Teacher’s Guide to Student Discussion Activities

**Module 1 – Student Activity Sheet 1**

**The Laws of Supply and Demand**

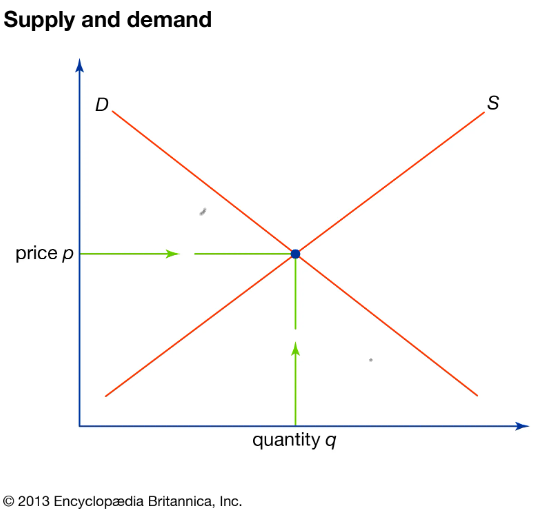
**Economic Laws**

**The law of supply and demand** says that prices are set by the relationship between supply and demand. If the supply of a good or service is greater than the demand for it, prices will fall. If demand is greater than supply, prices will rise.

**The law of supply** says that when prices rise, suppliers see more profit potential and increase the supply of goods and services.

**The law of demand** says that as prices rise, customers buy less.

**A free market** will move toward an equilibrium quantity and price where supply exactly matches demand.



In the chart above, line D represents customer Demand and line S represents Supply. The intersection of these lines is the price equilibrium. It represents the point when suppliers produce just enough of a good or service, and sell it at a price that satisfies demands.

Raising the price will reduce demand and cause potential loss to the supplier due to wasted goods.

Lowering the price may cause greater demand than the supplier can satisfy without greater investment and risk.

**Example 1 – A Service Provider**

It costs a company $40 an hour to provide therapeutic massage services. They have the capacity to provide 18 hours of services per day. They began by charging clients $90 an hour for a massage but were only busy 6 hours a day. If they spend more money to advertise, it will raise the company’s cost per hour.

Discuss possible answers to the following questions:

Q1. What is the supply, and what is the demand associated with this business?

The supply is the workers that provide massages, the locations, and the available appointments.

The demand is people who are willing to pay for massage appointments.

Q2. What should they do to increase business?

Advertising and marketing, or lower prices.

Q3. If they do not advertise, what is the least they could charge per hour and remain profitable?

Any price over $40.

Q4. If they drop the price that low, what could happen to demand?

Demand will likely rise. More capacity may be required to meet demand in the form of workers and facilities.

Q5. What could be the effect on their supply and demand if a competitor providing the same services moves in next door?

It depends upon the pricing and quality of the competitor's services. If the competitor's pricing is higher, it may not affect business. If the competitor charges substantially less for their services or offers more convenient appointment availability, the demand for the original company will decline.

**Example 2 – Social Media**

Facebook (and many other social media sites) is a free service for users who use it to network with friends, send messages, post information, and share photos. Facebook earns money by selling targeted advertising to companies based on the personal information of their users.

Facebook posted this response to users in their FAQs, “Our product is social media – the ability to connect with the people that matter to you, wherever they are in the world.” <https://www.businessinsider.com/facebook-advertising-users-as-products-2018-4>

The fact is that Facebook does not sell its social media services, instead, it sells the data gathered from its users.

Discuss possible answers to the following questions:

Q1. Are Facebook users the “product” or “Supply” or the “customer” or “Demand.”

Facebook is paid by advertisers, so they are the “demand.” The advertisers pay for exposure to users, therefore users are the “supply.”

Q2. If companies stopped advertising on Facebook, could Facebook survive?

They would have to change their model and charge users.

Q3. What other types of online businesses sell user data?

Retail sites, membership sites, search engines, almost every site at some level.

**Module 1 – Student Activity Sheet 2**

**Private Property Rights**

**Personal Property Rights in Market Economies**

In market economies, it is important that the government recognizes and protects private property rights – the rights of individuals or private groups to own tangible property (land, buildings, cars, etc.) and intangible property (copyrights and patents). Government laws and regulations give individuals the security of knowing that they have the right to occupy their own property, sell it, or rent it out to others. Private property rights also provide owners with the incentive to invest in and improve their property.

In the United States, the Fifth Amendment to the U.S. Constitution is the foundation of guaranteed personal property rights.

“No person shall… be deprived of life, liberty or property, without due process of law; nor shall private property be taken for public use, without just compensation.”

Additional laws have been passed to clearly ensure and regulate private property rights.

**Example 1 – Market Economy vs Communism**

In societies with non-market economies, land, homes and other property rights are usually restricted by the overriding rights of the community as a whole. In other words, society (the government) is the true owner.

An individual serves as the "owner" and is responsible for looking after the property as long as it is being used or actively possessed. If the "owner" no longer needs the property or dies, it is reallocated to others who will take care of it.

In the communist countries of China, Laos, and Vietnam, personal property rights do not exist. All land is subject to government or collective ownership (i.e. collective farming). Homes or apartments are rented from the government. Factories and businesses are primarily owned and operated by the government. In particular, there is no protection for intellectual property rights (i.e. software, patents, copyrights).

Discuss possible answers to the following questions:

Q1. In a market economy, what motivates rental property owners to maintain their buildings? What motivates rental properties in communist countries?

Market Economy – Competition! People can move to better rental properties.

Communist Country – Must accommodate the workers required to run the state-owned businesses. Comfort is not a priority, but rather cheap rent for workers.

Q2. In a market economy, what motivates owners to maintain and upgrade their homes? In a communist country, what motivation do “homeowners” have to maintain and upgrade their homes?

Market Economy – If they own their home, they want to maintain or improve its retail value, as workers in market economies often change jobs and relocate.

Communist Country – Private homes are rare and expensive because they are rare, there is not the same demand to maintain or upgrade such properties – lack of competition.

Q3. If you had a patent on a piece of software, a product, or a process in the United States, would companies in China pay you for the right to use or copy it? What are “knock-off” products?

In 2021, China revamped its copyright protection laws (except for in Macau), but owners must register their patent or copyright in China to be safe. Even then, it is rare that the law is enforced, and original owners receive payments for abuses or knock-offs – which are illegal usually cheap, copies.

Q4. Should Chinese patents and copyrights registered in the United States be protected if they are original and not copied?

Yes. The U.S. and 156 other countries belong to the IPS, which protects patents across these countries, including China (with the exception of Macau.) Copyrights are protected by various treaties between countries that should be respected.

**Example 2 – Personal Property Rights in Traditional Native American Culture**

European immigrants to America encountered Native American societies foraging peoples with non-market economies. The continent was vast and largely unpopulated. Many tribes staked out homelands, but the land was open to all for foraging and hunting to survive. European immigrants believed in ownership based upon proprietary deeds and did not understand the indigenous peoples’ concept of ownership and conflicts arose.

When government representatives or individuals bought land from Native Americans, they assumed that they were acquiring all the proprietary rights.  At the same time, the Indians often thought that they were only selling or leasing the use of the property.  When the Indians did not leave the land or returned to it later to live, they were perceived as reneging on a legal contract.  From their perspective, the European Americans were taking something that did not and could not belong to them.  Often, the result was hostile relations.

Discuss possible answers to the following questions:

Q1. How could the difference in understanding of private property rights have led to the American Frontier Wars with Native Americans?

Native Americans did not believe that land could be “owned” and did not understand the concepts of private property or trespassing. They felt that settlers were stealing what nature gave everyone.

Q2. As farmers and ranchers moved west into sparsely populated territories, what did they do to establish private property? How did ranchers’ concept of private property differ from farmers and resemble Native American society?

