



Instructor Guide

Managing Change



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Unit Description

Overview

Our world is ever changing. Many factors influence changes in our world, however, there are three major forces of change: people, technology and information.

In the workplace, employees are asked to learn new ways of doing things, use new tools and change their work habits. Change in the workplace is seldom something that you have control over. However, how you handle that change is in your control.

Your reaction to change will affect how you will survive and succeed in your personal and professional life. Some changes are small, some large, and still some are monumental. This unit will discuss the causes of change, the concept of change as a process, the dynamics of change, the phases of change and techniques for the healthy management of change.

Objectives

The information, activities, and practices provided in this unit will enable participants to:

1. Identify causes of change in the workplace.
2. Accept change as ongoing.
3. Identify how change affects us.
4. Identify techniques for managing change to achieve a positive outcome.



Materials

1. Flip chart and markers
2. Music (optional)
3. Projection System
4. Materials necessary for Satellite Retrieval Project activity:

Light weight rope (approximately 30 feet), string, bull clips or plastic clothes pins, 1 object per small group (used as falling object), 1 large plastic garbage bag per group. The groups will share 1 resource bag with the following contents: 2 large plastic cups, 1 small plastic sandwich bag, 1 small cup, 1 sponge, 1 paper plate, 3 sheets of 8 1/2 x 11 paper, 2 balloons, 1 package dental floss, 1 roll of masking tape, 3 plastic forks, 6 wooden skewers, small pack of tissues, 4 thumbtacks, 6 straws, 1 coffee filter, and 4 clothes pins. The falling objects may be raw eggs, light bulbs, water filled balloons, or any combination of these objects.

PowerPoint Slides

1. Managing Change
2. Objectives
3. Ancient Riddle
4. Ancient Riddle Answer
5. People May Feel Awkward and Self-conscious
6. When You Feel Awkward and Self-conscious
7. People May First Think About What They Must Give Up
8. When You Focus on What You Must Give Up
9. People May Feel Alone



10. When You Feel Alone
11. People Can Handle Only So Much Change
12. When You Feel Overwhelmed
13. People Have Different Levels of Readiness for Change
14. When You Doubt Your Ability to Handle Change
15. Change
16. The Change Process
17. Resistance
18. Understand What Has Happened
19. Feeling Words

Agenda

Introduction.....	10 minutes
Change.....	160 minutes
Summary	10 minutes
Total	3 hours



Introduction

Overview



DISPLAY the slide titled “Managing Change.”

INTRODUCE yourself and welcome the participants to the class.

MOVE participants to different seats. Ensure all participants changed their seats. Move participants who are sitting in the front, to the back, from the left side of the room, to the right, etc. Do not share why they are moving. Once participants are settled into their new seats:

ASK the following questions:

“How did you feel about having your seat changed?”

“Were you uncomfortable?”

“Why was it uncomfortable?”

“Did you resent it?”

“Did you want to move back to where you were?”



DIRECT participants to the “Introduction” in their Participant Guide.

SAY: “Even small changes affect how we feel, behave and live.”

EXPLAIN that our world is ever changing. Many factors influence changes in our world. In the workplace, employees are asked to learn new ways of doing things, use new tools and change their work habits. Change in the workplace is seldom something that you have control over. However, how you handle that change is in your control.



Your reaction to change will affect how you will survive and succeed in your personal and professional life. Some changes are small, some large, and still some are monumental. This unit will discuss the causes of change, the concept of change as a process, the dynamics of change, the phases of change and techniques for the healthy management of change.

Objectives



DISPLAY the slide titled “Objectives.”

READ the following:

The information, activities, and practices provided in this unit will enable you to:

1. Identify causes of change in the workplace.
2. Accept change as ongoing.
3. Identify how change affects us.
4. Identify techniques for managing change to achieve a positive outcome.



DISPLAY the slide titled “Ancient Riddle.”

ASK: “What animal has four legs at birth, two in the middle of its life and three at the end of its life?”



DISPLAY the slide titled “Ancient Riddle Answer.”

STATE that the answer is man. When he’s born, man crawls on all fours. In the middle of his life he walks on two legs and the end of his life, he usually walks with a cane. Thus the three legs.

EXPLAIN that as human beings, we are constantly changing. From birth to death, life is a series of changes.



Change

Causes of Change



DIRECT participants to “Change” in their Participant Guide.

ASK: “Why is there so much change in the workplace?”

EXPLAIN that the three major forces of change are:

- People
- Technology
- Information

People

STATE that people cause change. People generate new ideas and they make things.

