

# Student Learning Plan

## Unit 2: Leadership Theory and Application

### ***Celebrating Differences - Cultural and Individual Diversity [U2C4L1]***



#### ***Why this is important:***

Synergy is when you and your team members cooperate together and create better results than if working alone. Each individual is unique — bringing ideas, values, beliefs and experiences to a team. In this learning plan you will take a look at how you and others' performance in a team may be affected by the stereotyping and bias toward people. By developing an action plan to value cultural and individual diversity can not only enhance the synergy of a team you're on, but improve your leadership skills as well.



#### ***What you will learn to do:***

*(Competency)*

Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others

#### ***Linked Core Abilities***

Take responsibility for your actions and choices

Treat self and others with respect



#### ***How you will know when you are succeeding:***

You will show that you have learned the target knowledge and skills:

- by creating a personal plan for accepting others

Your performance will be successful when:

- Plan describes some prejudices and stereotypes that you have
- Plan describes misconceptions you have about others
- Plan describes ways you can become more accepting or tolerant of other cultures or minority groups
- Plan describes personal goals toward becoming a leader who celebrates the differences in all people



#### ***Knowledge and skills you will learn along the way:***

*(Learning Objectives)*

- a. Identify how people display prejudice toward others
- b. Identify reasons for discrimination and stereotyping
- c. Describe ways a leader can guide diverse groups to work together as a team
- d. Define key words: culture, discrimination, ethnic, impartial, inclusionary, minority, stereotype, synergy



#### ***Learning Activities:***

*These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.*

## 2 Celebrating Differences - Cultural and Individual Diversity [U2C4L1]

- \_\_\_\_ 1. PREVIEW the information in the Student Learning Plan including the competency, learning objectives, core abilities, performance standards, key words, learning activities and assessment activities. THINK ABOUT what comes to mind when you hear the words “masculine” and “feminine”? PREVIEW object pictures and ASSIGN a gender label using Exercise 1: Diversity. [Work independently] PARTICIPATE in a “masculine” and “feminine” discussion, recognizing tendencies to stereotype. [Work with a team of 3-6 cadets] RECORD your responses to the discussion questions and reflection questions in your Cadet Notebook. [Work independently]
- \_\_\_\_ 2. [SELF-PACED OPTION] FIND pictures of objects and ASSIGN a gender label. WRITE down why you labeled each item accordingly. RECORD responses to the reflection questions in your Cadet Notebook.
- \_\_\_\_ 3. CONSIDER questions pertaining to groups within your school or community. [Work with a large group] DEFINE key words from Section 1: Celebrating Differences - Cultural and Individual Diversity in Chapter 4 of the student text. CREATE a Circle Map illustrating how effective A fishbowl configuration may be used for the discussion whereby one team sits in the inner circle to present and other teams sit around the outer circle to discuss. Repeat with each team.  
  
leadership relates to the assigned key word(s). PRESENT information to others in the class. [Work with a small team] RECORD responses to discussion questions, reflection questions and the section review questions into their Cadet Notebook. [Work independently]
- \_\_\_\_ 4. [SELF-PACED OPTIONS] READ Section 1: Celebrating Differences from Chapter 4 of the student text and ADD answers to the section review questions in your Cadet Notebook. CREATE Circle Maps showing the relationship between effective leadership and the eight key words in Section 1. ADD your Circle Maps and responses to reflection questions into your Cadet Notebook.
- \_\_\_\_ 5. ROLE-PLAY a minority group member. RECOGNIZE in a Bubble Map or Looks-Sounds-Feels graphic organizer stereotypes of “minority” groups presented. OBSERVE groups with diverse members and COMPARE AND CONTRAST attitudes, behaviors, and characteristics of and toward more “diverse groups” recognizing individual contributions and uniqueness. [Work with a small group] RECORD your responses to the reflection questions in your Cadet Notebook. [Work independently]
- \_\_\_\_ 6. [SELF-PACED OPTION] SELECT a “minority group” within your community or school. RESEARCH more about the particular group and CREATE a visual tool (Thinking Map® or Graphic Organizer) about the group. CONSIDER how knowing more about the group can help change behavior toward them to be more tolerant or positive. ADD your thoughts and visual tool, as well as answers to the reflection questions into your Cadet Notebook.
- \_\_\_\_ 7. THINK ABOUT your own prejudice and attitude toward specific group(s) within your school and community. CONSIDER how your leadership is impacted. Begin to ADDRESS your own prejudice and stereotypes and develop an improvement plan by OBTAINING the Celebrating Differences Assessment Task from your instructor. [Work independently]
- \_\_\_\_ 8. [SELF-PACED OPTION] COMPLETE the activity as described above.



### **Assessment Activities:**

*These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.*

- \_\_\_\_ 1. COMPLETE the Celebrating Differences Assessment Task. USE the scoring guide to self-assess your work. SUBMIT your completed assessment task to your instructor for feedback.
- \_\_\_\_ 2. [SELF-PACED OPTION] Same as above.