

Skills Training for Community Engagement Modules

Module 3 — Problem Solving

Problem Solving, Lesson 1: Solving Problems with “Steps”:

Lesson Objective: In this activity, participants will understand the steps of problem solving by connecting each part of a tree (roots, trunk, leaves) to a step in solving a problem.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none">• Paper/whiteboard to record participant responses.• Pencils/pens for each participant• Problem Solving Scenario Cards• The Root of Problem-Solving Handout• The Steps to Problem-Solving Handout• The Steps to Problem-Solving Worksheet
Lesson Preparation	<ul style="list-style-type: none">• Review lessons• Think of a problem in your life that you solved to share with the class• Print out Problem Solving Scenario Cards and cut out each card separately• Print out The Root of Problem-Solving Handout• Print out The Steps of Problem-Solving Handout for each participant• Print The Root of Problem-Solving Worksheet for each participant
Lesson Details	<p>Lesson Introduction:</p> <ol style="list-style-type: none">1. Introduce the lesson by sharing a story of a time you had a problem and how you solved it. Make sure to include what the problem was, the cause of the problem, and how you solved it. Use the format and examples below or use your own personal examples. Write your examples on the paper/whiteboard as well as talk about them. <p>Some examples:</p> <ul style="list-style-type: none">• Problem: Arrive to work and realize something important was left at home.• Cause: I was rushing because I was late.• How did I solve? I asked someone at home (because I don't live alone) to bring it to me at work.• Problem: I wasn't able to complete a work assignment on time.

- **Cause:** I had been sick and had to take some time off.
- **How did I solve:** Asked my boss for more time
- **Problem:** I had a fight with a friend.
- **Cause:** I was worried about a family member.
- **How did I solve it?** I reached out later after we were both calm.

2. Ask participants if any of them can share their own examples. Write them down using the format.

Lesson Activity:

1. Give each participant a copy of **The Root of Problem Solving** and **Steps to Problem Solving**.

2. Use the handout to discuss the process of problem solving:

- First, identify the root of the problem. Explain that in a tree, the roots are under- ground, and we sometimes have to dig into the ground to find them. Explain that this is the same as when dealing with a problem; sometimes we have to dig a little deeper to see what's really going on. When we understand the roots, we can better plan our actions.
- Next, we come up with small steps to help us arrive at a solution. Just like the tree trunk supports the tree; small steps help support finding a solution. That means thinking about what could happen because of the problem.
- Lastly, discuss with the group that as we continue to problem-solve, we will get closer to the situation. The leaves that grow on the tree represent the solution.

3. Direct the participant's attention to the example on the sheet of an example of a problem and how identifying the root of the problem eventually led to the solution.

4. **Draw a large tree** on the board or on a large sheet of paper. Cut out the scenario cards and place them in a container (hat, box, bowl).

5. **Present the Problem** – Have a volunteer pick a scenario card and read it aloud if they are able. If not, staff can read it for them.

	<ol style="list-style-type: none">6. Fill in the Roots – Ask participants to think about what could happen because of the problem. Write their ideas in the roots section of the tree.7. Fill in the Trunk – Ask participants, “What can we do to fix the problem?” Write their responses in the trunk section of the tree.8. Fill in the Leaves – Ask participants, “What is the solution? What did we do to solve the problem?” Write their answers in the leaves section of the tree.9. Ask participants to break up into small groups.10. Hand out one Problem Solving Scenario Card to each group.11. Explain that the card they have represents a problem they are trying to find a solution to.12. Next, hand out the Roots to Problem Solving and the Steps to Problem Solving Handouts.13. Go over the handouts with the group, explaining how the tree represents the problem, and the steps toward finding a solution.14. Finally, hand out the Steps to Problem Solving Worksheet. Ask each group to use the worksheet to identify the problem in their own words and then break the problem down into the root of the problem, the steps to solve it, and the possible solutions that could result from following these steps.15. Engage participants in discussion using the following prompts:<ul style="list-style-type: none">• How easy or difficult was it to identify the root of the problem?• Ask: Did everyone in your group agree on the root of the problem? This is the first step to effective problem solving.• Were the steps to solving the problem obvious, or did it take a little time to figure out the possible steps?16. Finally, invite all the participants to share a real problem they are working through in their own lives. Have the group work through a solution that is satisfactory to the learner.
Lesson Reflection	As a whole group, or individually, complete the “3-2-1 Review!”

