



United States  
Department of  
Agriculture

NIFA

National Institute  
of Food  
and Agriculture



[https://nifa.usda.gov/  
program/4-h-positive-  
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National Aeronautics  
and Space  
Administration

**EXPEDITIONARY**  
**SKILLS** **FOR LIFE**

A FEDERAL PARTNERSHIP FOR **STEM** EDUCATION

## LESSON PLAN: ACTIVITY 2.5

# FINDING THE RIGHT PERSON FOR THE JOB

## LESSON DETAILS

### AGE/GRADE LEVEL

Middle School

### LEARNER OUTCOMES

Youth will develop skills for organizing an activity using team member strengths identified through development of personal and cultural inventories.

### SUCCESS INDICATORS

Youth will be able to delegate responsibilities based on their understanding of the person most qualified to complete the task.

### LIFE SKILLS

Critical thinking and problem solving, communication, productivity and responsibility

### NATIONAL STANDARDS

[CCSS.ELA-Literacy.CCRA.SL.1](#)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.CCRA.SL.6](#)

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21st Century: Life and Career Skills / LEADERSHIP AND RESPONSIBILITY / Guide and Lead Others. Leverage strengths of others to accomplish a common goal

### PREP TIME

15 minutes

### ACTIVITY TIME

2 hours 20 minutes (total time for all activities combined)

### MATERIALS LIST

- Paper
- Pens
- Handouts
- White board or chart paper
- Tape
- Markers

### HANDOUTS

- Cultural Inventory Worksheet
- Cultural Inventory Diagram
- Learner Assessment Questions

### SUGGESTED SPACE

Indoor setting

### SUGGESTED GROUP SIZE

15-25

### BACKGROUND INFORMATION

Share after the first task has been completed and the Cultural Inventories are started.

### REFERENCES

Culture Advantage  
[http://www.culture-advantage.com/  
awarenesspage2.html](http://www.culture-advantage.com/awarenesspage2.html)

30 Reflective Staff Development Exercises for Educators  
[https://books.google.com/  
books?id=HcshAQAAQBAJ](https://books.google.com/books?id=HcshAQAAQBAJ)

Mediate.com Training Manual:  
Types of Conflict  
[http://www.mediate.com/divorce/  
pg17.cfm](http://www.mediate.com/divorce/pg17.cfm)

## INTRODUCTION

**T**eamwork is an important part of getting along in the world. As youth, you will have to learn to work with other youth to complete projects, participate in group or team activities, and share resources. As adults, you will also have to become part of a team in many situations in your work environment.

Whether you stay here locally or move to a location far away, you will still find many people with different backgrounds than your own. These differences are not necessarily a bad thing, they just may require a better understanding in order for people to work together.

While it may seem that differences can create problems, knowing your team members' backgrounds can be an advantage. Different people have different strengths and talents that they can bring to a project. For example, one of your fellow team members might enjoy speaking in front of crowds and would make a great person to present the project. Another team member might be an excellent artist and could make a great poster for the project.

Many conflicts result from miscommunication. The more you know about your team members, the easier it will be to communicate. By taking the time to learn about one another's strengths and weaknesses, you can create better working environments.

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EXPEDITIONARY SKILLS FOR LIFE

## FINDING THE RIGHT PERSON FOR THE JOB, CONTINUED

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### ACTIVITY INSTRUCTIONS

#### INTRODUCTION ACTIVITY (10 MINUTES)

Begin by asking youth to raise their hand and name their favorite food. Make a list of the answers. Include asking youth if they have eaten certain ethnic foods if they are not included in the list (suggest more common foods such as sushi, spaghetti, and burritos if youth are unable to name them). Once a list of 10 or so items is generated, have youth “vote” for their favorite food.

Once the results have been tallied, point out that there are similarities but also differences in the answers. Have a discussion as to why there might be different tastes. Guide youth toward the idea that background/household/culture impacts what we like to eat. Let youth know that they will be looking at other preferences based on their history and background.

#### ACTIVITY 1: CULTURAL INVENTORY (35 MINUTES)

Give youth the cultural inventory worksheet. Share or go over the vocabulary list for words that may be unfamiliar or unfamiliar in this context, if necessary. Have youth select the best choice for each topic based on their personal preferences. Instruct them that the choices they are given are meant to be opposite and that they should choose the one they more closely identify with most of the time.

Once all youth have completed the worksheet, pass out the cultural inventory diagram to each youth. Have youth use their answers to create a diagram showing their own cultural inventory.

For every A answer, youth will color in the corresponding pie section in the chart with one color. Be sure youth do not color over the section label. For every B answer, youth will leave the section uncolored. If necessary, call out each topic area one by one and have the youth color (or not color) the area before moving to the next topic.

When youth have completed the chart, start the discussion by asking for a show of hands for each area, whether youth selected A or B. Create a tally or chart on the board for each topic’s answers (how many A’s and how many B’s).