Lincoln established Homestead Acts designed to populate the West. It guaranteed a certain number of acres to any farmer willing to cultivate the land. Similar to Native American views of open land, Ranchers felt all public and private land should be available to grazing animals. They branded cattle so they could graze on public or private land and still be identified as their property. Farmers were angered by livestock eating their crops and began erecting fences.

**Module 1 – Student Activity Sheet 3**

**Private Property Rights in Europe vs U.S.A.**

**When Government owns Personal Property**

European economies have a long tradition of state ownership of industries. Since the founding of the European Union in 1993, there has been a move toward “privatization” (the transfer of a business or industry from public to private ownership and control) in all European Union countries. The mounting losses suffered by state-owned businesses were a major driving force in the movement.

**Example 1 – Market Economy vs Socialism**

The privatization movement has been less effective in countries with strong socialist parties, such as France, where the state owns large parts of public utilities and transportation companies, as well as major corporations. Many European countries also support labor/wage laws that favor the worker and include many entitlements (5 weeks paid vacation, 35-hour work week, etc.), which make it difficult for private employers to make a profit that encourages further investment.

In addition, the state often takes a leading role in labor negotiations. The French union movement is one of the weakest in France, with only 11% of workers as members. (<https://www.worker-participation.eu/national-industrial-relations/countries/france#:~:text=In%20membership%20terms%20the%20French,CFTC%20and%20CFE%2DCGC>.)

Therefore, workers across an industry (transportation, medical services, etc.) feel the need to call general strikes in protest of the state – their true employer.

Discuss possible answers to the following questions:

Q1. How does a country benefit from a company if it owns no part of a business?

The company contributes to the overall success of the nation’s market, the company pays taxes, the employees pay taxes, both the company and the employees often contribute to the nation’s social institutions.

Q2. What are the advantages of private vs public ownership?

Companies that are privately owned have more incentive to succeed – to reward investors and employees. They can be managed more efficiently (without red tape.) They can be flexible and innovative with products and employee benefits.

**Example 2 – Market Economy vs Socialism**

For many years, public utilities were government owned. The reasoning was that the costs to build and operate utilities were greater than the private sector could afford to risk. Today, the percentage of government-owned public utilities has shrunk to less than 30% of U.S. providers. That number continues to shrink because of competition by companies offering alternate sources of energy, such as wind and solar power. Even more public industries now have private competitors (prisons, welfare programs, etc.)

Discuss possible answers to the following questions:

Q1. What are the advantages to consumers of private companies competing with public entities? What could be the disadvantages?

Advantages: Competitive pricing (prevents monopolies), public entities are forced to become more efficient and more innovative. Improvements in customer service due to motivation for profit. Less potential for corruption.

Disadvantages: Private companies are driven by profit. In unprofitable industries, such as prisons or welfare programs, they may cut services in order to survive.

Q2. Are there any industries or services that you believe must only be handled by public entities?

Consider the military, law enforcement, public transit, or public education.

Q3. How can the government ensure that private industries are providing fair and beneficial services? (Think about drug production, food quality, industrial pollution, etc.)

FDA, EPA, Federal Trade Commission, SEC, EEOC, local government business licensing and oversite.

**Module 2 – Student Activity Sheet 1**

**Mental Assets and Liabilities**

The workbook describes mental assets and liabilities as your abilities, talents, and personality traits. It defines mental liabilities as the things that stand in the way of your plans for success. It divides both assets and liabilities into three categories:

Mental Assets

* Intellectual Capital - intelligence and knowledge attained through formal education;
* Empirical (Experiential) Knowledge - everything you have learned from life experiences
* Moral Compass - the moral values and beliefs which affect your character.

Mental Liabilities

* Intellectual Capital, such as the need to improve grades or complete an educational degree.
* Empirical (Experiential) Knowledge,negative attitudes or behaviors that create roadblocks to your progress.
* Moral Compass, bad habits or negative beliefs you need to change to succeed.

The following discussions are designed to help you identify assets, liabilities and their appropriate categories.

**Example 1 – Assets or Liability?**

From the following list, identify which are assets and which are liabilities.

Participate in music theater or the arts at school asset Empirical (Experiential) Knowledge

Poor school attendance liability Empirical (Experiential) Knowledge

Play an instrument (have taken lessons) asset Empirical (Experiential) Knowledge

4 years of math with mostly A grades asset Intellectual Capital

Weak Vocabulary liability Intellectual Capital

Grade average 2.75 liability Intellectual Capital

Work with Habitat for humanity asset Empirical (Experiential) Knowledge

Average Writing Skills liability Intellectual Capital

Part-time job asset Empirical (Experiential) Knowledge

Dislike school in general liability Moral Compass

Fluent in a second language asset Intellectual Capital

Record of arrest liability Empirical (Experiential) Knowledge

Often arrive 10 minutes late liability Empirical (Experiential) Knowledge

Play on a sports team asset Empirical (Experiential) Knowledge

Spend @4 hours a day playing games on the internet liability Empirical (Experiential) Knowledge

Read a newspaper asset Intellectual Capital

Basic programming skills asset Intellectual Capital

Student Council member or leader asset Empirical (Experiential) Knowledge

Not convinced you can succeed liability Moral Compass

Volunteer at the food bank asset Empirical (Experiential) Knowledge

Published a story in the school paper or literary journal asset Empirical (Experiential) Knowledge

Have personal rules you won’t break asset Moral Compass

Able to start a conversation with a stranger asset Empirical (Experiential) Knowledge

Sleep 8 – 10 hours every night asset Empirical (Experiential) Knowledge

Procrastinate doing homework assignments liability Empirical (Experiential) Knowledge

Leader in Community youth program asset Empirical (Experiential) Knowledge

Afraid to fail in front of others liability Empirical (Experiential) Knowledge

Save money asset Empirical (Experiential) Knowledge

No driver’s license liability Intellectual Capital

Rely on news from social media liability Empirical (Experiential) Knowledge

Trust your instincts asset Moral Compass

Can agree to disagree with someone without anger asset Moral Compass

Follow an exercise plan 3-4 times a week asset Empirical (Experiential) Knowledge

Have no goals liability Moral Compass

Have traveled outside of your state asset Empirical (Experiential) Knowledge

Have teachers you admire asset Empirical (Experiential) Knowledge

Participated in community clean-up project asset Empirical (Experiential) Knowledge

Always text, almost never call liability Empirical (Experiential) Knowledge

Have a good reputation asset Empirical (Experiential) Knowledge

Feel like your problems are all caused by others liability Moral Compass

Good listening skills asset Intellectual Capital

Prefer not to take on challenges liability Moral Compass

Understand carbohydrates vs proteins asset Intellectual Capital

Do not read books if not assigned liability Intellectual Capital

Wary of others liability Moral Compass

Always complete homework and hand it in on time asset Intellectual Capital

Tend to compromise values to “fit-in” with friends liability Empirical (Experiential) Knowledge

Good time management skills asset Empirical (Experiential) Knowledge

Honest asset Moral Compass

**Example 2 – Identify the category**

Using the lists of assets liabilities from the previous discussion, identify in which of the following categories they belong on a mental balance sheet:

Mental Assets

* Intellectual Capital - intelligence and knowledge attained through formal education;
* Empirical (Experiential) Knowledge - everything you have learned from life experiences
* Moral Compass - the moral values and beliefs which affect your character.

Mental Liabilities

* Intellectual Capital, such as the need to improve grades or complete an educational degree.
* Empirical (Experiential) Knowledge,negative attitudes or behaviors that create roadblocks to your progress.
* Moral Compass, bad habits or negative beliefs you need to change to succeed.

**Module 2 – Student Activity Sheet 2**

**Your own Assets and Liabilities**

Open your personal Mental Balance Sheet in the workbook. Your next job is to begin building a snapshot of your current situation.

