



Take the Lead

Lesson 5: Change What?

Grade level: 6-8

Learning objectives:

Participants will learn:

- to identify change in their lives
- the definition of resilient
- characteristics of a resilient person

Codes for TEKS:

Economics
Fine Arts

Codes for 40

Developmental Assets:

Creative activities
Young people engaged in learning
Planning and decision making
Interpersonal skills

National Education

Standards:

Social Studies
Fine Arts

Life Skills Model:

Resiliency
Teamwork
Decision making
Problem solving
Planning/organizing

Time required:

60 minutes

Equipment/materials:

Shoe boxes
Scissors
Tape
Beans
Cups
Miscellaneous craft supplies (see
Build a Float handout)
8 100-piece puzzles
Sacks

Handouts/Support Materials:

Build a Float – Sample Price List
Build a Float – Price List

*It's not that some people have willpower and some don't.
It's that some people are ready to change and others are not.*

– James Gordon, M.D.

What frustrates you most when a plan has been made and something happens to change that plan?

Allow young people to discuss.

Being able to adapt and roll with the punches is very important for a leader. As a leader, if you can maintain a positive attitude even when obstacles get in the way, your team will be more likely to follow your lead and be successful.

The one thing that is constant in life is change. Change occurs constantly and we have to learn to cope with change to survive.

What are some things that have happened in your life that have caused change?

Allow participants to answer. Possible answers: the birth of a brother/sister, death of a family member, moving, etc.

How did you and/or your family adapt when this change happened?

Allow young people to answer.

Does anyone know what the word resilient means?

Allow young people to answer.

Resilient means being able to adapt to change. When we say a person is resilient, we mean he has learned to manage his behavior and his reactions to events as they happen. It takes stamina, patience, endurance and will power to stay focused and not let change overwhelm you.

What are some characteristics of a person who is resilient?

Allow participants to answer.

A resilient person is:

- **Flexible.** When you fall down, you have to get back up and try again. Sometimes it may take more than one try, but being flexible is the key!
- **Someone with varied interests.** Resilient people have a variety of interests. They may not succeed at all of their interests but in some areas they may have great success. When people in a group have different interests, the group can use the strength of each member.
- **A problem solver.** Resilient people are able to look at problems in several different ways, weigh all the pros and cons of each possible solution, and come up with the best solutions.
- **Optimistic.** Resilient people have a positive attitude.
- **Perceptive.** This means understanding people and situations and adapting to work with them.
- **Self-motivated.** Resilient people have the drive to fulfill their dreams and goals even when changes or challenges occur.

Activity 1: Puzzling Puzzles

Participants will work in teams to put together a 100-piece puzzle while adapting to challenges.

Preparation:

- Use puzzles with larger pieces (such as puzzles with cartoon characters, animals or simple pictures). Do not use difficult puzzles.
- Remove all the border pieces from one puzzle. (Put these pieces in a paper sack and label it so you'll know which puzzle they go with!)
- Remove about 20 pieces from a second puzzle. (Put these pieces in a paper sack and label it.)
- Take about 20 pieces from two puzzles and switch them with each other.
- Paint all the pieces of one puzzle black.
- Switch the box lids with the pictures for two puzzles.
- Take away the box lid with the picture from one puzzle.

Instructions:

1. Divide the group into teams of three to five members. If possible, create eight groups. If there are not enough young people to create eight groups, you will not need to have eight puzzles prepared.
2. Give each small group one puzzle.
3. Instruct the groups to assemble their puzzles as quickly as they can.

4. Observe the groups as they encounter the challenges with each puzzle. Keep notes of what you see and hear as the groups figure out that they have pieces missing, the wrong picture, etc.
5. Time may not permit the groups to complete their puzzles, but most groups will INSIST that they finish because they enjoy working the puzzles. You can decide.
6. Follow up with the discussion questions below.

Discussion questions:

- What is the natural strategy most people use when putting a puzzle together? They put the border together, then work on the middle.
- Where is the group who had the puzzle with no border? How long did it take you to realize you had no border pieces? What did you do to adapt to this challenge?
- What is another strategy we use to help us put a puzzle together? We use the picture on the box to help us figure out where pieces go based on the colors.
- Where is the group who had the puzzle with no picture lid? What did you do?
- Where are the groups who had the picture lids that were switched? How long did it take you to figure out that you had the wrong lid? What did you do?
- Another strategy we use for putting puzzles together is to go by the colors in the puzzle. Where are the groups that had pieces switched? How long did it take you to figure out what was wrong with your puzzle? What did you do?
- What about the group with the puzzle painted black? What strategies did you use to put your puzzle together?
- Let's compare the challenges we had with the puzzles to the challenges we may face in working with a group. How does the puzzle without the border pieces compare to working with a group? Sometimes there are no boundaries or guidelines to give the group direction. We have to re-focus and do things in a different order or a different way when we are faced with a road block.
- How do the puzzles with the picture lids switched compare to working with groups? The picture is the goal. If the group is working on something that is not related to their goal, then they aren't going to reach that goal. Sometimes we get off track from the goal and need to re-focus.
- What about the puzzle with no picture? If a group has no goal on which to focus, each person may just do his own thing instead of setting a team plan that assigns tasks based on each team member's strengths.

- What about the puzzles that had pieces switched? People in a group may not all be working toward the same goal. Sometimes we need to make sure everyone agrees on what the goal is before we begin a task so we don't get off track or frustrated.
- What about that puzzle painted black—what would that represent in a group? It could represent no leadership, no goals, feeling our way blindly without any guidance. It could be a positive thing also. Maybe this blank slate allows the group to paint its own picture and develop its own goals without any previous history.

Activity 2: Build a Float

Participants will work in teams to decorate a shoe box as a parade float while adapting to various challenges.

Preparation:

- Have one shoe box for each team (or use posterboard and have participants create billboards instead of floats). In each shoe box put one pair of scissors, tape (can be limited to 5 feet of tape), and 50 beans in a cup.
- On tables, display a wide variety of craft items the teams will be able to purchase (see the sample price list on the handout).
- Create your own price list on the blank Build a Float Price List and make a copy for each team.

Instructions:

1. Divide the group into teams of four to five members.
2. Give each team its start-up supplies and a Build a Float Price List.
3. Read the following instructions and allow teams to begin designing their parade floats.

The city has decided to sponsor a shoe box parade and everyone in town is encouraged to submit a shoe box float entry. Entries must be made entirely from the materials you see on the tables. In order to use any of the materials, teams must purchase the supplies using their beans as money. One person from each team should be designated as the buyer. Buyers can come and look at the supplies and report back to the team, then purchase supplies as needed throughout the activity. Each team has a price list to help you plan how you want to decorate your float. You will have 30 minutes to design and decorate your float.

4. As the teams begin to purchase items, make note of the items every team is using. You will need that information as the activity progresses.
5. As the instructor, you will periodically have sales on supplies. For example:
 - 2 for 1 on popsicle sticks
 - 3 for 1 on cotton balls
 - colored paper at half price
6. About 15 minutes into the activity, make the following announcement. It will cause teams to have to make adaptations and adjustments to their float.
SPECIAL NEWS ALERT: The Environmental Protection Agency has issued a recall on _____ (aluminum foil, a specific color of paper, or any item that has been a popular seller) because it has been found to contain deadly toxins. All _____ must be removed from the floats and returned to the store.
Closely observe to make sure all teams remove the banned item and return it to the store.
7. Extend the time if this challenge causes teams to need extra time to complete their floats.
8. After all floats are completed, conduct a parade. If possible, have a panel of judges select the best float and award small prizes to the winning team.

Discussion questions:

- What strategy did your team use to decide how to decorate your float?
- Did every person on the team participate in the task? Why or why not?
- How did you decide what supplies to purchase?
- What was your team's reaction when the EPA recall was announced and you had to remove some of your supplies from the float design?
- How did you adapt when this change was forced on you?

Build a Float – Sample Price List

Price List

<u>Supply list</u>	<u>Cost</u>
2 pipe cleaners	1 bean
6 popsicle sticks	2 beans
1 yard of yarn	1 bean
2 magic markers	1 bean
4 sheets of construction paper	2 beans
12 inches of aluminum foil	3 beans
2 balloons	1 bean
empty thread spool	1 bean
6 wooden beads	2 beans
10 toothpicks	1 bean
2 pom-pom balls	1 bean
3 feathers	1 bean
6 bells	2 beans
1 word of stencils (up to 5 letters)	2 beans
chalk	1 bean
1 foot of plastic craft string	1 bean
3 rubber bands	1 bean
2 wire strands	1 bean
plastic net	2 beans
5 sticks	1 bean
funnel	1 bean
2-foot piece of ribbon	1 bean
2 clothes pins	1 bean
6 inches of gold string	1 bean
6 inches of lace	1 bean
1 sheet of metallic tissue	2 beans
1 4-inch x 4-inch fabric scrap	2 beans

