



EXERCISE: QUALITIES OF A CHANGEMAKER

Subject(s): Social Studies, English

Goals: Students will be able to:

- Differentiate between fact and opinion.
- Plan and organize writing to address a specific audience and purpose.
- Investigate and explain the ways individuals and groups exert influence on the national government.

Show Connection: Living life successfully requires effort and an ability to become “antifragile.” Everyone is capable of contributing to the world with effort and a willingness to develop productive attributes. Through discussing real-life figures featured in *Failureland!* and real-life figures that the students admire, they will ponder and explore the attributes that they must develop to leave a lasting impact.

Materials:

- Paper
- Pen or Pencil

Description:

- *This exercise serves better as a follow-up to your field trip seeing Failureland! than as a pre-show experience.*
- In *Failureland!*, Tori has aspirations for college and each person she meets has lived a life full of aspirations. The historical and contemporary figures she meets each have some impact on the world, all born from the pursuit of their own aspirations. Whether the goal is sculpture, literature or fame, each person leaves an imprint that is noticed and remembered.
- **Discuss:** Think of all of the people Tori met in the play. What are some of the causes or creations they made? What were the creations, causes or stories you knew before you saw the show? Which causes, creations or stories that these figures created matter most to you? Which matters least to you? Why would they have mattered to those figures in their time?
- On a sheet of paper, have students list three people alive today that they think will be influential on future generations.
- Once they've written down their names, invite them to interrogate their initial responses: *Why* did you choose these people? Be specific! (Students may write, draw or list out their reasoning however they see fit.)
- Circle back with the students to touch base regarding their choices. What drew you to select this person?

What about them and the work they do and what they stand for makes you believe they will be impactful for future generations? What makes you think they will be successful? (Or if not successful, how will their failure leave an impact for future people to reflect on?)

- Send the students back to their papers. Students should now select two positive qualities they feel that all of these individuals possess and then write three paragraphs on the following:
 - How do you see these qualities show up in how they navigate through the world?
 - What difficult circumstances or work have these people had to work through or with to make positive contributions to the world? How did the identified qualities help them with that work/
 - Why do you personally admire these qualities? What would developing those qualities in yourself require of you?

Discussion:

- What qualities do you possess, big or small, that you think will be impactful not only on you and the life you live, but on those that are a part of your communities?
- What qualities would you *like* to possess to have a bigger and more positive impact on your communities and the goals you have? What do you think the roadmap to developing those attributes may be? How will these qualities help you better navigate failure and success?
- How can you foster growth and development in a quality you feel you might not possess at the moment?