



Tribal Youth Leadership

Tribal Youth Partnership for Public Safety

Problem Solving Workbook

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Western Community Policing Institute
Western Oregon University
Community Oriented Policing Services



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Problem Solving Worksheets

What are some public safety problems found in your community?

Describe the public safety problem your team is going to address throughout the course, what factors contribute to the problem, and why the problem is significant.

TEAM NAME:

TEAM MOTTO:

STEP ONE – Program Learning Issues

Who is involved in your identified public safety problem?, Why?

What are some initial thoughts about steps you could take to solve your problems?

What are some of the effects the identified public safety problem has on a community?

Why is a program for the identified public safety problem necessary?

What partners will we need to have in order to help us with the identified public safety problem?

List the different special needs groups you have in your community?

How might your identified public safety problem affect your special needs populations?

What resources are currently available to assist your special needs population? Are they adequate to meet the potential demands of your identified public safety problem?

Scanning

Define the problem: (be specific)

How did the problem come to your attention:

Analysis	
<u>Determine the questions</u> that you have for each individual or group that is affected by this <u>problem</u>. <u>What specific source would you go to for the answer?</u> <u>Gather information</u> to answer your questions.	
Questions	Answers
Victims:	
Suspects:	
Location/Managers:	

Responses
Establish goals of problem-solving efforts
What are you trying to accomplish on your NEW understanding of the problem?
Short Term:
Long Term:

Action Plan	
What Strategies are you going to apply to solve this problem?	What resources are needed? Who will implement your strategies (partnerships)?
Strategies	Resources/Partnerships
Engineering (Victims):	
Education (Suspects):	
Enforcement (Locations):	

STEP TWO – Program Planning

What is important to include in the identified public safety prevention program?

What type of learning environment would work best for the program?

How long should the program be?

Who will teach the program?

How will we present our ideas?

What materials will be needed to teach the program?

Should there be lecture/activities/games/presentations?

Should students work individually or in teams?, Why?

Other ideas/thoughts/problems regarding the program?

Who will be the target audience for the program?

STEP THREE – Program Presentation

Introduction

Point 1

Point 2

Point 3

Closing

STEP FOUR – Program Development	
Objective One – Action Steps	
Objective:	
Topics:	
Outcome:	
Activities	Resources/Partnerships
Date Due:	Responsibility:

Objective One – Action Step 1

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Timetable:

Responsibility:

Objective One – Action Step 2

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Timetable:

Responsibility:

Objective One – Action Step 3

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Timetable:

Responsibility:

Objective Two – Action Steps	
Objective:	
Topics:	
Outcome:	
Activities	Resources/Partnerships
Date Due:	Responsibility:

Objective Two – Action Step 1

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Timetable:

Responsibility:

Objective Two – Action Step 2

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Timetable:

Responsibility:

Objective Two – Action Step 3

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Timetable:

Responsibility:

Objective Three – Action Steps	
Objective:	
Topics:	
Outcome:	
Activities	Resources/Partnerships
Date Due:	Responsibility:

Objective Three – Action Step 1

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Timetable:

Responsibility:

Objective Three – Action Step 2

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Timetable:

Responsibility:

Objective Three – Action Step 3

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Timetable:

Responsibility:

STEP FIVE – Conference Presentation

Introduction

Point 1

Point 2

Point 3

Closing

STEP SIX - Assessment

How can you assess the effectiveness of your program? Did you:

1. Eliminate the problem?

2. Reduce the problem?

3. Reduce the harm or fear associated with the problem?

4. Redefine the responsibility for the problem?

What specific measures did you use to know that you had achieved your goals?

Appendix A - Writer's Checklist

Using visuals in a presentation

- Use text sparingly in visuals (Use bullets or numbers when sequence is important).
- Limit bulleted or number items to 5 or 6 per visual. Do not clutter the visual and keep font large enough to read.
- Make your visual consistent in type style, size and spacing
- Use a type size visible to members of the audience in the back of the room.
- Use graphs and charts to show data trends. Use only one or two illustrations per visual to avoid clutter and confusion.
- Make contrast between your text and the background sharp. Use light backgrounds with dark lettering and avoid textured or decorated backgrounds.
- Use no more than 12 visuals per presentation. Any more will tax the audience's concentration.
- Match you delivery of the content to your visuals. Do not put one set of words or images on the screen and talk about the previous visual or, even worse, the next one.
- Do not read the text on you visuals word for word. Your audience can read the visuals; they look to you to explain the key points in detail.

Delivering a Presentation

Practice: Once you have familiarized yourself with the sequence of materials, notes, visuals, and major topics then you are ready to practice the presentation yourself. During your practice you should try and practice in the room where you are going to give the presentation. Practicing in the presentation room allows you to get comfortable with the lighting, spacing, sound, electrical outlets, and seating arrangement.

It is also important to practice out loud. Practicing outloud helps with understanding speed and timing of your presentation. It also allows you to practice your transitions between topics without using verbal "tics" such as "um", "you know" and "like".

Practicing with your visuals and text will help the presentation run more smoothly. Integrating the visuals into you practice will help navigate and feel comfortable with the equipment. If you are going have some else advance slides of an electronic presentation it is important that they practice with you. Practicing will not ensure that technology will not fail but if something does go wrong it will give you the confidence and poise to work through the problems.

Delivery Techniques that Work

The delivery of a presentation is both audible and visual. In addition to your words and message, your nonverbal communication affects your audience. If you want listeners to stay focus during your presentation you must be animated and show enthusiasm and be real. Don't be so animated that the presentation seems fake or insincere.

Nonverbal Message Techniques

Making Eye Contact- Establish eye contact this individuals in various parts of the room. This will build rapport and give you cues about how to conduct the presentation. If people look board you may need to speed things up or slow down the pace of the presentation.

Movement-Physical movement helps animate the presentation.

Gestures- Gestures both animate you presentation and help communicate you message.
Voice- Voice fluctuation can be an effective tool in communicating you sincerity, enthusiasm, and command or your topic

Projection- Most speakers think they are talking louder then they are. Remember your presentation is ineffective if you audience can't hear you.

Pace – If your presentation is to fast your words may run together making it difficult for people to understanding but if it is to slow then your audience may become impatient and distracted.

Presentation Checklist

- Practice you presentation with visuals; practice in front of listeners, if possible.
- Visit the location of the presentation ahead of time to familiarize yourself with the surroundings.
- Prepare a set of notes that will tiger your memory during the presentation
- Make as much eve contact as possible with your audience to establish rapport and maximize opportunities for audience feedback.
- Animate your delivery by integrating movement, gestures, and vocal inflection into your presentation. However, keep your movements and speech patterns natural.
- Speak loudly and slowly enough to be heard and understood.
- Do not read the text on you visuals word for word; explain the key points and details.