

Lesson 23 – Problem Solving: Skill 6 – Do and Evaluate



Summary and Rationale

In this lesson group members learn and practice the last problem solving skill: **do and evaluate**. There are three steps:

Step 1: Do it

Follow the plan developed in skill 5: **make a plan**

Step 2: Ask questions:

- Am I closer to my goal?
- What parts of my plan worked best?

Step 3: Decide what to do next

Based on how we answered questions about what happened, we decide what to do next

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

1. Demonstrate the steps for “do it” and then use questions to evaluate what happened after they “did it.”
2. Using the answers to their evaluation questions, they will decide what they need to do next.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Lesson

Activity 3: Apply Skill 6: Do and Evaluate to Ongoing Problem

Activity 4: Group Members Prepare to Try out Problem Solving Skill 6: Do and Evaluate

Activity 5: Group Members Role

Play Skill 6: Do and Evaluate

Activity 6: Repeat Activities 4 and 5 for Partner

Activity 7: Repeat Activities 4 and 5 for All Remaining Group

Members/Pairs

Activity 8: Wrap-up

Activity 9: Assign Homework

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- 22-1-filled in from previous lesson

Filled-in charts for skills 1-5 for Shewan or Sherry from previous lessons.

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-23-1-Pocket Skill Cards
H-23-2-Homework

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-23-1-Title slide
P-23-2-Problem Solving Skill 5 – Make a Plan
P-23-3-Problem Solving Skill 6 – Do and Evaluate
P-23-4-Step 1: Do it
P-23-5-Step 2: Ask questions
P-23-6-Am I Closer to My Goal
P-23-7-Step 3: Decide what to do next
P-23-8-Homework

Equipment

- Easel (chart stand)
- Projector to show Power Point Slides
- Projection Screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

Activity 1: Homework Review

For homework you were asked to apply problem solving skill 5: **Make a plan**.

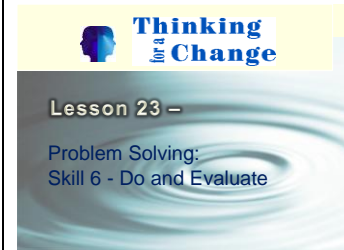
I would like each of you to tell us your problem statement, your goal, and your choice, and then read the steps of your plan. After you read your plan you can ask us for our input on any part of your plan. We will listen and may also ask questions about things we don't understand. Feel free to make changes to your plan based on our input.

Activity 2: Overview of the Lesson

When we use problem solving skill 6: **Do and evaluate**, we put our plan into action and then



P-23-1



P-23-2

Problem Solving – Skill 5: Make a Plan

- Step 1: Identify who, where and when
- Step 2: Choose key Social Skills that can help you
- Step 3: Identify what you will do/say
- Step 4: Identify how you will do/say it
- Step 5: Decide on a thought that will help you get started

Have each group member provide his/her problem statement, goal, and choice, and then give the information for each step of the plan.

Invite questions from the group.

think about how well we liked what happened based on the action we took. In this skill, we also decide what to do next. The steps are:

- Step 1: Do it
- Step 2: Ask questions
- Step 3: Decide what to do next

Step 1: Do it

In step 1 we put the plan we made in problem solving skill 5 into action. We do it.

Step 2: Ask questions

In step 2 we ask two key questions to help us figure out, or evaluate, what happened after we Do it:

1. Am I closer to my goal?
2. What parts of my plan worked best?
 - For me?
 - For others?



Problem Solving – Skill 6: Do and Evaluate

- Step 1: Do it
- Step 2: Ask questions
- Step 3: Decide what to do next



Step 1 – Do it

- Use your plan to take action



Step 2 – Ask Questions

Am I closer to my goal?

What parts of my plan worked best?
For me?
For others?



Key Question 1: Am I Closer to My Goal?

Sometimes our actions get us exactly what we want, as stated in our goal. Like the picture on this slide, we get what we want. It is like a mountain climber reaching the top of the mountain: We reach our goal.

Sometimes our actions get us *closer* to our goal, but we still have more actions to take before reaching our goal.

For example, the mountain climber may run into bad weather or a blocked path that he or she did not count on. The climber keeps moving up the mountain, but it may take longer than planned.

And sometimes things don't go as we expect and we still have a problem. For example, the climber may have to turn around and find another way up the mountain, or may have to find another mountain to climb. We don't give up, but we have to make changes to our goal or to our actions.

So, there is one evaluation question we always ask ourselves: Am I closer to my goal?

There is also a second question that can help us evaluate what happened.



P-23-6



Key Question 2: Which Parts of the Plan Worked Best?

No matter the outcome, we can help ourselves by asking a second evaluation question: “Which parts of the plan worked best?”

After we take action, we can think back over what happened.

We first think about what happened for us. This includes how well we managed our risk thoughts, feelings and physical reactions in the situation.

We also need to consider what happened for the other person. Was it the outcome we expected? Did I hurt anyone?

This means thinking about how the other person or persons responded. Is this what we thought they would do?

Step 3: Decide what to do next

Based on how we evaluate what happened, we decide what to do next. We use the answers to our evaluation questions from step 2 to decide what we want to/should do next.



P-23-7

Step 3 – Decide what to do next

- Use answers from evaluation questions in Step 2 to decide what to do next



Here is a skill card with the **do and evaluate** steps. You can use this card while you practice the skill here in class, as well as when doing your homework.

Activity 3: Apply Problem Solving Skill 6: Do and Evaluate to Ongoing Problem Situation

In our last session, we made a plan for Shewan/Sherry.

Now let's apply skill 6: **Do and evaluate**. To apply this step we need to back up and use the plan we made in problem solving skill 5: **Make a plan**.

Step 1: Do it

Let me show you how this works.

