

LESSON PLAN 8

Grade 1-2
Creative Problem Solvers

Lesson Plan 8.1 Grade 1-2

Creative Problem Solvers

Lesson Title	Creative Problem Solvers
Lesson Summary	This lesson explores the ways creativity helps in problem solving. Students will be inspired by real-life stories of wish kids and their Make-A-Wish teams, who use creativity, imagination and teamwork to “make the impossible possible”.
Year Level	This lesson is for Grade 1-2
Lesson Duration	50-60 minutes
Learning Intention	• Learn how to use creativity to solve problems and work together in groups • Learn about the wishes that Make-A-Wish grants • Practice fine motor skills
Evidence of Learning	By the end of the lesson, students will be able to: • Start to understand how to problem solve • Reflect on their wishing wand • Start to demonstrate creativity by generating unique solutions to the problem scenario.
Things you will need	• Whiteboard • Reflection worksheets • Craft supplies (cardboard, string, paper, tape, straws, cups, rubber bands) • LEGO or building blocks • Scissors • Toy figure (the astronaut) • Make-A-Wish video: What is it like to be a Make-A-Wish volunteer? - YouTube
Teacher Preparation Notes	• Write the success criteria and learning intention on the board before the lesson begins. • Ensure craft materials are ready and organised for the activity. • Allow students to share their ideas, but ensure that sharing is optional to maintain a safe and respectful environment. • Teachers should adapt this lesson to meet the diverse needs of students, including those with varying abilities and those with Special Educational Needs (SEN)

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Creative Problem Solvers - Scripted

Introduction & Icebreaker (12-15 minutes)

"Hello, today we are going to talk about something very exciting, creativity and problem-solving!"

"Who knows what problem-solving means?" **(Pause, take a few responses)**

"Excellent answers. Today we are going to be problem solvers and creative thinkers!"

"Sometimes we have problems, and we don't always know how to solve them right away, and that's okay! We can always try different ideas, work together, and keep trying until we find something that works."

Icebreaker

"Let's do a practice activity for problem solving!"

Write a scenario on the board like: "You feel left out because friends are playing without you."

"When you feel left out, it's easy to feel sad or lonely, but let's think of some *possible solutions* to this situation."

"Who can think of a few solutions to help with this scenario?" **(Pause, take a few responses)**

Guide towards possible solutions:

- You could ask to join the game
- You could find another friend to play with
- You could tell an adult how you feel

"Great answers! When we come up with solutions, it helps us feel more hopeful. Let's brainstorm some ways to handle this problem."

Now, let's think about how each solution might make us feel. How would we feel if we asked to join the game? What about if we found another friend to play with?"



(Allow students to share how each solution would make them feel; hopeful, brave, etc.)

“That’s all great problem solving! We’re now going to look at creative problem solving.”

Introduction to Make-A-Wish Australia

“Who remembers learning about Make-A-Wish?” (Pause, take responses)

“As we know, Make-A-Wish gives special wishes to sick children. Some children have wished to be a superhero, and others have wanted to go on a trip to the snow, so the WishForce must work together and be creative problem solvers to make the wishes happen.”

“I’d like to introduce the Make-A-Wish volunteers, who are an awesome part of the WishForce. There are over 800 helpers across Australia, and they are super important to Make-A-Wish.”

Activity: Rescue Mission (25 mins)

Build critical thinking, planning, collaboration, and creativity through a multi-step problem-solving challenge.

Set up

Materials needed:

- Craft supplies (cardboard, string, paper, tape, straws, cups, rubber bands), LEGO or building blocks, scissors
- Toy figure/soft toy (the “explorer”)
- Timer (optional)

Create a “challenge zone,” for example:

- A table or floor space with a boundary made of tape, paper, fabric, etc.
- Place the explorer in the middle of the area where kids can’t step or reach directly

“Alright team, we have an important mission today!”

“So today our friend [toy name] is an astronaut who has gone exploring in the galaxy but has gotten lost!”

“We have to become a superhero rescue team, and work together to bring our friend back safely.”



Instructions

“You’ll work in teams to design and build a rescue tool or system using the items we have in the classroom. But remember, there are a few important rules.”

1. “You cannot cross the boundary into the atmosphere.”
2. “You can only use the materials on your table.”
3. “The explorer must stay safe the whole time; they cannot fall.”
“Your rescue tool must work from a distance.”

“Before you start, let’s think like problem-solvers. There are lots of different ways you could rescue the explorer. For example:”

- “You might build a grabbing tool”

Offer extra guidance: like a claw or tongs using sticks and string.”

- “You could create a fishing rod.”

Offer extra guidance: with string to hook or pull the explorer.”