**Lesson
Reinforcement**

Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities.

Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Problem-Solving — Lesson 1

Problem Solving Scenario Cards

<p>After basketball practice you go back to the locker room to change. When you go to put your shoes on you can't find them.</p> <p>What could you do?</p>	<p>On the bus ride this morning people are pointing and laughing at you. When you get to program you go in the bathroom and see that you have pink gum all over the back of your pants.</p> <p>What could you do?</p>
<p>In the middle of talking to a group of people you sneeze. You use your hand to cover your mouth but now your hand is messy.</p> <p>What could you do?</p>	<p>You're at program and you start to have a giant headache.</p> <p>What could you do?</p>
<p>You borrowed your sister's bike without asking and popped the tire.</p> <p>What could you do?</p>	<p>Your supervisor is giving directions at a volunteer site, but a person near you keeps talking. You missed the directions and don't know what to do.</p> <p>What could you do?</p>
<p>You forgot to bring back a friend's video game he lent you and now he is upset with you.</p> <p>What could you do?</p>	<p>You waited a long time for your mom/ staff to pick you up. They still aren't there.</p> <p>What could you do?</p>

Your friend dropped you off at your house and drove away. When you get to your front door, you realize that you don't have your keys to get into your house and no one else is home.

What could you do?

You and a teammate travel to softball practice together every Saturday. Your friend is constantly late, making you late for practice. You don't want to get in trouble with the coach or have your other teammates get upset with you.

What could you do?

The computer you are using keeps crashing.

What could you do?

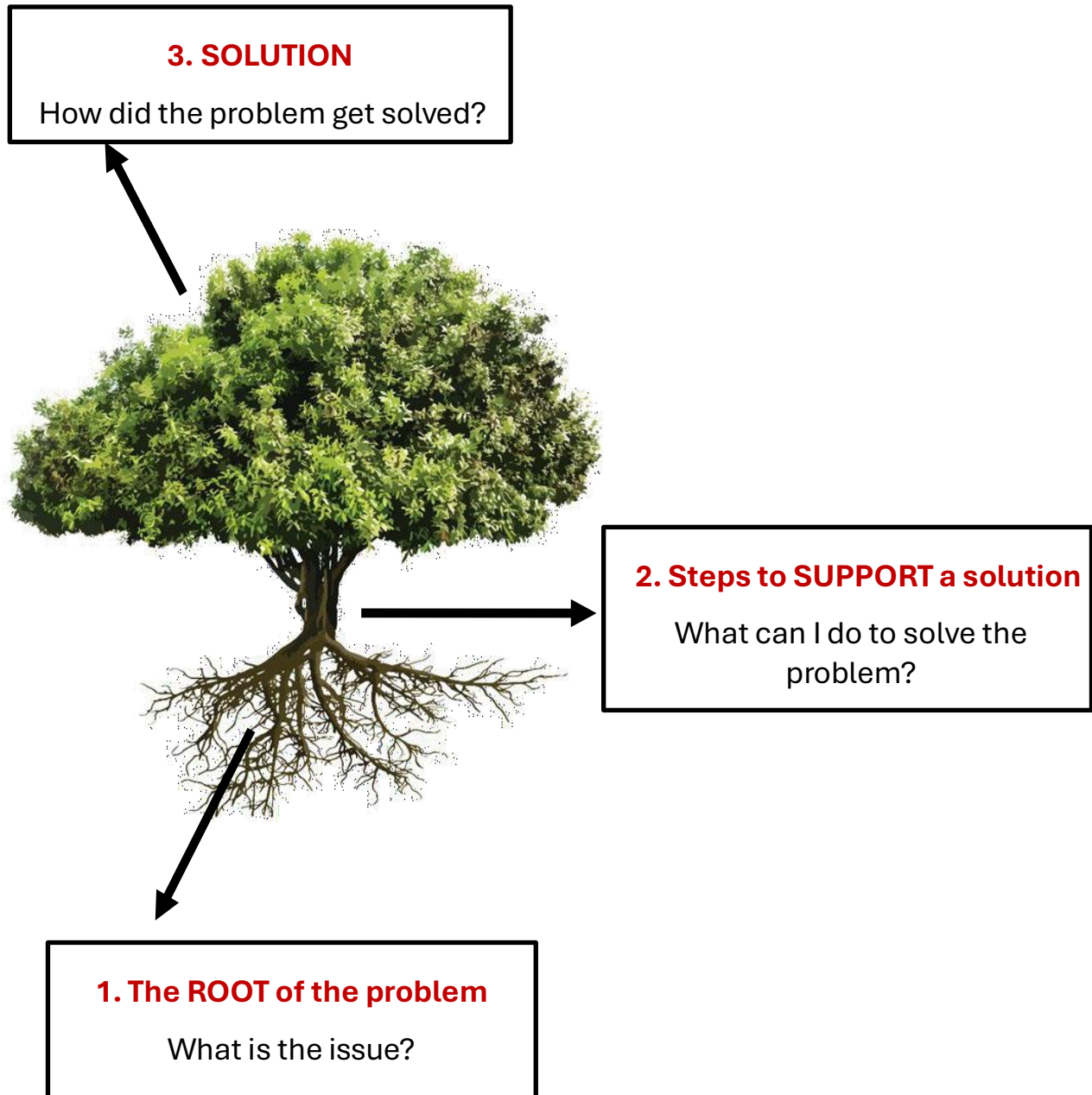
You were rushing this morning and when you get to program you realize you left your lunch at home.