I am going to pretend that I am the problem solver, Shewan/Sherry, and I am going to follow the plan



H-23-1-Do and Evaluate Pocket Skill Cards



Review information from skills 1 - 4 (Display the filled in charts from each skill or just remind the group of the main information for each skill).



C-22-2- Filled in from lesson 22. Review the plan that the group developed in the last lesson.

we made.

For step 1 of this skill, do it, I am going to ask each of you to observe one of the steps of the plan.

(Group member), watch for step 1 of the plan. Is the plan clear about with whom, where and when I am doing this?

(Group member), watch for step 2. Can you observe me using the social skill/s we have identified?

(Group member), you watch for step 3: Identify what you will do or say. Watch for what I do and say.

(Group member), watch for step 4. Watch how I am acting toward the other person. Listen for tone of voice and watch for my body language.

(Group member), watch for step 5. See if I use the thought/s we identified to get me started when I take action. Remember, this is the thought that will get me started, so it will actually be the first thing I do as I put my plan into action.

So, now it is time for me to Do it.

Assign each group member a step from the Chart 22-2 to watch for.

Model the plan with the co-facilitator to demonstrate step 1: Do it. End model after you have gone through all of the steps and you and Ms. Shells/Ms.

Porter mutually agree on an appropriate next step.

Once you have finished modeling Shewan's/Sherry's plan, ask group members for feedback on each step. Then move on to step 2.

Step 2: Ask Questions

If Shewan/Sherry asked herself, "Am I closer to my goal?" What might she answer?

Encourage discussion.

Emphasize that she did something to be closer to her goal.

Let's think about the second question, "What parts of the plan worked best?"

Encourage discussion.

How would she answer that?

If the group seems stuck, here are some examples of additional evaluation questions that can be asked to stimulate thinking

Step 3: Decide what to do next

Let's apply step 3: Decide what to do next. Turn to your partner and come up with one or two ideas of what Shewan/Sherry could do next.

Activity 4: Group Members Prepare to Try out Problem Solving Skill 6: Do and Evaluate

and discussion:

Am I okay with what happened?

How do others feel about what happened?

Now that I have done it, how would I change my plan?

What do I like best about what happened? What do I like least?

Do I need more information?

What are other choices to consider?

Call on different pairs and encourage discussion of their ideas.

Meet with a partner and discuss the plan you developed for your homework. You will take turns role playing the plans here in class. Decide who will play the role of problem solver first. Practice with your partner so that your role play uses all the information from your plan.

Have your co-actor practice what he/she will do or say.

Work on the role play so that the outcome is something that you want to happen.

Have group members work in pairs to plan their role play.

Have them choose who will be the problem solver for the first round of role plays. (Or you can make a designation such as: the person whose first name is closest to "A" will be the role player for the first round.)

Tell them to use the homework from lesson 22 to prepare the role play.

They will need to show all the steps of the plan.

Circulate to help pairs as needed.

Activity 5: Group Members Role Play

Problem Solving Skill 6: Do and Evaluate

Step 1: Do it

Let's now look at what step 1: do it, looks like.

(Group member), please remind us of your problem statement, goal and choice.

Group, as you watch the role play, watch the problem solver to see how he/she does his/her plan.

Specifically we will discuss how the role player does the plan he/she made. We will watch for each part of the plan in step 1: do it –

- 1) Identify who, where, and when
- 2) Choose key social skills that can help you
- 3) Identify what you will do or say
- 4) Identify how you will do or say it
- 5) Decide on a thought to get you started

Begin Role Play

Be sure to show us the thought or thoughts you are using to help you do your plan, including step 5 from the plan: decide on a thought to get you started. This may be the first thing you do as you put your plan into action.

Discuss and Evaluate Role Play

Ask for volunteers to begin the role plays.



Refer group members to H-16-1 or put the **make a plan** steps on a chart/project slide P-23-2 for easy reference.

Monitor role plays.

Ask these questions

What did you see the problem solver say/do?

How did he/she say and do it?

What thinking did the problem solver use to help her/him get started?

(Problem solver), did your role play go as planned?

Step 2: Ask Questions

(Problem solver), based on what happened, do you think you are closer to your goal?

Group members, do you think he/she is closer to her/his goal?

(Co-actor), what parts of the plan worked best?

Group members, what parts of the plan do you think worked best?

(Problem solver) what parts of the plan do you think worked best?

Step 3: Decide what to do next

(Problem solver), let's move to step 3: Decide what to do next. What do you think you should do next?

after the role play.

Allow for a broad-based discussion regarding changing one of more steps of the plan, or additional actions that will need to be taken.

(To group), what ideas do you have for what to do next?

Activity 6: Repeat Activities 4 and 5 for Partner

Activity 7: Repeat Activities 4 and 5 for All Remaining Group Members/Pairs

Okay, who would like to go next?

Activity 8: Wrap-up

Congratulations, we have worked through the entire problem solving skill process!

Activity 9: Homework

For homework, identify two problem situations that you and other members of this group face.

Once you identify the problem situations, identify the risk thoughts, feelings, and attitudes and beliefs for each situation. For example

*(See facilitator note). You can use our old friend, the thinking report, to complete your homework.

Next time we will use these problems to role play

Repeat activity 4 so the other half of the pairs can plan and practice. Then repeat activity 5.

Repeat activities 4 and 5 for all pairs.



P-23-8

Homework

- Identify 2 problem situations
- Then identify risk thoughts, risk feelings, and risk attitudes and beliefs for each problem situation
- Use thinking report forms



H-23-2-Homework

all six skills of problem solving.

***Facilitator note:**

Provide examples of problem situations for your group such as:

Youth in the community:
Conflicts with parents/guardians.

Adults in the community:
problems with transportation.

Those in facilities:
problems with waiting lists for programs.