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A ‘Meet the Authors’ Special Edition:
Highlighting 4-H Diversity & Inclusion Resources

Presented by: Nia Imani Fields, Ed.D. (Maryland), Bonita Williams, Ph.D. (NIFA), Jennifer Skuza, Ph.D. (Minnesota), Lucinda Miller, Ph.D. (Ohio), Steve Brady (Ohio), Jo Williams (Ohio), Jane Wright (Ohio), Karen L. Pace (Michigan)
Discussion Overview

• Welcome & Purpose
• Highlight National 4-H Diversity & Inclusion Initiatives
• The Importance of Culturally Relevant Curricula
• Meet some of the Authors
• Question/Answer
Purpose

• Learn about National 4-H initiatives and supporting 4-H curriculum that has elements of diversity, inclusion, and cultural relevance.
  • *Topics include citizenship, mentoring, global awareness, and safe environments.*

• Share the new diversity and inclusion curriculum tab on the [4-H Mall](https://www.4-h.org)
Curriculum

4-H curriculum promotes positive youth development through experiential learning. We believe that kids retain more information -- and have more fun -- when they are part of the learning process. All of our curriculum products contain this element of experiential learning.

With over 350 books and educational kits in 60 different categories, there is sure to be something to excite and engage the youth with whom you work! All of the curriculum goes through a rigorous peer review process, ensuring the highest quality of all of our materials.

Want to learn more about 4-H Curriculum? Register for one of our upcoming webinars! View the schedule here.
### Selected National 4-H Headquarters Strategic Direction through 2025

<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Goals</th>
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</thead>
<tbody>
<tr>
<td><strong>The Power of Youth</strong></td>
<td>Youth <em>culture</em> is incorporated into program design and delivery. Engaging all youth in college and career readiness. Share promising practices and extend existing opportunities to more <em>diverse youth</em>. 4-H youth are work-ready and financially literate and prepared for college, career and life.</td>
</tr>
<tr>
<td><strong>Access, Equity and Opportunity</strong></td>
<td>Identify and agree upon national impact data systems and reporting. All 4-H programs are <em>culturally relevant</em>. <em>Increased socio-economic levels</em> of engagement. Develop staff skill sets to reach additional youth. Restructure training to <em>fit needs of target audience</em>.</td>
</tr>
<tr>
<td><strong>Exceptional People, Innovate Practices</strong></td>
<td>A trained professional youth development staff reflecting each state’s population. System develops new strategies about <em>staffing patterns, diversity and training</em>. Mobilize a <em>volunteer</em> workforce that reflects society demographics and volunteer needs. System provides volunteer opportunities that are appealing and <em>relevant</em> to the volunteer and the program. PYD approach embodies <em>inclusivity</em>.</td>
</tr>
</tbody>
</table>
National Initiatives around Diversity & Inclusion

Bonita Williams, National Program Leader Vulnerable Populations

- Vulnerable Populations Work Group
- CYFAR
- ECOP Civil Discourse team
- eXtension Diversity & Inclusion Community of Practice
- NAE4-HA Diversity Taskforce
Effective Organizational Systems

Exceptional People
Innovative Practices

Access, Equity and Opportunity

Extraordinary Opportunities to Learn

POWER OF YOUTH
AEO DEFINED

• **Access** typically refers to ways in which institutions, programs, and policies ensure that youth have equal and equitable opportunities to take full advantage of all experiences.

• **Equity** refers to the principle of *fairness*. While it is often used interchangeably with the related principle of *equality*, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equality.

• **Opportunity** upholds the idea that all within an organizational entity should be entitled to, made aware of, and have access to all of the organization’s experiences of development at every stage of engagement in the organization.
Access, Equity and Opportunity

OUTCOMES AND NATIONAL STRATEGIES

Access to 4-H programs is systematically valued and implemented.

- 4-H defines and prioritizes access and opportunity.

All youth, families and communities have opportunities to be involved in high-quality 4-H programs.

- 4-H generates resources to reach diverse audiences.
- All programs use culturally relevant pedagogy and promote intercultural understanding, learning and respect.
- 4-H engages youth from all socio-economic levels.

4-H volunteers and staff are skilled, knowledgeable and prepared to work with all members of their community.

- Staff and volunteers access tools, curricula and competency-based training on inclusion.
- Broad audiences are reached with 4-H positive youth development training and information.
- Staff and volunteers have the skill sets to reach youth representing all parts of the community.
- Youth development training fits the needs of the target audience.
- Volunteers, teens and the community collaborate to determine needs and to develop new approaches to creating access.
NIFA’s STRATEGIC PLAN

OBJECTIVE 1.1:
• Ensure that civil rights requirements and consideration are an integral part of all of NIFA’s programs and operations.

