Understanding Diversity to Design Programs

Unit 1

A six-part curriculum designed to assist Extension professionals in planning and implementing more effective programs to reach diverse audiences
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Understanding Diversity to Design Programs

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Unit 1
Understanding Diversity to Design Programs
An Overview

There has been a dramatic increase in ethnic and racial minority populations in the United States in recent decades. Data from the most recent Census (2000) demonstrates the distinctive shift in demographics that is rapidly occurring in this country. With changing demographics come new challenges in educating those new and emerging audiences. Extension educators are increasingly providing programs in multicultural environments where participants have varying ethnicities, values, cultures, norms, and languages. These differences can serve as barriers to effective program outreach and implementation if attempts are not made to ensure that the traditions, values, and beliefs of people different from the dominant majority are addressed and included in programming (Jackson, 1995). One such barrier occurs when professionals with limited cultural experiences adopt cultural “tunnel vision”; and in some cases, may intentionally or unintentionally, transmit their values, beliefs, and norms to their program participants (Corey & Corey, 2003). Multicultural education approaches teaching and learning from a cultural pluralistic approach based on democratic values and beliefs (Bennett, 1995). It seeks to address issues of prejudice and discrimination while moving toward equity in a culturally diverse society. The focus of a multicultural approach to education is to examine and understand the cultural perspectives of diverse groups rather than classify individuals based on group membership. Multicultural training enhances knowledge of ethnic groups, and infuses differing perspectives into educational curricula.

Multiculturalism addresses a commitment to increasing knowledge and awareness of human diversity in order to promote more respectful interactions and connections (D’Andrea & Daniels, 1995). The perspective from which each person individually and uniquely views the world is not the perspective that all people possess; therefore it is imperative that individual who works with diverse audiences are aware of their own cultural limitations, demonstrate openness to cultural differences, and acknowledge cultural integrity (Fong, 2001). It is important to make a commitment to lifelong learning and to take the steps necessary to continually upgrade your knowledge and skills to better serve diverse client populations (Corey & Corey, 2003).
Unit 1 begins this journey of learning about diversity. This opening unit (Unit 1) provides an overview of diversity and the increasingly important role that diversity plays in Extension programming. More specifically, using a model for understanding diversity and hands-on activities, Lesson 1 provides an introduction to the complex issue of diversity. The lesson begins by defining diversity as a whole and continues with a specific examination of the characteristics and traits that make us diverse.

Lesson 2 provides a look at programming considerations that Extension must make when trying to design and implement programs for ethnically and culturally diverse, as well as multi-need, audiences. In a survey conducted by CYFERNet, Extension professionals stated that they need to be more comfortable with programming with/for diverse audiences. The first step toward becoming more comfortable in accepting diversity is to respect it. Respecting diversity implies a commitment to acquiring the knowledge, skills and personal awareness that are essential to working effectively with a wide variety of clientele groups. If professionals/educators fail to integrate these diversity factors into their program design, they are infringing on the client’s cultural autonomy, which will reduce the chance of establishing an effective program to serve those audiences.
Unit 1: Understanding Diversity to Design Programs

Facilitator’s Guide to Lesson 1

Lesson Title: What is Diversity and Why Is It Important?

Goal: To create a better understanding of diversity.

Objectives: At the conclusion of this lesson participants will be able to:

- Discuss the different dimensions of diversity
- Understand why multicultural training is imperative in working with diverse audiences; and
- Describe the changing racial and ethnic demographics of our nation.