Between 1925–1975, the population of the world doubled from two billion to four billion. The population today is over six billion and the prediction is ten billion by the year 2040. The more people there are, the more new ideas are generated and the more new things are produced.

Technology

EXPLAIN that new technology also causes change. Since technology is produced by people, the population growth directly affects technology.

Information

STATE that the amount of information or knowledge doubles every 5 years. In addition, this information is available to many more people. Information is reaching more people faster. The more informed a population becomes, the more chances for change.



Activity: Personal Change



REFER participants to the “Activity: Personal Change” in their Participant Guide.

INSTRUCT participants to write two personal examples of change.

1. A change that was easy to make.
2. A change that was hard to make.



INSTRUCT participants to form in groups of three to four to share and discuss their two changes.

ASK the following questions:

“Was the easy change a self chosen change?”

“Was the difficult change someone else’s idea?”

EXPLAIN that self-chosen change is the easiest type to process. Imposed change is usually the hardest for us to process. Imposed change is change that is outside of our control, change that we did not choose and most of the time do not want.



Activity: Satellite Retrieval Project



INTRODUCE the Satellite Retrieval activity by explaining that before we continue talking about the change process, we are going to do an exercise to get us thinking about performance and change.

EXPLAIN that the objective of each group is to design a retrieval device that safely catches and contains a falling object or satellite. This should be accomplished within a specified time and on budget.

DIRECT the group to the activity area and provide instructions. It is preferable to conduct this activity in an adjacent breakout room. The room must be large enough for the two groups to function fairly independently and privately. The two groups must be in the same room; however, so the area must be ample enough to accommodate two groups working separately on different projects.

SET UP THE ACTIVITY: The falling objects to be used in the activity should be suspended by the rope approximately five to six feet from level ground. A lightweight rope should be tied across an area at a height of five to six feet and the objects should be hung along the rope. An allowance of at least four feet should be between the hanging objects. To attach the satellite items to the rope, use string, a bull clip, or a plastic clothespin to attach the object to the rope or tree. For example, a raw egg can be contained in a hair net, nylon hose, or clear plastic wrap. To attach the items to the clip, place the egg inside the hair net (or other item) and attach the clip at the top gathering of the hair net. Rubber bands can also be used to hold the hairnet or plastic wrap closed. This will ease clean up. If using light bulbs, clip duct tape that has been attached to the light bulb to the rope, or if using a balloon, clip the closed part of the balloon to the rope. Light bulbs can only be safely used if participants wear safety glasses as the objects are dropped.

NOTE: It is best to provide a break to participants prior to beginning the change section in order to set up the activity.



DIVIDE the class into two to three groups. Four to six participants per group is preferable. While the groups are divided, it will be necessary for each group to coordinate efforts with other groups in order to carry out the assignment successfully.



DISTRIBUTE the materials.

The materials needed for setup include: Light weight rope (approximately 30 feet), string, bull clips or plastic clothes pins, 1 object per small group (used as falling object), 1 large plastic garbage bag per group. The groups will share 1 resource bag with the following contents: 2 large plastic cups, 1 small plastic sandwich bag, 1 small cup, 1 sponge, 1 paper plate, 3 sheets of 8 1/2 x 11 paper, 2 balloons, 1 package dental floss, 1 roll of masking tape, 3 plastic forks, 6 wooden skewers, small pack of tissues, 4 thumbtacks, 6 straws, 1 coffee filter, and 4 clothes pins. The falling objects may be raw eggs, light bulbs, water filled balloons, or any combination of these objects.

DISTRIBUTE one “Memo” (instructions and price list) to each group. A copy of the memo and price list can be found in the Appendix of this Guide.

IDENTIFY the only bag of resources available to the groups.

TELL the participants that they should read the memo carefully, as there they will find all of the information that they need for the exercise.

EXPLAIN that this is a timed exercise. They have 25 minutes to complete the activity and time begins now.

REFER participants to the “Memo” if they ask any questions.

INTERRUPT the groups after approximately half of the time has passed.



NOTE: The facilitator may want to use judgment in choosing the best time to make this interruption. What is important is that each group has had enough time to get fully involved in their projects and have begun to feel some ownership. This will allow the “change” to have a more realistic impact.

At the point you have decided the groups are invested in the activity,

STATE: “The winds of corporate change are here! The changes require that each work group be transferred to another retrieval project.”

