

6

Unit Six

Problem Solving and Decision Making

Total Time: 3 Hours

PART 1: Ice Breaker

PART 2: Problem Solving/Decision Making

PART 3: What Influences Your Decisions?

PART 4: Peer Pressure

PART 5: Follow-Up Activities

ANNEXURE 1: Riddles

ANNEXURE 2: Numbers Sheet

ANNEXURE 3: Problem Solving/Decision Making

ANNEXURE 4: What Influences your Decisions?

ANNEXURE 5: Are You a Risk Taker?

ANNEXURE 6: Risk Taking Scenarios

ANNEXURE 7: The Ripple Effect of Your Decisions

ANNEXURE 8: Ways to Say 'No'

ANNEXURE 9: Notes for Reference

ANNEXURE 10: Evaluation

ANNEXURE 11: Scenarios for Identifying the Problem

ANNEXURE 12: Worksheet for Identifying the Problem

ANNEXURE 13: Thinking Hats

Part 1: Ice Breaker

Time:

15-20 Minutes

Objective:

Participants will take part in an activity to become energized and ready to learn.

Materials:

(Depending on Option)

Option One:

- Annexure 1: Riddles

Option Three:

- Annexure 2: Numbers Sheet

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Welcome the participants and tell them that we want everyone to feel energized and ready to learn so we are going to take part in a fun activity to get things started. Lead an ice breaker activity from the options below:

Option One: Solving Riddles – Riddles are great for problem solving. Divide the teens into small groups and distribute one copy of Annexure 1 to each team. Instruct the teams to work together to brainstorm and make a decision about the correct answer to the riddle. You may set a time limit, or have the teams work until the first group finishes. Ask each group for their answers, and provide the correct responses if necessary. Point out that the teams used problem solving and decision making skills when they brainstormed possible solutions and decided on a particular answer.

Trainer Notes – Answers to riddles: 1. A blackboard, 2. An egg, 3. A hole, 4. Your age, 5. Your name, 6. All of them

Option Two: Choices and Decisions – Explain that you will read off a set of choices and the participants should move around the room based on their choices and your instructions.

- Go to the left side of the room if you like to read to relax, go to the right if you like to listen to music to relax
- Go to the left if you like ice cream, go right if you prefer biscuits
- Go to the left if you prefer the color red, go right if you prefer orange
- Go left if you enjoy going to school, go right if you would prefer to go to work
- Go left if your favorite subject is math, go right if your favorite subject is science, go to the back of the room if neither of these is your favorite subject.

(Trainer: Add choices based on the group)

At the end of the exercise, lead a discussion around: was it difficult to make choices, were some more difficult than others, and what influence did your peers have on your decision?

Option Three: Finding Patterns – Distribute Annexure 2. Explain that the numbers from 1-60 are on the sheet and their challenge is to circle all of the numbers in order. The person to finish first is the winner. After the exercise, ask the “winner” if he/she found a pattern while circling the numbers. Ask if anyone else found a pattern. If no one found the pattern, explain that all odd numbers are on the left and all even numbers are on the right. If you identify this pattern, you can find the numbers faster. State that real problems also have an underlying pattern and if you can identify that pattern, it will be easier to solve the problem.

Part 2: Problem Solving and Decision Making

Time:

45 Minutes

Objective:

Participants will learn and practice the key steps in problem solving and decision making.

Materials:

- Marker Board/Chart Paper, Markers
- Annexure 3: Problem Solving/Decision Making
- Video: <https://www.youtube.com/watch?v=MDwBvmfRRRc>
- Blank paper and pens/pencils

Techniques:

- Group Activity

TRAINER INSTRUCTIONS:

1. Note that the teens currently solve problems and make decisions on a daily basis without even thinking about it.
2. Ask the group to brainstorm these daily decisions and write them on a marker board or chart paper. (Responses could include what to wear, what to eat, what homework to do, etc.)