Work in a small group to identify where your proposed assets and liabilities belong on your Mental Balance Sheet. Fill in at least two items for each of the categories under assets and liabilities, which means a minimum of 12 entries.

Mental Assets

* Intellectual Capital - intelligence and knowledge attained through formal education;
* Empirical (Experiential) Knowledge - everything you have learned from life experiences
* Moral Compass - the moral values and beliefs that affect your character.

Mental Liabilities

* Intellectual Capital, such as the need to improve grades or complete an educational degree.
* Empirical (Experiential) Knowledge,negative attitudes or behaviors that create roadblocks to your progress.
* Moral Compass, bad habits or negative beliefs you need to change to succeed.

If students need examples – have them review the list for the previous exercise.

**Module 3 – Student Activity Sheet 2**

**Gaining Empirical Knowledge While in High School**

A person does not automatically become a true expert at something just because they have a corresponding college degree. In order to be recognized as an expert, a person must also display outstanding skills gained through experience. Experiential knowledge is also called empirical knowledge because it is learned “first-hand” and not through the experiences of another.

When you fill out a college application, you are also asked to list outside activities and achievements. Why? Because those things demonstrate your wealth of experience outside the classroom. For example: working at a part-time job for 2 years shows that you are reliable and responsible. Working as a volunteer tutor for younger students shows that you also have “people skills.” Serving as a camp counselor shows that you have leadership skills.

If your goal is to become a leader in your field, you will need much more than factual knowledge.

Q1. Everyone in the group should make a list of the top five skills needed to reach their goals. Then gather as a group and combine those to make a list. Do many of your goals overlap with others in the group?

Q2. For each skill on the list, brainstorm and record the ways a high school student could gain experience that will improve that skill. (Ideally 2 ideas per skill.)

Q3. Choose one skill to focus on this year and explain what experience you will target to learn it.

This is a very open-ended discussion, but make sure each student has targeted one skill to work on and has the beginning of a plan to succeed.

**Module 3 – Student Activity Sheet 3**

**Moral Compass and Instincts**

“Humans have a moral sense because their biological makeup determines the presence of three necessary conditions for ethical behavior: (*i*) the ability to anticipate the consequences of one’s own actions; (*ii*) the ability to make value judgments; and (*iii*) the ability to choose between alternative courses of action.” National Academy of Sciences (US); Avise JC, Ayala FJ, editors. Washington (DC): [National Academies Press (US)](http://www.nap.edu/); 2010.

The statement above comes from an article discussing the difference between humans and animals. In the Fleischer Scholars Guide you learned that instincts are messages sent by your subconscious mind. You also learned that your instincts are sharpened as you gain knowledge and experience. Your instincts have continually improved since you were an infant. Babies learn that crying notifies a parent of a need. Toddlers learn that it hurts to bang into sharp cabinet corners, or that a bird might bite if you stick your fingers through the cage wires. The child has trouble anticipating the consequences of its actions. As you grew, you may have had bigger “learning experiences” from actions you took that made a lasting impression on you and changed your moral compass.

Q1. If you are comfortable, tell your group about a time when you did not anticipate the consequences of something you did. Did the results improve your ability to make value judgements.

Q2. Talk about a time when your instincts helped you choose correctly between two courses of action. Describe the alternatives and why you made the choice you did.

This is an open-ended discussion which may be difficult for some participants. Do not pressure a student who does not want to share their experience.

**Module 4 – Student Activity Sheet 1**

**Improving Your Self-Image**

There are trigger situations that affect self-esteem. When faced with such challenges, it is difficult to remain objective and to recognize flaws in your logic. It’s important to realize that your initial thoughts may not be the only way to view a situation. In other words, be aware that feelings are not facts.

Mental traps can warp the way you see yourself and the world. These include:

**All-or-nothing thinking** – I failed the first section of a test, so I am a complete failure.

**Dwelling on negatives** – I was embarrassed, so now everyone thinks I’m a loser.

**Changing positives into negatives** – I only did well because the assignment was easy.

**Jumping to negative conclusions** – She hasn’t called me back, so she must be mad.

**Assuming feelings are facts** – I feel stupid, so I am stupid.

**Putting yourself down** – I didn’t deserve to win.

Take away the power of mental traps. Recognize and feel them when they occur, and then step back and recognize that they are only words, not facts.

When negative thoughts invade your thinking, consider whether you would say that about a friend? Read the explanations above and substitute the word you. Of course you wouldn’t say that to a friend because you know it wouldn’t be true!

When you take an objective viewpoint, you will acknowledge that one failure or one embarrassment is not enough to brand someone as a complete failure or a loser. Think about what you would tell friends to help them overcome that negative thought, and then say it to yourself.

Q1. Share three of your strengths.

An open-ended discussion. Make sure each students identified at least three strengths.

Q2. Think of a time when you learned a lesson from a failure. Share what you learned and how it can improve the outcome next time. For example: “I pulled a muscle and couldn’t finish a race. Next time I will take time to warm up properly before the race begins.”

An open-ended discussion.

Q3. Share a time when you jumped to a negative conclusion or assumed your feelings were facts, and then, ultimately, overcame the challenge. For example: “I thought there was no way I could pass Algebra II. I felt completely lost. I started going to the in-school tutor during my free periods and passed!”

An open-ended discussion.

**Module 4 – Student Activity Sheet 2**

**Good Time Management Skills**

Smart phones are more than a means of communicating with friends, calling parents, taking photos or playing games. In fact, your smart phone can be one of the best ways for students to manage their time!

* 1. **Use the calendar on your smart phone** (Google, Outlook, etc.) Enter all deadlines, exams, social events, and other time commitments. Try using a different color for each category. Check your calendar every morning and keep it up to date as things change throughout the day.
  2. **Set reminders.** Set periodic reminders for deadlines, but also to help you stay on top of the tasks along the way. For a research paper, set deadlines for gathering research and finishing a rough draft. For team projects, set group deadlines. Make sure you allot time for exam preparation before the week of the test!
  3. **Personalize your schedule.** Add your study sessions, team practice and game schedules, allot time for relaxing and play, and schedule time with friends.
  4. **Evaluate your priorities.** Review your schedule for the week or month in relationship to hard and fast deadlines. If an assignment is taking longer than you expected, be realistic and flexible. Adjust your schedule to ensure you are fulfilling your primary job – doing well in school.
  5. **Use a To-Do List for errands.** (Notepad, Google tasks, etc.) Whether an electronic app or a check list on a sticky note, it’s amazing how effective writing a list of one-time daily tasks can be. If you need to get gas, stop by the bank, buy printer paper, go to the drugstore and call you mother, use a visual check list arranged for efficiency.
  6. **Plan time for yourself.** Balance your life by leaving time to relax, but also to take care of your health. Eat well and leave time for adequate sleep. Pulling all-nighters to get ready for a test is unhealthy and ineffective. Your memory requires rest too. One tip is to review test materials before you go to sleep and scan through them in the morning. Remember, your subconscious is working whether you are awake or asleep.

All Master Adaptive Learners realize that time management is the key to continuous learning and success. Keeping a schedule for three weeks will make it a habit and a tool you can use for the rest of your life.

Q1. Enter your schedule for the rest of the Fleischer Scholars Program into your calendar. Make entries for the time you plan to work on your Personal Essay and the date it is due. Enter any group project meetings. Enter your work schedule, if that applies. Enter time for any family chores or responsibilities you may have. Use different colors for different categories.

When could you schedule time to relax? When could you schedule time for exercise?

If necessary, teach students to use a calendar on their phone.

Q2. Make a group list of the things that waste time. Discuss why those things are so powerful and what strategies could be used to avoid them. Identify the top three that affect your life.