DIRECT each group to move to the project site of another group (leaving what they have built behind). Move in a clockwise direction or other direction that you choose. Groups are then to continue constructing the new retrieval project to which they have been assigned. The groups will remain with this activity until the time limit expires.

STOP the groups from constructing their projects at the end of the allotted time. The facilitator or a volunteer participant may drop the items by releasing whatever mechanism was suspending them.

DEBRIEF activity.

Questions to guide debrief.

ASK: What type of interactions occurred during the activity?

Anticipated responses:

we became competitive (with this response, probe the reasons for the competition which will probably include an observation that the individual groups had begun to feel some ownership of their device)



EXPLAIN that as we experience change, we often complete and become individualistic. This emphasizes the idea that when change occurs, we feel we have to “go it” alone. We tend to focus on ourselves and not help others or allow others to help us. Again, this is a natural response to change.

teamwork (with this response, determine what is meant—if the response implied teamwork was used, then connect the use of teamwork to the more swift acceptance of change; if the response implied lack of teamwork, then connect lack of teamwork to competition over resources and concern with job security during a change process)

ASK: What did you notice about your own reaction when the change was announced?

Anticipated responses:

*responses will vary, but may range from no reaction to frustration to disbelief
we focused on not completing our task when we were asked to move; we did not focus on what we would gain*

EXPLAIN that this is a natural reaction to change. We tend to focus on what we will lose, not what we will gain.

ASK: What did you notice about the group (energy level, etc.) when the change was announced?

Anticipated responses:

many groups will indicate that the energy level dropped



ASK: What contributed to your success in this exercise?

Anticipated responses:

sharing ideas

learning by observing others

after the “change,” taking the time to inform the new group of the plan intended by the group previously at that station

asking questions to understand a plan

ASK: What hindered your progress in this activity?

Anticipated responses:

no warning about impending change

wasted time by complaining about change

resistance to change; some were reluctant to “let go” of “their” device

complaints about “new assignment” after the change; criticism of others’ work

lack of innovative or creative thinking, self-imposed rules or barriers, inability to look at the change from a variety of perspectives

EXPLAIN that one very important way to make change more effective is through creative thinking or looking at the change from a variety of perspectives. You need to cultivate creative thinking in yourself.

ILLUSTRATE the essence of creative thinking or innovation through the following “A Piece of Cake” exercise.

DRAW a circle on a flip chart.

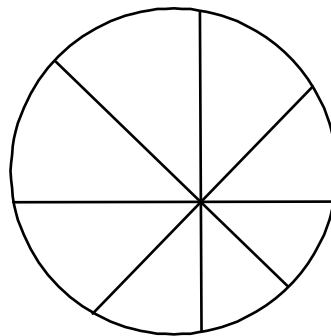
DIRECT participants to individually divide the circle or cake into as many pieces as they can by making 4 straight “cuts” with a long “knife.”



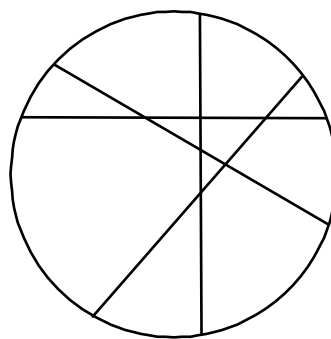
ALLOW participants several minutes to complete this task. Once participants have completed the task, **ASK** each person how many “pieces of cake” were created.

STATE most individuals will create fewer than 11 pieces of cake. **EXPLAIN** those who used less creative thinking may create 8 pieces like the following diagram or some variation of the following.

DRAW the following diagram to illustrate this point.

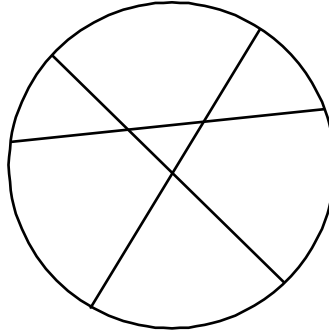


EXPLAIN that some other moderately innovative thinkers may come up with 11 pieces of cake. **DRAW** the following on the flip chart.





FURTHER EXPLAIN that some very innovative thinkers may come up with 14 pieces of cake. **DRAW** the following on the flip chart, **ILLUSTRATING** that you have made 3 cuts.



STATE that these 3 cuts produce 7 pieces of cake. **EXPLAIN** that one more cut will produce 14 pieces of cake.

ASK: Where is the 4th cut?

STATE that the 4th cut is horizontal across the entire cake. Essentially this cut will create 2 layers, 7 pieces of cake each.