When completed, discuss the topics that had the most similarities and the topics that had the most differences in the group. The discussion could include specific student choices. Include discussion of how one’s background (culture) could affect answers (certain religions might require attendance on weekends; some families place a priority on family events; some households might hold quietness in esteem, etc.). Guide the discussion to how there could be wider ranges of differences in larger groups such as the entire community.

#### ACTIVITY 2: PROJECT DELEGATION (35 MINUTES)

Create mixed groups based on student answers ensuring as best possible that there are A’s and B’s for as many topic areas as possible. For example, have a group with youth that both like technology and find it challenging, that like working as a team or like working independently, etc.

Once groups are formed, let youth know that they are now an example of a group that might be found in a business or school setting. Ask them to discuss how they would complete the following tasks, based on the characteristics of their group. For each task, have the groups write down how they chose people for each particular task and role based on the members’ inventory diagrams.

Complete the following tasks (one per group)

- 4-H or School Club Meeting - The meeting will be after-school for 1 hour and will require an agenda, refreshments, invitation to the principal to speak, and an activity for participants.
- Community Center Dance - The dance will be on Saturday night and will have music, a crowd of teens, refreshments, decorations, and posters. Chaperones will need to be invited.

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EXPEDITIONARY SKILLS FOR LIFE

## FINDING THE RIGHT PERSON FOR THE JOB, CONTINUED

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- Presentation at a Town Hall Meeting – The presentation needs to be created using visual slides that can be projected to a screen. The project has specific deadlines to show the first and second draft to an advisor. The presentation requires photos and research on the topic.
- Pep Rally – the rally will be during the lunch period in the school gym. Flyers need to be created and put up during the week. Posters will be created at an after school meeting. A pep song needs to be made up and someone needs to be the lead singer at the rally. All supplies need to be purchased after asking the adult advisor for funds.

Once groups have created their plan, have them take turns sharing how they planned their tasks. They need to include the cultural inventory answers in their decisions and discussion. Have the group discuss where they agreed or disagreed on the division of tasks and why.

Discussion:

1. Who benefits from teams and leaders being aware of the cultural inventories of team members?
2. Does being aware of team members' backgrounds and cultures make it easier or more difficult for you to work with them?
3. What is the best way to learn of a team members' cultural background?

### DEBRIEF ACTIVITY (20 MINUTES)

Explain: Metaphors can be symbols, drawings or words that suggest a comparison between two things that are unrelated. Examples: You are my sunshine. The peaceful lake was a mirror. Sam is a night owl. Maria's words are like cotton candy.

Directions:

1. Post three large sheets of chart paper on the wall – side by side. On the top of each sheet write the following: THEN (on the first sheet), NOW (on the second sheet) and INTO THE FUTURE (on the third sheet).

2. Give each youth a colored marker (make sure the marker will not bleed through the paper)
3. Ask the group to reflect on the activities that they just finished.
4. Ask the group to think about metaphors – you may need to prompt them and say that metaphors can be of any sort – musical/artistic, animals, mechanical, seasons, plants, etc.
5. After you have led that discussion, prompt the group to think of a metaphor of what they thought leadership was before they did the activity. They will note that metaphor on sheet 1 (THEN).
6. Next, ask them what they think leadership is now after they did the activity. They will note that metaphor on sheet 2 (NOW).
7. Next, asking them to again reflect on the activity and how they might apply the leadership skills learned to the future. They will note that metaphor on sheet 3 (INTO THE FUTURE).
8. When that is completed, have the group review the metaphors on each sheet and ask clarifying questions about the metaphors.
9. Metaphors can be grouped in to similar meanings.

The metaphors can likely tell a very powerful story that can be used again as the group moves through the other activities.

### APPLIED CHALLENGE (30 MINUTES)

Youth can create a plan of delegation and teamwork for a real-life scenario.

Directions:

- Have youth choose a current event or project relevant to their own school or personal (or family) life where they can collaborate with others.
- Youth generate a list of tasks to be completed for the event or project.
- Youth create their own cultural inventory (using blank worksheet) based on criteria important to them for the given task.





CULTURAL INVENTORY WORKSHEET

Name: \_\_\_\_\_

Read each statement and choose the one that is closest to your belief for each topic. Write the letter of your choice in the third column.

Topic	A	B	Choice
Time	Having free time to do what I enjoy is very important.	It is more important to work on my goals than to have extra free time.	
Space	I am fine with people sitting or standing next to me.	I do not like to feel crowded or have anyone in my personal space.	
Education	School is very important for my future success.	School is something I have to do.	
Technology	Technology allows me to work faster and better.	Technology is difficult to use.	
Flexibility	I like trying new things like food, music, and clothes.	I know what I like and do not need to try new things.	
Leadership	Taking a leadership role is important to me.	I am more comfortable being a member of a group rather than the leader of the group.	
Punctuality	Being on time is very important to me.	As long as I participate, it does not matter if I am on time or not.	
Questions	People should ask direct, specific questions to get information they need.	Asking direct, specific questions is rude.	
Environment	Being in an exciting, colorful setting keeps me motivated.	Too many colors or noises are distracting.	
Independence	It is important to be able to do things on my own.	I like to be part of a team.	
Scheduling	I like to finish one task before I start something else.	I like switching between two or more tasks.	
Availability	I make plans ahead of time so I know when I will have free time.	I am always ready to go and don't need much pre-planning.	
Language	I can speak more than one language.	I speak only one language.	
Gender	I prefer to work in groups that include all the same gender.	I like working in mixed gender groups.	
Resources	I try to be aware of resources and materials, but I use whatever I need to complete the task.	Resources and materials are limited. It is very important not to waste them.	



