

# **What Would You Do If You Knew You Couldn't Fail? Five Washington Leaders Discuss Their Paths To Success**

## Lesson Plan

### **Description**

This lesson seeks to provide inspiration to traditionally under-represented groups by presenting real life examples of what is possible when facing seemingly insurmountable obstacles. To that end the WSBA's Leadership Institute 2006 Fellows developed and produced a video featuring successful individuals from diverse backgrounds, and in diverse professions. The video includes five four-minute inspirational video clips in English with Spanish subtitles, with the following features:

- Five successful and dynamic professionals who will share their success stories:
  - Doug Chin, author, historian, civil rights activist, Seattle, WA.
  - Rex Quaempts, physician, Indian Health Service, Yakima, WA.
  - Jeffrey Robinson, criminal defense attorney, Seattle, WA.
  - Kellye Testy, Dean of Seattle University School of Law, Seattle, WA.
  - Vickie Ybarra, Director of Planning and Development for the Yakima Valley Farm Workers Clinic and member of Yakima School District School Board, Yakima, WA.

### **Audience**

Middle school students in grades 6-8

High school students in grades 9-12

### **Objectives**

At the end of the lesson, students will be better able to:

1. Identify barriers individuals from diverse backgrounds faced in reaching their career goals and which barriers they may still face today.
2. Describe strategies that these individuals used to overcome obstacles.
3. Identify strategies that students could use to achieve their own goals, despite possible barriers.
4. Be motivated to overcome any obstacles students may face in achieving their own goals.

### **Time**

Approximately 60 minutes

## Materials

1. *What Would You Do If You Knew You Couldn't Fail? Five Washington Leaders Discuss Their Paths To Success* video, approximately 15 minutes;
2. Dry erase board, chalk board, or poster board to write on;
3. Enough copies of the handout and surveys;
4. Pens/pencils (in case students don't have their own).

## Procedures

### 1. **Begin by introducing yourself**

(5 minutes)

- Give your name and occupation;
- Tell the students you will be sharing a little of your story and later they will be seeing a short video of five people in Washington who have also faced and overcome their own obstacles;
- Ask the students:  
*Did you ever want something really badly and found there were obstacles in your way?*
- Tell the students:  
*This is the focus of our time together today, thinking about long-term career goals and how to get there.*
- Tell the students your story about the obstacles you encountered as you were working toward your career goals;
- Strategies you implemented to overcome those obstacles.

### 2. **Discuss students' goals**

(10 minutes)

Ask the students to each consider:

- What do you envision doing after high school? Note that this does not need to be a specific job; at this point it may be quite broad. To spur conversation, you can also have them think about someone they admire – what is it about the person that they admire or would like to emulate. Make a list on the board as the students answer.
- What are some of the obstacles you or someone in your family have faced or that you think you will face that may affect you doing (read some of the items off the list).

### 3. **Discuss the handout with the students**

(5 minutes)

- Hand out the form, which is attached. You want the students to complete the form as they watch the video;
- Tell students that as they watch the video, they are going to have to identify the obstacles these five interviewees have faced and strategies they implemented to overcome those obstacles. Also ask

the students to identify the things that motivated the speakers to continue down their paths;

- Examples of obstacles: financial, family, discrimination based on race, gender, sexuality;
- Tell the students to write out the answers for each presenter.

**4. Show the video**  
(15 minutes)

**5. Discuss the video**  
(20 minutes)

After the video is over, go through each of the five presenters and have the student discuss their answers on the handout. Follow-up with the following questions:

- Which story was the most interesting to you? Why?
- Were you able to relate to any of the interviewees? Who? Why?
- What did you learn from the stories?

**6. Complete the survey, which is attached.**  
(4 minutes)

**7. Conclusion**  
(1 minute)

Reiterate to the students that the purpose of this exercise was to motivate them; identify the obstacles they may face; and identify the strategies they can use to overcome those obstacles.