ASK: What were some innovations you or your groups incorporated in the Satellite Retrieval activity?

Anticipated responses:

The way we shared resources was innovative

The device we created was unique and resulted from creative thinking

EXPLAIN that for imposed change, in particular, you will benefit from creative solutions to the issues the change creates.



ASK: How is this experience similar to what happens in the real world, when change occurs?

Anticipated responses:

reaction to change is similar here and in a business setting: resistance, frustration, anger, sense of loss, and denial all occur

shows what may happen when change is not planned or transitions are not handled well

reactions to change vary from person to person

ASK: To better manage the change, what should have happened?

Anticipated responses:

instructor could have given a warning about the coming change

with a warning, the group could have anticipated some problems and started the process of creating solutions

after the change, participants could have made a deliberate effort to communicate appropriate knowledge and experience

instructor could have announced change and asked the group to create a plan to facilitate change



NOTE: What Typically Happens

A few dynamics that you can expect include:

1. Some initial confusion as the individuals try to understand the goal, the parameters, and generally make sense of this problem.
2. Inevitably, a participant will ask the facilitator a question that can be answered by reading the “Memo.” When this happens, politely refer them to the memo.
3. There will be some confusion about the budget allowed for the project. The budget amount in the “Memo” is for the entire group, not per small group. Let the group figure this out by themselves. Usually, there is someone who has understood this clearly.
4. Small groups may “compete” for resources, work in “silos,” and forget that they are not considered successful unless ALL objects are safely caught and contained.
5. Participants will complain, have looks of disbelief, etc., when the announcement about the “Change” occurs. Let the process unfold. Whatever happens here will assist in the material covered in the Change Management section more realistic.
6. If there is a question about what “free standing” means, you may explain that this means without human contact.
7. If there is a question about whether or not the items will be dropped simultaneously or not, you may explain that “due to the atmospheric conditions, the items will drop one after the other—a few seconds apart.”

How Change Affects Us



DIRECT participants to the “How Change Affects Us” section in their Participant Guide.

EXPLAIN that there are several things that happen when people make changes. These things happen whether the changes are voluntary or forced.



DISPLAY the slide titled “People May Feel Awkward and Self-conscious.”



People May Feel Awkward and Self-conscious

EXPLAIN that when going through change, it's natural to feel ill at ease or a little self-conscious.

SAY: “One reason you may feel awkward is because you are not given enough information.”



EXPLAIN thus a remedy for feeling awkward and self-conscious when going through a change is sometimes more information. Asking questions will give you more information, and more information might help you to understand the purpose for the change.



DISPLAY the slide titled “When You Feel Awkward and Self-conscious.”

READ the following:

- Recognize that others may also feel awkward and self-conscious.
- Accept discomfort as normal and temporary.
- Obtain as much information as possible.

ASK: “When asked to make a change, what are your first thoughts?”

Anticipated responses:

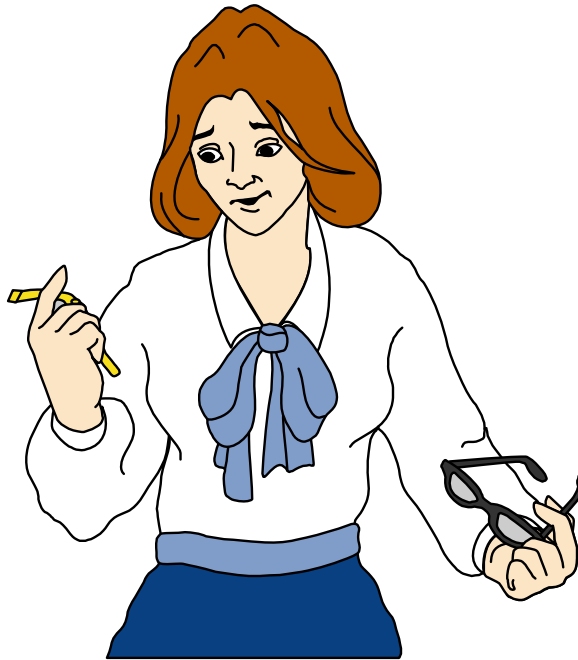
How will it affect me?

Will it be hard?

What do I have to give up?



DISPLAY the slide titled “People May First Think about What They Must Give Up.”



People May First Think about What They Must Give Up

STATE that it’s natural to first focus on what you might lose, but the more quickly you focus on what you might gain, the easier the change will be.



DISPLAY the slide titled “When You Focus on What You Must Give Up.”