What could you do?

Problem-Solving — Lesson 1

The Roots of Problem-Solving—Handout

When thinking about solving a problem, think about a tree:



Problem-Solving — Lesson 1



The Steps to Problem Solving Handout

The problem in my own words:

*I lost my house key
somewhere at program*

ROOT of the problem:

*Without my house key, I
won't be able to get in
my house after program.*

**Steps to SUPPORT a
solution:**

- 1. I can ask others at
program if they
found keys.*
- 2. I'll retrace my steps
to see if I can find it.*
- 3. I can call my house
to see if anyone will
be home.*

SOLUTION:

*When I retraced my
steps, I found my key
on the floor in one of the
rooms I was in.*

Problem-Solving — Lesson 1

The Steps to Problem Solving Worksheet



Read your problem with your group and then work together to develop a solution.

The problem in my own words:

Now break the problem down:

ROOT of the problem:

Steps to **SUPPORT** a solution:

SOLUTION:

Problem-Solving — Lesson 1

3-2-1 Review: Problem-Solving with Steps:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Problem Solving, Lesson 2: Understanding what the “Real” Problem is:

Lesson Objective: In this activity, participants will demonstrate their understanding by clearly identifying the specific problem in a given situation

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none">• Paper/whiteboard for writing participant’s responses• Pens/pencils for each participant• Understanding the Problem Worksheet• Understanding the Problem Staff Guide
Lesson Preparation	<ul style="list-style-type: none">• Print the Understanding the Problem Worksheet for each participant.• Review Understanding the Problem Staff Guide
Lesson Details	<p>Lesson Introduction:</p> <ol style="list-style-type: none">1. SAY: “All of us find ourselves in problem situations at one time or another.”2. A first step in solving a problem is identifying what the problem really is. This will help you to better identify the cause or causes and then the possible solution/s.3. Many problems have more than one cause or factor. For example, if your phone battery dies and you miss an important call, the problem isn’t just the phone, it could be that you forgot to charge it, or the charger isn’t working.4. In this lesson, we are going to practice looking at solutions and figuring out what the problem really is.5. Lesson Activity:<ol style="list-style-type: none">1. Ask participants to think about one problematic situation that is important to them.2. Have participants write or suggest a problem for the DSP to write down (note: if the issue involves people at program, make sure to ask volunteers not to use names).3. Discuss with the group some possible solutions to the problems that were offered.

	<ol style="list-style-type: none"> 4. Discuss some things we can fix ourselves, but some things are outside our control. Such as weather, other people’s actions, or broken equipment. Give examples: <ul style="list-style-type: none"> • The volunteer site canceled • The train is delayed • The TV isn’t working 5. Ask the group for solutions (backup plans) SAY: “When these things happen, what can we do instead?” Encourage simple answers like: <ul style="list-style-type: none"> • Stay in-house and do a fun activity • Take the bus • Do a puzzle, use the tablet 6. Emphasize that a backup plan is a different way to solve a problem or keep going when something doesn’t go as planned. 7. Hand out and complete the Understanding the Problem worksheet as a group or individually. After the worksheet is complete, use the following prompts to continue a conversation for each of the scenarios reviewed. <ul style="list-style-type: none"> • How could the delivery person, in example 1, handle the problem? (Call the office for the address) • What could the person, in example 2 have done about missing the meeting? (don’t stay out too late the night before a meeting like that, set two alarms-one on nightstand, another on phone.) • How could the person get help with the model in example 3? (Ask someone for help in understanding the directions, call the company for specific help.) • What could the person do about his boss, in example 4? (politely ask for help or explanation of how to better to do the job, perhaps switch to another department)
<p>Lesson Reflection</p>	<p>As a whole group, or as individuals, complete the “3-2-1 Review!”</p>

