



DEFINITION LIST

Increasing Cultural Awareness & Equity in Extension Programs



MODULE 1

Equity in Extension Programs: Getting to Know the Language

Diversity

Our different identities such as age, race, ethnicity, socio-economic status, physical and mental ability, gender, sexual orientation, spiritual practices, employment status, geographic location and other characteristics.

Inclusion

Moves beyond simply having diversity within a space and toward creating an equitable environment where the richness of ideas, backgrounds, and perspectives are harnessed. Inclusion is the act of creating a space where each person is authentically valued, respected and supported.

Culture

The shared experiences of people, including their languages, values, customs and worldviews.

Equity

When a person or group receives the unique resources and opportunities needed to reduce or eliminate the barriers.

Culturally Relevant Teaching

Teaching practices that use the cultural knowledge, viewpoints, and social conditions of our participants to make our programs more relevant.

Stereotype

Generalized beliefs and expectations about members of certain groups that often lead to judgement without cause.

Implicit Bias

The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Oppression

The discrimination of one social group for the benefit of another.

Social Justice

The act of distributing power, resources, opportunity, societal benefits and protection in a way that is equitable for all members of society.



SUPPLEMENTAL RESOURCES

Increasing Cultural Awareness & Equity in Extension Programs



MODULE 1

Equity in Extension Programs: Getting to Know the Language

Suggested Readings

Bennett, M. J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10(2), 179-196

Fields, N. & Nathaniel, K. (2015a). Our role in and responsibility toward social justice. *Journal of Extension*, 53(5), 5COM2.

Freire, P. (1970/2012). *Pedagogy of the oppressed*. New York: Bloomsbury Academic.

Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice* (2nd edition). New York: Teachers College Press.

Ginwright, S. & Cammarota, J. (2002). New terrain in youth development: The promise of a social justice approach. *Social Justice*, 29(4), 82-95.

Jean-Marie, G., Normore, A. & Brooks, J. (2013). Leadership for social justice: Preparing 21st century school leaders for a new social order. *Journal of Research on Leadership Education*, 4(1), 1-31.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice* (34)3, 160-165.

Sensory, O. and DiAngelo, R. (2012). *Is everyone really equal?* New York: Teachers College Press.

Learn More About...

DIVERSITY, EQUITY AND SOCIAL JUSTICE CONCEPTS

- **Teaching Tolerance:** tolerance.org
- **eXtension:** dei.extension.org
- **Racial Equity Tools:** racialequitytools.org
- **Michigan State University Extension:** canr.msu.edu/od/diversity-and-multiculturalism/resources_1
- **University of Washington Tacoma's Diversity Resource Center:** tacoma.uw.edu/sites/default/files/sections/Diversity/diversity_glossary.pdf.

SOCIAL JUSTICE YOUTH DEVELOPMENT

- **4-H Social Justice Youth Development Professional Development Resource:** 4-h.org/wp-content/uploads/2018/12/4-H-Social-Justice-Youth-Development-Professional-Development-Resource-FINAL-004.pdf

IMPLICIT BIAS

- **Harvard's Project Implicit Test:** implicit.harvard.edu/implicit
- **Kirwan Institute Understanding Implicit Bias:** kirwaninstitute.osu.edu/research/understanding-implicit-bias

ACCESS, EQUITY AND OPPORTUNITY

- **4-H Professional, Research, Knowledge and Competencies (PRKC):** nifa.usda.gov/sites/default/files/resources/4-H%20PRKC%202017%20Guide.pdf