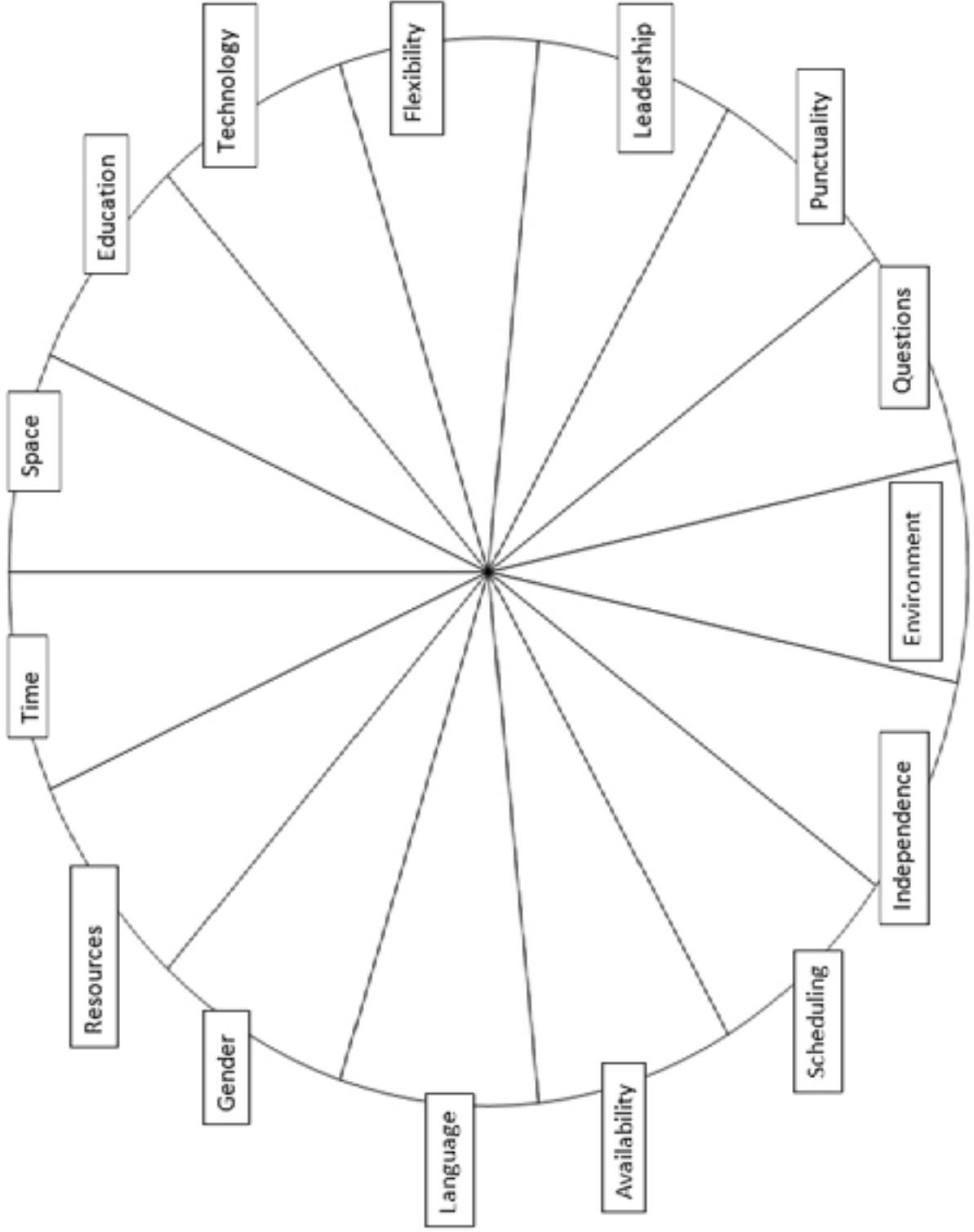
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HANDOUT: CULTURAL INVENTORY DIAGRAM

NAME





**ACTIVITY 2.5: LEARNER ASSESSMENT**

These questions are about things you learned during this activity. Please check the circle that best describes you.

**Q1** When I am around people who are different from me, I listen before I talk.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

**Q2** When I am around people who are different from me, I ask for help from an adult if I am unsure of something.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

**Q3** When I am around people who are different from me, I politely ask them to explain things to me that I don't understand.

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