READ the following:

- Recognize that change can have positive benefits.
- Focus on what you will gain as quickly as possible.



DISPLAY the slide titled “People May Feel Alone.”



People May Feel Alone

EXPLAIN that sometimes people may feel alone during change even though everyone else is going through the same change.

ASK the participants for possible reasons an individual might feel alone during a change.

Anticipated responses:

Thinking that their situation is unique.

Feeling that they may not be able to adjust.

SAY: “Feeling alone is a natural human response to change.”



DISPLAY the slide titled “When You Feel Alone.”

READ the following:

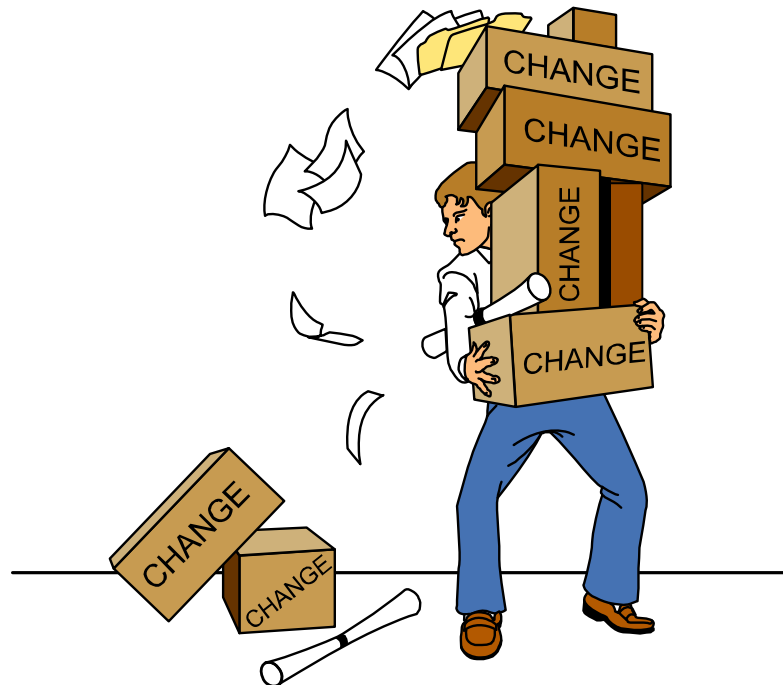
- Seek support from other people.
- Ask for help.



STATE that other people can often be a resource to help you through change. Additionally, supporting others through the same change can also help you feel a little less “alone.”



DISPLAY the slide titled “People Can Handle Only So Much Change.”



People Can Handle Only So Much Change

STATE that it’s easy to feel overwhelmed when we are forced to manage a very large change or even many small ones at the same time.



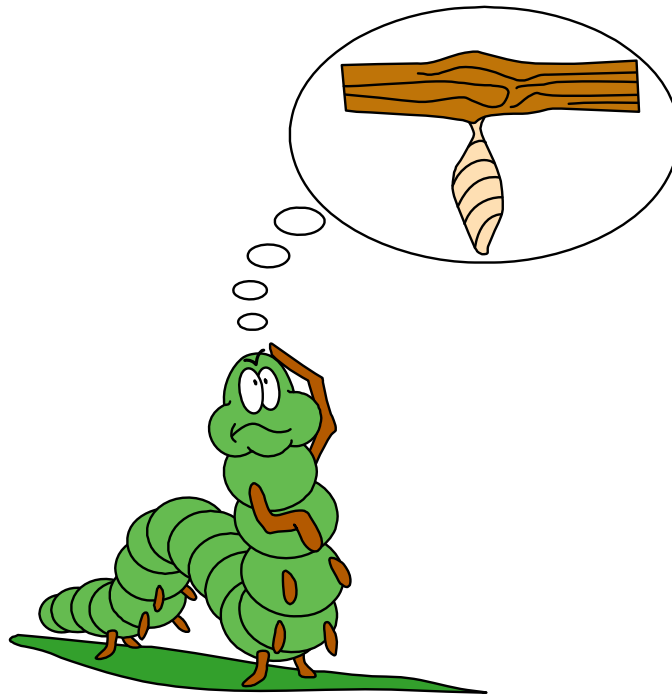
DISPLAY the slide titled “When You Feel Overwhelmed.”

READ the following:

- Take time out to refocus.
- Determine priorities.
- Set realistic goals.
- Learn from failures.



DISPLAY the slide titled “People Have Different Levels of Readiness for Change.”