3. Explain that some decisions are more complex, more important, or more long-term, and good decision making depends on understanding the situation well, being aware of our choices and seeing the consequences of our choices.
4. State that problem solving and decision making skills can be used in everyday situations as well as in more long-term and perhaps more important decisions.
5. Distribute Annexure 3 and ask the teens to follow along as you discuss the following problem solving steps:
 - **Identify the problem.** The more specific you can be in defining the problem, the better chance you have of coming to a solution that works.
 - Define the problem using “I” language. The problem is not “my teacher is mean and gives me too much homework.” (Even if this is true, there’s nothing you can do about it.) The problem is “I have a lot of homework but I wanted to play cricket tonight.”
 - *Trainer:* Practice making “I” statements from problems identified by the participants, or use the following:
 - One of the boys at school keeps teasing me.
 - My caregiver says I don’t do a good enough job with my chores.
 - My good friend is very sensitive and always seems to be mad at me.
 - **Identify several potential solutions.** List at least 3 possible solutions; don’t stop at the first thing that comes to mind. Don’t rule out anything at this time. (Refer to Annexure 3 which was distributed a few minutes ago and note the space for solutions.)
 - Show the video (Link in the Materials section) that illustrates the idea of not stopping at the first solution to a problem.
 - Explain that in determining potential solutions you need to gather the facts, find out how other people have handled a similar situation, ask respected adults for their opinion, etc.
 - Invite the teens to take part in a brainstorming activity. Divide them into groups of 8-10 and ask them to sit in circles.
 - Give each person a piece of blank paper and pen/pencil
 - Instruct them to write a problem on the top of the piece of their paper. It can be real or they can make up a scenario, but it shouldn’t be too personal as it will be discussed with the group at the end of the activity.
 - The problem should start with “How can I...?”

- Each person then passes his paper to the right. Everyone takes a few minutes to read the problem and write a potential solution. After 30 seconds, everyone passes the paper to the right again for another person's solution. Repeat this process until everyone gets their paper back.
 - Ask for a few volunteers to read their problem and possible solutions. Discuss the variety of solutions that were proposed, and how there are many solutions to any problem. Sometimes talking to others helps to identify possible solutions.
 - **Evaluate each alternative.** Weigh the positives and negatives of each solution. Remember to consider the long-term effects and the impact on others.
 - Consider what is important to you (your values), your traits, and other items that influence your decisions.
 - Cross off the options where negatives outweigh the positives. Rate the others on a scale of 1-10. If you can't pick one, go back to brainstorming, and maybe ask friends or adults for ideas.
 - **Select the best course of action.** Choose a solution based on time and resources available and minimal negative impact on yourself or others, now or in the future. Plan exactly how it will work, what you will do, when, etc.
 - **Implement the Solution.**
 - **Evaluate Results.** Give it time to work. If you choose an action and it didn't solve the problem, try another solution or seek help
 - Take time to consider what brought the problem on and if a similar problem could be avoided in the future.
6. Lead the group through the Problem Solving Steps handout (Annexure 3) using the following scenarios as an example. Walk them through each step and make sure they understand the process.
- Mesha has been getting low marks in math class and needs to improve if she wants to pass her exam.
 - A new student at school has been teasing Keher about how short he is.

Part 3: What Influences Your Decisions?

Time:

1 Hour

Objective:

Participants will recognize the various elements that influence their decisions.

Materials:

- Marker Board or Chart Paper, markers
- Annexure 4: What Influences your Decisions?
- Ask teens to bring Annexures 2, 3, and 6 from Self Awareness Unit
- Annexure 5: Are You a Risk Taker?
- Tape
- Annexure 6: Risk Taking Scenarios
- Annexure 7: The Ripple Effect

Techniques:

- Group Discussion
- Group Activities

TRAINER INSTRUCTIONS:

1. State that the decisions we make depend on a variety of factors. If several people are faced with the same issue, they will likely resolve it in a different way depending on their values, their personality, and other items personal to them.
2. Display the poster in Annexure 4 (or write the words on a marker board/chart paper) and discuss each item in detail according to the following directions.
3. Tell the teens that their values determine many of the decisions they make.
 - Invite them to think back to the Life Skills session on Self Awareness where they identified what was important to them (their values.) If possible, ask the teens to pull out Annexure 6 from that session where they listed their top values. (If they don't have it available, give them a few moments to think about what is most important to them.)
 - Give the following examples and ask how their decisions would differ based on their values. Help them identify values related to that issue and how they would behave if they follow those values. For example, a friend at school asks to cheat off of your test. You value honesty and the importance of a good education, so you cover your paper.
 - Your house parent asks for help in finishing a chore, even though it is not usually your responsibility (you value helping others, responsibility, etc.) What would you do to follow your values?
 - You want to join in the cricket game, but you have homework to do. What are your values related to this issue? What would you do to follow your values?
 - Your favorite teacher keeps telling you that you should study engineering in the future because you are so good at math, but you really would rather study art. What values are related to this issue? What would you do to follow your values?
4. Your character traits or personality traits influence your decisions. Are you energetic? Emotional? Curious? Practical? Adventurous? (You may refer to Annexures 2 & 3 from the Self Awareness Unit for the personal traits they identified.)
 - Give examples of how these various traits might influence the decisions (For example, if you are curious and adventurous you might be more willing to try new things; if you are very practical and sometimes conservative, you might stick to things you know well.) Ask the teens to give examples.
 - Invite the teens to take part in the following activity to help them identify how much of a risk taker they are*:
 - Using Annexure 5, hang the four signs in the four corners of the room.

- Read the scenarios in Annexure 6 and ask the teens to move to the corner of the room with the sign that best describes their most common behavior in that instance.
- Explain the different levels of risk taking identified by each corner of the room. Ask the teens to think about what corners they went to most often, and what does that say about their risk taking behaviors?
- Lead discussion around what is good or bad about the behavior you selected? How does your behavior change in different situations? What problems could arise if a “Test it First” and a “Jump Right In” person are together? What if two “Jump Right In” are together?
- Not all risks are unhealthy...taking risks is a part of life...trying a new game, meeting new friends, tasting something you’ve never tried before...these are all positive experiences and help you to grow. However, negative risk interferes with or has negative effects on other parts of life such as school, friends, etc. or puts you in danger. We will be discussing risky behaviors in future units; for now, just be aware that your risk taking traits play a role in your choices and behaviors.

(*Modified from Life Skills Education Toolkit for Orphans and Vulnerable Children in India, Family Health International)

5. Your Past Experiences influence your decisions. Have you had positive or negative experiences with something similar in the past? For example, if you are deciding which book to read or foods to eat, have you enjoyed similar books or foods in the past? Ask the teens for examples of past experiences they have had that may influence their decisions.
6. Your Resources influence your decisions. For example, if you don’t have the financial resources to buy something, you will need to come up with alternatives. If you don’t have the energy to join the softball team and keep up with school work, your decision will be impacted. Ask the teens “What other resources can you identify that may impact your decisions?” Write their answers on the marker board or chart paper.
7. How Your Decisions Affect Others will have an impact on your decisions. Discuss the ripple effect when you drop a pebble into water. Talk about how if you throw a stone, the ripples spread far and wide and have far-reaching consequences. This is true of human behavior too. What you do has effects on yourself, on others and on future events.
 - a. Divide the teens into small groups and give each group a copy of Annexure 7. Ask the groups to come up with a sample decision and indicate on the Annexure what impact that decision has on others. Allow 10 minutes for discussion.
 - b. Bring the groups back together and ask each group to present their ripple circle. Facilitate discussion around questions such as Can we control or change the

ripples we send? Can we change the ripples others send? Have you been able to do so for yourself or someone else?

(*Modified from Life Skills Education Toolkit for Orphans and Vulnerable Children in India, Family Health International)

8. Peers Influence Your Decisions – (Discuss in the next part.)

Part 4: Peer Pressure

Time:

45 Minutes

Objective:

Participants will recognize the influence of positive and negative peer pressure, and will learn ways to stand up to negative pressure.