Lesson**Reinforcement**

Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Problem-Solving — Lesson 2

Understanding the Problem — Worksheet





Participants Instructions: What is the problem in the following situations?

Match the letter on the bottom of the page to the problem.

1. I'm supposed to deliver these cakes to somewhere on Main Street, but I can't find the address.
A. Overslept
2. I had my life plan meeting at 9am, but I was out late last night and forgot to set the alarm.
B. Don't have the address
3. These are the instructions for assembling the model, but I have no idea what they mean.
C. Didn't understand what to do
4. Working at Burger Castle is fun most of the time, but my new boss is such a bully. I can't do anything right.
D. Believe my boss is a bully

Problem-Solving — Lesson 2

Understanding the Problem — Staff Guide

- | | | |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------|
| 1. I'm supposed to deliver these cakes to somewhere on Main Street, but I can't find the address. |  | B. Didn't have the address |
| 2. I had my life plan meeting at 9am, but I was out late last night and forgot to set the alarm. |  | A. Overslept |
| 3. These are the instructions for assembling the model, but I have no idea what they mean. |  | C. Didn't understand what to do |
| 4. Working at Burger Castle is fun most of the time, but my new boss is such a bully. I can't do anything right. |  | D. Believe my boss is a bully |

Problem-Solving — Lesson 2

3-2-1 Review: Understanding the problem

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Problem Solving, Lesson 3: Asking for Help

Lesson Objective: In this activity, participants will learn when it is appropriate to ask for help, and how to do so in various situations.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none">• Paper/whiteboard for writing down participant responses.• Pens/pencils for each participant.• Asking for Help Worksheet.• When to Ask for Help Worksheet.• Asking for Help Worksheet Staff Guide.
Lesson Preparation	<ul style="list-style-type: none">• Print a copy of the Asking for Help Worksheet for each participant.• Review Asking for Help Worksheet Staff Guide• Print a copy of the When to Ask for Help Worksheet for each participant.
Lesson Details	<p>Lesson Introduction:</p> <ol style="list-style-type: none">1. Ask the class to raise their hand if any of them have felt nervous or anxious when asking for help.2. For those that volunteer and are comfortable sharing, ask why asking for help makes them nervous? (possible responses: Not sure what to say, don't know when or how to ask for help, others will think they aren't smart)3. If the idea of being judged comes up, mention that most people do not judge negatively individuals who ask questions when necessary.4. If someone says they're worried about being judged, remind them that most people don't think badly of someone who asks questions when they need help.5. Mention there are ways to help figure out how and when to ask for help. (See script for activity below) <p>Lesson Activity:</p> <ol style="list-style-type: none">1. Inform group that there are ways to help figure out how and when to ask for help. (Review items below)A. Try first if you can- Before asking for help, it's a good idea to take a few minutes to try to figure it out yourself first. For example, If you can't find the art supplies, check the shelves or the supply cart before asking a staff for help.<ul style="list-style-type: none">• Please note: Don't wait until you feel upset or

	<p>frustrated to ask for help. When we get too stressed, we might sound angry or not listen well to the answer.</p> <ul style="list-style-type: none"> • If it's an emergency, someone is hurt, sick, or in danger, ask for help right away. Don't wait or try to handle it on our own <p>B. Decide who to ask- Try to spend some time deciding who is the best person to ask for help.</p> <ul style="list-style-type: none"> • Pick someone who knows about the problem and someone you trust. For example: a friend, family member, teacher, staff member, police officer, or shop worker. <p>Check the timing- It's a good idea to ask for help when the person is not busy.</p> <ul style="list-style-type: none"> • If someone is talking or doing an activity, wait until they stop before you speak. If you need to talk right away, politely say 'excuse me'. • Remember, don't wait to ask for help if someone might get hurt or become sick. <p>C. Plan what to say- Think about your words before you ask.</p> <ul style="list-style-type: none"> • Keep it simple and polite: "Can you help me with this?", "I don't understand. Can you explain?" • Try asking for help in a calm, respectful voice. <p>2. Handout and complete the Asking for Help Worksheet with group.</p>
<p>Lesson Reflection</p>	<p>As a whole group, or as individuals, complete the "3-2-1 Review!"</p>
<p>Lesson Reinforcement</p>	<p>Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.</p>

Problem-Solving— Lesson 3

Asking for Help — Worksheet

Participant Instructions: Read the situations on the right, and try to decide who to ask, when to ask and what to say.

