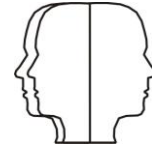


# Lesson 20 – Problem Solving: Practice Skills 1, 2 and 3



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## Summary and Rationale

Group members have an opportunity for in-depth practice of the first three problem solving skills.

**Objectives** – As a result of this lesson the group members will:

Demonstrate problem solving skill 1: **stop and think**; skill 2: **state the problem**; and skill 3: **set a goal to gather information**.

## Major Activities

**Activity 1:** Homework Review

**Activity 2:** Overview of Lesson

**Activity 3:** Model Problem Solving Skill 1:  
Stop and Think

**Activity 4:** Model Problem Solving Step 2:  
State the Problem

**Activity 5:** Model Problem Solving Skill 3:  
Set a Goal and Gather Information

**Activity 6:** Group Members prepare to Role  
Play Problem Solving Skills 1, 2, and 3

**Activity 7:** Group Members Role Play  
Problem Solving Skills 1, 2, and 3

**Activity 8:** Wrap-up

# \*Supplements

**Charts** – Make before facilitating lesson. (See supplement section in each lesson for full text of chart page.)

Denoted in lesson plan with this symbol:



C-20-1-Skills 1,2,3 (You will make one of these charts for each of your group members prior to class)

**Handouts** - Make copies before lesson. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



H-16-1-Problem Solving Skills and Steps (Group Members should bring this to class or you should keep a folder with these steps to use each lesson)  
H-20-1-Problem Solving Skills 1, 2, and 3- Observation Form

**Presentation Slides** - Make transparencies if projector is not available. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



P-20-1-Title slide  
P-20-2-Homework Review  
P-20-3-Stop and Think - Problem Solving Skill 1  
P-20-4-State the Problem – Problem Solving Skill 2  
P-20-5-Set a Goal and Gather Information-Problem Solving Skill 3

*\*The supplement section for this lesson includes scripts you can choose to use for your modeling display in activities 3-5. Alternatively, if the technology is available, you can choose to use the “Father’s Problem Situation” vignette from the NIC **Thinking for a Change** DVD.*

Equipment	Supplies
<ul style="list-style-type: none"> <li>▪ Easel (chart stand)</li> <li>▪ Projector to show presentation slides</li> <li>▪ Projection screen or suitable surface</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chart paper</li> <li>▪ Markers</li> <li>▪ Masking tape</li> <li>▪ Copies of participant handouts</li> <li>▪ Signs saying “Skill 1: Stop and Think,” “Skill 2: State the Problem,” and “Skill 3: Set a Goal and Gather Information.”</li> <li>▪ NIC <b>Thinking for a Change</b> DVD</li> </ul>

## Activity 1: Homework Review

Your homework was to identify a situation and then apply the first three problem solving skills to that problem.

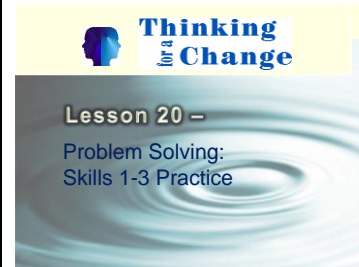
Who would like to start with homework review?

Here is what I would like you to do:

Give us some brief background information about the problem: the other person involved, when and where the problem situation might occur (or has occurred) and how difficult you anticipate (or found) this problem. Tell us if it is an 'in your



P-20-1

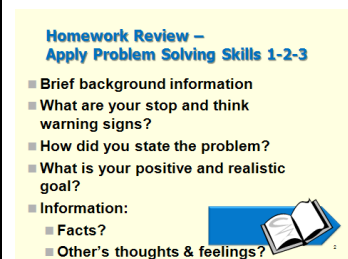


C-20-1 (see supplement section for example)

Prior to the session, prepare a chart page for each group member. You will write his/her homework responses on the chart as he/she does his/her homework review.



P-20-2



face' or 'time to think' problem.

What is your **stop and think**?

How did you **state the problem**?

Once you have the background information, ask the group member the specific questions listed.

Listen before you write answers on chart paper. If there is any part of the statement that does not follow the problem statement guidelines ask questions to guide the group member to restating one or more parts of the problem statement.