Materials:

- Marker Board/Chart Paper and Markers
- Annexure 8: Ways to Say No
- Annexure 9: Notes for Reference
- Annexure 10: Evaluation

Techniques:

- Group Discussion
- Role Play

TRAINER INSTRUCTIONS:

1. Ask the group “What is peer pressure?” Answer should be along the lines of “when friends try to influence how you think or act.” People naturally want to be like their friends and fit in.
2. Write POSITIVE and NEGATIVE on the marker board or chart paper. Ask the group to define Positive and Negative Peer Pressure (see bullets below) and to list ways peers can influence them positively and negatively.
 - Positive peer pressure is when friends influence you to do good things such as getting involved in activities, trying new things, or helping you reach your goals.

They give you that extra push or boost of confidence, or they can be good role models.

- Negative peer pressure is when your friends persuade you to do something maybe you don't really want to do or it is not in your best interest. It can get you in trouble. Sometimes it's subtle, defining how you should dress, behave, your attitudes, etc. Sometimes they pressure you to behave in a way that makes you uncomfortable.
3. Discuss these key points in standing up to peer pressure: (Trainer: You may want to write these on the board, but the teens will receive a handout later to keep for reference so they don't need to copy them now.)
- To deal with negative peer pressure you need to know who you are and what you stand for
 - Learn to recognize the negative pressure (verbal and non-verbal)- identify the negative behavior
 - Listen to your gut. If you feel uncomfortable, it means it's not right for you. Know your values. Stop and Think. Ask yourself could this be trouble? Will someone be angry with me? Will I be safe? Evaluate the consequences.
 - Plan for possible pressure situations. Decide ahead of time what you will say/do.
 - Choose good friends who feel the same way you do and share the same values.
 - Learn to say "NO", Practice different ways to say no. Speak firmly and make it clear your mind is made up and you don't want to talk about it anymore.
4. With the group, brainstorm different ways they can say NO to peer pressure (see ideas below) and write on the marker board/chart paper. Add the following points if necessary and review Annexure 8 with the group.
- Just say "No" and keep on saying it
 - Suggest an alternative, have a better idea
 - Leave the situation
 - Make an excuse "Can't stop now...got to go"
 - Laugh, "You've got to be joking!" Then change the subject or leave.
 - Say, "I'm not doing this because I'm your friend and I don't want to see you get into trouble."
 - Get help from someone you trust.

5. Divide the group into smaller groups of 3-5. Instruct them to think of a peer pressure situation to role play and come up with a way to say NO. Ask them to assign people in their group to role play and practice their scenario. Allow around 5 minutes for the groups to prepare, then bring the whole group back together. Invite each group to present their role play and allow time for discussion after each.
6. Distribute Annexure 9 and ask the teens to keep the handout in their folders for reference.
7. Distribute Annexure 10 and invite the teens to complete the evaluation form regarding this Unit.
 - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Instruct them to be as specific as possible in their comments.

Part 5: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice the skills learned in this session.

Materials:

(Depending on Option Selected)

Option Two:

- Annexure 11: Scenarios (cut into squares)
- Annexure 12: Worksheet to Identify Problem

Option Three:

- Annexure 3: Problem Solving/Decision Making

Option Four:

- Annexure 13: Thinking Hats

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to review the material learned today throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Choices - Invite the teens to take part in a robot activity designed to show them that they do have choices even though sometimes they feel they do not. Ask five volunteers to come to the front of the room and explain that they will act as robots, following the trainer's instructions. The trainer gives commands such as sit down, walk slowly across the room, clap your hands, etc. After a few minutes, allow the volunteers to return to their seats. Facilitate discussion around the following questions:

- Could the robots have chosen their behavior? Do people have a choice about their behavior or do they have to act as someone tells them?
- Did all of the robots act exactly the same way? What did they do differently?

Suggested Follow-up Thoughts for Trainer: Discuss the following information with the teens: In every activity, even routine ones, there is room to choose how to behave. You have more choices than you think. If you are asked to behave a certain way, but you don't, you have made a choice. You have decided not to act; you need to live with the consequences.

Children can choose and are responsible for their behavior – sometimes when decisions don't work out we tend to blame others. Many people make decisions without understanding the full consequences. Once a decision is made, we must own up to it and take responsibility for it. If decisions turn out bad we need to review them so we are more careful next time.

You can take control and be responsible for your actions. Problems can be solved and behavior can change...even if you just change your attitude. You are in the driver's seat...