People Have Different Levels of Readiness for Change

EXPLAIN that this too is normal. People are individuals, each with different experiences and personalities. Change is easy for some people and more difficult for others. The degree of comfort with change and the length of time needed to complete the change will vary from person to person.



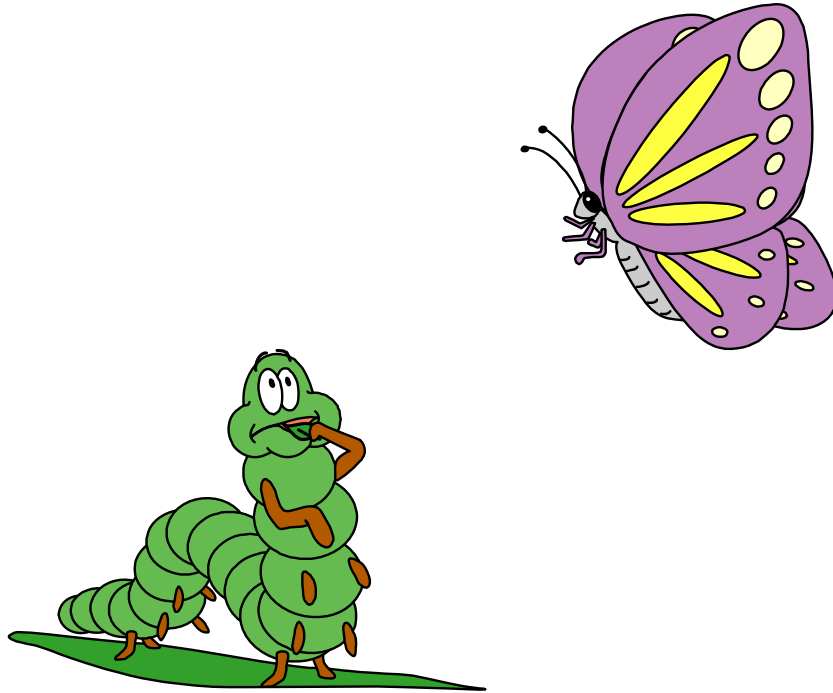
DISPLAY the slide titled “When You Doubt Your Ability to Handle Change.”

READ the following:

- Avoid comparing yourself to other people.
- Be patient with yourself.
- Be patient with others.



DISPLAY the slide titled “Change.”



Change

STATE: “To summarize how change can affect us, keep in mind, change does not have to be difficult... just different.”

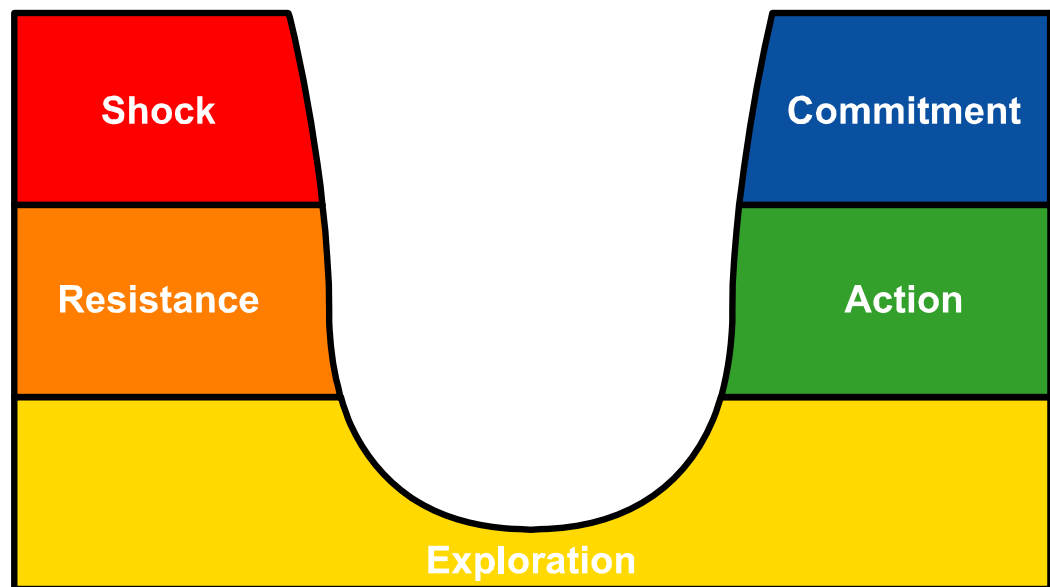
The Change Process



DIRECT participants to the section “The Change Process” in their guide.