Invite the other group members to ask questions to help make the problem statement as clear as possible. Remember that the focus group member is the final authority and only write what

What is your positive and realistic goal?

- How does this goal help you address your stated problem, from skill 2?
- Is this a positive goal for you?
- Does it set out to hurt the other person(s) involved?
- Realistic means it is something that you think you can make happen. What will be challenging about making this happen?
- Is there a more realistic goal that would still help you address this problem?

Now, regarding some important information:

- What were/are the facts in this situation?

he/she agrees to.

Write the problem statement on the chart once it is in the correct format.

If you think the goal statement is positive and realistic, and matches the problem statement, write it on the chart paper and move on.

If you think the goal statement is unclear, not positive or not realistic, ask some of the questions on the left.

Involve the group in the discussion as much as possible.

Write the final goal statement on chart.

Facilitate a discussion to clarify

- What do you guess the other person might be thinking?
- What do you think the other person might be feeling?

these questions.  
Involve the group, but keep the focus group member as the final authority. Chart answers after sufficient discussion.

After you have completed a chart, move on to the next group member. Create a chart for each group member.

## Activity 2: Overview of the Lesson

Today we are going to practice putting the first three problem solving skills together. You are going to have a chance to try out these three skills in a role play based on what you did for homework.

My co-facilitator and I will show you how we want you to role play skill 1: **stop and think**, then we will stop and discuss it. Then we will show you how we want you to role play skill 2: **state the problem**, then skill 3: **set a goal and gather information**.

### Activity 3: Model Problem Solving Skill 1: Stop and Think

Let me show you what your role plays should look like.

I am going to assign skill steps for you to watch for. We are going to start with skill 1: **stop and think**.

#### Group Member Assignments

I am going to assign each of you one or more steps to watch for.

(*Group member name*), observe step 1 – Stop: Pay attention to warning signs. Watch for physical

Choose either *Father's Problem Situation* or *Student's Problem Situation* (these were discussed in lessons 17 and 18). See supplements for modeling directions/scripts. (A vignette of *Father's Problem Situation* is available on the NIC **Thinking for a Change** DVD.)



H-20-1-Skills 1, 2, & 3 – Observation Form



P-20-3

Problem Solving –  
Skill 1: Stop and Think

**Step 1: Stop!**

Pay attention to your warning signs

**Step 2: Think!**  
Reduce your risk



reactions, risk thoughts and feelings.

(*Group member name*), observe step 2 – Think: Reduce your risk. Watch for how the problem solver is: being quiet, getting space and calming down.

### **Conduct the Model**

#### **Discuss Model: Problem Solving Skill 1: Stop and Think**

What did you observe for step 1- Stop: Pay attention to your warning signs?

What did I think aloud to show I was paying attention to my physical reactions, risk thoughts and risk feelings?

What did you observe for step 2 – Think: Reduce your risk?

Did you see me being quiet?

What did you observe for get space? Did I do anything with my body to get space? Did I do any thinking to get space?

What did you observe about my trying to calm down? Did I do anything with my body to calm down? Did I do any thinking to help me calm

Assign a step or parts of a step to group members. Be sure to repeat the step and the information for each step.

Model the initial scene and skill 1: **stop and think.**

Group member answers should match your modeling display.



down?

How do you think stop and think helped me in this situation?

### Activity 4: Model Problem Solving Skill 2: State the Problem

Now I am going to demonstrate skill 2: **state the problem**. I want each of you to watch for all three parts of the problem statement.

I want all of you to listen for what I say starting with “I” and then identify a warning sign.

Listen for the second part after the ‘because’ to see if it is an objective description of what happened.

Finally, listen for the final part to see if I identify what my risk reaction could be in this situation.

### Conduct the Model

### Discuss Problem Solving Skill 2: State the Problem

What did you hear me say for my problem statement?

*(Example answers: Discuss what group members*



P-20-4

Problem Solving –  
Skill 2: State the Problem

Step 1: Identify a warning sign  
Step 2: Describe what happened  
objectively  
Step 3: Identify a risk reaction



Model skill 2: **state the problem**. Point to your head as you model this scene.

Group member answers should match your modeling display.

*heard and how it fits into the problem description.)*

### **Activity 5: Model Problem Solving Skill 3: Set a Goal and Gather Information**

Now I am going to demonstrate skill 3. What do we call skill 3?

