



High School

National FFA Organization

Lesson HS.70

THE VALUE OF DIVERSITY ON TEAMS

Unit. Stage Two of Development—WE

Problem Area. How Do We Play as a Team?

Precepts. E3 Participate in activities that promote appreciation of diversity.

National Standards. NL-ENG.K-12.9 — Multicultural Understanding -Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define diversity.
- 2 Describe the value of working with a diverse team.
- 3 Describe the challenges in working with a diverse team.



© 2004 National FFA Organization
It is illegal to reproduce copies of this material
without written permission from the National FFA Organization.
National FFA Organization





Time. Instruction time for this lesson: 50 minutes.



Tools, Equipment, and Supplies

- ✓ Copies of HS.70.AS.A—one set per class
- ✓ Post-it notes
- ✓ Transparencies and Projector
- ✓ HS.70.TM.A
- ✓ HS.70.TM.B
- ✓ HS.70.TM.C
- ✓ HS.70.TM.D
- ✓ HS.70.TM.E



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Diversity
- ▶ Value
- ▶ Challenges



Interest Approach

Display HS.70.TM.A perception as students are entering the room.



What do you see in the first picture.

Anticipated answer: first picture—two profiles



Does anyone see a goblet?

If they don't see it, point out the white area in between the two profiles.



Why is it more difficult to see the goblet than it is to see the profiles. *Anticipated answers: the black area stands out more; most of us are more familiar with facial profiles than we are with goblets*



Would it help if we put a frame around this picture?

Draw a line across the top and bottom of the picture so that it is framed.



Wow! What a difference those two little lines made in the picture!





We are all looking at the same pictures and seeing different things; that is called perception. We've just seen how framing a picture can affect the way you see it. The same goes in life: all our perceptions are different—often times because we all have different frames from which we view the world. Our frames are created by life experiences, such as our cultures, our families, our interests, and many other things that we've experienced.

To get the most out of today's lesson, keep an open mind about how you perceive things and how others perceive things. As we explore all the things that make us different today let's assume that there is no right or wrong. We've been discussing teams and team work now let's take it to the next level as we discover the value our differences add to a team setting.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define diversity.

I. Diversity means variety, a gathering of different types

- A. ages
- B. cultures
- C. perspectives
- D. appearances
- E. approaches
- F. experience
- G. talents
- 1. Diversity of skills as they relate to the team
 - a. artist
 - b. speaker
 - c. detail person
 - d. big picture person
 - e. problem solver
 - f. harmonizer

Write "Diversity" on a writing surface. Make sure all students have post-it notes at their disposal. Lead students through brainstorming activity on how people are diverse.



Think to yourself some ways people are diverse or different.

Pause to allow time for thought.



When you hear, "Diversity," find a post-it note pad on your table. Capture the ways that people are diverse or different on the post-it notes. Place each idea you have on a different post-it note. Write as many as you can, as fast as you can. Don't worry about spelling or quality; we are looking for quantity here. Diversity.

Allow one minute.

Anticipated answers: clothing styles; music likes; athletic; artistic; shy; funny.



Collect all the post-its you wrote on and bring them up to where I wrote "Diversity." Spread them out so that they can be seen.

Allow two minutes to get their ideas up. Get two to three students up to help sort.





Okay, now let's see if we have any similarities or groups of ideas. If your first name begins with an A or an N, please come forward. These people will be helping us sort through all your thoughts. While they are moving the post-it notes into similar groups, the rest of you need to be watching them to make sure you agree with their groupings.

Allow two minutes to sort through post-its.



Let's see what groupings we've created.

Read the groupings to the class. Listen for: ages, cultures, perspectives, appearances, approaches, experience, and talents. If one of these seven areas is not represented introduce the concept and think of examples to fill in that area together. Or use HS.70.TM.B to show examples.

Have students capture the areas of diversity on HS.70.TM.B. in their notes. Ask the following questions to help them process the information.



Which of these areas do you notice most often? *Elicit responses.*

Which of these areas do you notice least often? *Elicit responses.*

Why do you think this is? *Elicit responses.*

Transition into objective 2.



Now that we know a bit more about what diversity is let's take a look at how these differences can add value to our team.

Objective 2. Describe the value of working with a diverse team.

II. **Value** of diverse teams

- A. Variety of talents
- B. Differences in perceptions and perspectives
- C. Learn new approaches to situations
- D. Opportunity to share your experience
- E. Opportunity to learn and grow from others
- F. Learn to appreciate diversity
 - 1. Identify your talents
 - 2. Identify talents of others
 - 3. Capitalize on everyone's talents



Reveal HS.70.TM.C and use it to stimulate discussion. Use a Me-You-Us Moment to facilitate the discussion on the following questions.



What does this information mean to you?

What does this information have to do with diversity?

If not presented in their conversation offer the following thought to the discussion: our world is very diverse, and the United States' population is becoming more diverse all the time. Not only is it something to accept, it's something to learn to appreciate and capitalize on.

Continue in the discussion using the Me-You-Us Moment to facilitate the following question:



What is the value from working in diverse teams?

Capture a list of their thoughts on a writing surface.



