QUANDARY ESSENTIALS

CONTENTS

Lessons
Quandary Essentials Lesson 1 (QE1): Ethical Problem-Solving
Quandary Essentials Lesson 2 (QE2): Digital Literacy
Quandary Essentials Lesson 3 (QE3): Leadership Decision-Making
Quandary Essentials Lesson (QE4): Perspective Taking

Supplemental Material
QE1:
Problem Solving Process (QE1.S1)
Problem Solving Process Log (QE1.S2)
Problem Solving Skit (QE1.S3)
QE2:
Exit Ticket (QE2.S1)
QE3:
Pro-Pro Charts (QE3.S1)
Exit Ticket (QE3.S2)
QE4:
Circle of Viewpoints (QE4.S1)
Exit Ticket (QE4.S2)
QUANDARY ESSENTIALS LESSON 1 (QE1): Ethical Problem-Solving

**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

**Lesson Structure** *(Total time: 40-50 minutes)*

**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.” Optional - show Quandary intro video: https://www.youtube.com/watch?v=3wJ-Os6HoCs

**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.

**PLAY** Quandary, instructing students to complete the Process Log as they play.

**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?”

**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)

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.

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?”

PLAY Quandary, instructing students to be on the lookout for facts and opinions.

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?”)

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?” 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.

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-Making

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)

Lesson Structure (Total time: 40-50 minutes)

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.

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.”

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.

CONTINUE playing Quandary where students left off and continue through to the end.

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?”

Assess Understanding
Can each student...

- Identify 3 leadership traits?
- List pros/advantages of 2 conflicting solutions?
- Identify 1 way to get involved in leadership at school or in community?

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/](http://www.polleverywhere.com/)
- Circle of Viewpoints and Exit Ticket (QE4.S1 and S2)

**IMPLEMENTATION GUIDE**

**Lesson Structure** (Total time: 40-50 minutes)

**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.

**PLAY** Quandary, instructing students to pay close attention to the different perspectives of the setters, 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.

**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.

**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?”

**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?”

**Assess Understanding**

- Can each student...
  - Complete circle of viewpoints sheet?
  - Share their perspective and chosen solution with the class?
  - Role play their chosen character’s viewpoint?
- Complete the exit ticket?

**Additional Resources**

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/](https://education.ufl.edu/behavior-management-resource-guide/2015/01/16/teaching-students-to-solve-social-problems/)
**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.

<table>
<thead>
<tr>
<th>Step 1: <strong>Identifying</strong> the problem exists</th>
<th>In Quandary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(_____________________________________________________________________)?</td>
<td>____________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: <strong>Defining</strong> the problem</th>
<th>In Quandary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(_____________________________________________________________________)?</td>
<td>____________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: <strong>Generating</strong> solutions</th>
<th>In Quandary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(_____________________________________________________________________)?</td>
<td>____________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4: <strong>Evaluating</strong> solutions and trying the chosen solution</th>
<th>In Quandary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(_____________________________________________________________________)?</td>
<td>____________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 5: <strong>Assessing</strong> the outcome</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(_____________________________________________________________________)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>____________________________</td>
</tr>
</tbody>
</table>
In Quandary:


Quandary Essentials Lesson 1: Problem-solving Skit

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

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:

___________________________________________________________________________________________
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.

<table>
<thead>
<tr>
<th>PROS</th>
<th>PROS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOLUTION 1:</td>
<td>SOLUTION 2:</td>
</tr>
<tr>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>NEW SOLUTION:</td>
<td></td>
</tr>
</tbody>
</table>
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:**

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
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](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?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

___________________________________________________________________________