Adaptability (Open to Change)

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Academic Learning Goals:

Traits that represent what learners should know or be able to do as a result of the lesson. These correlate to the 21st Century Skill Competencies/Attributes/Traits document hosted online at www.newworldofwork.org

Trait 1: Notices when things change and sees it as an opportunity.
Trait 2: Open to new experiences including work environments, roles, and tasks.
Trait 3: Will consider others’ viewpoints and suggestions to get the job done.
Trait 4: Handles normal amounts of stress. Uses feedback in a positive way. Is able to learn from things that go wrong.

Skills Crosswalk:

State/National standards that correlate to this 21st Century Skill

Advance CTE: careertech.org/career-ready-practices
4. Communicate clearly and effectively and with reason.
8. Utilize critical thinking to make sense of problems and persevere in solving them.

Advancement Via Individual Determination’s (AVID) Alignment with Collaborative for Academic, Social, and Emotional Learning’s (CASEL) Five Key Competencies: www.avid.org/social-emotional-learning
2. Self Management
4. Relationship Skills

Linked Learning Alliance Silver and Gold Certification Requirement: certification.linkedlearning.org/certification-requirements
  • Culminating Experience  • Collaborative Cohorts
  • Interdisciplinary Projects  • Collecting Data
New World of Work Lesson Videos:

Entire NWoW High School Video Series: www.youtube.com/playlist?list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFXemp2

Adaptability Video Lessons (broken down by trait)

1. Adaptability Intro:  
   www.youtube.com/watch?v=PJ3lZ48WJxc&index=1&list=PLWCjcrQpQiFa28Y_A8DX6ZVDxnR464v3h
2. Adaptability Part 1: Change as an Opportunity  
   www.youtube.com/watch?v=9IGNiLNeD0I&list=PLWCjcrQpQiFa28Y_A8DX6ZVDxnR464v3h&index=2
3. Adaptability Part 2: New Experiences  
   www.youtube.com/watch?v=I9tNleSu6iU&index=3&list=PLWCjcrQpQiFa28Y_A8DX6ZVDxnR464v3h
4. Adaptability Part 3: Considering Others’ Viewpoints  
   www.youtube.com/watch?v=3qVEvUBzqyY&index=4&list=PLWCjcrQpQiFa28Y_A8DX6ZVDxnR464v3h
5. Adaptability Part 4: Dealing with Stress  
   www.youtube.com/watch?v=vTWw-r4MYLY&index=5&list=PLWCjcrQpQiFa28Y_A8DX6ZVDxnR464v3h

Supplemental Videos

- Interview with Jay Shetty Video (Trait 2)  
  www.youtube.com/watch?v=4jvCjrlIwwA
- 6 Photographers, 1 Man, 6 Different Perspectives Video (Trait 3)  
  www.goodnet.org/articles/6-photographers-1-man-different-perspectives-video
- Learning from Mistakes Video (Trait 4)  
  www.youtube.com/watch?v=3E6ab2zAYIs
- “How To” Video Examples (Spotlight on Service)  
  How To Change a Flat Tire  
  www.youtube.com/watch?v=j9ysnEW0SpM
  How To Make a Paper Airplane  
  www.youtube.com/watch?v=V-rBmbBSgIA
Note for Instructors:

In the pages that follow, you will find lesson plans for each of the four traits that comprise this skill. Time estimates are indicated in the lesson plans along with a list of reproducible steps for the lesson, which are correlated to the PowerPoint (PPT) slides you have been provided with. Notes from the lesson plan are included in the notes section of the PPT slides.

PPT slides have been kept basic to follow open source copyright guidelines. As an instructor, you can add images or content when delivering the presentations to students. However, you need to follow the 80:20 rule, which means no more than 20 percent of the instruction prescribed for each trait (through the lesson plans) can be changed. This ensures the fidelity of the NWoW content while allowing you to contextualize the lesson for your particular students/learners.

Other Important Notes:

1. Every skill has four traits: these traits can be taught individually or as a series, based on the time you have available with your students/learners.