Materials Needed
Flip Chart
Markers
One copy of each of the following Attachments for each participant: A) Group Identification Categories, B) Dimensions of Diversity, C) Diversity Bingo Card

Time Needed: Approximately 1 1/2 hours

Background
Our nation has seen unprecedented growth in traditionally minority populations over the past ten years. Sociologists predict that by 2050, the Caucasian population will be the minority in the U.S. This demographic shift has direct implications for Extension programs. Given that the land-grant university mission is to bring educational opportunities to the masses, there is a great need for Extension professionals to understand the issues salient to working with a population filled with ethnic diversity. Understanding diversity is more important in Extension programming than ever before. “If Extension is to become truly multicultural, we must address some current realities of the system that present challenges to the environment we seek to develop” (McCray, 2002, p.2).
Facilitating the Lesson

1. Welcome the group and introduce yourself and the session. Describe how the lesson will be carried out (interactively), and share the objectives. Then, ask participants to introduce themselves by stating their names and some other information of interest (e.g., their organization, the type of program they work with, etc.). If you have taught this group before, you can alter the introduction to be more appropriate.

2. After the welcome and/or introductions, begin the lesson with the interest approach. Instructions are provided. Please read the content and instructions prior to the training so that you will be familiar with how to carry out the activity.

3. There is information on each topic below, as well as questions that you can pose to the participants as you move through the lesson. These questions will serve to stimulate discussion and even more interaction. “Address the Class” sections focus your attention on important points that should be made. “Facilitator Notes” throughout the curriculum provide important instructions or additional strategies for enhancing the lesson. There are also attachments/handouts included that you will need to distribute per the instructions. Use the PowerPoint transparencies to guide you through each topic within the lesson.

4. Once you have covered all of the topics for this lesson, carry out the application exercise. Instructions are included. Again, please read the content and instructions prior to the training so that you will be familiar with how to carry out the activity.

5. If time permits, you can close the lesson with a summary of the major points.

6. Thank participants for their time and for sharing and working together. If you are continuing on with another unit on a different day, you should reiterate the important details of the next training and encourage them to participate.
Lesson 1

Interest Approach

Tell the class: Understanding the personal and social characteristics of ourselves and of other groups of peoples assists us in being able to relate to and work with others, yet we often have a difficult time identifying and understanding aspects of culture that are difficult from our own.

Exercise: Breaking the Diversity Iceberg

The facilitator should sketch a simple picture of an iceberg on a flip chart. Have this sketched before class. See Figure 1.

Facilitator Note: Do not tell the audience what the sketch represents until the end of the exercise. The facilitator should ask participants to name different characteristics that make people diverse, or different from one another. Participants will name characteristics in two categories: things you can see, and things you cannot see. As participants brainstorm and share characteristics, the facilitator should write the things that we can see (e.g., race, hair color, size etc.) above the horizontal line. Things that we cannot see (e.g., religion, sexual orientation, beliefs etc.) should be written below the horizontal line. If there are characteristics that participants miss, then the facilitator should mention those.

Facilitator Note: An alternative exercise would be to have each person brainstorm, and then share individual responses with the group as the facilitator writes them on the flip chart.

Distribute the Cultural Group Identification Categories Handout (Attachment 1.1) and have the participants identify characteristics about themselves that you can see or cannot see. Allow them to use the handout to assist them in the identification of the various groups that they belong to, as well as the personal attributes that they possess.

Reflection

After the brainstorming stops, the facilitator can explain the drawing. The sketch represents an iceberg. The horizontal line is the water. All of the characteristics that are above the line are things that we can tell just from looking at a person, like the top of an iceberg that is visible
above the water. Things that are below the line are things that we cannot see, like the submerged bottom of an iceberg. Since there are many characteristics that we do not see, this means that we must interact and effectively communicate with individuals to get to know them, by going “beneath the surface.” Encourage the participants to examine their own “iceberg.” Is the tip of the iceberg an adequate demonstration of himself or herself as an individual, or do the traits and characteristics beneath the surface truly assist in defining them as individuals? How does it affect them when their interactions with others are based solely on the visible aspects of their culture? It is likely that these answers will be answered differently by different participants. Discuss here the impact of racism and preconceived notions about groups may have on the way that people are treated in the society.