Staff Instructions: This can be done individually or as a group. Answer key is on the next page.

Situation	Who to ask for help	When to ask	(What to say)
You are getting teased by people at program.			
You are riding the bus, but you don't know where to get off.			
You don't understand the assignment			
You don't understand what someone is saying			
You need to go to the bathroom during this class			
You see something on fire			
You are in this class. You feel worried because you don't know what you will have for dinner.			

Problem-Solving — Lesson 3

Asking for Help — Answer Key

Situation	Who to ask for help	When to ask	(What to say)
You are getting teased by people at program.	Staff	Right away	“Can you help me? These guys are picking on me.”
You are riding the bus, but you don’t know where to get off.	Bus driver	When getting on the bus or as soon as possible as soon as you realize you need help	“Can you tell me when my bus stop comes?”
You don’t understand the assignment	Staff who is leading the lesson	During a pause in the lesson or when they ask if anyone has questions	“I don’t understand what I’m supposed to do”
You don’t understand what someone is saying	The person speaking	During a pause in the conversation	“I don’t understand. Can you explain that to me?”
You need to go to the bathroom during this class	Staff who is leading the lesson	As soon as you feel the need to use the bathroom	“May I go to the bathroom?”
You see something on fire	Anyone you can find—call 911 if you can	Immediately	“Something is on fire!”
You are in this class. You feel worried because you don’t know what you will have for dinner.	No one	Don’t ask about dinner. This is not the time to worry about that	Nothing

Problem-Solving — Lesson 3

When to Ask for Help — Worksheet

Instructions: Read each situation below. Circle the correct answer:

- **Try first** – You can figure it out yourself.
- **Ask right away** – You need help immediately.

1. You can't find your pen. Try first Ask right away
2. Someone falls and gets hurt. Try first Ask right away
3. You can't remember how to log onto the computer. Try first Ask right away
4. You spill water on your desk, but no one is hurt. Try first Ask right away
5. You see a fire or smoke. Try first Ask right away
6. You don't know how to start the printer. Try first Ask right away
7. A friend looks very sick. Try first Ask right away
8. You can't open a snack bag. Try first Ask right away
9. You forgot where your group is meeting. Try first Ask right away
10. You feel dizzy and faint. Try first Ask right away

Problem-Solving — Lesson 3

3-2-1 Review: Asking for Help

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Problem Solving, Lesson 4: Conflict Resolution

Lesson Objective: In this activity, participants will learn several strategies that can help resolve conflicts

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none">• Paper/Whiteboard for writing down participant responses.• Pencils/Pens for each participant• Conflict Resolution Worksheet• Conflict Resolution Worksheet Staff Guide
Lesson Preparation	<ul style="list-style-type: none">• Print the Conflict Resolution Worksheet for each participant.• Review of the Conflict Resolution Worksheet Staff Guide.
Lesson Details	<p>Lesson Introduction:</p> <ul style="list-style-type: none">○ SAY: Any time you are working with people, there is the potential for conflict. We have different opinions, experiences, knowledge, and passion for situations.○ Ask the class: “Does anyone know what conflict means?” Definition: “serious disagreement or argument, typically a long lasting one”. Tell the group: We need to listen and understand how others feel and choose the best way to manage conflict and make things better.○ Ask the group: What is something that you feel strongly about? (examples: a favorite food, a song, a way of doing something). Then ask: Have you ever talked with someone who didn’t agree with you about that? How did that make you feel? (write down a few examples on the paper/whiteboard).○ SAY: There are different ways to deal with conflict. Let’s learn about five ways that can help. Explain that by strategy” we mean: “a plan of action designed to accomplish a goal”. Write each down and review one at a time. <ul style="list-style-type: none">◆ Strategy 1: Think about how much you care about the problem○ Ask yourself: How important is this to me? Sometimes, it’s not worth getting upset over something small. Example: if someone sits in your usual seat, maybe it’s not a big deal today.