Wow that's a great list. Here are some other thoughts. Some may match the ones you already have. Use this list to compliment the great work you've already accomplished.

Reveal HS.70.TM.D. Allow students time to capture extra thoughts in their notes.

Post pieces of HS.70.AS.A around the room. Leave a stack of Post-It notes by each piece of paper.

Break students into six different groups. Go around the room and give each of the students a number (one through six).



Posted around the room you'll notice each of the values we've just discussed. When you hear, "Go" move in your group to the sign with the same number as your group. For example ones move to the sign labeled number one. As you approach the sign, read which value is being discussed. As a team, write examples of that value of diversity on the post-it notes. It may help you get started if you think in terms of what you could bring to a team. For example, if you are a number three, you will go to Learn new approaches to situations. You might write, "I could teach my team members to make decisions in a method I often use where I list the pros and cons of each issue before I proceed." What questions are there? You have six minutes to work at your sign. Go!

Allow time for movement. Circulate the room to make sure they understand.

Use these as examples to help them get started:

- 1. Share your talents—Use your computer skills to make group presentation, Use artistic skills to design a team logo.*
- 2. Change your perceptions and perspectives—See athletes as dedicated, involved students, Become more tolerant of a specific religion.*



3. *Learn new approaches to situations—Make decisions based on list of pros and cons, Learn to get input from everyone on the team before you proceed with action.*

4. *Opportunity to share your experience—Tell others about your culture, where you were born, what you learned from traveling to a foreign country.*

5. *Opportunity to learn and grow from others—A fellow teammate might teach you how to play the guitar, Learn about a good book to read.*

6. *Learn to appreciate diversity—Anything that taught you more about a culture so that you don't think of it as odd, weird or wrong.*

Facilitate movement back to seats. Ask students to think of one insight and be prepared to share when they get to their seat. Facilitate the discussion once they return by asking the following questions:



What insights did you have about bringing value to a team through differences? Who will share first?

Objective 3. Describe the challenges in working with a diverse team.

III. **Challenges** of diverse teams

- A. Accomplishing goals together while allowing individual learning and working styles
- B. Learning to communicate in a variety of styles
- C. Identify issues that can be accepted or worth creating conflict
- D. Different needs and values
- E. Different ways of solving problems
- F. Take longer to unify or come to consensus
- G. Some people are narrow minded and do not accept diversity
- H. People are sometimes reluctant to discuss their diversity and/or special talents

Transition into challenges.



Thanks for opening your minds in that last discussion. It would be naive of us to think that diversity is all roses and no thorns. If that were the case, hate crimes and wars would be non-existent. So let's look at some of the challenges of working with a diverse team. Please capture these challenges of diversity in your notes.

Reveal HS.70.TM.E.

Allow two minutes.



Allow two minutes. Use a Bob The Weather Guy Moment to process the challenges content. Challenge students to answer the question, how can you be proactive in dealing with these challenges? Challenge students to capture notes as other groups present to further refine their understanding of the challenges and the proactive approaches for working through the challenges.

Bring closure to the lesson plan and transition into the review.

 The next time you encounter diversity on teams recall the things we talked about today.

Review/Summary

Use a Karaoke Moment to summarize the entire lesson plan content.

Application

►Extended Classroom Activity:

Ask students to go to somewhere on campus other than their usual meeting spot in between classes, and take careful observations of their peers. What are they talking about. How do they dress. What could they bring to a team. Do any of the groups they observe seem diverse. If so how. If not, why not.

►FFA Activity:

Assess diversity in the chapter and develop a plan to include more diverse students into your chapter.

►SAE Activity:

Select a business in the community and evaluate how they serve diverse customers.

✓ Evaluation

Written test.

Answers to Assessment:

1. Diversity means variety, a gathering of different ages, cultures, perspective, appearances, approaches, experience, talents.



2. Share your talents, Change your perceptions and perspectives, Learn new approaches to situations, Share your experience, Learn to appreciate diversity, Identify your talents, Identify talents of others, Capitalize on everyone's talents
3. Accomplishing goals together while allowing individual learning styles
 - Learning to communicate in a variety of styles
 - Identify issues that can be accepted or are worth creating conflict
 - Different needs and values
 - Different ways of solving problems
 - Take longer to unify or come to consensus
 - Some people are narrow-minded and do not accept diversity
 - People are sometimes reluctant to discuss their diversity and/or special talents