Each student should be able to list three things.

**Module 4 – Student Activity Sheet 2**

**When are Friends Bad Influences?**

Are your friends good or bad influences? To set yourself up for success, you need to be around people who are talented, achievement driven and supportive. It’s important to identify any friends who may be hurting, rather than helping you. Of course, humans are not perfect, but if someone is negative most of the time, it can drag you down.

Bad friendships can not only hinder your progress toward your goal, but they can also negatively affect your physical and mental health. Friends that make you feel stressed or wear you out with complaints or demands are not “good” friends. It’s up to you to take care of yourself and make wise choices about the people with which you want to spend time.

Web MD has identified behaviors associated with bad friendships. That person may be:

* Overly competitive with you
* Likely to encourage bad behaviors
* Unreliable
* Combative (like to start fights)
* Rude
* Mean or degrading (makes you feel bad)
* Prone to gossip
* Likely to [bully](https://blogs.webmd.com/mental-health/20190517/how-to-handle-an-adult-bully) you or others
* Selfish
* Overly critical
* Plays the victim
* Oversteps your personal boundaries

Good friends make you feel valued. When you are with them you feel happy. They encourage you rather than knock you down. It may be difficult to break away from long-term friendships that have turned toxic. Making new friends who will support you, care about you and share your optimistic outlook is critical to your health and your future.

Q1. You may be unsure whether a friend is “good” or “bad” for you. Discuss some of the behaviors of friends that make group members feel uneasy or stressed. Think about your own friends and determine if any of them are being negative influences on your personal progress.

An open-ended discussion. Challenge students to write a list of good and bad behaviors.

Q2. Discuss how group members have made new, positive friends. Where did they find them? How did they connect?

An open-ended discussion. Challenge students to think about how they can connect to positive influences in the future.

**Module 5 – Student Activity Sheet 1**

**The Sunk Cost Fallacy**

Are you hanging on to a pair of shoes or a jacket that does not fit because it was so expensive rather than clearing out the clutter in your closet? Are you continuing to play an online game because you have spent so much time and effort leveling up, gaining skills, and gathering equipment rather than spending your time on something that will improve your chances of getting into college? Are you still hanging out with someone who has become a bad influence because you are old friends rather than meeting intelligent, energetic people you can learn from? All of these are examples of the sunk cost fallacy – failing to let go of sunk costs (time, money, effort already spent) that are no longer a benefit. It is a failure to adapt, to face real circumstances, to let go of a losing situation, and focus on future benefits.

Some individuals and organizations continue investing in a failing project or activity because they feel guilty about “wasting” what they have already put into it. Yet, the money and time are gone and cannot be recovered. Instinctively, they know that throwing good money after bad is a poor decision, but abandoning something they invested in can be painful. Refusing to change, sticking with the status quo, or “doubling-down” means focusing on the past rather than working toward a more profitable future.

Reread the story of Blockbuster Video from the workbook.

“Traditional businesses have failed because their leaders did not adapt to changes in the market. Blockbuster Video is a famous example.

In 1985, Blockbuster opened its first video rental store in Dallas. By 1992, the company had become the industry leader, with 2800 stores operating worldwide. Then, in 1997, Silicon Valley veteran Reed Hastings founded Netflix, partly out of his frustration with Blockbuster for charging him $40 in late fees.

The original Netflix model was to rent DVDs to its monthly subscribers. Borrowers ordered videos on the Netflix website and received and returned them by mail. They completely avoided the hassle of visiting a store. Netflix’s rapid growth was proof of the strength of its strategy.

The leadership team at Blockbuster needed to understand the importance of adapting its business model to meet customer demands. In 2000, Blockbuster even turned down the opportunity to buy Netflix and use it as their online platform!

Although Blockbuster reached its peak in 2004, with more than 9,000 stores worldwide, the company filed for bankruptcy protection only six years later with $1 billion in debt.

Ultimately, Blockbuster’s leaders failed to benefit from two important lessons:

1. Knowing your competition is critical. (Blockbuster ignored the power of Netflix’s strategy)
2. Adapting to provide additional value to your customers and shareholders is critical.”

Q1. Discuss ways in which the sunk cost fallacy led to Blockbuster’s failure.

They were so successful with their mail-order model that they refused to see how the internet would destroy it. They stuck with their model and did not invest in or build an online platform. They refused to believe that customers would change their habits so quickly.

Q2. Decide which of the following are decisions based upon the sunk cost fallacy.

Keeping an aging car because of the money invested in repairing it. Sunk cost fallacy

Investing in expensive new sources of energy to protect the environment.

Keeping expired cans of food in the pantry. Sunk cost fallacy

In an expensive restaurant, eating everything on your plate, even though you are full. Sunk cost

fallacy

Changing to a better major in college even if it requires another year of school.

Discontinuing a diet plan because you “cheated.” Sunk cost fallacy if it’s because they do it because they believe there is no advantage to becoming thinner

Staying with a boy- or girlfriend, even though you are unhappy. Sunk cost fallacy

Asking a teacher for extra help when you are getting bad grades in math.

Getting a part-time job instead of asking parents for money.

Going out with friends after school, as usual, even if homework is sometimes late. Sunk cost fallacy – if it’s because they feel pressured to keep the friends

Q3. Discuss ways in which the sunk cost fallacy is/was difficult to overcome in your life. Have you been able to overcome a sunk cost decision in the past?

Examples: Stopping unhealthy relationships, leaving a gang, stop putting up with abuse, stop paying for something you don’t need, changing study habits, changing classes, etc.

**Module 5 – Student Activity Sheet 2**

Note: According to Oxford Languages, the verb master means “to acquire complete knowledge or skill in (an [accomplishment](https://www.google.com/search?sca_esv=571764422&sxsrf=AM9HkKmCB7_d2gQNMOraoAg0LyT3PccesQ:1696796075399&q=accomplishment&si=ALGXSlY-leXnzJpICs6Ktl7g7ySNXIo5UMmNJrL3B_HT7E2wca35n7AvgTwIjhBSf3gP258zfGqjSIaSwo6Z3EBMSbgLHHL0E5DyHs5BxxPYwZHnUUuo5Qg%3D&expnd=1), technique, or art). A Master Adaptive Learner refers to someone who has achieved the ability to identify knowledge and skills necessary to succeed and to attain knowledge as it evolves continuously.

**Are You an Adaptive Learner?**

Module five is focused on Master Adaptive Learners and what it takes to become one. In many ways, you are already an adaptive learner. For younger humans, it is a survival instinct. As we grow older, it requires more of a conscious effort.

While you will have performance requirements on the job, there is no teacher handing out additional assignments and grading your improvement. As an adult, it is up to you to keep learning. Will you become an expert in your field? Will you become a leader who steers an organization? Will you contribute knowledge and ideas in conversations with valuable colleagues or be forgotten when opportunities arise?

The benefits of continuous learning are great. Continuous learners:

Remain Relevant – They are aware of changes and current trends and their ideas are valuable.

Are Prepared for Change – Even if something unexpected happens, they can make help find solutions.

Are Recognized – Intelligent, well-informed people are recognized by peers and managers.

Are Confident – Having useful knowledge, keeping up-to-date provides them with confidence.

Have Ideas – The more they learn the more they store in their subconscious and use to create solutions.

Gain New Perspective – New knowledge provides new perspective. It prevents getting stuck in the past.

Q1. Discuss ways in which you have learned lessons and adapted your behavior since entering high school. Have you ever had problems adapting?

Possible reasons – Because classes were harder, students were older or from different backgrounds, priorities changed, a coach was strict, part-time job demands, etc.

Q2. Based upon what you have learned so far in the Fleischer Scholars Program, in what ways do you plan to adapt your behavior this coming school year?

Be sure each student has at least one tactic planned.