Option Two: Identifying the Real Problem* - The more specific you can be in defining the problem, the better chance you have of coming to a solution that works. Problems can be more clearly defined by asking "why" five times. For example:

- Problem is, "I cheated during the exams."
 - Why? "I was not prepared for them."
 - Why? "I did not study last night."
 - Why? "My friends wanted me to play a game instead."
 - Why? "I really want to be friends with this group so I felt I had to say yes."
 - Why? "I feel like an outsider, like I have no real friends."
- In this example, the real problem is that the teen feels like he/she has no friends. What started out seeming like a simple problem of cheating was more complicated and complex.

- Divide the teens into small groups and assign each group a scenario card from Annexure 11.
- Distribute a copy of Annexure 12 to each group. Instruct them to complete the worksheet to clearly identify the problem assigned to them. Of course, they will just be guessing at the why of each step, but it is a good exercise to get them thinking in this way.

(*Modified from Life Skills Education Toolkit for Orphans and Vulnerable Children in India, Family Health International)

Suggested Discussion Questions for Trainer: Bring the groups back together and have each group present their scenario and answers to the “why” questions. Help them to understand that the problem that is presented is not always the true issue. Invite them to think about how that applies to their own lives.

Option Three: Applying Problem Solving Steps to Personal Situations – Invite each teen to use Annexure 3 to help them sort out an issue they are currently facing. This can be done in the follow-up session, or as homework prior to the session. Allow them to keep the issue confidential if they wish; just help them through the process of identifying the problem and looking at the pros and cons of several possible solutions. Discuss what resources they have to help them with their issues, and who they could go to if they want to talk about personal concerns.

Option Four: Thinking Hats - Decision Making from Different Perspectives – Using the analogy of wearing different hats, the idea is to encourage participants to consider a problem from different perspectives. This encourages them to step outside of their usual way of thinking and view the situation in a new way. Divide the group into 5 smaller groups, assign each group a “hat” (different way of looking at the situation), and distribute the page of Annexure 13 that corresponds to their assigned hat. Ask each group to answer the questions on their page of the annexure as they consider the following scenario:

- *Aadhya is in the 10th standard this year and has been thinking about her future. She is trying to decide if she should follow her dreams and study dance, even though realistically she feels like she needs to study for a more stable job that will provide steady income.*

After the groups have had enough time to discuss and complete their handouts, bring the whole group back together and invite each group to present their answers. Distribute the first summary page of the Annexure for the teens to keep as a reference tool.

Suggested Follow-Up Questions for the Trainer: Lead discussion around questions such as: “How was the hat you were assigned similar or different from your usual way of thinking?” “Was it difficult to answer your questions?” “After each group presented their views, did it help to look at the problem from so many different ways?” “How can you be sure to wear many hats as you look at your personal issues?” (Distribute the first page of Annexure 13 to all participants to keep in their folders for reference.)

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Unit Six Annexures

Problem Solving and Decision Making

Ages 13+

ANNEXURE 1: Riddles

ANNEXURE 2: Number Sheet

ANNEXURE 3: Problem Solving and Decision Making

ANNEXURE 4: What Influences Your Decisions?

ANNEXURE 5: Are You a Risk Taker?

ANNEXURE 6: Risk Taking Scenarios

ANNEXURE 7: The Ripple Effect of Your Decisions

ANNEXURE 8: Ways to Say No

ANNEXURE 9: Notes for Reference

ANNEXURE 10: Evaluation

ANNEXURE 11: Scenarios for Identifying the Problem

ANNEXURE 12: Worksheet for Identifying the Problem

ANNEXURE 13: Thinking Hats

Annexure 1: Riddles

Work **together**, brainstorm, and decided on the correct answer.