2. Each trait can be taught in a 30–60 minute session depending on the lesson content you include.

3. Lesson plans include the relevant New World of Work High School & Opportunity Youth Videos. These videos have activity prompts that correspond with the trait. You can use these prompts or develop your own activity prompts.

4. There are additional activities listed in the lesson plan to facilitate further exploration of each trait. You may extend your lesson for a trait by adding in the additional activity.

5. After completing the four lessons for a skill, students can visit www.newworldofwork.org/badges to earn their Learner Digital Badge in that skill.
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Lesson Plan: Trait 1
Notices when things change and sees it as an opportunity.

Total Lesson Time: 30–60 minutes

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<tr>
<td>5 mins</td>
<td>Intro Exercise [Slides 2–3]</td>
<td>Ask students to work independently or chat with a partner and write down in pictures, symbols, or words what they think Adaptability means. Then, go over the 4 traits.</td>
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<td>2 mins</td>
<td>Intro Video [Slide 4]</td>
<td>Watch: <a href="#">NWoW Adaptability Intro Video</a></td>
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| 5 mins| Overview and Video: First Trait [Slides 5–6] | Watch: [NWoW Adaptability Part 1: Change as an Opportunity Video](#)*  
*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity. |
| 15 mins| Think and Write [Slide 7] | Note: This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 7 for one of your own.  
Ask students to imagine they have had a summer job and have done very well. Their employer would like to keep them on during the school year but give them more responsibilities. Have the students take a few minutes to write down examples of how they might react if they were intimidated by the new situation. Then, have them take a few minutes to write down ways they might react if they saw the opportunity in the new situation instead. |
<p>|       | Group Share [Slide 7]     | When everybody has finished, take a few moments so they can share with the group. Which answers come up most often?                                                                                 |</p>
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<tr>
<td>25 mins</td>
<td>Role Play [Slide 8]</td>
<td><strong>Note</strong>: <em>This is an additional activity included for this trait to allow students further practice/exploration.</em> Split the class into groups of 3. Have the groups choose 1 person to be the person “adapting” and 2 to be the narrators/actors. Identify a space in the room where the people “adapting” can congregate and discuss positive ways to respond to unexpected changes. Ask the narrators/actors (other 2 group members) to come up with a quick (1–2 minute) scenario that includes an unknown and potentially unexpected change that the third person must adapt to. Have all 3 group members meet briefly to discuss the scenario.</td>
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| 3–8 mins   | Share Out and Wrap-Up [Slide 9] | **Note**: *This is a final activity that can be done after the Group Share (Slide 7) or Presentation (Slide 8).* Facilitate the discussion and you can record/display the responses: What is the take away for improving our perception of accepting change and being adaptable? Have the groups of 3 people present their scenario to the class. For each presentation, observe how they react and have the class write down their thoughts on the following:  
  - Did the person effectively demonstrate the benefits of adaptability?  
  - How would you have reacted?  
  Discuss as a class. |
Lesson Plan: Trait 2
Open to new experiences including work environments, roles, and tasks.

