



# JROTC Virtual Learning

## **LET 1 / Appreciating Diversity**

**May 21, 2020**

Lesson: May 21, 2020

**Objective/Learning Target:**

Identify key characteristics for each Winning Colors® behavior cluster:  
Builders, Planners, Adventurers, and Relaters,  
Determine factors that impact the behavior of others.  
Determine factors that impact how others perceive individual behavior.  
Select behaviors that promote success in a variety of situations.

# **BELL RINGER**

**Write what you know about diversity and what you appreciate about diversity?**

# Student Learning Plan

## Unit 3: Foundations for Success

### Appreciating Diversity Through Winning Colors® [U3C1L2]



#### What you will accomplish in this lesson:

Apply an appreciation of diversity to interpersonal situations



#### Why this lesson is important:

When you understand yourself, you can begin to create a successful and happy life. It is also important to develop your awareness of others. As you go through life, you will notice differences and similarities between people. In this learning plan, you will learn about diversity and its value in teamwork.



#### What you will learn in this lesson:

- Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters
- Determine factors that impact the behavior of others
- Determine factors that impact how others perceive individual behavior
- Select behaviors that promote success in a variety of situations
- Define key words: comfort zone, natural, and preference



#### You will have successfully met this lesson's purpose:

- by writing an Appreciating Diversity Reflection
- when your reflection identifies the strongest Winning Colors® for each person in a group or team that you belong to
- when your reflection summarizes the similarities and differences between the members of the group by their Winning Colors®
- when your reflection identifies at least one strength that each person (including you) brings to the group
- when your reflection describes how each person's strengths can be valuable in working as a team to solve problems or accomplish goals
- when your reflection summarizes the value of diversity in working as a group



#### 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.

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#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about diversity. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. PARTICIPATE in Exercise #1: Human Graph Activity. NOTE how you and other Cadets change or don't change the line you are in with each question.
3. REFLECT on how frequently members of your class changed lines. ANSWER the reflection questions presented by your instructor.

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## GATHER PHASE: So, what else do you need to know or learn?



- \_\_\_\_\_ 1. LISTEN TO and OBSERVE a briefing about the three behaviors that can enhance awareness.
- \_\_\_\_\_ 2. With your team, DISCUSS examples of the three awareness-enhancing behaviors you have found helpful. WRITE your examples in a Tree Map under the column for each behavior. SHARE your findings with others in the class.
- \_\_\_\_\_ 3. PARTICIPATE in a scenario activity with your team. ASSESS how well your team can meet its goal with existing team members. INVITE Cadets from other teams to join your team as needed.
- \_\_\_\_\_ 4. REFLECT on your awareness-enhancing skills. ANSWER the reflection questions presented by your instructor.

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## PROCESS PHASE: Now what can you do with this new information you've learned?



- \_\_\_\_\_ 1. OBSERVE a presentation on Winning Colors® Power Words. DEVELOP a personal ad about yourself using Exercise #2: Personal Ad, PRESENT your ad to others in your team, and ask for feedback. PROVIDE feedback to at least one other Cadet's personal ad. SHOW that you appreciate the diversity through the comments you provide them.
- \_\_\_\_\_ 2. REFLECT on the personal ads you observed. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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## APPLY PHASE: What else can you do with what you've learned today?



- \_\_\_\_\_ 1. BRAINSTORM solutions for a given scenario that requires problem solving, conflict resolution, or goal attainment. CATEGORIZE the solutions by its Winning Color®.
- \_\_\_\_\_ 2. COMPLETE the Appreciating Diversity through Winning Colors® Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_ 3. REVIEW the key words of this lesson.
- \_\_\_\_\_ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

## Exercise #1: Human Graph Activity

**Directions:** Read each sentence stem and the phrases that complete them. Instruct Cadets to move to the color of the line that matches their response to the sentence stem.

1. When I communicate, I am most likely to:
  - Want to be taken seriously and focus on the thinking behind the talk (planner GREEN)
  - Take a bottom-line approach and focus on the results (builder BROWN)
  - Want people to connect with me and be friendly (relater BLUE)
  - Take a light-hearted approach and focus on fun (adventurer RED)
  
2. When there are things to get done, I am most likely to:
  - Be prepared with details and new ways of doing things (planner GREEN)
  - Be duty-conscious and follow rules and directions (builder BROWN)
  - Talk with others and find ways to help out (relater BLUE)
  - Take action (adventurer RED)
  
3. When others communicate with me, I prefer them to:
  - Be creative and express ideas (planner GREEN)
  - Use a strong, short-idea approach and cool the emotions (builder BROWN)
  - Show genuine concern, share feelings, and be honest (relater BLUE)
  - Be concrete and to the point, forget the theory and long explanations (adventurer RED)
  
