

## Turn the dilemma into an answerable question

### Objective(s)

Learners use the PICO tool to identify an answerable question related to a dilemma about developing a trusting partnership between a teacher and father.

### Description

In this activity, learners use a tool called PICO to turn a dilemma about how a teacher and father can develop a trusting partnership into an answerable question about partnership-oriented practices.

### Required Materials/Resources

#### Learner Materials

- [Video 4.1: The teacher's viewpoint](#)
- [Video 4.2: The family's viewpoint](#)

### Detailed Facilitator Instructions

1. Decide whether learners will complete this activity individually or in small groups.
2. Provide access to dilemma videos and/or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
3. Have learners describe the dilemma and find what is missing in each sample PICO to complete it.
4. Remind learners that PICO requires you to identify the following information:

P – Person (characteristics of the child or family who will receive the intervention)

I – Interventions being considered

C – Comparison to other interventions (if there is research that compares two or more interventions)

O – Outcomes desired

In this module we will not focus on C– comparison to other interventions. Thus, you will be guiding students to identify the following three elements:

P – Person (characteristics of the child or family who will receive the intervention)

I – Interventions being considered

O – Outcomes desired

5. Have learners write the full answerable question.

This activity is part of Module 4: Family-Professional Partnerships. To view the content related to this activity, go to [Step 2: Question](#).

**Instructional Method**  
Structured Exercise

**Level**  
Beginner

**Estimated Time Needed**  
15 minutes for instructor preparation

10-20 minutes for learner activity

**Learner Form**  
[Activity 4.2a](#)

---

## Suggested Assessment

1. Aaron's priorities and concerns are to:
  - Keep his children safe.
  - Take care of his family.
  - Create a better future for his family.
  - Get his children to school so that they can have a good learning environment.
  
2. China's priorities and concerns are to:
  - Figure out a way to enable little Aaron to improve his behavior.
  - Protect the other children in the classroom from getting hurt by little Aaron.
  - Be sensitive to Aaron's feelings and responsibilities as a single father.
  - Get more information about some of the factors that may be influencing little Aaron's behavior.
  
3. are partnership-oriented practices
  
4. For families of young children in early care and education programs
  
5. in promoting trusting family-professional partnerships
  
6. P – In working with families of young children in early care and education programs,  
I – are partnership-oriented practices  
O – effective in promoting trusting family-professional partnerships?

---

## Credits

The CONNECT Content Team