**Facilitator Note:** If there is time, you can continue this discussion by asking the following questions.

1. Think about how you describe people. Which of the two categories of characteristics do you use most? Why?
2. When you look at your social interactions outside of work, what characteristics do the majority of your associates have? Why do you think this is true?
3. Were there any characteristics mentioned that you had not considered? Which ones?

**Topic 1: Defining Diversity**

**Address the class:** The definition of diversity is as varied as the many diverse characteristics of people. For the purpose of this curriculum, we will use the definition from Guion (1999, p.1): “Diversity is a mosaic of people who bring a variety of ethnic and cultural backgrounds, styles, perspectives, values and beliefs as assets to the groups and organizations with which they interact.”

**Facilitator Note:** Discuss the definition with the group. This definition encompasses a focus on ethnicity and culture of a given group of people. It also focuses on diversity as an asset. Interaction is also a key part of this definition.
Next, discuss the different types of diversity. It is important to distinguish between the primary and secondary dimensions of diversity. Primary dimensions are the following: age, ethnicity, gender, physical abilities/qualities, race and sexual orientation. These issues are salient because they cannot change. Secondary dimensions of diversity are those that can be changed. They include, but are not limited to: educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, and work experiences.

Distribute the Dimensions of Diversity Handout (Attachment 1.2). Discuss primary and secondary dimensions.

Address the class: Discuss the fact that this curriculum will focus on ethnic diversity. Discuss the reasoning for this, using the PowerPoint overheads and discussion in the Introduction to the curriculum.

**Topic 2: Changing Demographics**

Address the class: The 2000 Census confirmed what many suspected for years: that minority groups are rapidly increasing in the U.S. America is more ethnically, linguistically and culturally diverse than ever before (Fix, 2001). This is due to four main factors: 1) large scale immigration (legal and illegal), 2) globalization of goods, services and finances, 3) current immigration policy that emphasizes family unification, and 4) the fact that the 2000 Census allowed people to mark more than one race for the first time in history (Riche, 2000). Consider these statistics:

The Latino population increased by more than 60% over the last decade. According to the U.S. Census Bureau, Latino people, defined as those who have Spanish-speaking ancestry but may belong to any race, including White and Black, account for 13% of the U.S. population, or 35.3 million people. This growth means that the Latino population is now larger than the African-American population. This had not been originally predicted to occur until 2010.

According to the U.S. census, thirteen percent of Americans, or a total of 34.7 million people, identify themselves as African American or Black.
Asian Indians are the fastest-growing segment among all Asian groups in the United States. This group now totals nearly 2 million people, according to the U.S. Census Bureau.

About one in five Americans (17.9% of the population) over age five spoke a foreign language at home in 2000.

Native Americans comprised 0.9% of the U.S. population in 2000.

Foreign-born immigration is approaching levels that have not been realized since the years 1900-1910. The U.S. Immigration and Naturalization Service reports that eleven percent of the total U.S. population is foreign-born. In the last two decades, 14.9 million foreign-born immigrants have been admitted to the U.S.

People are recognizing their multi-ethnicity. In the 2000 Census, nearly 7 million people (2.4% of the entire population) identified with more than one race.

Immigrants are settling throughout the country. According to Fix, Zimmerman and Passel (2001), immigrant settlement into nontraditional states was double the pace of that in the six contemporary traditional immigrant states (California, New York, Florida, Texas, Illinois and New Jersey).

Ethnic groups are moving into the suburbs. The 2000 Census reveals that in the last decade, the suburbs have become more ethnically diverse. Non-whites residing in the suburbs increased from 19% (1990) to 27% (2000) across all suburban areas (Fix, Zimmerman and Passel, 2001).

**Facilitator Note:** Have the participants identify how they fit into the changing demographics that have been discussed. Do they see themselves better represented among this change, or do they see that the group to which they belong has become less homogenous? Ask the class to discuss their feelings on the changing demographics that you shared. Then, ask the participants to share any changes they are seeing in their communities. You can ask the following questions:

1. Have you noticed a change in the demographics of the county/community where you work/live?
2. What changes in demographics have you noticed?
3. How is your organization responding to this change in demographics?
4. Is this organizational response adequate? If not, what else can be done?