4. My teacher or supervisor at work could help me stay on track by:
  - Being a good listener or sounding board (planner GREEN)
  - Being on top of things themselves and treating me properly (builder BROWN)
  - Giving me people-centered assignments (relater BLUE)
  - Giving me exciting or challenging tasks with quick turnaround times (adventurer RED)
  
5. When my plans affect others, I'm likely to:
  - Support my ideas in a detailed fashion with in-depth explanations (planner GREEN)
  - Give step-by-step explanations of how the plan will be carried out (builder BROWN)
  - Think about how my plans affect people and how they might react (relater BLUE)
  - Want to get going and explain later, only if necessary (adventurer RED)
  
6. If I'm in a group trying to work together, I really prefer people to:
  - Be logical and appreciate ideas (planner GREEN)
  - Know the hierarchy of command and give it recognition (builder BROWN)
  - Thank each other for contributions and help each other (relater BLUE)
  - Be spontaneous and have a sense of humor (adventurer RED)





*Courtesy of Army JROTC*

U3C1L2

# Appreciating Diversity through Winning Colors®

## Key Words:

Comfort Zone

Natural

Preference

## What You Will Learn to Do

Apply an appreciation of diversity to interpersonal situations

## Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat yourself and others with respect

## Skills and Knowledge You Will Gain Along the Way

- Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters
- Determine factors that impact the behavior of others
- Evaluate factors that impact how others perceive individual behavior
- Select behaviors that promote success in a variety of situations



## Introduction

Understanding yourself is an important aspect of creating a successful and happy life. It is also essential to develop your awareness of others – to become sensitive to the differences and similarities between us all.

## We're All Different

As a young child, you became familiar with behaviors you were exposed to by your parents. These behaviors were influenced by your parents' personalities as well as your own. Because these behaviors became familiar you got "attached" to them. Now, some of them are your own behaviors!

In some cases, you may have attached a positive emotion to certain behaviors just because they were what you knew. Despite having that positive emotion toward those behaviors, some may actually be negative or hurtful behaviors. This principle is crucial to understanding how to



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communicate effectively, and this is the first clue in understanding the makeup of anyone's **comfort zone**.

When you have identified the present strength of the behavioral clusters of yourself or another, you have targeted this comfort zone. Generally people are more at ease if allowed to communicate within their individual comfort zones.

Asking or expecting others to behave outside their comfort zone is as hard on them as believing for yourself that you should be good at something you've never learned. Remember, though, even an old dog can learn new tricks!

## Seek First to Understand

A behavior that is **natural** to you, may not be natural to others. Assuming that a behavior is natural for everyone can lead to unreasonable expectations of others and unnecessary frustration for yourself. Instead, try to keep in mind that others might be approaching things a little differently.

## Awareness-enhancing Behaviors

There are three awareness-enhancing behaviors that help us understand and communicate better with others: introspection, observation, and feedback.

### Introspection

Introspection is self-examination, or the process of looking at ourselves to make sure that we first understand where we are, how we act, and what someone might expect of

us. It is a self-analysis that determines why we behave or act the way we do, and helps us understand what reaction might be expected in different situations. Introspection is an opportunity to look inward instead of always looking outward to other people and their behavior.

## Observation

Observation is the act of taking in information. It provides you with an opportunity to observe someone that is different from you to learn from their verbal and nonverbal behavior. It is an attempt to learn why someone acts the way they do. It is a tool that may be used to develop a better knowledge of others' behaviors.

## Feedback

Feedback involves providing constructive information to someone you have observed from the standpoint of learning more about their behavior. Feedback is done to improve communication. Effective feedback is a process whereby someone can learn how well their verbal and nonverbal behavior is matching their intentions. It can provide information to a person that may be used to continue or change a behavior – the way a person acts. It involves a person giving information and a person receiving the information.

## The Experience, Identify, Analyze, Generalize (EIAG) Process

The EIAG model is a reflection process used after each experience or action, to help you understand what happened and why. It is a process to assist you in understanding other people and their behavior. After you have experienced an event or observed another person's behavior, you identify or describe what happened. You can ask yourself the following questions:

- What did the other person do?
- What did you do?
- How did the other person react?
- How did you react?

The next step is to analyze the experience. Again ask yourself questions about the experience, such as:

- Why did the other person act in that way?
- Why did you act the way you did?
- How have things been going for you?
- What has been going on in your life?