OBJECTIVE 2.1:
• Facilitate access to NIFA’s programs

• Acknowledged in NIFA’s mission is the need to benefit people, communities, and the Nation through cooperative work with its university partners and customers to advance research, extension, higher education in the food and agricultural science and related environmental and human sciences.
Culturally relevant pedagogy

“...a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes” (Ladson-Billings, 1994 pp.17-18).
8 Principles of Cultural Relevant Pedagogy

1. Communication of high expectations *
2. Active teaching methods-youth engagement *
3. Practitioner as facilitator *
4. Inclusion of culturally and linguistically diverse students
5. Cultural sensitivity: gain knowledge of the cultures represented in your group
6. Reshaping the curriculum to reflect diverse youth
7. Youth controlled discourse *
8. Small group instruction *
   (Ladson-Billings, 1994)
Importance of Culturally Relevant Curriculum

• Seeks to impart knowledge and skills from a culturally relevant pedagogy framework

• Use curriculum as a guide, be flexible, adapt it to diverse youth with their input

• One size does not fit all

• One example: The 4-H Latino Youth Outreach: Best Practices Toolkit
  • A guide to help 4-H professionals become active catalysts and change agents for engaging Latino youth in 4-H high-quality positive youth development programs.
  • Provides researched approaches, templates, checklists, and examples of best practices to help field staff develop a wide variety of strategies for successfully engaging Latino youth and their families in 4-H.
The 4-H Latino Youth Outreach: Best Practices Toolkit
Meet the Authors...

WeConnect: A Global Youth Citizenship Curriculum
Jennifer Skuza & Jessica Russo- Minnesota
Middle School Aged Youth

“Middle schoolers are a perfect blend of child and adult. They can understand nuance and sarcasm, and still love to play tag.”

– Mark Russo, middle school teacher
Curriculum Framework

• Foundations
• 20 Lessons
  • Exploring
  • Stretching
  • Challenging
  • Connecting
• Evaluation
Global Citizenship Skill Set

Think
Communicate
Self
Action
think global
act local
“There just doesn’t appear to be room for neutrality on this issue – you are either actively working to help children develop a positive self-concept or, by default, you are sacrificing them to the media- and society-driven expectations.”

Brené Brown
Be SAFE Initiative Goals

- Promote social and emotional learning and development
- Address and reduce bullying
- Prevent bullying behaviors by tapping the wisdom and assets of youth and adults
- Develop positive relationships with peers and adults
Initiative Components

- **Be SAFE: Safe, Affirming and Fair Environments** curriculum
- Educational opportunities for professional staff and volunteers
- Resources and educational workshops for parents and caregivers
- On-line resources

http://msue.anr.msu.edu/program/info/be_safe
Be SAFE
Safe, Affirming & Fair Environments
Target Audiences & Settings for Core Curriculum

Primary:
- Kids ages 11-14 involved in **nonformal educational settings** (4-H, Boys and Girls Clubs, Campfire USA, Y’s, afterschool programs, etc.)
- Staff, volunteers, teen leaders who work with youth in these settings

Secondary:
- Middle school students in grades 6, 7, 8 in **school settings**
- School staff / older students
Exploring Connections to Human Differences

Talk about differences and engage in discussions about stereotypes, prejudice and discrimination with young people.

Don’t confuse bullying with harassment based on human differences. Name sexual, racial and other forms of harassment.
Core Curriculum Focus Areas

- Creating a SAFE Space
- Exploring Bullying
- Addressing Cyberbullying and Cyber Safety
- Understanding Differences
- Nurturing Our Emotional Intelligence
- Developing Our Social Intelligence
- Moving From Bystanders to Allies
- Keeping Ourselves Safe
- Becoming Critical Consumers of Media
- Reflecting on Our Be SAFE Experiences

Be SAFE Activities

- Essential
- Going Deeper
- Extending Our Learning
Be SAFE Impact Evaluation

Youth report positive changes in attitudes and knowledge related to:

• Ways to deal with stressful situations like bullying
• Qualities of healthy relationships
• Outcomes of cyberbullying
• Ways that stereotypes can affect how people treat one another

Feedback from adults:

• Be SAFE has affected bullying issues in our group by bringing more awareness to the issue. It has opened our students’ minds to different ways they can help.
• As a result of [Be SAFE], our adults are more open to understanding young people, and the youth seem to better recognize how much concern and care the adults have for their safety.
Available at: www.4-hmall.org
-Listed under “Food & Healthy Living”
-Search “Be Safe”
Be SAFE
Safe, Affirming & Fair Environments

Janet Olsen – olsenj@msu.edu
Karen Pace – pace1@msu.edu

Michigan State University Extension
Health and Nutrition Programs
Social and Emotional Health and Well-Being
Meet the Authors . . .

Diversity: The Source of Our Strength

In this member-directed project, youth explore the many forms diversity takes in our daily lives.