Q. What gets black the cleaner it gets, but white the dirtier it gets?

A. _____

Q. What has to be broken before you can use it?

A. _____

Q. What gets bigger and bigger the more you take away from it?

A. _____

Q. What goes up and doesn't come back down?

A. _____

Q. What belongs to you but is used more by others?

A. _____

Q. How many months have 28 days?

A. _____

Annexure 2: Number Sheet

	1	31	21	32	12	34
25	13	5	22	4	54	
	35	41	45	42	52	58
11	3	33	56	24	2	
	23	43	15	14	60	44
23	43	15	14	60	44	
	17	29	39	8	26	10
49	55	9	40	48	28	
	19	47	59	36	50	6
51	7	37	20	16	38	
	27	53	57	46	30	18

Annexure 3: Problem Solving/Decision Making

Problem:

Possible Solutions	Pros	Cons

My Solution:

Did it Work?

Yes -- Great!

No -- Choose another solution, or

Who can you ask for help?

Annexure 4: What Influences Your Decisions?

Your Values

Your Character Traits

Your Past Experiences

Your Resources

**How Your Decisions
May
Affect Others**

Peer Influences

Annexure 5: Are You a Risk Taker?

**JUMP RIGHT
IN**

**START
SLOWLY**

TEST IT FIRST

DECIDE LATER

Annexure 6: Risk Taking Scenarios

You are going to the lake or sea. It is very hot and you have an opportunity to get into the cool water. Which best describes what you would do?

- Just run to the water and jump right in!
- Walk in slowly, wetting your body bit by bit and slowly getting used to the temperature
- Dip your toe in and decide if you will go in
- Stand on the side, look around, and try to decide what to do next

Cake is being served for the holiday celebration. Would you...?

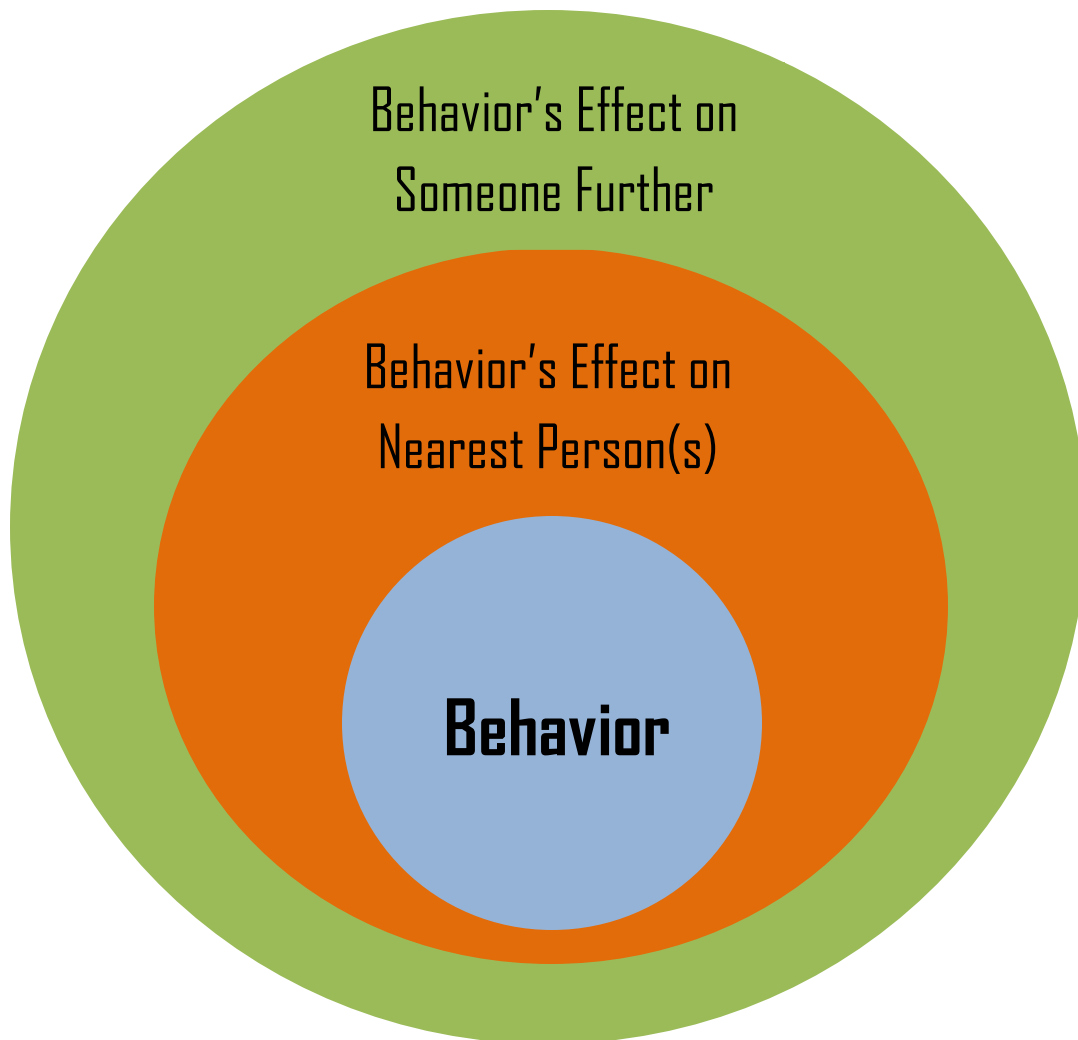
- Dig right in and gulp it down
- Eat it bit by bit
- Take a taste and decide if you want to eat it
- Keep it and eat it later