DISPLAY the slide titled “The Change Process.”

EXPLAIN that there are five phases of change.



The Change Process

Shock

EXPLAIN that the first reaction in the Change Process is sometimes a temporary state of shock. It is an initial feeling of numbness.

Resistance

EXPLAIN that Resistance is a barrier to a healthy adaptation to change. Resistance consists of a five stage process for accepting loss. While these phases are normally considered in relation to loss, they can also apply to any turning point in our life.



DISPLAY the slide titled “Resistance” and **DISCUSS** each stage.

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

Denial is a normal response to an exceptional situation. “No, this can’t be happening to me!” However, getting stuck in the denial phase, changes this normal response to an unhealthy response.

Anger is often the response to the question “Why me?” You must look inward and understand the real source of the anger. Anger, when properly directed, can be healthy. Sometimes you have a right to be angry.

Bargaining is an attempt to postpone. At this point there is a shift in the way the event is viewed. The event is real, but maybe it can be adjusted.

During the **Depression Phase**, the sadness may pave the way for acceptance. Depression is part of the mourning process for the loss of meaningful people and places. At this point, a search begins for new ways of viewing the world. If depression is like a deep sadness, it provides a doorway to transition. But if depression is more like hopelessness, there is a danger of being trapped.

Acceptance is the viewing of a nearing event with quiet expectation. This phase is a time of preparation and peace.

STATE that although most of us have experienced all five phases in relation to certain changes in our lives, the sequence may be different for different people. Also, you may not pass through all phases.



Exploration

STATE that during the Exploration segment of the change process, be creative. Discover new alternatives by replacing “I can’t _____ because” thinking with “I can _____ because.”

STRESS that this is the time to challenge yourself and take risks. Assess your interests, your skills and your experiences.

Action

STATE that during this phase of the Change Process, you reach a point where you are ready to act. When that happens, it is important to act. Action satisfies the desire to make something happen.

Commitment

EXPLAIN that during the Commitment phase of the Change Process your behavior is affected. You are busy setting goals, choosing a strategy, developing support and moving forward.



Techniques for Managing Change



DIRECT participants to the section titled “Techniques for Managing Change” in their Participant Guide.

READ the following techniques for managing change in a positive way:

1. Understand what happened.
2. Accept what you cannot change.
3. Change what you can.
4. Begin again.

Understand What Has Happened



DISPLAY the slide titled “Understand What Has Happened.”

STATE that to totally understand what happened, you must be able to:

- Describe the event.
- Identify how you feel.

EXPLAIN that describing the event means the ability to understand the type of event that has occurred, the significance of the event and the demands created by it.

STATE that identifying how you feel requires the ability to label your inner experience in relation to what’s happening.



DISPLAY the slide titled “Feeling Words.”

	Happy	Sad	Angry	Afraid	Confused
Strong	Ecstatic Thrilled Joyful	Suicidal Despondent Depressed	Alienated Furious Enraged	Terrified Petrified Panicky	Disoriented Shocked Bewildered
Medium	Happy Pleased Delighted	Lonely Sad Unhappy	Resentful Frustrated Aggravated	Scared Afraid Anxious	Conflicted Torn Lost
Mild	Content Satisfied Okay	Blue Upset Concerned	Mad Irritated Annoyed	Timid Cautious Uneasy	Unsure Hesitant Mixed-up

REVIEW the chart.



Activity: Understand What Happened



DIRECT participants to the activity “Understand What Happened” in their Participant Guide.

READ “Ann’s Example” to the class:

Ann had been a dedicated employee when she found out that her office was closing due to organizational and financial restructuring. Ann had been very satisfied with her job and was unsure of her qualifications for other work.

Ann’s whole life seems to be changing. She is losing what feels comfortable to her. She is losing friends at work and feelings of security. She will have to adjust to a whole new environment, new people, new ways of doing things. She will need new skills and will have to adjust to financial uncertainty.

She is anxious, unsure, afraid, resentful, and angry.

DIRECT the class to describe an important event. This event can be unexpected or anticipated, positive or negative. Instruct the class to describe the demands this change is creating. Then direct the class to write down the feelings experienced in relation to this event.

Accept What You Cannot Change

EXPLAIN that accepting what you cannot change is the second step to managing change.

ASK: “Are you familiar with the Serenity Prayer? If not you may want to write it down.”

Anticipated response:

yes



SAY: “Grant me the Serenity to accept the things I cannot change, the Courage to change the things I can, and the Wisdom to know the difference.”

