

EduTrend Contents

G4C · PROBLEM-SOLVING AND CONFLICT RESOLUTION GAMES · PRIMARY

Solution Shop

Sell solutions to invented problems and buy the fairest ones with counters

Ages 6–10	Level: Developing	30 minutes	Groups of 3–6 · up to 30	Activity 02

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 02 · AT A GLANCE

Solution Shop

A player reads a problem card with an invented situation, such as two friends both wanting the last blue pencil or a team that cannot agree on a game. Each child “sells” a solution in one sentence. The group then “buys” the best two by placing counters, and explains why each is fair to both people. The reader rotates, and the adult keeps a list of solutions on the board.

Learning outcomes

By the end of the session pupils can:

- generate several solutions;
- judge fairness to both sides;
- explain choices;
- reuse good solutions.

KEY WORDS

problem · solution · fair · both sides · choose · explain

CURRICULUM LINKS

PSHE: problem-solving. Maths: counting and comparing. English: persuasion.

1	2	3	4	5	6
SETTLE	**EXPLAIN**	**PLAY**	**NOTICE**	**TALK**	**CLOSE**
Calm start	One game, clear rules	Invented characters	Clues and feelings	Different views are fine	Calm and positive

Materials (per group)

- Problem cards (invented)
- Counters or buttons
- Board or chart
- Worksheets 1, 2 and 3

Before the session

- Write problem cards.
- Prepare counters.
- Plan groups.
- Display the steps: stop, say, list, pick, try.

SAFETY

Problems are invented; do not use real disputes.

ACTIVITY 02 · SESSION PLAN

Step by step

Keep a class list of good solutions so children can reuse them.

Time	What happens	Say or ask
0–5 min **Settle**	Show the steps.	*"What comes first?"*
5–8 min **Explain**	Selling and buying.	*"What makes a solution fair?"*
8–25 min **Play**	Rounds with rotating readers.	*"Why is that fair to both?"*
25–30 min **Close**	Add to the solutions list.	*"Which could we use next time?"*

CHALLENGE CARD (print or copy onto the board)

Find the solutions that are fairest to both people, and explain why they would work.

ACTIVITY 02 · FACILITATOR NOTES

The problem-solving game know-how in brief

A simple problem-solving sequence is: stop, say the problem, list ideas, pick one, try it.

Thinking of several solutions before choosing makes it more likely to find one that works for everyone.

Common ideas to listen for

- “The first idea is the best.” List several.
- “Fair means I get my way.” Fair works for both.
- “Adults must solve it.” Children can too.

Adapting the activity

Support

Offer three picture solutions: take turns, share, ask an adult.

Stretch

The solution must also work next time, not just today.

WORKSHEET 1

Solution record

Name: _____ Class: _____ Date: _____

For each problem.

Solution record

Problem	Solutions sold	Solutions bought

WORKSHEET 2

Why fair?

Explain.

Why fair?

Solution	Fair because

WORKSHEET 3

Steps I remember

Write or draw.

Stop, say the problem, ...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Generates solutions	Judges fairness	Explains choices

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Solution Shop is a sample activity from the EduTrend Contents G4C Problem-Solving and Conflict Resolution Games programme (primary, level: developing). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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