End the exercise by addressing the necessity to improve levels of understanding of varying groups, and also the tendency of people who belong to a majority group to believe that the individuals in a minority group should change to reflect the cultural norms of the majority. Allow participants to critically examine, personally or within a group, their own beliefs regarding the degree to which they are comfortable changing their cultural beliefs, and they degree to which they expect others to change their cultural beliefs. Reflect back on the some changing demographics that were shared earlier.

**Topic 3: Diversity within Diverse Audiences**

There is significant diversity among the diverse groups that we are focused on in this curriculum (African Americans, Asian Americans, Hispanic/Latino Americans, and Native Americans). While there are common cultural threads (discussed in Unit 2) within ethnic groups, there are also very distinct values, norms and practices among and within those ethnic groups. Consider these facts:

- **African American/Black** is a term that encompasses recent African immigrants as well as the descendants of contiguous Africa, both in mainland U.S. and from the U.S. Caribbean territories.
- **The term Asian American** refers to Americans who trace their origins to any of the original peoples of the Far East, Southeast Asian, or Indian subcontinents. It includes people with ancestral ties to India, China, Philippines, Korea, Japan, Thailand, Vietnam, Pakistan, Malaysia, Cambodia, Indonesia, etc.
- **There are at least 14 distinct groups** that make up the Hispanic/Latino American population, whose members trace their lineage to at least three continents: North America (Mexico and the Caribbean), South America and Central America.
- **There are close to five hundred** federally recognized Native American tribes.
Unit 3 will discuss other factors that create diversity among individuals within a certain ethnic group, such as level of education, income/social status, and level of ethnic identification.

To reemphasize the point that there is diversity among groups that may seem homogenous on the surface, discuss the fact that there is a lot of diversity in this very classroom. Discuss how the next exercise will shed light on the amount of diversity in this classroom.

Application

*Exercise - Diversity Bingo*

**Facilitator Instructions:** Diversity Bingo is a fun and nonthreatening way for participants to begin understanding the many facets of diversity. Each participant receives a Diversity Bingo Card (Attachment 1.3). The goal is to let participants interact with each other by collecting the signatures of people who fit the descriptions in the boxes. Each box has different characteristics. Only one signature or set of initials per box is required. Participants should try to complete a vertical, diagonal or horizontal line (five signed boxes in a line). The first player to achieve this goal shouts “Bingo!” and is the winner. Depending upon the comfort level of your participants, you may want to use color-coded dots instead of signatures/initials. Simply distribute 5 to 10 dots (depending on the size of the group) to each person. Smaller groups will require that each person have more dots. The participants should then place a dot on the square that corresponds to an attribute that they have, rather than using their signature/initials.

*Note: A longer variation of this game is to let everyone complete his or her bingo card with signatures.*
**Reflection**

*Address the class:* Diversity Bingo identifies the ways that we value diversity in programming. BINGO is an acronym which can stand for:

**B** – Be aware. Broaden your general knowledge of ethnic groups and cultures.

**I** – Incude others. Have a variety of people involved in your programs from all groups and activities.

**N** – Never assume! Ask questions. Listen carefully. Check for understanding. Verify information.

**G** – Give respect. Treat all people fairly, honestly, and with positive regard.

**O** – Openly communicate. Share information, expectations, and unwritten rules with everyone.

**Facilitator Note:** Ask the participants to share what the exercise meant to them as you discuss what each letter in the word BINGO means.

**Discussion Questions**

**Facilitator Note:** If time permits, you can have the participants write down their responses to the following questions, then have an open discussion. You could also ask participants to trade their papers with a partner as an alternative to the open discussion format. You will need to watch for nonverbal cues from the group to assess their comfort level with the open format.

