

Lesson 24 – Problem Solving: Application



Summary and Rationale

This lesson provides group members the opportunity for collaborative practice of all 6 problem solving skills.

Objectives – As a result of this lesson the group members will be able to apply all 6 problem solving skills to real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Lesson

Activity 3: Give Directions for Role Play

Activity 4: Small Groups Plan Role Play

Activity 5: Small Groups Present Role Play

Activity 6: Repeat Activity 5 with Each Small Group

Activity 7: Assign Homework

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:



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-24-1-Problem Solving Role Play Directions
 H-24-2-Problem Solving Role Play Plan
 H-24-3-Homework
 H-24-4-Program Organizer Activity

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-24-1-Title Slide
 P-24-2-Homework Review
 P-24-3-The 6 Problem Solving Skills
 P-24-4-Skill 1: Stop and Think
 P-24-5-Skill 2: State the Problem
 P-24-6-Skill 3: Set a Goal and Gather Information
 P-24-7-Skill 4: Think of Choices and Consequences
 P-24-8-Skill 5: Make a Plan
 P-24-9-Skill 6: Do and Evaluate
 P-24-10-Homework
 P-24-11-Program Organizer

Equipment	Supplies
<ul style="list-style-type: none"> ▪ Easel (chart stand) ▪ Projector to show presentation slides ▪ Projection screen or suitable surface 	<ul style="list-style-type: none"> ▪ Chart paper ▪ Markers ▪ Masking tape ▪ Copies of participant handouts

Activity 1: Homework Review

For your homework, I asked you to identify two problem situations. Let's start with (*name a group member*) and find out what problems each of you have identified. Also tell us the risk thoughts, feelings, and attitudes and beliefs you identified.

Activity 2: Overview of the Lesson

Great work on that homework review! In this lesson we will have an opportunity to put into action everything we have learned in problem solving.

Each of you will work with a small group.

You will pick two or three problem situations your group would like to work with, then we will work together to choose one for the role play.

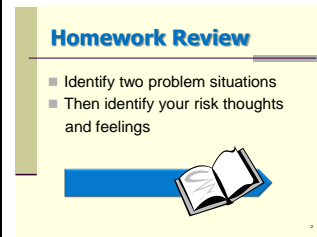
Using the agreed upon situation, each small group will work together to plan a role play that shows how to deal with the problem.



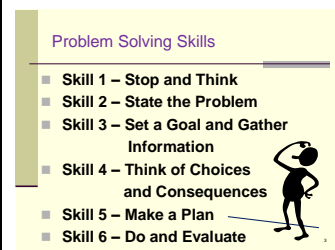
P-24-1



P-24-2



P-24-3



Place group members in small groups of 3 to 5 individuals.

Each group needs to have members who are adequate readers/writers.

You will coach the groups

The role play needs to show what each of the six problem solving skills could look like for your situation.

Finally, you will do your role play for the whole group.

Activity 3: Give Directions for the Problem Solving Role Plays

For planning, identify someone who will write down the information for each of the skills and steps. You will decide what information goes into each step as a group.

Then choose a role for each group member to take on in the role play. Here are the roles:

1. **Narrator:** This person introduces each skill.

about which problem to use so that you have a variety of problem situations presented to the large group.

Your coaching in problem selection will also help ensure that group members have successful experiences. For example, a role play that is complicated or overly emotionally charged may not be suited to having the group members successfully practice the problem solving skills.



H-24-1-Problem Solving Role Play Directions

After the skill has been demonstrated, the narrator asks the group to identify the different steps of the skill.

2. **Problem solver:** This is the person who will be showing each of the problem solving skills. For example, for skill 1: **stop and think**, this person will identify his/her warning signs and show how to be quiet, get space and calm down.

3. **Co-actors:** The others in your group will take the role of others who are involved in the problem or the problem solving process.

After you finish planning each skill, let me know. I want to go over each step as you plan it.

Activity 4: Small Groups Plan Role Play

Help each small group pick a problem situation that lends itself well to a role play.



H-24-2-Problem

Solving Role Play Plan

Monitor and assist as needed with small group planning.

