

Session 6 PROBLEM SOLVING-PUTTING OUT THE FIRE

INTRODUCING THE SESSION

Welcome to Session Six of the Healthy Homes Parenting Program for Parents and Adolescents!

In this session, we will learn the techniques of solving problems. We are back to having sessions together with the adolescents and parents.

In Session 6, we focus on the following core skills and principles:

- Peaceful solutions for family problems are possible
- Making a plan of action can help solve problems
- Take everybody's opinion seriously

In Session Six, we learn skills on how to solve problems. There are many challenges that families face today which can prove to be stressful.

Many people do not adequately address problems as they arise because they lack the appropriate skills to manage them. Positive family life involves healthy interactions where problems that arise are solved. The ability to solve problems amongst children is learnt from the family as the skills they learn are taken from how the caregivers approach problems.

In this session both parents and adolescents will be equipped with skills to address any challenges that they encounter in their everyday life.

SESSION 6 PREPARATIONS & OUTLINE

Goal of the session	The goal of this session is for the parents and adolescents to learn effective methods of solving problems.
Core Principles	<ul style="list-style-type: none">▪ Developing and practicing problem-solving skills helps us to face challenges and find new solutions to difficult situations.
Training materials & resources	<ul style="list-style-type: none">▪ Flip chart, paper, pens, markers, Prestik▪ Attendance register▪ Name tag materials▪ Printed copies of Session Illustration "Putting out a fire"
Venue Preparations:	<ul style="list-style-type: none">▪ Make sure that the workshop venue is clean.▪ Set up chairs where the participants will sit in a circle▪ Prepare all the materials that you will use during the group session

COMPONENT	TIME	ACTIVITIES
Welcome & Session Preparation	40 mins	<ul style="list-style-type: none"> Facilitators take attendance. Participants settle down Welcome, thank everyone for coming and praise time keeping Home activity discussion
Session overview for the day	30 mins	<ul style="list-style-type: none"> Framing the day Song: Chalibobu Activity: "Human Knot"
Core Lesson	60 mins	<ul style="list-style-type: none"> Negative Role play: The new fancy phone Discussion about negative role play Positive role play: The new fancy phone Discussion about positive role play Freeze-and-play role play: Staying out late (negative) Energizer: "Count Down from 5"
Session Close	20 mins	<ul style="list-style-type: none"> Preparing for Home Activity <p>Home activity for the week</p> <ul style="list-style-type: none"> ◆ Practice problem solving on the problem you decided on in the session. ◆ Visit your Healthy Homes Friend at least once a week ◆ Complete a physical exercise once a day Today's session review Reminder of next session date and thank & close Make sure you leave the room in order Share your observations in facilitator report

1.1 FACILITATORS TAKE ATTENDANCE

As participants arrive, invite them to sit down. Remember to take attendance as each new person arrives.

1.2 WELCOME PARTICIPANTS & CIRCLE SHARE

At the beginning of the session, invite the participants to go around the circle and share how they are feeling today in one word.

1.3 THANK AND PRAISE EVERYONE FOR COMING

Remember you want to model positive behavior – including providing praise!

1.4 HOME ACTIVITY DISCUSSION

Lead a discussion about the previous week's home activity.

In Session 5, participants were asked to try to practice one of the coping strategies (breathing, communicating, changing negative into positive thoughts) when they felt stressed or angry at home.

Did they also manage to share this experience with their Healthy Homes Friend?

Home activity discussions are opportunities to share successes, reinforce core principles, and problem solve ways of overcoming challenges:

- Brainstorm solutions with participants
- Practice applying the solution.
- Evaluate how it worked

When challenges are being discussed, try to encourage the participants to come up with solutions and support them. Remember that you can use **Who? What? Where? Why? When? How?** during the discussion.

Always give big praise and applause to everyone brave enough to share.



2.1 FRAMING THE DAY

Session Six builds on the previous sessions, where we spoke about managing difficult feelings such as anger and stress. This session is about developing and practicing problem-solving skills that will help us to face challenges. Participants have already practiced problem-solving in different ways during the program (e.g. when finding ways to deal with angry behavior).

This session also aims to give participants a plan of action they can follow to find a new solution to a problem.

2.2 SONG & PHYSICAL EXERCISE

SONG: CHALIBOBU

Leader: Chalibobu, Chalichibotu Chalibobu

Response: Chalichibotu

Repeat as necessary. This song can have lots of traditional dancing! You can choose another song.

PHYSICAL EXERCISE

Encourage participants to do their physical exercises once a day! Lead them through the head-to-toe stretch that we introduced in the first session.

Ask the participants if they are doing this at home!

2.3 ACTIVITY: HUMAN KNOT

This activity helps explore how people can work together to solve a problem that they created in the first place. This can be a helpful lesson: When we have a problem without a solution, we can let go. Letting go is different from giving up!