1. How did it feel when you found individuals with similar backgrounds? Why do you think you felt that particular way?
2. How did you determine which individual to ask about a certain attribute?
3. Were there any topics that you felt uncomfortable discussing? Why or why not?
4. Did you observe people who seemed to engage in more conversation after they obtained signatures? Why do you think this occurred?
5. What did this exercise help you to better understand?
Unit Title: Understanding Diversity to Design Programs

Facilitator’s Guide to Lesson 2

Lesson Title: Programming Considerations for Ethnically Diverse and At-Risk Audiences

Goal: To create a better sense of the complexity of diversity and its importance for Extension.

Objectives: This learner-centered lesson will provide the information necessary for participants to:

- Identify stereotypes associated with multi-cultural and at-risk audiences;
- Understand ways to avoid personal bias in interactions with other races and cultures; and
- Learn about diversity considerations for Extension and CYFAR Programming.

Materials Needed

Flip Chart
Black Markers
Multi-colored Jelly Beans
One small zip-lock bag for each participant
Five zip-lock bags for each group of 5 to 6 participants
White 1" x 2.83" Address Labels
Copy of the Attachment

Time Needed: Approximately 1 1/2 hours

Background

Because of our nation’s demographic changes, the need for increased programming efforts to reach all audiences is an important issue for Extension and CYFAR professionals (Schauber & Castania, 2001). Being comfortable with programming for nontraditional audiences will be critical to the future of Extension. The first step in becoming more comfortable in accepting diversity is to respect it. Respecting diversity implies a commitment to acquiring the knowledge, skills and personal awareness that are essential to working effectively with a wide variety of
clientele groups. If professionals/educators fail to integrate these diversity factors into their program design, they are infringing on the client’s cultural autonomy, which will reduce the chance of establishing an effective program to serve those audiences.

**Facilitating the Lesson**

1. Welcome the group and introduce yourself and the session. Describe how the lesson will be carried out (interactively), and share the objectives. Then, ask participants to introduce themselves by stating their names and some other information of interest (e.g., their organization, the type of program they work with, etc.). If you have taught this group before, you can alter the introduction to be more appropriate.

2. After the welcome and/or introductions, begin the lesson with the interest approach. Instructions are provided. Please read the content and instructions prior to the training so that you will be familiar with how to carry out the activity.

3. There is information on each topic below, as well as questions that you can pose to the participants as you move through the lesson. These questions will serve to stimulate discussion and even more interaction. “Address the Class” sections focus your attention on important points that should be made. “Facilitator Notes” throughout the curriculum provide important instructions or additional strategies for enhancing the lesson. There are also attachments/handouts included that you will need to distribute per the instructions. Use the PowerPoint transparencies to guide you through the each topic within the lesson.

4. Once you have covered all of the topics for this lesson, carry out the application exercise. Instructions are included. Again, please read the content and instructions prior to the training so that you will be familiar with how to carry out the activity.

5. If time permits, you can close the lesson with a summary of the major points.

6. Thank participants for their time and for sharing and working together. If you are continuing on with another unit on a different day, you should reiterate the important details of the next training and encourage them to participate.
Lesson 2
Interest Approach

*Address the class:* Thoughts about the unknown are based on perceptions. Perceptions are influenced by past experiences, beliefs, values, and environment. This exercise will help give participants an interesting view of their current environment and the people who make up that environment. This exercise is challenging because it requires you to critically examine the types of people that you surround yourself with. Very often, we feel most comfortable with people that look like us, because we believe that we can better relate to them. Consciously or unconsciously, we make relationships with others based on our initial perceptions of our compatibility with them, and often rule out relationships with certain people based on their appearance. This exercise will assist us in visually understanding some of the primary relationships in our lives. If we truly desire to expand our services to reach diverse audiences, we must assess the degree to which we explore diverse relationships in our personal lives.

