Students (n = 27) who worked on the computer-based puzzle game as individuals Group 3: Students (n = 24) who worked on a computer-based social studies simulation in cooperative learning pairs Group 4: Students (n = 29) who worked on a computer-based social studies simulation as individuals. A t-test comparison of post-test data between all students who worked on the puzzle game and all students who did not work on the puzzle game showed no significant difference between the two groups' problem solving abilities. However, an analysis of variance comparing the means of all four groups showed that the students in Group 1 performed significantly better (F=3.783, p

The fun, flexible activities in Cooperative Learning Activities use real-life situations and develop problem-solving skills as students work in groups. Tips for teachers include how to set up cooperative learning centers, ways to deal with student conflicts, and assessment rubrics. Each book is divided into sections by curriculum areas: language arts, math, science, and social studies.

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