It is important to show how this activity works before you start so that everyone knows what is expected.

GUIDELINES: Facilitating the Human Knot Activity

1. Facilitators should ensure that older participants are able to participate in this activity comfortably. Otherwise they are welcome to sit and watch.
2. Divide parents and adolescents into two groups. If the group is very big, then divide parents and adolescents into two groups of about 8. Each group takes a turn to watch each other as they “untie the knot”.
3. To start, everyone stands up. If some participants cannot stand, make sure the standing participants work around them.
4. Everyone lifts his/her left hand and holds the hand of another person across from him/her. Don't hold the hand of someone standing next to you.
5. Now you are in a human knot!
6. Without letting go of hands, the Human Knot must be “untied” until it becomes a circle. Participants should be aware of each other and ensure that nobody gets hurt!
7. Start untangling... but no talking!
8. Facilitators instruct parent/adolescent group to say what the other group is doing well.
9. Once separate parent and adolescent groups have a turn, the entire group creates human knot. Entire group tries to untangle the human knot. Remember – no talking!
10. Facilitators comment on what the group is doing well. It is very important that the facilitator does not interfere with the groups – let them do it themselves!
11. Most groups will be able to untie their Human Knot. However, sometimes a group will find themselves stuck.
12. The facilitator can ask the entire group if there is anything they can do to solve this problem.
13. If the knot is still tied, the facilitator can suggest there is another alternative – letting go.
14. Ask participants what they learned from the activity

3.1 ROLE-PLAY: The new fancy phone (NEGATIVE)

Amai sees a phone on Mutinta's bedside table which she has never seen before.

Amai: "Mutinta, where did you get that thing?"

Mutinta: "It's from Musonda, my friend who bought it for me. It's a gift to say thank you for helping his sister with Maths last weekend.... It's a nice phone mum it takes photos – let me take a selfie of you and I!"

Amai: (*shouting*) "I don't want to see that expensive thing! That man is no good! How does he think you are going to repay him for this?!"

Mutinta (*upset*): "That's not how it works, Amai! That's not fair!"

Amai: "I don't want to hear it!"

Mutinta (*frustrated*): "You're not even trying to listen to me! I don't know why I even try with you!"

3.2 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Facilitators can have the following discussion with parents:

Caregivers are often concerned about protecting their adolescents from HIV, adolescent pregnancy, addiction, staying healthy when living HIV, staying focused at school and a lot of other things that can affect them today and into the future.

Adolescents are more concerned with having independence and making their own decisions. This means that problems can arise because caregivers and adolescents have different interests. Problems can be a lot like a fire. Think about if you are cooking and accidentally your pot catches on fire. Fires are hot, dangerous and can easily get out of control if we don't tackle them early enough. When there is a fire, we need to keep calm and think clearly.

Otherwise, the fire will be difficult to contain and may cause more damage to our homes. Solving problems can be a lot like putting out a fire because of the steps we have to go through to put the fire out.

Six steps to problem-solving:

1. Identify the problem:

Ask yourself, "What is the problem?"

2. Brainstorm solutions:

Ask yourself, "What are the different solutions?"

3. Figure out what the consequences of each solution would be:

Ask yourself, "What are the pluses and minuses of each solution?"

4. Choose one solution:

Ask yourself, "Which solution should we choose?"

5. Try it out!

Try the solution that you chose.

6. Reflect on whether it worked:

Ask yourself, "Did our solution work?"

Facilitators can use the illustration with the fire when they are reviewing the steps to problem solving.

Because adolescents are no longer children, working out a problem together can be a good way forward.

Now let's look at the role-play we just saw and use the 6 steps we need to put out a fire to find a solution.

To start the discussion off, facilitators ask: How could the parent and the adolescents calm this argument down?

Some of the suggestions that may come up include:

They could...

- ... Ignore the problem.
- ... Explore the consequences of different actions.
- ... Discuss the problem together.
- ... The parent could punish the adolescents.

One of the Facilitators should write all the comments on the flip chart.

Once you have a lot of suggestions, ask the participants to put them in the order that we use for problem-solving and re-write them on the flipchart.

At the end, you should have a list of the **six problem solving steps**.

It is perfectly fine if they are worded differently, but it is important that all six steps are there.

Participants might struggle to think of some steps (especially 1, 3 & 6) and you might have to guide them there with questions.

3.3 ROLE-PLAY: The new fancy phone (POSITIVE)

Facilitators should act out the positive role-play and then guide a discussion about whether or not any of the problem-solving steps are used in the role-play.

Amai sees a phone on Mutinta's bedside table which she has never seen before.

Amai: "Mutinta, where did you get that thing?"

Mutinta: "It's from Musonda, my friend who bought it for me. It's a gift to say thank you for helping his sister with Maths last weekend.... It's a nice phone mum it takes photos – let me take a selfie of you and I!"