**Exercise: Life is a Jelly Bean**

**Facilitator Note:** This exercise will take some advance preparation time in order to be effective and save time. You should determine the number of groups beforehand, placing 5 to 6 participants in each group. The facilitator should also decide in advance what color jellybean they would like to represent different ethnic groups. For example, black jellybeans can represent African Americans, brown jellybeans can represent Hispanic/Latino people, red jellybeans can represent Native Americans, and pink jellybeans can represent Caucasians. Include a color for “other” to capture any races that you do not include. Facilitators may include as many ethnic groups as they like, but there should always be representation for the main racial groups within the particular geographic area.

Put 20-30 jellybeans of the same color in separate zip-lock bags. When you finish, there should be 4 to 5 bags of each color of jellybean. Label each color bag with the ethnic group that it is supposed to represent. Give each group a set of jellybean bags with all the races represented.
Give each participant an empty zip-lock bag. Explain that the facilitator will ask questions. For each question, each participant should choose a jellybean based on the race of the person being referenced in the question.

**The facilitator should ask the following questions:**

Who is your significant other?
Who is your hair stylist or barber?
Who is your boss?
Who is your best friend?
Who are the majority of people at your place of worship?
Who is the last person that you hired (if applicable)?
Who is the last person with whom you had lunch?
Who is your neighbor (at home) to the left?
Who was the author of the last book that you read?
Who was the artist of the last piece of art that you purchased?

**Reflection**

*Address the class:* The first step toward understanding different cultures is interacting with different cultures. The colors of the jellybeans will help participants to take a realistic view of the individuals who shape their worldview. Ask for volunteers to share their insights into the exercise and how their bags look, encourage participants to reflect on why their bags look as they do, and what would have to happen for the make-up of their bags to change. (This is likely to challenge participants to examine stereotypes they hold about various types of people—they may not want to share aloud). Therefore, the later part of the exercise can be introspective. Ask for volunteers to share ideas as to how they can begin to interact more with different ethnic groups and/or culturally diverse individuals.
Topic 1: Understanding Multicultural & Socioeconomic Stereotypes

Address the class: “Preconceptions and stereotypes function as negative lenses through which people perceive others who look, think or behave differently” (Hogan-Garcia, 2003, p.52). Stereotypes and preconceived ideas can be major barriers to working with multicultural and/or socio-economically disadvantaged audiences. Understanding and communicating with diverse audiences is a learned skill or habit. A habit is the point where desire, knowledge, and skill meet (Covey, 1989). Desire, knowledge, and skill are essential to removing the bias that can cloud judgment. Through participation in this curriculum, your desire to design and/or implement multi-cultural programs is illuminated; however continual attendance to this issue is necessary. The next issue is increasing knowledge and skills, a process that is also known as improving cultural competence (discussed in Unit 2).

There are several ways to increase the knowledge and skills necessary to confront stereotypical thinking. The first way is to be an active learner. While training is important, do not assume that simply attending a diversity/cultural awareness training seminar or reading a book/curriculum will provide you with all the knowledge that you will need. Active learning involves actual lifestyle changes. Remember the jellybean exercise? How do your daily interactions stretch you and place you in situations where there are various types of people?

The second way to overcome stereotypes is through critical thinking. In order to embrace diversity, we must learn to avoid errors of perception, judgment, and premature reaction. Stereotypes offer examples of poor critical thinking. When we hear broad statements such as, “African American/Black people depend on welfare,” we should be critical of them. We often notice the ways that a person or group of people, fit into a specific stereotype, but fails to recognize evidence that contradicts the stereotype (Snyder, 1998). We can ask for evidence and insist on accurate information. When we make statements about groups of people based on negative observations of a few members, we engage in stereotyping and prejudice.

The final way to overcome stereotypes is to look at the humanity in everyone. For example, some goals are universal. Most people want health, safety, education, and economic security. It does not matter what socioeconomic class you are in or ethnic group you belong to; most parents
want the best for their children. These are common areas that help us to see the humanity in everyone. It is essential to be respectful of the unique cultural differences that exist, but it is equally critical that we not forget the common denominators of all people. Corey & Corey (2003) sum up this point when they tell professionals:

“It is necessary that you have a range of experiences upon which to draw to understand the human condition. Universal human themes link people in spite of their differences. What is crucial is your openness to learn from the lessons that life has presented to you, your respect for contrasting perspectives, your interest in understanding the diverse world views of the clients you will meet, of challenging and changing of your attitudes and views” (p.191).