Total Lesson Time: 30–60 minutes

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| 4 mins | Overview and Video: Second Trait [Slides 10–11]                 | **Watch:** [NWoW Adaptability Part 2: New Experiences Video](#)*  
*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity. |
| 15 mins| Going Beyond the Known [Slide 12]                               | **Note:** This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 12 for one of your own.  
It is important to acknowledge all the times when students have benefited from being open to new experiences.  
Ask students to think of a time when they were able to do something new, like Ronnie from the video. |
<p>|        | Discuss Stories [Slide 12]                                      | Then, have them find a partner and exchange stories. Prompt students to talk about how they were able to get over the fear of doing something new. |</p>
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| 25 mins  | **Real World Example** [Slide 13]      | **Note:** *This is an additional activity included for this trait to allow students further practice/exploration.*  
Have students watch the [interview with Jay Shetty](https://www.youtube.com/watch?v=example_video_id) video about new experiences (starts around 53 seconds and could go to 4:46) and take notes on what strikes them as important/interesting/exciting about his story. |
|          | **Generate Ideas** [Slide 13]           | Have students get into pairs or small groups and generate a list of ideas for types of work environments and people’s lifestyles they’d like to learn more about.  
Ask them to think about the questions:  
• How could you seek out these opportunities?  
• How can you stay open to these new experiences to see what is the right fit for you? |
| 11–15 mins | **Share Out and Wrap-Up** [Slide 14]   | **Note:** *This is a final activity that can be done after the Discuss Stories (Slide 12) or Generate Ideas (Slide 13).*  
Facilitate the discussion and you can record/display the responses: Share with the group thoughts or ideas to become more adaptable to new circumstances and seeking out new experiences. |
Lesson Plan: Trait 3
Will consider others’ viewpoints and suggestions to get the job done.

Total Lesson Time: 30–60 minutes

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<tr>
<td>5 mins</td>
<td>Overview and Video: Third Trait [Slides 15–16]</td>
<td>Watch: <a href="#">NWoW Adaptability Part 3: Considering Others’ Viewpoints Video</a>. <em>You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity.</em></td>
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</tbody>
</table>
| 25 mins  | Think, Pair, Share [Slide 17]                                                            | **Note:** This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 17 for one of your own.  
Inevitably, we will have problems that come up that we can’t solve by ourselves. Ask students to think of a problem they have that they can share with a classmate.  
For example, maybe they find it difficult to wake up on time, or they don’t get along with one of their teachers.  
Then, they find a partner. One at a time, they share their problem with their partner and listen to how their partner would solve it if they were in the other person’s position. Maybe they’ll have an idea the other person hasn’t thought of yet. |
<p>|          | Share Out [Slide 17]                                                                     | Regroup as a class and have students share about what solutions their partners came up with and whether or not they were surprised. |</p>
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<tr>
<td>20–30 mins</td>
<td>Perspectives</td>
<td><strong>Note:</strong> This is an additional activity included for this trait to allow students further practice/exploration.</td>
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<td></td>
<td>Activity</td>
<td>In the workplace, we need to consider others’ viewpoints, and how our personal views can shape a situation, in order to achieve intended outcomes.</td>
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<td></td>
<td>[Slide 18]</td>
<td>As a class watch <a href="#">6 Photographers, 1 Man, 6 Different Perspectives Video</a> and discuss how photographers’ perspectives shaped their work. Then, split the class into small groups and have each group create a visual. On the back of the visual, each group will need to write the story, feeling, or action that they have depicted.</td>
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<td></td>
<td>Share Out</td>
<td>Each group shares their visual with the rest of the class and asks the class to share what they believe they see. Each group must then reveal what they intended to portray and discuss why it is important to be able to see things from the perspective or viewpoint of someone else. They should answer:</td>
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<td></td>
<td>[Slide 18]</td>
<td>- What might you learn from other perspectives?</td>
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<td></td>
<td></td>
<td>- How might you present something differently to get your message across?</td>
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Lesson Plan: Trait 4  
Handles normal amounts of stress. Uses feedback in a positive way. Is able to learn from things that go wrong.

Total Lesson Time: 30–60 minutes

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*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity.* |
| 20 mins| Brainstorming [Slide 21] | Note: This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 21 for one of your own.  
Brainstorming! Everybody deals with stress in their own way. It is important that students find the techniques for handling tough situations that work best for them.  
Have students take a few minutes to brainstorm and write a list of a few different strategies they could try to help handle stress. |
|       | Share Out [Slide 21] | When everybody has finished, have students share their list with the rest of the group. Note that every idea is important because they never know what will come in handy the next time someone finds themselves in a super stressful situation! |
## Time | Activity [with PPT Slides] | Description/Notes
--- | --- | ---
25 mins | **Journaling** [Slide 22] | **Note:** This is an additional activity included for this trait to allow students further practice/exploration.

