

CHALLENGE THE PROCESS



CHALLENGE THE PROCESS is one of the five practices for exemplary leaders from the book, *The Student Leadership Challenge – The Five Practices for Exemplary Leaders*.

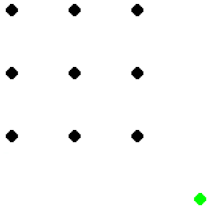
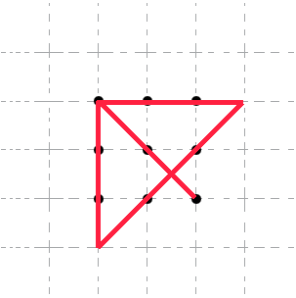
Grade Level: 6-12

Lesson Plan Timeframe: 1 to 2 45 min. class periods

Program Topic: Challenge the Process

<p>Overview & Purpose In order to keep organizations moving and growing, change is necessary. This lesson helps young people recognize how to be proactive in a healthy, positive way in order to promote leadership growth and organizational development.</p>	<p>Relevance to STEM Careers All</p>
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<p>Lesson Plan Goals & Objectives</p>	<p>Create meaningful strategies for effectively solving problems. Examine the role of consequences in problem solving and decision making. Differentiate between healthy and unhealthy risks.</p>
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<p>Materials Needed</p>	<p>Supplies Paper Pencil Different colored pens, pencils or markers Plain paper</p> <p>Handouts Case scenarios (one per group or one per student depending on how activity is executed) Exit slips (one per student)</p>
<p>Introduction of Subject</p>	<p>Draw nine dots in the shape of a box on the board (see below) and challenge the students to connect the dots using only four straight lines that go through the middle of each dot without picking up the tip of their pencil. Students may start from any point, but once the first line is drawn they should not lift their pencil.</p> <p>Hint: The end of the first line will be the start of the second line and so on. Each line may be as long or short as students would like and the lines may cross each other.</p> <p>Go to www.brainstorming.co.uk/puzzles/ninedotsnj.html for a demonstration of the solution or see the solution below from www.permadi.com/fpcgi/9dots/solution.html.</p> <p>Provide time for students to work out the puzzle. If a student thinks they've found a solution ask them to demonstrate it. After several minutes, share the solution if no one has solved it. Ask students why this may have been challenging. Discuss the pros and cons of "staying in the lines" and how this applies to leadership in your TSA chapter and in your competitions. Explain that sometimes we have to look outside of the "norm" to find a solution or address an issue. We might have to involve other perspectives and "think outside the box" and challenge what has traditionally been tried to find a more meaningful and workable solution.</p> <p>Challenge:</p>  <p>Solution:</p> 

Activity 1

Ask the students to write a response to the following:

Describe a time in the past when you learned a life lesson from a mistake you made. Examples may relate to preparing/executing a TSA competition or a school project , friends/relationships with others, etc. Encourage students to think about the lessons they learned and still remember to this today. How did you feel at the time? What were the consequences of that mistake? Looking back, what lessons did you learn from that mistake? If you had the opportunity to change the situation, would you have changed it? Why or why not?

Ask for volunteers to share their responses. Emphasize that mistakes are a common part of our daily lives, but it's the lessons we learn and the growth that occurs that's important to focus on.

Introduce the third practice, **Challenge the Process**. Explain to students that leaders are always looking for ways to be innovative in order to change, grow and improve. They feel safe to experiment, take healthy risks, and see mistakes/challenges as an opportunity to learn. They also provide opportunities for those around them to feel that same safety net. Challenge the process, however, doesn't mean taking unhealthy risks or challenging the process just for the sake of the challenge. Leaders are able to critically analyze the situation and recognize what needs to be changed and what should stay the same.

<p>Activity 2</p>	<p>Divide students into small groups and ask them to take a different colored pen, pencil or marker to use for each scenario. Distribute the case scenario handouts and ask students to analyze each scenario by answering the questions. Students should write their answers directly on the scenario handouts. After providing time to work, have students exchange papers. Students will read the scenario, analyze the responses made by the group before them and then add their own comments. If students do not think anything different should be done, then they need to write why they agree with the previous group. Remind students that they are “thinking outside the box”, and there is no right answer. The more ideas, the better.</p> <p>When everyone has seen and responded to each scenario, bring the group back together. Possible discussion questions:</p> <ul style="list-style-type: none"> • What did you notice about the approaches to the different challenges? • What did you learn from the different approaches /perspectives that were brought to the discussion? • Where there any situations discussed today that you thought should not be challenged? Explain. • How do you determine when a process should be challenged? • What can you do if you know something is not working well, but you do not know what to do about it? • Think about the nine dots activity we did at the beginning of class. What lesson(s) can we apply from that activity to the case scenarios? • What lessons can we apply in our daily experiences?
<p>Activity 3</p>	<p>Distribute exit slips and have students complete them as their “ticket out the door.”</p>

Summary/Evaluation	<p>As leaders it's important to continuously seek opportunities for change and growth. Leaders look at mistakes and failures as opportunities for growth and change rather than setbacks. Think about how you can grow and improve as a leader and challenge yourself to take a positive risk. How can you apply this perspective to providing leadership in your TSA chapter? "Be proactive in looking for chances to stretch yourself and learning something new. Consider how you can supply those same opportunities and support to others you are working with". (Kouzes and Posner, 2008, p. 94).</p> <p>Students can be evaluated on:</p> <ul style="list-style-type: none"> • Their written responses to the scenarios • Their questions and interactions to the scenarios • Their exit slips
Additional Resources for Teaching Challenge the Process	<p><i>The Student Leadership Challenge – The Five Practices for Exemplary Leaders</i> Chapter 5</p> <p>Challenge Think Tank activity</p> <p>Change Project Summary activity and Change Project Worksheet</p> <p>Jill and Kevin's Big Day and Southwest Flight Attendant Rap - both are available on YouTube and can be downloaded locally via www.Vdownloader.com.</p> <p>For more resources go to http://www.leadershipchallenge.com/wileyCDA/Section/id-305895.html</p>
Additional Notes	
Source	<p>Kouzes, James and Posner, Barry. <i>The Student Leadership Challenge</i>. San Francisco: Jossey Bass, 2008.</p>