Oftentimes it is easy to accept and celebrate the commonalities that you share with a diverse group of people or diverse individuals. It is far more difficult to truly honor and appreciate the differences. In order to truly embrace diversity, we must become aware of and celebrate the differences that are based on cultural values, norms, and practices that have been scientifically studied and observed over time. These cultural patterns are not the negative stereotypes that stem from neglectful and sometimes ill-meaning generalizations, but form the foundation for beginning to understand diverse groups. The true learning comes from interacting with those diverse audiences with whom you want to work. As you interact, you will find commonalities, and certainly you will want to embrace those. However, you will also find uniqueness that must be respected and incorporated into program design and implementation. You will also begin to shatter stereotypes and assumptions.

Facilitator Note: Lead in to the next exercise that begins the process of eliminating stereotypes.

Exercise: Taking Out the Trash (if time permits)

The facilitator should write the names of various ethnic and socioeconomic groups at the top of a sheet of newsprint. Each group should have a separate page. Some examples of groups to write at the top of each sheet of newsprint are: African American, Latino, Native American, Asian, wealthy, public housing resident, homeless person, Southerner, CEO, high school drop-out, etc.
The facilitator posts newsprint on the wall in various areas around the room. Each participant receives a marker and writes every stereotype that they are aware of for each group. The markers should all be the same color, so people cannot be easily identified with their comments. There is no limit and no censoring of stereotypes that can be listed. This encourages participants to be candid with their responses. After everyone finishes writing, the facilitator reads each comment aloud.

This is when the facilitator turns into a cheerleader of sorts. The participants should be instructed to make as much noise as they can (i.e., cheer, stomp, beat on the table, clap etc.) when the facilitators give them the “cue.” After the facilitator reads all of the stereotypes listed for each group, he/she should dramatically rip the newsprint off of the wall, ball it up, and throw it in the trash. At that point he/she gives participants the “cue” to praise his/her action.

**Facilitator Note:** A variation of this is to let participants tear down and throw away the newsprint.

**Facilitator Note:** After the application exercise is completed, share with the group that now that the “trash” is out, we can approach diversity with an open mind. The facilitator may explain the purpose of the exercise this way: writing down the many stereotypes for each group without scrutiny is cathartic for many. Talking about race and socioeconomic issues can be stressful if not done in a politically correct way. Often people hold stereotypical views subconsciously and do not realize how much they impact their actions. Allowing participants to express their thoughts, then to see them disposed of, sends the signal that stereotypes should not be tolerated.

**Discussion Questions**

If there is time, the facilitator can continue this discussion by asking the following questions.

1. How did you feel as you were writing? Why?
2. Did any comments that others wrote surprise you? Why or why not?
3. How did you feel when the trash was taken out?
4. What have you learned from this exercise?
Topic 2: Multicultural Programming in Extension

Address the class: There is a set process involved for reaching the point where programming is truly multicultural. One of the earliest and most widely used models is called the Hoopes Intercultural Learning Process. Distribute and discuss Attachment 1.4.

Facilitator Note: Participants should discuss each stage of the process as you move towards the ultimate destination of multiculturalism.

Application

Facilitator Note: Have the participants divide into groups of four or five. Have each group discuss as many answers to the following two questions as possible. The groups should choose a recorder to write down all of the comments. Then the groups should select their top four answers to each question.

Questions: Why is it important for Extension to include diverse audiences in our programming? Why is it important that Extension programs be multicultural?

