“The first test went great, with a group of ninth grade students who were asked to participate and agreed of their own accord. They had fun and were successful in taking the story to its conclusion. The final test run, however, was a different story. In working with the program facilitator for the gambling awareness group, we were able to bring the game to test it out on an entire class of (I think) 11th grade students at an “alternative” high school. I don’t recall too much about the makeup of the class or the reasons they had enrolled in a “different” kind of high school. In general, you could say that the students were rightfully kind of pissed off about how their education was going so far.”

This passage resonates with me by exemplifing the contrast between individuals and how the importance of individual consideration can affect the response. The audience can be independent and have individual characteristics, needs, and preferences when it comes to learning. It highlights that many strategies **may work for some groups but not for others.**

Factors such as types of education levels, prior experience or expectations can affect a person’s engagement and enjoyment in certain activities.

These points should remind us to remain flexible and be open to trying different approaches when working with diverse groups.

It is good to always remember to **expect the unexpected.**