Adaptability, Lesson 2: Facing Challenges

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ACADEMIC LEARNING GOALS (OUTCOMES/OBJECTIVES) FOR THIS LESSON:
(What learners should know or be able to do as a result of the lesson.)

The four primary attributes of Adaptability covered in Lesson 1 & Lesson 2 are listed. This lesson will primarily provide an overview of attributes 3 & 4:

1. Notices when things change, like new technology or new responsibilities, and sees it as an opportunity rather than being negative about it.
2. Open to new experiences by trying out different work environments, roles, and tasks.
3. **Considers a variety of viewpoints and suggestions to get the job done.**
4. **Can handle normal amounts of stress, use feedback in a positive way, and learn from things that go wrong.**

CRITICAL THINKING SKILLS UTILIZED IN THIS LESSON:
(What elements of the lesson allow learners to utilize critical thinking techniques.)

- Using facilitation strategies in addition to instruction will encourage learner participation and opportunities to exercise critical thinking.
- In this lesson, the facilitation strategies are an improv game, class discussions, and fast paced presentations.
- Think of the 80-20 rule. 80% of this lesson is ready for use, 20% can be enhanced by interactive activities and examples you come up with as an instructor. After using this lesson, you can provide your feedback and enhancements through the [www.newworldofwork.org](http://www.newworldofwork.org) website.
MEDIA, HANDOUTS, OR EXTRA MATERIALS: (What media is used in addition to lesson plan.)

The skills lessons have been designed to go along with the New World of Work/CreatorUp video content. All the Lesson 1’s can incorporate the “What Not to Do” videos and all Lesson 2’s can utilize the 21st Century Skills Video Assessments. These videos can also assist in hybrid/online courses. Gauge student interest in the videos and play throughout the course as needed.

This lesson uses: **New World of Work Adaptability Assessment Videos**

In the 2017-2018 academic year, a new set of assessment videos will be added. You can use one or both of these videos based on the workplace scenes depicted. They can be accessed through the playlist:  

[www.youtube.com/playlist?list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOE56A](http://www.youtube.com/playlist?list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOE56A)

INSTRUCTION: (List of reproducible steps for the lesson.)

**Instructor Notes (General):**

To allow for greater flexibility of delivery, lessons can be shortened to fit into a 45min class period. They can be expanded, with more time for facilitated activities and examples, up to a 90min session.

PPT presentation slides have been kept basic to avoid copyright infringement on images hosted open source. Feel free to add your own images when presenting the slides to your learners.

**Instructor Notes (Lesson-Specific):**

If you are teaching the skills in a series, Adaptability can be the first skill to focus on as it helps set the tone for the rest of the skills series.

**Opening Game - Improvisation Exercise (5 min): This is a good activity to do when the class is new and still getting to know one another.**

a. **Have the class stand in a circle.** Explain that you will be doing a traditional improvisation exercise where they can have a chance to practice flexible thinking. Explain that you will be passing an imaginary light beam around and each person who receives it should pass it to someone else by pointing (with their hands together, palms facing) to the person they want to pass it to. The student must first say his/her own name, and then the student receiving the light beam says his/her own name. You, the instructor, begins by pointing with your hands together, palms facing towards someone while calling out your name. If you are concerned about bullying issues where pointing could be misconstrued, explain that passing the imaginary light beam is meant to be non-threatening. If you have students with mobility limitations, adapt the method of “passing.” This is a good exercise to help new students learn one another’s names. Spend about 1-2 minutes on this portion of the exercise. As it goes on, encourage speed of passing to make it more challenging.
b. **Stop the game for a minute and let the class know you are going to switch the rules.** All will be the same, except now when they pass the light beam to someone they must say the name of the person they are passing it to. Continue. (This will be much more challenging.) Again, encourage speed as the game goes on. Spend 2-3 minutes or as feels appropriate, on the exercise.

c. **Discuss the experience (3-5 min):** What was the most challenging? Was it hard to switch between the two?