*(Answer: Set a goal and gather information).*

#### **Group Member Assignments**

First, I will identify a positive and realistic goal.

*(Group member name),* listen for my goal.

Then I will identify what I know about the situation. What kind of information will you listen for?

*(Answer: Facts and the other person's thoughts and feelings.)*

*(Group member name),* watch for the facts.

*(Group member name),* pay attention to my thoughts about the other person's thoughts and feelings.


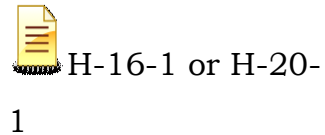
#### **Conduct the Model**

### **Discuss Problem Solving Skill 3: Set a Goal and Gather Information**



Problem Solving –  
Skill 3: Set a Goal and Gather Information

- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
  - Facts
  - The other person's thoughts and feelings

Refer group members to H-16-1 or H-20-1.

Model skill 3: **set a goal and gather information.**

What was my goal?

How would you rate this goal for being realistic and positive?

What facts did you observe? What facts did I think about?

What did I think the other person was thinking and feeling?

### **Activity 6: Group Members Prepare Role Plays**

You have seen me model the first three problem solving skills. Now it is your turn. I want you to take your homework and the information we have written on the chart paper and plan a role play with a partner. You will plan your role play to show the problem and how you can use each of the three problem solving skills. We will stop and have a discussion after each skill. Use the information on the chart paper and on your homework sheet to prepare with your partner.

### **Activity 7: Group Members Role Play Problem Solving Skills 1, 2, and 3.**

Group member answers should match your modeling display.

Circulate and help group members prepare.

Follow this procedure for each role play:

Clearly identify who

is the problem solver in the role play.

Display the chart that was filled out for the problem solver in Activity 1.

Make sure the problem solver has her/his homework to refer to.

Ask the problem solver to introduce the problem situation (i.e., who is involved, where is it occurring)



H-20-1-Problem Solving Skills 1, 2, and 3 – Observation Form

Structure observation and feedback using this form.

Assign stop and think steps for group

### **Individual Practice of Skill 1: Stop and Think**

**Individual Practice of Skill 2: State the Problem**

members to observe just like you did in your modeling display.

Hold up a paper that says “Stop and think” to clearly indicate the beginning of the scene.

Monitor the role play and coach as necessary. Stop the role play and replay if steps are missed.

Discuss each **stop and think** step by having observers report what they observed.

Remind all observers to watch for all the parts of the problem statement.

Hold up a paper saying “State the

**Individual Practice of Skill 3: Set a Goal and Gather Information**

problem” to clearly indicate the beginning of the scene.

Monitor the role play and coach as necessary. Replay the scene if necessary to get a complete and correct problem statement.

Discuss the parts of the problem statement.

Assign **set a goal and gather information** steps for group members to observe.

Hold up a paper saying “Set a goal and gather information” to clearly indicate the beginning of the scene.

Monitor and coach

### **Individual Discussion After Completing the Three Skills**

*(Group member name)*, now that you have tried this out, which skill do you think you are most able to use?

*(Group member name)*, now that you have tried this out, what insights do you have on how to make these three skills work for you?

### **Identify the Next Group Member to Role Play**

### **Activity 8: Wrap-Up**

During this session, you have made the first three problem solving skills come alive by role playing a problem situation when you could use them. I will collect your homework where you have identified the information for the **stop and think**,

as necessary. If necessary replay the scene.

Discuss each step by having assigned observers report what they observed.

Congratulate the role player and debrief with these questions.

Follow this procedure for all group members so that each group member has a chance to role play his/her problem situation.

Collect homework sheets (H-19-2). This gives you an opportunity to review group members' work. You

**state the problem** and **set a goal and gather information** skills. You will keep working on this same problem in our next few lessons.

In our next lesson we will learn about problem solving skill 4: **think of choices and consequences**.

You've worked very hard today. You'll get a break from official homework today, but I encourage you to keep using the skills you have learned when you encounter risky or problem situations. See you next time!

will return the homework at the end of the next lesson so group members can apply problem solving skill 4: **think of choices and consequences**, to his/her problem.

There is no homework assignment for this session.