All 6 Problem Solving Skills – Role Play Directions

Here is a chance to use everything you have learned in problem solving. Using the problem situation selected by your group:

Planning

One group member will need to write down the information for each of the skill steps. Use Handout 24-2: Problem Solving Role Play Plan. As a group, decide what information goes into each step.

1. **Review** each problem solving skill. You will present your role play in 6 acts; one skill at a time. The large group will provide feedback to you after you role play each skill.

2. **Plan** how you will role play each step of the skills for your problem.

3. **Choose** a role for each group member to take on in the role play. If you have only one or two people in your group, it is okay for someone to play more than one role. Here are jobs for each role:

   - **Narrator Role:**
     - Describe the problem to the large group
     - Identify if it is a "time to think" or "in your face" problem
     - Introduce the skill and each step. After the role play of the skill, ask the large group to identify the information from each step of the skill

   - **Problem Solver Role:**

     - Demonstrate the steps of each of the problem solving skills. For example, for skill 1: **stop and think**, identify warning signs and show how to be quiet, get space and calm down

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Handout 24-1 – Problem Solving Role Play Directions

- **Co-actors**

    o One or more co-actors will play the role of the person(s) with whom the problem solver is working with to resolve the problem. This is the person(s) with whom the problem solver has the problem

    o Other co-actors will help the problem solver with the problem solving skills

        ▪ Different co-actors can discuss different skills with the problem solver

        ▪ One co-actor should help the problem solver evaluate how he/she has done by doing steps 2 and 3 of problem solving skill 6 with the problem solver

All 6 Problem Solving Skills – Role Play Plan

Go through the steps for each skill to plan your role play. When you do the role play follow the directions in italics under each skill step.

Problem Solving Skill 1: Stop and Think

Remember to point to your head and "think aloud" where appropriate.

Circle the type of problem :   "Time to think"
                                    "In your face"

Step 1: Stop! Pay attention to my warning signs

What physical reactions will you show?
_____
_____

What risk thoughts will you think aloud?
_____
_____
_____
_____
_____
_____
_____
_____
_____

What risk feelings will you express?
_____
_____

Step 2: Think - Reduce your risk

1. Be quiet

Keep quiet before responding.

2. Get some space

What will you think or visualize to get some space?
_____
_____

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What will you do with your body to get some space?

_____

_____

3. Calm down

What new thinking will you use to calm down?

_____

_____

What actions will you take to calm down?

_____

_____

Problem Solving Skill 2: State the Problem

Discuss steps 1, 2, and 3 (below) with a co-actor. Then put everything together into clear problem statement, following the formula.

Step 1: Identify a warning sign.

What warning sign will you identify?

_____

_____

Step 2: Describe what happened, objectively.

How will you describe the situation objectively?

_____

_____

Step 3: Describe your risk reaction

What is your risk reaction?

_____

_____

Put it together in a problem statement starting with "I."

I (think or feel) _____

because _____

and my risk reaction is _____

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Problem Solving Skill 3: Set a Goal and Gather Information

A co-actor should ask the problem solver questions to find out about the goal, the facts, and the other person's thoughts and feelings.

Step 1: Identify a positive and realistic goal?

What is your goal?

I want_____

-or-

I want _____,
but I don't want _____

Step 2: Gather Information

What are the facts in this situation?

_____
_____
_____

What do you think the other person is/was thinking?

_____
_____
_____

What do you think the other person is/was feeling?

_____
_____
_____

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Problem Solving Skill 4:
Think of Choices and Consequences

Step 1: *A co-actor should ask the problem solver questions about choices. One or more co-actors should help the problem solver think of additional choices.* *Step 2*: *The problem solver and co-actors should then weigh the consequences (for both the problem solver and others) of 4 or 5 likely choices.* *Step 3*: *Finally, the problem solver needs to pick a choice that will help him/her get closer to his/her goal. Co-actors can ask questions about whether or not the choice helps the problem solver get closer to his/her goal.*

Step 1: Choices	Step 2: Consequences (+/-)	
	Me	**Others**
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
Step 3: Pick a choice to get to your goal: _____ _____		

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Problem Solving Skill 5:
Make a Plan

The problem solver should make a plan with the help of one or more co-actors.

Step 1: Identify who, where and when –

Step 2: Choose key social skills that can help you –

Step 3: Identify what you will do or say –

Step 4: Identify how you will do and say it –

Step 5: Decide on a thought to get you started –

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Handout 24-2 – Problem Solving Role Play Plan
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Problem Solving Skill 6:
Do and Evaluate

The problem solver does the plan, with as many co-actors as needed. Remember to point to your head and do thinking steps aloud. After doing the plan, a co-actor should help the problem solver do steps 2 and 3 of this skill by asking questions and helping the problem solver decide what to do next.

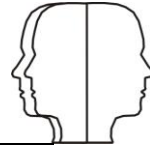**Step 1:** Do it

Step 2: Ask Questions   Are you closer to your goal?

_____

_____

_____

What parts of the plan worked best?

_____

_____

_____

Step 3: Decide What   What do you think you should do next?
to Do Next

_____

_____

_____

_____

Homework Sheet: Lesson 24

- 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.

1. What warning signs let you know you were having a problem? _____
   _____

2. What is your problem statement? _____
   _____

3. What thinking, actions, and social skills did you use to keep the problem from getting worse? _____
   _____
   _____
   _____

Program Organizer –
Group Activity Worksheet

- Review the program organizer and the list of comments the group has made about what they have learned so far from the program organizer

- Then take ten minutes to talk about the following questions

- Have one of your group members prepared share your ideas and learning with the rest of us

1. What are three important ideas that you see in the program organizer?

   _____

   _____

   _____

2. How does each of the components complement and interact with each other?

   _____

   _____

   _____

3. What do you see as the most important message conveyed in the program organizer?

   _____

   _____

   _____

4. What thoughts do you have about **Thinking for A Change** as you view the program organizer?

   _____

   _____

   _____

5. What feelings can you identify as a result of your experiences with **Thinking for A Change**?

   _____

   _____

   _____

6. What beliefs and attitudes arise as you study the program organizer?

   _____

   _____

   _____