Nine activities based on the experiential learning model encourage them to see life from various perspectives and to have fun learning about new situations and people.

A final capstone project of their own design showcases what they have learned.

Stephen Brady, Extension Educator

Dr. Lucinda Miller, Extension Specialist

Jo Williams, Extension Educator
Features

- Target audience: teens with leadership experience
- 40 full-color pages
- Notes to the Project Helper
- Member Project Guide keeps track of progress, extended learning, leadership/citizenship activities, and project review
- Crosswalk to educational standards from the National Alliance for Secondary Education and Transition

Summary of Learning Outcomes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Project Skill</th>
<th>Life Skill</th>
<th>Educational Standard</th>
<th>Success Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developing Diversity</td>
<td>Critical thinking</td>
<td>Resolving conflicts</td>
<td>Standard 3.2: Youth demonstrate understanding, and knowledge of the culture and beliefs, values, and experiences of various groups of people</td>
<td>Understand meaning of diversity</td>
</tr>
<tr>
<td>2. Connecting with Others</td>
<td>Critical thinking</td>
<td>Resolving conflicts</td>
<td>Standard 3.2: Youth demonstrate understanding, and knowledge of the culture and beliefs, values, and experiences of various groups of people</td>
<td>Understand meaning of diversity</td>
</tr>
<tr>
<td>3. Building a Solid Foundation</td>
<td>Critical thinking</td>
<td>Resolving conflicts</td>
<td>Standard 3.2: Youth demonstrate understanding, and knowledge of the culture and beliefs, values, and experiences of various groups of people</td>
<td>Understand meaning of diversity</td>
</tr>
<tr>
<td>4. Understanding Diversity in Our World</td>
<td>Critical thinking</td>
<td>Resolving conflicts</td>
<td>Standard 3.2: Youth demonstrate understanding, and knowledge of the culture and beliefs, values, and experiences of various groups of people</td>
<td>Understand meaning of diversity</td>
</tr>
<tr>
<td>5. Promoting Social Justice</td>
<td>Critical thinking</td>
<td>Resolving conflicts</td>
<td>Standard 3.2: Youth demonstrate understanding, and knowledge of the culture and beliefs, values, and experiences of various groups of people</td>
<td>Understand meaning of diversity</td>
</tr>
<tr>
<td>6. Understanding Religious Diversity</td>
<td>Critical thinking</td>
<td>Resolving conflicts</td>
<td>Standard 3.2: Youth demonstrate understanding, and knowledge of the culture and beliefs, values, and experiences of various groups of people</td>
<td>Understand meaning of diversity</td>
</tr>
<tr>
<td>7. The Right to Be Who You Are</td>
<td>Critical thinking</td>
<td>Resolving conflicts</td>
<td>Standard 3.2: Youth demonstrate understanding, and knowledge of the culture and beliefs, values, and experiences of various groups of people</td>
<td>Understand meaning of diversity</td>
</tr>
<tr>
<td>8. Cross-Project</td>
<td>Critical thinking</td>
<td>Resolving conflicts</td>
<td>Standard 3.2: Youth demonstrate understanding, and knowledge of the culture and beliefs, values, and experiences of various groups of people</td>
<td>Understand meaning of diversity</td>
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</table>
Activities

1. Defining Diversity
2. Looking Inward
3. Connecting with Others
4. Appreciating Different Abilities
5. Exploring Diversity in Our Food
6. Understanding Religious Diversity
7. Knowing Everyone’s Rights
8. Capstone Project

Activity 1: Defining Diversity
Diversity is a word you hear often—"we need more diversity in the workforce," or "we live in a diverse community." But what does this all really mean?

What to Do
What does it mean to you? Write your own definition of diversity in the space below. You may want to do some research online or in a dictionary to help you form your thought. But the definition should be your own—no one else’s.

Learning Outcomes
- Recognize diversity
- Understand the importance of diversity

Additional Resources
- Sharing Diversity: 3.2.3.7 National Framework for Diversity and Inclusion in Australian Higher Education Institutions
- Celebrate Diversity: Celebrating Diversity

More Challenges
- How did you form your definition of diversity?

Talking It Over
SHARE
- How did you form your definition of diversity?

Background
- Background information about diversity and its importance in society.

Resources
- Additional resources and links to further explore diversity.
Activities

1. Defining Diversity
2. Looking Inward
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Activity 8: Capstone Project

The 4-H National Headquarters offers a fact sheet called “Inclusive & Diverse Learning Experiences” stating that learning experiences including diversity lead to being better equipped to function effectively and creatively in a rapidly changing and globally networked world.” Diversity is acknowledging, understanding, accepting, valuing, and celebrating differences among people with respect to age, race, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practices, and public assistance status. Appreciating and valuing diversity is an attitude of openness.