Amai: "Mutinta, before we do that, I think we need to talk about this and remember I'm not accusing you of anything – I just want to make sure you are safe."

Mutinta: "Why? Is there a problem?"

Amai: "I think so. You know I am worried about Musonda buying you gifts. Think about it my dear where do you get someone who buys you an expensive gift just because you helped his sister with a few Maths problems. Sometimes his intentions may be just more than what you see on the surface. Sometimes someone can buy you expensive things so that at a later stage he can make demands of you.

I don't really know much about him but my child there are men that expect you to repay them for the expensive gifts they give you by having sex with them in return. And as a young woman you might find yourself pregnant or contract HIV. This sort of thing happens all the time in our community."

Mutinta: "Amai, I know better than that. And you don't listen to me when I tell you that that I do not have that type of relationship with Musonda. But now that you have mentioned it, the gift was not necessary at all, especially that kind of gift."

Amai: "I will take your word for it my daughter. You are growing up and I know there will be men taking interest in having a relationship with you. Love is good but you need to be aware of some of the dangers that come with relationships. You need to protect yourself from being in relationships where one has an advantage over you that they end up making decisions over your body. You are a beautiful young woman, and you have the right to make the right decisions about your body, your future goals, and you should know your dad and I are here for you.

Mutinta: "What do you mean, Amai, is sex not part of expressing love in a relationship?"

Mother: "Well Mutinta maybe we can talk some more about this. We can discuss together of ways that you can have a boyfriend and be happy without having sex. There are lots of ways to express love, it's important to wait to have sex."

Mutinta: "Okay fine. It feels strange that you are talking to me about this!"

Mother (thinking): "It's okay Mutinta to feel that way, it also feels strange for me but I want you to be able to make sound decisions about your future. You have done us proud so far and all we wish for you is a successful life. I think we can also go to the clinic to ask the local sister about how to protect yourself from HIV and sexually transmitted diseases. The clinic can help us with this – shall we go to the clinic together tomorrow afternoon?"

Mutinta: "Amai! You are making me uncomfortable...! I think I should return the phone, Amai. What you shared with me makes sense!"

Mother (smiling): "It's ok Mutinta, it's important that you make sound decisions when you encounter situations. I am glad we spent this time. As your mother, it is important for you to share with me the challenges you're facing, so that I can give you guidance and support!"

3.4 DISCUSSION ABOUT POSITIVE ROLE-PLAY

Questions to discuss about the role play:

- What is the problem that Amai mentions in this role play?
- Does Amai use any of the six steps to solve the problem?
- Which one does she use?
- What resolutions did they come up with?
- Was it easy for Amai to talk to her about HIV/pregnancy?

- Why is it challenging for parents to talk to their children about this?
- Why do adolescents find it difficult to also talk to their parents about these issues?
- What are some of the key things you picked up from this role play that made it easier for Amai and Mutinta to talk about this?

3.5 FREEZE-AND-PLAY ROLE-PLAY

Now that we have all talked about the problem solving steps, let's practice them!

Use the "FREEZE-and-play" method to problem-solve the scenarios in the "Staying out Late" role-play.

GUIDELINES: Facilitating Freeze-and-Play

1. Facilitators should divide the group either in two (one group per facilitator) or into groups of 6 (4 to problem-solve and 2 to act)
2. Participants will be working on solving the problem that is presented in the role-play.
3. They will do this in one of two ways:

Facilitators can either invite participants to "direct" the actors in the scenario, OR they can say "FREEZE" to stop the action where they want to make a "correction". They then take the place of one of the actors and act out the solution themselves.

Remember to encourage participants to use the 6 steps to problem-solving during this role-play activity.

3.6 ROLE-PLAY: Staying out late (NEGATIVE)

Michelo and Mutinta had both been out with their friends after dinner. They both come home later than they had agreed with their mother.

Amai (*shouting as soon as Michelo and Mutinta walk in the door*): "Do you realize what time it is, children?"

Michelo and Mutinta (at the same time): "We are sorry."

Amai (*angry*): "Listen here, both of you, this is MY house and you live by MY rules, understand?"

Michelo and Mutinta (*feeling bad*): "We are sorry, Amai."

Amai: "I want to teach both of you a lesson today..."

3.7 DISCUSSION ABOUT NEGATIVE ROLE-PLAY

Parents may want to discuss the consequences of forbidding their adolescents to stay out late. Do they do it anyway?

What other things do we forbid our adolescents to do that they may go ahead and do anyway?

Adolescents may want to discuss how this feels to them.

GUIDELINES: Facilitating practicing solving problems

1. Facilitator divide participants break into two groups.
2. Each group will practice 6-steps of problem solving using one case study.