This application exercise is intended to stimulate participants to find ways to value diversity in Extension and understand why Extension should engage in multicultural programs. This process of valuing diversity must come from within. This exercise is an initial step in helping individuals develop or affirm their appreciation for diversity. Below are some points to make or raise for discussion if they are not mentioned by any of the groups.

• As a publicly funded organization, Extension’s mission is to serve all citizens.
• Having diverse participants enriches the Extension class setting (new ideas, thoughts, etc.).
• Changing demographics will eventually mean change in political power structures, perhaps beginning with the local levels. Thus, it is important for Extension to have political advocates.
• Ethnic groups are experiencing increased financial viability which has implications for financial support of Extension.
References


UNDERSTANDING DIVERSITY TO DESIGN PROGRAMS

Attachments

Attachment 1.1: Group Identification Categories

Attachment 1.2: Dimensions of Diversity

Attachment 1.3: Diversity Bingo Card

Attachment 1.4: Hoopes Intercultural Learning Process
Group Identification Categories

Age

Body Size

Class or Socio-economic Status

Education

Gender

Immigration Status

Language or Accent

Physical Disability or Impairment

Race and/or Ethnicity

Sexual Orientation

Spiritual Beliefs or Religion
Dimensions of Diversity

- Age
- Gender
- Race
- Ethnic Heritage
- Religion
- Income
- Work Experience
- Organizational Role & Level
- Communication Style
- Permanent Mental & Physical Abilities
- Sexual Orientation
- Work Style
- Social Status
- Education
- First Language
- Military Experience

Primary Dimensions
Secondary Dimensions
<table>
<thead>
<tr>
<th>A person who is older than 50 years</th>
<th>A person with Native American heritage</th>
<th>A Person Who Did not Graduate from College</th>
<th>A Person Who Was Born Outside Of The United States</th>
<th>A Person with African Heritage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Person Who is Left-Handed</td>
<td>A Person Who is or has been a Single Parent</td>
<td>A Person Raised by a Single Parent</td>
<td>A person with a Physical Disability</td>
<td>Someone Raised in a Wealthy household</td>
</tr>
<tr>
<td>A Person with Asian Heritage</td>
<td>A Person with Hispanic/Latino Heritage</td>
<td>FREE</td>
<td>Knows someone personally who is or has been homeless</td>
<td>A Person Raised by Grand Parents</td>
</tr>
<tr>
<td>A Person Who is a Vegetarian</td>
<td>Someone Who Lived outside of the United States for more than one year</td>
<td>Someone Who Received Public Assistance</td>
<td>A person who is the First College Graduate in Family</td>
<td>Someone Who Lives in a rural community</td>
</tr>
<tr>
<td>Someone Raised in the inner city</td>
<td>Someone Who Speaks More Than One Language Fluently</td>
<td>Someone Who Has Lived in public housing</td>
<td>A Person with Bi-racial Heritage</td>
<td>A person who Has Dated or Married Interc racially</td>
</tr>
</tbody>
</table>
# Attachment 1.4

## Hoopes Intercultural Learning Process

*(David Hoopes, 1979)*

<table>
<thead>
<tr>
<th>Stages</th>
<th>Transition</th>
<th>Description</th>
</tr>
</thead>
</table>
| ETHNOCENTRISM | Awareness | Belief that every one is like me  
“My way is best”  
Individuals strongly believe that their culture is the best; possibly hostile toward other cultures  
Intolerant of differences |
| | Understanding | Aware that other “good” cultures exist, but believe these cultures are for others, not for themselves  
“Live and let live”  
“I’ll do my thing, you do yours” |
| ACCEPTANCE/RESPECT | | Individuals take the time to learn about other cultures  
Educational phase |
| (Tolerance) | Appreciating/Valuing | Individuals are beginning to accept other cultures without comparing or judging  
Putting what they know to use |
| | Selective Adoption | Individuals learn to value and appreciate specific aspects of other cultures |
| | | Individuals selectively adopt those aspects of another culture that they see as having value for them |
| MULTICULTURALISM | | Individuals are genuinely open to all new experiences |