

**Name:**

## **Skill 1: Stop and Think**

### **Step 1 – Stop**

Physical reaction:

Risk thought:

Risk feeling:

### **Step 2 – Think**

Be quiet:

Get space:

Calm down:

## **Skill 2: State the Problem**

I (think/feel) \_\_\_\_\_ because \_\_\_\_\_, and my risk is to react by \_\_\_\_\_.

## **Skill 3: Set a Goal and Gather Information**

### **Step 1 – Set a positive and realistic goal**

I want \_\_\_\_\_.

**- or -**

I want \_\_\_\_\_, but I don't want \_\_\_\_\_.

### **Step 2 – Gather information**

Facts:

Other person's thoughts:

Other Person's feelings:



# Problem Solving Skills 1, 2, and 3 – Observation Form

## Skill 1: Stop and Think

**Step 1:**

What were his/her physical reactions?

Stop – Pay  
attention to  
your warning  
signs

\_\_\_\_\_

\_\_\_\_\_

Risk thoughts?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Risk feelings?

\_\_\_\_\_

\_\_\_\_\_

**Step 2:**

**Be quiet**

Think –  
Reduce your  
risk

Did he/she keep quiet before responding?

\_\_\_\_\_

\_\_\_\_\_

**Get some space**

What did he/she do with his/her body to get space?

\_\_\_\_\_

\_\_\_\_\_

What thoughts helped him/her get some space?

\_\_\_\_\_

\_\_\_\_\_

**Calm down**

What did he/she do to calm down?

\_\_\_\_\_

\_\_\_\_\_

## Skill 2: State the Problem

**Step 1:** What did he/she do to identify his/her warning signs?

Identify a  
warning sign

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**Step 2:** How did he/she describe the situation objectively?

Describe the  
situation  
objectively

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**Step 3:** How did he/she describe his/her risk reaction?

Identify a risk  
reaction

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What was the problem statement?

*I (think/feel)* \_\_\_\_\_  
*because* \_\_\_\_\_,  
*and my risk is to react by* \_\_\_\_\_.

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

**Step 1:** What was his/her goal?

Identify a  
positive and  
realistic goal

*I want* \_\_\_\_\_.  
**-or-**  
*I want* \_\_\_\_\_,  
*but I don't want* \_\_\_\_\_.

**Step 2:**

Gather  
Information  
(Facts and  
The Other  
Person's  
Thoughts and  
Feelings)

### **Facts**

What were the facts of the situation?

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### **The Other Person's Thoughts and Feelings**

What do you think the other person in the problem situation was thinking?

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How do you think the other person in the problem situation was feeling?

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# Father's Problem Situation

## Prepare

**2 – 3 actors:** Father, daughter, friend (optional role)

**Make signs:** Three sheets of paper that have the titles of the first three problem solving skills on them in large letters. You will display each sign at the beginning of the appropriate scene, before you model that skill:

1. **Stop and think**
2. **State the problem**
3. **Set a goal and gather information**

## Group member assignments:

Assign each group member one or more steps to watch for.

## **Provide background information**

Introduce the actors and the roles they will be playing. Then say:

*I am coming home in the evening. My daughter is in the living room (with her friend). She/they is/are using drugs. This is an “in your face” problem for me.*

## **Initial scene**

Walk in and smell marijuana. The daughter (and a friend) is sitting down, smoking, drinking and popping a pill. She doesn't see you right away.

Confront the daughter: *What is going on here? What do you think you're doing?*

Daughter is very surprised. She responds defensively and with a challenge.

Continue to confront her, angrily: *I can't believe I ever trusted you!*

## **Skill 1: Stop and think (Display “stop and think” sign)**

Think the following statements aloud. Remember to point to your head.

*I feel hot all over and my muscles are tight. She is not going to get away with this! She is disrespecting me by doing drugs in my home. I am angry and really surprised. I am also disappointed in her.*

*Be quiet for a few seconds. Don't react right away.*

*Well, I can't walk away, so I am going to get some space in my mind. I am going to think about my favorite place and take a second to look at it in my mind.*

Take a couple of deep breaths. *Don't make a bad situation worse. I am counting one... two... three... before I do anything.*

## **Discuss modeling display using questions in the lesson plan**



Continue modeling display

**Skill 2: State the problem (Display “state the problem” sign)**

*I feel hot all over because I caught my daughter using drugs. My risk... is to hit her.*

Discuss modeling display using questions in the lesson plan

Continue modeling display

**Skill 3: Set a goal and gather information (Display “set a goal and gather information” sign)**

*What is my goal here? I want my daughter to not use drugs.*

*Let me think about the facts. She is with a new friend – someone I haven’t seen before. She has been staying out late the past few weeks.*

*As I look at her, I can see she is high and angry at getting caught. She is probably embarrassed at getting in trouble in front of this new friend. She is probably thinking, “You shouldn’t be home yet. Why are you ruining my party?”*

Discuss modeling display using questions in the lesson plan



# Student's Problem Situation

## Prepare

**2 actors:** Student and friend

## Rehearse!

**Make signs:** Three sheets of paper that have the titles of the first three problem solving skills on them in large letters. You will display each sign at the beginning of the appropriate scene, before you model that skill.

1. **Stop and think**
2. **State the problem**
3. **Set a goal and gather information**

## Group member assignments:

Assign each of group member one or more steps to watch for.

## **Provide background information**

Introduce the actors and the roles they will be playing. Then say:

*I am a student that has just found out I didn't make the final roster on a school sports team. My friend is with me as I discover this information. This is a "time to think" problem for me.*

## **Initial scene**

You and your friend see the final roster posted on the wall. You walk up to it, read it, and do not find your name on it.

Show anger and frustration as you say: *Huh. I guess I don't see my name there, do you? That really doesn't make any sense. How stupid and unfair! What a bogus system!*

## **Skill 1: Stop and think (display "stop and think" sign)**

Think the following statements aloud. Remember to point to your head.

*My throat is dry and my head is throbbing. This is so unfair. The coach cut me because he doesn't like me. I am angry. I am also really disappointed.*

*Here come some other kids that tried out. I'm not going to say anything to them.*

Walk away from the list.

*I know I can handle this. Take a couple of deep breaths.*

Your friend starts to talk to you about it, but you interrupt and say: *Hey man, I'm sorry, but I just don't want to talk about it right now. I just don't get it. If it's cool, I'll talk to you later.*

## **Discuss modeling display using questions in the lesson plan**

Continue modeling display

**Skill 2: State the problem (display “state the problem” sign)**

Explain to the group that it is now later that night, and you are talking to your friend on the phone:

*Hey, (use name), I thought I would call you about what happened earlier. I feel angry and disappointed because I didn't make the team, and my risk reaction is to go off on the coach when I see him. I really want to get back at him for this.*

Discuss modeling display using questions in the lesson plan

Continue modeling display

**Skill 3: Set a goal and gather information (display “set a goal and gather information” sign)**

Friend: *So what do you know about this deal?*

*Well, here are some facts... 30 people tried out for 11 spots, so it was a competitive process. I was late for one tryout, and the coach gave me a warning about that. But then I ended up being high scorer at that practice game. Once, the coach asked me, “What’s with the attitude?”*

Friend: *So what do you think he meant by that?*

*I guess he was thinking that I was disrespecting him or his authority. I actually think he cares more about attitude than ability.*

Friend: *I would guess that’s pretty close to his point of view.*

*Yeah, he was probably feeling pretty annoyed with me. It must be kind of hard to have to decide who gets cut and who makes the team. I'll bet he gets frustrated with kids with attitudes.*

**Discuss modeling display using questions in the lesson plan**