

# Don't Jump...To Conclusions!

## Project Skills:

- Youth will identify and respect differences in people and careers

## Life Skills:

- Communication
- Appreciating diversity

## Grade Levels: 7 - 10

## Time: 45 minutes

## Supplies Needed:

### Assumption Activity:

- 3x5 index cards or scrap paper (1 per participant)
- Pencils
- Paper plates (for younger youth)
- Crayons (for younger youth)

### What's My Career Activity

- Adhesive nametags (1 per participant)
- Markers

## Do Ahead:

### Assumption Activity

Instructors write 5-7 statements to be read and agree on who they apply to.

### What's My Career Activity

Write a career in large letters on each nametag

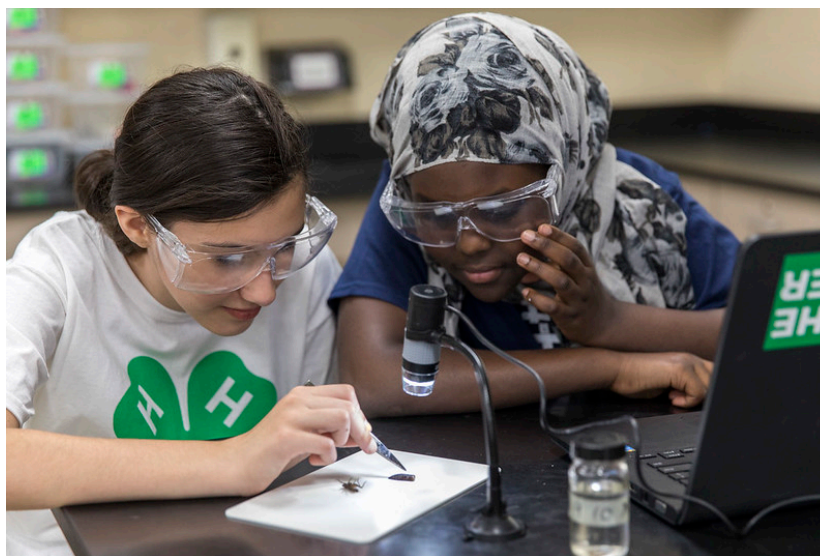
## BACKGROUND

As youth enter the middle school years, emphasis is placed on career education and developing the skills needed to enter the workforce. This interactive experiential curriculum is designed to promote cognitive, emotional and social growth as they relate to job success. This activity is designed to ease the transition into adulthood by learning skills which foster independence and confidence as youth step further out into the world, by working and/or expanding their involvement in school or community. There are two activities in this lesson plan, one to teach about assumptions and a follow up activity to examine how assumptions impact career exploration. This activity can be successfully taught in a middle school or high school classroom (especially effective in collaboration with a school guidance counselor), community based educational program or as a 4-H club activity.

## WHAT TO DO

Begin by explaining that given the nature of this program, many differing viewpoints will be shared and at times spirited discussions and possibly disagreements will develop. It is important to set a few ground rules:

- whoever is speaking has the floor
- everyone has a right to their opinion and will be respected



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## Assumption Activity (15 minutes)

After initial introductions are made, read five statements about the instructors. With no talking, ask the participants to write down the name of the instructor they think the statement is true about. Statements I have used include:

- I grew up on a dairy farm.
- My favorite holiday is Halloween.
- I remember King Charles' Coronation.
- I have a motorcycle.
- I will not fly in an airplane.
- I love pizza.
- I am on Tiktok.

After all instructors have been introduced, read through each statement, acknowledging who the statement is true about. Ask participants why they chose a certain person for a specific statement and why they didn't select the other person/people. (Encourage discussion and sharing of different opinions.) Interesting themes of bias will emerge --- about age, gender, physical size, clothing accessories, traditions, etc. This exercise is a great way to get youth talking and to consider how, without even trying, we instantly make judgments about people which sometimes can unfairly limit how we regard or interact with others. Before you make this statement, you might ask the youth for their observations of what they learned.

## TALKIT OVER

### Reflect:

- Have you changed your initial impression of your instructors based on this activity?
- What did you learn about yourself by doing this activity?

### Apply:

- How will you approach new people you meet at school or in your community?
- Based on what you learned today, what things can you do to get to know someone?
- What can others do to get to know you?

## WHAT TO DO

### What's My Career Activity (30 minutes)

In this activity, a nametag with a career is placed on the back of each person in the group. No person will know what his or her assigned career is. Each person will walk around the room to other participants and ask "yes" or "no" questions, until they figure out their career (questions can include, do I work indoors? Do I work with people? They cannot ask directly what their occupation is.) Once youth think they know what their career is, they can ask another person to verify their occupation. When each person has identified their career, the group comes together to share what their careers were. You might also talk about several of the careers, particularly new careers. Ask the youth to identify and discuss the skills and education needed to pursue those occupations. Ask the youth if this is a career they would consider? Why or why not?

## TALK IT OVER

### Reflect:

- What did you learn about the career your were given?
- What are the skills and training needed for the career you were given?

### Apply:

- What is your career goal?
- What skills and training are needed to meet your career goal?



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## ENHANCE/SIMPLIFY

### *Enhance for Older Youth:*

Add more or less statements, have youth work in groups as the statements are read. Consider having youth write down something about themselves that people don't know but wouldn't mind if they did [youth may opt out of writing anything down if they feel uncomfortable], and at the end of the session read these statements

[omit any inappropriate statements without fanfare] and see if the group can identify who the statement was written by. For reflection and discussion, begin the conversation with the youth by saying "what assumptions do you think others make about you? Have you ever made an assumption about someone and been proven wrong? Have you ever had to repair a relationship because of an assumption you made?"

Have the youth brainstorm about further details they need to really understand what it takes to move from the idea of a certain career to actually being successful in that career [ideas youth will generate at this point include exploring the job outlook, needed training, salary, benefits, special skills].

### *Simplify for Younger Youth:*

Begin the session by giving each participant a paper plate (any size) and crayons and ask them to draw a flower. After a few minutes bring the group together and ask the participants to compare their drawings, noting that the flowers are all different types, shapes, colors, etc. [this is a good way to open up the discussion on assumptions in a way young children can understand].

## HELPFUL HINTS

Be sure your instructors all agree on the statements to be shared in the assumption activity and all statements should be positive. If parents are present, include them in the activity, as their diverse opinions and life experiences will make this activity and discussion all the more interesting.

### *Sources:*

- Adapted by Colleen Pulvermacher, UW-Extension, Vernon County
- Get Into the Act! National 4-H Curriculum, Reeves, E. 2009
- Agriculture Careers and You! created by Jessie Potterton, UW-Extension, Lafayette County and Bonnie Borden, UW-Extension, Dodge County.