d. **Show the intro. PPT slide to indicate the attributes that students will be covering in this lesson related to Adaptability.**

e. **Discussion Question (5-7 min):** What are some examples in your life where you have found yourself faced with a challenge and you needed to adapt or change your approach? Did you get input from others, and if so, how did this help?

f. **Show the Adaptability Assessment Video:**

   Please read the note in the Media section of this lesson plan. You can access the playlist here: [www.youtube.com/playlist?list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOE6A](http://www.youtube.com/playlist?list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOE6A)

   Have students discuss which option is the best, and why. You can have the class brainstorm examples of other ways to deal with the scenario that might be even better than the example options.

g. **Then have students share their insights for dealing with stress or stressful changes.** What are some healthy ways of dealing with stress related to school, projects, work, etc.? You can have students create a “To-Do” list as a class for tips on dealing with stress.

**Closing Game - On Your Feet Presentations (15 - 20 min):**

a. **Preparation:** Fill a box with three pieces of folded paper, writing one of three topics on each piece: Cooking, Vacations, The Future

b. **Ask for a volunteer.** They should come to the front of the room and select a folded paper out of the box. Their job is to give a presentation to the class on that topic.

c. **Open the PowerPoint that corresponds to their presentation topic to the title slide.**

d. **Explain that you have slides prepared for them.** The slides are random and they will most likely not make sense. To incorporate the slides into their presentation they will need to think on their feet and it will be very challenging and fun and probably pretty funny too.
e. **Whenever they’d like to advance to a slide, they can let you know (or use a slide advancer if one is available).** Before advancing the slide, they should try to introduce it (even though they do not know what it is... this is what will make the presentation funny and force them to adapt the most). For example: “My favorite season is winter. I like winter for many reasons. For one, snowmen... no matter how cold it is, who can resist making a snowman? But the thing I like most of all about winter is... [advance slide]”. Their job will then be to incorporate the picture on that slide into their presentation.

f. **Each person will have up to 5 minutes to deliver their presentation.** (You should designate someone in the class who can give them a 2 minute and out of time warning.) They will have three slides they can advance beyond the title slide.

g. **Discussion (5-10 min):** Ask for people’s impressions and thoughts about their experiences delivering or watching the presentation.

   Was it hard to adapt? What things worked? What didn’t? What did it feel like? Has anybody learned something about themselves that they will be able to use next time they are faced with a challenge or circumstance that is calling on them to adapt?

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See next page for Class Closure ➔
**CLASS CLOSURE:** (How the information relates to students’ life experiences/academic goals and/or the intro. for the next session of instruction.)

LinkedIn and New World of Work have partnered to provide suggested next steps after each of NWoW’s 21st Century Skills lessons. Learners can go through self-paced, online video courses through LinkedIn Learning’s Lynda.com platform to build on their knowledge and application of employability skills. **This can be done within the class, assigned as homework, and/or hosted online if you are incorporating a hybrid format.** Learners earn certificates of completion, which can be showcased on their LinkedIn profiles along with digital badges and skills verifications.

Go to: [www.linkedin.com/learning](http://www.linkedin.com/learning)

**Suggested Courses and Videos for Adaptability at the Postsecondary Education Level**

- Embracing Change: [www.linkedin.com/learning/embracing-change](http://www.linkedin.com/learning/embracing-change)
- Use the right technology and track the right data: [www.linkedin.com/learning/creating-a-membership-based-business/use-the-right-technology-and-track-the-right-data](http://www.linkedin.com/learning/creating-a-membership-based-business/use-the-right-technology-and-track-the-right-data)
- Stress: [www.linkedin.com/learning/mindfulness/stress](http://www.linkedin.com/learning/mindfulness/stress)
- Feedback: [www.linkedin.com/learning/organization-communication/feedback?u=104](http://www.linkedin.com/learning/organization-communication/feedback?u=104)

*Videos are hyperlinked and can also be accessed through the NWoW-LinkedIn Crosswalk*