

# Facilitator Instructions

## Problem-Solving - Student Gameplan

### Quick Start Guide:

- ✓ Review the purpose of the gameplan below
- ✓ Look over the example framing script (adjust to your own style)
- ✓ Flip to the back and show the full-size visual metaphor to the student
- ✓ Let the student complete the gameplan independently
- ✓ Use the discussion prompts (pages 3–4) to process their responses together

### The Purpose Of This Gameplan

This gameplan helps students reflect on a real-life problem and use a step-by-step model to work through it. The goal is to build problem-solving skills, grow confidence, and help students push through challenges without giving up.

#### Learning Objectives – I can be resilient by:

- Developing problem-solving skills
- Learning from mistakes
- Pushing through challenges without giving up



### Framing the Visual Metaphor

Before handing out the gameplan, take a moment to introduce the full visual metaphor on the back page. You don't need to explain everything. This is just a quick intro to help the student understand that it's more than just another worksheet—it's about learning how to face challenges head-on and bounce back from setbacks. Creating this buy-in makes the activity more meaningful and encourages real effort. The example frame below can guide you. Don't worry about getting it perfect. You know your students best. This is just one way you could say it—use your own words that match your style.

#### Example Framing (Use your own words):

“When you're facing problems over and over again, it can feel like you're running full speed into a wall. It's frustrating—and it can make you want to stop trying.

But solving problems is like jumping hurdles. It takes practice. This gameplan breaks it down step by step so you're not stuck guessing what to do next.

You've already jumped over things before—even if they were small. This is your chance to figure out the next hurdle, and how to clear it.”

### Facilitator Instructions

Allow students to complete the gameplan individually. This can be done during a class period, a counseling session, or as a take-home activity. Encourage honest, reflective responses. Students may write directly on the gameplan or on the visual, if there is space. Before students start filling out the gameplan, remind them to bring it back completed next time you meet so you can talk more about what it means and how it connects to their real-life experiences.

### Metaphor Key:

**Track** (not pictured) = Life journey or personal goals

**Hurdles** = Problems and challenges we want to overcome

**Running shoes with 6 laces** = Six steps to problem-solving

**Crowd/Coach** (not pictured) = Support system (friends, teachers, mentors)

**Falling and rising** (not pictured) = Mistakes and resilience.

### Processing the Gameplan

#### Start by Affirming Their Effort

Example: “Thanks for taking this seriously. Just naming a problem and writing about it takes courage. That’s already a big step.”

Let them know their effort matters, even if parts of the gameplan were hard to fill out.

**Anchor the Conversation in the Problem They Chose.** Begin with the center of the metaphor—the hurdle.

Example: “Tell me about the problem you identified that you want to overcome.” - “Why is this hurdle important to you right now?” - “What would it mean for you if you were able to get past it?”

This helps the student connect emotionally to why they want to jump this hurdle, which increases motivation to follow through.

**Zoom Out to the Process.** Reinforce that what they’re learning is a repeatable model for solving problems—not just something for this one situation.

Example: “As you worked through this, did it help you see your challenge in a different way?” - “Which part of the process—creating options, getting help, taking action—felt the most useful or surprising to you?”

This helps the student realize they have tools, and they’re not stuck.

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**Tap Into Belief and Motivation.** Use their belief rating to open up a deeper conversation.

Example: "You rated your belief in your ability to change at a \_\_\_\_\_. What made you pick that number?" - "What do you think it would take to move that number even one step higher?"

You can also bring back the self-talk idea: “What’s something you could start saying to yourself that might help you stay focused when things get tough?”

**Connect to Past Strengths and Small Wins.** Point to their history of resilience—even if it's something small.

Example: "What's one time in the past when you've overcome something hard?" - "What helped you do that? Can you use any of that now?"

Linking their current challenge to something they've already done reminds them they're capable of growth.

**Look Ahead Together.** Close by encouraging forward motion—emphasizing effort, not perfection.

Example: "What's one small thing you could do this week to start jumping this hurdle?"

“If you trip along the way, what’s something you could tell yourself to help you jump back up?”

## Final Words

“Remember, this process isn’t about having all the answers today. It’s about knowing how to keep going—even when things get hard. You’ve already made progress just by working through this. Keep building on it. You only lose if you give up.”

## Facilitator Notes:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

# Problem-Solving

Student Gameplan - Facilitator Guide

## Learning Objectives

I can be **resilient** by:

- Developing problem-solving skills.
- Learning from mistakes.
- Pushing through challenges without giving up.



# Jumping Your Hurdles

- ① Identify The Problem
- ② Create Options
- ③ Get Help
- ④ Take Action
- ⑤ Believe in Change
- ⑥ Jump Back Up