Q3. After graduating from college, when you have a job, what do you plan to do to ensure that you are continuously learning and adapting?

Be sure each student has at least one tactic planned.

**Module 5 – Student Activity Sheet 3**

**You Don’t Know What You Don’t Know**

Education is learning what you didn't even know you didn't know. - [Daniel J. Boorstin](https://www.brainyquote.com/authors/daniel-j-boorstin-quotes)

The Cambridge Dictionary defines the word ignorance as “lack of knowledge, understanding, or information about something.” The word “unintelligent” is nowhere to be found in this definition. If you don’t know something, you have simply not learned about it yet. The catch is, if we haven’t learned about it yet, we may not even know it exists!

National Geographic came out with a list of the most amazing discoveries during 2022 that included finding that the asteroid which hit the earth 66 million years ago and caused a massive extinction landed in the water off the Yucatan peninsula during the spring. Microplastics were found in the human body, on Mount Everest and in the deepest part of the ocean. Evidence was also found to show that spiders dream! <https://www.nationalgeographic.com/science/article/most-amazing-discoveries-2022?loggedin=true&rnd=1680190233689>

Why is that important to you? You and even the experts did not know that they didn’t know these things before 2022. Only continuous learners discover what they don’t know and adapt accordingly. Perhaps knowledge of microplastics would affect the design of a new product.

The point is that you should never become complacent or think you know “enough.” That leads to “falling behind” your peers and slowing down progress toward your goal. Instead, keep your ears, eyes, and mind open to new information that you never suspected could exist!

Q1. Think about practical, day-to-day living. Discuss things you have learned that you didn’t know you didn’t know. For example, something related to how a thing works, rules that surprised you, or something you learned about the earth and its people.

Be sure each student has at least one example.

Q2. What types of things could be harmful if you didn’t know them? What types of things might affect progress toward your goal?

Be sure each student has at least one exampled.

Q3. Discuss specific steps or habits to help continuous learners avoid being “broadsided” by information they didn’t know they didn’t know.

Be sure each student has at least one tactic planned.

**Module 6 – Student Activity Sheet 1**

**Using the Three-legged Stool**

Morton Fleischer developed the three-legged stool model based upon his role in the Army as a Launching Control Officer for guided missiles, experiencing first-hand how knowledge and planning controlled the success of any rocket launch. He believed that setting business and personal goals should be decided and executed in the same manner.

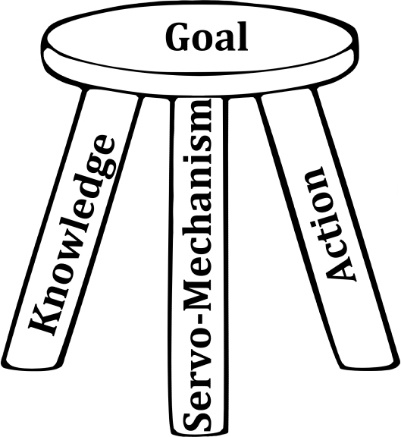
Here is how it works for a missile launch:

*Knowledge is used to determine the target.*

*A Servomechanism (computer today) calculates a trajectory.*

*Action - Launch the missile!*

*The Servomechanisms monitoring the flight of the missile function, such as radar, send messages to adjust and guide the missile to its target.*



Fleischer created a three-legged stool model to represent the steps in the process of setting any goal. Here’s how you use the process to set and adjust your goals:

*Knowledge* - Use your accumulated knowledge to identify and clearly define the goal.

*Servomechanism (as a Creative Mechanism)* - Allow the “servomechanism” part of your brain to act as a “creative mechanism” that sifts through your stored knowledge to formulate solutions for reaching your goal.

*Action -* Implement your solution and start working toward your goal.

*Servomechanism (as a Success Mechanism)* - Continually monitor the results of your actions and allow your brain’s servomechanism to function as a “success mechanism” that identifies problems and suggests adjustments needed to reach your goal.

Q1. Discuss the role that the mind plays in learning from trial and error.

The mind uses the Servomechanism to monitor activities and adjust from each experience. It stores the learning in the Knowledge database for future reference.

Q2. What knowledge is needed to set your academic goals for the coming school year? What knowledge do you need to select a college?

Do students know what GPA they need to achieve for college? Do they know which classes are most important? Do they need to raise grades in a specific area? Do they need to take specific classes to qualify for a particular major? Do they know what programs and colleges they are targeting?

Q3. What actions can students take to improve their chances for college admissions? What goals can you set for the coming year?

This ties into the previous question’s response. Students need to set 1-3 reachable goals.

Q4. How often will you monitor the success of the actions you plan to take? What adjustments might need to be made to ensure success?

Students need to list at least 1 tactic, with potential adjustments.

**Module 6 – Student Activity Sheet 2**

**The Power of Your Own Servomechanism**

Most people are unfamiliar with the term “servomechanism,” so let’s look at a definition. *Britannica* online states that a servomechanism is “an automatic device used to correct the performance of a mechanism utilizing error-sensing feedback.”

Perhaps the easiest way to think of servomechanisms today are as the pieces of technology that make cars more “self-driving.” These include the beeps you hear when you are leaving the lane and a car is next to you, and the new type of Automated Cruise Control that will slow down and maintain a safe distance between you and the vehicle in front of you, no matter the speed you set when you start. Of course, the adjustments are made via computer technology.

Your Subconscious Mind is a Sophisticated Servomechanism

Think of your brain as a super computer and the subconscious mind as the servomechanism that improves its performance. Your subconscious mind functions automatically to create ideas and monitor results. For example, the subconscious mind is what sends messages when you are hungry, in pain, in danger, feeling an emotion, or when you are looking for ideas or solutions.

Your subconscious mind serves as a:

*Creative Mechanism* – When it sifts through your stored knowledge and formulates ideas and solutions,

*Success Mechanism* – When it identifies problems and suggests the needed adjustments.

Q1. Talk about an idea or solution that just “popped” into your head. It could have been a theme for your personal statement, an idea for a celebration, a way to handle family or friendship challenges, or an idea for your group challenge in this program.

Students should list an idea for solving a problem that they had on their own, not that was suggested to them.

Q2. Describe times when you received warning messages from your subconscious mind. Did you always pay attention to these feelings and act on them? When you ignored them, did you ever regret it?

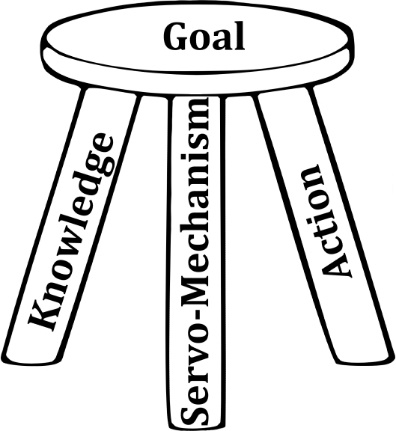
Students should list a mistake or behavior they regret because they “knew better.”

Q3. It’s important to “let” your subconscious mind work rather than to “force” it to provide answers. Have you ever “slept” on a problem and woken up with a solution? Has a valuable idea ever come to you when you were doing some activity, like taking a shower, walking, or listening to music?

Perhaps the examples of others in the discussion will spark a student’s memory.

**Module 6 – Student Activity Sheet 3**

**Use the Mind Roadmap**



Review the three-legged stool model.

*Knowledge* - Use your accumulated knowledge to identify and clearly define the goal.

*Servomechanism (as a Creative Mechanism)* - Allow the “servomechanism” part of your brain to act as a “creative mechanism” that sifts through your stored knowledge to formulate solutions for reaching your goal.

*Action -* Implement your solution and start working toward your goal.

*Servomechanism (as a Success Mechanism)* - Continually monitor the results of your actions and allow your brain’s servomechanism to function as a “success mechanism” that identifies problems and suggests adjustments needed to reach your goal.