Watch the [Learning from Mistakes video](#). In order to be adaptable, we must be able to handle stress, use feedback in a constructive way, and learn from mistakes. Ask students in the class to reflect on the following question through a journal entry: Why do some people not learn from the mistakes they make?

Discussion [Slide 22] | Have volunteers share some of their examples from their journal entries. Then, discuss as a class how mistakes can actually make someone better, and what steps can be taken to be proactive about learning from mistakes.

5 mins | **Reflection** [Slide 23] | **Note:** This is a final activity that can be done after the Brainstorming (Slide 21) or Journaling activity (Slide 22). Journal entries can be completed online or offline and then shared for instructor review.

Ask students to reflect on/journal about real examples of mistakes they have made and what tools they now feel they could use to respond to these types of mistakes in a more positive way.

How might they be kind to themselves in the face of a mistake (deal with stress!) and what impact might that have on them moving forward?
ONGOING PROJECT: Spotlight on Service

The purpose of the Spotlight on Service is to provide students with an experiential learning opportunity to relate the skill of Adaptability to the larger concept of service with a focus on school, community, and/or larger social engagement. The Spotlight on Service could also be used to meet a community service graduation requirement.

The “How To” Demo Class project below provides students the opportunity to be a teacher or mentor in their community while practicing the skills of being adaptable to different environmental and human interaction scenarios that come with being a teacher or mentor.

“How To” Demo Class

1. As a class, watch a few of the top YouTube channel “How To” videos, for example, How to Change a Flat Tire by Jessicann and/or How to Make a Paper Airplane (if you choose the paper airplane video, students can follow along and make their own!)
2. Have each student choose a skill that they would like to teach the class in a 20-minute mini-lesson. Use the example videos to get their ideas started.
3. Give students about 2 weeks to create a lesson plan that includes an explanation/overview, demonstration, and has a hands-on activity for the skill they have chosen.
4. Choose a day or series of classes and have students sign up for a presentation slot.
5. When students present to the class, you will serve as a “plant”—asking questions or distracting as needed to observe how the student adapts.
6. Afterward, ask students to write a reflection that covers: a) what went well, b) what they wish had gone better, and c) which of the four adaptability traits they used in planning or executing their lesson.
7. As a wrap up, have students think about how they can adapt what they have done in the classroom to create a learning opportunity for the larger community. Facilitate these opportunities; for example, look into offering after-school activities for younger students or organizing workshops at a local YMCA.
CLASS CLOSURE: Badging Activity

Digital badges to showcase student skills online.

Once students have gone through all four traits of **ADAPTABILITY**, have them navigate to the “**Learner Badge**” section of the New World of Work website: [www.newworldofwork.org/badges](http://www.newworldofwork.org/badges). Students will click on the “Adaptability” badge icon to launch a webpage that contains an overview of the trait and instructions for the badging assessment. Or, students can go directly to the badging assessment here: [badges.newworldofwork.org/quiz/adaptability](http://badges.newworldofwork.org/quiz/adaptability)

As they take the assessment, students have the option to watch the videos again as review or go directly to the multiple-choice questions. A passing score on the multiple-choice questions will allow students to earn the badge.

If students pass, they will receive an email from Badgr that details how they can claim their badge to share and post online for all the world (and potential employers) to see! If a student does not pass, they will be prompted to retry.

If you haven't already discussed digital badging as a class, share with students what a digital badge is and how it can be useful to them:

1. A digital badge is an online representation of accomplishment such as the completion of a project or training, mastery of a skill, or accumulation of experience.
2. They are issued by schools, universities, community, and professional organizations.
3. The earner can openly display their digital badges across social media sites, on their LinkedIn profile, or as part of an online portfolio, blog, and/or résumé.
4. The badge acts as a bridge from education and life experiences into the world of work where employers can view the badge as a verification, or e-credential, indicating desired qualities and skills.
5. For more information on digital badges, students can read this article on [Medium](http://Medium)!