A special instructor is visiting to teach a new way to combine dance with exercise. Would you...?

- Join right in and have some fun!
- Learn a few new moves just to get started
- Try a few steps from the back of the room
- Just watch and decide if you want to try it later

*Modified from Life Skills Education Toolkit for Orphans and Vulnerable Children in India, Family Health International

Annexure 7: The Ripple Effect of Your Decision



*Modified from Life Skills Education Toolkit for Orphans and Vulnerable Children in India, Family Health International

Annexure 8: Ways to Say No

Method	Persuader	Decider
Polite Refusal	"Can I get you a drink?"	"No thanks"
Give Reason	"How about a beer?"	"I don't like beer"
Be firm	"Here smoke this joint with me" "Come on!" "Just try it, chicken"	"No thanks" "No thanks" "No thanks"
Walk away	"Hey do you want to buy some brown sugar?"	Say "No" and walk away after you say it
Cold Shoulder	"Do you want some brown sugar?"	Keep going as if you did not hear the person. (Not the best use with friends)
Give an alternative	"Let's go upstairs to my room"	"I'd rather stay here and watch TV."
Reverse the pressure	"Come on upstairs with me."	"What did I just tell you? Were you listening?"
Avoid Situation		If you know of people or situations where people will pressurize you to do, stay away from these situations.
Strength in numbers		Hang around with people who support your decision to not drink, use drugs etc.
Own your feelings		"I am not comfortable doing this" "It makes me unhappy"

Annexure 9: Notes for Reference

What influences your decisions?

- Values
- Character Traits
- Past Experiences
- Resources
- How your decision may affect others
- Peer Pressure

Peer Pressure

Positive peer pressure is when friends influence you to do good things

Negative peer pressure is when your friends persuade you to do something maybe you don't really want to do or it is not in your best interest



To deal with negative peer pressure you need to know who you are and what you stand for

- Learn to recognize negative pressure (verbal and non-verbal)- identify the negative behavior
- Listen to your gut. If you feel uncomfortable, it means it's not right for you. Know your values. Stop and Think. Ask yourself could this be trouble? Will someone be angry with me? Will I be safe? Evaluate the consequences.
- Plan for possible pressure situations. Decide ahead of time what you will say/do.
- Choose good friends who feel the same way you do and share the same values.
- Learn to say "NO." Practice different ways to say no. Speak firmly and make it clear your mind is made up and you don't want to talk about it anymore.
 - Just say "No" and keep on saying it
 - Suggest an alternative, have a better idea
 - Leave the situation
 - Make an excuse "Can't stop now...got to go"
 - Laugh, "You've got to be joking!" Then change the subject or leave.
 - Say, "I'm not doing this because I'm your friend and I don't want to see you get into trouble."
 - Get help from someone you trust.