Check each skill as they plan it and provide feedback to help make

Activity 5: Small Group Presents Role Play

Let's begin by having the narrator give us some background information:

- What is the problem situation you are going to show us?
- Is this an “in your face” or “time to think” problem?
- What role is each group member playing?

each step clear and not too detailed.

Help each small group do a brief practice of the role play before they actually perform it.

Find out who the narrator is going to be and tell the narrator to use his/her lesson 16-1 handout to introduce and debrief each problem solving skill.

Identify the first group to present.



H-16-1 Problem Solving Skills and Steps.

Group members can refer to this sheet as they observe role plays.

Problem Solving Skill 1: Stop and Think

We will now watch how this problem begins with the **stop and think** skill.

Problem Solving Skill 2: State the Problem




P-24-4

Problem Solving –
Skill 1: Stop and Think

Step 1: Stop!
Pay attention to your warning signs

Step 2: Think!
Reduce your risk



If necessary prompt the narrator to introduce this skill.


When the role play for this skill is finished, if necessary prompt the narrator to ask other group members what they observed.



P-24-5

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



If necessary prompt the narrator to introduce this skill.

When the role play for this skill is finished, if


Problem Solving Skill 3: Set a Goal and Gather Information

necessary prompt the narrator to ask other group members what they observed.



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

- Step 1: Identify a positive and realistic goal
- Step 2: Identify what you know about the situation




If necessary prompt the narrator to introduce this skill.

When the role play for this skill is finished, if necessary prompt the narrator to ask other group members what they observed.



Problem Solving – Skill 4: Choices and Consequences

- Step 1: Brainstorm choices
- Step 2: Think about the consequences
- Step 3: Pick a choice to get to your goal



If necessary prompt the narrator to introduce this

Problem Solving Skill 5: Make a Plan

skill.

When the role play for this skill is finished, if necessary prompt the narrator to ask other group members what they observed.



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

If necessary prompt the narrator to introduce this skill.

When the role play for this skill is finished, if necessary prompt the narrator to ask other group members what they observed.

Problem Solving Skill 6: Do and Evaluate



Activity 6: Repeat Activity 5 with each Small Group

Which small group would like to go next?

Activity 7: Assign Homework

Congratulations, you have worked together to

Problem Solving – Skill 6: Do and Evaluate

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



If necessary prompt the narrator to introduce this skill.

When the role play for this skill is finished, if necessary prompt the narrator to ask other group members what they observed.

Repeat activity 5 with each small group. Every small group must role play a situation that demonstrates all six of the problem solving skills.



P-25-10

show how the six problem solving skills can apply to different situations.

- Between now and next session identify a situation that caused you some type of problem.
- It can be a minor problem like having to wait in line when you don't want to or a major problem that could result in a fight.
- Identify what you did in that situation that helped you not make the problem worse.

Activity 8: Wrap-up with Program Organizer

Now that we have finished learning the six skills of problem solving, and using all your knowledge and experience from both cognitive self-change and social skills, let's take one final look at our program organizer.

Here are some of the statements that you have identified during your previous encounters with the program organizer.

Homework

- Between now and next session identify a situation that caused you some type of problem
- Identify what you did in that situation that helped you to not make the problem worse



H-24-3-Homework

Display the program organizer and give the group a few moments to study it.



P-25-11



Either display the chart papers with the comments from earlier

Small Group Discussion

We are going to break into work groups and I will give you a worksheet with some questions.

After we break up into the work groups, you will have ten minutes to study the program organizer and respond to the questions.

Have one of your group members prepare to report to all of us what the product of your work is.

Here is a group activity sheet that has several questions for you to consider as you revisit and study the program organizer. Answer each question as a group and prepare to share your ideas with the rest of us.

Discussion

program organizer discussions (lesson 1, activity 6; lesson 9, activity 8; and lesson 16, activity 2) or read some of the comments that were saved.

Break the group into three or four subgroups for a small group activity.

You can have the group members count off by three's or four's and then combine like numbers together to form groups, or use any other appropriate method.



H-24-3-Program Organizer Summary

Distribute the Group Activity Sheet. Allow 10 minutes for the groups to work.

Ask the spokesperson

Content

Notes

Let's hear from the spokesperson of each group.
Who would like to go first?

We have now wrapped up all three components of
Thinking for a Change. Congratulations on all
your good work.

for each group to
report out their ideas.