Now practice using it.

Q1. The challenge is for the members of this group to support each other after this program is over and the school year begins. What information do you need to gather first?

Contact information.

Q2. Consider the information you have, then use a whiteboard to brainstorm and record ideas for a solution. Note: Never evaluate suggestions during this process, just record them.

This is a whiteboard exercise, make sure no student's idea is judged immediately but simply recorded.

Q3. Discuss the suggested solutions and formulate an action plan for achieving the goal. Decide how the success of the action taken can be monitored and changed, if necessary.

Make sure no individual is ridiculed for an idea. Ensure that the discussion is healthy and productive. The group should identify at least 1 realistic tactic.

**Module 7 – Student Activity Sheet 1**

**Malcolm Maltz’s Five Fundamental Principles**

Malcolm Maltz’s book, Psycho-cybernetics, emphasizes the following five fundamental principles by which your success mechanism operates. Remember that your “success mechanism” is the part of your subconscious mind that functions as a servo-mechanism and keeps you on track to reach the goal set by your conscious mind! The five fundamental principles are designed to eliminate the roadblocks that can hinder taking action and succeeding.

Our goal during this discussion is to thoroughly understand the purpose of each principal and to commit it to memory.

**Malcolm Maltz’s Five Fundamental Principles**

1. **Your built-in success mechanism must have a goal or “target.”** Visualize your goal, and make it as real as possible, as if it already exists.
2. **Your automatic mechanism must be focused on that goal and its end results.** Do not be discouraged if the means or tactics for reaching your goal are unclear. Focus on the result, and your success mechanism will often take care of how it will be achieved.
3. **Do not be afraid of making mistakes or of temporary failures.** All servomechanisms achieve a goal by recognizing negative feedback and making corrections.
4. **Skill learning is accomplished by trial and error**, by mentally correcting your aim until successful performance has been achieved. Continued learning and success are accomplished **by *forgetting past mistakes and remembering the successful response***so it can be imitated.
5. **Learn to trust your creative mechanism to do its work and act as if the answers are there.** Its nature is to operate *spontaneously* according to *present needs*. Do not “jam” it by becoming too anxious or concerned or attempting to force it through too much conscious effort. You must “let” it work rather than “make” it work.[[1]](#footnote-1)

Discussion:

1. Define and discuss the role of the subconscious as a “success mechanism,” an “automatic mechanism,” and a “creative mechanism’ in the Five Fundamental Principles. (Review Module 6, if necessary.)

The mind – conscious and subconscious – is designed to help you identify, evaluate and set goals, It then looks for creative solutions and tactics and monitors progress toward goals, suggesting adjustments as needed. This is explained in Module 6 of the Workbook.)

1. Identify examples from the group’s first-hand experience that demonstrate how each mechanism works.

**Subconscious mind as a success mechanism**

Ideas that you may have come up subconsciously that clearly reflected what the student already knew about the related subject.

**Unconscious mind as an automatic mechanism**

Examples of how by simply focusing on the goal the student subconsciously found a solution, sometimes as adjustments to a plan, to keep moving toward a goal.

**Subconscious mind as a creative mechanism**

Solutions or tactics that came to mind once a clear goal was identified.

1. How are goals refined based upon information from the unconscious mind?

From Module 6 - “Once you set a goal, your unconscious mind is sophisticated enough to act as a “creative mechanism,” generating ideas and action plans so that your conscious mind can choose the best solution.”

**Module 7 – Student Activity Sheet 2**

**Perfectionism vs. Never Giving Up**

It is human nature to want to avoid the pain of making mistakes. The fear of being embarrassed by errors or fear of failing may drive people to look for the “perfect” solution. Sometimes, people and even groups of people, are so intent upon making a perfect decision, designing a perfect project, or handing in a perfect assignment that they fall into “analysis-paralysis.” They are so obsessed with perfection that they don’t or can’t take action when it is needed.

On the three-legged stool of success, “Action” is the third leg supporting the goal (which is the seat. This means you can’t support your goal without taking action! There is no such thing as a “perfect” solution. We learn by doing, by failing and correcting our steps. Taking action is critically important to the process of success!

If failing is learning and just another step in the process of reaching a goal, then it makes sense to stick with it! Unless your success mechanism tells you that continuing would be throwing good money after bad, you should keep striving and never give up.

Discussion:

1. What activities or assignments trigger perfectionism for members of the group? Has it ever caused anyone to hand in an assignment late? Has anyone experienced the problem in group project situations? Give examples.

Each group member should identify a trigger.

1. Discuss situations where group members didn’t give up on a goal and went on to succeed.

Perhaps one group member’s story will remind other students of their successes.

1. Discuss situations where group members gave up on a goal and regretted doing it. Why?

This could be a sensitive topic. Responses should be given voluntarily.

**Module 8 – Student Activity Sheet 1**

**Criteria for College Selection**

Applying for college is a process with many steps. As part of the Fleischer Scholars Program, you are already working on your personal statement for the standardized college application websites : The Common Application <https://www.commonapp.org/> and/or The Coalition for College <https://www.coalitionforcollegeaccess.org/> . If you still need ideas or guidance, you will find it in Appendix B of the Fleischer Scholars Program Workbook.

Once you have completed the standardized application forms, how do you know which colleges are right for you?

Share your thoughts on the following questions with your group and record your own answers for future reference.

Computers with Internet access should be supplied to each student for this discussion. You may want to give students the questions and give them time to prepare their answers before meeting as a group. Make sure that each student is seriously considering their college options. They may recognize the additional work they need to do to make a wise decision.

1. Have you chosen a field of study or are you still unsure? What are you considering? Do you have a goal set for post-graduation (a career, a business idea, etc.)?
2. Discuss the type of college you think would fit you best:
   1. Are you considering only in-state schools? Is it important to be near your home and family?
   2. What about the student population? Should it be small or large? Is diversity important? Should most students live on campus?
   3. Have you thought about scholarships you can apply for? Is Student Financial Aid available at your target schools?
   4. Have you chosen schools with strong departments in your area of interest?
   5. Does a college you are considering require that you submit their own, separate application form with questions that are not on the standardized applications?
3. How many schools do you plan to apply for? Remember, there is a fee for each school.
4. Make a short list of colleges you want to research before making a decision? (It’s important to know their requirements for GPA and/or ACT or SAT scores.)

**Module 8 – Student Activity Sheet 2**

**Mock Interview Exercise**

Preparing and practicing answers to common interview questions will help build your familiarity with the process and your confidence that you will not stumble over your responses. Remember, your job is to demonstrate your potential. Share your vision for the future and how you will reach your goal. Your answers should convince the admissions officer that you will succeed in your studies at their school, and that you are energetic and enthusiastic about attending.

Make sure that student pairs are taking this exercise seriously. Each pair should identify the questions they need to put further thought into. You may want to circulate and pose a question to each pair as part of the exercise.

1. Choose a partner and alternate playing the role of interviewer and student applicant. Play each role for about 15 minutes. Use the questions below in any order.

**Common college interview questions include:**

Why do you want to attend our university?

What do you want to study and why?

How did you gain an interest in your area of study?

What achievement are you most proud of?

How would you describe yourself?

How would your friends describe you?

What do you do in your spare time?

What are you currently reading?

What is your greatest strength?

What is your greatest weakness?

What will you do after graduation?

Why should we accept you as a student?

1. With your partner, identify the questions that were the most difficult for each of you to answer. Discuss and identify potentially stronger responses.

**Module 9 – Student Activity Sheet 1**

**Speaking Clearly and Concisely**

When you speak clearly, it helps listeners to hear and understand your message. But how do you speak concisely?