- **Strategy 2:** Give the situation time
 - Sometimes problems fix themselves if we wait and calm down first. You can take a short break, walk away, or wait a little while. Example: if two people want the same snack, maybe wait until more snacks come out.
- **Strategy 3:** Try to understand the other person's point of view
 - Try to see how the other person feels. Listen to what they're saying. Example: Your friend might be upset because they had a hard day. Listening helps you both calm down.
- **Strategy 4:** Compromise, each side gives a little
 - Compromise means both sides give up a little to make things fair. Example: You pick the music today, and I'll pick it tomorrow.
- **Strategy 5:** Ask someone else to help decide
 - If you can't agree, ask someone else to help. Like a staff member, supervisor, or friend. Example: If two people can't agree on what to do, they can ask the supervisor to decide.

Lesson Activity:

1. Pass out the Conflict Resolution Worksheet.
2. After the group completes the worksheet, use the following questions to facilitate conversation:
 - A. In situation 1, what did each person think was important? (the day the group would hold practice) Who did they use to help decide? (the coach). Do you think each side respected the other's opinion? (The plan would work for both of them)
 - B. In situation 2, what was the difference of opinion? (How to thank people who brought something to the party.) How was it resolved? (The second speaker didn't really have much invested in the situation).
 - C. In situation 3, how did the two speakers perceive the task differently? (One sorted by size, the other by color.) Did each have a reasonable method? (probably).
 - D. In situation 4, what was the disagreement? (the answer to a question). How will the problem be resolved? (one of them would find out soon if they had the correct answer).

	<p>E. What is the conflict in situation 5? (The 1st speaker wants to go to the game, but they also need to clean the garage). How did the compromise help? (They will split the job over two days).</p> <p>3. Briefly discuss strategies that don't solve conflicts.</p> <p>A. SAY: Sometimes when people have a conflict, they might try ways to solve it that don't work well. These ways can hurt feelings or be unfair. Examples are:</p> <ul style="list-style-type: none"> ○ Bullying: saying mean things, threatening, or hurting someone on purpose. ○ My way or the highway: not listening to the other person and only doing what you want. <p>B. Remind the group that conflicts are not just about solving the problem. They are also about people, feelings, and relationships. We want to solve the problem in a way that is fair and keeps everyone feeling respected.</p> <p>4. Extension activities: Have participants role-play the situations and create their own.</p>
Lesson Reflection	As a whole group, or individually, complete the "3-2-1 Review!"
Lesson Reinforcement	<p>Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities.</p> <p>Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.</p>

Problem-Solving — Lesson 4

Conflict Resolution Worksheet

Directions: Read each scenario on the left; this is an example of a problem to be solved. Check the box next to the strategy that you think would offer the best solution. These are the same strategies we discussed earlier in the lesson.



We should have basketball practice on Wednesdays.

1



But Fridays are better because we don't have program the next day. What do you think, coach?



Well, almost everyone on the team attends program on Thursdays, so we have to consider that. But you could have an occasional practice on Fridays, maybe once a month? I think that would work well.

Select the best answer:	
<input type="checkbox"/>	How much do you have invested in this problem?
<input type="checkbox"/>	Give the situation time to work itself out.
<input type="checkbox"/>	Understand the other's point of view.
<input type="checkbox"/>	Compromise-each side gives a little
<input type="checkbox"/>	Ask someone else to help decide

2

I think we should write thank you notes for everyone who gave us stuff for the party



I think sending an email would be easier, but I don't really care that much.

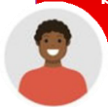


Select the best answer:

	How much do you have invested in this problem?
	Give the situation time to work itself out.
	Understand the other's point of view.
	Compromise-each side gives a little
	Ask someone else to help decide

3

I put these parts together because they were all the



Ok, well I thought they should be sorted by color, not size. But I understand why you did it that way. But do you see why I did it differently?



Select the best answer:

	How much do you have invested in this problem?
	Give the situation time to work itself out.
	Understand the other's point of view.
	Compromise-each side gives a little
	Ask someone else to help decide

4

The answer is 1

The answer is 2

Well, we will know when we review the worksheet.

Yes, we can just relax until then.

Select the best answer:	
	How much do you have invested in this problem?
	Give the situation time to work itself out.
	Understand the other's point of view.
	Compromise-each side gives a little
	Ask someone else to help decide

5

I don't want to clean the garage on Saturday. We have a game.

