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
**Co-actors**

- 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.

- 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**

**Step 1: Stop!**
Pay attention to my warning signs

**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?

Remember to point to your head and “think aloud” where appropriate.

Circle the type of problem:
- “Time to think”
- “In your face”

What physical reactions will you show?

What risk thoughts will you think aloud?

What risk feelings will you express?

(Continued on Next Page)
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 _________________________________

(Continued on Next Page)
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?

_____________________________________________________

_____________________________________________________

(Continued on Next Page)
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.

<table>
<thead>
<tr>
<th><strong>Step 1: Choices</strong></th>
<th><strong>Step 2: Consequences (+/-)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Me</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Others</strong></td>
</tr>
<tr>
<td>1)</td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td></td>
</tr>
<tr>
<td>7)</td>
<td></td>
</tr>
<tr>
<td>8)</td>
<td></td>
</tr>
<tr>
<td>9)</td>
<td></td>
</tr>
<tr>
<td>10)</td>
<td></td>
</tr>
</tbody>
</table>

**Step 3: Pick a choice to get to your goal:**

___________________________________________________________________________
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 –

(Continued on Next Page)
### 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.*

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Do it</strong></td>
</tr>
</tbody>
</table>
| 2    | **Ask Questions**  
  - Are you closer to your goal?  
  - What parts of the plan worked best? |
| 3    | **Decide What to Do Next**  
  - What do you think you should 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?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________