Collins dictionary defines a concise speaker as someone who “says everything that is necessary without using any unnecessary words.” Being concise means adjusting the way you communicate to accommodate the listener.

Many people prefer to send text messages rather than write email because texting means messages are short and to the point. In fact, phone conversations are becoming rare. A large percentage of mobile phone users never make phone calls because they feel the conversations would waste time.

In face-to-face communication, the meaningless “crutch” words speakers use unconsciously also waste time. Crutch words, such as “um,” “like,” and “you know,” disrupt the flow of the speaker’s information making it tedious and boring for the listener. What’s worse, crutch words cause the speaker to appear unintelligent or naïve. When speakers see glazed looks in listeners’ eyes, they can be sure they have lost their audience.

It's difficult to break the habit of using “filler words,” but it is possible with a bit of concentration and practice. When you find yourself tempted to insert a crutch work, pause instead! Stop speaking before you make a useless sound. You might stop to silently inhale through your nose, or simply stop and think for a beat. Listeners will assume you are collecting your thoughts. Pausing builds suspense and entices listeners to pay better attention to your message.

Here are some commonly overused, yet meaningless “crutch” words:

|  |  |  |
| --- | --- | --- |
| um (ah, er, uh) | actually | okay |
| so | basically | definitely |
| you know | anyway | seriously |
| like | really | essentially |
| well (well… yeah) | totally | literally |
| look | right? | obviously |
|  | awesome | honestly |
|  | great | truly |
|  | you get the idea | very |
|  |  | almost (just) |
|  |  | a lot |

1. Read the list of crutch words. Watch the first 2 minutes of this video: <https://www.youtube.com/watch?v=YivQYeI0vys> .

The group should identify the “crutch” words used by the speaker. How many times does she use a version of the word “um” or “er?” Also, discuss the problems with her physical presentation.

Um 10+ times

Like 5+ times

So 4+ times

Uh 5+ times

Something like that 2 times

Usually, 2 times

Physical – Speaks too softly, plays with hair, looks down so often she looks insecure.

1. Each group member should briefly speak about some recent news or general knowledge they have recently learned. Begin with the phrase, “Did you know that… (e.g. there are only 2 countries in the world where they don’t sell Coca Cola)?” **Focus on pausing rather than using a “crutch” word**. Note: The speaker should give their phone to another group member to record their performance for future reference. The group can identify words that are problematic for each speaker.

The group should provide brief notes of things to work on for each speaker. It is important to make the exercise productive and encourage improvement, rather than condemning students for their faults.

**Module 9 – Student Activity Sheet 2**

**Active Listening**

The benefit of active vs. passive listening is not only a better understanding and retention of information, but also a more engagement and support between the speaker and the listener.

The keys to active listening

1. Focusing on the person speaking.
2. Paying attention to verbal and non-verbal messaging
3. Demonstrating thoughtful attention
4. Comprehending the information – ask clarifying questions

Do not allow your mind to wander or become distracted while listening. Keep your focus on the speaker. Put aside your emotions and keep an open mind. Avoid thinking about questions you want to ask before the speaker is finished.

Listen not only with your ears, but with your eyes. Is the speaker passionately convinced about the message, telling the truth, or being purposefully vague? Is the speaker confident or uncertain? What is the voice and body telling you? A speaker physically enhances their messages, whether consciously or unconsciously. Allow your mind to evaluate freely and your subconscious will interpret the speakers sincerity and intention.

Support the speaker by making eye contact, nod, smile and lean forward in your chair to demonstrate your thoughtful attention to their message. Don’t make distracting motions or noises while someone is speaking.

When the time comes, pose questions to verify your understanding of the speaker’s message by paraphrasing it in your own words (e.g., “So you are saying that ….). Don’t make assumptions, ask questions to ensure that you have properly interpreted what was said. Make statements that you’re your empathy with the speaker, if appropriate. Ask questions if you need additional information. Thoughtful questions and comments demonstrate that you heard and understood the message and are seriously considering its impact.

With practice, you will benefit as an engaged listener who enjoys learning from others.

Discussions:

1. Actively listen to each group member talk briefly about a time when they were either a) treated unfairly, b) suffering from circumstances out of their control, or c) were incorrectly seen as creating problems. Demonstrate careful attention to them as they speak. Ask questions to verify or clarify your understanding, and demonstrate empathy.

If a speaker can’t think of a personal incident, they can speak about an incident they observed.

1. For a humorous review of active listening techniques, enjoy these sitcom video clips:

Everybody Loves Raymond <https://www.youtube.com/watch?v=4VOubVB4CTU>

The Big Bang Theory: <https://www.youtube.com/watch?v=3_dAkDsBQyk>

These videos could be fun to show in class.

**Module 9 – Student Activity Sheet 3**

**Body Language**

Back in Module 3 of the workbook you were advised to trust your instincts. Instincts are messages from your subconscious, using the senses and the knowledge you have accumulated through learning and experience.

One of the things that your subconscious evaluates is body language. Your mind has experienced the way non-verbal communication or body language can signal another person’s feelings and behavior. Using your conscious mind to improve your ability to read body language can strengthen your ability to communicate – as a sender and a receiver.

There are experts, such as former FBI agent, Joe Navarro at https://www.jnforensics.com/, who have spent their careers improving their ability to interpret body language. Yet, there are techniques you can begin using now to improve your ability to understand the people around you.

Body language can confirm, contradict, or substitute for verbal messages. If you know where to look, observation and experience can be powerful teachers.

Pay attention to these areas:

|  |  |  |
| --- | --- | --- |
|  | Eyes | * Is the speaker making eye contact easily or avoiding? * Is a listener paying attention or staring? * Does the speaker look away when answering a question (a possible lie or avoidance of the truth.) * Are the pupils dilated with excitement and interest in the discussion? |
|  | Facial Expression | * Is the facial expression friendly and responsive? * Is the smile genuine, fake or even sarcastic? * Is the expression purposely like a mask – to be unreadable or even to hide something? * Is a negative emotion distracting a listener? |
|  | Tone of Voice | * Does the speakers voice sound warm and confident? * Does the voice sound commanding, as if demanding belief? * Is the voice strained to block emotion? * Is the voice quiet with embarrassment? |
|  | Posture/Stance | * Is the person relaxed? * Are the shoulders and body rigid and stiff? * Is the listener’s head tilted in confusion or disbelief? * When standing, is the listener facing the speaker or turned to one side. * Is the listener leaning away from the speaker? |
|  | Arm Position | * Is the listener unconsciously mirroring the speaker’s movements as a sign of acceptance? * Is the listener crossing his arms and smiling in acceptance or in anxiety? * Are a man’s hands on his hips to show dominance? |
|  | Gestures | * Do fidgeting fingers demonstrate nervousness. * Are the hands in the pockets to hide something? * Is playing with an object a sign of boredom or of a need for defense? |
|  | Personal Space | * Is the conversation partner keeping a comfortable distance? * Is the conversation partner being aggressive and pushing into the other person’s comfort zone? |
|  | Touch | * Does the personal contact feel friendly? * Does the personal contact make you uncomfortable? |

* 1. Preparation: Print the page of emotions for this exercise and cut it into strips. Fold each strip and put them in a cup or bag for random selection.

Activity: One by one, group members will pull out a paper, read it, and use a pose to communicate its meaning through body language. The rest of the group must identify the emotion.

This exercise is a version of charades. It should be fun.

* 1. Did the group agree with the physical representation of each emotion? Which were the most difficult to identify?

This group discussion should take place after the charades exercise is completed.