EXPLAIN that accepting what you cannot change means you know that the clock cannot be turned back, no matter how much you hope and wish. Accepting means putting the past behind you by letting go of the “old.”

Change What You Can

EXPLAIN that changing means making the transition and beginning again. The transition period may be a time for exploration and experimentation, a time to reflect on past experiences and let new desires emerge. Once you reach a point where you are ready to act, it is important to act.

Begin Again

EXPLAIN that beginning again gets you moving forward. This is the time to set a goal. Setting a goal gives you a way to measure progress. Choosing a strategy gives you a chance at success. Beginning again may also mean involving other people in your change program to support you, reward you for progress or help you get back on track when you experience setbacks.



Activity: Begin Again



DIRECT participants to the “Activity: Begin Again” in their Participant Guide.

READ Ann’s Example to the class:

Ann’s goal: I will learn new job skills to give myself greater opportunities for a new job.

Ann’s strategy: I will enroll in a job skills training course because I need a structured learning environment.

Ann’s support: I will ask my family to help with chores and to respect my need for study time.

DIRECT participants to complete the following statements as a first step toward beginning again based on the results of their earlier activity:

My goal is:

My strategy is:

My support will be:



Summary



STATE that today we have discussed the process of change, how to manage change in the workplace. As you take this information back to the workplace, remember that you will need to let go of the old ideas you have about change and accept that change is a constant process. How you handle change is in your control. Your reaction to change will affect how you will survive and succeed in your personal and professional life.

REMINDE participants that there are three major forces of change:

- People
- Technology
- Information

STATE that when going through change, it is natural to feel awkward and self-conscious. You should:

- Recognize that others may feel awkward and self-conscious, too.
- Accept discomfort as normal and temporary.
- Obtain as much information as possible.

STATE that when you're focused on what you must give up:

- Recognize that change can have positive benefits.
- Focus on what you will gain as quickly as possible.

EXPLAIN that when you feel alone:

- Seek support from other people.
- Ask for help.



STATE that when you feel overwhelmed:

- Take time out to refocus.
- Determine priorities.
- Set realistic goals.
- Learn from failures.

EXPLAIN that when you doubt your ability to handle change:

- Avoid comparing yourself to other people.
- Be patient with yourself.
- Be patient with others.

REMIND participants of the phases of the Change Process:

1. Shock
2. Resistance
3. Exploration
4. Action
5. Commitment

RECAP the techniques for managing change:

- Understand what happened.
- Accept what you cannot change.
- Change what you can.
- Begin again.

ASK the participants if they have any final questions or comments.



THANK participants for attending the class and wish them success with managing change in their careers and their personal lives.

ADMINISTER the Managing Change Assessment.



HAND OUT copies of the Assessment to the participants. It is the responsibility of the Instructor to make a sufficient amount of copies of the quiz.



Appendix

MEMO

Please read immediately! Please read carefully! All the information you will need to be successful is contained in this memo—your facilitator has no additional information.

Your class has been divided into subgroups in order to maximize creativity and efficiency.

Situation:

We have just learned that an important satellite has malfunctioned and will be reentering the earth's atmosphere. As the satellite enters the atmosphere, it will break into pieces (2 raw eggs). Your task (as a class) is to design retrieval devices that will safely catch and contain (no breakage or spillage) **every** piece of the satellite. You will be successful when you retrieve **all** satellite pieces.

1. You final budget (for the entire class) is not to exceed \$ 80,000.
2. Your device must be constructed of materials found in the resource bag (no outside resources allowed). A price list is attached to this memo.
3. The retrieval device can be no higher than 12 inches off the ground.
4. The retrieval device must be free standing (no human contact).
5. Any resources used and then discarded will be charged against the final budget, i.e., if you begin to use an item, consider it bought!

You have 20 minutes before the satellite pieces fall. Time begins NOW.

Price List

Large Plastic Bag	\$50,000 each
Small Plastic Bag	\$30,000 each
Large Cup	\$15,000 each
Small Cup	\$10,000 each
Paper	\$10,000 per sheet
Paper Plate	\$15,000 each
Sponge	\$ 5,000 each
Tissue	\$ 1,000 per sheet
Balloons	\$ 1,000 each
Dental Floss	\$ 2,000 per box
Tape	\$ 200 per inch
Forks	\$ 1,000 each
Skewers	\$ 100 each
Tacks	\$ 200 each
Straws	\$ 1,000 each
Coffee Filter	\$ 1,000 each