

Teens: Solving Problems

"Don't be afraid to fail. Be afraid not to try."



Warm up

- What do you think of the quote above?
- What do you think is the hardest part about being a teenager?
- When you have a problem, who do you usually talk to? (Friends, parents, teachers, nobody?)
- Do you think teenagers and adults solve problems differently? Why?
- What's more difficult to deal with: problems at school, with friends, or at work? Why?
- Have you ever helped a friend solve a problem? What was it, and what did you do?



1. In small groups, create a list of common problems teenagers face and another of common problems adults face. Be ready to share your ideas with the class.

Teenager problems

Adult problems

- Are there any problems that both teenagers and adults share? Can you name one?
- What kind of problems do teenagers face today that previous generations didn't have to deal with?
- Do you think teenage problems are harder or easier than adult problems? Why?
- What do you think is the hardest part about being an adult?



2. Read the dialogue and answer the following questions.

Emma: Hey, Ryan. Can I ask for your advice? I'm so stressed right now.

Ryan: Sure, what's going on?

Emma: So, I'm in this group project, and one of my group members, Chloe, isn't doing anything. She hasn't written a single sentence for the presentation.

Ryan: Ugh, I hate it when that happens. If I were you, I'd talk to her directly. Just ask her, "Are you planning to do your part or what?"

Emma: Yeah, but I don't want to start an argument. She might get defensive or say I'm bossy.

Ryan: Okay, fair. Then maybe you could talk to the teacher about it? If I were in your shoes, I'd explain the situation and ask the teacher for advice.



Emma: I thought about that, but what if Chloe finds out I told on her? I don't want to make things awkward.

Ryan: That's true... Hmm. If I were you, I'd send a group message and say something like, "Hey, let's divide up the tasks so everyone knows what they're doing." That way, it's more about teamwork, not blaming her.

Emma: That's actually a good idea. Maybe I can even say, "Chloe, could you take this part?" so it's clear what she's responsible for.


Ryan: Exactly! And if she still doesn't do it, then you've got proof that you tried. At that point, I'd definitely talk to the teacher.

Emma: Yeah, I think that's a fair way to handle it. Thanks, Ryan.

- What is Emma's main problem in the group project?
- What advice does Ryan give first?
- Why is Emma worried about talking to Chloe directly?
- What alternative suggestion does Ryan give for solving the problem?
- Why does Emma think sending a group message might work better than talking to Chloe one-on-one?
- What does Ryan suggest Emma should do if Chloe still doesn't contribute after the group message?
- What does Ryan mean when he says, "Then you've got proof that you tried"?
- If you were in Emma's situation, what would you do?

Solving Problems

Hypothetical Problem-Solving with "I would..."

 What would you do in these situations?

- If someone was mean to your friend, what would you do?
- If a customer yelled at you for no reason, what would you say?

 Answer using "I would..."

Example: I would tell them to stop.

I would stay calm and politely ask, "How can I help you?"

Grammar Breakdown 

 How to Build Your Sentences:

1. If + past tense, would + base verb
If I saw someone being bullied, I would tell a teacher.
2. If I were... (for situations about yourself):
If I were in that situation, I would try to stay calm.

Why Use This?

 To imagine solutions to problems.



3. What would you do?

a. At lunch, you notice a group of students making fun of someone sitting alone. They're laughing and pointing, and the classmate looks upset.

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b. A classmate has been telling others something untrue about you, and now your friends are acting differently toward you.

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c. You had a fight with your best friend about something small, like which movie to watch, but now they've stopped replying to your messages.

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d. Your manager asks you to use a complicated coffee machine, but you've never been trained on it and don't want to seem unprepared.

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e. During team meetings at your part-time job, your coworker repeats your suggestions and claims them as their own, getting praise from the manager.

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f. You're working at a café on a busy weekend. A customer loudly complains that they've been waiting for 20 minutes, but you're handling multiple orders at once.

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g. You've been working a 4-hour shift, and your boss asks if you can stay another two hours. You have a big assignment due tomorrow.

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Quiz

What type of problem solver are you?

a. You're at work, and a coworker accidentally spills coffee on important documents you were working on. What do you do?

- A: Calmly clean up the mess and start over. Mistakes happen.
- B: Let your coworker know they need to be more careful, then fix the problem together.
- C: Ask your manager if there's a way to recover the lost work before doing anything else.

b. You're planning a group outing with friends, but no one can agree on what to do. What's your move?

- A: Suggest a compromise, like splitting into smaller groups if necessary.
- B: Take charge and decide on an activity—someone has to make the call.
- C: Wait for others to decide, then just go along with the group's choice.



c. Your phone stops working just before you need to call someone important. How do you handle it?

- A: Quickly borrow someone else's phone and make the call.
- B: Try to fix your phone first—maybe it's just a small issue.
- C: Email or message the person instead and explain what happened.

d. Your teacher assigns you a project with a super tight deadline. What do you do?

- A: Break it into small tasks and focus on finishing each one step by step.
- B: Prioritize it over everything else and work on it nonstop until it's done.
- C: Ask the teacher if you can have an extension or some extra help.



e. You're in an argument with a friend, and they stop responding to your messages. How do you react?

- A: Apologize for your part in the argument and ask if you can talk.
- B: Give them space but plan to bring it up in person next time you see them.
- C: Wait for them to reach out first—you don't want to make things worse.

f. You've made a mistake at work or school that affects others. What do you do?

- A: Own up to it immediately and offer to fix it.
- B: Think of a way to fix it first, then tell others what happened.
- C: Stay quiet and see if anyone notices before deciding what to do.

Scoring Instructions:

Each answer has a point value:

A = 3 points B = 2 points C = 1 point

Add up your points, and find out your personality type on the next page!

Results: What Kind of Problem Solver Are You?

16–18 Points: The Bold Strategist 🔥

- You're confident and proactive. You don't shy away from challenges and face problems head-on.
- Strengths: Leadership, quick decision-making, and clear communication.
- Watch Out For: Sometimes, you might act too quickly without thinking through all the options.
- Tip: Take a moment to pause and consider how your actions might affect others.



12–15 Points: The Thoughtful Diplomat ☀️

- You like to think through situations and find solutions that work for everyone. You're a good listener and value fairness.
- Strengths: Collaboration, empathy, and practical thinking.
- Watch Out For: You can get stuck overthinking or hesitate to take bold action.
- Tip: Sometimes it's okay to step out of your comfort zone and take a risk.



6–11 Points: The Quiet Fixer 🌱

- You prefer to handle problems quietly and avoid conflict whenever possible. You're good at staying calm under pressure.
- Strengths: Patience, resourcefulness, and keeping things low-stress.
- Watch Out For: Avoiding conflict can sometimes leave problems unresolved.
- Tip: Speak up when needed—your ideas and input are valuable!