What to Do

This Capstone Project is an opportunity to both apply and further develop what you have learned about diversity. It is a way to capture the overall essence of what diversity means to you—in 4-H or in life.

As you plan your project, keep in mind that it should enhance your personal development and benefit your community. The project should be designed as a pragmatic way to address the issues of diversity.

Your Capstone Project can take the form of the following suggestions or you can plan your own:

- Blog/website—Use this online platform to highlight a specific issue related to diversity. Encourage friends and family members to view and comment.
- Video production—Be creative with a video production that you could later post to YouTube and share with friends, family, and 4-H members.
- Photo essay—Create a collection of photos that tell a story, highlighting an issue, or draw awareness to a problem. Ask if you can display your work in a local library, coffee shop, school, church, or country fair.
- Essay or poem—Use language to express your thoughts on the topic of diversity. Share your essay or poem at a local open mic night, enter it in a contest, or share it with your 4-H club members.

Pointing or art installation—Create an artistic product that captures the essence of diversity. Ask to have it displayed in a local venue.

Fundraising event—Choose an issue related to diversity and raise funds to support this cause.

Service project—Identify a need in your community related to diversity. Develop and carry out a service project that will help make a difference.

Once you have an idea that appeals to you, use the outline below to plan your project. Use a separate notebook or attach your plans to pages 37 and 38.

1. Project description—Provide a general overview of the project or problem you wish to address.
2. Significance of the problem—Clearly state why the problem or issue you intend to address is important. Briefly state the objectives of your project.
3. Proposed plan—Describe how you will be working with the data you will use, the buy-in you will solicit, the review process for your project, and any other elements you wish.
4. Expected project outcomes—Describe the result you are trying to achieve. How will you measure progress?
5. Timeline—Make a timeline for yourself to guide (and push!) your project along.
6. Final product—Create a separate binder showing all the phases of your project.

“Whatever color we come in comparison to what unites us.”

—Edward Kennedy (1932-2009), U.S. Senator
Questions????

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Jane Wright, wright.646@osu.edu
Upcoming Webinars

4-H Curriculum Webinars

Throughout the start of 2017, we will be hosting 45 minute overview webinars on new and popular 4-H curriculum materials. The sessions will include a 30 minute overview by the authors and 15 minutes of Q&A. Dive into activities included in the curriculum and ask questions about implementation in various settings. We hope to “see” you there.

- Marshall Mentoring Program
  - Wednesday, January 25, 2017 - 12pm EST
  - Presenters: Amanda Weese and Alison Crapand, University of Delaware. Cymbi Villenbroek and Charlotte Nations, Marshall Movement; Gina Martin, Girls in the Know
  - Learning Level: Grades 4-6
  - Format: 1 Mentor Handbook & 1 Youth Notebook
  - Description: The Marshall Mentor Program helps youth understand the importance of empathy, strength, courage, perseverance, kindness, and forgiveness, and challenges them to put these tools into action. The program utilizes high school team mentors to deliver Marshall the Miranda Dog’s cornucopia messages. By supporting their younger peers, the mentors are developing as future leaders in their communities.

- 4-H Family Handbook
  - Wednesday, January 25, 2017 - 2pm EST
  - Presenter: Madonna Weese, University of Illinois
  - Learning Level: Grades 9-12
  - Format: 1 Family Guide
  - Description: The 4-H Family Handbook introduces new 4-H members and their families to opportunities that 4-H offers, such as projects, activities, and competitions. The handbook provides information on joining 4-H, explains experiential learning, and promotes positive youth development. It also provides a roadmap to help youth and families learn the variety of opportunities that are available from Cloverbuds (ages 5-8) to leadership experiences.

- Cooking 101
  - Wednesday, February 1, 2017 - 12pm EST
  - Presenter: Madonna Weese, University of Illinois
  - Learning Level: Grades 3-12 (Beginner through Advanced)

http://www.4-hmall.org/webinars.aspx
The curriculum discussed today is available at the 4-H Mall...

- WeConnect: [http://www.4-hmall.org/Product/diversity-inclusion/weconnect-a-global-facilitator-guide/01501F.aspx](http://www.4-hmall.org/Product/diversity-inclusion/weconnect-a-global-facilitator-guide/01501F.aspx)

- Be Safe: Safe, Affirming & Fair Environments: [http://www.4-hmall.org/Product/diversity-inclusion/be-safe-safe-affirming-fair-environments/BeSAFE.aspx](http://www.4-hmall.org/Product/diversity-inclusion/be-safe-safe-affirming-fair-environments/BeSAFE.aspx)

- Diversity: The Source of Our Strength: [http://www.4-hmall.org/Product/diversity-inclusion/Diversity-The-Source-of-Our-Strength.aspx](http://www.4-hmall.org/Product/diversity-inclusion/Diversity-The-Source-of-Our-Strength.aspx)