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Evaluation Form

1. Overall, I would rate this program (please circle one):

Note: On the scale provided below, 1 is low and 5 is high:

1                      2                      3                      4                      5

2. I think the most important part of this program was:

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3. One new thing I learn was:

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4. Here is something I might do as a result of attending this program:

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5. Here is something about the program I wish had been different:

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6. My comments to the program organizers are:

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## **WORKSHOP MODULE: LESSON & DVD**

### **Lesson Plan**

This lesson seeks to provide inspiration to traditionally under-represented groups by presenting real life examples of what is possible when facing seemingly insurmountable obstacles. The lesson plan is interwoven with video clips featuring successful individuals from diverse backgrounds discussing overcoming their obstacles.

### **DVD: Real Life Success Stories -- Video Clips**

The video featuring successful individuals from diverse backgrounds, and in diverse professions. These inspiration video clips are between 5-8 minutes in English with Spanish subtitles.

**Doug Chin**  
**Author, Historian, & Civil Rights Activist**

**Rex M. Quaempts, MD, ABFP**  
**Yakima Indian Health Center**

**Jeffrey Robinson**  
**Criminal Defense Lawyer**

**Kellye Testy**  
**Dean, Seattle University School of Law**

**Vickie Ybarra**  
**Farm Workers Clinic Director of Planning & Development**

## **PARTNERING ORGANIZATIONS**

### **GEAR UP** (Gaining Early Awareness and Readiness for Undergraduate Programs)

GEAR UP encourages low-income middle and high school students throughout Washington State to stay in school, study hard, have high expectations, and go to college. GEAR UP is a partnership of the Higher Education Coordinating Board, Office of the Governor, University of Washington, Washington Education Foundation and a number of national, state, and local organizations.

**Project Contact:** Weyai Liang, Director Washington State GEAR UP 360-753-7808  
[weiyai@hecb.wa.gov](mailto:weiyai@hecb.wa.gov)

### **Washington Education Foundation**

The Foundation provides services and college scholarships and mentoring to low-income, high-potential students. The Foundation's Achievers Scholarship Program services include college prep advisors to 16 targeted schools to encourage students to plan for achieving their dreams and enhancing the culture of college expectations, particularly for students of color and first generation graduates.

**Project Contact:** Sue Byers, Director of School Programs 425-416-2000  
[sbeyers@waedfoundation.org](mailto:sbeyers@waedfoundation.org)

### **Migrant Student Data and Recruitment**

The goal of the Migrant Education Program is to ensure that all migrant students meet challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

**Project Contact:** 1-800-274-6084 see: <http://www.msdr.org/contact/MEP.cfm>

### **Remann Hall, Pierce County Juvenile Court**

Juvenile Detention Services are administered under the mission to house juvenile offenders in a safe, secure, and humane living environment where they are cared for and supervised by professional, well-trained staff—and-- while providing community protection, also provide residents with an opportunity for constructive and positive change. Services include a first time diversionary program.

**Project Contact:** Terry Bohls, Assistant Administrator 253-789-7900

### **Seattle University School of Law Admissions Office**

Throughout the year the School of Law will either host or co-host special events on the campus or in the community. For instance, each February, the School of Law hosts an annual Minority Recruitment Event in conjunction with the LSAC National Minority Recruitment Month geared towards high school students. Please check the Web site often to find out about this and other wonderful opportunities.

**Project Contact:** Carol Cochran, Assistant Dean For Admissions 206-398-4206  
[ccochran@seattleu.edu](mailto:ccochran@seattleu.edu)

### **WSBA Law Week Services**

Traditionally, lawyers and judges in Washington state have visited classrooms in their communities during the first week of May, in conjunction with the [American Bar Association's Law Day](#) held on May 1. During these visits they talk with students at all grade levels about the law, courts, and the American system of justice.

**Project Contact:** <mailto:lawweek@wsba.org>

### **WSBA Young Lawyers Division**

The purpose of the Washington Young Lawyers Division (WYLD) shall be to encourage the interest and participation of young lawyers in WSBA activities, to develop and conduct programs of value to young lawyers and the public, to improve the legal system, and to enhance the quality of the legal profession in our state and our country.