Well, it must be done by Saturday.

What if I clean half on Friday and the other half on Saturday

OK, I guess that could work.

Select the best answer:	
	How much do you have invested in this problem?
	Give the situation time to work itself out.
	Understand the other's point of view.
	Compromise-each side gives a little
	Ask someone else to help decide

Problem-Solving — Lesson 4

Conflict Resolution — Worksheet

Staff Guide

1. **5** (ask for help deciding)
2. **1** (doesn't care)
3. **3** (understanding point of view)
4. **2** (give it some time)
5. **4** (compromise)

Problem-Solving — Lesson 4

Conflict Resolution Role Play — Activity

1. Computer Role Play

Props: A chair, desk optional.

Two Friends, Jeff and Shane, are late getting to the computer lab, and when they arrive there is only one computer left. They both walk over and grab the chair.

Jeff: Shane, let go I want to use the computer.

Shane: So do I! Why do you get to use it instead of me?

Staff: Say STOP! And ask the group: What strategy do you think Jeff and Shane could use to solve this problem? Depending on suggestions you could role play using that strategy.

Example: (using strategy #4) **Jeff:** So how about I use for 15 minutes, and then you can use it after?

Shane: That's fair.

2. Music Role Play

Setting: The van on the way back to program. Sally and Jane are passengers.

Sally: Put on 98.3; I want to listen to Christmas music.

Jane: No way, I'm tired of that! Put on 92.3!

Staff: Stop! What strategy do you think would solve this problem? Depending on suggestions you could role play using that strategy

Example: (using strategy #1) **Sally:** You know what, I can listen to Christmas music when I get home, it's not a big deal, let's listen to 92.3.

3. Lunchtime role play

Setting: It is after lunch, and Tim and Will are getting ready to have their gamer group. When they enter the room, they see it is littered with lunch bags and stuff from lunch.

Tim: This is ridiculous that no one cleaned up! We can't have a group now! Lazy jerks can't even clean up after themselves.

Staff: Stop! What strategy do you think would solve this problem? Depending on suggestions you could role play using that strategy.

Example: (using strategy #2): Tim: Will, I understand you're upset. Why don't you take a break for a minute while I see if I can track down who was eating here and ask them to come clean up. After Will gets back from his break the room has been cleaned and ready for the group to begin.

4. Who should do what? Role play

Setting: The farm where a group, including Bill and Ted, are volunteering. Jesse is the staff leading the group.

Ted: Hey Bill, we have to clean up the horse shed before we leave, it is really gross.

Bill: I don't want to do that! You can do it yourself. I'm going to go collect the eggs instead.

Staff: Staff: Stop! What strategy do you think would solve this problem? Depending on suggestions you could role play using that strategy.

Example: (using strategy#5): Ted: Let's ask Jesse who should do what.

5. A bad day role play

Setting: Harvey and Bob are friends. Jesse is a staff member at their program. They are sitting playing cards when Bob gets a call on his phone.

Bob: Hello? Oh, hey mom; what's up? Is Uncle Jim in the hospital again? That stinks. Yes, we should go visit him when I get home. I'll talk to you later (hangs up).

Jesse (enters the scene): Hey Bob and Harvey, it's time to go to Meals on Wheels Let's clean up your cards so that we can get ready.

Bob: Forget that I'm doing that stupid activity today.

Harvey: Bob, come on, we need your help; if you don't come, I'll end up having to do all the deliveries.

Bob: Don't care.

Harvey: You're being a real jerk

Staff: Stop! What strategy do you think would solve this problem? Depending on suggestions you could role play using that strategy.

Example: (using strategy #3): Harvey (thinking to himself): I know that Bob just got this bad news about his uncle; he is probably upset.

Harvey: Hey Bob, I know you are worried about your uncle, and I'm sorry that he is in the hospital again. We can talk about it later if you want. I understand if you don't want to come today.

Bob: Thanks Harvey. Well, maybe I will come anyway, and we can talk about it in the van.

Problem-Solving — Lesson 4

3-2-1 Review: Conflict Resolution

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Problem-Solving — Lesson 4

Citations

- **Vocational Connections Unit 1: My Life, My Choices (P. 68-72)**
- **How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual Module 5-Learning the Job and Managing the First 30 Days (P.248)**
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