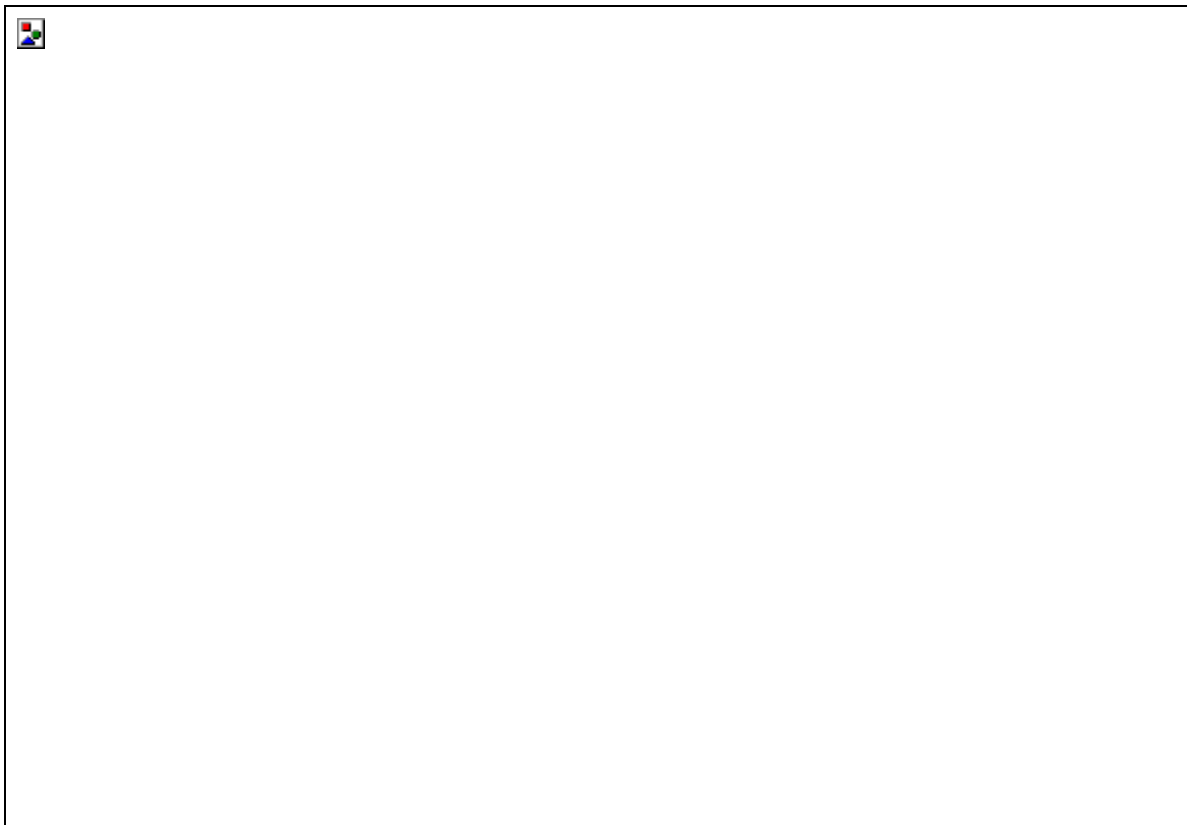
THE VALUE OF DIVERSITY ON TEAMS

Write a short answer to each of the following questions.

1. What is diversity.
2. What is the value of working with a diverse team.
3. What are some of the challenges in working with a diverse team.



WHAT DO YOU SEE.



EXAMPLES OF DIVERSITY

- ◆ **Ages**
- ◆ **Cultures—Ethnicity, Religious, Family style**
- ◆ **Perspective—Optimist, Pessimist**
- ◆ **Appearances—Preppy, Gothic, Conservative**
- ◆ **Approaches—Daring, Reserved/Shy, Analytical, People person**
- ◆ **Experience—Travel, Working with diverse groups, Prior experience with similar situations.**
- ◆ **Talents/Skills—artists, speakers, detail person, big picture person**



If we could shrink the Earth's population to a village of 100 people, it would look like this:

◆ There would be 57 Asians, 21 Europeans, 14 North and South Americans, and 8 Africans.

◆ 70 would be non-white.

◆ 70 would be non-Christian.

◆ 50% of the entire world wealth would be in

◆ the hands of 6 people.

◆ All 6 people would be citizens of the U.S.

◆ 70 would be unable to read.

◆ 50 would suffer from malnutrition.

◆ 80 would live in substandard housing.

◆ Only 1 would have a college education.

**Hamilton Securities
Washington, D.C.**



WHAT IS THE VALUE OF WORKING IN DIVERSE TEAMS.

- ◆ **Share your talents.**
- ◆ **Change your perceptions and perspectives.**
- ◆ **Learn new approaches to situations.**
- ◆ **Learn and grow from others.**
- ◆ **Share your experience.**
- ◆ **Learn to appreciate diversity.**
 - ➔ **Identify your talents.**
 - ➔ **Identify talents of others.**
 - ➔ **Capitalize everyone's talents.**



CHALLENGES OF DIVERSE TEAMS:

- ◆ **Accomplishing goals together while allowing individual learning and working styles**
- ◆ **Learning to communicate in a variety of styles**
- ◆ **Identify issues that can be accepted or are worth creating conflict**
- ◆ **Different needs and values**
- ◆ **Different ways of solving problems**
- ◆ **Take longer to unify or come to consensus**
- ◆ **Some people are narrow-minded and do not accept diversity**
- ◆ **People are sometimes reluctant to discuss their diversity and/or special talents**



HS.70.AS.A

1. Share your talents.
2. Change your perceptions and perspectives.
3. Learn new approaches to situations.
4. Learn and grow from others.
5. Share your experience.
6. Learn to appreciate diversity.