**Emotions for the Exercise**

|  |  |  |
| --- | --- | --- |
| Fascinated | Unsure | Determined |
| Bored | Confident | Worried |
| Afraid | Plotting | Distracted |
| Surprised | Lying | Anticipating |
| Agreeing | Lost | Angry |
| Disagreeing | Thinking | Celebrating |
| Sad | Waiting | Flirting |
| Concerned | Demanding | Amused |

**Module 10 – Student Activity Sheet 1**

**Skills That Build Confidence and Trust**

To build up people’s confidence in you and earn a reputation as a trustworthy person, you must demonstrate the beliefs and personal strength that make a good leader. You must have the self-awareness and healthy self-esteem to act on your beliefs and gain the respect of others.

Building Trust

No one chooses to follow the lead of someone they do not trust. Trust may be given to a new person up front, but it is only solidified using positive behaviors and skills:

Honesty – Seeking truth, speaking the truth, valuing the truth.

Integrity – Having a solid set of values and standing by them, even when no one is watching. Making ethical choices and living up to company standards.

Confidentiality – Being trustworthy. Being able to work with and protect confidential information safely.

Reliability/Dependability – proving a solid work ethic, coming to work every day, being on time, never calling in your absence at the last minute, meeting deadlines, completing high-quality work, being productive, and having a backup plan.

Build Confidence

You must have confidence in yourself if you want the confidence and respect of others.

Positive attitude – having enough self-esteem to work with others to create a positive environment, handle pressure, and resolve conflict - motivating self and others.

Self-Awareness – Assessing and improving your abilities and recognizing your strengths, weaknesses, values, biases, and personal perspectives. (In short, maintaining your Mental Balance Sheet. See Modules 3 and 4)

Exercises:

1. Think about a person that you trust 100%. What did that person do to earn your trust? Think of a specific incident or behavior that convinced you and share it with the group.

Each student should contribute one example.

1. Discuss what a self-aware, self-confident person would do in the following situations.
2. Students working with you on a homecoming float for the parade in the morning want to quit because they fear they won’t finish on time.

Work with them to find a change that will make completion possible and encourage them to stay.

1. You discover three older girls bullying a new student with poor English skills. Step in and support the student.
2. Friends tell you to quit the soccer team because you don’t get enough playing time. Honor your commitment.
3. A teacher walks by and drops something you pick it up and realize it is a traffic ticket and a court date for DUI (Driving Under the Influence.) Return the ticket to the teacher and respect his or her privacy by not spreading around that information.
4. On your way to school, your friends tell you to stop stressing about arriving late. Explain that you feel being on time is important and can negatively affect your ability to learn and achieve the grades you need to get into college.
5. You accidentally deleted a shared document from your online class resource page. No one knows you did it, and everyone assumes it was the class troublemaker. Confess that you did it, and it was purely an accident. If possible, help to retrieve or reconstruct the information.

**Module 10 – Student Activity Sheet 2**

**Leading by Example**

Leaders are influencers with the knowledge, skills, experience and strength to drive growth and development and to implement change. You have already worked on many of these skills in earlier sections of the workbook.

Skill for Master Adaptive Learners (Module 5)

Flexibility/Adaptability – Being open to change, feedback, and criticism and working the hours when needed (including extra hours or days.) Proposing new courses of action to meet changing situations.

Teaching/Mentoring – Assessing needs, presenting information clearly and effectively, motivating and inspiring others.

Mind Roadmap (Module 6)

Critical Thinking/Problem solving – (This is the purpose of The Mind Roadmap)

Creativity/Innovation – Making plans in uncertain situations, thinking outside the box, and being open to new ideas and solutions.

Decisiveness – Acting promptly.

Flexibility/Adaptability – Same as above.

The Art of Communication (Module 9)

Communication – Properly utilize active listening, written, verbal, nonverbal, and presentation skills. (See pp. 9-10)

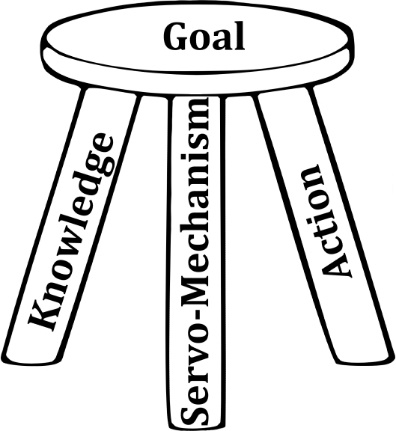
Exercises:

Note: The blue answers are examples, there may be additional correct responses.

1. There are two leadership skills presented under the category of Master Adaptive Learner, but which other leadership skills are important to adaptive learning, and why?

Critical Thinking/Problem solving (Need to evaluate information), Flexibility/Adaptability (Need to learn new and different things, as needed), Communication (Need to learn from others)

1. Where do the leadership skills listed under the Mind Roadmap come into play on the Three-legged Stool? Are some skills critical to more than one leg? Explain your reasoning.



For Knowledge – Decisiveness (determine a goal), Critical Thinking/Problem Solving (select the right goal), Communication (Explain the goal to others)

Servo-Mechanism – Creativity/Innovation (Develop Tactics), Flexibility/Adaptability (Identify necessary changes), Critical Thinking/Problem Solving (select the right change or tactic)

Action - Teaching/Mentoring (Making sure action is taken correctly), Decisiveness (Be clear about the action to take), Communication (Make sure actions are coordinated)

1. Which leadership skill or skills are needed to deal with each of the following scenarios?
2. The school day is being restructured, and instead of the same class schedule every day, a “block” schedule is being implemented with longer class periods on alternating days. Students are confused and resist change.

Communication, Teaching /Mentoring – Help build student understanding and buy-in.

1. Your sister is getting married, and she would like to dance to a well-known band with eight musicians. Unfortunately, the cost is much more than was budgeted for music.

Critical Thinking/Problem solving, Flexibility/Adaptability – Look for options and select the best one.

1. Your basketball team has been invited to participate in two well-known tournaments. Unfortunately, they are scheduled for the same weekend, and the deadline for registration is tomorrow.

Communication and Decisiveness – A meeting must be held to communicate the options and make a choice.

1. You are part of a service club that has volunteered to work with grade school children with reading challenges. The children are at all reading levels, and there are too many to teach individually.

Critical Thinking/Problem solving, Creativity/Innovation, Flexibility/Adaptability – Design new ways to teach that will accommodate small groups.

**Module 10 – Student Activity Sheet 3**

**Teamwork**

Effective teamwork requires the use of additional leadership skills, as well the guidelines below.

Relationship Building – Collaborating, team building, conflict resolution, delegating, supporting, empathizing.

Communication – Properly utilize active listening, written, verbal, nonverbal, and presentation skills. (See pp. 9-10)

It can be challenging to work as part of a team. But some basic rules can make you more effective and valuable as a team member.

Guidelines for Successful Teamwork

1. Show respect for the people you work with.
2. Be courageous and demonstrate a strong character.
3. Take responsibility for your role and hold yourself accountable.
4. Keep a positive attitude and help to motivate others.
5. Listen and keep an open mind.
6. Adapt.
7. Learn by asking questions.
8. Ask for HELP when you need it.

When building a team, it is important to include members with various strengths and skill sets. The best groups are also diverse in gender and background. Having too many similar people on a team may reduce creative thinking and result in poor decisions because of “groupthink.”

Exercise:

1. In your group, select someone to be the “leader,” someone to be the “scribe” and someone to be the “timekeeper.” The goal is for everyone to participate using the leadership skills you’ve learned and the guidelines above. The meeting will last 15 minutes, followed by a 5-minute “review” session of your performance as a team.
2. The topic of discussion is:

“The 3 most valuable lessons I learned during the Fleischer Scholars Program – in order of importance.” Create a list everyone can agree upon.

1. During the 5-minute review session, review the group’s performance on the eight guidelines above.

1. Maltz, M. (2015b). *Psycho-Cybernetics: Updated and Expanded* (Updated, Expanded). TarcherPerigee, Kindle Edition. [↑](#footnote-ref-1)