- “Maybe you build a bridge or ramp.”
- “You could design a pulling system.”

Offer extra guidance: tying string to gently drag them out.”

- “Or even invent something totally new that no one else has thought of yet!”

“Remember, there’s no ‘right way’. The goal is to try ideas, test them, and improve them.”

Planning

“Before you start building, take a minute with your team and talk about your plan.”

(Give students a few minutes)

“In your groups, I want you to think and talk about”



- Different ideas
- The materials you'll use – think about what is strong
- How to keep the astronaut safe

“Please also remember to be careful using the scissors, if you would like me to cut anything, please let me know.”

(Provide assistance to students where possible)

Testing

“Alright teams, time to test your rescue designs! Let's see how each team helps the explorer get to safety.”

(Note: Give adequate time for each group to save the astronaut and test their designs)

If a group is successful: “Wow! We did it. What wonderful creative problem-solving skills, and [toy name] is back safely!”

“Amazing work, everyone! You've all done so well, give yourselves a pat on the back.”

“Now I'd like us to return to our seats and reflect on what we have just learnt.”

Wrap up and reflection (10 minutes)

Hand out reflection worksheets

“I'd like each of you to fill out the reflection worksheet as best as possible and answer the following prompts.”

1. What was your favourite part?
2. How did it feel to work together as a team?
3. What did you have to change along the way?

“Great work today, everyone! Today you showed fantastic teamwork, creativity, and problem-solving, just like the team at Make-A-Wish. Keep believing in your ideas, because they can make really great things happen!”

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Creative Problem Solvers - Unscripted

Introduction & Icebreaker (12-15 minutes)

- Introduce the topic: creativity and problem-solving
- Ask students what “problem-solving” means and take a few responses
- Reinforce that they will be practicing being creative thinkers and problem solvers
- Explain that problems don’t always have immediate answers, and that’s okay
- Emphasise trying different ideas, working together, and persisting

Icebreaker

- **Write a simple scenario on the board:**
“You feel left out because friends are playing without you.”
- Discuss how situations like this can make us feel (e.g. sad, lonely)
- Ask students to suggest possible solutions
- Guide students toward ideas such as:
 - Asking to join the game
 - Finding another friend to play with
 - Telling an adult how they feel
- Highlight that coming up with solutions can help us feel more hopeful
- Ask students to reflect on how each solution might make them feel (e.g. brave, happy, confident)
- Transition into creative problem solving

Introduction to Make-A-Wish Australia

- Introduce/reintroduce Make-A-Wish and ask who remembers learning about them
(Pause for answers)
- Highlight that Make-A-Wish gives special wishes to sick children. Some children have wished to be a superhero, and others have wanted to go on a trip to the snow, so the WishForce must work together and be creative problem solvers to make the wishes happen.

- Introduce Make-A-Wish helpers, 'volunteers', and highlight that they are an integral part of the WishForce

Activity: Rescue Mission (25 minutes)

Materials

- Craft supplies (cardboard, string, paper, tape, straws, cups, rubber bands)
- LEGO or building blocks
- Scissors
- Toy figure/soft toy (the explorer)
- Timer (optional)

Setup

- Create a "challenge zone" using tape, paper, or fabric
- Place the explorer in the middle where students cannot reach directly

Instructions

- Introduce the scenario:
 - The toy is an astronaut or explorer stuck in the atmosphere
 - Students must work as a rescue team to bring them back safely
- Explain the rules:
 - No crossing the boundary
 - Only use provided materials
 - The explorer must not fall
 - The rescue must be done from a distance

Planning Phase

- Give students time to discuss their ideas in groups
- Prompt them to consider:
 - Different possible designs
 - Which materials will work best
 - How to keep the explorer safe
- Remind students about safe use of scissors and to ask for help if needed

Example Solutions (to guide thinking)

- Building a grabbing tool (e.g. claw or tongs)
- Creating a fishing rod with string
- Designing a bridge or ramp
- Using a pulling system with string
- Inventing a completely new approach

Building and Testing

- Allow time for students to create and test their designs
- Provide support and ask guiding questions where needed

Testing Phase

- Have each group demonstrate their rescue solution
- Celebrate successes and effort
- Acknowledge creativity and teamwork
- Reinforce that all attempts are valuable, even if they didn't fully succeed

Wrap-Up and Reflection (10 minutes)

- Have students return to their seats
- Hand out reflection worksheets
- Ask students to respond to the following prompts:
 1. What was your favourite part?
 2. How did it feel to work together as a team?
 3. What did you have to change along the way?
- Acknowledge students' effort, creativity, and teamwork
- Reinforce the importance of trying, adapting, and working together