Steps in Problem Solving and Decision Making

- ❖ **Describe the problem** – The more specific you can be in determining the problem, the better chance you have of coming to a solution that works.
- ❖ **Brainstorm solutions** - List at least 3 possible solutions; don't stop at the first thing that comes to mind. Don't rule out anything at this time.
- ❖ **What might happen if?** – Weigh the positives and negatives of each solution. Remember to consider the long-term effects and the impact on others.
- ❖ **Decide on the best idea and do it** – Choose a solution based on time and resources available and minimal negative impact on yourself or others, now or in the future.
- ❖ **How did it work?** – Give it time to work. If you choose an action and it didn't solve the problem, try another solution or seek help.

Annexure 10: Evaluation

Unit # 6 Problem Solving/Decision Making	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1 Icebreaker	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 2 Problem Solving/Decision Making Steps	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 3 What Influences Your Decisions?	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 4 Peer Pressure	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Overall Score	1 2 3 4 5		

Annexure 11: Scenarios for Identifying The Real Problem

<p>Hanisha hasn't been doing her chores and her house parent is upset with her.</p>	<p>Saachin got into a fight with a boy at school and got in trouble with his teacher.</p>	<p>Taneesh played really poorly on his cricket team last week and his team is upset with him.</p>
<p>Anja had a big argument with her best friend and now they aren't even speaking to each other.</p>	<p>Mahit doesn't like having to play with the younger boys in the home and often calls them names.</p>	<p>Sheena was crying in her bed last night but she didn't want to tell anyone what was bothering her.</p>
<p>Kalesh cheats during game time and takes the ball away from other children.</p>	<p>Adish hasn't been eating much lately. He just doesn't have the same appetite he used to.</p>	<p>Jayita has to do a speech in front of her class and she is terrified.</p>

Annexure 12: Worksheet for Identifying The Real Problem

Define the problem in "I" language

Why?

Why?

Why?

Why?

Why?

THE REAL PROBLEM TO BE SOLVED:

Annexure 13: Thinking Hats



White Hat Thinking - Focus on the information you have and look for gaps in your knowledge.



Red Hat Thinking – Go with your “gut instinct” and really engage your feelings.



Black Hat Thinking – Consider the difficulties, threats and weaknesses. Choose to look negatively and pick out all the bad points. By picking out the bad points you can improve on them before you act on your decision. Point out the weaknesses and change them to strengths.



Yellow Hat Thinking – Put on the sunny Yellow Hat and think positively. See all the good points, look at the potential. Yellow hat is happy, upbeat and uplifting. It keeps you moving forward.



Green Hat Thinking – Come up with all the solutions to the Black Hat problems. Get really creative and come up with as many ideas, alternatives and possibilities to your situation.

Modified from www.personaldevelopmentinsights.com

White Hat Thinking



Wear the white hat and focus on the information at hand. Look for gaps in what you know.

What information/facts do you know?

What information is missing?

What information/facts do you need?

How are you going to get the information?

What is most important?

Red Hat Thinking



Put on the red hat and go with your “gut instinct” and really engage your feelings.

How are you feeling about this right now?

When you think about this situation or the alternatives, does it make you feel happy or anxious?

What is your overall “gut feeling” telling you?

Does it feel right or wrong to follow through?

Does the goal line up with your values?

Black Hat Thinking



With the Black Hat you consider the difficulties, threats and weaknesses. Choose to look negatively, pick out all the bad points. Point out the weaknesses so you can change them to strengths.

Is what I'm thinking true/possible?

How realistic is the situation?

Will it work?

What is wrong with the overall situation/decision?

How can it fail?

What are the consequences if it fails?

Yellow Hat Thinking



Put on the sunny Yellow Hat and think positively. See all the good points, look at the potential. Yellow Hat Thinking is happy, upbeat and uplifting.

What are the good points?

What are the benefits?

Why will this idea work: Why is this worth doing?

How will it help me?

Why can it be done?

How does it help others?

Green Hat Thinking



Green Hat Thinking is where you come up with all the solutions to the negatives. Get really creative and come up with many ideas, alternatives and possibilities to your situation.

What are some possible ways to work this out?

What other things can you do to solve the problem?

How else can you think about that?

Who can you ask to gain new perspectives or different ideas?

Who could help you to solve the problem?