3. They can do this in one of two ways: By creating a role-play to show how could they make this decision together or by presenting the six steps of problem solving based on their case.
4. Facilitator describes Case 1 to the first group and Case 2 to the second group.

3.8 PRACTICING WITH DIFFICULT PROBLEMS

Case 1: Mutinta wants to spend the day alone with her boyfriend and she wants to visit him at his house and feels responsible and has told her mother about it.

Amai is scared that Mutinta might find herself in a situation where she will be exposed to HIV and may fall pregnant.

Case 2: Michelo forcibly kisses a girl from his class after school as part of bet he made with his friends to prove that he is strong and a good example of a man.

Parent is worried that this bad behavior and negative influence might get him into trouble and get him expelled from school.

5. The two group comes back together for presentation of role-plays or six-steps.

3.9 ENERGISER

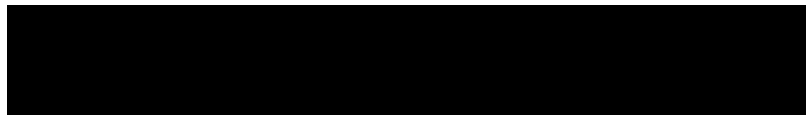
ENERGISER: COUNTING DOWN FROM 5 (FULL BODY COUNT)

ALL (lift up right hand and start counting): One, two, three, four, five

Repeat process with both hands, and legs. Lifting hand, stumping legs by counting down to one.

Try also giving instructions like "a little louder this time" and everyone becomes louder; or "a little bit softer" and everyone whispers.

Remember to use energizers when participants need a break or when adolescents need to stretch their legs!



4.1 PREPARING FOR HOME ACTIVITY

Participants choose a problem from home that they will practice problem-solving during the week. Participants should share the problem they will be working on at home with the group.

Using the problem that was chosen during the session, practice problem-solving at home.

VISIT YOUR HEALTHY HOMES FRIEND AT LEAST ONCE A WEEK

Discuss how problem-solving at home went together.

COMPLETE A PHYSICAL EXERCISE ONCE A DAY

Participants can either use the physical exercise we did at the beginning of the session, or they can invent their own.

4.2 REVIEW TOPICS COVERED

Ask participants if they remember any of the topics we covered today?

Ask if the participants can remember any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- Peaceful solutions for family problems are possible
- Making a plan of action can help solve problems
- Take everybody's opinion seriously

Remind participants of the six steps to problem-solving:

1. Identify the problem
2. Brainstorm solutions
3. Figure out what the results of each solution would be
4. Choose one solution
5. Try it out
6. Did it work?

Use the illustration from this session to review the topics covered with participants. This is a good way for them to be involved in remembering what we covered in this session.

4.3 REMIND PARTICIPANTS ABOUT NEXT SESSION AND HOME ACTIVITY

The next session is a joint session. We'll be looking at ways that you save and spend your money. But before then, remember to do your home activity!

Facilitators remind participants about time and location of next session.

4.4 THANK AND PRAISE PARTICIPANTS

Invite one of the participants to close the session with a song.

Handout: ILLUSTRATION FOR SESSION 6



1. First we have to decide what kind of fire it is.



2. Then we ask:
What are my options to put it out?



3. Which option will work best?
4. Choose one!



5. Try it out!



6. Reflect on whether or not it worked.

Healthy Homes Parenting Program

HOME VISITS

Guardian's Name _____
Adolescent's Name _____
Date _____ Group _____
Facilitator's Name _____

Session Six: PROBLEM SOLVING: PUTTING OUT THE FIRE

Goal: Learn the techniques of problem solving

Overview: This session builds on the last ones, where we spoke about managing difficult feelings such as anger and stress.

- This session is about developing and practicing problem-solving skills that will help face challenges.
- Participants have already practiced problem-solving in different ways during the program (e.g. when finding ways to deal with angry behavior).
- This session aims to give participants a plan of action they can follow to find a new solution to a problem.

Illustration: Putting out a fire...

Core Lesson: Solving problems can be a lot like putting out a fire because of the steps we have to go through to put the fire out:

1. Identify the problem (Where is the fire? What is the problem?)
2. Brainstorm solutions (What are the different options to put out the fire?)
3. Figure out what the advantages and disadvantages of each option (What are the consequences?)
4. Choose one solution (Which solution should we choose?)
5. Try it (Try it out!)
6. Reflect on whether it worked (Did our solution work?)

Can you think of how you could use these six steps to solve the following problem:

An adolescent girl has been given a fancy expensive phone as a gift from a man in the neighbourhood.

You are concerned as a parent about this. How do you use the 6 steps to solve this problem?

Home activity: Practice (6 steps of) problem-solving with a problem from your home.

Attending sessions can be difficult. Is there anything we can do to help you attend sessions? *It is important to have a non-blaming attitude about attendance!*

Did any other members of the household participate in this Home Visit? Who?