**Exercise: Identifying Specific Problems**

**Procedure (35 minutes total):**

1. **Introduction** (**Group level - 5 minutes**): Explain our goals for this exercise and an overview of what we will be doing.
   1. Overview: We are going to first start with individual/partnered brainstorming then discuss further with the group.
   2. Our goal: To identify 2 specific problems that we find most important or exciting by the end of this exercise.
   3. Reintroduce previous topics of interest: We can remind the students of the topics and questions students began to discuss last week (prior to session, facilitators can review notes and the *Collective debrief & process documentation document* from last week about which topics were discussed).
   4. Prime with ecological model and 4 W’s: To get more specific in our thinking about problems, share about how problems reside in the different levels ([ecological model](https://docs.google.com/document/d/145YUq555dr0WZC0uycv8xuhpcRaaF931UUBEzf-iuDk/edit?usp=sharing)) and contains the 4 W’s (Who, What, Where, Why).
   5. Give examples: Facilitators can give examples of thinking about a problem at three different levels. For example, a “why” for gun violence at the individual level could be young men having anger management and impulse control, while a “why” at the policy level could be the weak guns control laws making access to guns easy.
2. **Brainstorming (Individual/Partner depending on the group size - 15 minutes)**
   1. After the group instructions, break out into smaller groups depending on size of the group.
   2. In smaller groups, ask the students which of the problems and topics they found interesting from last week and would like to think about for this exercise.
   3. Encourage students to think about their problem at different levels change, and produce at least three different problem statements that are specific, corresponding with the broader problem(s) of interest to the group. The problem statement should include who is affected/who is performing actions, what the problem is (the existence or lack of something/an action), where the problem is occurring and why. The “why” can relate to a specific level of change.
3. **Share outs & Finalize Problem Statements (Group level - 15 minutes)**: Group regroup to discuss, refine problem statements, and decide on two to focus on for the next exercise.
   1. Each individual/small group can share three problem statements they identified. Ask students to keep in mind which problem statements they are most excited to work on when listening to share outs.
   2. We’ll need to narrow it down to two problem statements. Here, facilitators can step in to discuss with the students how the problems might overlap and attempt to get a read on which problems the students are most excited about. Another option here is to have a vote asking students to raise their hands for each problem statement.