**E**xperience  
**I**dentify  
**A**nalyze  
**G**eneralize

In the final step, you generalize or come up with some general rules or principles that might apply to this situation and similar situations in the future. Again ask yourself some questions to help you develop your future behavior, such as the following:

- What will you do in the future when you encounter another situation like this one?
- What would you do differently if you had to do it over again?
- What advice would you give another person who is about to have a similar experience?
- What can you do to make sure your behavior will go well the next time you have this type of experience?

## Effective Communication

Developing awareness of others can help you become a more effective communicator. By having insight into another's **preferences**, you may be able to adapt your personal communication skills and your behavior in such a way that other people are more likely to hear, understand, and respond in a positive way. This is because you're "speaking their language," and what you say makes sense to them. When you speak out of a completely different behavioral style, you're much more likely to encounter resistance because they do not fully understand what you're trying to say.

## Winning Colors® Power Words

Through years of research, it's been discovered that certain words affect people differently. Through word association discoveries, we know that the mere mention of a particular word produces tension in certain individuals. This is the basis of the lie detector test. When a question is asked, the person becomes emotionally involved and begins to perspire.

Using the Winning Colors® technique, you can learn to use words to bring up behaviors that make others feel comfortable and want to interact with you. Thus, you can learn to interact well with a person considered to be a BUILDER (brown), a RELATOR (blue), a PLANNER (green) or an ADVENTURER (red)! Here's how!

When you speak with a person with PLANNER behaviors, you succeed by using PLANNER power words. The same is true if you want to communicate successfully with those inclined to BUILDER, ADVENTURER, and RELATOR behaviors.

The following is a list of words and phrases for each Winning Colors® behavior cluster. After identifying an individual's natural "cluster," use the list to help you communicate effectively with him or her.

## PLANNER Power Words

- Changing and improving
- Analyzing
- Being my best
- Dreaming
- Caring
- Inner life
- Thinking
- Inventing
- Knowing more
- Exactness
- Planning
- Revolution
- Knowing the future
- Freedom of thought



## BUILDER Power Words

- Always leading people
- Power
- Results
- Responsible
- Duty
- Tradition
- Money
- Be prepared
- I give directions
- Do it my way



- I like to get things done now

#### ADVENTURER Power Words

- Test the limits
- Do it now
- Excitement
- Fast machines
- Fun
- Doing
- Action
- Risk
- Challenge
- Act and perform
- Freedom



#### RELATOR Power Words

- Always liking to be with people
- Hugs are special when I choose
- Friendly
- Giving
- I see everything
- Romantic
- Let's get along with each other
- Wanting people to like me



#### Conclusion

Being aware of what motivates people is worth your time and attention. The information and insight you gain can help you be more effective in all your relationships, and in your communication!

Use the words and techniques in this lesson to assist you in leading and communicating with others after you have identified their comfort zones.

Evaluate whether you need to use words for PLANNERS (green), BUILDERS (brown), RELATORS (blue) or ADVENTURERS (red), and in doing so, enhance your communication with those individuals.

In the next lesson you'll learn about the personal growth planner. It will help you understand why you need goals in your life, and why those goals should be clearly defined so you know how to achieve them!

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## Lesson Check-up



1. How can assuming something about a friend or family member lead to disappointment or frustration?

What differences and similarities do you see in yourself and your best friend? How do those differences and similarities affect your friendship?

Describe how to communicate effectively with an ADVENTURER.

Give an example of how you would use the EIAG model to change your behavior

## Performance Assessment Task

### Unit 3: Foundations for Success

# Appreciating Diversity Through Winning Colors® [U3C1 L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

### Apply an appreciation of diversity to interpersonal situations

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#### Directions

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For this performance assessment task you will document your appreciation of diversity. For this assessment you will:

1. Think about a team or group that you are a member of and identify the strongest Winning Color® of each person in the team. (If you wish, consider the Personal Ads developed by the members of your team earlier in this Learning Plan).
2. Write a reflection about the similarities and differences between the members of your team and the value of diversity to solving problems and accomplishing team goals.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

**RECOMMENDATION:** It is recommended that you add this performance assessment task to your Cadet Portfolio.

## ***Appreciating Diversity Through Winning Colors® Performance Assessment Task Scoring Guide***

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>	
1. Your reflection identifies the strongest Winning Colors® for each person in a group or team that you belong to	met	not met
2. Your reflection summarizes the similarities and differences between the members of the group by their Winning Colors®	met	not met
3. Your reflection identifies at least one strength that each person (including you) brings to the group	met	not met
4. Your reflection describes how each person's strengths can be valuable in working as a team to solve problems or accomplish goals	met	not met
5. Your reflection summarizes the value of diversity in working as a group	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_